



LEADERSHIP EXCHANGE ON AGEISM

Evaluation Report - Cohorts 1, 2, and 3

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EXECUTIVE SUMMARY	3
INTRODUCTION	6
PART 1 – LEA HISTORY, STRUCTURE, & PROCESSES.....	15
PART 2 – SUMMARY OF OVERALL FINDINGS.....	18
PART 3 – ACCOUNTABILITY MEASURES.....	20
PART 4 – SUMMARY OF QUALITY MEASURES	24
PART 5 – SUMMARY OF IMPACT & STRATEGY	28
NEXT STEPS	33
REFERENCES.....	35
EVALUATION DATA	36

EXECUTIVE SUMMARY

BACKGROUND

In spring 2021, the Maine Council on Aging (MCOA) convened statewide experts in aging services and policy to brainstorm the concept, structure, and processes for a Leadership Exchange on Ageism (LEA)¹, a reflective and transformative learning experience for Maine leaders to better understand and take action to address ageism. Seven months later, in November, the first session of the inaugural LEA cohort commenced. The LEA is delivered in four, 3 ½ hour virtual sessions across a span of four weeks. The goal of the LEA is to promote ageism awareness and encourage leaders to commit to and take concrete, impactful anti-ageism action within their spheres of considerable influence. As of April 2023, the LEA has completed five cohorts and graduated 104 leaders. LEA alumni are wholly enthusiastic about their experiences and confirm the transformative power of a peer-exchange learning model. They report increased ageism awareness, wide sharing of ageism-related information and resources with colleagues, friends, and family, with many working on specific anti-ageism projects. The LEA has two more cohorts planned for 2023, for a total of seven, and is reconvening the original design team to strategize replicating the LEA model to other states.

EVALUATION PURPOSE

This evaluation report includes evaluation data for cohorts 1, 2, and 3 for which initial and 6-month follow survey data are available. The report is organized according to the four primary purposes of an evaluation of a social change endeavor such as the LEA: 1) accountability to funders, program staff and other interested parties for program outputs, 2) quality improvement of program activities, 3) short and longer-term strategic planning, and 4) monitoring and measuring elements of social change impact. Because the LEA has had an unequivocally successful beginning, it can use evaluation findings to chart a strategy for growth and continued quality improvement across its primary activities.

KEY FINDINGS

Accountability

In its first 24 months, the LEA has successfully implemented all of its designed and planned activities and achieved its short-term outcomes, including the design and delivery of the LEA structure and content, the recruitment of a diverse body of LEA attendees from diverse aging-related and age-adjacent societal sectors, and solicited initial

¹ **Disclosure:** Evaluation report author, Mary Lou Ciolfi, is a member of the LEA design team, an LEA alumna of the inaugural cohort, and a national facilitator for the National Center to Reframe Aging. Familiarity with ageism and with the structure and goals of the LEA has been helpful for the evaluation report data analytics while remaining as objective as possible in the reporting.

Executive Summary

and 6-month positive feedback from alumni. It has also made visible progress towards several medium-term outcomes. The LEA team is well-situated to continue strategizing for achievement of remaining institutional-level, medium-term outcomes and longer-term societal-level outcomes. In addition, with a sizable corps of committed and enthusiastic alumni, the LEA and MCOA staff might reimagine its medium and longer-term outcomes to include outcomes that may have previously felt too aspirational.

Quality improvement

LEA alumni unanimously agree they would recommend the LEA to other leaders, a strong endorsement of the quality, effectiveness, and individual impact of the program. Alumni all agree – even six months later – that they acquired increased capacity in their personal and professional lives to “see, name, and improve ageism”. All are taking steps to reduce ageism, including continuing to reflect, read, and discuss age-related issues and share information and resources with myriad others. Despite the fact that social change is often slow and steady, many are hastening that change by addressing ageism within their organizations as time, resources, and professional influence allow.

LEA alumni all benefited from the peer-learning model and the many resources and tools provided in the session content. Most would not change anything about the LEA structure or delivery, but a few had helpful suggestions that can easily be integrated into future cohorts. Interviews with LEA facilitators confirmed their strong commitment to being prepared to make the LEA sessions as successful and engaging as possible for participants and their fellow facilitators. Their session debriefs have resulted in ongoing content updates and smoothly choreographed sessions that move along at a comfortable pace for optimal learning and reflection.

Impact and strategy

Survey responses demonstrate that participation in the LEA has deep impact on attendees. Many noted substantially increased awareness of, for instance, how pervasive, entrenched, and often hidden ageism is in our lives and they were grateful to now understand the inequities ageism has precipitated on all of us as we age. The deep feeling expressed in many survey responses reflects the lasting impression that this new knowledge has made. Beyond individual level impact, the anti-ageism messaging that the 100+ LEA alumni are carrying into homes, organizations, and communities will, over time, have community-wide and region-wide impact. The LEA program staff will use current evaluation data to retool future evaluation activity to capture community level metrics that demonstrate a causal connection between the LEA and reduced ageism in organizations and communities across the state and region.

LOOKING AHEAD

The LEA’s successful start positions it to grow in one or more ways, including replication to other states and communities and by convening a cohort of leaders of national aging-related organizations. MCOA and LEA staff are developing a strong

Executive Summary

network of colleagues and partners around the country who are all working to address ageism in various ways. These relationships are providing mutually beneficial opportunities to leverage knowledge, skills, resources, and visibility in pursuit of ending ageism. New partnerships and new evaluation approaches will be employed to maintain and expand the energy and commitment to LEA's fundamental goal of improving the visibility of older people and the contributions and value we all bring to our families, organizations, communities, and to society as we age.

INTRODUCTION

The Leadership Exchange on Ageism (LEA) is a four-session virtual learning and reflection experience for leaders from every sector of Maine’s economy. Leaders come together in facilitated sessions to better understand all aspects of ageism and its impact on individuals, businesses, communities, and institutions, and share their views, values, and perspectives. The LEA was modeled after the Leadership Learning Exchange on Equity (L2E2) funded in recent years by the Maine Community Foundation to support leaders in gaining a deeper understanding of historically marginalized and disaffected social groups and taking meaningful steps toward greater awareness, inclusion, and equitable practices in business.

In April 2021, the Maine Council on Aging (MCOA) convened statewide experts in aging services and policy to brainstorm the concept, structure, and processes for a Leadership Exchange on Ageism with the goal of an inaugural LEA cohort launch in Fall 2021. The design committee met quarterly with energy and excitement and a cohort of 20 participants, including most members of the original design team, were enrolled for an LEA session commencing in November 2021. The response from the inaugural cohort was enthusiastic as evidenced by program evaluation survey responses submitted at the completion of the four-week sessions and recruitment for subsequent cohorts began immediately. Cohorts 2 and 3 were held in February and June 2022, respectively. This Evaluation Summary Report contains the findings from two evaluation surveys collected from the first three LEA cohorts and from a diversity survey distributed in January 2023 to cohorts 1, 2, 3, and 4.

As of the date of this report, the LEA has completed five cohorts, all to wide acclaim, with cohorts six and seven scheduled for May and October 2023. The LEA program is now at a pivotal moment, ready to explore options to expand in ways that best meet and accommodate rapidly changing societal norms around aging and older people. The depth of feeling exhibited in the vast majority of participant survey responses confirms the power of the LEA to transform the way people think, feel, and act or react to older people and the topic of aging. **Transformed beliefs are a doorway to realized change (Laros, 2017); a crucial step without which permanent change in behavior is unlikely.** The LEA survey responses demonstrate that the sessions provide the opportunity for attendees to experience the “focusing event” or “disorienting dilemma” that defines a transformational shift in one’s belief system. **With now over 100 alumni, the LEA has generated a network of leaders with a shared commitment to ending ageism.** They are engaging family, friends, colleagues, and other Maine leaders and encouraging them to be more aware of ageism and take anti-ageist action in their homes, organizations, communities, and government.

PURPOSE OF EVALUATION

The LEA's evaluation data collection, data analysis, and reporting activities serve several purposes for the program and for its internal and external stakeholders, including 1) accountability to funders, program staff and other interested parties for program outputs, 2) quality improvement of program activities, 3) short and longer-term strategic planning, and for a social change initiative like the LEA, 4) monitoring and measuring elements of social impact. Each evaluation purpose is discussed in more detail below.

ACCOUNTABILITY

The MCOA represented to early LEA funders that it would design and implement the LEA, hiring a program manager, convening a design team, managing participant recruitment, and tracking various program measures. In part, the evaluation activity demonstrates to funders that the promised program activity has occurred – and continues in earnest – and that program outputs are regularly monitored and measured in accordance with a working logic model (see Part 3 below). Measures to support accountability include tracking data housed at MCOA, such as participant outreach and recruitment data, facilitator outreach and recruitment, cohort numbers, size and attendance, and participant dropout data. The LEA diversity survey tracks participant demographics including individual characteristics and professional sector representation, all of which demonstrate the program's commitment to diversity to aging services stakeholders and to the public at large and support its credibility as a social change effort with integrity.

QUALITY IMPROVEMENT

The primary activities of the LEA are the LEA session content design and delivery, the LEA monthly community of practice check-ins, and the recruitment of both LEA attendees and facilitators. Each of those activity categories requires continual review and improvement to maintain currency and credibility, particularly given the shifting external environment relative to aging issues and increased awareness of ageism. The LEA cohort evaluation surveys, distributed at T1 (immediately post-cohort) and T2 (six months post-cohort) contribute valuable insight into the participants' experiences and their views on structural (e.g., learning platform, length of session) and process (e.g., value of small and large group discussions) elements of the LEA. The program staff encourage participant responses and they closely review survey data, gleaning suggestions and direction for meaningful program improvement.

In addition, this evaluator conducted 1:1 interviews with five of the facilitators for the earliest three cohorts to better understand their facilitation experience – both in session preparation and session delivery - and to identify successes to replicate and challenges to address in future cohorts. Given the sensitive nature of the LEA content, effective and culturally competent facilitation is key to generating participant trust, creating a

Introduction

psychologically safe environment for peer-sharing and deepening the group discussions around session content, homework, and reflective journaling. Insights gained from facilitator conversations can be used to establish and improve facilitator recruitment, preparation, and professional development, and to create a facilitator “handbook” or orientation experience for future use in Maine and in LEA replication and/or scaling beyond Maine.

SOCIAL CHANGE & IMPACT

The LEA, as part of MCOA’s broader *Power in Aging* social change initiative, was established to generate awareness and attitude and behavior change among Maine’s leaders. According to principles of Diffusion of Innovations theory, adoption of innovative ideas tends to begin at the higher levels of a social system (Rogers, 2003). Thus, Maine leaders can be critical early adopters of anti-ageism awareness, beliefs, and behavior and, in turn, can generate adoption among a subsequent early and later majority by becoming champions, influencers, and models for change. Evaluating social change efforts involving individual beliefs and values is inherently complex; the work is dynamic, non-linear, changing in real time, and playing out at several levels of society (Rayner & Bonnici, 2021). In addition, the science of social change impact measurement is still emerging as funders, change agents, and researchers study the successes, challenges, and new models of social movements in a hyper-connected, global, DEI-focused environment.

Rayner and Bonnici (2021) suggest a social change measurement approach that focuses more heavily on the *processes* of impacting social change and uses a framework involving objective measures along with assessment from key stakeholders of strengths, weaknesses, and judgments about the merits and potential of the program. These are measures that MCOA and LEA staff can control and influence, even though they are less traditional performance measures. Such an approach is well-suited to the work of the LEA given that objective measures (e.g., number of LEA participants) will not convey, for instance, the full depth and breadth of the LEA experience and its effect on leaders and their organizations, nor the extent of participant relationships and networking potential. Nor can objective measures fully represent the depth and quality of leaders’ ongoing self-reflection on ageism they encounter in their personal and professional lives nor the passion they bring to conversations with others about ageism and achievement of a more just society. The current evaluation report lays a foundation for iterative learning through engagement of staff and LEA facilitators in evaluating LEA processes, and planning for participatory engagement in the future from LEA attendees in small focus groups from across the first seven (7) cohorts.

“Impact” means different things in different contexts and there is a substantial body of evaluation literature on that subject (see, for instance, Garbarino & Holland, 2009) that is beyond the scope of this report. However, the literature confirms that impact is more concerned with longer term effects of an intervention versus shorter term outcomes

Introduction

(White, 2010) and that it is often difficult to establish causation between the intervention and the outcome (i.e., that the program or intervention was the cause of the long term positive effect). And yet, organizations and those who support or are served by their efforts, do want to see evidence of beneficial effect. It is helpful to consider *impact* from the perspective of its type, magnitude (i.e., net change before and after intervention), causation, and the rigor of the method to demonstrate impact (White, 2010), and from the perspective of the individual, organization, and societal levels – recognizing that the higher the perspective, the more challenging it becomes to definitively establish the causal pathway (Lynn, 2021).

Both the initial and the 6-month follow-up evaluation surveys distributed to LEA alumni are early windows into the study of the longer-term social change impact of the LEA. The ageism awareness and commitment that LEA participation produces is laying the groundwork for leadership action that has surely and will continue to have a ripple effect in Maine and beyond, ultimately improving the quality of life and the accessibility of community assets and services for all older people. Subsequent evaluation efforts will focus on mapping the “ecosystem” in which the LEA leaders have had direct or indirect impact or have the potential for impact and the ripple effects of their commitments and actions and of those they have influenced.

STRATEGIC PLANNING

The LEA content was built on sound research by The FrameWorks Institute (Lindland, et al., 2015) on ageism and our public perceptions of aging and older people, and on principles of reflective and transformational learning (Mezirow, 1993). The national movement to reframe aging and the accompanying work of the Gerontological Society of America’s (GSA) National Center to Reframe Aging, and other companion social change initiatives such as Colorado’s *Changing the Narrative*, are indicators that for the foreseeable future the nation – as represented by individual municipalities and states, public and private sector organizations and agencies, and national organizations and federal agencies – will be looking for effective, efficient, and affordable ways to address ageism in its many manifestations **so that quality of life is improved for older people and for all of us as we age.** The solidly successful start of the LEA and the availability of early evaluation data means that it is an appropriate time for program staff and advisors to engage in strategic planning for the future of the LEA.

The LEA’s demonstrated success can serve as the foundation for longer-term planning conversations about the program’s growth in Maine, in other states, and as a potential partner in the wider national movement to address ageism. LEA evaluation results can contribute to these planning discussions by providing the confidence, credibility, and support for replication to other states or for scaling the LEA for national cohorts. Additionally, currently available evaluation data can be used to craft research questions for academic projects using scientific methods to demonstrate program effectiveness, with a particular focus on enduring transformational attitude change.

STRUCTURE OF EVALUATION REPORT

The evaluation report is structured in sections correlated with the primary purposes of the evaluation as follows:

- 1) Part 1 - a summary of the LEA history, structure, essential processes
- 2) Part 2 – a summary of the overall evaluation findings
- 3) Part 3 - a summary of the **accountability** measures
- 4) Part 4 - a summary of the **quality** measures
- 5) Part 5 - a summary of the **impact** and **strategy** measures and findings
- 6) Next steps
- 7) The evaluation data, including charts, graphs, and a more detailed analysis from both the initial and 6-month follow up evaluation surveys for cohorts 1, 2, and 3, and the diversity survey results from cohorts 1 through 4.

EVALUATION SURVEY QUESTIONS

As noted, the two evaluation surveys sent to each cohort participant are a mix of questions relating to their LEA experience and feedback and their commitment to the ongoing effort to address ageism in society. In addition, LEA program staff developed a diversity survey to track and report on the diversity of LEA participants. Diversity measures – and metrics over time – contribute to accountability to internal and external stakeholders and to the public for maintaining diversity of opportunity and recognizing that Maine’s leaders are spread across many population groups.

The questions in the initial and 6-month survey are outlined below with a crosswalk to the type of evaluation purpose they serve.

Q#	Question	Evaluation purpose
Initial survey		
1	Prior to taking the LEA, how did you rate your awareness of [types of] ageism?	Impact (individual)
2	After completing the LEA, how did you rate your awareness of [types of] ageism?	Impact (individual) Quality (effectiveness of learning)
3	Before completing the LEA, how did you rate your understanding of the effects of ageism, and how did this change after participation	Impact (individual) Quality (effectiveness of learning)
4	How, if at all, has LEA changed your perceptions of how you intend to live your life or feel in your later years?	Impact (individual)
5	Considering the LEA as a whole [rate various aspects of the LEA learning experience, e.g., satisfaction with quality of info, enhancement of leadership skills]	Quality (program improvement)
6	Open-ended “comments about the question above”	Quality (program improvement)
7	What is your feedback about the length of the program?	Quality (program improvement)
8	What best describes your feedback about the right platform for the program?	Quality (program improvement)

Introduction

9	What were the most useful parts of the Exchange, and why?	Quality (effectiveness of learning)
10	What learning had the biggest impact on you and why?	Impact (individual) Quality (effectiveness of learning)
11	What suggestions do you have on what we can add and/or change to make the Exchange more impactful?	Impact (individual) Quality (effectiveness of learning)
12	Since the LEA began, please identify actions you have taken to address ageism.	Impact (potentially all levels)
13	Since the LEA began, please identify anything you have stopped doing in relation to ageism.	Impact (potentially all levels)
14	If you have been challenged to take action on ageism, please share what you think is holding you back.	Impact (individual) Quality (effectiveness of learning; program improvement)
15	On a scale of 1-5 with 5 being the highest, rate the overall helpfulness of the resources and tools offered during the Exchange [6 items listed]	Quality (program improvement)
16	Please add any comments to the question above.	
17	The LEA uses different learning modalities including personal reflection, pair conversations, small group discussions, presentations by facilitators, viewing articles and videos, and large group discussions. How was the balance of these approaches for you? Are there any you would increase or decrease?	Quality (effectiveness of learning; program improvement)
18	How can Maine Council on Aging best support you and others in being actively anti-ageist? Are there tools we should develop, forums we should host, etc.?	Quality (program improvement)
19	Please share the names of leaders you suggest we invite to participate in future sessions.	Quality (program improvement)
20	Are there any other comments you would like to share with us?	
Six month survey		
1	LEA increased my capacity to take action in my personal life to see, name, and improve ageism	Quality (effectiveness of learning)
2	LEA increased my capacity to take action in my professional life to see, name, and improve ageism	Quality (effectiveness of learning)
3	Since participating in LEA, I am more aware of [types of ageism]	Quality (effectiveness of learning)
4	After attending LEA, have your thoughts and feelings about your own aging changed? If so, how?	Impact (individual)
5	You made a commitment related to ageism at the conclusion of LEA. Please review the attached commitments from the cohort and let us know what your commitment was. Did your commitment change or evolve after LEA? If so, let us know how.	Impact (individual) Quality (effectiveness of learning)
5a	Tell us how your commitment has changed or evolved since the LEA (cohort 3 only)	Impact (individual)
6	Please share the commitment(s) you have worked on in the past 6 months (cohort 3 only)	Impact (individual)
7	Please share your progress toward honoring your commitment(s)	Impact (individual)

Introduction

8	Whether or not you have met your commitment(s), please share any barriers you faced and what support you might need to move forward.	Quality (program improvement)
9	Since graduating from the LEA, what if any actions have you taken that were recommended during the course? [choose from list of 17]	Impact (individual and community)
10	Describe any other actions you have taken to address ageism since graduating from the LEA.	Impact (individual and community)
11	If you have had any successes in calling ageism "out" or "in", please describe them.	Impact (individual and community)
12	If you have continued to practice self-reflection in any way related to ageism, please share what you are doing.	Impact (individual)
13	Share any new commitments you will make over the next 6 months to end ageism.	Impact (individual and community)
14	Have you participated in the monthly LEA drop-in meetings? If so, how many OR If not, why not?	Quality (program improvement)
15	What suggestions do you have to improve the monthly LEA drop-in meetings?	Quality (program improvement)
16	What are some ageism-related topics you would like to learn more about?	Quality (program improvement)
17	We would like to expand the types of leaders participating in LEA and know that personal invitations from trusted sources are more powerful. Would you be willing to solicit participation in LEA with leaders you know?	Quality (program improvement)
18	Members of all cohorts have suggested that working on a project together might help bring theory into practice. Would you be willing to participate on a team working on a specific project related to reducing ageism in Maine?	Quality (program improvement) Impact (all levels)
19	Even if you do not have time to work on a project, what ideas do you have for projects related to reducing ageism?	Quality (program improvement) Impact (all levels)
20	Please share any other comments about the LEA or addressing ageism.	

