

Continuance

Knowledge and Understanding Passing from Generation to Generation

Winter 2017



Continuance: What's In a Name?

The *Ties that Bind* was published in 1986 by the Gerontological Society of America with the question, "What are the challenges for an aging society?" The report focused on the interdependence of generations and the many ways that generations connect with one another. At the time, intergenerational programs were popping up everywhere. In Illinois, state leaders were enthusiastic about the possibilities of a statewide intergenerational initiative but they also acknowledged that the continuity of these programs was a concern. Thus the name *Continuance* was selected for the newsletter that would describe intergenerational programs related to education, service and work for the next 30 years.

The original sponsors of the Illinois statewide intergenerational movement represented the three boards of education: Richard Wagner, IBHE*; Dave Pierce, ICCB*; Ted Sanders, ISBE*; as well as aging, Jan Otwell, IDOA* and service, and Jeanne Bradner, GOVA*. They understood the potential for older adults helping kids, particularly in education, and kids learning through their service to older generations. An important theme in 1987 and in 2017 is that the future depends on **generations working together!**

Little did we dream that 30 years later, the state leaders in education, aging and service would continue to champion generations serving generations. As we go to press, we are grateful for the continuity of involvement from these leaders and many more: IBHE, Jim Applegate; ICCB, Karen Anderson, ISBE, Tony Smith; IDOA, Jean Bohnhoff, and Service, Scott McFarland.

The theme of continuity was also part of a statewide retreat called Involving Older Adults in Education. The first newsletter reported on the discussions of those participating who represented 40 organizations. Paul Heath, president of John Wood Community College described the dynamic conversation of educators representing the pipeline of education—preschool, grade school, high school, community colleges and universities: "The retreat gave us a chance to talk with other educators about issues related to all levels of education and how older Illinoisans can make a difference in the lives of students."

* Illinois Board of Higher Education, Illinois Community College Board, Illinois State Board of Education, Illinois Department on Aging, Governor's Office of Voluntary Action



People who attended the retreat said they came away with a greater understanding about how the goals of education fit with the goals for happy and healthy aging.

After the retreat, the Illinois Board of Higher Education provided a Higher Education Cooperation Act grant to promote the involvement of older adults with students. A year later, the Retirement Research Foundation and another champion for the generations, Marilyn Hennessy, funded development of tools and connections for intergenerational programs.

As we begin 2017, the stories of generations over the last 30 years relate to all sectors as depicted on the cover. The progress of education and aging is remarkable. The state has moved from **Two Different Worlds** in education to a strong coalition of educators, the workforce and service advocates dedicated to early learning and achieving the 60x25 goal. Likewise many of the negative stereotypes about aging have been squashed through efforts like **Aging is an Asset**. Civic



engagement related to learning, service, and work helps the generations understand their interdependence and strengthens those ties that bind.

Last, one of the reasons for the popularity of intergenerational programs is the humor that often results when generations talk about their history and imagine their futures, whether sharing stories or laughing at what

was the innovative media.

- Jane Angelis

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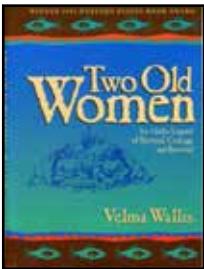
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The highlight of this issue is a study on the infrastructure of service in Illinois covering 50 interviews of four generations. One of the most important themes is that service is for all ages and with roughly one fourth of the Illinois population in service, we have a sleeping giant in our midst, particularly the growing 65+ population. Another is that we have some amazing resources in every community and often aren't tapping them. Not rocket science, is it?

Building Blocks for the Infrastructure of Service

1. Organizations
2. People
3. Connections and Communication Systems

The Infrastructure of Service in Action

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Last, an updated resource called A Family Story is a Gift encourages all ages to enjoy family history and preserve their stories for coming generations.

Download A Family Story is a Gift: A Guide to Saving Family Stories
Saving the Stories of Veterans



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Storytelling is Teaching; Teaching is Storytelling D. Antonio Cantu

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About Continuance

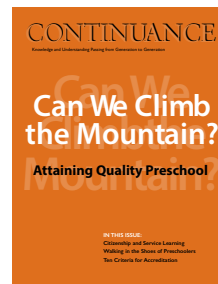
Time Line of Continuance Topics and Interviews

- 1987 First newsletter covering the Allerton Retreat
- 1988 Focus Groups on the *Educational Needs of Older Adults*
- 1989 Four-year project with the Retirement Research Foundation project in cooperation with the Chicago Public Library and then Deputy, Carla Hayden.
- 1992 Organizational meeting at ICCB: lifelong learning for older adults
- 1993 Exclusive interview with Secretary of Education Richard Riley and Aging Chief Fernando Torres Gill in Washington
- 1994 *Thirty Generations Connect* discussions held in preparation for the White House Conference on Aging
- 1995 Video: *I Choose to Die of Old Age* with the Illinois State Board of Education-- an effort for learning about aging.
- 1995 Tenth Anniversary Conference held at Governors State Univ. in cooperation with AARP: *Hand in Hand*
- 1996 *Solutions across Generations: All ages working together to solve problems across generations*
- 1997 *School's Out: A project with the Corporation for National Service about service in out-of-school programs.*
- 1998 Study on the Educational Interests of Older Adults
- 1999 Continuance changes to a magazine format with funding from the Corporation for National Service
- 2001 Fifteenth Anniv. Conf: *Intergenerational Solutions to the Problems of Education* held at Illinois State Univ.
- 2004 Young journalists write about the generations
- 2005 Exclusive interview with the Chinese Vice Minister of Education Chen Xiaoya in Beijing
- 2005 *Joys of Aging* study with State Univ. Retire. System
- 2006 Senate Forum on Intergenerational Leadership convened by Senate President Emil Jones
- 2007 *Aging is an Asset* series beginning with Higher Education P-12, Communities and the Workforce
- 2008 National Governors Association project on civic engagement in learning service and work
- 2009 Invitation to join White House Regional Reporters
- 2009 Senate Forum convened by Sen. President John Cullerton and Republican Leader Christine Radogno
- 2010 Covered White House Summit on Community Colleges and orientation in Brady Press Briefing room.
- 2010 Year of the Engaged Older Adult set by Gov. Pat. Quinn during the Governors Conference on Aging
- 2011 *Interdependence of Generations* based on local discussions led by 30 community college presidents
- 2012 Highlights of World Economic Forum: *The Aging World Peril or Promise*
- 2013 Interviews in nine countries with Education Ministries and Aging Agencies
- 2013 *Why News Matters: A Two-year project with the McCormick Foundation about delivering information*
- 2014 A Tribute to Public Libraries
- 2015 The Year of the Volunteer: Working together for the common good
- 2016 Illinois Press Association Volunteer Awards Update of publication called *A Family Story is a Gift*



The transition from newsletter to magazine happened in 1999, when the Corporation for National and Community Service provided funding for a project on service in out-of-school time programs. The first issue as a magazine focused on after-school programs and a recent report called *A Nation of Spectators*, that is, how civic disengagement weakens America and what we can do about it.

"There is a profound cultural chasm between K-12 and higher education," wrote Patrick Callan, National Center for Public Policy and Higher Education along with Michael Usdan, Institute for Leadership. "The two sectors continue to live and work apart, with separate associations, professional worlds, and networks." What a difference to see the action in 2017, when scores of organizations are working together to achieve the 60x25 goal.



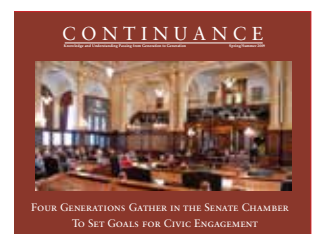
Can We Climb the Mountain? Attaining Quality Preschool focused on the latest research about early learning written by leaders and policy-makers for preschool. This was the largest and most challenging Continuance (60 pages). A popular theme was intergenerational programs demonstrating the natural affinity between kids and older generations.

One of the most popular issues of Continuance was about diversity. A group of SIUC student journalists interviewed Senator Emil Jones, Jr. about diversity. He told them that when he started in the Senate he "sat next to someone he didn't know" and learned more about people in other parts of the state. Jones later became President of the Senate.



