

SENIOR CIVIC ACADEMY

FACILITATOR'S GUIDE

AGE-FRIENDLY BOSTON

**Center for Social and Demographic Research on Aging
Gerontology Institute
University of Massachusetts Boston**

Age-Friendly Boston Senior Civic Academy (SCA) Facilitator's Guide

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Part 1: Facilitator's Guide

1.1 Application Process

Course Timeline

- Determine Senior Civic Academy (SCA) program start date (e.g., April 1)
 - **Tip:** Allow for at least 8 weeks to prepare for the SCA program
- Determine amount of days and time for academy, and topics for each day
 - E.g., 6 consecutive Fridays, 6 hours from 10am-4pm
- Distribute applications 6 weeks before start date
 - Application due date: 4 weeks after distribution
 - Leave 2 weeks at end to select and notify participants and send information

Application

- **Content**
 - List dates and times of academy
 - Request confirmation of attendance at all sessions
 - Ask about an “aging issue” they would like to focus on in the academy
 - E.g., *What civic issue is important to you, and how does it connect to aging well in your city?*
 - Ask for “preferred name”
 - Ask about dietary restrictions
 - Example application: Spring 2019 Senior Civic Academy (see: [4.1 Example application from Spring 2019 Senior Civic Academy](#))
- **Details & Formatting**
 - Make an online submission form (e.g., Google Form or Survey Monkey) or a PDF version that is “typeable”
 - Make a hard copy mechanism available to be mailed or dropped off
- **Distribution**
 - Senior/Community Centers
 - AARP, Mass Senior Action Council
 - Local fraternal organizations (e.g., Rotary, Knights of Columbus, etc.)
 - Churches of other faith communities
 - Other senior-specific programs (e.g., Osher Lifelong Learning Institute)

Participant Selection

- **Determine Class Size**
 - Consider the available space
 - Suggested 20-25 participants to maintain a manageable group size
- **Evaluating Applications**
 - Form a Review Team: Ideally include 2-3 reviewers of the applications to meet and discuss selection of participants

- Selection criteria to consider:
 - Boston resident
 - Wide representation of neighborhoods
 - Interest in advocacy but not too much experience/involvement yet
 - Commitment to all days of academy
 - Applicant expresses interest in a topic connected to healthy aging/age-friendly efforts

- **Records**
 - Create excel sheet with all participants' application information for reviewers and future reference
 - Create separate excel sheet with all selected participants information (see: [2.1](#) **Participant Roster**)
 - Include attendance rosters for each day of academy for tracking attendance
 - Keep note of participants' chosen Advocacy Issue to reference in discussions
 - Use roster to track evaluation participation

1.2 Program Development

Establish SCA Objective

- To be included in printed course materials and sent to invite speakers
- Example:

“The purpose of the Senior Civic Academy is to familiarize citizens with the structure, functions and activities of the City, State, and Federal governments, encourage citizens to become involved in their community, and enhance their ability to communicate effectively with elected officials about topics that are important to them and their families.”

- Could be focused on a particular issue (e.g., ageism, senior transportation, or access to healthcare)

Establish SCA “Class Policy”

- Sets class environment and community rules
- To be included in printed course materials
- Example:

- ❖ *Please arrive on time*
- ❖ *Attendance to all six sessions is required. If you are unable to attend a session, please contact your facilitators ahead of time*
- ❖ *Please be respectful of each other’s contribution to the academy*
- ❖ *Share the mic – allow others a chance to speak*
- ❖ *Be aware of the difference between advocating and complaining:*
 - *Am I talking to someone who has the ability to resolve my grievance?*
 - *Am I using facts, personal stories to speak objectively about my grievance without getting too emotional?*
 - *Am I communicating an issue in an effective manner to someone who has the potential to help resolve it?*
 - *Is this relevant to my fellow participants?*
 - *Is it better if I get information now on how to better advocate later when I have more time?*

Reserve Meeting Locations

- Use this opportunity to expose participants with different government buildings
 - E.g., AARP, City Hall, State House, JFK Federal Building
 - **Tip:** Need to request access to City Council Chambers
- Book tours of buildings if possible
 - E.g., City Hall and State House
- Consider room accessibility and participant limitations
 - Physical (elevator vs. stairs)
 - Audio (room acoustics and microphone use)
 - Visual (presentation slides with large font)

- Understand technology capability of each location for planning purposes (e.g., projector and screen, speakers, etc.)
- Establish “Points of Contact” at each location, including name, title and contact information
- **Tip:** Avoid relocating buildings or rooms within the same day

Arrange speakers/departments for each academy day

- Send preset questions to speakers/departments for their preparation
 - (1) Tell us about yourself and describe your department, cabinet, program so people understand what you are overseeing.
 - (2) Tell us how your work relates to issues that impact our ability to age well in the city.
 - (3) How can constituents give input to your work or contact your department?
- Determine whether having a discussant/facilitator for panel discussions is necessary
- Aim to have some older speakers (i.e., older advocates), so participants can feel that they are relatable and represented
- Use pre-structured Invitation Email (see: [4.2 Invitation Email to Speakers](#))
- Example speakers from Spring 2018 Senior Civic Academy

City Government	State Government	Federal Government	Advocacy Organizations
<ul style="list-style-type: none"> • Mayor’s Office of New Urban Mechanics • Civic Engagement • Health and Human Services • Transportation • Department of Neighborhood Development • Imagine Boston 	<ul style="list-style-type: none"> • MassHealth • Dept. of Housing and Community Development • Executive Office of Elder Affairs • Dept. of Transitional Assistance • Dept. of Public Health • Mass Dept. of Transportation (2 people) 	<ul style="list-style-type: none"> • Social Security • Medicare, Medicaid and Long Term Care • Administration for Community Living • Housing and Urban Development 	<ul style="list-style-type: none"> • AARP • Mass Home Care • MCOA • Mass Senior Action Council • Alzheimer’s Association

Homework

- Establish homework assignments for each day
 - Example assignments (see: [4.3 Homework Examples](#))
- Thoughtfully create homework assignments to guide participants in utilizing tools learned from last session, and also prepare for next session
- Participants will take turns sharing what they learned from homework assignments at each session. Aim to have everyone share at least once by the end of the program.