EVALUATION METHODS

The evaluation activities include data collection and analysis from several sources, including tracking data from LEA staff files, formal evaluation surveys of LEA participants, and 1:1 interviews with five of the early cohort facilitators.

SURVEYS

Initial and 6-month surveys

The link to the initial survey is emailed to each LEA cohort attendee after completion of the final cohort session. The 6-month survey link is emailed to each attendee approximately six months following completion of the cohort. Both surveys were designed by LEA program staff and initially built in SurveyMonkey. They were both subsequently re-built on the Qualtrics platform for ease of data downloading and

Introduction

analysis. LEA staff designed both surveys. This evaluator made minor additions and clarifications to the 6-month survey for cohort 3 and subsequent cohorts. The surveys can be confidential, though respondents have an opportunity to provide their name if they wish a testimonial comment about their LEA experience to be attributed to them.

As seen in the table above, the surveys are a mix of closed and open-ended questions designed primarily to elicit feedback on the learning experience of the LEA, and concrete commitments to take action to reduce and end ageism in their organizations and in their spheres of influence.

Across the three cohorts and the diversity survey, survey completion rates were as follows:

Survey	Completion rate	Completion numbers
Cohort 1 – follow up survey	85%	17/20
Cohort 1 – 6-month survey	70%	14/20
Cohort 2 – follow up survey	90%	19/21
Cohort 2 – 6-month survey	48%	10/21
Cohort 3 – follow up survey	67%	16/24
Cohort 3 – 6-month survey	54%	13/24
Diversity survey – cohorts 1, 2, 3, 4	65%	55/85

Diversity survey

A diversity survey was developed in late 2022 in an effort to systematically collect data on LEA attendee demographics. The survey was sent to every LEA participant in cohorts 1, 2, and 3, all of whom had graduated, and it was sent to cohorts 4 and 5 at the start of those cohorts (which are not subject to this evaluation report). The survey collects data on age, gender identity, race, ethnicity, sexual orientation, disability status, sector professional affiliation, geography, and years of leadership experience. Since the response rate for cohorts 1, 2, and 3 was not 100%, the data do not reflect the full scope of attendee diversity for those cohorts.

Facilitator interviews

Facilitator knowledge and skills are integral to the success of LEA participant experiences. This evaluator interviewed several facilitators of the early cohorts to better understand their views on 1) what makes an LEA session feel successful both for attendees and for them; 2) what are the challenges in preparing for and facilitating sessions; and 3) what facilitator attributes or skills are most essential for successful facilitation? Interviews were held in March 2023 over Zoom. Each interview was recorded and transcribed using Zoom transcription. Transcripts were analyzed for key themes related to the primary interview questions.

EVALUATION DATA ANALYSIS

Closed-ended survey data for each of the cohorts were downloaded into SPSS for frequency distribution and combined into a single set of tables in Excel. Closed-ended survey frequencies were then reformatted into graphs in Excel. Open-ended responses for each cohort were combined into a single set of responses for thematic coding. Responses were analyzed for general and repeating ideas and categorized accordingly. Other than corrected spelling and corrected sentence case, all open-ended responses are contained in this report's tables as they originally appeared in the survey answers (obvious typos were corrected).

PART 1 – LEA HISTORY, STRUCTURE, & PROCESSES

LEA STRUCTURE AND CONTENT

LEA HISTORY AND DESIGN

The LEA program is housed in the Maine Council on Aging and is managed by its Program Director, Don Harden, who has extensive experience as a leader in Maine’s social service sector and on the topic of ageism and is widely known and respected across the state. Don is supported in his director role by other MCOA staff, leadership, and Board.

The primary goal of the LEA is to generate awareness, curiosity, and humility on topics of aging and older people, including one’s own aging, and to convey specific content knowledge on ageism and how it has shaped our societal institutions and our individual and collective attitudes and actions towards aging and older people. The LEA is based on broad principles of reflective learning (Mezirow, 1991) which encourage participants to reflect on one’s experiences – beliefs, feelings, or actions – to guide future conduct (Raelin, 2001). The LEA is designed to create a psychologically safe space for bi-directional peer exchanges to support transformational learning.

The LEA was conceived by MCOA Executive Director, Jess Maurer, after attending a similarly constructed program to address racism, the Leadership Learning Exchange for Equity (L2E2) funded by the Maine Community Foundation. Jess was impressed and moved by her experience with the peer-exchange structure and processes of L2E2 – and its impact on her own knowledge and beliefs about race, racism, and systemic inequities - she immediately saw the potential for a similar approach for Maine leaders to learn about, reflect on, and address ageism in Maine organizations and communities. Jess approached the L2E2 facilitator, Craig White, and secured his commitment to help convene a LEA design team² that met multiple times throughout 2021. In an effort to create a training program that would be highly effective and impactful in addressing ageism, the design team drew on their experiences in aging services in Maine, their training in *Reframing Aging* from The FrameWorks Institute in 2018 and 2019, and their individual and collective expertise in presenting and educating on issues of aging and ageism in the intervening years.

² LEA design team members were: Jess Maurer, Don Harden, Craig White, Krista George, Ruta Kadonoff, Patty Kimball, Mary Lou Ciolfi, Betsy-Sawyer-Manter, Joy Barresi-Saucier, and Laura Lee.

The LEA is delivered in four, 3 ½ hour sessions across a span of four, often consecutive, weeks. Each LEA includes a “cohort” of 18-25 participants who are professionals and leaders of organizations and initiatives across societal sectors in Maine.³ Data from the LEA *diversity survey* confirms diverse participation based on age, gender, race/ethnicity, sexual orientation, and leadership experience (see diversity survey data below). Each LEA cohort is led by a group of three or four facilitators who facilitate each of the cohort sessions. The LEA Program Director has facilitated every cohort, but the other facilitators have been different each time with a couple of individuals doing more than one cohort or filling in for individual sessions.

LEA participants are provided with pre and post-session material and resources to review and are encouraged to maintain a journal for reflections on session content or on their own experiences around aging or older people in their lives. To date, each LEA cohort has been delivered via Zoom, though many participants have expressed a desire for either some future in-person sessions and/or an in-person LEA alumni event. This preference reflects the benefit and enjoyment that participants derive from spending time in each other’s company and discussing issues related to aging and ageism.

COHORT PARTICIPANT RECRUITMENT

Initially, all members of the LEA design team offered names of leaders across Maine who would be possible candidates for future LEA cohorts. Design team members were asked to participate as attendees in the inaugural cohort and currently all design team members have participated in one LEA cohort and several have also facilitated subsequent cohorts. In each of the cohort follow-up surveys, attendees are asked to share the names of other leaders in Maine who could be invited to participate in future cohorts. In addition, LEA staff maintain a spreadsheet of potential recruits, whether they have been contacted and, if so, their response.

Recruitment efforts initially stemmed from a list of primary societal sectors (e.g., healthcare, social services, higher education, housing, etc.). Over time, as the names of leaders have been compiled, the list of sectors has expanded and is now represented in a sector drop-down list on the LEA diversity survey. Tracking participation by sector has provided an evolving snapshot of the potential impact of the LEA across public and private commercial, governmental, non-profit, and educational activity in Maine. LEA and MCOA staff are also making continuous effort to recruit across Maine’s geographic regions, made much easier by delivery of LEA content via Zoom.

³ More recently, cohorts have included leaders from other states, though participants are primarily from organizations operating in Maine.

LEA COHORTS 1-3

Cohort dates and participant numbers

LEA cohorts 1, 2, and 3 (referred to internally at MCOA as *alpha*, *beta*, and *gamma* cohorts) were conducted in November-December 2021, February 2022, and May-June 2022, respectively and cohort participants have all had the opportunity to complete both the initial cohort survey and the 6-month follow up survey. The cohort demographics are represented below:

Cohort	Dates	Number of participants
1	11/5/21, 11/12/21, 11/19/21 12/3/21	20
2	2/4/22, 2/11/22, 2/18/22, 2/25/22	21
3	5/6/22, 5/13/22, 5/20/22, 6/3/22	24

LEA Content updates

The session structures, process, and content for each cohort have been updated between cohorts based on facilitator debriefing after each session and on participant evaluation data. One significant change was eliminating the evening “kick-off” session and instead adding time to each of the morning sessions. Other examples of more modest updates include changing from use of Padlet to record participant collective collaborations (structure), modifying the timing and length of breakout sessions (process), and updating session slides and adding resources, tools, and readings on ageism as they are discovered or become available (content).

PART 2 – SUMMARY of OVERALL FINDINGS

EVALUATION SUMMARY

Across cohorts, the evaluation responses were undeniably and ardently positive, with few exceptions. Participant responses indicate that, for many, the learning-reflecting-sharing experience was at a minimum, attitude-changing and for some, life-changing. Across the age-spectrum participants expressed the value of hearing the perspective of others. Often the stories and reflections were emotionally difficult; many participants had to face their own ageist attitudes and behaviors. Despite this – or more likely because of it - they expressed deep appreciation for the awakening experience and its transformational impact.

Knowledge about ageism

With the exception of a single respondent, all indicated their knowledge about the four types of ageism increased as a result of the LEA, with the largest gain in the institutional ageism category. Open-ended responses to other questions confirm that participants' awareness of ageism and the many and varied ways that it manifests was particularly impactful. **Given that awareness is often the first step in overcoming our implicit biases (Lee, 2017), the LEA is likely to function as a catalyst for further learning and reflecting in attendees' personal and professional lives.** Many survey responses conveyed excitement at the new knowledge and awareness and expressed commitment to greater awareness, reflection, and education others about ageism's harms.

Feedback on structure

Respondents were highly satisfied with the structure and content of the LEA. Nearly all (92%) indicated it was the right length and while nearly half (20) expressed interest in having some future sessions in-person, many specifically noted that value of online sessions for convenience and ease of attendance. The request for in-person sessions was associated with the value of having peer-to-peer and small group conversations, which many agreed would be wonderful to have in-person given the importance of those exchanges in the LEA structure.

Most useful

Just over half of survey respondents noted the benefit of the pair-share and small group conversations which provided an opportunity to hear the perspectives of others, think through the issues, and reflect on the how ageism shows up in our individual lives. The benefit of the small group conversations for reflection and exchange was noted throughout the survey responses. The small group conversation gave everyone the chance to speak and also to listen closely to the experience of others. Many attendees

Part 2 – Summary of Overall Findings

mentioned the usefulness of the pre-session readings and the resources provided at each session. Several specifically indicated that facilitator skill and expertise contributed to the success of the sessions.

Biggest impact

Similarly, hearing the perspective of others and learning about ageism’s pervasiveness and its many manifestations had the greatest impact on LEA attendees. The diversity among the groups was often noted across survey responses and thus lends greater weight to experience of hearing from others. Several respondents also mentioned the impact of hearing about how ageism manifests in public policy; this may indicate that the LEA can function as a vehicle for raising awareness of the need for policy change to achieve long-lasting social impact.

Personal and professional action

Most respondents are taking a variety of steps to address ageism in the wake of their LEA experience, including changing language, talking with others, sharing the ideas and LEA resources with colleagues and personal acquaintances, bringing awareness to daily life, and vowing to call out ageism when they observe it. A few are reviewing work policies or inviting ageism experts to speak. All of these actions are LEA program goals and further point to its early success.

Barriers to action

Survey responses indicate that LEA attendees are primarily concerned about their lack of confidence in speaking up about ageism and being off-putting or disrespectful to others if they “call out” ageism. These responses provide an opportunity for the LEA to add future content on effective, respectful ways to address ageism when it is observed. The research in this area is emerging, though there may be early lessons that can be leveraged to support new learners (see Chasteen et al., 2021).

INITIAL AND 6-MONTH SURVEY COMPARISONS

The main point of comparison between the two surveys is the similarity of responses. The overall finding from the comparison between the response data in the two surveys is how similar respondents’ tone was in their appreciation for the LEA experience, their awareness of ageism and their dedication, commitment, and interest in continued action to address ageism within their spheres of influence and as time allows. After six months, LEA graduates were still engaged in ongoing reflection on their own aging and sharing of LEA resources with others in their personal and professional lives. All confirmed that the LEA increased the capacity to take action and all continue to take action in small and large ways, primarily in noticing, reading about, and discussion ageism, but several alumni are working on concrete ageism projects, such as updating organizational policies, conducting trainings and presentations, working with legislators.

PART 3 – ACCOUNTABILITY MEASURES

PROGRAM LOGIC MODEL MEASURES⁴

OUTPUTS

A program logic model (see below) was developed in early 2021 at the start of the Power in Aging (PIA) and LEA initiatives, articulating essential activities, outputs, and short, medium, and longer-term outcomes. By June 2022, the LEA successfully completed the three cohorts evaluated in this report and graduated 65 participants. Six facilitators, including program staff Don Harden and Krista George, supported one or more of those cohorts. Three facilitators volunteered their services and provided significant amounts of time and effort to ensure successful sessions (source: facilitator interviews).

Participant diversity

Participant demographic data⁵ demonstrate broad professional, geographic, and age diversity, all of which, according to participants, lent depth, breadth, and variety to the discussions and conversations during the cohort sessions. The diversity survey was sent to cohorts 1-4 and of those 85 individuals, 56 responded to the survey. Responding participants live in 12 of Maine's 16 counties⁶ and four individuals do not live in Maine. The age range was from 35 to 76, based on dates of birth at the time of the survey (January 2023).

SHORT TERM OUTCOMES

The PIA and LEA logic model sets forth the expected **short-term outcomes** of the PIA and LEA efforts. These include, among others, **increased awareness of ageism by diverse sector leaders, increased numbers of leaders committed to anti-ageism, and increase in the personal and organizational actions taken to address ageism.** Across these measures, the LEA evaluation results demonstrate that it has been **overwhelmingly successful** in achieving short-term outcomes.

Beyond reaching target outcomes, the evaluation survey responses to the open-ended questions reveal genuine recognition of the harm of ageism and excitement about future possibilities in addressing ageism at the personal, organizational, and – eventually – at the

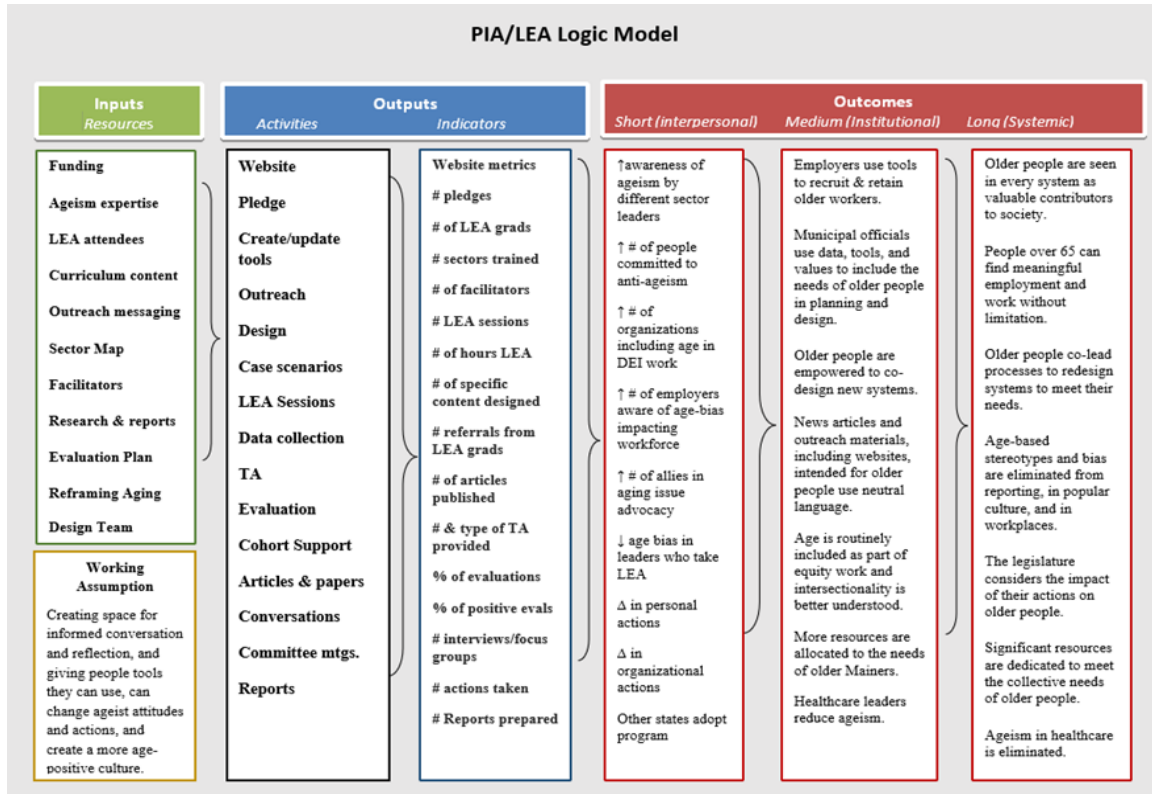
⁴ The table of LEA measures tracks logic model entries related to the LEA only and not the PIA program activities.

⁵ Diversity survey data is for cohorts 1, 2, 3, and 4. Out of 83 participants across four cohorts, there are diversity survey data for between 54 and 56 individuals (not everyone answered every question).

⁶ The LEA program staff's internal participant tracking confirms that three participants live in Aroostook County, bringing the county representation to 13 out of 16 Maine counties.