Aging in as Asset--It's True! The series of discussions brought attention from all sectors about the positive aspects of aging. Each of the discussions had a different focus: Aging is an Asset for Higher Education, P-12 Education, Communities, the Workforce, Media and Health. This issue also reported on a new study about the Education Needs and Volunteer Interests of Older Adults.

In 2009, a Senate Forum was sponsored by Senate President John Cullerton and Leader Christine Radogno in cooperation with the National Governors Assoc. The project with the NGA focused on civic engagement in service, learning and work and was led by Charles Johnson, the head of Aging.



Generation Z Explores Careers and Service Learning

“Generation Z, born from 2000 to the present, is described as the most connected generation with Google-fostered expectations that everything can be instantaneous,” wrote historian Neil Howe. He compares them to the “Silent Generation, the doted-on, risk-averse, nice generation of kids that grew up during the Great Depression and World War II.” Today’s youths are also coming of age amid geopolitical turmoil and fears about the economy.

Gen Z students are also part of the new effort that requires a semester of civics for graduation in Illinois, so service and service-learning will be part of their transition to adulthood. Career and Technical Education is an outstanding model for service learning. For example, students in Career and Technical Education programs often apply their classroom learning to real world settings where they help people, get engaged in their communities and solve problems. In the process, they often find their careers.



John Rico, CEO,
Rico Enterprises

John Rico, co-chair of the Illinois Workforce Innovation Board and chair of the School, College and Career Readiness Committee with the P-20 Council, acknowledges the important role of service in workforce development. He notes that “students can try out a career path by volunteering in a sector that interests them” and through their civics and other service-learning classes learn more about community needs and resources.

Students can try out a career path by volunteering in a sector that interests them.

John Rico

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Service Learning as an Instructional Strategy

By Shelley Billig

I often do a little exercise during presentations about service learning that asks for the top 10 reasons to conduct service learning. Interestingly, students as well as teachers list academic and civic purposes in their top 10. Inevitably, however, within those top 10 are also such phrases as, "It's fun," "It is more engaging than other academic approaches," and "Students get to apply what they learned and use higher order thinking skills."

The concepts of fun, student-directed learning, engagement, and applied learning all have a basis in the literature about how people learn best and retain the most information (Bransford, Brown, & Cocking, 1999; National Research Council, 2003). Service learning, when done well, is engaging, challenging, and fun and gives students ways to be independent and interdependent, undertake challenging and realistic tasks, and develop teaming skills. All of those skills are also part of what students must develop to become 21st century citizens.

But service learning also has a serious academic purpose. It takes planning, time, and creativity, sometimes even more than traditional instruction. Service learning definitely requires professional development to learn what it means to implement it well and to learn how to set parameters in the classroom so that there is the right balance between student autonomy and teacher control. That's where leadership comes in.

This article originally appeared in *Principal Leadership* in Feb. 2010. Thank you to the National Association of Secondary School Principals for permission to reprint.

Shelley H. Billig, PhD. is the vice president of RMC Research Corporation in Denver, CO.

Communities Serving While Helping Teens Find Career Paths

Throughout Illinois, junior and senior high school students learn about a variety of careers through Career and Technical Education (CTE) programs. For example, students provide care for children of working parents while preparing for careers in the Early Childhood Education field. Students in Automotive Collision Repair and Automotive Service work on autos from donor organizations that give the refurbished vehicles to residents in need. Culinary Arts students provide refreshments for community groups meeting at high schools. Cosmetology students reinforce their training by working with clients at low costs.

Community volunteers serve as program advisory board members and provide internship and job shadowing opportunities, apprenticeship sites, and field trips. Once students have graduated, they often return to give talks, offer evaluation feedback, and participate in awards events. Local businesses and community partnerships donate equipment and supplies that contribute to learning, from medical supplies to the Jaws of Life and more.



A student serves his community by creating a community mural. He asked older community members to recall stories about the early days and then transformed the stories into art.

Service-learning is an instructional strategy that blends community service with academic learning. Emphasis is placed on reflection, active student participation, and connecting the curriculum to the real world. (Continuance magazine)

*Volunteering: When a person freely offers to take part in an enterprise or undertake a task.

*Civic Engagement: Individual and collective actions designed to identify and address issues of public concern.

*Websters Dictionary

Presidential Scholars for Careers and Technical Education

State Superintendent of Education Dr. Tony Smith cheered the accomplishments of Sierra R. Day of Cerro Gordo High School in Decatur and Madeline P. “Maddie” Poole of Chicago High School for Agricultural Sciences. “The fact that two of our students are among the elite first class of Presidential Scholars in Career and Technical Education (CTE) shows the tremendous value of high-quality career and technical education programs in our schools,” said “Career and Technical Education programs prepare students to compete and thrive in the global marketplace,” said Smith.

Day and Poole were among the 20 students nationwide who demonstrated accomplishments in academic rigor, technical competence, and employability skills documented through community service and leadership positions of career and technical education student organizations.

When asked why she received the award, Maddie said, “I think it’s the research I’ve done.” A visit to Jalna, India is among the highlights of her high school research. There she studied rice seeds and bacteria for Mahyco, a hybrid seed company. She’s also studied biofuels while at the Ag School, comparing canola, corn and soybean oil for a science fair project that sought to determine which is the best energy source. She was president of the school’s Future Farmers of America chapter, worked as part of team to bring a community garden to Robert H. Metcalfe Community Academy in West Pullman and packed backpacks filled with needed supplies for homeless men and women in Chicago last year.

Sierra R. Day was enrolled in the Agricultural Sciences program through Heartland Technical Academy in Decatur. She has raised cattle her whole life so she is no stranger to the long hours and commitment needed for a raising a newborn calf and understands the many challenges each calf will face. She has developed many skills relating to nutrition, health, economics and overall management of livestock. Acknowledgment of her expertise was highlighted when she was selected to be a member of the livestock judging team.

Sierra was active in Future Farmers of America (FFA) all 4 years of high school. Future Farmers of America encourages service-learning as a way of applying the leadership and educational skills learned in school and through FFA to meet an identified community need.



Madeline Poole of Beverly, a graduate of Chicago High School for Agricultural Sciences in the Mount Greenwood neighborhood, studied various types of seeds, including rice. Here she holds a seedling pepper plant in the school’s greenhouse.



Sierra R. Day, a Decatur student named 2016 U.S. Presidential Scholar. She joined 19 other Presidential Scholars in a journey to Washington where they were honored by President Obama. When she found out about the award, she said, “I honestly was so happy I wanted to hug my cows.”

About the Presidential Scholars Program

The original Presidential Scholars program was established in 1964 to recognize and honor some of the country’s most distinguished graduating seniors. In 1979, the program was expanded to recognize students who demonstrate exceptional scholarship and talent in the visual, creative, and performing arts. In 2015, President Barack Obama signed an executive order to establish a U.S. Presidential Scholars Program in Career and Technical Education to honor up to 20 students each year on the basis of outstanding scholarship and demonstrated ability and accomplishment.

The Presidential Scholars must demonstrate accomplishments in academic rigor, technical competence, employability skills and ingenuity through creativity and problem solving. Technical competence and employability skills are documented through community service where CTE skills are utilized, along with work-based learning experience, and involvement in leadership positions of career and technical student organizations.

Visit the [Presidential Scholars Program](#)

Students Get College Credits and Career Credentials through Work-based Learning

By Peggy Luce

Students' hands-on work-based learning activities provide meaningful community service on-campus and at business and service work sites in the community.

Keirsten, a student at the Lake County High Schools Technology Campus (LCHSTC) tells a story about how she found her career as a result of a personal experience. After the death of her little sister, Keirsten created an organization called "Kayla's Footprints" in which she brightened the lives of sick children with monthly craft activities or delivering hand-made blankets to those in hospitals. She had taken a course in Early Childhood Education and knew she wanted to care for young children. As a result, Keirsten entered the Certified Nursing Program at LCHSTC and became a pediatric nurse.