- Allows for participants to continue civic engagement during “off days”

Other Details

- Fund coffee and water supply for mornings
- Determine lunch sponsors
 - Order according to dietary restrictions determined through applications
- Create binders for students, including:
 - Student Handbook (includes Course Outline, homework assignments, notes pages, etc.)
 - Documents section
 - Any handouts
- Create name placards and lanyards with nametags for participants
 - Use any preferred names
- Other supplies to have on-hand:
 - 3x5 notecards
 - Extra pens/pencils
- **Tip:** Make sure handouts and presentations are in a large font (at least size 13) for participants to be able to read

1.3 Daily Facilitator's Guide

- Insert names, titles and organizations of speakers and presenters for corresponding Task after they are confirmed
- Adjust times allotted for each task as necessary to fit within determined daily schedule
 - **Tip:** Warm-Ups should remain 30 minutes and Debriefs should remain 45 minutes to allow enough time for participant digestion and interaction among each other
 - **Tip:** Leave 15-20 minutes of “wobble room” for flexibility
 - **Tip:** Consider any time needed for breaks and relocation
- Edit tasks and objectives to fit with program and daily goals
- Use objectives to guide discussions
- Input discussion questions (e.g., Warm-Ups, Debriefs, panels, etc.) into corresponding task box
- Use your finalized guide daily to keep track of each task and make sure program stays on schedule
- Use finalized Facilitator Guide to structure Participant Handbook and Course Outline

DAY 1: Introduction to Civic Engagement

Objectives:

- Introductions and community building
- Lay groundwork to help participants connect advocacy issues with aging

Task	Estimated Time
Welcome Remarks <input type="checkbox"/> Introduce yourself <input type="checkbox"/> Bathrooms and water <input type="checkbox"/> Introduce speaker for Welcome remarks <ul style="list-style-type: none"> • (Name, title, organization) <input type="checkbox"/> Overview of day ahead	5 minutes
Group Introductions <input type="checkbox"/> Have participants introduce (1) name, (2) neighborhood, (3) how long they have lived in Boston <input type="checkbox"/> Encourage participants to select an advocacy topic to focus on throughout the program	30 minutes
Pre-Program Evaluation <input type="checkbox"/> Introduce lead for Pre-Assessment <ul style="list-style-type: none"> • (Name, title, organization) <input type="checkbox"/> Explain purpose and process of evaluation <ul style="list-style-type: none"> • Participants are key informants in determining impact of SCA, evaluation and replication • 3 parts: pre, post, and follow-up • Go over instructions for pre-assessment (if necessary) • Collect at end and file. Take count of completed and note of anyone who did not complete the pre-assessment 	15 minutes
Importance of Advocacy <input type="checkbox"/> Introduce speaker <ul style="list-style-type: none"> • (Name, title, organization) 	15 minutes
Issues Facing Older Adults (PowerPoint) <input type="checkbox"/> Introduce presenter <ul style="list-style-type: none"> • (Name, title, organization) <input type="checkbox"/> Ask all participants to name an issue that is important to them <ul style="list-style-type: none"> • If a participant says “I don’t know”: (1) give examples of common aging issues to encourage them to think about (e.g., transportation, food security, employment, etc.), or (2) remind them about the purpose of the SCA and that not 	75 minutes

<p>knowing now is okay</p> <ul style="list-style-type: none"> • Make note of what issues each participant says, using “Issue” column on the “Participant Roster” page (see Appendix: 2.1, page 29) <p><input type="checkbox"/> Use as much local data as possible</p> <p><input type="checkbox"/> Connect presentation to advocacy issues that participants identified during Applications and Group Introductions</p>	
<p>LUNCH</p> <p><input type="checkbox"/> Allow people to socialize, take a break, use bathrooms and get water</p> <p><input type="checkbox"/> Optional: Lunch Interactive Activity (see: Lunch Interactive Activities)</p>	60 minutes
<p>Skill-Building Workshop: Public Speaking Workshop with Toastmaster’s International</p> <p><input type="checkbox"/> Introduce workshop lead</p> <ul style="list-style-type: none"> • (Name, title, organization) <p><input type="checkbox"/> Organize participants into groups, depending on advocacy topic they identified in their applications</p> <ul style="list-style-type: none"> • Pre-place name cards on tables by group to help participants easily identify their group <p><input type="checkbox"/> Instruct participants to work as a group to complete <i>Public Speaking Workshop</i> worksheets in their binders (see: Public Speaking Workshop with Toastmasters International (Worksheet 1 of 2))</p>	150 minutes (includes breaks)
<p>Debrief</p> <p><input type="checkbox"/> Recap of the day</p> <ul style="list-style-type: none"> • What was the most surprising thing that you learned today? What are some things that stood out to you today? • What topic do you think you’ll focus on during the academy? <p><input type="checkbox"/> Review Homework #1</p> <ul style="list-style-type: none"> • Instruct participants to refer to “Course Outline” in their binders (see 3.1 Course Outline (Sample)) • Explore your chosen advocacy topic more at the city level throughout this week (use internet, current news, signing up for mailing lists, attending events, etc.) • Bring in what you find next week to briefly share with the group • Based on your topic, think of 1-2 questions you might want to ask city government panel • Check emails for information and resources <p><input type="checkbox"/> What to expect at the next class</p> <ul style="list-style-type: none"> • Location • Speakers/panel <p><input type="checkbox"/> Facilitator contact info (on “Course Outline”)</p>	45 minutes
<p>TOTAL TIME FOR THE DAY</p>	395 minutes (~ 6.5 hours)

DAY 2: Skill-Building and Introduction to City Government

Objectives:

- Develop and practice skills for advocacy
- Introduction to City government
- Understand Age-Friendly goals and how to incorporate into advocacy

Task	Time
Warm-Up <input type="checkbox"/> Have 3-5 volunteers share what they found about their topic from Homework #1 <ul style="list-style-type: none"> • How does this relate to aging in Boston? • How would you use this information in your advocacy efforts? <input type="checkbox"/> Overview of day ahead <input type="checkbox"/> Bathrooms and water	30 minutes
Introduction to City Government <input type="checkbox"/> Introduce speaker (e.g., Intergovernmental Relations) <ul style="list-style-type: none"> • (Name, title, organization) <input type="checkbox"/> Discuss “Why City government is important for advocacy” <input type="checkbox"/> Q&A	30 minutes
Skill-Building Workshop: Personal Story Exercise <ul style="list-style-type: none"> • Show a few of previous participants’ elevator speeches (~15 min) • Count off participants into 4 groups • Hand out Personal Story Exercise worksheets; each group has a different story (see: Personal Story Exercise) • Have participants work within their groups and then one person from each group share their narrative and answers out loud at the end 	90 minutes
LUNCH	60 minutes
City Hall Tour <input type="checkbox"/> Introduce tour guide	60 minutes
Meeting City Councilors in the Council Chambers <input type="checkbox"/> Introduce City Councilors <ul style="list-style-type: none"> • (Name, district, neighborhoods, etc.) <input type="checkbox"/> Have names, titles, and departments written clear and large for participants to copy down on their Daily Notes handouts <input type="checkbox"/> Q&A <ul style="list-style-type: none"> • If time runs out, invite participants to write their questions on a 3x5 note card to be submitted to facilitator 	30 minutes
Age-Friendly Boston Presentation	60 minutes

<input type="checkbox"/> Introduce speaker (e.g., Intergovernmental Relations) <ul style="list-style-type: none"> • (Name, title, organization) <input type="checkbox"/> Have names, titles, and departments written clear and large for participants to copy down on their Daily Notes handouts <input type="checkbox"/> Distribute Age-Friendly Action Plan booklets to participants <input type="checkbox"/> Go over domains, what’s being done, how to apply to advocacy <input type="checkbox"/> Q&A	
Debrief <input type="checkbox"/> Recap of the day <ul style="list-style-type: none"> • What was the most surprising thing you learned today? What are some things that stood out to you today? • What questions do you still have about City Government? <input type="checkbox"/> Review Homework #2 <ul style="list-style-type: none"> • Instruct participants to refer to “Course Outline” in their binders (see: 3.1 Course Outline (Sample)) • Find your neighborhood association and their meeting schedule • Attend a meeting if you can or would like to • Explore your advocacy topic at the city level (using the resources we practiced today) and share your findings at next week’s session • Ex) Which department(s) addresses your advocacy topic? What do they currently do about it? • Identify 1-2 questions you might want to ask the City Government panel <input type="checkbox"/> What to expect next week <ul style="list-style-type: none"> • Location • Speakers/panel 	45 minutes
TOTAL TIME FOR THE DAY:	405 minutes (6.75 hours)