Part 3 – Summary of Accountability Measures

system level. The LEA is now well-poised to strategize expanded program and evaluation activities that will achieve the medium-term outcomes in upcoming years and plan for measuring the longer-term systemic outcomes presented in the model. This may include development of a logic model specifically for the LEA as it contemplates activity with national leaders and activity in other states, and identification of measures and data sources for the medium and long term outcomes. An updated version could take into account the evolving science of measuring social impact and for engaging in Ripple Effects Mapping in the upcoming year(s) (see Next Steps below).



Measures related to LEA		
Outputs	Cohorts 1-3	As of date of report (4.23.23)
# of LEA graduates	65	104
# of sectors trained	18	24
# of facilitators	6	9
# of LEA cohorts	3	5 (7 planned through 2023)
# of referrals from LEA graduates	N/A	TBD
% of evaluations returned		N/A
% of positive evaluations	100	N/A

Part 3 – Summary of Accountability Measures

actions taken by graduates	See responses to survey questions Initial survey Q#12 and 6-mo survey Q#s 9, 10	N/A
Short-term Outcomes		
Increased awareness of ageism in sector leaders	√	√
Increased # of people committed to anti-ageism	√	√
Increased # of orgs including age in DEI work	√	√
Increased employers aware of age bias	√	√
Increased allies in aging advocacy	TBD (needs agreed-upon definition of aging advocacy ally)	TBD
Decreased age bias in LEA-trained leaders	√	√
Change in personal action	√	√
Change in organization action	√	√
Other states adopt LEA		√

N/A = not available

MEDIUM TERM OUTCOMES

Conversations with LEA program leaders indicate that they have learned about or been a part of early but impactful progress towards at least three medium term outcomes included in the logic model. These examples provide clear evidence of the social change potential of LEA-trained Maine leaders. As LEA alumni continue to reflect on, internalize, and integrate the lessons from the LEA into their professional work, future LEA evaluation strategies will include capturing more leader actions that are directly and indirectly related to their increased awareness of ageism and their actions to address it within their respective spheres of societal and professional influence.

Medium-term Outcomes	Examples
Employers use tools to recruit and retain older workers	An LEA graduate: <ol style="list-style-type: none"> obtained approval for and achieved certification of the State of Maine as a Certified Age-Friendly Employer by the Age-Friendly Institute. Has engaged MCOA to provide lunch ‘n learns on ageism for state employees, including human resource staff
News articles, outreach, websites for older audiences use neutral language	Two LEA designers worked with the Maine Philanthropy Center to successfully influence candid.org to update its demographic survey to: <ol style="list-style-type: none"> Include age as a domain of diversity

Part 3 – Summary of Accountability Measures

	<ol style="list-style-type: none"> 2. Update language referring to “aged”, “senior” and “elder” to reframed language such as “rights of older adults”, “abuse of older adults” 3. Change the age range of older adults to 65+ (replacing 50 as the low end)
	<p>One Maine AAA created a media guide promoting the AP’s recommendations on reporting related to older people. The media guide accompanies all press releases along with a request to follow the guide</p>
<p>Age is routinely included as part of equity work</p>	<p>An LEA grad enlisted the MCOA to conduct a 1.5 hour training on age bias for over seventy of its human resource staff</p> <p>An LEA grad influenced the Maine Senior FarmShare Program to include in its annual planning an age bias audit and ageism training for its 120 participating farmers and farm workers, allocating \$30,000 to implement the plan which will begin in Fall 2023</p> <p>Another LEA grad coordinated MCOA age bias training for senior leaders of a national organization</p> <p>Another LEA grad who leads a health leadership organization will embed age bias training in its educational materials. It will focus an upcoming leader cohort exclusively on ageism in healthcare</p> <p>The Maine Public Health Association, the leader of which is an LEA grad, will offer a plenary session on ageism at the upcoming annual conference</p> <p>A District Public Health liaison invited the MCOA to provide ageism training to all public health leaders in the counties included in that District</p>

PART 4 – SUMMARY OF QUALITY MEASURES

EFFECTIVENESS OF LEARNING

Awareness of ageism

One of the primary goals of the LEA is to increase awareness of ageism since this is a first step to reducing ageist thinking and behaving. LEA participants came into the cohorts with varying levels of awareness of four types of ageism addressed in the training: internal age bias, interpersonal ageism, institutional ageism, and systemic ageism and across those categories awareness improved after the LEA sessions. The category of greatest awareness effect (i.e., the largest difference between the number of pre and post) is in internal age bias where an additional 22 attendees moved into the *strongly aware* category and 7 attendees moved into the *fully aware* category. The latter is particularly noteworthy because none of the 40 attendees rated themselves as *fully aware* prior to the LEA program.

In the 6-month follow-up survey all 35 respondents agreed or strongly agreed that they were more aware of the four types of ageism. Of those, between 51% and 69% *strongly agreed* that they were more aware. The greatest level of awareness was around awareness of “ageist images and messages in popular culture” (69% strongly agreed) and the least was around systemic ageism (51% *strongly agreed*).

Understanding of effects of ageism

Initial survey responses from cohorts 2 and 3 (cohort 1 data unavailable) indicate highly effective learning about the effects of ageism. All but one participant⁷ indicated they now had “high” level of understanding of the effects of ageism.

Increased capacity to take action

The LEA program is overwhelmingly equipping participants to recognize and take steps to address ageism, thereby building on the increased levels of awareness of ageism surrounding them. The 6-month follow-up survey inquired about increased capacity to take personal and professional action to “see, name, and improve ageism”. All respondents either strongly agreed or agreed that the LEA increased their capacity to take action in their personal lives and 63% *strongly agreed*. All but one respondent confirmed increased capacity to take action in their professional lives with 54% *strongly agreeing* and 43% *agreeing*.

⁷ It is very likely that this “one participant’s” response was an error given that this person’s other survey responses were positive.

Increased reflection

The LEA incorporates reflective learning principles and, as such, it encourages self-reflection on one’s own and with peers in 1:1 or small groups. In half (25) of the 49

I appreciated “meeting” and sharing discussion with so many other champions.

I found the time for self-reflection [the most useful], since it’s something we tend to do very little of, and toolkit for seeing/disrupting ageism.

responses to the survey question about what were the most useful parts of the LEA, participants noted the opportunities the sessions offered to reflect. In open-ended comments to many of the evaluation questions, participants expressed clear enjoyment for the opportunity to meet peers from diverse backgrounds and professions and to exchange insights, questions, and personal observations about one’s own aging or societal

views and behavior related to aging. In addition, in response to questions about changes to the LEA, a few suggested more time for small group discussion.

PROGRAM IMPROVEMENT

Several questions in both the initial and follow-up surveys included questions related to ways that the LEA structure and content could be further improved and inquired about suggestions for the monthly alumni drop-in meetings, the need for support to reduce barriers to addressing ageism, and availability for broader ageism-related project work. While all participants reflected favorably on their experiences, many offered suggestions that can be integrated into LEA strategies for future program improvements.

Learning experience, program length and platform

All participants responding to the initial survey either *strongly agreed* or *agreed* on the benefit of various aspects of their learning experience, such as they were “satisfied with the scope and quality of information”, and the LEA “gave [them] new tools and skills to use to address ageism”. Tellingly, nearly all (94%) respondents stated they *strongly agreed* that they would recommend the LEA to other leaders in Maine. The open-ended comments were highly positive and reflected the transformative effect of the learning experience.

This has been one the best experiences of my professional career. Expertly facilitated. Right-sized in number of participants, time commitment, pacing, modalities of experiential learning. Just Wow. I will be a better leader because of this. Your ongoing commitment to the alumni should reap huge dividends.

Similarly, 92% of initial survey respondents stated they thought the program length was “just right”.

One individual thought it was too short and only two indicated it was too long. In the open-ended comments to this question, some participants reflected on the challenges of setting aside large blocks of time for four weeks, but indicated the sessions were “well worth the time”. Several individuals noted the need for more breaks during the lengthy 3 ½ hour sessions.

Part 5 – Summary of Impact and Strategy

Regarding in-person or virtual sessions, as of June 2022 approximately two-thirds of respondents (66%) indicated a preference for a mix of in-person and virtual sessions and nearly one-third (30%) stated a preference for all virtual sessions. Only one individual expressed a preference for all in-person sessions. In the open-ended comments, participants recognized the benefits of virtual sessions (e.g., geographic diversity, convenience, eliminates travel time), a few noted the benefits of in-person networking and getting to know fellow attendees and suggested in-person gatherings either at the start of a cohort or as part of post-cohort alumni convenings.

Program resources and tools

Participants were asked to rate the “overall helpfulness” of LEA resources and tools used in the training or made available to attendees as part of homework on a scale of 1 to 5, with 5 being the highest score. The responses reflected a range of views on the categories of resources and tools and this feedback will support programmatic improvement as the LEA evolves. The highest scoring resources were the visual aids used during the sessions (69% rated as a 5) and the homework, videos, and articles (65% rated as a 5). Of note, given the reflective nature of the LEA as a whole, 22% rated the reflections and journaling as a 5, with another 45% rating those activities as a 4. Further inquiry of LEA attendees in focus groups or in 1:1 interviews may reveal how the reflection activities outside of the sessions themselves could be made more useful or attractive. Reflection activity often requires time and attention that may be difficult to secure for busy leaders. In addition, reflection about one’s aging or the aging of society may be painful and participants may be innately avoidant.

Experience with learning modalities and other support needed

Most LEA survey respondents (83%) felt that there was a good balance of learning modalities (e.g., pair conversations, small group discussions, large group discussions) across cohort sessions. Six respondents suggested more group work. A few individuals noted that even though they might have wanted more time with one modality (e.g., pair sharing), they would not have wanted to take away from anything else.

Perfect balance. I appreciated “meeting” and sharing discussion with so many other champions. I liked the variety of the options and I thought they were helpful both in learning and in keeping my attention.

Regarding other supported desired, participants offered a wide range of suggestions, including scripts, newsletters, monthly check-ins, and refresher courses. Many of these resources do exist and, accordingly, increasing awareness and facilitating access to all available resources may be a way to promote and improve ongoing engagement with LEA alumni.

Barriers to meeting commitments (see Impact section below for commitments made)

Respondents to the 6-month follow-up survey provided information on barriers to meeting commitments they made during the cohort sessions to take steps to address

ageism. Responses can be used by LEA staff to update session content and provide tools to support alumni in better meeting those commitments. Responses ranged from individual technical or structural barriers such as lack of time, perceived lack of skill (e.g., worry about offending someone) to societal barriers such as “[t]he inability of some folks to see ageism as an issue”. Based on survey responses, program modifications could include expanding session activity and practice in responding to ageist comments or behavior in various settings or with certain types of individuals (e.g., family, friends), providing more options and templates for public comment, and supporting participants in building skills.

LEA monthly Drop-ins

Of the 35 respondents to the question whether they have participated in the monthly LEA drop-in meetings, 60% said they had and the remaining 40% had not. For an updated survey question for cohort 3 about the number of sessions attended, which nine people answered, seven of whom attended two or more meetings and two attended at least one. Several alumni provided responses to why they were not able to attend and all of them were about work conflicts and competing commitments. There were several suggestions on how to improve the monthly drop-ins, including having guest speakers, breaking into small groups for conversation, and coordinating “accountability buddies” to help maintain momentum.

Suggested topics and projects

Several topics were suggested for future learning, including social isolation of older people, intersectionality, intergenerational support on ageism, equity in aging (notably, income equity), multigenerational workplaces, and overcoming age-denial. For programmatic improvement, LEA staff can create a crosswalk of existing session content and find places in the curriculum best suited for suggested topics for future participants and slate these topics for a future drop-in meeting or other alumni gathering.

Only a few survey respondents offered suggestions for larger ageism-related projects but they included finding ways to view older people as resourceful and skilled, addressing the outdated language of state policy, and identifying ways to listen to older people more effectively.

Identifying prospective LEA attendees

All alumni confirmed that they would recommend the LEA to other leaders and the majority of alumni agreed to provide the names of prospective leaders to recruit for future LEA cohort. This informal process has been successful; LEA program staff have invited leaders based on alumni recommendations and, to date, program staff have easily recruited participants for each cohort, despite the time commitment involved. While it works well to ask each cohort for attendee recommendations, as the network of alumni grows investment in a more systematic process may be in order such as the development of a searchable database by societal sector, geography, and similar diversity factors.

PART 5 – SUMMARY OF IMPACT & STRATEGY

Many of the initial and 6-month follow-up survey questions were designed to identify and measure the impact of the training in increasing participant knowledge and awareness and in securing their commitment to take concrete anti-ageism next steps as newly-informed leaders. For several reasons, the surveys each provided a long list of potential actions that alumni could take: 1) to track direct individual and community impact of the LEA experience; and 2) to ensure that LEA participants had ideas and suggestions about how to best use their new knowledge, awareness, and skills in the pursuit of a Maine without ageism.

INDIVIDUAL & COMMUNITY IMPACT

Participant perceptions, thoughts, & feelings

The initial survey asks about the change in participant perceptions about living life in later years and the 6-month survey asks about changes in one's thoughts and feelings about one's aging. The substance of the responses at both time intervals were similar and underscored the individual level eye-opening, transformative experience of the LEA. Many alumni spoke of seeing aging as normal and recognizing the many positive aspects of aging. Many feel they will now approach aging with more confidence, self-advocacy, intention, and openness to continued learning. Others spoke of the need and desire to inform others and talk about what they have learned so as to bring greater awareness to others. In the 6-month survey, alumni were asked about whether they were continuing to *self-reflect in any way related to ageism*. About half of the survey respondents (17/35) provided a response to this question, most confirming ongoing awareness of ageism and willingness to read, discuss, and learn about how it shows up in our lives.

[The LEA] has provided a lot of opportunity to challenge preconceived notions, how/where they fit [in society] and who I see myself to be as I grow older. As a "just-turned-50" person, I have found myself thinking of getting older, retiring quite a bit. The information I gained influence how I approach this season of my life.

Training impact

The initial survey specifically asks *what learning had the biggest impact on attendees and why*. A full quarter (12/48) of the responses noted the impact of the perspectives offered by their peers. Several responses echoed one alum's experience: "All of the small and large group sharing was very impactful for me. It helped me to hear different perspectives and find other ways of continuing this work beyond the cohort." Another prevalent theme in the responses to this question (Q#10) was the depth and prevalence of ageism in society. This impact is linked to overall awareness of ageism (e.g., types of ageism), it

goes further in reminding participants that the anti-ageism work extends beyond our own experiences and provides motivation to work within our professional organizations, our communities, our governments.

Barriers to change

Both surveys inquire about what *holds you back* from taking action against ageism and what *barriers you faced* in meeting LEA commitments. Some responses were individual-level barriers and challenges such as not feeling sufficiently confident in one's skills, or not wanting to be impolite or shaming of others in exposing ageist language or behavior. Reluctance to offend others, particularly in group settings, was noted by several and this challenge could be addressed, in part, by adding content or further discussion opportunity on the topic in future sessions. Other responses reflected system-level barriers such as the depth and ubiquity of ageism and that social change takes time.

I am working on my own understanding of ageism. It is overwhelming to look at such an invasive social belief system and to acknowledge the many systems and practices that are needed to effect change. I will get there, just need to find my space and determine where my efforts will best fit in through my work and personal interactions.

Participant commitments

The 6-month survey asks a series of questions about the status of action taken in the intervening six months on commitments made during the LEA. The checklist of 17 possible actions provided in Q#9 includes a wide range from those that are simple (e.g., take the anti-ageism pledge) to those that are likely to be time-consuming and challenging – at least for some (e.g., write an article, address systemic ageism at the state level). The most *yes* responses were, unsurprisingly, for those actions that are less time-consuming. Despite this, however, some alumni are taking on challenging actions such as becoming an LEA facilitator, addressing systemic ageism in my community and at the state level, and examining organizational policies. All action taken has the potential for community impact and over time there will be a cumulative effect. Some leaders have broader or deeper spheres of influence such that even modest action could have significant impact. Ripple effect mapping (see Next Steps below) may demonstrate actual impact in ways that allow the LEA to concretely demonstrate cause and effect.

Participants were also asked about action taken in addition to stated commitments. Responses include trainings, presentations, working with particular social groups (e.g., LGBTQ+), working with legislators, and continuing to widely share LEA anti-ageism resources.

STRATEGIC PLANNING

While the initial and 6-month surveys did not specifically solicit input on the future of the LEA beyond requesting suggestions for LEA content improvement and suggestions for new recruits, the information gathered from the LEA surveys and from MCOA's companion Power in Aging outreach program, suggest strong support for a continued LEA presence. Evaluation data can be explored for use in strategizing for the future growth of the LEA and companion programs or initiatives.

SCALING UP & REPLICATING

MCOA and LEA staff have engaged in early discussions about the future of the LEA including 1) scaling the LEA up to the national level and conducting a pilot cohort with national leaders in the aging services and policy sectors; and 2) replicating the Maine LEA in *Reframing Aging* partner states such as New Hampshire and Colorado. Because facilitator trust and skill is essential to the success of the LEA participant experience, the evaluation team conducted 1:1 interviews with several of the early cohort facilitators. The findings confirmed the enthusiasm for the program along with the substantial outlay of time and effort on the part of the volunteer facilitators and the challenges inherent in establishing and maintaining a psychologically safe space for the candid exchange of ideas and feelings about aging and older people.

FACILITATOR EXPERIENCES

Facilitator preparation

Each facilitator spoke of the importance of the LEA program and their commitment to it while still underscoring the time involved in preparing for each cohort session and becoming familiar with the substantial content. Each appreciated the ability to add to or edit existing session scripts, but noted that doing so takes time and concentration. The group of facilitators had lengthy planning meetings before each session as well as debrief meetings after each session and at the cohort conclusion. All agreed that these meetings were critical to improving session content for the future and for updating the fine details of the closely choreographed session schedule. There was brief discussion about whether a formal facilitator orientation experience and/or manual should be created for future facilitators by organizing and formalizing facilitator learning and materials from the early cohorts. This would likely contribute to setting realistic expectations for future new facilitators.

Relatedly, facilitators noted the importance of identifying their facilitation “voice” and perspective on the session content so that attendees could benefit from diverse views of the facilitators as well as of their fellow-attendees. This raises the issue of tracking facilitator diversity and whether and how facilitator recruitment and choice could be more strategic to align with similar diversity objectives for LEA participants.

A successful facilitation

Without question, facilitators confirmed that a successful LEA session was when participants were reflective, engaged, and exhibited moments of insight in their comments. Facilitators noted the benefit to each other and to the session success of working in sync and supporting each other to avoid gaps or lapses and to help address questions or challenging topics raised by attendees, and the importance of getting to know the participants as the sessions moved along. Key to setting the tone and creating trust and a psychologically safe space by reminding participants early on that some of the conversation or discussion may feel uncomfortable and, if so, they should bring that up privately in the chat or after the session; everyone is learning together.

In a group setting like the LEA, it is important to develop a comfort level and a shared understanding with the other facilitators. If I miss something, or am off-base, or am struggling, someone else will jump in. We agreed on that ahead of time.