Keirsten also became involved with SKILLS USA, an organization that brings together students and their instructors as well as representatives from business and industry who share common interests and exchange ideas. Student members compete in regional, state and national competitions challenging their leadership and skill activities, teamwork, and character development.

The leadership and workforce skills she learned in her courses, through Kayla's Footprints and Skills USA resulted in a \$64,000 scholarship to Loyola University's Nursing program. She attended a recent school

board meeting at the high school and thanked them "for allowing me to capitalize on my skills and be surrounded by people who pushed me to further my passion."

Principal Derrick Burress says, "One class at LCHSTC often ignites a student's passion to continue to study and work in a field." The personalized teaching and learning relationships help students discover multiple career pathways that would be a good fit for them. Students receive advice and assistance with college and scholarship applications from teachers who have a personal knowledge of the student's strengths and passions. Gina Schuyler, Workforce Development & Grant Coordinator says, "The Tech Campus is a jewel for the students and community."

Students at the [Lake County High Schools Technology Campus](#) graduate with a diploma from their home high school along with college credits through dual credit post-secondary-institution agreements and with industry-recognized credentials. LCHSTC's students come from 22 "home high schools" in Lake and McHenry counties for part of their school day to study Career and Technical Education programs enabling junior and senior high school students to prepare for employment, continuing education and productive citizenship.

The Technology Campus at Lake County High Schools is one of the 58 Illinois Education For Employment



How many careers can you identify? Students from Lake County High Schools Technology Campus represent several of the career and technical occupational programs available throughout Illinois high schools. (Front row) Certified Nurse Assistant & Medical Assisting, Photographic Design, Cosmetology, Auto Service & Collision Repair, Emergency Medical Service, (second row) Early Childhood Education, Fire Fighting, Multimedia Design, Game Programming/App Dev & 3D Gaming, Computer Support Services, Construction Skills & Management, Welding/Fabrication, and Culinary Arts.

(EFE) Regional Delivery Systems enabling junior and senior high school students to prepare for employment, continuing education, and productive citizenship.

Peggy Luce is with Luce Consulting and an expert in workforce issues.

Regional Health Occupations Program

By Laura Sullivan

Whether you want to be a thoracic surgeon, a physical therapist, a registered nurse, an oncologist, an EMT or a CNA, high school students can get a well rounded start to a career in health care by enrolling in the Health Occupations Program.

Region-wide there are 168 CTE students from twenty area high schools who are enrolled in the program's 4 class sites. Students meet each day for class at their class site, not at school, which is hosted by a local health care agency. During the program, students learn in-depth about hands-on care of the elderly and work with members of this age group to practice the clinical skills learned in the classroom. During the last quarter of the program, students have the unique opportunity to spend time in up to 5 different allied health care settings of their choosing. This gives the students an opportunity to work alongside professionals in the field and to gain a better understanding about the career opportunities available to them.

Students who successfully complete this year-long course are eligible to sit for the Illinois Nurse Aide Competency Exam, which allows them to work as a CNA. At the conclusion of the program, students earn 11 college credits to Lake Land College (LLC) and can apply for special admission into one of LLC's Allied Health Programs, especially their popular Nursing Programs. The program started 35 years ago with 25 students from Mattoon and Charleston High Schools. It was



L to R: Rod McQuality, CTE Curriculum Revitalization Project Coordinator, Seth Pharris, and Abbi Barton, North Mac High School in Virden, IL. Seth was the winner when he designed a disposable and recyclable stadium chair cushion.

One example of a student organization's involvement is a contest sponsored by the Illinois Business Education Assoc. in conjunction with the Illinois CTE Curriculum Revitalization Project. The "Shark Tank™" like contest was called "Shark Pool" and was intended to be a valuable teacher resource that featured the creative abilities of Illinois CTE students and encouraged future entrepreneurs. Students worked either individually or in a group of two to three students under the guidance of a CTE Teacher to pitch their ideas for new products.



Health Occupations Students from Mattoon High School Career and Technical Education Program Above: Paris Community Hospital CTE Students celebrating the end of their rotation in the operating room. Below: Mattoon High School CTE students at the Sarah Bush Lincoln Health Center where the Health Careers program began in 1981.



formed in cooperation with Sarah Bush Lincoln Health Center in Mattoon to address the continued need to recruit students into healthcare, introduce them to healthcare providers, and share employment opportunities in the local community. Due to the success of the program, it quickly grew and expanded into three additional community sites: Paris Community Hospital, Shelbyville Manor Nursing Home and HSHS St. Anthony Memorial Hospital.

Laura Sullivan is assistant to the director, Eastern Illinois Education for Employment System 340, a consortium of 26 school districts.

Resources for Career and Technical Education

State Strategies to Scale Quality Work-Based Learning

A Report from the National Governors Association

Industries in every state are struggling to find qualified applicants for jobs, while job seekers too often find they lack the skills needed to enter or move along a career pathway to a good job. Preparing a workforce that is poised to meet the needs of businesses and ultimately to make the state more economically competitive is a top priority for many governors. [State Strategies to Scale Quality Work-Based Learning](#) highlights strategies governors can implement to increase opportunities for high-quality, demand-driven work-based learning and prepare their citizens for the modern workforce.

National Coordinating Council for Student Organizations

A national coalition, the [National Coordinating Council](#) for CTE Student Organizations, serves state and local student organizations in a variety of Career Clusters identified in The National Career Clusters Framework which includes: Agriculture, Food & Natural Resources, Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics and Transportation, Distribution & Logistics

College and Career Readiness: Illinois State Board of Education

In September, 2015 the Illinois State Board of Education (ISBE) adopted new, more measurable goals, including ensuring that 90 percent or more of students graduate from high school and are college and career ready. ISBE provides state leadership, technical assistance and monitoring for [CTE Programs](#) that prepare students for employment, continuing education, and productive citizenship. CTE programs offer opportunities for volunteers of all ages from business and service partners to participate in the local student activities and national career and technical student organizations.

SkillsUSA

[SkillsUSA's](#) mission is to empower its members to become world-class workers, leaders and responsible American citizens. One goal is to improve the quality of America's skilled workforce through a structured program of citizenship, leadership, employability, technical and professional skills training. The organization works to enhance the lives and careers of students, instructors and industry representatives as they strive to be champions at work. The organization has 13,000 school chapters in 54 state and territorial associations. More than 14,500 instructors and administrators are professional members.

Student Organizations Make an Impact

Career and Technical Student Organizations are key components to strong CTE programs. One of the constant themes about career and technical education is the support from student organizations that help make an impact in three ways.



1. Higher levels of academic engagement and motivation, civic engagement, career self-efficacy and employability



2. Participating in leadership and professional development activities raises students' educational aspirations



3. Higher grade point averages and are more likely to be enrolled in college at age 21

GOVERNORS ARE CHAMPIONS FOR SERVICE AND VOLUNTEERS

In *Servant Leadership*, Robert Greenleaf writes, “At the heart of every constructive action are responsible persons, those who reach out to engage with real life issues where the going may be rough. These responsible people are the champions who make things happen.” If anyone understands the importance of service and volunteers, it is America’s governors who honor volunteers in awards ceremonies each year.

During the National Governors Association’s 2016 Summer Meeting held in Des Moines, Governors discussed some of the pressing challenges facing states—from the opioid crisis to cyber security to agriculture and food security. However, this year, they did something unique led by Iowa Governor Terry Branstad. The governors, first spouses, staff, and meeting attendees came together to participate in a service project demonstrating the need for food security.



Gov. Terry Branstad said, “This was a great event and I’m proud to have been a part of it.” He continued, “As Governors, we came together to help our neighbors and we showed how important it is to battle an important issue, like food insecurity.”

Congratulations to Gov. Branstad on his nomination as Ambassador to China.

Small Grants to States Will Stimulate Student Success

By Jim Kielsmeier, Joanna Lennon and Jon Schroeder

There is a growing effort to bring back Learn and Serve America, a program that provided grants to states between 1994 and 2010, and resulted in a growth of service and learning throughout the country. Learn and Serve America provided benefits for millions of exceptional young people in thousands of schools, in rural communities and struggling neighborhoods with relatively little cost to taxpayers. That line item was moved in 2010 by the Corporation for National and Community service but could easily be returned. Clearly that would bring new momentum back to the states.

