

Computer Training for Seniors, Unemployed or Under Employed.

<http://www.reliable-computer.com>

jackbowes1@cs.com

March 27, 2004

Title

**Computer Training for Seniors, Unemployed or Under
Employed.**

Prepared by

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Date Prepared

March 27, 2004

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Purpose:

(State overall objectives of proposal)

I plan to develop a prototype program for Computer Training for seniors, Unemployed or Under Employed. Seniors and adults have interest in and the ability to learn computers and the Internet. They for the most part have not been brought up on computers in contrast to the present generation who are using computers in kindergarten. Seniors and adults therefore need some additional consideration to enhance their learning experience. There needs to be provided a consistent and comfortable learning environment. Ergonomic considerations need to be given to the classroom, the workstations, the chairs and the lighting. Computer equipment and the software should be fairly modern and networked and provide access to the Internet. Training should start at a basic level and proceed through intermediate and advanced. The training needs to provide repetition, be fun and provide an opportunity to interactive. There is a need to compensate for their lack of familiarity with the mouse and fear that they might break the computer because of their lack of knowledge or misuse.

I plan to define the type of classroom, workstations, chairs, lighting and computer equipment and software that should be provided. Define type of instruction and where and when it should be provided

Background:

(Explain what is wrong with the existing situation why this is the right time to correct the problem)

Dedham Council on Aging (Year 2001 and Year 2002)

Introduction

About three years ago in year 2000, my sister Ginny Bowes Mulvey, who worked in the Dedham Building Department, heard that the Dedham Council on Aging was planning to provide computer training for seniors and she recommended me for the job. The Dedham Council on Aging contacted me for a proposal to provide computer training to seniors. My proposal was not accepted and they decided to use a no cost volunteer, one of the senior citizens. He taught a number of classes on how to use the mouse and basic windows navigation.

In 2001 I was contacted again and asked to provide more advanced training classes and I provided a series of 6 classes with 6 people in each class. We held four series of sessions training about 24 students.

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In 2002 I was asked back for a second time. This was primarily due to good feedback from the students who attended the training previously and a new demand for additional training from new students on more advanced topics such as accessing the Internet.

In 2003 I was not planning to continue teaching in Dedham through a series of occurrences:

- There has been a change in administration at the Dedham Council on Aging.
- My sister, who was working in the Building Department passed away.
- The commute from Dedham to South Boston and/or Quincy was not pleasant. I was commuting during the rush hour because class would end at 4:00 PM but it would be 4:30 PM or later before I would get going. Very often there would be student questions to answer while I was breaking down the classroom and I would have to bring back the In Focus machine borrowed from the Town Administrators Office upstairs.
- I have been concentrating on getting a program going at the Labour Center in South Boston.

Comments After Year2001 The First Year

- Early versions of hardware and software were being used. We had 6 computers, which were not networked and had been discarded by other departments in town hall. The software was Windows 95 and Office 97. There was one printer which was not always working and could only be accessed by one computer
- Many seniors owned vastly superior equipment
- There was no provision for on going maintenance, updating, and support. (The program was on a shoestring with borrowed rooms, discarded school system computers, no supplies, and no budget for instruction material, etc.).

Comments After Year2002 The Second Year

Facility

There were 6-networked workstations using Windows 98 with Office 2000. They were connected to Internet but had no email access. There were three networked printers (2 LaserJet color printers and an HP model 4 black laser printer), which never worked correctly. This was discarded equipment that was given by Dedham High School and some students had put together and maintained the network.

Classes were held in a hall in the basement of town hall. I would bring a portable whiteboard for the class and pickup an InFocus Multimedia Projector to project a traditional Microsoft PowerPoint presentation. This was available to be borrowed

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from the town managers office upstairs. I would setup a table and put the InFocus on the table and attach it to my laptop and display it on the white wall. I used the wall because there was no screen.

This was a basement hall used as a classroom and noise was a constant problem. Sometimes meetings are held at the same time that the class was going on and once a month they would have a free blood pressure clinic, which would last into the class. It became extremely noisy and the noise factor made it hard to hold the class.

The florescent lights caused a problem with some students being able to see the display screen on the workstation and the projection on the wall from the InFocus machine.

Class Size

This was important to keep the size of the class reasonable to ten or less because of the fact that there is a lot hands-on training. The instructor needs to be aware of how each student is progressing and making sure that they're all keeping up with the exercise. Seniors become very frustrated when they start falling behind and you are better off to slow down to their pace.