DAY 3: Engaging with City Government

Objectives:

- Practice and apply advocacy skills to engaging with City Government
- Learn about various services and departments at the city government level

Task	Time
Warm-Up <input type="checkbox"/> Have 3-5 volunteers share what they found about their topic from Homework #2 (different people from last week) <ul style="list-style-type: none"> • How does this relate to aging Boston? • How would you use this information in your advocacy efforts? <input type="checkbox"/> Overview of day ahead <input type="checkbox"/> Bathrooms and water	30 minutes
Mayor's Office of New Urban Mechanics <input type="checkbox"/> Introduce speaker <ul style="list-style-type: none"> • (Name, title, organization) <input type="checkbox"/> Have names, titles, and departments written clear and large for participants to copy down on their Daily Notes handouts <input type="checkbox"/> Q&A <ul style="list-style-type: none"> • If time runs out, invite participants to write their questions on a 3x5 note card to be submitted to facilitator 	30 minutes 15 minutes - Q&A
City Services Panel <input type="checkbox"/> Have names, titles, and departments written clear and large for participants to copy down on their Daily Notes handouts <input type="checkbox"/> Introduce facilitator <ul style="list-style-type: none"> • (Name, title, organization) <input type="checkbox"/> Q&A <ul style="list-style-type: none"> • If time runs out, invite participants to write their questions on a 3x5 note card to be submitted to facilitator 	75 minutes 25 minutes - Q&A
LUNCH	45 minutes
Meeting with Mayor Walsh <input type="checkbox"/> Brief remarks <input type="checkbox"/> Q&A <ul style="list-style-type: none"> • If time runs out, invite participants to write their questions on a 3x5 note card to be submitted to facilitator 	30 minutes 15 minutes - Q&A
Intro to City Budget <input type="checkbox"/> Introduce presenters <ul style="list-style-type: none"> • (Name, title, organization) • Have speakers present on how much of budget is spent on senior 	30 minutes 15 minutes - Q&A

<p>services</p> <p><input type="checkbox"/> Q&A</p> <ul style="list-style-type: none"> • If time runs out, invite participants to write their questions on a 3x5 note card to be submitted to facilitator 	
<p>Debrief</p> <p><input type="checkbox"/> Recap of the day</p> <ul style="list-style-type: none"> • What was the most surprising thing you learned today? Why? • How did what we learn today relate to your topics? • What would be an appropriate “ask” to include in your elevator speech to a City elected official? <p><input type="checkbox"/> Review Homework #3</p> <ul style="list-style-type: none"> • Explore your advocacy topic more at the state government level throughout this week (use similar resources that we have learned) • Bring in what you find next week to briefly share with the group • Based on your topic, think of 1-2 questions you might want to ask the State Government panel • Keep an eye out for information and resources sent to your emails <p><input type="checkbox"/> What to expect next week</p> <ul style="list-style-type: none"> • Location • Speakers/panel 	45 minutes
TOTAL TIME FOR THE DAY:	355 minutes (~ 6 hours)

DAY 4: Engaging with State Government

Objectives:

- Apply advocacy skills to ask effective questions to state officials
- Learn about various services and departments at the state government level

Task	Time
Warm-Up <input type="checkbox"/> Have 3-5 new volunteers share what they found about their topic from Homework #3 (different people from last week) <ul style="list-style-type: none"> • How does this relate to aging in Boston? • How would you use this information in your advocacy efforts at the state level? <input type="checkbox"/> Overview of day ahead <input type="checkbox"/> Bathrooms and water	30 minutes
Brief Remarks & Questions with State Representative <input type="checkbox"/> Introduce representative <ul style="list-style-type: none"> • (Name, title, organization) 	30 minutes
State House Tour <ul style="list-style-type: none"> • Introduce tour guide • Have private tour booked for group, with loud speaker 	60 minutes
LUNCH	45 minutes
Skill-Building Workshop: Developing an Elevator Speech <ul style="list-style-type: none"> • Have participants use worksheet to begin developing their own elevator speech that they will present at Graduation (see: Developing an Elevator Speech worksheet (adapted from Mass Senior Action Council)) • Encourage them to use knowledge gained from previous presentations and workshops • Encourage them to continue practicing and developing their speeches at home 	60 minutes
Introduction to State Budget <input type="checkbox"/> Introduce presenter <ul style="list-style-type: none"> • (Name, title, organization) • Have speakers present on how much of budget is spent on senior services 	60 minutes
Introduction to State Government <input type="checkbox"/> Introduce moderator (e.g., EOEA) <ul style="list-style-type: none"> • (Name, title, organization) 	15 minutes
State Organizations Panel	60 minutes

<input type="checkbox"/> Have names, titles, and departments written clear and large for participants to copy down on their Daily Notes handouts <input type="checkbox"/> Prompt speakers to specify spending on senior programs <input type="checkbox"/> Q&A <ul style="list-style-type: none"> • If time runs out, invite participants to write their questions on a 3x5 note card to be submitted to facilitator 	20 minutes - Q&A
Debrief <input type="checkbox"/> Recap of the day <ul style="list-style-type: none"> • What was the most surprising thing you learned today? Why? • How did what we learn today relate to your topics? • What would be an appropriate “ask” to include in your elevator speech to a State elected official? <input type="checkbox"/> Review Homework #4 <ul style="list-style-type: none"> • Explore your advocacy topic more at the federal government level throughout this week (use similar resources that we have learned) • Bring in what you find next week to briefly share with the group • Based on your topic, think of 1-2 questions you might want to ask the Federal Government panel • Keep an eye out for information and resources sent to your emails <input type="checkbox"/> What to expect next week <ul style="list-style-type: none"> • Location • Speakers/panel 	45 minutes
TOTAL TIME FOR THE DAY:	425 minutes (~7 hours)

DAY 5: Engaging with Federal Government

Objectives:

- Apply advocacy skills to ask effective questions to federal officials
- Learn about various services and departments at the federal government level

Task	Time
Warm-Up <input type="checkbox"/> Have 3-5 new volunteers share what they found about their topic from Homework #4 <ul style="list-style-type: none"> • How does this relate to aging in Boston? • How would you use this information in your advocacy efforts at the state level? <input type="checkbox"/> Overview of day ahead <input type="checkbox"/> Bathrooms and water	30 minutes
Introduction to Federal Government <input type="checkbox"/> Introduce speaker (e.g., Intergovernmental Relations) <ul style="list-style-type: none"> • (Name, title, organization) 	30 minutes
Brief Remarks & Questions with Federal Representative <input type="checkbox"/> Introduce speaker <ul style="list-style-type: none"> • (Name, title, organization) 	50 minutes
Panel with Federal Organizations <input type="checkbox"/> Have names, titles, and departments written clear and large for participants to copy down on their Daily Notes handouts <input type="checkbox"/> Q&A <ul style="list-style-type: none"> • If time runs out, invite participants to write their questions on a 3x5 note card to be submitted to facilitator 	60 minutes
LUNCH	45 minutes
Skill-Building Workshop: How to Get Involved and Grassroots Organizing <input type="checkbox"/> Introduce workshop lead <ul style="list-style-type: none"> • (Name, title, organization) 	90 minutes
Skill-Building Workshop: Letter Writing Examples <input type="checkbox"/> Introduce workshop lead <ul style="list-style-type: none"> • (Name, title, organization) 	30 minutes
Debrief <input type="checkbox"/> Recap of the day	45 minutes