Students who were engaged in service learning programs have demonstrated improved academic achievement in traditional subject areas and growth in more subjective indicators like transitions to adulthood with workforce skills and positive contributions to their communities. Likewise the proposal process is simple so that teachers and schools without sophisticated proposal entities can also apply. In the past, the grants have sparked new initiatives to promote student success and involvement.

Learn and Serve America helps determine how society views its youngest citizens—as **allies and assets** in addressing community needs—or as an age- and often racially-defined **set of burdens and problems** needing to be carried and fixed by adults.

Jim Kielsmeier is the founder of the National Youth Leadership Council
Joanna Lennon is the founder and CEO of Civic Assets; and
Jon Schroeder is the former policy director for US Senator David Durenberger.

[Impact of Service Learning](#)

[Ideas and Examples from Learn and Serve Illinois](#)



Gov. Brian Sandoval with members of the Nevada disaster team.

“The spirit of volunteerism in Nevada reflects our history, our culture and our future,” said Nevada Governor Brian Sandoval. “Volunteering and service strengthens the fabric of our communities and make it possible for businesses and neighborhoods to thrive.” He said “Volunteerism--is like food for the soul.”

A day’s service makes a night’s rest all the more rewarding. And it gives us something to wake up for the next day. Gov. Sandoval is the Vice Chair of the National Governors Association.



Mary Yokem, a foster grandparent, Gov. Bruce Rauner and Kellon Oldenettel, founder of the Sock Drawer.

Gov. Bruce Rauner, greeted volunteer award winners at the Old State Capitol in Springfield, saying “We are Illinoisans and we Volunteer!” Two of those receiving awards during the 2016 Governor’s Volunteer Award ceremony held in April were Mary Yokem and Kellon Oldenettel. Mary Yoken is a foster grandparent for third grade students at Enos Elementary School in Springfield. Kellon Oldenettel organized Kellon’s Sock Drawer and has collected over 5000 pairs of socks for kids in Jacksonville. Awards were presented to Illinoisans representing youth, business, AmeriCorps and Senior Corps.

NGA Chair Cites Service

“National service is a solid strategy for strengthening America.” I admire those who give their time and talent to enrich and improve their communities



Virginia Governor Terry McAuliffe

through volunteerism.” I’m honored to host the Virginia Governor’s Awards for Service and Volunteerism in the Executive Mansion each year.

Virginia is the first state in the nation to be designated an Employer of National Service, demonstrating Governor McAuliffe’s belief in the power of service to provide valuable skills and experience to young Americans at the beginning of their careers.

Gov. Terry McAuliffe is the governor of Virginia and chair of the National Governors Association.



Gov. Steve Bullock builds trails with Montana Conservation Corps members.

The Spirit of Service is Strong in America

By Steve Bullock

Everyday our citizens give back in communities and cities throughout this great country. I believe that service is part of our national and state identities, not a Republican or Democratic notion; rather, it’s a cornerstone of our shared values as Montanans and Americans.

Higher education institutions and school leadership organizations prioritize service learning as a way to prepare students for the workforce and a lifetime of service. Service learning provides students with the opportunity to connect hands-on experiences with community and human needs. It’s an enriched alternative to textbooks that can give students a deeper understanding and appreciation of real-life situations.

Service and service learning lead to engaged citizens who use their talents and passion to make the world around them a better place. I’m proud to serve as the governor of a state where we believe that service is critical to the fabric of our communities.”

Bullock is the governor of Montana and chair of the Education Commission of the States.

The Infrastructure of Service in Illinois

The building blocks for volunteering, service and civic engagement



By Jane Angelis

We can all relate to the idea of a deteriorating public infrastructure that brings visions of crumbling roads, insecure bridges or a broken grid. Likewise a crumbling infrastructure of service brings images of organizations without volunteers, people without access to service opportunities, and communication systems that don't connect people and organizations. That's what the infrastructure of service isn't, now let's discuss what it is.

Every sector, every profession, every community relies on volunteers, so the service infrastructure is vital to daily life in Illinois. In preparation for this 30th-year issue, Continuance magazine sponsored interviews with 50 individuals representing a cross section of generations, geographical locations in Illinois, and sectors including education, the workforce, faith-based organizations, municipalities, and service entities. When they were asked to define the infrastructure of service, most responded with the ways that service has a direct impact on their lives and organizations. The questions were framed around civic engagement in service, learning and work and two important metrics—the achievement of the 60x25 goal (by 2025, 60 percent of Illinoisans will complete a postsecondary degree or credential) and the aging of Illinois. Three questions shaped the conversation: 1. How are volunteers and service programs helping to achieve the 60x25 goal? 2. How could service contribute to a plan for the aging of Illinois? 3. How could Illinois strengthen its infrastructure of service?

This was not a scientific study, rather one to serve as a basis for continuing discussions and better understanding about the organization and continuity of volunteer programs. The reflections on the outcomes are included on page 19 and a list of those who provided the wisdom for this report, on page 20. - Jane Angelis

*Every sector, every profession,
every community relies on
volunteers, so the service
infrastructure is vital to
daily life in Illinois.*

Building Blocks for the Infrastructure of Service in Illinois

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Building Blocks for the Infrastructure of Service

A beginning premise for this report is that the building blocks of the infrastructure of service are the **people**, the **organizations** that manage volunteer operations and the **connections and communication systems** that are integral to building partnerships and the process of service.

Those interviewed had a variety of perceptions about the infrastructure and its composition. What is the infrastructure of service? "It is the people," said Barb Tubekis, executive director of the Volunteer Center of NE Metro Chicago. "It is the history and the stories," said Pat Bearden, executive director, American Family History Institute. "It is collaborative efforts," stated Margie Morris, executive director, Illinois Mentoring Partnership in Chicago. Chris Merrett, executive director, Illinois Institute of Rural Affairs agreed, "The infrastructure builds coalitions."

"Personal contact, partnerships and coalitions" were frequent observations of interviewees as they pointed to the unity and fellowship that enables a group of people to solve problems together that an individual alone, could not.

A frequent response and one voiced by Scott McFarland, executive director of the Serve Illinois Commission was that the **infrastructure is local** and unique to each community. "The infrastructure of service is a loose organization of many sectors, each with its own mission and approaches," he said. Jason Leahy, executive director of the Illinois Principals Association observed that "The infrastructure of service is different for every community." He highlights the local focus of

service programs and their distinct characteristics, "For example, of 865 school districts in the state, there are likely 865 different ways of organizing volunteers," he said.

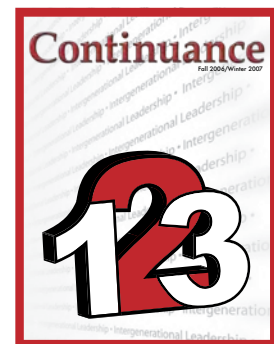
When asked about the 60x25 goal and its relationship to the infrastructure of service, Jack Thomas, president, Western Illinois University and IBHE (Illinois Board of Higher Education) board member suggested, "Everyone needs to understand the importance of service to education and student success."

1. Organizations

Alice Marie Jacobs, president emeritus of Danville Area College considers the complexity of the service infrastructure. "There are many levels of service that are part of daily and community life." For example, in a community, the organizational structures are the schools, hospitals, civic and municipal organizations, faith-based organizations, and a variety of groups, clubs, and alliances that rely on volunteers and recruit them too.

"It is the sum of organizations, businesses, municipal and non-profits that provide the structure and process for linking volunteers to opportunities," reflected Scott Niermann, an administrator for the St. Mary's Hospital Foundation in Centralia.

"Clearly the building blocks for the infrastructure of service are similar to those for a connected and engaged society," said Brandon Bodor, board member, Serve Illinois Foundation, that is "people, organizations and connections through communication systems."