If you only have one instructor without a lab assistant the size needs to be small, six students seemed to be a good size at Dedham. Some classes required more hand-on than others for example when I had people with dexterity problems such as carpal tunnel or people who had severe eye sight problems and trouble seeing their display screen or the projected slides. In these situations since I was teaching by myself I would try to solicit help from students in the class by pairing more advanced students with some of the students that needed additional help. . Occasionally we would have less than six students and I found that the normal thirty slides was often gone through more quickly and the class would finish quicker than you it would if you had the full six students. So it appears the teaching effort involved is definitely a function of the number of students in the class.

Length of Class and Number of Classes

Class length was 2 hours with no break. Any longer might be a problem because towards the end of the class the students seemed to get tired and have a little problem following the class. So it is better towards the end of class to put some kind of enjoyable exercise one that is interactive. I would sometimes have them printout what they were working on or have them go to an interesting web site on the Internet.

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There were 2 classes per week for 3 weeks and that would make up a session.

General Observations on Training

Accessibility is a major issue for seniors. They do not find the mouse very easy to use. They do not have the quick motor skills and have a problem double clicking. Their ability to see the display screen clearly is often a problem and sometimes bifocals might cause a problem with their selection when they are using the mouse.

- The Mouse Adjustments is important to know I would review almost every class how to adjust double clicking and size of the pointer.
- The adjusting Screen Properties is important particularly knowing how adjust display screen appearance (size of the font) to make it easier to see things on the display screen, I would review every other class how to use the pop-up menu for display properties and choosing a scheme such as Windows Standard Large or Extra Large.

When introducing the Internet using Internet Explorer, seniors would not understand some of the conventions used in a browser for example:

- They did not understand where the web address is supposed to be typed.
- They would have problems finding the period on the keyboard for WWW.
- They did not understand that you need to hit enter after typing the web address to have the browser get the web page.
- They did not understand how to use the mouse to change the insert point when you need to type or correct web address that was in error. Instead they would retype the whole address again.

Seniors were provided references material to use in class and to take with them when the classes were finished:

- A PowerPoint 3 to a page printout of slides with space for notes was provided for each class.
- A self-playing CD of the class slides and my voice annotation was provided at the last class.
- As outside reference material I would recommend that they looked for the textbook series for dummies. They publish books on Windows and Microsoft Office and are usually twenty dollars or less. In fact you often find them on sale sometimes for as little as ten dollars.

The seniors would often help each other as follows:

- I tried to encourage exchanging of telephone numbers and email addresses between the seniors so that they could continue the support system developed in class.

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- I would pass around a sign-in on the first class and then ask them if they had no objections to give their telephone number and email address.
- I would take enough copies for everyone in the class and hand out a copy to everyone at the next class.

Training Unemployed or Under Employed

African American Federation of Greater Boston

David Wright

6 Roxbury St., Suite 4

Boston, MA [02119](http://www.afamfed.org)

(617) 442-5683

www.afamfed.org

The AAFGB provides collaborative community-based fund-raising, community planning, human resource development, and administrative services. Its goals are to develop and increase philanthropy within the African American communities and to develop its members' resources, both to reduce dependency on outside funding and to increase the impact of their combined services.

I conducted a number of customized classes for the African American Federation in 1999 and 2000 on the Microsoft Office Suite Word, Excel and Access. The purpose of these classes was to increase the computer skills of employees of the member agencies and make these employees more marketable, since most these jobs were of a temporary nature.

Why This Is The Right Time To Act

Every town and agency is doing their own thing, which is bringing about variability in access and quality of training from no training to some training to reasonably sophisticated access and training in a few wealthy communities. There are overlapping, redundant and expensive development and/or purchasing of teaching materials by the communities providing the training.

I have taken a break from Northeastern University for a couple of quarters and will be devoting some time to developing the prototype for this project. This will be started as a small pilot with a single, representative city or town that could become a statewide model and then developing a consortium of several towns (10-15). I am working with The Labour Center South Boston to start a senior training in February 2004 and will be expanding the training model I started developing for the Dedham Council on Aging in years 2001 and 2002

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Major Benefits:

(Summarize benefits or state the importance or discuss innovative contributions of the proposal)

Computers and the Internet help seniors to communicate from their home easily with family and friends. This helps to overcome loneliness and the feeling of being alone. Access to the Internet can also be a safety net in bad weather when seniors cannot go out safely to help them shop for food and necessities. Shut-ins have inexpensive way to get in touch with grand children in college, long distance relatives and friends. Seniors can get news – death notices weather forecasts from local and remote areas of interest or areas where they used to live or live at different times of the year for example some seniors spend the winter in Florida.