<ul style="list-style-type: none"> • What was the most surprising thing you learned today? Why? • How did what we learn today relate to your topics? • What would be an appropriate “ask” to include in your elevator speech to a Federal elected official? <p><input type="checkbox"/> Review Homework #5</p> <ul style="list-style-type: none"> • Reflect on all that you have learned over the course of the program, identify what parts were most valuable for you and how it will impact your advocacy moving forwards • Practice a short speech about above topics (max: 2-3 min) for next week’s Graduation Ceremony <p><input type="checkbox"/> What to expect next week</p> <ul style="list-style-type: none"> • Location • Advocacy Organizations • Guests • Televised 	
TOTAL TIME FOR THE DAY:	380 minutes (~6.5 hours)

DAY 6: Graduation & Connection to Advocacy Groups

Objectives:

- Engage with other aging advocacy organizations
- Finalize and present an elevator speech that can be used in future advocacy
- Reflect on the program experience

Task	Time
Graduation Ceremony <input type="checkbox"/> Opening remarks from Age Strong Commission <ul style="list-style-type: none"> • Briefly introduce guests and what organizations they are from <input type="checkbox"/> Have preset list of speeches in order on every table so participants know when it is their turn <input type="checkbox"/> Time the participant speeches to make sure under 2 minutes	75 minutes
LUNCH	45 minutes
Resource Fair with Advocacy Organizations <input type="checkbox"/> Organize participants into groups, sitting down at a table <input type="checkbox"/> Introduce each advocacy organization <input type="checkbox"/> Have Networking Discussion handouts at each table (see: Networking Discussion handout) <input type="checkbox"/> Have advocacy organizations rotate tables every 15 minutes	60 minutes
Reflection & Post-Program Evaluation <input type="checkbox"/> Introduce lead for evaluation <ul style="list-style-type: none"> • (Name, title, organization) <input type="checkbox"/> Remind participants about purpose of evaluation; this is the 2 nd part <input type="checkbox"/> Remind them to look out for follow-up call (hand out reminder flyers) <input type="checkbox"/> Check people off on “Participant List” when they turn in their post-program evaluation. Keep track of anyone who did not complete it, and email them afterwards	60 minutes
Closing Remarks	10 minutes
TOTAL TIME FOR THE DAY:	250 minutes (~4 hours)

1.4 Evaluation

- Align evaluation questions to reflect academy content (e.g., advocacy skills, objectives)
- Pre- and post-assessments should have sections of identical questions to be able to measure impact and change in participants
- Follow-Up Interview is used to gather qualitative information on impact of program

Age-Friendly Boston
Senior Civic Academy, Spring 2019
PRE-PROGRAM EVALUATION

Name: _____

Please rate how you *currently* feel about each of the following statements. **Check only one box per question.** Your responses will remain **anonymous**.

General Familiarity

Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I am familiar with advocating at the city government level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am familiar with advocating at the state government level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am familiar with advocating at the federal government level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Advocacy Skills

Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
4. I feel confident in my public speaking abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel confident in creating an effective and substantive argument to advocate for an issue I care about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question	Strongly	Disagree	Neither	Agree	Strongly

	disagree		agree nor disagree		agree
6. I feel confident in using resources (e.g., media, the internet, etc.) to find information on an issue topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel confident in writing letters to the editor of publications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel confident in making calls to elected officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel confident in taking action when I encounter a something I'd like to change in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Expectations

10. What do you hope to learn or gain from participating in the Civic Academy?

11. How do you anticipate using the knowledge and skills you gain after you have completed the Civic Academy?

Age-Friendly Boston
Senior Civic Academy, Spring 2019
POST-PROGRAM EVALUATION

Name: _____

Now that you have completed the program, please rate how you *currently* feel about each of the following statements. **Check only one box per question.** Your responses will remain **anonymous**.

General Familiarity

Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I am familiar with advocating at the city government level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am familiar with advocating at the state government level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am familiar with advocating at the federal government level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Advocacy Skills

Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
4. I feel confident in my public speaking abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel confident in creating an effective and substantive argument to advocate for an issue I care about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
6. I feel confident in using resources (e.g., media, the internet, etc.) to find information on an issue topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel confident in writing letters to the editor of publications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel confident in making calls to elected officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel confident in taking action when I encounter a something I'd like to change in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Evaluation

Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
10. I satisfied with the overall Senior Civic Academy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I would recommend this program to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I will be able to apply the skills I learned through the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
13. The content of the program was well-organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Provide any examples of how you **applied** what you learned from the Civic Academy to advocate during the past six weeks of the program.

(Examples: Contacting an agency, department, or organization to discuss an issue or concern. Joining an organization or e-mail list to get more information. Attending an event for more information about an issue. Making a phone call or writing a letter to an elected official. Gathering and planning with fellow residents around a particular issue.)

15. What was the most valuable part(s) of the Civic Academy program?

16. Please provide any suggestions for how the program could be improved.

Follow-Up Evaluation

OBJECTIVES:

- Learn about participants' involvement in advocacy practices since the academy has ended.
- Understand how the academy helped participants' involvement(s).
- Understand any challenges they faced in advocacy practices.
- Understand how the participants generally perceived the academy overall, and whether they would recommend it.

Example Questions:

1. Have you used the skills or information gained from the Civic Academy?
 - a. If yes: Which skills/information have you used? How have you used them?
 - b. If no: please explain why not
2. Can you share with me how your advocacy experience has been since the academy has ended? It can be anything from joining an email list to attending meetings, whatever you perceive as advocacy.
3. Did you experience any challenges or barriers to using these skills or information?
4. Have you experienced or do you foresee any challenges in your advocacy?
5. What have you done to get more involved with an issue that is important to you? What is the issue? What have you done? Can you give me an example of how you used what you learned?
 - a. Sign up for newsletters?
 - b. Attend events?
 - c. Written letters to the editor/elected officials?
 - d. Anything else?
6. Would you recommend the Senior Civic Academy program to others?
 - a. In your opinion, what was the most valuable aspect of the Civic Academy?
 - b. What would you have liked to see in the academy that would have helped you?

Tip: Give option for participants to schedule date and time to complete their follow-up call.