Facilitators emphasized that being attuned to their own and attendees' tone, attitude, possible discomfort, or disengagement – the “ebb and flow” of the session – was crucial to adapting to or addressing questions, feelings, or issues raised by the session content. Successful facilitation with sensitive topics requires knowing “when to make space for people to have conversation”. All facilitators felt that each of the cohorts was successfully led and that, from their perspective, attendees benefitted and the program goals for the cohort were met.

Facilitators noted the extensive logistics necessary for smooth delivery of session content and transitions into and out of small breakout groups. Since one of the goals of each session is to provide opportunities for each attendee to be paired with different people, there is significant technical “behind the scenes” tasks to ensure that works as intended. Facilitators must be adept at managing their own screen view(s) so they can see the participants, see the displayed content, and their own notes and scripts – all while paying close attention to and orchestrating participant engagement. Some facilitators noted that facilitating virtually feels different and requires slightly different skills than presenting to or facilitating an in-person session.

Managing challenging topics

Facilitators noted that on a couple of occasions, they were called upon to manage slight tensions in group conversations. The recalled instances involved the intersections of gender, age, and race and the attitudes, language, and behaviors that are still in transition in society. The facilitators relied on each other's awareness, skill, and responsiveness and all felt comfortable and confident about how the conversation played out. These situations are reminders of the sensitive nature of some of the LEA exercises and how easily and innocently – but powerfully – people can be offensive and feel offended. There is a significant amount of social capital among Maine leaders and likely an accompanying desire to preserve relationships, but this may not be the case in other states and communities. Accordingly, high levels of LEA facilitator competence may

occasionally be needed to ensure positive associations with the LEA experience. Facilitators noted the level of emotional labor that is required, and while there is

"Facilitators don't know what the lived experience of the people in the room is, but we're walking around people's emotional and psychological triggers all the time. You don't know where those triggers are, but you know that they're there.

enormous learning for facilitators in addressing their own biases, it is hard work.

Requisite facilitator expertise

With the exception of the hired consultant, the facilitators were all knowledgeable about ageism and familiar with, though not formally trained in, group facilitation. Some facilitators questioned the extent to which they should be considered “expert” in either facilitation or ageism and best to explain to the group

their facilitator credential. Bringing a systematic approach to facilitator qualities and to recruitment and choice would force strategic decision-making on these issues and bring transparency to the facilitator-choice process. LEA participants would know the credentials of all facilitators and how they were chosen and, should they ever wish to be facilitators themselves, would know how to ready oneself. A “team” approach to facilitation was noted as beneficial, whereby any one facilitation team has diverse topic and technical skills. One facilitator noted that one of the challenges of surveying participants is that their own discomfort confronting biases can sometimes be projected onto others, including facilitators. Future LEA evaluation work should include best practices for evaluating facilitator quality.

Key Take-aways

- LEA facilitation takes significant time in the preparation, delivery, and debrief, though there are distinct benefits including challenging one’s own belief, building trust and collegiality among facilitator teams, and contributing to the greater movement
- It is critical that facilitators work in a collegial and coordinated way that conveys and models trust and safety to session participants
- Facilitator focus groups with facilitators from cohorts 1 through 7 will provide insights into improving facilitation for both facilitators and attendees
- A facilitator experience and guide will be helpful for recruiting and training future facilitators in Maine and in other states or communities
- A systematic approach to recruiting and choosing LEA facilitators would bring rigor and transparency to the process
- Facilitator expertise is a quality issue for the LEA and should be evaluated further, keeping in mind the tendency of people to misdirect their psychological discomfort

NEXT STEPS

FUTURE EVALUATION ACTIVITY

As MCOA and the LEA program staff work toward greater visibility of the LEA both in Maine, in other states, and in a possible national cohort with leaders of national aging organizations, it could benefit from more targeted discussions with some LEA participants, particularly those who are most engaged, committed, and connected to those societal sectors that are “age-adjacent”. Direct conversation with LEA alumni, either in 1:1 interviews or in focus groups would shed light on several questions raised by the survey data, such as: 1) what are effective ways to maintain momentum, enthusiasm, and energy for anti-ageism efforts over the long term; 2) what resistance are you encountering in your ageism-awareness efforts and from whom, and how can that resistance be addressed; 3) what external events or environments are facilitating or hindering your efforts and how can the hindrances be overcome; and 4) who are the most influential individuals in your own professional sphere and how can you enlist them in concrete action? As the LEA graduates additional cohorts, identifying a corps of very active alumni and convening further discussion would advance evaluation work to inform future strategic planning for program growth.

ONGOING QUALITY IMPROVEMENT EVALUATION

The LEA structure and content has continued to improve since the inaugural cohort 18 months ago. While all participants have been transformed by their experience in some way, continued program improvement is always a goal. Combining survey responses from cohorts 4-7 (2022-2023) with earlier cohorts may demonstrate ongoing areas for improvement (e.g., in-person sessions, adding content to address stated barriers to taking action). In addition, as the program expands to other states and/or nationally, it will benefit from professional branding so that it is recognized beyond Maine. Professional graphics support may also make difficult content (e.g., systemic ageism) more accessible to participants.

The most recent 1:1 interviews with early LEA facilitators have raised the interesting topic of the extent to which facilitator attributes and skill levels can heighten the effectiveness of the LEA sessions, creating a deeper, more impactful and motivating participant experience. While there are no survey questions specifically addressing facilitator attributes or effectiveness, there were several open-ended survey responses complimenting facilitators and no complaints. Still, as the LEA evolves, it will be helpful to identify those facilitator qualities and skills that best support participants in managing the complex thoughts and feelings that often accompany a direct, unfiltered look at ageism in society. Further, data on facilitator effectiveness will inform future LEA

Next Steps

facilitator recruitment, choice, and orientation, in Maine and in other states adopting the LEA model.

PLANNING EVALUATION ACTIVITY FOR LOGIC MODEL MEDIUM TERM OUTCOMES

As noted above, in its first 18 months of operations, the LEA program has achieved its planned outputs and short-term outcomes as depicted in the LEA logic model (see Part 3 above). The medium term, institutional level outcomes include targeted action related to employers, municipalities, the media, state policymakers, older people, and healthcare. The evaluation opportunity and challenge is identifying and demonstrating a causal link between the LEA (and the PIA) activities and the positive changes within these institutions and organizations. Select interviews with LEA alumni operating in these spheres will be helpful in showing cause and effect.

RIPPLE EFFECTS MAPPING (for community level impact)

Primarily used in system change initiatives, ripple effects mapping (REM) (Chazdon et al., 2015) is a participatory visual mapping process that demonstrates actual and potential program impacts along with unintended or undesired impacts. As an increasing number of funders look funding grantees for impact evaluation, ripple effects mapping can be one available tool. The process engages internal and external stakeholders in mapping exercises that use the Community Capitals Framework, identifying spheres of influence in one or more of the seven domains of community capital: social capital, political capital, human capital, financial capital, cultural capital, built capital, and natural capital. The approach uses group interviewing, reflections, and mapping exercises to visualize the pathways of program effects, consequences, and concrete impacts. The goal is to identify successes that can be replicated, problems and gaps that can be addressed, and deepen the network of people and actions that produce results.

While REM can be resource-intensive and time-consuming, modified approaches could be considered (see Nobles et al., 2022). Further, REM principles could be integrated with other evaluation activity and planned and implemented over the upcoming 18-24 months, depending on LEA strategic plans.

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EVALUATION DATA

Evaluation Data Graphs

Initial survey

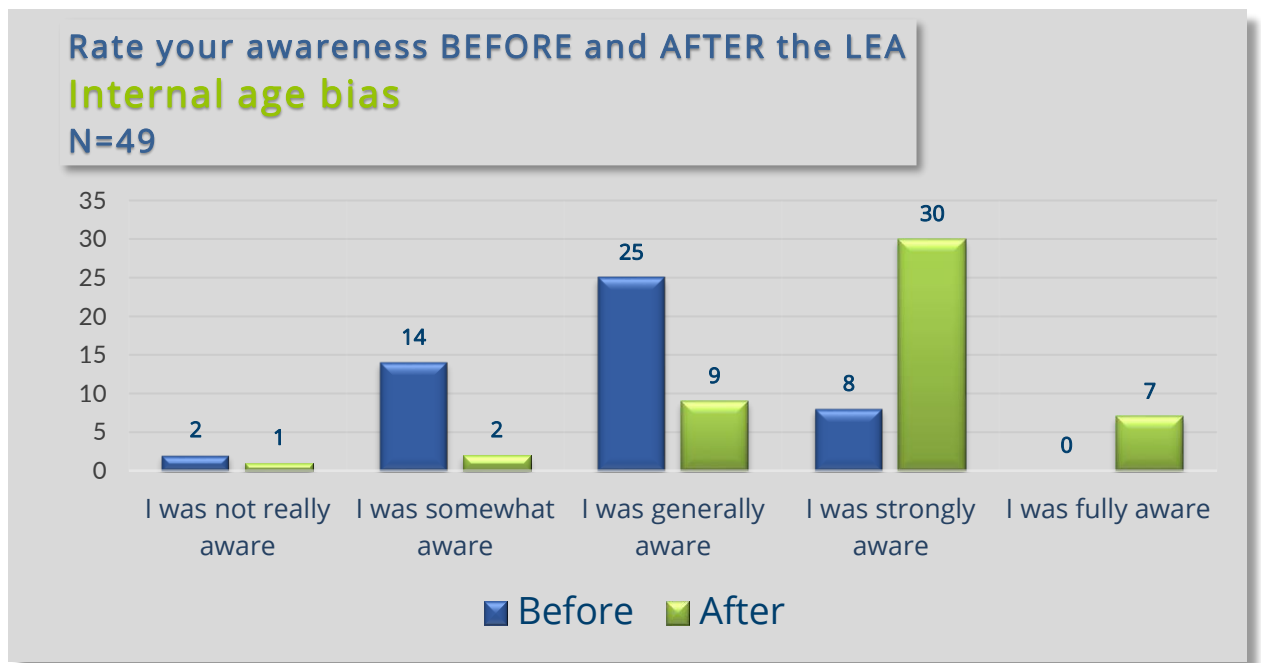
The following graphs and tables represent quantitative and qualitative data for the initial evaluation survey distributed to LEA attendees immediately after the last cohort session. These results are for cohorts 1, 2, and 3 (Nov/Dec 2021, February 2022, and May/June 2022).



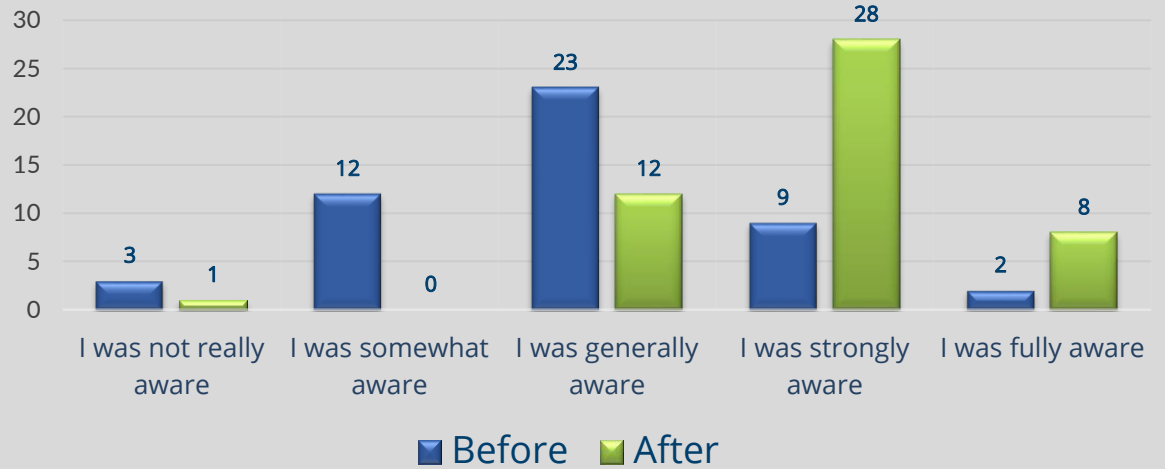
QUESTIONS #1 and #2

Prior to taking the LEA, how did you rate your awareness of the following: Your own internal age bias, Interpersonal ageism, Institutional ageism, Systemic ageism

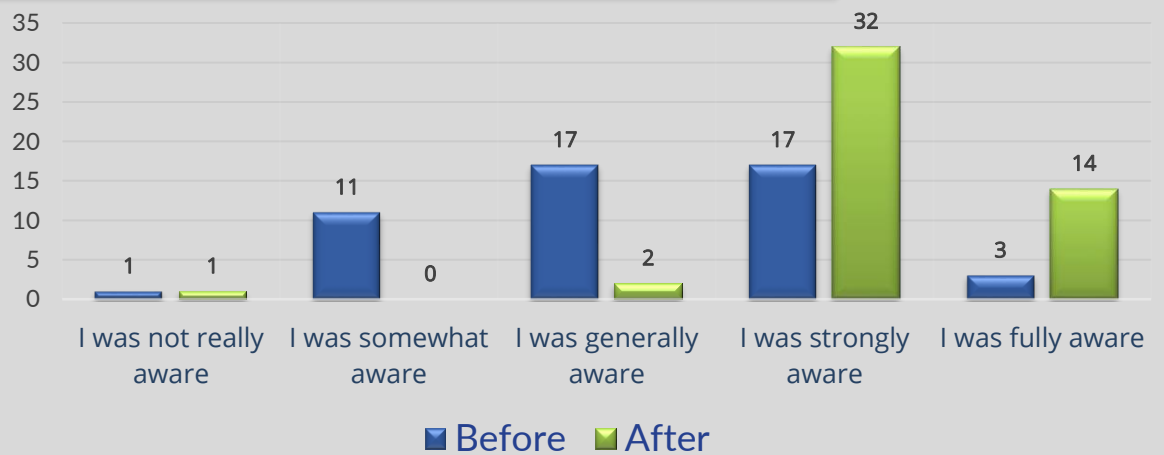
After completing the LEA, how would you rate your awareness of the following: Your own internal age bias, Interpersonal ageism, Institutional ageism, Systemic ageism



Rate your awareness BEFORE and AFTER the LEA
Interpersonal ageism
N=49

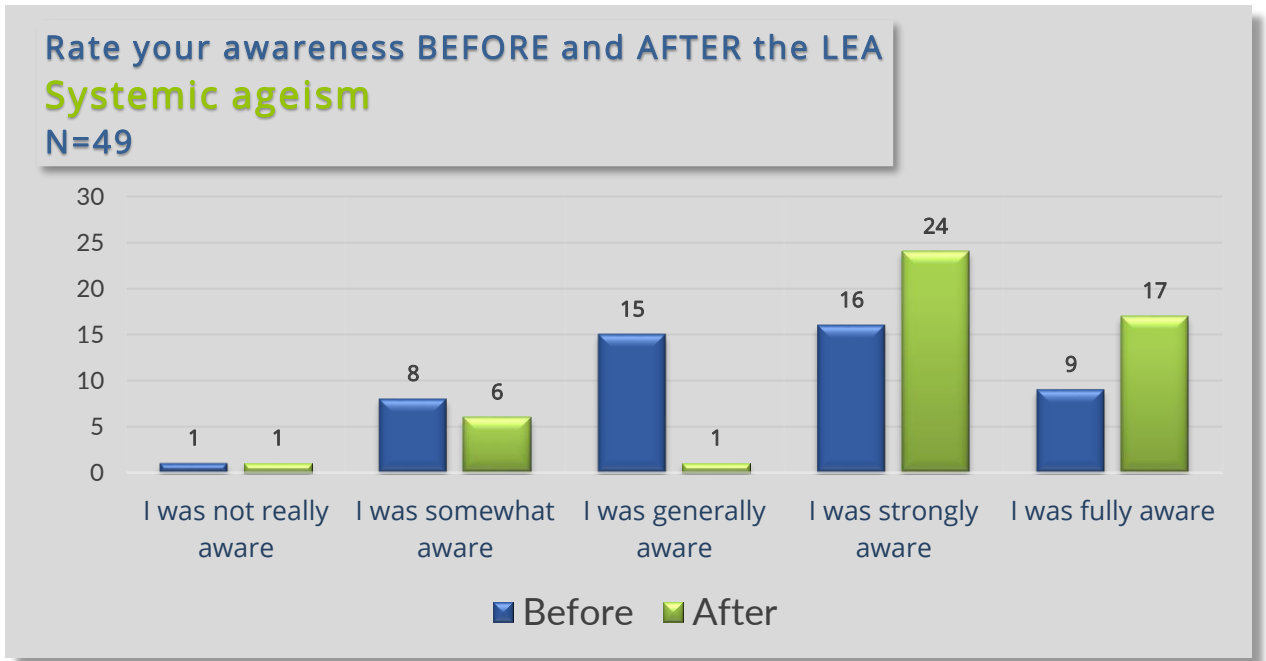


Rate your awareness BEFORE and AFTER the LEA
Institutional ageism
N=49



ANALYSIS

This series of four questions was designed to evaluate the effect of the LEA experience on attendees awareness of the four primary categories of ageism: internal, interpersonal, institutional, and systemic. The responses are informative.



The category of greatest impact (i.e., the largest difference between the number of pre and post) is in internal age bias where 22 attendees moved into the *strongly aware* category and 7 attendees moved into the *fully aware* category. The latter is particularly noteworthy because none of the 40 attendees rated themselves as *fully aware* prior to the LEA program. The next category of greatest impact is in institutional ageism where an additional 11 attendees moved into the *fully aware* category.

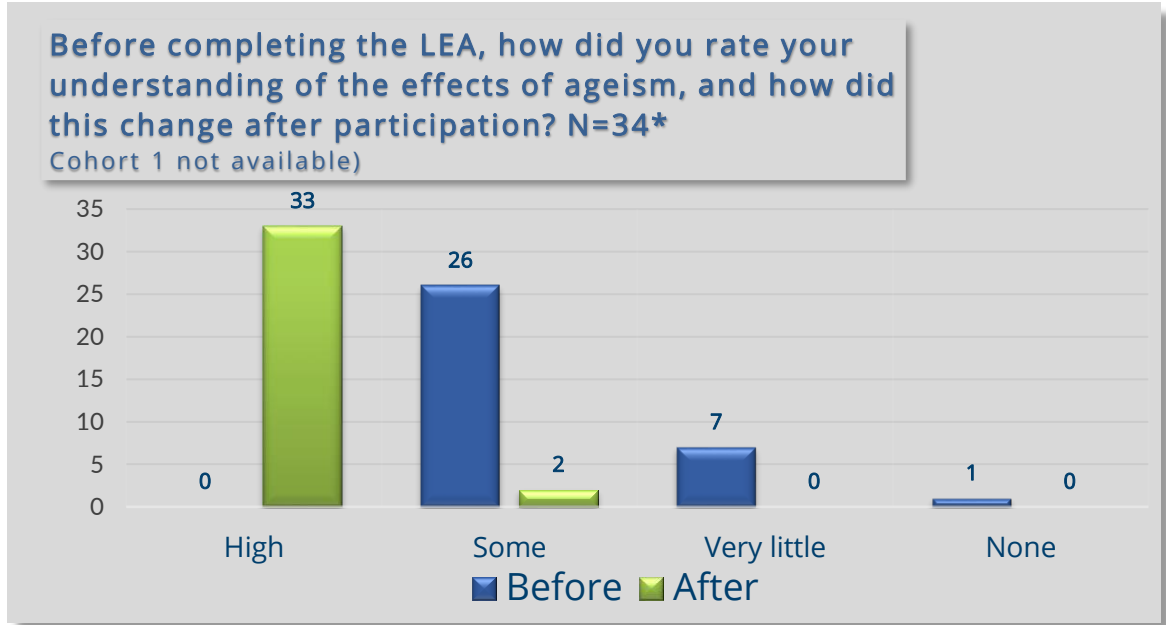
Looking across ageism categories, the number of respondents rating themselves as *somewhat aware* decreased from 35 to only 8 – a reduction of 77%. Six of the eight indicated they were still only *somewhat aware* of systemic ageism, arguably the most challenging concept for us to fully understand given its societal pervasiveness (Braveman et al., 2022).