Intellectual stimulation helps slows down the aging process for seniors. The computer and the Internet is a great research tool. Seniors are interested in Internet sites for directions, for looking up telephone numbers and search engines to find things like Hotel or Bed and Breakfast accommodations. They can do special research for example veterans can keep in touch with each other, veteran organizations or government organizations or seniors may want to do research on their ancestry or their genealogy. Seniors are also interested in controlling their money and expenses through using Excel, Quicken or Money for budgeting and balancing their checkbook. Seniors can also use Outlook to keep track of their daily appointments and then printout their calendar for the week or the month.

The computer and the Internet help stimulate that desire of all humans to have fun and be able to play. Seniors enjoy free greeting card sites, which helps them to communicate with friends and family and the game sites, which have free games to play. A number of seniors in the computer training classes would talked about how much they looked forward to and enjoyed coming to the computer classes. Seniors were interested in sound recording and listening to and using sound and music for example my father in-law with my help developed a PowerPoint presentation of his military service in the Pacific during the World War II with voice annotation. He was a navy photographer and he had a number of pictures, which he had saved.

Training promotes interaction with their peers in a classroom environment. They are able to interact with each other and I would encourage camaraderie and suggest to them to exchange email addresses and telephone numbers so that they could keep in touch with each other, help each other or be helped by their peers. .

Seniors were interested in using digital pictures on the computer from digital cameras or scanners. I would bring my digital camera in for one class and take pictures of the students. The next class I would bring in a CD for everyone in the class in the form of a slide show so that they could look at them at home and in class. I also brought in some

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digital pictures I had taken of place of interest in Ireland and Italy and had the seniors use them to create brochures in Microsoft Word.

Seniors on an average have a need for more medical treatment than younger people. The Internet and the computer provide a tool to help them with some of their medical concerns and needs. They are able to access Internet such as <http://www.webmd.com/>, which give them the ability to answer a number of medical questions that they might have. They can use Word or Excel to keep track of their medications that they might be taking. This question on medication is asked over and over again by health care professional when going to a new doctor or entering the hospital. Special devices can be read or analyzed by connection to the computer for example my father in-law keeps track of his blood test for his diabetes and can run graphs to analyze trends.

The seniors would often buy or have computer equipment given to them but would not use or use them on a limited basis them because of problems. I tried to make the training and equipment relevant to current equipment and this makes them able to use their own equipment more effectively. I would show them how to figure out what software they had on their home computer and then would ask them to tell us in class what they had.

I was asked a couple times to diagnose problems with their home computers. Seniors would bring in problems they were having with their home computer or software and I would try to solve them. I tried to solve them in class but a couple of times I went to their house to solve the problem.

They can use Voice recognition products such as Dragon Naturally Speaking as input to Word or Excel. Voice recognition software can help to compensate for carpal tunnel or sight problems. It speeds up routine tasks on the PC, such as creating documents, entering data, launching applications, sending e-mail, completing forms, and browsing the Web. You can complete all of these tasks three times faster than typing - by speaking at up to 160 words-per-minute!

The senior population is a fast growing population. The baby boomers are now in their late fifties and will be retiring soon. The majority of Baby Boomers did not grow up with computers and have learned enough about the computer to do their job. They need training to feel comfortable with the computer to do things of a more personal nature.

I would review at the beginning of class and have a certain amount of redundancy in each class to enforce important points for example Windows Explorer, Internet Explorer, Adjusting the Mouse, and Adjusting Display Properties.

Jack Bowes is uniquely qualified as a senior and teacher of adult at college level with significant hands-on computer experience. Over 34 years of teaching experience-teaching adults on a College level with Northeastern University and Wentworth Institute of Technology. I provided computer training to Senior Citizen through a contract with the

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Dedham Council on Aging, which span two years. I provided a series of computer courses for the unemployed and/or underemployed through a contract with African American Federation of Greater Boston.

This type of training requires an instructor with patience and empathy. I am a senior citizen myself at 62 years old and have always believed in hands on instruction as well as repetition of important topics.