Part 2: Academy Tools

2.1 Participant Roster

	First Name	Last Name	E-Mail	Phone	Advocacy Issue	DATE 1	DATE 2	DATE 3	DATE 4	DATE 5	DATE 6	Pre-Test	Post-Test
1	Ex) Elizabeth (Betty)	Smith	bettysmith@gmail.com	(617) 555-5555	LGBT Aging	Present	Present	Present	Absent	Present	Present	Yes	Yes
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													

2.2 Activities & Handouts

Public Speaking Workshop with Toastmasters International (Worksheet 1 of 2)



Speaking and Leadership Tips from Toastmasters International

Feeling some nervousness before giving a speech is natural and even beneficial, but too much nervousness can be detrimental. Here are 10 proven tips from Toastmasters International on how to control your butterflies and give better presentations:

1. **Know your material.** Pick a topic you are interested in. Know more about it than you include in your speech. Use humor, personal stories and conversational language—that way you won't easily forget what to say.
2. **Practice. Practice. Practice!** Rehearse out loud with all equipment you plan on using. Revise as necessary. Work to control filler words; Practice, pause and breathe. Practice with a timer and allow time for the unexpected.
3. **Know that audience.** Greet some of the audience members as they arrive. It's easier to speak to a group of friends than to strangers.
4. **Know the room.** Arrive early, walk around the speaking area and practice using the microphone and any visual aids.
5. **Relax.** Begin by addressing the audience. It buys you time and calms your nerves. Pause, smile and count to three before saying anything. (One one-thousand, two one-thousand, three one-thousand. Pause. Begin.) Transform nervous energy into enthusiasm.
6. **Visualize yourself giving your speech.** Imagine yourself speaking, your voice loud, clear and confident. Visualize the audience clapping – it will boost your confidence.
7. **Realize that people want you to succeed.** Audiences want you to be interesting, stimulating, informative and entertaining. They're rooting for you.
8. **Don't apologize** for any nervousness or problem—the audience probably never noticed it.
9. **Concentrate on the message— not the medium.** Focus your attention away from your own anxieties and concentrate on your message and your audience.
10. **Gain experience.** Mainly, your speech should represent *you*—as an authority and as a person. Experience builds confidence, which is the key to effective speaking. A Toastmasters club can provide the experience you need in a safe and friendly environment.

One of the most important elements of leadership is the ability to motivate people. Without motivation, even the most skilled team of seasoned professionals is unlikely to achieve great things. A highly motivated group of talented people, on the other hand, can move mountains.

While it's true that motivating people involves more than just changing the way you speak, here are some guidelines you can follow to help build team motivation with only your words and your voice:

1. **Be enthusiastic.** Enthusiasm is contagious! Before you present your ideas, think about the aspects of the subject that you find the most interesting, and don't be afraid to let that interest come through in your voice.
2. **Use quotes, stories and anecdotes.** Along with their obvious entertainment value, quotes and stories can lend authority to your topic and provide concrete examples that people can relate to.
3. **Speak with confidence.** Deliver your message loud and clear. Maintain eye contact with your listeners. Don't mumble or slouch.
4. **Say you and we, not I and me.** Instead of telling people what you want them to do, present ways for them to work together to achieve their goals. Involve listeners in the success of the group.
5. **Keep it simple.** People aren't motivated by what you say; they're motivated by what they understand. The best way to ensure audience understanding is to break down complex ideas into simple components.

Visit a local Toastmasters meeting

Each club has a different personality—you may wish to visit more than one. Use the 'Find a Club' tool on the Toastmasters Web site to find meetings near you: <http://reports.toastmasters.org/findaclub/>. Call or e-mail in advance (if possible) to confirm meeting time and location.

Developing an Elevator Speech worksheet (adapted from Mass Senior Action Council)

INSTRUCTIONS:

- Print a worksheet for each participant
- Plan to have this workshop after Day 2, so participants have had some time to develop their advocacy issue through skill-building workshops and presentations
- Briefly go over worksheet as a group, tying in with other workshops they have had
- Give them 15-20 minutes to individually complete the worksheet
- Have a few volunteers share out loud

Senior Civic Academy: Public Speaking Workshop

Fill in the blanks about your chosen issue. Practice out loud with each other. Aim for 2 minutes!

Step 1. INTRODUCE YOURSELF

Name: _____

Neighborhood: _____

How long have you lived in Boston?: _____

Step 2. RAISE THE ISSUE

What do you like about living in Boston (related to your advocacy issue)?:

What would you like to change or improve about Boston (i.e., what is the issue you are advocating for)?:

What data points or facts from outside sources can you use for support?:

Explain what is wrong with this issue you've introduced, and how it could be improved:

Why do you care about this issue? How would fixing this issue make Boston more age-friendly (connect to a domain)?: _____

Step 3. MAKE THE ASK

What should be done to fix this issue (be specific)?:

Finish with your ask: "What will you do to help?" or "Will you help us to _____?"

Step 4. PUT IT ALL TOGETHER

Use the following script example with your answers from Steps 1-3. Modify it as you see necessary!

"Hello, my name is _____.

I've lived in the _____ neighborhood of Boston for _____ years.

I really like _____ about living in Boston.

However, the thing that makes it hard for me to live in Boston is

_____.

This becomes increasingly important as I get older because

_____.

(Insert optional data point).

If this problem isn't solved, then _____.

Fixing this issue would make Boston more age-friendly by

_____.

To fix this issue, we need to (what needs to be done, "the ask").

What will you do to help?"

Personal Story Exercise

INSTRUCTIONS:

- Break the participants into groups (max of 4 people each group)
- Each group has the same handout, focused on a particular issue of age-friendly communities
- Have them work through the handout in groups
- If time allows, have them try this exercise with their own examples or advocacy issues

Purpose of a personal story in advocacy

- Describing a problem
- Inspiring action
- Expressing urgency
- It can be about you, family members, friends, anyone you've met
 - Or it can be a hypothetical situation

Try it with an example:

George enjoys grocery shopping and picking out fresh produce, but they need handicapped parking and the local grocery store has only a few spots available. Additionally, when he and his partner go together, there's no ramp available to use, as the partner has a cane and the stairs are difficult to use.

- What is George's challenge?
- How is their life affected by this challenge? (What is the outcome of this challenge?)
- Why should we care about this? (How does this relate to older people in general?)
- What needs to be done? (What is the choice or ask?)
- Put it all together and share with your group

Try it with an example:

Betty has owned and been living in their home for 40 years. Recently, the property taxes in the town have increased, and they have to make adjustments in their monthly budget in order to stay in their home. Betty gave up their YMCA membership to cover the increasing costs of housing.

- What is Betty's challenge?
- How is their life affected by this challenge? (What is the outcome of this challenge?)
- Why should we care about this? (How does this relate to older people in general?)
- What needs to be done? (What is the choice or ask?)
- Put it all together and share with your group

Try it with an example:

Brenda participates in the home-sharing program in Boston, where they rent out a room to college students to help reduce housing costs. Brenda has benefitted from the program and has been less lonely and has help with house chores. However, the program is struggling because there are not enough older adults signed up to participate.

- What is Brenda's challenge?
- How is their life affected by this challenge? (What is the outcome of this challenge?)
- Why should we care about this? (How does this relate to older people in general?)
- What needs to be done? (What is the choice or ask?)
- Put it all together and share with your group

Try it with an example:

Archibald received a phone call from someone claiming to be his grandson from Arizona, asking for a loan. He gave his bank account information over the phone, and later was alerted by his bank that \$1,200 had been fraudulently taken from his account.