Literacy programs are a glowing example of the infrastructure of service. "Many organizations work together for a common goal," says Jennifer Foster, deputy director of adult education and the workforce, Illinois Community College Board. Mandy Dwyer, Literacy Coordinator at Joliet Junior College said that their partnerships with a variety of organizations throughout the region make it possible to connect volunteers with literacy students. "Retirees are often mentors for adult literacy programs" noted Beth Paoli, director, Illinois State Library Literacy Program, "and it keeps them active." Julie Pangrac, Literacy Program Coordinator, a partnership with Richland Community College and Decatur Public Library pointed to the many ways community organizations assist their three-way partnership that underlines the infrastructure of service—student, volunteer, and administration."

During natural disasters, communities may witness the spontaneous building of a service infrastructure when volunteers help first responders.
IEMA Training Session

2. People

Ideally, the seeds of a life of service are planted early in life according to many of those interviewed, but those seeds can be planted at every age. “We need to find and support ways the generations can help one another understand what it is like to be an engaged citizen, whether they are 3 or 103,” said Kathy Engelken, former director of Illinois Campus Compact.

Each generation approaches volunteering and civic engagement in their own way but among those interviewed there was a strong consensus that ideally volunteering begins at a young age and can continue to the last days of life. How so? Ask Grandma Ruth, an older volunteer who came to the preschool class at Oakton Community College in Des Plaines several times a week. The children observed her helping them, caring about them, and watched her physically aging. Their desire to help her was revealed in a telling comment, “Don’t worry Grandma Ruth, you’ll get young again.”

We don’t think about young children as volunteers but Melinda LaBarre, board member for the Illinois State Board of Education, believes that “Young Children love to help. If they get involved with service at an early age, they will likely continue.” Kay Frey, director of the RSVP Program at Triton College agrees. “If you start young, volunteering will be part of your life.” Illinois State University President Larry Dietz tells about his experiences as a young boy. He observed how the March of Dimes helped his brother who had polio. So he helped raise money for the March of Dimes bucket and he said, “That experience and watching my parents volunteer set

a pattern of service that has continued throughout my life.” Kathleen Murphy, director of communication, Forefront, commented that “If you start young, volunteering will always have a place in your life.”

Throughout grade school and high school, students provide exceptional examples of how service impacts their learning, addresses community needs and gives them opportunities to understand their abilities. These remarkable stories are often captured by newspapers, radio and TV,” said Yolanda Simmons, Chicago. “The very characteristics reported as making service experiences positive are those that provide youths with tools for the transition to adulthood” noted Jim Kielsmeier, the founder of the National Youth Leadership Council.

Likewise, the new graduation requirement for civics have great potential for strengthening the infrastructure of service as high school students become more active in their communities. Jacqueline Martinez from Netwings, an international student project, noted “When youth are included on boards and in committees with actual tasks to do or are active in extracurricular activities, they benefit from the civic engagement and so does the community.”

Southern Illinois University President Randy Dunn said, “Service is critical to rounding out and enriching education, because service activities give academics meaning.” However he cautioned, “Educators should not coerce students into service.” Jacqueline Martinez from Netwings agrees, “Service should be an invitation because mandatory service can deflect its importance.” She continued “If you want to create generations of volun-

teers, you need to understand that service is part of everyday life.”

As adults and older adults, service enriches communities and helps fulfill the responsibility of individuals to their democracy. Individuals may be hesitant to serve because they think they have nothing to contribute, but an invitation from current volunteers goes a long way to overcome their reluctance, noted John Hosteny, Illinois director, Corporation for National Service.

Fred Nettles, chair of the Serve Illinois Commission, summarizes the impact of service when he tells a story about a family searching for oil far and wide. Then one day they found it in their own backyard. “When we look within ourselves and our neighborhood, we find extraordinary resources,” he said.

“Service activities give academics meaning.”

President Randy Dunn, SIU

“If you want to create generations of volunteers, you need to understand that service is part of everyday life.”
Jacqueline Martinez, Netwings

3. Connections and Communication Systems

The *working-together mindset* described in the first Continuance, January 1987, continues to be at the heart of the infrastructure of service in Illinois. A striking example is seen in the action of pastors in two Peoria churches. “There was an overwhelming climate of racial unrest in 2005,” according to Reverend Tony Pierce and Reverend Cliff Parks. They considered an unusual partnership that focused on communication and connections. Their African-American and Anglo congregations were merged into a single multiracial and multicultural congregation of Heaven’s View Christian Fellowship to model racial reconciliation. Rev. Tony Pierce, a member of Generations Serving Generations, believes that trust between races is a great challenge. “Many groups, schools, churches are in their own silos when they could be working together.” When Pierce and Parks united the two congregations, they demonstrated the way trust can begin between races and the power of an invitation.

That lesson translates to volunteers. Often people are more comfortable with an invitation to volunteer from someone already involved. A 2005 study conducted by Continuance magazine in cooperation with the State Universities Retirement Systems underlined that trend. The study found that “Of those who weren’t currently volunteering, 68.3% said they would if asked; 86.1% said they would if asked to do something that interests them.” One of the tasks for volunteer coordinators is to extend invitations, said Linda Brookhart, executive director of the State Universities Annuitants Association.

Personal contact was the most important factor for getting involved with service according to Barb Tubekis, NE Metro Volunteer Center and many of those interviewed. “Each of us can be an important factor in publicizing and connecting volunteer programs,” said Dr. Darlene Ruscitti, Superintendent of the DuPage Regional Office of Education. She suggests that individuals ascend the bully pulpit for service and talk about how service helps their organization accomplish its mission. She says, “explore the possibility of developing a subcommittee for service in your organization.”

A budding group called the Volunteer Connectors are in the process of establishing a statewide communication network that will reflect support for an infrastructure of service throughout Illinois. Rosie Drumgoole, the leader of the group from Chicago Cares, says that often people need volunteers and simply ask the question, “I need volunteers, how do I begin?” She said, “The answer to that question may be one of the most important responses we provide.” Peggy Luce, Luce Consulting suggested the [Volunteer Match](#) website as another important way for volunteers to get connected as well as organizations to publicize opportunities.

Another frequent idea expressed was about listening. Louis Kosiba, executive director of the Illinois Municipal Retirees Fund, observed, “Let’s learn more about what the ordinary citizen thinks.” Nisan Chavkin, a longtime civic engagement expert underlines the idea that everyone’s voice matters. Many agreed with this strategy. A question posed by Shefali Trivedi, Giv-

ing DuPage, was “How do we engage you?” The Rev. Brenda Girton-Mitchell, a faith-based expert with the U.S. Dept. of Education, suggests: “If you don’t know what people can help you do, you need to give them the opportunity to tell you: ‘This is what I can do – this is how I can help.’”

“Small, medium and large newspapers often highlight volunteer stories and opportunities,” observed Dennis, DeRossett, executive director of the Illinois Press Association. For example, “Tell Us Your Volunteer Story!” was a project from the editorial board of The State Journal-Register in Springfield. They asked readers to send stories about volunteering that would encourage more people to step up to make the city a better place.

Social media is a great communication channel for publicizing volunteer opportunities and observations about service and civic engagement said Onie Riley, African American Heritage. Members of Gen Z and Gen Y will say, “It is the communication system for now and the future,” noted Kelia Beck, Volunteer Coordinator, Serve Illinois Commission.

**“Change is in our hands!
Let’s step out of our silos and
see how we can
work together.”
ISU President Larry Dietz**

The Infrastructure of Service in Action

1. Looking at the Infrastructure of Service through the Lens of the Workforce

The World Economic Forum reports that 65 percent of today's primary school students will be employed in jobs that don't currently exist. Dr. James Applegate, executive director of the Illinois Board of Higher Education says that "Nearly 70 percent of those will require a postsecondary credential." The accomplishment of the 60x25 goal depends on strong community connections between education, the workforce and the service infrastructure.

What is the role of business for the infrastructure of service in Illinois? The private sector often brings the expertise for planning, organizing and developing a winning strategy, observed Doug Brauer, vice-president of economic development and innovative workforce solutions at Richland Community College. Todd Maisch, president, Illinois Chamber of Commerce noted that "Volunteerism is a key factor for being appointed to one of our board positions."