I have been able to tailor classes to the student's needs and have been able to provide practical examples of how the particular technology tool can be used. I can adjust the curriculum based on the class composition and their special needs. I have done individual tutoring and have developed specialized training for companies based on their needs.

Major Features:

(Explain features of the proposal, how they would be implemented and what the results would be. You may also want to explain how features differ from, or are better than, other possible plans)

Topics To Be Offered:

Possible topics of interest offer various levels of classes, introductory, intermediate, advanced

- A) Access to the Internet
- B) Email
- C) Windows Basics
 - 1) Use of mouse
 - 2) Mouse alternatives
 - 3) Files, directories (Windows Explorer)
- D) Word
- E) Excel
- F) Financial software: Quicken, Money or Excel
- G) Calendar software Outlook
- H) Database software Access

Class Content

Class 1

Introduce mouse, windows environment and Internet
Explain classroom environment
Ask students about their computers

Class 2

Review mouse and windows environment
How to Run Programs (Start Menu or Short Cut)

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Review Internet Explorer using Greeting Card Sites

Introduce Microsoft Office Suite

Class 3

Review mouse and windows environment

Explain how to install software

Review Internet Explorer

Using a Graphics site and site for looking up telephone numbers

Introduction to using Microsoft Word

Class 4

Review mouse and windows environment

Review Internet Explorer using Search Engines

Review Microsoft Word

Contrast Menus and Tool Bars

Typing a Letter a small letter using Header and Footer

Introduce Page Setup, Page Break and Printing

Class 5

Review mouse and windows environment

Review Windows Explorer for copying files and looking at a CD

Provide a picture show of pictures taken of the class

Assign homework using header and footers

Review Internet Explorer using game sites

Review using Word with Pictures

Paragraph Formatting

Class 6

Review mouse and windows environment

Review Word Homework on Header and Footer

Review Internet Explorer for finding Directions or How to Shop On-line

Review Install Software

Show how to run the slide show from the provided CD

The CD contains the PowerPoint Slides used in class and some voice instruction

Class Structure

Repetition is important particularly when using the mouse. Try to make it interesting and fun. We would play Solitaire to practice dragging and dropping. We would practice Double clicking jack-in-the-box after making mouse speed adjustment.

I provided a learning environment to maximize the learning experience through the use of multiple senses, hearing, reading, writing, and actually doing. I would provide for each class the handout of the PowerPoint slides to be covered. I print them three slides on page with room for Notes. I would project my computer

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screen with PowerPoint slides and try to observe each student's computer to make sure that the students are following the lesson correctly.

At the beginning of each class I would try to review topics related to improving accessibility such as adjusting the mouse (double click speed and the size of the pointer). We would always start the class with the game of solitaire and if some students came early and they did not have any questions I would get them started with solitaire. They seemed to enjoy it and some of them even started playing it on their home computers. We used solitaire for practicing with the mouse and I would explain how solitaire is a typical windows application with many similar features of other windows applications. For example the minimize, maximize, and close buttons are up in the right hand corner or how you can move the window by grabbing the blue title bar.

I would review the Windows Explorer and how it can be used to manage files and the Internet Explorer and how it can be used to search the web.

People Involved:

(Explain who will be involved and how, give their qualifications)

Jack Bowes

I have been able to tailor classes to the student's needs and have been able to provide practical examples of how the particular technology tool can be used.

I have held the following jobs: Assistant Manager Special Projects; Manager of Office Automation; Manager Systems Development; Systems and Programming Manager; Project Manager, Systems Analyst and Manager Special Applications. Responsibilities entailed problem definition, fact finding, systems design, development and implementation, supervision of systems and programming personnel, training and presentations to executive staff. I also spent eight years specializing in the office automation and microcomputer area.

I have been involved in a part-time business known as Reliable Computer Services since 1980. It was established to service the small business and the community's computer needs. Upon my retirement from the MBTA I became a fulltime consultant and subcontractor for the last four years and I have worked on additional assignments for small businesses, as they needed it. I therefore have used a great number of the desktop software to manage my own business and have been able to share these experiences in class.

I have provided individual tutoring for people in their homes and I have also been contracted by companies to provide specialized training at their location.