Only one⁸ of the 49 participants responding rated themselves as *not really aware* of any of the four types of ageism before and after the program.

⁸ It is not possible to know if the same person provided this response across all four ageism categories, though it is likely.

QUESTION #3

Before completing the LEA, how did you rate your understanding of the effects of ageism, and how did this change after participation?



ANALYSIS

All but one respondent moved into the *high* understanding of the effects of ageism after participating in the LEA. Even though three quarters (26) of cohort 2 and 3 participants had some awareness of the effects of ageism, the LEA session content provided sufficient depth to heighten awareness. Based on previous survey responses, it is likely this greater awareness was in the category of the effects of systemic ageism, the category that is often invisible to the public.

QUESTION #4

How, if at all, has LEA changed your perceptions of how you intend to live your life or feel in your later years? (N=33)

Be intentional, speak using more appropriate terms, model what we hope to achieve
Create a more positive approach and attitude toward aging
Embracing aging as a process and a continuum and striving to be age-positive in my thinking.
Have a more positive outlook on aging and help educate others.
I intend to be more proactive in addressing expressions of ageism that I encounter.
I realize that I have work to do to align my own aging with my ingrained expectations. LEA provided me with a lot to think about in terms of how I think about my live in the context of aging and how to make age with open eyes and a good attitude.
I want to be more engaged with helping to stop ageism
I will keep ageism and its impact on systems, individuals, etc. in my mind and will speak against it in my role and in my life.
LEA helped me become more self-aware as well as making me aware of some of the positive things I feel and say about my own aging.
Live with more positivity and celebration with age
Not make so many negative age-related comments about self. Be more aware of the place of older people in the workforce as I continue to age.
Offered me a new framework for how to see and talk about myself (body, brain, capacities) and my value. Continuing to explore this new framing will undoubtedly prompt me to generate new goals and take me on lovely adventures.
Reinforced/re-energized
This is a work in progress - but boy do anti-aging ads that talk about wrinkles being a problem make me mad!
This learning experience has provided useful tools to disrupt ageism that I will use. Thank you!
To a degree, self-advocacy. I know my limitations, but I also know what my assets are and how I can contribute. I can also encourage others who are my age to do the same.
Overall, more age positive!
1. I want to always stand up for myself in society and not be marginalized by my age; 2. I want to maintain a sense of humor about age with friends, but be sure to not "allow" it to be an excuse; and 3. I want to continue to work with MCOA and within my professional and social environments (especially in health care) to educate about ageism and shift attitudes away for ageism.
Allowed myself some optimism about how I may age
Celebrate aging!
I believe I will be more deliberate in advocating the need to address agism on multiple levels and in various settings now and into the future.

Evaluation Data

<p>I feel empowered to go out and change the world and to change the way I think about and express the aging process.</p>
<p>I feel more compelled than ever to take some steps to more purposely plan my future through a positive lens. The exercise around thinking about what the next 10, 20 and 30 years of my life look like, really had an impact on me. I want to live my best life and to the fullest, so I need to figure out what that looks like, for me as an individual. The LEA made me look "within" at my own aging, instead of just the aging process of others around me.</p>
<p>I have a much more positive outlook on the potential that exists in aging but am also more aware of the barriers I will be facing</p>
<p>it has given caused me to actually start thinking about how I really want to stay vibrant and contribute to my community more</p>
<p>It has helped disjoin my blaming of age as excuses and correlating with issues that are unrelated.</p>
<p>It hasn't so much affected my perceptions of how I intend to live, but it has very much impacted how I see others.</p>
<p>It reinforced my own awareness of the need to keep moving this conversation forward and deliberately work to "move the needle" as it relates to combating ageism across all aspects of my life (professional, personal, and other).</p>
<p>It was a great experience and I plan to be much more aware of what I learned in my everyday living</p>
<p>Not really.</p>
<p>The discussions with the other members of the cohort helped provide great opportunities and examples about ageism and has sparked new ideas for spreading the understanding of ageism.</p>
<p>This has provided a lot of opportunity to challenge preconceived notions and how/where they fit and who I see myself to be as I grow older. As a "just-turned-50" person, I have found myself thinking of getting older, retiring etc. quite a bit. The information I gained will most likely greatly influence how I approach this season of my life.</p>
<p>This survey so far has not been able to capture the HIGH VALUE this experience offers. While because of the nature of my work I was aware of ageism and its impacts, dedicating this much time doing a deep dive dissecting all its parts and potential ameliorating responses has grown my understanding immensely. THANK YOU for including me in this work. On a personal level about my own perceptions and reactions to ageism in myself, LEA has inspired me to commit to the practice of journaling to notice and process my own experiences and responses to ageism. In particular I want to think more on whether my own self defense mechanism against ageism is okay or are they just perpetuating the problem in this generation and the next. I am talking about coloring my hair so that I am "seen" and removing references to my age on my resume, etc. I also want to dive more into what it means to me that life stage is not just 3 parts - childhood, adulthood, and older adulthood. I want to explore how I feel about the decades of older adulthood - beyond the parlance of "go-go, slow-go, and no-go" that is dehumanizing. Anyhow, LEA made me realize that I have not yet dived near deep enough into the topic of ageism. There is so much nuance to explore. In ocean in which we swim, the layers of ageism are fathoms deep.</p>

ANALYSIS

The themes from this question and the number of times the idea was mentioned are as follows:

Themes	
Reflection, self-awareness	10
Age-positivity	6
Intention, proactive, engagement	5
Educate others	3
Use updated "appropriate" language	1
Use tools learned; new ideas	1
Continued learning	1

Nearly a third of attendees providing responses to this question (10/33) specifically noted that the LEA sessions gave them so much to think about and motivated them to be much more aware of aging and ageism, “challenging preconceived notions” of aging. The comments reflect energy, enthusiasm, gratitude and “inspir[ation]” from the new-found awareness generated by the LEA content and conversation among the groups. One participant even noted the challenge of expressing the “HIGH VALUE” (emphasis in original) of the LEA experience, such was its impact.

Several responses confirm that participants have a new lens for viewing their own aging in a more positive light and they express commitment to, for instance, “start thinking about how I really want to stay vibrant”. Responses indicate that LEA attendees are prepared to recognize ageism when they see it and many are ready to help educate others by bringing ageist comments and behavior to their attention.

QUESTION #5

Considering the LEA as a whole:

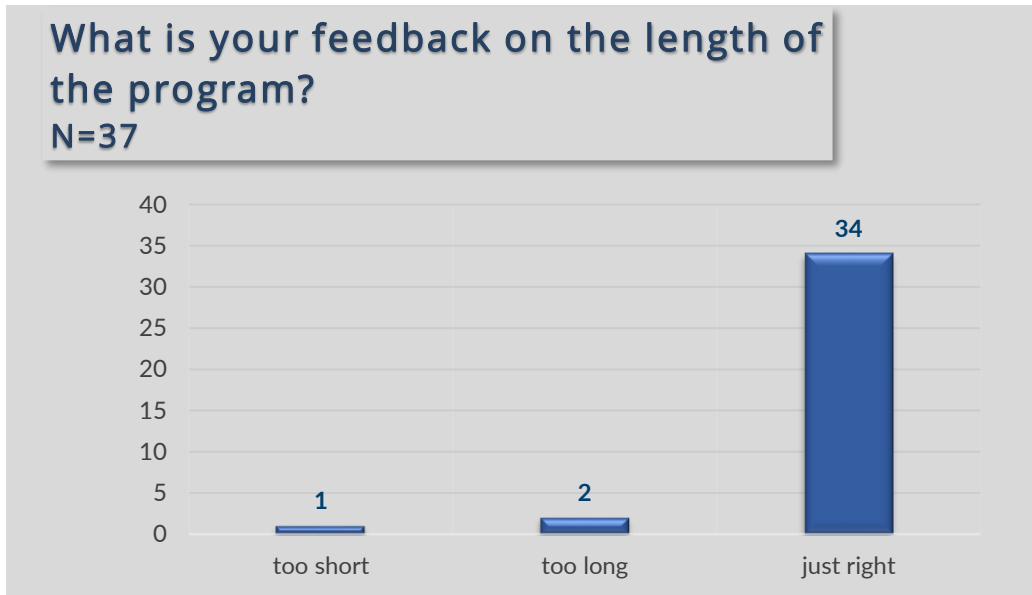


ANALYSIS

All but one of the responses were in the *strongly agree* or *agree* categories across all evaluation domains, with the majority of responses in the *strongly agree* category. With the exception of the “leadership” statement, participants overwhelmingly indicated they strongly agreed with positive attributes of the LEA, and 94% (46/49) strongly agreed that they would recommend the LEA to other leaders. Regarding leadership skills, participants were divided between *strongly agree* and *agree*. These data point to an area where the LEA could be further strengthened by incorporating ageism-related content highly specific to leader attitudes, behavior, or decision-making.

QUESTION #7

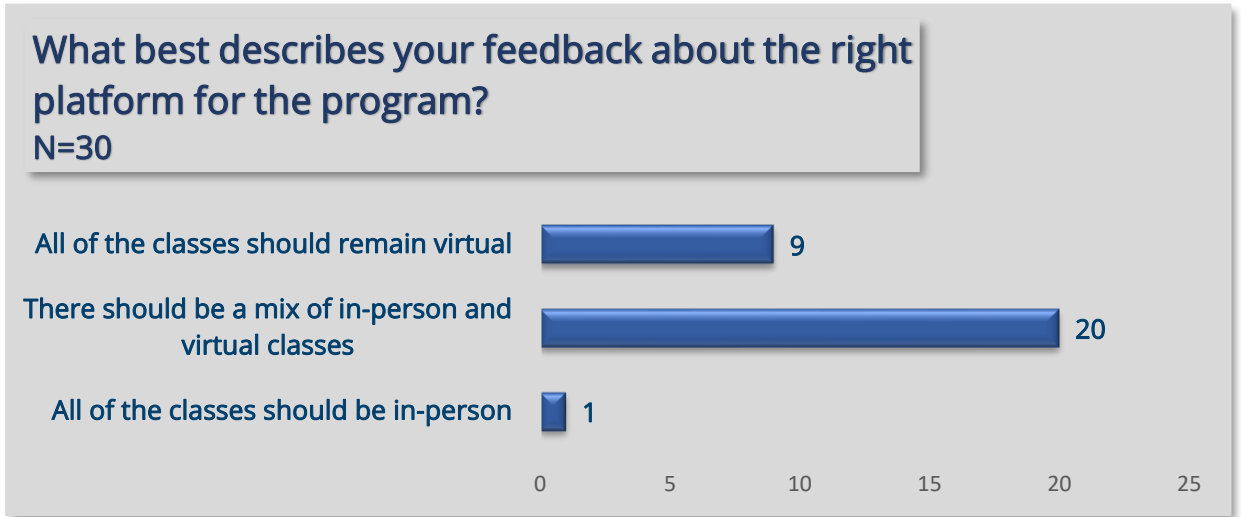
What is your feedback on the length of the program?

**ANALYSIS**

92% (34/37) respondents were satisfied with the length of the LEA (number of days, number of hours).

QUESTION #8

What best describes your feedback about the right platform for the program?



QUESTION #8 (Comments)

What best describes your feedback about the right platform for the program? (N=19)

TBH, I think the virtual format worked VERY well; the frequent breakout sessions were a highlight of the program and Zoom makes it so much easier to do that randomly and quickly!!
While in-person experiences like this are usually better, the only real way to reliably reach people all over the state is to continue it as a virtual program.
I actually really liked that it is all virtual. It allowed me to really commit to being available for each session. It would be nice to do an occasional in-person thing with alumni. I think it was nice to focus on the material and not all of the logistics of travel etc. It isn't about the individuals and relationship building at this point, it is about the content.
I don't have a strong opinion, but I think that doing it in person could be accomplished over two days. Three-hour zooms are long. But at the same time, zoom can reach a more geographically diverse audience.
I suggest perhaps turning this into a 5-part program rather than 4 with the first day in person with more get to know each other activities, and the remaining sessions online. Alumni connection opportunities could be online, with in-person sessions 2 or 3 times a year. Online has multiple advantages to enable more rural and less financially resourced people to participate. I also feel full participation to all the hours was high because it was "easy" to do.
Time is the factor again - as much as I love being with my peers and meeting new people, with time commitment knowing I would have to add driving to a destination would be too much - I think the virtual format worked well

Evaluation Data

To get representation from across the state, understanding it is often difficult for people to travel to meetings, keeping it virtual might be best.
Although the length of the sessions could be challenging, if you go to fully in person it may be challenging to get folks to travel as it adds to the time commitment
Given people's schedules and the continuing presence of the pandemic, virtual remains the easiest and safest way to go.
Given the format, consistent attendance is more feasible through video conferencing particularly given the wide geographic representation.
I liked the virtual platform because I feel you can get a broader group of participants, from all over the state. It would be more difficult to do in-person due to travel.
I think it can be done in both. Having it virtual allowed me to participate where I do not think I would have been able to with a busy schedule in person.
I'd love them to be in person and I understand why they need to virtual.
In person offers opportunities to pursue contacts with people sharing your interest in a particular field or activity. Facilitating collaboration might make it less challenging to take action in some areas where this work is needed.
in today's world- virtual is the way to go
This allows greater geographic participation
This is impossible to answer given the pandemic. The benefit of the virtual class is that folks can commit a block of time without also committing to travel time. The benefit of in-person is that folks are together, in the same space, and likely more focused. If possible, in person would be great. My concern is that it would limit the ability of some to attend due to travel etc.
Virtual is better to help keep travel costs down.
Zoom is a really helpful platform for this type of program, since you can easily have breakout rooms and share screens

ANALYSIS

Of the 19 comments on this issue, ten (10) people noted the convenience of a virtual platform, many of those specifically mentioning the benefit of saving travel time and the likelihood that would increase attendance and commitment. Six (6) individuals mentioned the greater geographic and other (e.g., economic) diversity that can be accomplished with a virtual program.

Six (6) attendees mentioned that even though there are advantages to in-person sessions, there are benefits to virtual meetings “in today’s world”. Several of these respondents highlighted the benefits of in-person discussion and networking. One individual suggested occasional in-person alumni meet-ups.

QUESTION #9

What were the most useful parts of the Exchange, and why? (N=49)

All of it was great but the "pair share" and smaller group discussions were fantastic and often what I found most useful - having the opportunity to discuss openly and ask questions of each other helped me personally to work through my thought process and understanding of the different types of ageism and solutions/strategies to address them.
All of it. Loved the homework and exercises. Also, benefited from the discussions and group work. Good to hear others' experiences and perspectives.
Definitely the 1:1 and small group conversations. I absolutely loved engaging with the several people I had never met and even the brief conversations had depth and a kind of intimacy born out of reflection on a challenging topic
I really found some of the activities helpful and appreciated the mix of 1:1 and small groups. I also enjoyed the pre-session materials and videos.
I suppose the small group sessions but I thought the mix of instructor-led discussion, homework and small group was just right.
It was all useful; so much so that it's very difficult to single out any specific part. The breakouts were generally too short, but I don't know how one could lengthen them without leaving out equally important/useful content and/or extending the lengths of the sessions, which I think would make them too long.
meeting other people, time for reflection & discussion, examples
Small group and partner discussions.
small groups and sharing in pairs - offered time for some reflection
The number of people in the cohort was good. Not intimidating. I appreciated the pair shares and the opportunities to join in with smaller groups.
The facilitators were exemplary. They read the room and modified the program based on the flow of discussion and level of interest in certain areas of the participants.
The full group debrief conversations, where we could hear everyone's perspectives. I thought the homework materials (videos, etc.) were also great tools to keep for future use.
the relationship building within the cohort mental models to use to understand the issue of ageism
The small group work was excellent, particularly the case study work. I think we could have spent more time on those sections.
"see it, name it, improve it" plus practicing this concept
All of it! There was just the right mix of presentations/formal information sharing and breakout sessions.
All parts. Hard to distinguish. I loved the homework assignments and group processing of them during our time together. Also my notepad is filled with "Craig, Don, Patty, and Krista-isms" - nicely phrased framings of the challenge of ageism. I've taken the Reframing Aging Facilitator Training, but hearing from such experts has given me more language to speak to the issue.

Evaluation Data

Brainstorming and discussions with the specific prompts. Working in various groups and having the chance to meet and work with nearly everyone in a smaller setting enhanced the cohesive group feeling. Glad to see the same folks were committed throughout the four weeks too. Lots of great minds and ideas.
Getting to know and share with cohort members; the videos and reading materials were excellent for opening dialogue and thoughts.
I found high value in both the networking with the various other members of Cohort 2 as well as the content of information both shared through pre-work and the weekly slide materials.
I really liked the small group discussions; it helped to process the concepts and gain a broader understanding of it from multiple perspectives. I also like the case studies; it was interesting to see how different disciplines approach each situation.
Paired discussions...developing a sense of trust in a smaller group; encouraged dialogue. Syllabus available and well-planned learning activities prior to each session
Reading materials and breakout sessions.
Resources which are easy to share
Small group & Paired/trio discussion--required me to internalize and apply the concepts more
The breakouts. Having a chance to discuss in smaller groups was very helpful
The facilitators were great - nice mix of people from different industries/workplaces.
The pair shares and small group activities were helpful in cementing our understanding and putting it into practice. I also greatly enjoyed the homework pieces - they contained useful stories and examples that make it easier to share and explain ageism to others.
The presenters were excellent and the material well thought out - loved the articles, ted talks and presentations
The resources.
The variety of perspectives in the presenters and attendees kept the experience engaging and well-rounded
Tools, PowerPoint and mix of presentation, individual reflection and sharing. I will say that I found it difficult/awkward move back and forth from slide deck to zoom meeting. I would suggest using more screen sharing when slides are referenced in an effort to avoid confusion and having to find slides being referenced, etc.
working with others and hearing their stories - also the resources were terrific! the leaders of our group were quite good.
1) The resources provided in the "Prep Session" Assignments. And 2) Small group discussion periods.
All of the interaction
Class discussions and the materials provided were great.
Discussions and sharing
Great mix of reading materials and videos as well as time with larger groups and smaller breakout sessions.
I appreciated the entire mixed-learning format
I enjoyed the small group breakout discussions.