John Rico, CEO of Rico Enterprises and co-chair of the Illinois Workforce Innovation Board, suggests a strategy called collaboration by design that has great potential for managing and developing volunteer programs. "Seek advice from those who are successful, get involvement and buy-in from local partners, describe the venture so everyone understands your goals and

keep good records about what works and what doesn't." Rico commends service programs and suggests volunteering as a way to try out a career.



In the [Summer/Fall 2015 Continuance](#), Peggy Luce, Luce Consulting, reported on how business is looking to the future through their traditional partnerships with volunteer programs. Leadership and leadership development are touchstones for businesses that build strong partnerships with schools, non-profits and community organizations noted Luce. For example, companies develop partnerships with non-profits, schools, faith-based organizations and throughout Illinois' communities and neighborhoods. Luce calls it an important cog in the wheel of the Illinois infrastructure.

Clearly there are many ways that local and regional businesses contribute to the infrastructure of service in Illinois. "The population in many rural areas is aging and declining so mobilizing volunteers for community development is vital," said Christopher Merrett, director, Illinois Institute for Rural Affairs at Western Illinois University. He said that the Peace Corps Fellows, an AmeriCorps program, trains returning Peace Corps members to lead community and economic development projects in small towns. Another program promoting community development is the CEO Program started in Effingham by Craig Lindvahl, the executive director of the Midland Institute for Entrepreneurship and board member of ISBE. Lindvahl shares that experience on [YouTube](#).

Sam Nelson, director of outreach development, Illinois Student Assistance Commission, noted that some students are more adept at short-term accomplishments so the pathways to good jobs "have off ramps but the students

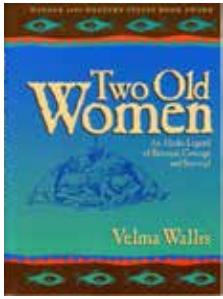


A recent Workforce Development and Innovation Board (IWIB) meeting held at Rend Lake College provided details on the new legislation for career readiness. L to R: President Terry Wilkerson, Rend Lake College; Jennifer Foster, Illinois Community College Board; Julio Rodriguez, Illinois Department of Commerce, and John Rico, Rico Enterprises and co-chair IWIB.

can get back on too." He also refers to the many ways that retirees can share their workforce wisdom when students need encouragement with soft skills.

One of the concerns of many is the way to keep everyone safe when they volunteer, which means background checks. Dawn Melchior, vice president of member engagement, Forefront, suggested that some of the newer methods allow individuals to do part of the background check themselves. "Background checks are a continuing challenge, particularly for education," said Melinda LaBarre, ISBE member and co-chair of the Background Check Working Group. Jeff Turnbull, RSVP Peoria, says that older people are often concerned about their safety. "A good example is an 82-year old who mentors kids in Peoria schools. He isn't fearful about going into the inner city because of his past experiences." All generations need to know that they will be safe when volunteering, said Margie Morris, Illinois Mentoring Partnership.

2. Getting Ready for an Aging World



In the Alaskan classic, *Two Old Women*, author Velma Wallis tells the story about how two elderly women were abandoned when their migrating tribe faced starvation. However, a grandson thought the tribe's decision was a mistake, so he secretly gave them a hatchet, which was key to their survival. The women decided their lives weren't over and used lifetime skills to survive. When the tribe migrated back, thin, starving and exhausted, they discovered the two old women and their cache of food and furs. The book tells about the resilience and capacity of older generations and the desire for connections with younger generations.

Have you noticed that the world is aging? By 2030, 22 percent of the Illinois population will be 60+ and by 2060, close to one third. "Increasing longevity has led to new challenges for health, independence, economic status, and relationships with other generations," said John Holton, Center for Gerontology, Concordia University and convener for I-GRAIN (Illinois Gerontology Research Advancement and Instructional Network), a new coalition of universities and researchers sharing ideas about aging in Illinois.

"Retirees stay active by volunteering," said Alice Marie Jacobs, a board member of the Illinois Board of Higher Education as she points to the benefits of service. John Rowe and members of the MacArthur Foundation Research Network on an Aging

Society suggest some [parameters for an aging society](#). The beauty of the goals is that they target and benefit all generations.

"On one hand, we need to consider the services that will be needed by an increasing aging population including the jobs that are part of the support system for older adults," said Director Jean Bohnhoff, Illinois Dept. on Aging, "On the other, consider that we have an untapped resource in the older population." A 2008 publication funded by AARP called "More to Give," and authored by John Bridgeland, Robert Putnam and Harris Wofford, provides a blueprint for involving older adults.

Irene Frye, executive director of the Retirement Research Foundation, wrote, "We should welcome the diversity, talents, experience, wisdom, spirit, resilience and energy of the growing numbers of older persons and harness their potential to strengthen true partnerships across the ages." Scott Niermann, Centralia, cites the example of elders who have received support services from volunteers, then get well and become volunteers themselves. Jonathan Lackland, Illinois State University joins others in suggesting that service should be a part of every retirement. Linda Brookhart, SUAA asks, "Do retirees receive an invitation to come back to their campuses in a service capacity?"

Older Illinoisans may be hesitant to serve because they think they have nothing to contribute. "Often older people are forgotten in retirement centers and nursing home," Fred Nettles, acting bureau chief of community

support services, Illinois Department of Human Services. They have talents that could benefit their communities, but often they have lost hope and seem to be waiting to die. "Service is part of growth and development at all stages of life," said Nettles. Bernie Wong, executive director, Chinese American Service League, added that intergenerational connections are important, particularly for education.

"Volunteers often help older Illinoisans have a better quality of life in their later years, but often those homebound or frail also have something to contribute," observed Mary Walsh, longtime intergenerational expert from Rosemont. Chris Smith, former executive director, Hands On Suburban Chicago added, "everyone brings something to the table."

Phyllis Mitzen, member of the Illinois Council on Aging, suggests another challenge--that "municipalities need to start thinking about an aging population," she said. She praises the Villages movement, which are local associations that help older adults stay in their own homes as they age. An important part of any plan for an aging society in Illinois will look at the needs and resources noted John Hosteny, Illinois director, Corporation for National Service. Jennifer Foster, deputy director of adult education and the workforce, Illinois Community College Board asks, "With aging and retirement, what are the jobs we need to fill?" Scott McFarland, executive director, Serve Illinois and a Millennial, said, "Clearly any plan for aging will impact all generations."

3. Strengthening the Infrastructure of Service through Civic Engagement in Service, Learning and Work

Four main themes emerged from the interviews about the infrastructure of service. Most of the dialogue focused on the **micro** level—the people—with suggestions, such as “strengthen the habit of service” or “invite others to volunteer with you.” The **macro** view of organizations and communication systems was viewed by many through partnerships and coalitions.

1. Children and Service

One of the most frequent themes was about involving young children in service. Many of those interviewed talked about their experience volunteering at a young age. They emphasized the impact of a memorable service experience and how that has made an impact throughout their lives.

2. Older Illinoisans and Students

The second most frequent comment was about tapping the resource of older generations. Clearly the older generation is a sleeping giant for communities, particularly for education and student success. Older volunteers will often say that they couldn’t resist the invitation to volunteer. Interviewees said in many different ways that every generation has exceptional abilities to promote service among other generations.

3. Reflection and Listening

Listening and reflecting are part of the critical thinking that makes service a learning experience. Many of those interviewed talked about the importance of listening to other generations about where they are in their lives and about their ideas and dreams. Many mentioned the often-heard comment, “I get more out of this than I give.”

Reflection provides an opportunity to connect the service experience with lifelong learning and can bring a mindful perspective to daily life.

4. Building Capacity: Strengthening the Service Infrastructure

The building blocks of the infrastructure of service are the **people**, the **organizations** that manage volunteer operations and the **connections and communication systems** that are integral to building partnerships and strengthening the process of service.