Examples

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Types of Training and examples

Computer Training for seniors, Unemployed or Under Employed

Dedham Council on Aging

African American Federation

Individual Tutoring

Mrs. Broadley Norwood Quicken

Lou Smith Word, PowerPoint

Mrs. Simoni Word & Excel

Customized Training Small Businesses

Service Master Norfolk Office – Word

Comprehensive Business – QuickBooks

Hingham Holistic – QuickBooks

Simoni Realty Trust – Peach Tree

Concentra – Relational Database

MBTA – PeopleSoft & Microsoft Office & email

Michael Bare

Has extensive purchasing and project management skills and is active in a number of purchasing organizations

- C.P.M. - Certified Purchasing Manager (NAPM)
 - Earned the Certified Purchasing Manager (C.P.M.) status from the Institute of Supply Management in 1998 and in 2004 was awarded lifetime certification
- A.P.P. - Accredited Purchasing Practitioner (NAPM)
- M.C.P.P.O. Massachusetts Certified Public Purchasing Official
- NAPM-National Association of Purchasing Management 1991
- PMAB-Purchasing Management Association of Boston 1991
- MAPPO- Massachusetts Association of Public Purchasing Officials
- NCMA-National Contract Management Association
- APICS-Educational Society for Resource Management 2001
- New England Railroad Club 2000

Technical Skills:

Microsoft Word, Excel, Access, HTML, JavaScript, Pagemaker 6.5 and multiple Purchasing and Inventory Related Operational Software

Interests:

- Producer, Director, Host of *Citizens Corner*, a weekly one-hour talk show, on Boston Neighborhood Network Television.
- South Boston Citizens Association-President 2000-Present
- South Boston Waterfront Design Activities Committee
- Promoter and preserver of South Boston History

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Resources To Be Used:

(Describe other resources – equipment, labs or facilities, institution, group, etc. – that will be drawn upon)

Provide correct equipment

Desk, Chairs, Computer Monitor 19 “, Computer and InFocus Machine to project Instructor Screen

Provide current software versions so that it corresponds to type of software seniors would be purchasing if they purchased equipment now or the computers they already have at home now.

Provide a good environment for learning quite room with white board and/or flip charts

Have qualified instructors

Have classes available at a convenient time during the day because a number of seniors do not like to drive at night.

Provide interesting and useful topics in the classroom

Have individual computers available for each student so that they can interact

Printed material

- PowerPoint slides used in class printed as three on page and room for notes
- Dummy series has produced reasonably price books on topics such as Microsoft Office and they also produce a condense version or reference manuals type on different topics

Equipment:

10 workstations networked

Memory

Disk Drive

CD Burner

DVD Player

Zip Drive 250 Meg

Network Card

Modem

6 USB connections

Ergonomic Desk

Storage paper and CD’s, Adjustable Key Board and ample workspace

Ergonomic Chair comfortable, adjustable and with firm back support

Printers

3 Color Ink Jet Quality

1. Office Model LaserJet High Speed Printer Black Printer

Digital Camera

White Board and Flip Chart

InFocus X1 Multimedia Projector Product Description \$999.00

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InFocus Corporation has targeted a critical new market segment for the projector industry, the multi-use category, with the launch of the InFocus X1. Customers in this category include small-to-medium businesses, Small Office/Home Office (SOHO) and educators who want a projector that is designed for high performance both at work and at home. With the X1, InFocus is setting an industry benchmark in digital projection to meet the needs of those customers in this new multi-use category. The X1's performance, "best-in-class" video and portability create an ideal product for this multi-use category and expand InFocus' customer base. The capabilities of the X1 allow customers to use the projector for more than just traditional Microsoft PowerPoint presentations. During business hours, the outstanding video quality of the X1 makes it perfect for such uses as integrating MPEG, QuickTime or Flash files into a presentation; showing an advertising campaign on DVD; demonstrating a new Web site...

Screen for projector

Available Software

- Classroom in a box or Domino
- Microsoft XP Operating System
- Microsoft Office XP
 - Word
 - Excel
 - Access
 - PowerPoint
 - Money
 - Outlook
- Inuit
- Quicken
- Group Software

Cost/Benefits Analysis

(Describe expenditures and savings involved. You can also give an itemized budget)

Seniors are becoming an influence in young peoples lives and there might be a natural relationship developed between college and/or high school students, each group helping the other. **Students would help to setup equipment and monitor labs and classes and the seniors sharing their live experience.** I have very seldom taught a class I have not learned something.

Seniors have the potential to become fast growing segment of computer users with potential of hardware, software, Internet service and personal service purchase. They usually have a certain amount of disposable income.