- What is Archibald's challenge?
- How is their life affected by this challenge? (What is the outcome of this challenge?)
- Why should we care about this? (How does this relate to older people in general?)
- What needs to be done? (What is the choice or ask?)
- Put it all together and share with your group

Try it with an example:

Gabriel visited the local library because they wanted to learn how to use the computer system to read articles online. They asked a staff member to show them how to do so. However, the staff member assumed they wouldn't understand, and proceeded to just do it for Gabriel instead.

- What is the challenge?
- How is his life affected by this challenge? (What is the outcome of this challenge?)
- Why should we care about this? (How is it related to older people in general?)
- What needs to be done? (What is the choice or ask?)
- Put it all together and share with your group

Try it with an example:

As the winters get harsher and New England weather takes its toll, Jan and Steven could no longer keep up with the snow shoveling and yard maintenance. As a result, their home becomes a hazard to pedestrians.

- What is Jan & Steven's challenge?
- How is their life affected by this challenge? (What is the outcome of this challenge?)
- Why should we care about this? (How does this relate to older people in general?)
- What needs to be done? (What is the choice or ask?)
- Put it all together and share with your group

Try it with your own personal story:

- What is the challenge?
 - Tell me about a person who's experienced this challenge or give me an example.
- How is this person's life affected by this challenge?
- Why should we care about this?
 - How is it related to older people in general?
- What needs to be done?

How to Use a Story to Advocate

How to Use a Story to Advocate

Example story:

Margarette has been using a wheelchair since a bad fall a couple of months ago. She used to enjoy meeting up with friends and at her local senior center but since her town has no shuttle vans that her wheelchair can fit in, she has been unable to visit the senior center and has had to have her friends come to her house rather than meet in the town center.

1) Why do we care about this issue? What is the deeper impact?

If Margarette cannot get to the senior center, she is at risk for social isolation, which can make her more vulnerable for worse health and well-being and result in significant costs for the city in additional social services. Many people rely on public transportation to maintain their social connections. People with disabilities should be able to access public transportation to stay socially connected.

2) How could this issue be improved?

Situations like this can be avoided if the city's Department of Transportation can purchase new or update current vans to meet the needs of people with disabilities.

3) What I would say to advocate...

"The population of seniors is growing in Boston and more people will find themselves in situations similar to Margarette's. If we don't remove barriers for them to participate socially, we as a community will pay the price of declining quality of life through social and health services.

In order for our town to be truly age-friendly, I'm asking you as the city's Department of Transportation to update your vans to accommodate people with wheelchairs. What will you do to help?"

How to Use a Story to Advocate

Your turn!

Larry lives alone and can no longer afford the taxes on his current home. He applied for senior housing but he's on the waitlist until an available unit opens up, which would take at least 2 years (or more).

- 1) **Why do we care about this issue? What is the deeper impact?**
- 2) **How could this issue be improved?**
- 3) **What I would say to advocate...**

Lunch Interactive Activities

Lunch Interactive Activities

- Display icebreaker questions/discussion prompts on PPT screen (30 minutes)
 - People can sit together based on common interests
 - E.g., What are you involved in in your community? Discuss a particular bill (e.g., Farm Bill 2018) that is under vote.

- Public Narrative Exercise (30 minutes)
 - Read over the issue briefs at your table and partner with another participant
 - Have print-outs of different current issues at each table
 - 10 min: prepare story to summarize issue
 - 10 min: pair-up and share
 - 2 min story, 2 min feedback, switch
 - Feedback: Can you identify the (1) challenge, (2) choice, and (3) outcome in your partner's advocacy story
 - 5 min: group feedback

- EPIC Laser Talk
 - Learning to speak effectively about an issue is the first step in becoming a powerful advocate
 - **Engage** - Brief and to the point—one sentence if possible
 - Use personal story, invoke a value, cite a statistic
 - **Problem** - Identify the problem in language that leads to the solution you want
 - **Inform** - You have identified the problem, now you want to lead them to the solution
 - Can elaborate a little more here (2-4 sentences)
 - If you have a personal story to relate, this is the best place to do it
 - Paint them a picture of the problem and/or the solution
 - **Call to Action** - This is what everything you have said so far has lead to
 - It answers the question “What do you want me to do?”
 - Be as specific as you can (bill number, amount, etc.)
 - Phrase in form of a YES or NO question so you get an answer

- Share with your table what you have learned about your advocacy topic through your homework
 - What is your topic? At what government level are you focusing on?
 - What are some solutions you have identified? How would you advocate for topic?

- Elevator speech practice with partner – partner gives speech and receives feedback (with prompt);
 - Allows participants to practice and prepare for Graduation Ceremony speech

- Partners can present speech one-on-one and give feedback
- Prompt: Did your partner...
- Explain their issue in a clear and concise manner
- Use data or rationale to support their argument
- Make a specific call to action
- Deliver their speech under 2 minutes

Networking Discussion handout

Networking Discussion

1. How can I/we use what we learned to influence aging-issues of interest?
2. How can we work together to advocate for change around aging-related issues of interest?
3. What are the next steps to move forward in my/our efforts to impact positive change around aging-related issues of interest?
4. What information do I need to collect from my colleagues in order to connect with them outside of this course?

Part 3: Participant Handbook

3.1 Course Outline (Sample)

Age-Friendly Boston
Senior Civic Academy
COURSE OUTLINE

Facilitators:

Alison Freeman, LCSW

Director, Area Agency on Aging (AAA)
Commission on Affairs of the Elderly
617-635-0027
Alison.freeman@boston.gov

Caitlin Coyle, PhD

Research Fellow, Adjunct Assistant Professor
Center for Social & Demographic Research
on Aging
John W. McCormack Graduate School of
Policy & Global Studies
University of Massachusetts Boston
(617)-287-7467
Caitlin.coyle@umb.edu

Class Objective:

The purpose of the Senior Civic Academy is to familiarize citizens with the structure, functions and activities the City, State, and Federal government, encourage citizens to become involved in their community, and enhance their ability to communicate effectively with elected officials about topics that are important to them and their families.

Class Policy:

- ❖ Please arrive on time.
- ❖ Attendance to all six sessions is mandatory. If you are unable to attend a session, please contact your facilitators ahead of time.
- ❖ Please be respectful of each other's contribution to the academy.

DAY 1: Introduction to Civic Engagement

Date: Friday, April 20, 2018

Location: AARP Massachusetts, 1 Beacon Street, Suite #2301 (23rd Floor)

Time: 10:00 AM – 4:00 PM

- Welcome Remarks
- Group Introductions
- Pre-Program Evaluation
- Importance of Advocacy
- Issues Facing Older Adults & Historical Context
 - Select an advocacy topic
- Lunch
- Skill-Building Workshop: Public Speaking & Advocacy
- Debrief

Homework Assignment #1:

- 1) Explore your advocacy topic at the city level and share your findings at next week's session
 - a. Ex) Which department(s) address your advocacy topic? What do they currently do about it?
- 2) Identify 1-2 questions you might want to ask the City services panel and/or City council (e.g., Intergovernmental Relations, Housing, etc.)