Evaluation Data

I thought it was all useful. I liked the break-outs and I learned so much from the facilitators. The readings were very helpful to expanding my knowledge and understanding. I really liked the small groups and getting to know some of the other participant
Interacting with the other members of the cohort was very useful in helping me to see what ageism looks like across sectors and work settings. The readings and videos were a great tool in terms of setting context, providing learning, and challenging my own beliefs.
small group sharing - because there were different perspectives
The articles and peer discussions
The breakaway discussions about what we learned reading the materials, and applying them to our own experiences and biases.
the readings and the small group conversations (including the play acting)
The relay style of presentations by facilitators; layering storytelling with discussion of concepts and structures.
The tools and frameworks because of the ability to share the information with others to educate and inform.
Time for self-reflection, since it's something we tend to do very little of, and toolkit for seeing/disrupting ageism

ANALYSIS

Themes	
Pair share and small groups: for interacting with others, thinking through the issues and providing intimate opportunity to reflect	25
Pre-session materials	9
Resources	7
All useful	5
Facilitator skill	5
Hearing other experiences and perspectives	4
Build relationships	4
Variety of activities	2
Group debriefs	1
"See it, name it, improve it" practice	1

Almost half of participants (25/49) specifically noted the benefits of the small group discussions, most noting the benefit of interacting with others and having an opportunity to reflect on the issues. The opportunity to get to know their fellow cohort members and reflect together on the material and share perspectives and experiences was the highlight of the LEA for many attendees. A third of respondents (16/49) mentioned how helpful the readings and resources were and five individuals noted that everything was useful!

QUESTION #10

What learning had the biggest impact on you and why? (N=48)

Ageism is so embedded that it is like breathing
Discussion about internal biases
I had had a lot of training already in re-framing aging, etc., but I learned a lot from hearing others' analyses and strategic thinking on the ways to implement anti-ageist strategies in a systemic way.
I think listening to other perspectives is always useful for me. People bring up things I would not have thought of myself. I also appreciated the way the environment felt safe to talk about biases.
Immersing myself in this subject was helpful. It truly helped me to recognize this issue is all around us and how to address it.
Just how pervasive ageism is, so much so that it is all around us and we don't even see it, it's just a part of the fabric of society. I now see it everywhere!
Learning from other leaders had the most impact for me because it was real world experience and wisdom.
My own internal ageism that I didn't realize existed - fear of aging and losing loved ones. It spurred some personal growth for me to help understand those feelings. Also, how prevalent ageism is in the systems of care around us - while I knew it existed and even experienced it, being able to "name" and "identify" it was impactful for me.
New awareness of ageism throughout our society.
Reflecting and the accompanying journaling forced me to face several discomforts associated with my own aging. As you have heard me say, this was both insightful and impactful, but at a very real level, quite alarming and scary. Also, hearing the perspectives of the younger members of the group was fascinating to me and I have new appreciation for these differences among age groups.
reflecting on/discussing strategies for addressing intrapersonal/interpersonal bias, and systemic ageism
The discussion on lobbying for more resources for older adults. It came down to realizing that it's ultimately counter-productive to have advocates for different cohorts competing for resources; that it's important to work together for more resources for everyone, regardless of age, so that there's not the struggle to determine what age group is more deserving, or where the legislature would get the most bang for the buck. The bottom line is that no one should be food insecure, no one should be abused; that age shouldn't be part of the equation at all.
The video clips were a great way to set the stage for discussion. Video learning has become standard in many regards .
While I actively work to addressing ageism in my professional work I came to recognize that I am very slow to address in personal spheres of my life. I had a chance to examine this a bit more through journaling and discussion with others.
Aging is an action or continuum that starts the day you are born. It is not a number to mark the number of years you are alive.
All of the small and large group sharing was very impactful for me. It helped me to hear different perspectives and find other ways of continuing this work beyond the cohort.
All!

Evaluation Data

Can name one thing - but some of the stories I heard from my peers were startling! it made it so clear that we need to do something ! I especially liked the phrase age specialized organizations as compared to age segregated (in reference to Maine's AAAs)
degree of difference in funding for aging related programs and services compared to funding for youth. I knew there was more spent on children, but did not appreciate the scale of the difference
Discussion on internalized and interpersonal ageism
Hearing from others and their thoughts and experiences in regard to the topic at hand.
I think just really creating a picture of the overall concept of how older people are viewed and how we view ourselves was very impactful. This has given me a filter to process thoughts, words, training, etc. through. It has also inspired me to keep working on my own position in anti-ageism and defining those boundaries.
Large group dialog because it allowed for layered growth of discussion
Not sure I can identify one thing that had the biggest impact- since so much of what I learned was impactful. But, How ageism manifests - messages, resources and rules - was really helpful in advancing my understanding as a whole.
on pagers with language and how to identify and deal with resistance/defensiveness.
Reading the resources had the biggest. Some of the breakout conversations were interesting because we heard about different points of view/different struggles.
Really everything - but especially the lack of knowledge in regard to ageism.
So many parts had significant impact. Professionally, what is probably most helpful are the case studies and discussions on the topics of housing, elder justice, transportation, etc. Good to see examples of how to frame talking about these issues.
The case studies were helpful and hearing perspectives of others in the meeting. Examples of ageism in Maine gave good context and although overwhelming, it is inspiring to be part of the change.
The lessons about policy discrepancies and the conversations about individual experiences with institutions
the recognition that there are few resources out there when older people begin to encounter ageism - this was so timely to my personal situation helping my mom
The video on shifting our vision of working and retirement to accommodate the significant increase in longevity. It encourages new solutions based on this reality.
Ageism is the one "ism" we are all subject to and yet it's the least visible/recognized. Really shifts my perspective on the ageist actions we all take.
All of it.
hearing how others interpreted and understood the material
Hearing the feedback and impressions of a variety of professionals.
I have limited experience working with older adults so I really enjoyed hearing from those who know and understand the value of and needs of all older adults. There were some very wise souls in the group - among both the facilitators and the participants.
I very much appreciate the focus on language and impact as well as hiring practices that may have ageism embedded within them.
Just the entire concept of ageism. It really increased my awareness.

Evaluation Data

Listening to other's experiences
Listening to the unique challenges and perspectives shared by the other class members.
the action guides and specific ways we could identify and call out ageism
The case studies were very informative. Allowed me to look at things from a higher level and see where ageism is really in play.
The group sharing and listening to the ageist experiences directly from people
The health disparity because I work in healthcare.
The work-around systemic ageism. It was very challenging to wrap my head around how the systems we rely on are not reliable. I know this from life and work experience, but in really working on the case studies in the last session, it really hit me. People should have decent, safe, places to live, no one should go hungry, and people should have access to supports, even if they don't fit into the "program." I really saw the system silos we have created, likely to provide support, but in practice those silos keep people from services, supports, and dignity.
Two things: readings & discussions about internalized ageism, which heightened my awareness; and discussions of 1) elderhood as a stage of life, and 2) The Map of Life as a vision because they offered new ways of thinking about elderhood and specific ideas about constructing communities and systems that could foster well-being and interconnection.
Understanding the difference between ageism and ableism

ANALYSIS

LEA participants expressed deep appreciation for the perspectives of their fellow attendees and the opportunity to learn about ageism’s pervasiveness in society and the various ways in which it manifests. These comments are particularly gratifying given the mixed ages of the LEA participants and the wide spectrum of exposure to ageism principles, from very little to expert.

Themes	
Others' perspectives	12
Ageism and its pervasiveness	9
Disparities in societal resources / policy issues	6
Implicit bias	3
Video learning	2
All of it	2
Immersing in the subject	1
Learning from ageism leaders	1
Discussing strategies to address ageism	1
Working to address ageism in personal life	1
Aging is lifelong	1
Larger group discussions	1

QUESTION #11

What suggestions do you have on what we can add and/or change to make the Exchange more impactful? (N=41)

<p>I am glad there will be cohort meetings to continue the discussions that seems critical to not losing what has been learned and providing opportunities to put into practice.</p>
<p>I am still processing it and I can't think of anything I would change. at this point. It was very powerful.</p>
<p>I can't really think of anything at this point. It worked well to have the facilitation shared between Craig, Don, and Patty. Craig was a terrific resource overall, too.</p>
<p>I wonder if it might be helpful to watch on of the video's shared and then discuss as a group. Especially early on when the topic is being introduced. Many in our group are somewhat familiar with ageism and I wonder if in an audience of those less exposed a video and discussion method might be helpful.</p>
<p>It was great overall - perhaps some time to reflect/debrief on homework? I found some of pair shares/group time, we spend a couple minutes of that time mentioning/referencing something that struck us from the homework. Either that or more time within the group/pair time to discuss.</p>
<p>maybe a bit more on the systemic</p>
<p>None that I can think of now.</p>
<p>Perhaps some role playing so people can practice hard conversations.</p>
<p>The breakout rooms ran a little short given the nature of the subject matter to be covered. That said, they were a great opportunity to appreciate the diversity of the participants.</p>
<p>Well, I am a broken record here. I do hope you will consider adding a bit of substantive content about the history of ageism and some of the more prominent theories about WHY we are so ageist. I expect that most group members would be fascinated by the information and could integrate it in ways that helps dial back a lot of the shame we feel about our own ageist behavior and tendencies. We come by our thinking, feeling, and acting quite innocently; knowing this helps us all take proactive steps to address it.</p>
<p>Greater variety of the pairing and small groups - there were some people I didn't get to interact with and would have liked to</p>
<p>I actually think guest speakers would be terrific. I also wish there was more of a focus in the final session of how changes have been made. It feels a little like we all came together to really learn about the issues, but then are sent back out without examples of how others have taken the next steps. And I understand those might not exist. But perhaps hearing some of the success stories that you'll hear from your first two cohorts would help the third cohort. Visualizing change can be much more effective than imaging that there could be change.</p>

Evaluation Data

<p>I wonder if doing a monthly call for 4-6 months instead of weekly for 4 weeks might help people institute lessons in our workplaces throughout the session... but it may also be too easy to lose momentum with that strategy. I enjoyed the conversations and learned a great deal but felt a little burned out by the end.</p>
<p>In person would be helpful when possible.</p>
<p>It seemed like the right mix for me - 3.5 hours on zoom went fairly fast, but I felt it afterward when I had to concentrate on work!!</p>
<p>It was a great mix of lecture, breakout groups, and discussion. I also think that you have enough leeway in the agenda and schedule to try new approaches based on feedback by the cohort.</p>
<p>It's hard to suggest what could improve such an amazing offering. The first suggestion is to clone the facilitators and curriculum so that it is offered in every state of the union. The only other suggestion I have is to acknowledge in the section on interrupting ageism section the challenges we experience in these times with a movement to remove "divisive concepts" from public discourse. Coming up with strategies to overcome those objections in public policy circles would be helpful. The parting comment by Craig that if you are running into resistance, it means you are doing something right was helpful towards finding courage to keep trying. But I crave being heard instead of being tuned out. If a cohort could figure out how to raise the issue so that even those seeking the removal of divisive concepts can hear what we have to say about the impacts of ageism - wonderful!</p>
<p>just the previous suggestion re: having to jump from zoom participants to slide deck - using screen sharing more when specific slides were being referenced. frustrating having to find slides and jump back and forth, etc.</p>
<p>Longer breaks would be nice, but I also fully understand that time was limited. Being able to have some sessions in-person (when appropriate to do so) would allow for more discussion and a bigger impact.</p>
<p>Love Sarah's ambassador program idea</p>
<p>No suggestions come to mind.</p>
<p>None</p>
<p>Really very good already. No specific changes to suggest!</p>
<p>Some of the discussions felt repetitive. More examples of things that have already been done to address awareness of ageism.</p>
<p>There is a large amount of information and concepts to process. I really felt like this experience was a "break" from my everyday responsibilities and I like that. This may be a bit cliché, but having a certificate or flyer that I can share with staff, my Board, peers etc., that gives a quick summary of the Exchange. I don't really have time to do that, so a pre-made version would be great. I am excited about the ongoing monthly meeting of the cohorts. I think that will be beneficial to further committing to this effort.</p>
<p>When possible, an opportunity to gather in person</p>

Evaluation Data

Can't think of any at this time. Some of the break outs were a bit to short and one was a bit too long but I think that also depends on the people.
Find a way to include more formalized journaling. When I did it, it really deepened the learning.
Hear from and talk with a couple of differently-aged people about what they learned in an LEA and then how they applied that in their work / community / neighborhood, etc.
I think the program was very well put together; I have no suggestions other than to make sure the participants have access to all of the learning tools so that we can use them in our own organization. Thanks for everything.
I thought the set up and info was great for me.
I would like to see more diversity in discussing systemic ageism and in other examples. I felt like there was an unbalanced focus on the healthcare system
Maybe more video/a little less reading in the homework
Might want to consider having the facilitators address/review some of the specific articles and/or videos we reviewed prior to each session.
Not sure - I was glad to see a policy maker in the room, and wish there were more!
Not sure. Bringing folks together from all different backgrounds is important.
One of the facilitators felt dismissive or placating in his responses to comments. I would encourage that when participants are asked for responses or feedback, that they be heard and acknowledged versus being told "good" or "good response."
Other than being able to be in person, I'm not sure. (And I think that would make it less accessible to many.)
The case studies are good, but sometimes hard to follow, especially when there's more than one in a document. I would suggest each case study in a standalone document for clarity.
The time spent on the slides at each session was very quick. It may be helpful to outline how much time will be required for prep work and review of the PowerPoint in order to be fully prepared for each session. to
Thought this was well rounded mix of prep. work, reinforcement of concepts at the beginning of each session, really nice mix of participants (always great to meet new people.),

ANALYSIS

While over one-quarter of respondents (27%) said they could not think of anything that would make the sessions more impactful, others had quite diverse and thoughtful suggestions as set forth below. Many suggestions could readily be incorporated into future LEA session content or process.

Themes	
Cant' think of anything	11
Future cohort meetings	1
Larger group discussions about videos	1

Evaluation Data

Reflect or debrief homework	1
Role playing	1
History of ageism	1
More variety in pair-sharing (to meet more people)	1
Guest speakers	2
Examples of success	2
In-person sessions	4
National sessions	1
Learning how to respond to ageism	1
Ambassador program	1
Certificate of participation	1
More reflective journaling	1
More about systemic ageism	2
Encourage preparation	1
Facilitators review homework	1

QUESTION #12

Since the LEA began, please identify actions you have taken to address ageism. (N=47)

Awareness of my own bias working to embed anti ageism work in my organization
Conversations with family members to open their eyes to ageism.
I do a lot already, as you know, but I am really going to try to be braver about calling it out. I feel like most of us (especially we introverts) need some scripts we can use that will minimize the risk of blowback from others which, once experienced, is a huge deterrent from future action. This is an important area of future research and we should all meet to figure out who might fund a project. I am going to take it up w/ Len next week and see if I can drum up some interest at UMaine.
I have identified a personal strategy to address ageism as I encounter it. I have also initiated the discussion more broadly within my organization. On the first, I noted that many participants were interested in arming themselves with a non-argumentative strategy that preserved relationships. Working on such a strategy might be helpful for the next group.
I have shared some of the video's with our DEI group to ensure that Ageism is on their list. We also have a representative from our Healthy Aging team attending DEI meetings.
I joined our organizations DEI committee to bring ageism into the conversation. I have brought up ageism to the leadership team of the organization.
I plan to implement a line or two in our program introductions to mention preferred terminology - to encourage the use of "older adults" or "older people". I have also personally addressed ageist comments (in a non-confrontational and positive way!) with others - realizing that we all have different understandings of ageism and asking, "why do you think you feel that way?" It actually turned out to be a good conversation too!
I've tried to be more explicit in my communications with others to identify ageism and model anti-ageist language. I have begun to strategize about how to bring a more comprehensive discussion about ageism into my organization so that staff and board members really understand the connections among personal, interpersonal, organizational, and systemic ageism.
Made a 'script" of ready responses to common situations/scenarios that I might experience so that I would feel more prepared and comfortable in addressing.
more mindfulness and bringing it up with others in conversation.
reflecting on my own bias, and evaluating policy priorities/actions our organization takes
Since I had the Power in Aging training, and co-facilitated a session on ageism with Don for my office team, I was already beginning to take some actions. The LEA has significantly expanded my understanding and awareness, though. I have spoken with the CEO of Home Instead, Inc. about including ageism in our DEI initiatives across the whole Home Instead network (I'm one of a group of franchise owners who are part of the task force for designing what that whole effort will look like), I've pointed out individual "innocent" expressions of ageism with colleagues and family members with varying levels of success, I have brought it up at a board meeting of the Alzheimer's Association.
Speaking up when I hear someone making an ageist comment. I have begun to review our policies to remove any ageist language.
We have agreed to share more programming with staff and then with board members.

Evaluation Data

Basic conversational changes to identify that we are all actively aging
daily mindfulness
I had spoken with friends and other professionals about the value of this experience; I have named ageism in daily conversations and interrupted with actions.
I have addressed language and started to interrupt ageism, modified policy language and started spreading the word.
I have been more vocal
I have shared some of the information. But the bulk if it is going to take some time to settle in and figure out strategies for making impactful improvements.
I've brought awareness to terms like senior moment and addressed the jokes and non-positive comments used by work peers
In the last month since the LEA started, I'm "seeing and naming " ageism more frequently in my own interactions and within my work and family circle. It's been a personal exercise more so, not really a public one. Going forward, I do see myself being in situations where I can create and will have opportunities to share anti- ageism language as a starting point for change.
Maintaining a level of awareness of my own implicit bias on a daily basis. Adding to our weekly staff meeting agenda to discuss. Staff and I took the ageism pledge.
More active awareness with regard to recognizing ageism when it happens and find ways to call that ageism out in a way that is constructive and meaningful
See It Name it Improve it in various contexts
Sharing information with co-workers and others. Talking about some of the concepts in work and personal settings. Looking at our agencies practices to determine if we are being ageist.
Sharing more resources, more often. Increased the number of times I have brought up ageism in a work conversation. Most often to call ageism out as a driver to what we experience/are talking about so that we more directly address ageism in our work.
Stopping conversation among friends and family to interject more appropriate language
Talking about it with others; looking for it in different materials like written, pictures, etc.; encouraging others to become aware.
talking with staff and family and friends about how Agism exists, providing examples, and feeling stronger about how to talk about it and push back the notion that it's not a problem.
Will have speaker (Jess) present at public health district meeting on ageism; will go back to the district council and other community collaboratives and provide information about ageism.
Already looking at the language we use internally and changing the language I use.
Attended PPH panel discussion, talking to friends and partner about what I'm learning, making a plan to present proposal to add aging to DEI statement of the org whose board I joined.
Been more cognizant of ageism, comments, verbiage in my workplace.
Brought some of the issues and perspectives presented to two of the organizations I am working with for their consideration.
Constant scanning for age-positive language

Evaluation Data

Discussed opportunities for education of staff with supervisor, talked about the issue with friends and family, and am working on some PSAs for our community.
Had numerous discussions with family members. Brief discussions with my staff, but am beginning to look at our policies and procedures through a different lens.
Have identified internal ageism, have adjusted language within our org to be more age-friendly, and have talked to my family about ageism and why it matters
I am working to see ageism and the ways it diminishes the world in which we live. I have shared some of the materials with colleagues and friends.
I have identified and addressed ageism both in my personal life and within my professional role.
I have talked with my friends, I am implementing Ageism articles in our newsletter and quarterly magazine, I am working with leadership to address Ageism in our organization
I think using appropriate language relating to ageism - especially with older adults is where I'll begin.
Involving DEI staff in conversations about ageism; thinking carefully about my own language.
Just today I managed to slide ageism into a conversation about policy - and was encouraged when the people I was talking with said "I want to learn more about this"
Prepping to bring an ageism discussion to my workplace.