Seniors if properly trained can become effective employees for small businesses.

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Providing seniors with an interesting learning environment can cut down on loneliness and possibly alcoholism.

Seniors are very active politically and can influence politicians making grants from the government more possible.

Time Schedule:

(Provide a schedule for starting the proposal, carrying out individual parts, and completing the whole project)

Starting Prototype in February 2004

December 17, 2003

**The Laboure Center South Boston.
Issues to Contemplate For Senior Training
Schedule Meeting 12/12/03
Mike Bare, Jack Bowes and Sister MaryAdele Robinson**

1. When will we start it?
**Thursday February 5, 2004 or Friday February 6, 2004
We will finalize that this week by Friday**
2. How will we advertise it?
**TV We need to establish another day for Mike's show Sister is not available
January 14, 2004 at 8:30 PM. She has another meeting to attend.
Senior Centers. Mike mentioned he would try to design a brochure to be
distributed to the Senior Centers. I would also like to mail that brochure to
some of South Boston Chamber of Commerce members.**
3. What will be the class size? **We will start with a Maximum of 10. Mike will
attempt to provide assistance by being there to proctor a computer lab after
class or at some other time**
We used 6 in Dedham because that was all we had for computers.
It seemed to be a good size because you would have to give assistance to the
students because you trying to have them follow along on their computer. We
could make the class size bigger because you have more computers but I would
not go over 10.
Use of possible a lab assistant. Could possibly use one of my former students
from NU.
4. How do we plan to have a signup for those that are interested?

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Mike volunteered the South Boston Citizens Association phone number to used to develop the list of potential students and this can be used to notify the potential students. 617-817-5862.

In Dedham they had a waiting list and would screen that list by requiring the students owned or had access to a computer to be used on their own.

5. When are computers available? Days and Times

Afternoons seem to be the best time

Friday or Thursday 12:00 PM to 2:00 PM seemed to have the computers open. Friday seemed to be a better day with the afternoon possibly available for a lab.

Need a quite environment.

White board and flip charts, which I have

An In Focus machine would be helpful to display what is on the teacher's computer.

6. I would suggest initially picking one day to offer the class. This would fit best with my schedule right now.

Friday or Thursday I prefer Friday

Toward the end of the week would be best for me.

7. What do we want to length of the class?

2 hours 12:00 PM to 2:00 PM

We used two hours in Dedham. This seemed to work all right people were tired by the end of class but not bored. If we decide to make the classes longer I would not exceed three hours.

8. Possible topics of interest Offer various levels of classes, introductory, intermediate, advanced

A) Access Internet

B) Email

C) Windows Basics

1) Use of mouse

2) Mouse alternatives

3) Files, directories (Windows Explorer)

D) Word

E) Excel

9. Schedule meeting for Sister, Mike and me after 3:00 PM is best for me Monday through Thursday or anytime Friday.

Next scheduled meeting after holidays 3:00 PM Friday 1/9/2004 Laboure Center.

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10. Computer availability for elderly. They really need to be able to do things on their own or they will not really understand it. Have computers available at Labour Center on other times. Require they have their own computer.
Mike would try to make himself available for lab time. If center were open in the evening I could also make myself available for lab.
11. Long term get grant to get software and equipment upgraded.
Mike mentioned a relationship might be able to be pursued with Comcast and I would be interested in soliciting help from the South Boston Chamber of Commerce as well as finishing my draft of the proposal for funding and pursue Public Health, UMass Boston and American Federation for Aging Research (AFAR)

If students buy computer today they will be getting newer software than available in center. Also an In focus display device would be helpful to project the instructor's computer. Dedham was able to get a small grant from Verizon. L Street Bath House was able to get help from Microsoft. Comcast, AOL, RCN or hardware vendors might be a source of grant money. Local possibilities are Office Max or Computer Warehouse. Involve South Boston Chamber of Commerce. Hardware needs to be networked to share resources such as printers. Provide one Office Printer for longer print jobs and provide slow color printer to print pictures and/or graphics

Available software should be what you would get now if you purchased one of these computers on sale to prevent from confusing students.

Involve colleges or High Schools on a local level such as U Mass Boston, Northeastern University, Boston College, South Boston High School, and Boston College - High School. They might be helpful in getting and installing software and hardware.