DAY 2: Skill-Building and Introduction to City Government

Date: Friday, April 27, 2018

Location: Boston City Hall, 1 City Hall Plaza, Piedmonte Room (5th Floor)

Time: 10:00 AM – 4:00 PM

- Warm-Up
- Introduction to City Government
- Skill-Building Workshop: Using a Personal Story to Advocate
- Lunch
- City Hall Tour
- Meeting City Councilors in the Council Chambers
- Skill-Building Workshop: Explore City Government Online Resources
- Age-Friendly Boston Presentation
- Debrief

Homework Assignment #2:

- 1) Find your neighborhood association and their meeting schedule.
 - a. Attend a meeting if you can or would like to.
- 2) Explore your advocacy topic more at the city level (using the resources we practiced today) and share your findings at next week's session
 - a. Ex) Which department(s) address your advocacy topic? What do they currently do about it?
- 3) Identify 1-2 questions you might want to ask the City government panel.

DAY 3: Engaging with City Government

Date: Friday, April 27, 2018

Location: Boston City Hall, 1 City Hall Plaza, Piedmonte Room (5th Floor)

Time: 10:00 AM – 4:00 PM

- Warm-Up
- Mayor’s Office of New Urban Mechanics
- City Services Panel
- Lunch
- Mayor Walsh: Brief Remarks & Questions
- Introduction to City Budget
- Debrief

Homework Assignment #3:

- 1) Explore your advocacy topic more at the state government level throughout this week and share your findings at next week’s session.
 - a. Ex) Which department(s) address your advocacy topic? What do they currently do about it?
- 2) Identify 1-2 questions you might want to ask the State organizations panel and/or State Representatives (e.g., Executive Office of Elderly Affairs, etc.)

DAY 4: Engaging with State Government

Date: Friday, May 4, 2018

Location: The John W. McCormack Building, 1 Ashburton Place (21st Floor)

Time: 10:00 AM – 4:00 PM

- Warm-Up
- Brief Remarks & Questions with State Representative
- State House Tour
- Lunch
- Introduction to State Budget
- Introduction to State Government
- State Organizations Panel
- Debrief

Homework Assignment #4:

- 1) Explore your advocacy topic at the federal level and share your findings at next week's session.
 - a. Ex) Which department(s) address your advocacy topic? What do they currently do about it?
- 2) Identify 1-2 questions you might want to ask the Federal organizations panel and/or Federal Representatives.

DAY 5: Engaging with Federal Government

Date: Friday, May 11, 2018

Location: John F. Kennedy Federal Building, 15 Sudbury St., Conference Room 900A

Time: 10:00 AM – 4:00 PM

- Warm-Up
- Introduction to Federal Government
- Brief Remarks & Questions with Federal Representative
- Federal Organizations Panel
- Lunch
- Skill-Building Workshop: How to Get Involved & Grassroots Organizing
- Skill-Building Workshop: Letter Writing Examples
- Debrief

Homework Assignment #5:

- 1) Reflect on your experience with the Senior Civic Academy.
 - a. What parts were most valuable for you?
 - b. How will this experience impact your advocacy in the future?
- 2) Practice your short speech incorporating your reflection (max: 2 min) to share at next week's Graduation Ceremony.

DAY 6: Graduation & Connection to Advocacy Groups

Date: Friday, May 18, 2018

Location: AARP Massachusetts, 1 Beacon Street, Suite #2301 (23rd Floor)

Time: 11:00 AM – 2:00 PM

- Graduation Ceremony
- Lunch
- Resource Fair with Advocacy Organizations
- Reflection & Post-Program Evaluation
- Closing Remarks

Thank you for participating in Age-Friendly Boston's Senior Civic Academy!

*****Please remember that you will be receiving a follow-up phone call from UMass Boston as part of the evaluation!*****

The phone call will occur approximately four weeks after the graduation ceremony. We look forward to the opportunity to incorporate your feedback into improving the program in the future!

Part 4: Appendix

4.1 Example application from Spring 2019 Senior Civic Academy



Are you a Boston resident, 50+, and interested in advocating for aging issues? Would you like to learn how to effect change in your community in a **free**, 6-day course? We are offering the second Senior Civic Academy, and we want you to apply to be a part of it!

Each session will introduce you to aging policy and advocacy techniques that will give you the skills to make positive change. Apply to join our second group of Boston adults, age 50+, and become a leader in your community.

The sessions will be held on the following dates and will cover these topics:

- Thursday, April 4th 2019:** Introduction to Civic Engagement
- Thursday, April 11th 2019:** Skill-Building and Introduction to City Government
- Friday, April 19th 2019:** Engaging with City Government
- Friday, April 26th 2019:** Engaging with Federal Government
- Thursday, May 2nd 2019:** Engaging with State Government
- Thursday, May 9th 2019:** Graduation

Please fill out the attached application and submit by mail or email to apply
*Applications are due on **Friday, March 22nd at 5:00 PM**. Applications submitted after the deadline or incomplete will not be considered for selection. Applications will be reviewed and participants will be notified by March 29th 2019.*

MAIL: Age Strong Commission
 ATTN: Alison Freeman
 1 City Hall Plaza, Room 271
 Boston, MA 02201

EMAIL: alison.freeman@boston.gov

AGE+

*Age Strong
Commission*

SENIOR CIVIC ACADEMY FREQUENTLY ASKED QUESTIONS

**ADDITIONAL QUESTIONS? CONTACT THE CITY OF BOSTON'S
AGE STRONG COMMISSION AT 617-635-4366 OR AGING@BOSTON.GOV**

What is Boston's Senior Civic Academy? This program is a 6-day intensive course to teach participants about aging policy and advocacy.

Who can apply to this program? Boston residents over the age of 50, who are interested in aging, able to attend all 6 sessions, and complete the program application. Space is limited, so we will be evaluating applications and looking for a diverse group.

What can I look forward to gaining from this program? You will hear from experts in the aging field, meet elected officials, get tours of state and city buildings, and make new friends.

Do I have to attend all days of the course to participate? We ask that all attendees participate in the full program, because new topics are presented each day and build upon each other.

What is the time commitment for this program? We expect participants to attend all 6 days. Our sessions will be held from 10:00 AM to 4:00 PM on the following days:

Thursday, April 4th 2019: Introduction to Civic Engagement

Thursday, April 11th 2019: Skill-Building and Introduction to City Government

Friday, April 19th 2019: Engaging with City Government

Friday, April 26th 2019: Engaging with Federal Government

Thursday, May 2nd 2019: Engaging with State Government

Thursday, May 9th 2019: Graduation

Where is this program located? Each day, the program will take place at a different office downtown near City Hall. We recommend taking public transit.

Will lunch be provided? Yes, participants will enjoy lunch for each of the sessions.

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Age Strong
Commission

SENIOR CIVIC ACADEMY APPLICATION

APPLICATION DEADLINE: FRIDAY, MARCH 22ND AT 5:00 PM

PLEASE COMPLETE FOR THE SENIOR CIVIC ACADEMY

Name: _____

Nickname, if preferred: _____

Age: _____

Phone Number: _____

Home Address: _____

Email: _____

Employed/ Retired?: _____

PLEASE ANSWER THE FOLLOWING 5 QUESTIONS

How did you hear about the Senior Civic Academy?

Why are you interested in being part of this program? What do you hope to achieve/ learn?

AGE+

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Commission*

**AGE STRONG COMMISSION
SENIOR CIVIC ACADEMY**

ESSAY QUESTIONS, PLEASE FILL OUT OR ATTACH IN ORDER TO SUBMIT A COMPLETE APPLICATION

How are you currently engaged in your community? In what ways would you like to be more engaged in your community?