ANALYSIS

Responses are consistent with the acquisition of new knowledge and new perspective on ageism and reflect sincere desire to change language, talk with others – both personal and professional, and call out ageism when it is observed. Interestingly, several participants expressed a desire for continued reflection and mindfulness, indicating that the LEA themes resonated with attendees who may need time to absorb the full impact of new-found or greater awareness.

Themes	
Conversations with others	13
Share LEA resources and ideas with colleagues	9
Awareness, reflection, mindfulness	7
Calling out and addressing ageism, including jokes	7
Language changes	5
Looking at work policies	3
Inviting guest lecturers on ageism	2
Joined a DEI committee	1
Facilitating ageism training	1
Use "see it, name it, improve it"	1
Looking for age-positive language	1

QUESTION #13

Since the LEA began, please identify anything you have stopped doing in relation to ageism. (N=43)

Good question, I do not think I have stopped anything or needed to change behavior, yet.
I have stopped using certain terms for older people.
I try my best not to use ageist humor in my own interactions with others. I am committed to remove it from my written communications as well.
I've stopped being impatient in the checkout line at the grocery store when an older person is taking time completing payment or is simply chatting with the checkout clerk and not moving on. I've stopped thinking about whether I'm perceived as "old."
I've stopped ignoring comments being made from people I am in the company of.
I've stopped making jokes about my own age.
In interactions with loved ones who are older, I needed to step back and ask what they want a bit more, rather than assume in some cases - Learning to actively listen!
Language matters, and I have incorporated best practice language, thereby stopped using (mostly) inappropriate language around aging.
N/A
Othering older adults.
Staying quiet when people make ageist comments
Careful with my words
Caught myself framing aging in a negative
From a personal perspective, I've been less fatalistic (my left knee is just as old as my right knee and it doesn't hurt- sort of conversation with myself) and more realistic and optimistic about my own aging.
I am more keen to listening to and reading any commentaries where age is discussed, looking for key terms and context. Based on this, looking for opportunities to correct those mistakes and omissions.
I have stopped (or at least am trying) using my own aging as an excuse to not being able to do something that I may be used to do.
I have stopped blindly laughing at jokes and situations where age is a negative concept. I also have been more careful about addressing others. I have also brought attention to situations when I see others putting themselves down and feeding into to the collective stereotypes.
I have stopped buying birthday cards that I thought were funny in the past.
I stopped looking the other way - when I didn't feel up to addressing issues - it is important to show up all the time

Evaluation Data

It's been an extremely busy month. Carving out the hours to read the information each week and attend the workshops was a challenge in and of itself.
I've stopped joking about aging.
Not saying or thinking I'm or others are too old to do something - not using language that may be offensive
Shifting to more older people instead of older adults. Not entirely, but less.
Shying away from naming ageism for fear of a negative response.
Tried to stop using age related comments that are not relevant - really focused on language
Using ageist terms, phrases, and actions to the best of my ability and recognition
Watching the birthday cards I send out!
Being shy about talking about it
I have been very careful to not laugh at or respond supportively when someone pokes fun at their own age.
I have stopped letting negative comments about aging pass by without at least remarking on the negativity, and when possible probing a bit about why one would make such a comment.
I have stopped making offhand comments about being/getting old.
I have stopped referencing myself as "old".
I have stopped referring to older people as elderly.
I have stopped using words like elderly, senior and I use older adults
I notice the way I speak and how others speak about aging and work to help change it for the positive.
I've stopped (most of the time) stereotyping older people based on their appearance/physical condition or forgetfulness
In process: making assumptions about someone's (mental, physical, etc. Capacity) b/c they look old
Making or accepting ageist jokes. Flipping the narrative to a more positive view of moving through life.
Not sure. Nothing comes to mind immediately.
Stopped using the work seniors which I really had not used a lot as it was not a preferred term for me but I have embraced the older person term.
Thinking poorly about aging, making assumptions about the ability of older people
Tried not to make ageist comments about self
Using inappropriate terms to talk about and/or address older persons.

ANALYSIS

Participant comments reflect that they have internalized their learning and used it to change their behavior in important ways. They have stopped using inappropriate ageist language and terms and more importantly, they have stopped ignoring ageist language, comments, and behavior when they observe them. It is noteworthy that eight individuals

Evaluation Data

specifically mentioned they no longer tell or tolerate ageist jokes, a particularly harmful ageist behavior.

Themes	
Using ageist terms	11
Ignoring ageist comments	9
Telling or tolerating ageist humor (about self or others)	8
Making ageist comments (about self or others) or using aging as an excuse	8
Fatalistic about aging	2
Buying ageist birthday cards	2
Being impatient with older people	1
Assuming what older people want	1
"othering"	1

QUESTION #14

If you have been challenged to take action on ageism, please share what you think is holding you back. (N=36)

<p>Comfort with the personal strategy (addressed above) can be challenging. Having the strategy well-defined and prepared allows me to address it in the moments and not fumble for the right words. Being off-putting might worsen the issue, so I want to be intellectually and emotionally intelligent about the discussion.</p>
<p>I do not feel challenged</p>
<p>I don't want to offend others or come across as hypocritical</p>
<p>I think I have been looking at ageism for some time and the LEA session just gave me more opportunities to think about how I might take action.</p>
<p>I think it is more about timing of when I address it so the person is in a better frame of mind to listen.</p>
<p>If anything holds me back now, it's wanting to be sure I'm not making matters worse by bringing up ageism in ways that are not effective. The LEA helped me see that this is a very nuanced issue and stepping in too quickly or thoughtlessly can cause more harm than good. I want to get it right.</p>
<p>In professional life - learning how to address ageist comments (that may not be intended that way) or using the words "senior" or "our seniors" has been a challenge. Finding a way to respectfully address and encourage conversation and growth rather than shaming. But I do think (and the class helped me understand this) is that it's ok to have others address this with you, it does not have to be one person calling it out.</p>
<p>It feels challenging to talk about ageism with people who have no concept of what it is because there is a lot of explaining that needs to happen before you can get to how things need to change.</p>
<p>See above re calling it out (I don't even like that phrase - what other name is there for it?)</p>
<p>The discomfort of calling out (calling in?) colleagues who are older themselves and make self-deprecating comments about their own aging.</p>
<p>Always growing in personal awareness, so that continues. Also, in some contexts I feel less able to address--eg public settings where calling out might bring negative consequences and no readily available way for later follow up. I'm also somewhat conflict adverse, so it is sometimes a challenge to speak up.</p>
<p>Feeling confident in framing ageism as a bi-partisan concern. I haven't had the right depth of thought to get the nuanced language I am comfortable using to name it. This experience, because of the "workshop" experiential learning model, length and extended timeframe, and phenomenal facilitators and cohort, has helped me immensely in that regard.</p>
<p>Hmm, I'd suggest that you trust your program and materials. It'll take a little time for people to incorporate them. Maybe ask this again in six months or a year. Like with racism, it took us a long time to get to this point of such structural ageism. It's going to take some time for us to get out of it.</p>

Evaluation Data

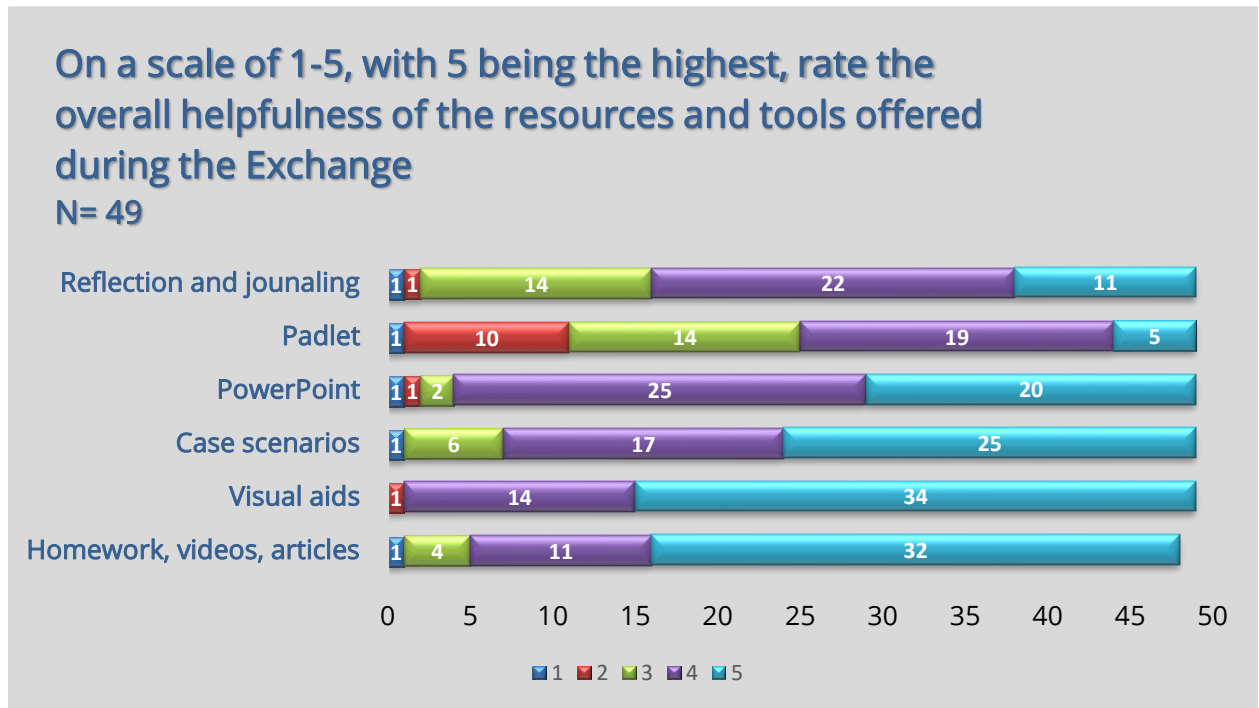
<p>I am not sure it has been a challenge but more of not responding to opportunities or knowing how to respond. I think the role-playing activity showed that I do have a way of constructing appropriate way and language to take action.</p>
<p>I am working on my own understanding of ageism. I am challenged by the polarities of the concept. It is also very overwhelming to look at such an invasive social belief system and to acknowledge the many systems and practices that are needed to effect change. I will get there, just need to find my space and determine where my efforts will best fit in through my work and personal interactions.</p>
<p>Multiple priorities.... timing... and energy ... are my current barriers to taking institutional or systemic action. I've taken individual anti- ageism action but haven't taken it to a higher level yet. As I become more fluent and confident in my skills to talk about it, the challenges will diminish.</p>
<p>Need to pay more attention to it and not shy away from addressing in the moment - held back by not wanting to call out an individual in a group setting</p>
<p>No challenges to note.... I'm taking the bull by the horns and hoping to come out on top on the other side!</p>
<p>Not understanding what is appropriate to do in a public setting, not shaming someone for saying or implying something that supports ageism... MCOA tools, and suggestions have been helpful in starting the conversation at point in time.</p>
<p>Reluctance and finding relevance among those who resist</p>
<p>Being the lone voice, expecting pushback b/c people don't see it as systemic problem</p>
<p>I have not been challenged at this point</p>
<p>I haven't yet, but it will be the difficult conversations addressing it in the workplace.</p>
<p>I try to address ageism when I become aware of it.</p>
<p>Interpersonal ageism is especially challenging for me - direct confrontation makes me uncomfortable!</p>
<p>It can be intimidating in personal circles</p>
<p>Not really held back but certainly believe I can learn more and become better at the discussion and learn new ways to approach the issues with others in an engaging way.</p>
<p>The challenge is finding voice to take action that brings people into the conversation rather than calls people out and others them. I take to heart Don's "lead with curiosity" and am really trying to ask people why they say, do or feel the way they do about age. I think with time and practice this will become easier and the actions I take will be bigger.</p>
<p>The power dynamic of any given situation can have an impact on whether to address ageism in the moment.</p>
<p>There are times when in a public setting when someone uses the word "senior" and I don't address it at that point in time because it feels like a bit of public shaming. Prior to these sessions I would not have thought to bring it up in a later one on one or smaller group discussion where now, with the tools provided during the sessions, am more confident to address.</p>

ANALYSIS

Of the 36 responses to this question, nine (9) responded “N/A” or that nothing holds them back (not included in the table). The primary themes from the remaining responses indicate that attendees may need skill-building around when and how best to respond to ageist language or behavior. Participants indicate a sensitivity to not shaming others or calling out ageism in a public manner. Interestingly, a few learners expressed a need for time to absorb and process all they had learned.

Themes	
Being ineffective; need to gain confidence	8
Want to be respectful and not off-putting	6
Worried about calling it out (don't want pushback)	4
Need a strategy	2
Understanding the timing of when to speak up	2
Need time to process new awareness	2
Other people's unawareness of ageism	1

QUESTION #15



ANALYSIS

Responses were overwhelmingly positive (4s and 5s) in all but *Reflection and journaling* and *Padlet*, both of which had more 3s. The *Padlet* exercise had the most 2s (10). Homework and visual aids received the most 5s (32 and 34, respectively). Curiously, each category received a single “1”, which is likely to be the same individual and could be an error.

QUESTION #16

Please add any comments about [the previous] question. (N=16)

I don't even know what the Jamboard is!*
I really loved the final case scenarios. It really got me thinking..
The journaling was helpful because it helped me commit to thinking about ageism in between sessions.
This was put together so well. I look forward to having others attend future programs.
We should all keep working on a comprehensive resource list so you can tailor the homework to the audience in future sessions. Also, many people will want to do additional reading, including academic articles given the professionalism of your attendees. And professional branding for the PowerPoint will be enormously helpful in lending credibility, which in turn enhances confidence on the part of your audiences. If we could find the \$\$ for a minimal style guide, I am willing to donate time to updating the slide formatting.
Having the PowerPoint in real time was very helpful in the classes themselves.
I honestly didn't have time to do any journaling between classes- did plenty of reflection and highlighting when reading the articles. But due to work /life demands, did not find time to keep a journal.
I think a role-playing exercise more than the one we did might be another way of giving cohort members more confidence.
The power point was a good structure to map out the sessions, but in general I don't find PowerPoints helpful. The Jamboard was effective in the ways it was used.
For those with challenging internet, the Padlet is difficult to access. As I noted earlier, when I was dedicated to journaling between classes, it was very powerful. The case scenarios provide great opportunity for discussion and thinking.
I could never figure out how to use the tablet - technology challenged
I just finished another online learning course where case studies were used as the focus of learning. They were a little more in-depth and longer readings, but the learning that happened because of that was stickier for me. Maybe having questions to ask (in the other class they called it a "Case Analysis Companion") would be helpful in guiding what we might want to focus on.
Messages including two forms of document attachments that we had received previously were confusing and cumbersome to navigate.
The Padlet reflections always seemed rushed at the end, without time to consider and fully read.
The sessions were very informative and there was a lot of material to review, but it was very helpful having it in advance. Very well done.
This is the best course I have attended in years with exactly the correct mix of required commitment

*Jamboard and Padlet were used in different cohorts, so some participants were unfamiliar with one or the other

QUESTION #17

The LEA uses different learning modalities including personal reflection, pair conversations, small group discussions, presentations by facilitators, viewing articles and videos, and large group discussions. How was the balance of these approaches for you? Are there any that you would increase or decrease? (N=46)

As mentioned, the video learning tools were excellent and really worked for me.
Generally, I thought it was well balanced, but I would have preferred less presentation by facilitators and more small group work.
I appreciated the balance. Case studies were most helpful, as were pair/small group discussions
I enjoyed the balance.
I loved it...it felt very balanced
I thought it was a good balance
I thought the Case Scenarios were good and caused a lot of reflection and discussion. I would add a couple more.
It seemed like a good balance.
It was a great balance - if anything, more time for pair/small group discussions.
It was a very good balance. As I expressed earlier in the survey, more time for the pair conversations and small group discussions would have been nice, but I wouldn't want to take time away from the other elements or make the sessions longer, either.
Nicely balanced.
Not that I can think of
Subject to my comments above about a bit more substantive content, the balance of modalities was excellent. Most members of this group were very willing to speak up in the larger group -- though a few contributed very little and it would be helpful to hear from them why they chose to be so quiet. It is unfortunate that we have no record other than the chat and our own memory about the group conversation topics -- they were extremely enlightening and could form the basis of updated LEA content/questions/reflections.
This program was really well done. I might suggest slightly more pair conversations and small group discussions and as mentioned earlier perhaps in session video discussion.
A good balance. I think one or two role-playing could be added.
Excellent balance. Possibly, I might suggest increased processing/engagement of homework assignments during our time together - but not if it took away from what we experienced. It really was just excellent the way it was.
Generally, they worked well. Sometimes it felt a little like busy work, but it seemed balanced. However, I'd do less of it because nearly everything felt a little rushed.
Good balance
Good balance

Evaluation Data

I enjoyed the variety but found myself with the same people often in paired or group conversations and I would have loved more variety as never got to be with others in the cohort
I found them to be well balanced
I liked the approach. It may be useful to have a LEA part II to delve deeper into the concepts and reflect after some processing time. It would have been helpful to have prepared sheets with the "assignment" and a place to respond for the group as a virtual resource. I found due to complexity it was very easy to get off topic in small groups. A simple form to take group notes on would have been helpful. I made my own during the discussions in some cases.
I think it was perfect
I think the balance was done really well. I'm not personally a fan of the pair share modality however I think that it worked really well within the LEA. Overall, I feel that the various modalities used throughout each week was a great way to keep everyone engaged.
I thought it was a really good mix. Again, I found it frustrating to hop back and forth from zoom mtg. to find the slides being referred to... and would encourage more use of screen sharing when slides are being referenced.
I thought the balance was great - some were new to me and I really enjoyed them (e.g. pair share). As I mentioned in a previous comment, my zoom fatigue made it difficult to focus (more so on the larger presentations) as the day went on.
I thought the balance was just right... Except for a comment I shared in a previous section about stretch breaks. For me, personally, I would have been in favor of attending an extra session and having a shorter class time (perhaps stop at 11am instead of 12p) to get all the content in and provide more stretch breaks. It's not healthy to be at a computer for 3.5 hours with only one ten-minute break (or 2 five-minute breaks) . Because we were strongly encouraged to keep our cameras on, I did not feel comfortable turning mine off to stand up and move about out of respect for the rules/ norm established for the course. Aside from that, the content and balance of different learning modalities was to my liking!
I would have liked a bit more interactive time with my peers - really enjoyed that
Liked the balance.
Nice balance. Small group/pair interactions are important and the amount of that was about right, I think
Perfect
Effective mix for me
For the time, it was very well done. It would be hard to add to one modality, as you would have to take time away from others. Some of the pair conversations seemed to be very quick. Maybe another minute would have been nice??
For the Zoom format I think smaller groups and individual conversations work best for deep dives. The balance was appropriate.
Good balance
I appreciated the balance of modalities. Sometimes they felt a bit rushed.
I liked the balance especially in the virtual format.