Evaluation or Publication of Results

(You may want to describe plans for evaluating the proposed project once it is implemented, or for disseminating results when it is completed)

I will continue to monitor and try to get feedback from my prototype with the Labour Center and will be pursuing a possible prototype with the Public Health Department using Tewksbury Hospital. A draft of this proposal has been given to Steve Chilian of the Mass Department of Public Health and Chris Cassidy of UMass Boston. I need to follow-up those draft proposals with a more updated proposal and a phone call.

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Grants Application, Review & Funding Process

Verizon

The Dedham Council on Aging training came about as a result of the Grant. The Manager of the Council on Aging in Dedham wrote a request asking for grant money for Verizon.

The National Institute on Aging (NIA)

The National Institute on Aging (NIA) supports research and research training related to aging. The Institute supports basic biological, neuroscientific, behavioral and social research on aging as well as intervention studies and clinical geriatric research. It does not support provision of services. Although the [NIA's Intramural Research Program](#) conducts research in its own laboratories in Bethesda, Maryland, and at the Gerontology Research Center in Baltimore, Maryland, the largest part of NIA's funding for research is extramural. (See [NIA's Extramural Programs](#)). This funding goes to research institutions, e.g., universities, hospitals, or similar organizations. Information on NIH's overall extramural research programs is available at the Home Page for the [NIH - Office of Extramural Research](#).

Other important information:

[Submission of applications, Review and Awards](#)

[NIA Standing Review Committees & Special Emphasis Panels](#)- Rosters may only be complete a month before the review.

[CSR Study Section Roster Index](#)

Guarente Lab - More Aging Links

Research Project team at MIT doing research on the effects of aging. Their home page provides information on grant availability for studying the aging process.

American Federation for Aging Research (AFAR)

American Federation for Aging Research (AFAR)

70 West 40th Street, 11th Floor

New York, NY 10018

Phone: (212) 703-9977

Toll-free: (888) 582-2327

Fax: (212) 997-0330

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E-mail: grants@afar.org, or info@afar.org

Websites: www.afar.org, and www.infoaging.org

Neighborhood Networks

www.neighborhoodnetworks.com

HUD

<http://www.hud.gov/offices/cpd/about/budget/budget03/index.cfm>

HUD Contacts

<http://www.hud.gov/local/ma/community/contacts.cfm>

[Robert L. Paquin](#), Director

(617) 994-8357

Fax (617) 565-5442

[Arthur V. Tonini](#), Deputy Director

(617) 994-8366

[Susan Lang](#), Program Manager for Massachusetts and Rhode Island - Formula Programs (617) 994-8369

[Richard Therrien](#), Program Manager for Massachusetts and Rhode Island - Homeless Programs (617) 994-8364

[Richard Hatin](#), Program Manager for Maine, New Hampshire and Vermont (603) 666-7510, ext. 3017

[Cedric C. Kam](#), Economic Development Specialist - Section 108 Loans, Youthbuild, EZ/EC (617) 994-8352

[Ruth McKinnon](#), CPD Program Support Specialist

(617) 994-8367

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Appendix on Aging

Aging Research Institutes / Programs

- [American Academy of Anti-aging Medicine](#)
- [American Federation for Aging Research](#) - Provides funding for aging research and geriatric medicine.
- [bionet.molbio.ageing](#) Aging discussion newsgroup
- [Buck Center for Aging Research](#)
- [Burnham Institute](#)
- [Center for Research and Education in Aging](#) - Research group associated with the UC system. "The mission of CREA is to investigate the basic processes that cause aging, with the goal of improving and extending human health span."
- [National Institute on Aging](#) - NIH program devoted to the Biology of aging. Lists [funding opportunities](#) for aging researchers.
- [URBC Cellular and Molecular Biology](#) - They have a program dedicated to research on ageing and stress

Sources of Funding for Aging Research

- [Aging Research and Training News](#) - Newsletter covering geriatrics and gerontology. Some parts require a paid subscription, but they also have a free listing of [funding opportunities](#) in aging research.
- [American Federation for Aging Research](#) - Provides funding for aging research and geriatric medicine.
- [Beeson Program](#)
- [The Commonwealth Fund](#)
- [GeroWeb](#) Wayne State University Institute of Gerontology
- [The John A. Hartford Foundation](#)
- [The Institute for the Study of Aging](#)
- [National Institute on Aging](#) - NIH program devoted to the Biology of aging. Lists [funding opportunities](#) for aging researchers