What aging-related issues impact you, your family, and your community?

If you were able to change something in your community to make it be a better place to age, what would it be? How would you go about making that change?

4.2 Invitation Email to Speakers

“Dear _____,

Age-Friendly Boston is conducting a Senior Civic Academy. The purpose of the Senior Civic Academy is to (objective).

We would like to invite you or a representative to speak on behalf of how aging issues are being addressed by your department. We will be conducting a panel of (city/state/federal) government offices on (date) at (time and location).

We will be asking the following three questions:

- (1) Tell us about yourself and describe your department, cabinet, program so people understand what you are overseeing. Can you give us an example of how your work impacts seniors in the city?*
- (2) Tell us how your work relates to current issues and events that impact our ability to age well in the city and relate to current events and issues about aging?*
- (3) What can you tell us about local data about the senior population and your work?*
- (4) How can constituents give input to your work or contact your department?*

Please let us know by (date) if you or a representative from your department can join us for the Senior Civic Academy, with the individual’s full name, title, department, and contact info.”

4.3 Homework Examples

Homework Assignment #1:

- 1) Explore your advocacy topic at the city level and share your findings at next week's session
 - a. Ex) Which department(s) address your advocacy topic? What do they currently do about it?
- 2) Identify 1-2 questions you might want to ask the City services panel and/or City council (e.g., Intergovernmental Relations, Housing, etc.)

Homework Assignment #2:

- 1) Find your neighborhood association and their meeting schedule.
 - a. Attend a meeting if you can or would like to.
- 2) Explore your advocacy topic more at the city level (using the resources we practiced today) and share your findings at next week's session
 - a. Ex) Which department(s) address your advocacy topic? What do they currently do about it?
- 3) Identify 1-2 questions you might want to ask the City government panel.

Homework Assignment #3:

- 1) Explore your advocacy topic more at the state government level throughout this week and share your findings at next week's session.
 - a. Ex) Which department(s) address your advocacy topic? What do they currently do about it?
- 2) Identify 1-2 questions you might want to ask the State organizations panel and/or State Representatives (e.g., Executive Office of Elderly Affairs, etc.)

Homework Assignment #4:

- 1) Explore your advocacy topic at the federal level and share your findings at next week's session.
 - a. Ex) Which department(s) address your advocacy topic? What do they currently do about it?

- 2) Identify 1-2 questions you might want to ask the Federal organizations panel and/or Federal Representatives.

Homework Assignment #5:

- 1) Reflect on your experience with the Senior Civic Academy.
 - a. What parts were most valuable for you?
 - b. How will this experience impact your advocacy in the future?
- 2) Practice your short speech incorporating your reflection (max: 2 min) to share at next week's Graduation Ceremony.

4.4 External Resources to Share with Participants (alphabetical order)

2016 Elder Economic Security Standard Index for Boston

https://scholarworks.umb.edu/demographyofaging/17/?utm_source=scholarworks.umb.edu%2Fdemographyofaging%2F17&utm_medium=PDF&utm_campaign=PDFCoverPages

AARP Disrupt Aging Campaign

<https://www.aarp.org/etc/everywhere/statics/disrupt-aging/home.html?cmp=RDRCT-DSO-DISAGING-vanitymain2-011516>

AARP Updates

https://action.aarp.org/site/SPageServer/?jsessionid=00000000.app267b?NONCE_TOKEN=04ACEBE4AB4E411FAB1C944973B23BC3&pagename=Get_Involved&intcmp=FTR-LINKS-ACT-ADVOCATE-EWHERE

Boston Elderly Commission – Age-Friendly Boston

<https://www.boston.gov/departments/elderly-commission/age-friendly-boston>

Boston Parks and Recreation Dept.: Guide to Free Summer Programs and Events

https://www.boston.gov/sites/default/files/document-file-04-2018/summer_guide_final_web_2.pdf

BCYF Centers List

<https://www.boston.gov/community-centers>

City Budget Website

<https://budget.boston.gov/>

City Council

<https://www.boston.gov/departments/city-council>

City of Boston: Disabilities Commission

<https://www.boston.gov/departments/disabilities-commission>

City of Boston: Inspectional Services

<https://www.boston.gov/departments/inspectional-services>

Community Preservation Act (CPA) Funding

<https://www.boston.gov/community-preservation-act>

Councilor O’Malley’s District 6 Updates

https://docs.google.com/forms/d/e/1FAIpQLSdGpOO_mv_CsBLNbm4RysRBJp4q5jd_Mwf7ulzKLMt4oGfGw/viewform

Enterprise Aging-in-Place

Guidelines: <https://www.enterprisecommunity.org/resources/aging-place-design-guidelines-18245>

Existing Conditions Checklist (Building & Units):

<https://www.enterprisecommunity.org/resources/aging-place-existing-conditions-checklist-13432>

Frank J. Manning and the Senior Power Movement (Video)

<https://www.boston.gov/departments/elderly-commission/age-friendly-boston>

How the Budget Works – Video

<https://budget.boston.gov/how-the-budget-works/>

Imagine Boston 2030 Plan

<https://imagine.boston.gov/>

MA Legislature

<https://malegislature.gov/>

MassBudget

Budget Browser: <http://massbudget.org/browser/index.php>

All Budget Analyses: <http://massbudget.org/budget.php>

Analysis of the House Ways and Means FY 2019 budget proposal:

http://massbudget.org/report_window.php?loc=Analyzing-the-House-Ways-and-Means-Committee-Budget-for-FY-2019.html

- Elder Services portion of analysis: http://massbudget.org/report_window.php?loc=Analyzing-the-House-Ways-and-Means-Committee-Budget-for-FY-2019.html#Elder-Services

Mayor’s Neighborhood Coffee Hours

<https://www.boston.gov/departments/parks-and-recreation/neighborhood-coffee-hours>

Plugin House Initiative

<https://www.boston.gov/housing/plugin-house-initiative>

Tufts Health Plan Foundation

<http://www.tuftshealthplanfoundation.org/index.php>

Email Address: Nora_Moreno_Cargie@tufts-health.com

Mailing Address: 705 Mt. Auburn Street, Watertown, MA 02472-1508

Watch City Council Hearings or Meetings

City Council Meetings are held every week on Wednesday at 12:00PM

<p>Television: Comcast: Channel 8 RCN: Channel 82 Verizon: Channel 1964</p>	<p>YouTube: https://www.youtube.com/user/BostonCable</p>
<p>Online: https://www.boston.gov/departments/broadband-and-cable/watch-boston-city-tv -Scroll down to Video -Watch Boston TV -Press the play button</p>	<p>In Person: Iannella Chamber 5th Floor of Boston City Hall 1 City Hall Square Boston, MA 02201</p>

Who is my City Councilor?

Some City Councilors share neighborhoods and represent different parts of the same neighborhood. To find out who you’re City Councilor is do the following:

- (1) Go to: <https://www.boston.gov/departments/city-council/who-my-boston-city-councilor>

- (2) Scroll down to City Councilor Map Look-Up
- (3) Type in an address
- (4) Press ENTER
- (5) The City Councilor for that address will appear