When those interviewed talked about the organizational processes, the most popular topic was partnerships. There seemed to be a consensus that organizations can’t do it alone. There was also broad agreement that our silos must become more connected. “Let’s step out of our silos and work together,” was a theme voiced by ISU Pres. Larry Dietz, as well as the Reverend Tony Pierce, Heaven’s View Congregation, and others. Clearly leaders of volunteer organizations and their boards will have a great impact on the strength of the infrastructure in Illinois and will determine its future.

5. Next Steps

1. Promote further discussion among those managing service and volunteer programs across all sectors.
2. Learn more about how local organizations contribute to the state wide infrastructure of service
3. Challenge students and educators to develop research projects on the infrastructure of service.
4. Promote the refunding of Learn and Serve in Illinois (see. pg. 11)

From the earliest moments of life until the last, serving others is part of the American experience and the mark of a good citizen.



This multi-generational group was organized by WITS (Working in the Schools). WITS leaders extended an invitation to older generations and business volunteers to read with young students.

Action Toward Two Barriers

Silos

Throughout Illinois the silos of education, work and service are being redesigned to reflect a working-together mindset based on the teamwork of individuals, generations and communities. A good example is the dynamic coalition that has emerged dedicated to achieving the 60x25 goal.

Background Checks

One of the most invasive but necessary steps to being a volunteer is often a background check.

The Background Check Working Group is a small statewide committee developed to provide information to the general public about the process and examine the policies. The group will provide a Fact Sheet and Talking Points about Background Checks. Watch the [Serve Illinois](#) website for additional information.

4. A Thank You to Those Interviewed

Three cheers to those who gave their time and wisdom and provided suggestions for strengthening the infrastructure of service in Illinois.

Deb Aggert, associate director for grants and programs, Illinois State Library, Office of Secretary of State

Jim Applegate, executive director, Illinois Board of Higher Education
Pat Bearden, executive director, International Society of Sons and Daughters of Slave Ancestry

Kelia Beck, Volunteer Program Coordinator, Serve Illinois Commission
Brandon Bodor, board member, Serve Illinois Foundation

Eketeryna Bondareva, Youth Corps, IL Student Assistance Commission
Jean Bohnhoff, director, Illinois Department On Aging

Doug Brauer, vice-president of economic development and innovative workforce solutions, Richland Community College

Linda Brookhart, executive director, State Univer. Annuitants Assoc.

Sue Burkholder, director, Illinois Veterans History Project, Illinois State Library, Office of Secretary of State

D. Antonio Cantu, executive director, Illinois Council for the Social Studies, Bradley University

Nisan Chavkin, member, Serve Illinois Commission

Larry Dietz, president, Illinois State University

Rosie Drumgoole, manager ongoing programs, Chicago Cares and coordinator, Illinois Volunteer Connectors;

Randy Dunn, president, Southern Illinois University

Mandy Dwyer, Literacy Coordinator, Joliet Junior College

Kathy Engelken, former executive director, Illinois Campus Compact

Jennifer Foster, deputy director of adult education and the workforce, Illinois Community College Board

Kay Frey, director, RSVP, Triton College

John Holton, Center for Gerontology, Concordia University

John Hosteny, Illinois director, Corporation for National and Community Service

Alice Marie Jacobs, president emeritus, Danville Area College and member IBHE board

Jim Kielsmeier, founder, National Youth Leadership Council

Louis Kosiba, executive director, Illinois Municipal Retirement Fund

Melinda Labarre, member, Illinois State Board of Education

Jonathan Lackland, director government relations, Illinois State Univ.

Jason Leahy, executive director, Illinois Principals Association

Joanna Lennon, executive director, Civic Assets

Peggy Luce, executive director, Luce Consulting

Jacqueline Martinez, co-director, Netwings

Scott McFarland, executive director, Serve Illinois Commission

Dawn Melchiorre, vice president member engagement, Forefront

Chris Merrett, executive director, Illinois Institute of Rural Affairs, Western Illinois University

Phyllis Mitzen, first vice-chair, Illinois Council on Aging

Margie Morris, executive director, Illinois Mentoring Partnership

Kathleen Murphy, director of communications, Forefront

Sam Nelson, director outreach, Illinois Student Assistance Commission

Fred Nettles, chair, Serve Illinois and interim director, Community Outreach, Illinois Dept. of Human Services

Scott Niermann, director of foundation and volunteer services, SSM Health, St. Mary's Hospital, Centralia

Julie Pangrac, literacy program coordinator, Richland Community College and Decatur Public Library

Beth Paoli, literacy consultant, Illinois State Library

Tony Pierce, co-pastor, Heaven's View, Peoria

John Ricco, CEO, Ricco Enterprises and co-chair Illinois Workforce Development Board;

Darlene Ruscitti, superintendent, DuPage Regional Office of Education

Yolanda Simmons, executive director, American Family History Institute

Chris Smith, former executive director, Hands On Suburban Chicago

Tony Smith, state superintendent, Illinois State Board of Education

Jack Thomas, president, Western Illinois University and member IBHE

Shefali Triveli, executive director, Giving DuPage

Barb Tubekis, executive director, NE Metro Volunteer Center

Jeff Turnbull, Project Director, RSVP of Peoria and Tazewell Counties, The Center for Youth and Family Solutions

Mary Walsh, intergenerational expert, Rosemont

Bernie Wong, executive director, Chinese American Service League

Small-Group Meetings about the Infrastructure of Service

July 22: Chicago

The foundation of our democracy is civic dialogue. The future for our democracy is generations joining together to solve community problems.

Senate President John J. Cullerton led a discussion with Mary Joyce

Gallagher, Chicago Dept. on Aging; Peggy Luce, Luce Consulting; John

Holton, Concordia University; Doug Brauer, Richland Community Col-

lege; Mathew Rodriguez, Illinois PTA and P-20 Council; Onie Riley, Afri-

cans American Heritage; Nisan Chavkin, Constitutional Rights Foundation

Chicago; Natalie Furllett, Illinois Campus Compact; Jacqueline Martinez,

Netwings and Jane Angelis, Generations Serving Generations.

August 25 Springfield

The intermingling of goals for aging and education

Director Jean Bohnhoff, Illinois Department on Aging; Dr. Jim Appleg-

ate, executive director, Illinois Board of Higher Education and Jane

Angelis, editor, Continuance magazine.

September 27 Chicago

A discussion about service, aging and education: What are the barriers?

State Supt. Tony Smith, Illinois State Board of Education; Director of

Aging Jean Bohnhoff, John Hosteny, Illinois director, Corporation for

National and Community Service; Louis Kosiba, executive director,

Illinois Municipal Retirement Fund; Jane Angelis, Generations Serving

Generations, and Scott McFarland, executive director, Serve Illinois.

November 3 Springfield

Service in Higher Education and the 60x25 Goal.

Dr. Jim Applegate, executive director, Illinois Board of Higher Educa-

tion, Scott McFarland, executive director, Serve Illinois; Natalie Furllett,

executive director, Illinois Campus Compact; Jane Angelis, editor, Con-

tinuance magazine, and John Hosteny, Illinois director, Corporation for

National and Community Service.

November 21 Conference Call

The implications of background checks

Led by co-chairs Mellinda LaBarre, ISBE board member, and Louis

Kosiba, Illinois Municipal Retiree Fund and representing Serve Illi-

nois—Scott McFarland. Participants included Jenne Myers, Chicago

Cares; Amanda Elliott, Illinois State Board of Education; Joe Hutchins,

Illinois State Police; Gerson Ramirez, Office of the Illinois Secretary of

Education; and Jane Angelis, Generations Serving Generations.

Save Your Family Stories

In a 60 Minutes/Vanity Fair Poll, the question was asked: "What is the most important thing for a family to pass down to future generations?" The response was "their family's ancestry."



A Family Story is a Gift is a guide to saving family stories. The publication celebrates the many ways that generations find common ground and meaning when they reflect on the experiences of family members and ancestors. In the Table of Contents to the right, take a minute to download this resource in preparation for your family history adventures.

Clearly younger generations are more adept at recording today's stories and have the skills to help families develop a strategy for saving family stories, so we challenge the Millennials and Gen Z: "Make this happen in your families!"