Societies

- [American Aging Association \(AGE\)](#)
- [American Geriatrics Society](#)
- [The Gerontological Society of America](#) - Organization dedicated to the scientific study of aging and to the translation/dissemination of research for practice and policy.
- [International Longevity Center](#)

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General Aging Links

- [Administration on Aging](#)
- [Aeveos Corporation's Institute for Longevity Research](#) - A bit outdated, but some useful information on aging research.
- [Alzheimer Research Forum](#) - Information on Alzheimer research and labs. Also has 3 RealAudio [lectures](#) given by George Martin, Arnold Levine, and Lenny. These lectures are from the 1998 Biology of Aging Colloquium at Woods Hole.
- [Alzheimer Web Home Page](#)
- [American Academy of Anti-aging Medicine](#)
- bionet.molbio.ageing Aging discussion newsgroup
- [J. Paul Sticht Center on Aging and Rehabilitation](#)
- [The National Council on the Aging](#)
- [URBC Cellular and Molecular Biology](#) - They have a program dedicated to research on ageing and stress.

SeniorNet Boston

Boston - Massachusetts Association for Older Americans
108 Arlington Street
Boston, MA 02116
617- 426-0804
Fax: 617-426-0070
Contact: Ann Woolf

Web Page:

<http://www.seniornet.org/usa/boston/>

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Appendix on Neighborhood Network

Neighborhood Networks

Headline News

- ▶ [Crescent Ridge Center Opens in Tucson, Arizona](#)
- ▶ [New San Antonio Center Encourages Lifelong Learning](#)
- ▶ [Grier Park and Bank of America Offer Financial Workshop](#)
- ▶ [Indianapolis Center Increases Opportunities Through Education Programs](#)
- ▶ [North Dakota Center Receives Beaumont Foundation Grant](#)
- ▶ [Centers Off to New START](#)

New Resources

- ▶ [December 16th Conference Call: Capturing Grant Funds: What the Funders Tell Us](#)
- ▶ [Conference Call Transcripts](#)
- ▶ [Youth Education Resource: ED Pubs Online Ordering System](#)
- ▶ [Nonprofit Organization Information Resource: Credential Provider Registration](#)
- ▶ [Nonprofit Information Resource: Dun and Bradstreet Data Universal Numbering System Number](#)
- ▶ [Weekly Funding Opportunity: Rosie's For All Kids Foundation](#)
- ▶ [Weekly Funding Opportunity: American Express Philanthropic Program](#)
- ▶ [Weekly Funding Opportunity: Edward W. Hazen Foundation](#)
- ▶ [Weekly Funding Opportunity: Microsoft Unlimited Potential](#)
- ▶ [Financial Literacy Resource: Changing Your Life Through Better Money Management](#)

Publications and Databases

- ▶ [Publications](#)
 - [Network News](#)
 - [Newsline](#)
- ▶ [Databases](#)

Read how HUD helps communities, find out whom to contact, and see how you might get involved in your community.

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How HUD Helps Communities

- ▶ [HUD entitlement communities](#) - the largest communities receive funds (or "grants") from HUD based on a formula
- ▶ [Smaller communities](#) - the state distributes HUD funds to smaller communities

Contacts for Questions about HUD Funds

- ▶ [HUD contacts](#) - HUD staff guide and monitor communities that receive HUD funds; find out whom to call with your questions
- ▶ [Community contacts](#) - if you have questions about how your community is using its HUD funds, call your local community contact
- ▶ [State contacts](#) - if you live in a small community and you have questions about how you can get HUD funds through your state, call your state contact
- ▶ [Websites of HUD partners](#) - visit the websites of HUD's community partners

Get Involved

Volunteer in your community. Here are some ideas.

- ▶ [Local volunteer opportunities](#)
- ▶ [Corporation for National and Community Service](#)

Other Massachusetts Resources

- ▶ [Consolidated plans](#) - your community's plans for using HUD's funds
- ▶ [Community profiles](#) - important facts about your community
- ▶ [U.S. Census Bureau](#) - census data by state and county
- ▶ [U.S. Department of Agriculture Rural Development](#) - funds for rural communities
- ▶ [U.S. Environmental Protection Agency](#) - environmental information about your community
- ▶ [U.S. Department of Health & Human Services](#) - how healthy is your county?
- ▶ [Police departments](#) - community policing and neighborhood watch programs in your area
- ▶ [Local government web sites](#)