A Family Story is a Gift is based on a 2005 publication produced by a coalition of groups committed to family history. The goal then and now is to persuade, nudge, and challenge everyone to ask questions about the life experiences of parents, grandparents, relatives and preserve that history. On pg. 21 D. Antonio Cantu summarizes the importance of family and community history in the classroom.

[A Family Story is a Gift](#)

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Saving the Stories of Veterans

Serving those Who Served



A new partnership called [Serving Those Who Serve](#) points to many ways of honoring and serving Veterans. The Illinois Department of Veterans' Affairs, the Serve Illinois Commission, and others dedicated Veterans Day and the month of November to highlight the service by and for veterans.

Serving Those Who Served is also an opportunity to save a Veterans story in November and throughout the year. Erica Jeffries, director of Illinois Department of Veterans' Affairs said, "It's an honor to dedicate our time in community service to those men and women and families who have done so much to serve our great nation. Serving Those Who Served is an opportunity to embrace veterans in many ways: by visiting Veterans Homes, participating in projects for veterans, interviewing veterans who share their stories, and welcoming them into classrooms and meetings across Illinois. The stories that veterans share make history come alive."

Clearly *A Family Story is a Gift* will be useful for learning about veterans stories as well as those of family elders and how generations are making history today.

Other sponsors of Serving those Who Served are Chicago Cares, Corporation for National and Community Service, Boeing, Illinois Campus Compact, and Student Veterans of America.

Preserving Their Memories



Pictured with Secretary of State Jesse White is USAF Master Sergeant Retired, Rosemary Connolly.

Every year, Secretary of State Jesse White hosts "Preserving Their Memories" to honor veterans and their contributions to the Illinois Veterans' History Project housed at the State Library. "The Illinois Veterans' History Project provides a place to honor our veterans as well as a memorial for those who have served our country," said White. "Today, there are nearly 6,000 records, submitted by veterans or their loved ones. With this initiative, future generations will have a better understanding and appreciation of the sacrifices Illinois veterans have made."

Thank you to the original partners of Generations Serving Generations for the dialogue they started at Allerton Park on Sept. 14-16, 1986.

HIGHER EDUCATION

Illinois Board of Higher Education
 Illinois Community College Board
 Board of Governors
 Board of Regents
 Illinois Community College Faculty Assoc.
 IL Community College Trustees Assoc.
 Chicago State University
 Eastern Illinois University
 IL Council of Community Coll. Presidents
 Illinois State University
 Northern Illinois University
 Oakton Community College Preschool
 Sangamon State College
 Southern Illinois Univ. Carbondale
 Southern Illinois Univ. Edwardsville
 University of Illinois System
 Univ. of Illinois Urbana/Champaign
 Western Illinois University

STATE AND FEDERAL AGENCIES

Illinois Department on Aging
 Governor's Office Senior Involvement
 Governor's Office of Voluntary Action
 Illinois State Library
 Administration on Aging, Region V

PRESCHOOL - HIGH SCHOOL

Illinois State Board of Education
 Illinois Association of School Admin.
 Illinois Association of School Boards
 Illinois Assoc. of Reg. Superintendents
 IL Congress of Parents and Teachers
 Illinois Alternative Education Assoc.
 Illinois Community Education Assoc.
 Illinois Education Association
 Illinois Federation of Teachers
 Illinois Principals Association

INTERGENERATIONAL AND RETIREES

American Association of Retired Persons
 Center for Understanding Aging
 Chicago Metro Intergenerational Comm.
 Daily American News, West Frankfort
 Illinois Assoc. of Area Agencies on Aging
 Illinois Association of Senior Centers
 Illinois Gerontology Consortium
 Illinois Retired Teachers Association
 Retired Senior and Volunteer Program
 Teachers Retirement System
 Elderhostel

The Last Word

Continuance

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Knowledge and Understanding Passing from Generation to Generation

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The **authors** in this issue, including **Peggy Luce**, who brought front and center the importance of Career and Technical Education, staff members of the **four Governors offices** and their statewide volunteer entities; the many who helped Saving Family Stories including **Pat Bearden, Yolanda Simmons, D. Antonio Cantu** and **Andrew Huber** from the Library of Congress.

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The **50+ individuals** listed on pg. 20 who gave precious input to this magazine--their honest and thoughtful ideas and reflections about the **infrastructure of service** in Illinois.

Last, a thank you to the **original organizations** that started with us in 1987 and have continued for the duration. See the list on pg. 22. In addition, a special thank you to the original leaders who understood the many benefits of generations working together: **Dick Wagner, Dave Pierce, Ted Sanders, Jan Otwell, and Jeanne Bradner** and the leaders and believers who have followed them.

Storytelling is Teaching; Teaching is Storytelling

By D. Antonio Cantu



As a history teacher and social studies teacher educator, I have always emphasized the important role that historical research and storytelling plays in our profession. Indeed, history is an incredibly powerful story that must be well-researched and then well-told in an equally engaging manner.

That is truly the charge of all history teachers, i.e., to tell these stories in a manner that does justice to those who have come before us, relative to what they encountered in their lives. Specifically, as students and teachers of history we must recognize the sacrifices and challenges, as well as the triumphs and achievements, we have experienced as individuals, as a society, and as a nation. These shared stories serve as a common thread that binds the patchwork quilt, which is the United States of America.

In the same manner, the stories that are passed down from one generation to the next, must be captured for posterity, not only so we may better understand and acknowledge the obstacles family members who have come before us have encountered in their lives, but also to truly appreciate and celebrate their accomplishments, which serve to inspire generations that follow.

To that end, storytelling is teaching, and teaching is storytelling. We all owe it to our ancestors, as well as to our descendants, to both gather/capture these stories before they are irretrievably lost, as well as to preserve/tell these stories to the younger generations who will be entrusted to preserve them, as well. This will allow us to be both students and teachers of our own family histories, which are stories worth telling—indeed, stories worth telling well for generations to come.

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COMING EVENTS

Friday, January 27, 2017 Join the [Illinois Mentoring Partnership](#) for the 2nd Annual IMPACT Awards Breakfast at the Union League Club of Chicago from 8:00 - 9:30 a.m. The event honors the Champions of Youth Mentoring and features the 2017 Honoree John W. Rogers, Jr., Chairman, Ariel Investments in conversation with his mentee, Arne Duncan, Managing Partner, Emerson Collective. LeeAnn Trotter, NBC Chicago will host the event.

April 6, 2017: Southern Illinois Volunteer Conference at the Holiday Inn in **Mt. Vernon**. One of the featured speakers is John Shadoewens , president and CEO, United Methodist Children's Home. [Connect to SIV](#) for information and registration. **A Regional Volunteer Conference for Serve Illinois**

April 23, 2017: Personal Learning Conference- Saturday, April 23 at **Eastern Illinois University**, Charleston Sponsored by Academy for Lifelong Learning, EIU and Illinois Humanities Council. This one-day conference is designed for people who actively promote lifelong or personal learning experiences for adults. Participants will gain new resources and connections, as well as curriculum development and evaluation skills. No Charge --Lunch and conference materials provided. [For Further Information:](#) Registration begins Jan. 23. 2017. Seats are limited.

June 4-7, 2017: 7th International Conference on Ageing and Spirituality: "Transition and Transcendence: Transforming Aging Through Spirituality," at **Concordia University Chicago** in River Forest, IL. The conference will address issues about how aging presents us with opportunities to navigate transitions over the life course, how we transcend the mundane, and connect with something greater than ourselves while being transformed in the process.

June 13-16, 2017 [Generations Remixed](#), the 2017 global intergenerational conference co-hosted by Generations United and St. Ann Center for Intergenerational Care will be held in **Milwaukee, Wisconsin**. The 2017 conference features new releases in intergenerational research, policies and practices. "Generations Remixed" will turn up the volume on intergenerational efforts worldwide!

July 17, 2017 [College Changes Everything](#) held at the Conference Center in **Tinley Park** and sponsored by the Illinois Student Assistance Commission. The theme is Equity—Looking at College and Career Readiness Initiatives: Ensuring all Students are Equipped for Success

NEW RESOURCES