Evaluation Data

I liked the variety of the options and I thought they were helpful both in learning and in keeping my attention.
I thought the balance was excellent.
I thought the balance was fine. For some of the small group discussion, I found that we spent too much time trying to figure out the process rather than do the work. This could have been a reflection of discomfort with the process. Perhaps clearer instructions, especially around the use of the google doc note process. For those with poor our unstable internet, access to the google doc was a challenge.
It was a perfect balance
It was excellent
nicely done
Perfect. I appreciated “meeting” and sharing discussion with so many other champions.
Really enjoyed the balance
You brought the right balance to keep the group fully engaged each session

ANALYSIS

Of the 46 responses, 38 (83%) specifically noted that it was a good balance of learning modalities. Six participants mentioned more group time or peer-sharing time and several noted the time in small groups felt rushed. One individual requested an opportunity to role-play and another suggested more case scenarios.

QUESTION #18

How can Maine Council on Aging best support you and others in being actively anti-ageist? Are there tools we should develop, forums we should host, etc.? (N=41)

A similar program - perhaps reduced to a few hours - specifically for workplace DEI programs may be helpful and easily marketed for Maine businesses.
Can't think of anything right now...
Data making clear connection between age and income
I like the check-ins. No other suggestions at this time.
I think the alumni connects are a good idea
I will think more about this....
If the slides/infographics, etc. Could be made available in one place for us to access, that may be helpful so we can reference later.
It might be helpful to have a script or guide for having conversations with colleagues and/or our Boards. Even just a one pager with some key points.
Keep doing what you are doing
Let's keep online content in our longer-term sights -- something affordable, substantive, effective and easily accessible for employers.
MCOA does a great job at this already. Keep doing what you are doing! I have no doubt that as new opportunities present themselves MCOA will be on top of it. Thank you for ensuring that Ageism is on people's lists of "isms" to be concerned about!
The monthly check in will support our individual efforts.
There may be a lunch and learn the MCOA could help with in the company I work for.
Can't think of any right now, but will let you know! Thanks for your work
Continue to share new resources and perhaps provide a forum for sharing new resources (articles/videos/books/podcasts/etc.) that everyone could contribute to
Form a group of LEA alums to meet monthly.
HR orientation tool kits on the subject would be awesome so we could easily integrate it into our new employee checklist
I do not have any solid recommendations, but I do think there are things that could be helpful. Materials to share at staff meetings. A quick questionnaire we could use as an awareness tool etc. Since this is a relatively new thing, that would be helpful in introducing it. Just some canned training/informational materials.
I have an increased awareness of the value of MCOA and plan to use it as a resource as we continue to move ahead and creating a more livable community
I know you are there to provide resources and insights. I think that when opportunities or situations occur, I can go to you to help think through it.
I would love to host a workshop or training

Evaluation Data

Keep doing all the amazing work you are all doing! Just being open to discussions that you all continue to have within our communities. The support MCOA provides has been invaluable for me and the path I am trekking on within combatting ageism
Keep doing what you are doing and making yourself (MCOA) available to us and communities to educate and create awareness.
Keep it top of mind - newsletters?
Maybe including or sharing some social media tools that could help us share information or language, etc.
MCOA does all the right things. The best support will be the ongoing Alumni connection. Existing resources are top notch and I love the commitment to being bold continuing to make new resources.
Offer forums for us to check in
These trainings are useful. Are there shorter trainings you could offer for staff? I'd certainly have staff take one.
Additional scripts to help with disrupting interpersonal ageism.
Being available for questions, available for presentations to groups.
Brochures, short videos and sample posts for social media
Continue to outreach. These classes are really important. With so many age-friendly communities established, reaching out to them and offering discussion groups or do some focus group with them.
Create a library to resources tools samples etc. one stop shopping to assist those who are ready willing and able.
I think keep doing what you are doing, train more leaders, spread the gospel
I think the monthly meetings with others will help with my being actively anti-ageist. Then I'll see if there's anything else that will be helpful.
Just keep doing what you are doing!
Let organizations and agencies know about the LEA initiative and that there are LEA alumni available to be [a] resource contact(s).
Making visible the ways that ageism manifests across different social and demographic groups. Break it down into parts that could be recognizable both conceptually and visibly. Might aid getting past the blame. Example: impact of ageism on women through different parts of the life span - their health, access to income and resources, perceived value . . . And then, for women with significantly distinct lived experiences of citizenship/ language, economic status, race, ability.
Perhaps a framing refresher, focus groups using cohorts..
The regular drop-in sessions are a great idea! Perhaps MCOA could establish a virtual library of readings, videos, tools and resources to allow for continued learning and to be used as leaders work within their own organizations.
Would love community organizing training and advocacy training

ANALYSIS

Several respondents noted that MCOA should “keep on doing what it’s doing”! For those that offered additional feedback, convening monthly check-ins and hosting training sessions were mentioned most often. Other suggestions reflect attendees’ willingness to engage others (scripts) and use social media to disseminate the anti-ageism message.

Themes	
Check-ins	8
Host trainings	5
Share resources in online location	3
Shorter version for DEI programs	2
conversation scripts	2
Social media tools	2
Data	1
Lunch n' learns	1
Toolkits for HR	1
Ageism awareness questionnaire	1
newsletter	1
Promote alumni	1
Refresher course	1

Evaluation Data Graphs

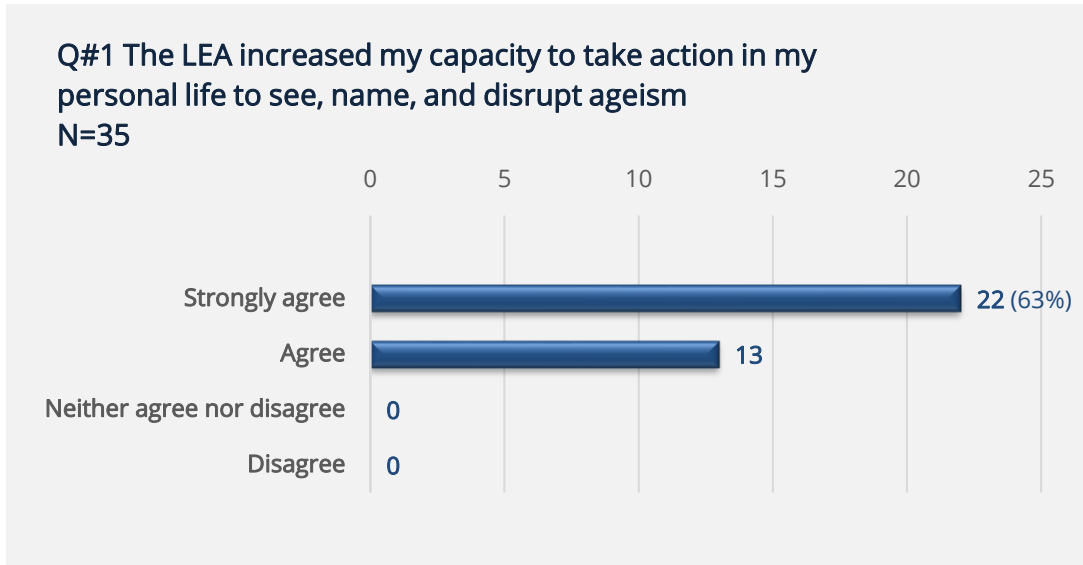
6-month follow-up survey

The following graphs and tables represent quantitative and qualitative data for the 6-month follow-up evaluation survey distributed to LEA attendees six months after their final cohort session. These results are for cohorts 1, 2, and 3 (Nov/Dec 2021, February 2022, and May/June 2022).



Q#1

The LEA increased my capacity to take action in my personal life to see, name, and disrupt ageism.

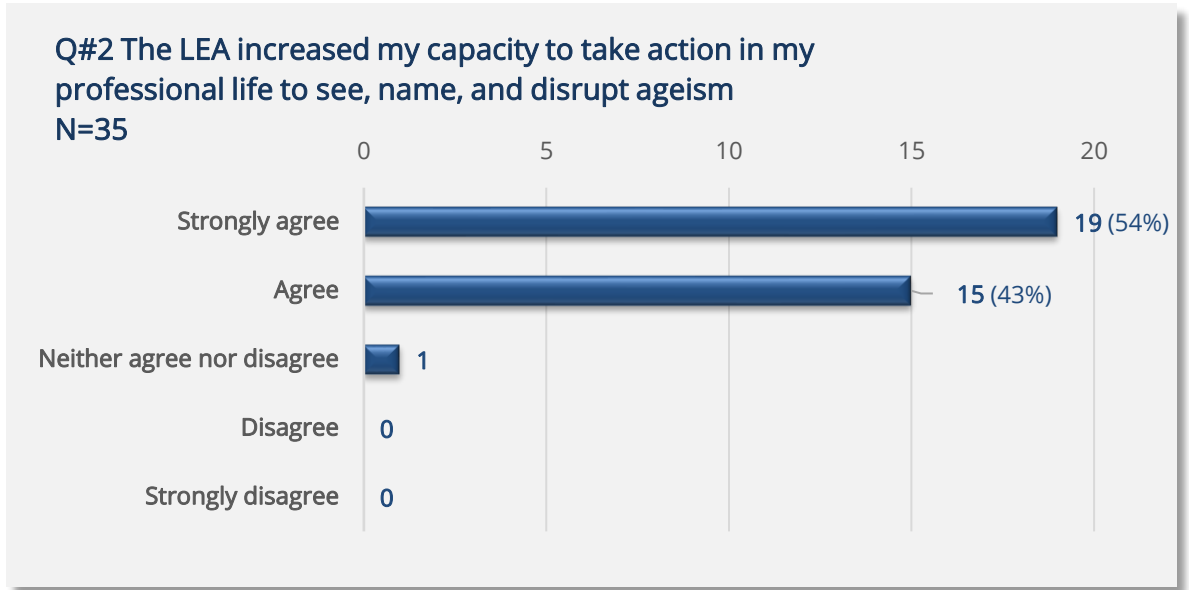


ANALYSIS:

All respondents either *agreed* or *strongly agreed* that the LEA increased their capacity to take action against ageism in their **personal** lives and none *disagreed* or were neutral about that statement. Of the 35 survey respondents, 63% (22/35) *strongly agreed* that their capacity to take action against ageism in their personal lives was increased.

Q#2

The LEA increased my capacity to take action in my professional life to see, name, and disrupt ageism.

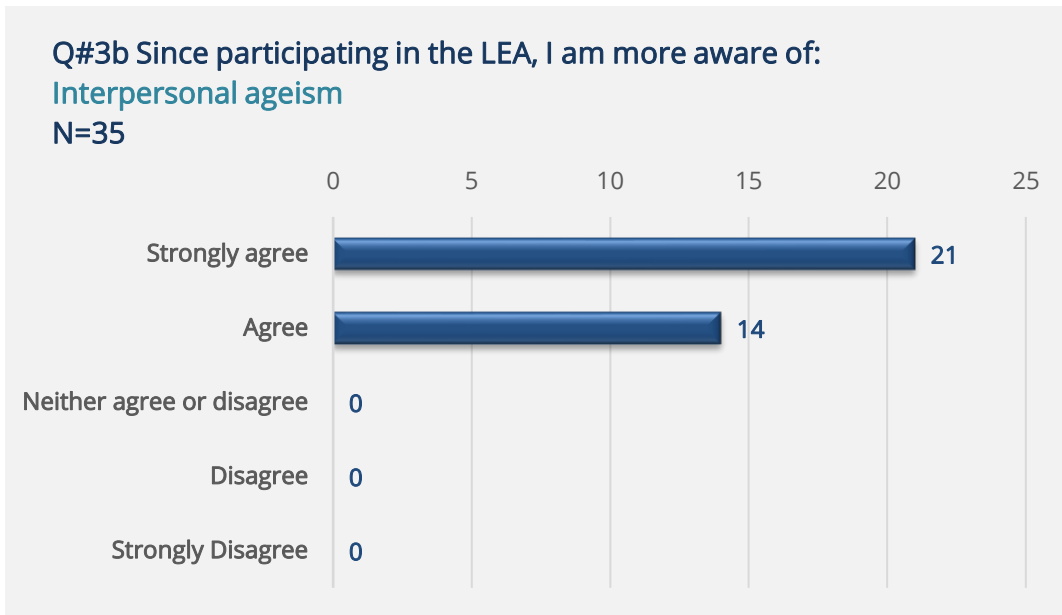
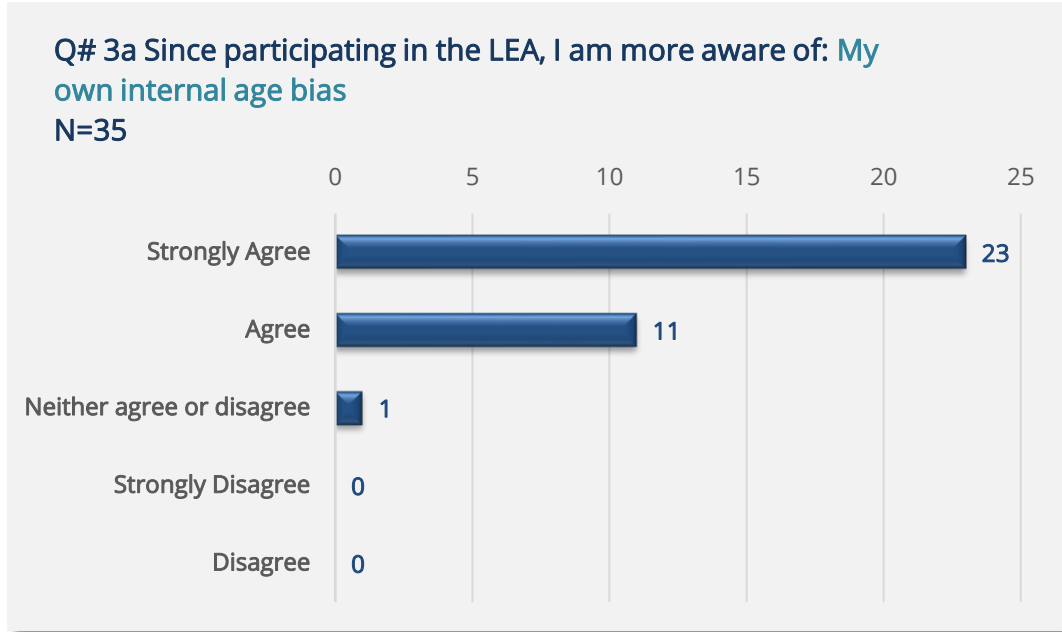


ANALYSIS:

All but one participant (97%) *strongly agreed* or *agreed* that the LEA increased their capacity to take action in their **professional lives** to see, name, and disrupt ageism. Of the 35 survey respondents, 54% *strongly agreed* and 43% *agreed* that the LEA increased their capacity to take action against ageism.

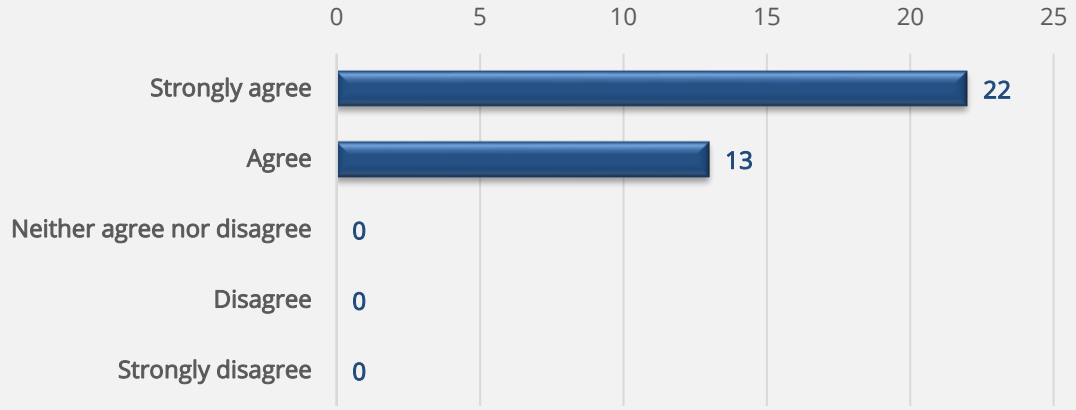
Q#3 a, b, c, d, e

Since participating in the LEA, I am more aware of: a) my own internal age bias; b) interpersonal ageism; c) institutional ageism; d) systemic ageism; e) ageist images and messages in popular culture.



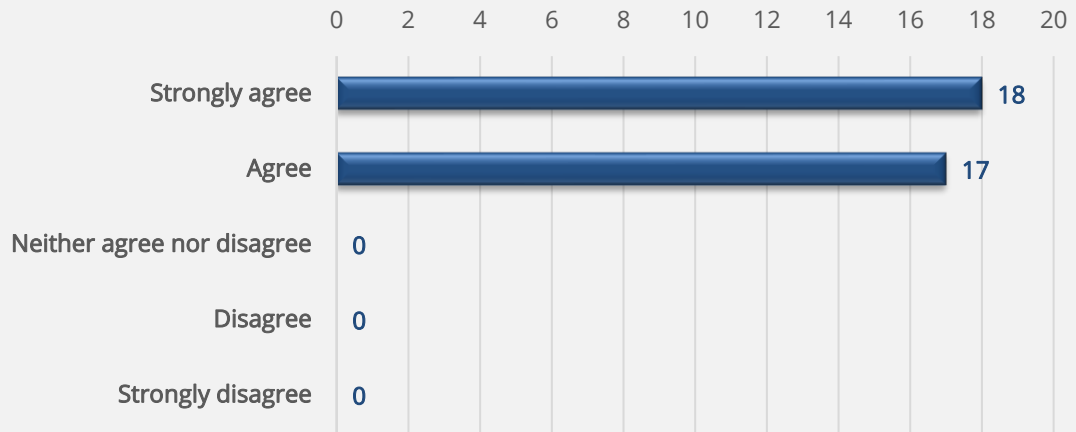
Q#3c Since participating in the LEA, I am more aware of:
Institutional ageism

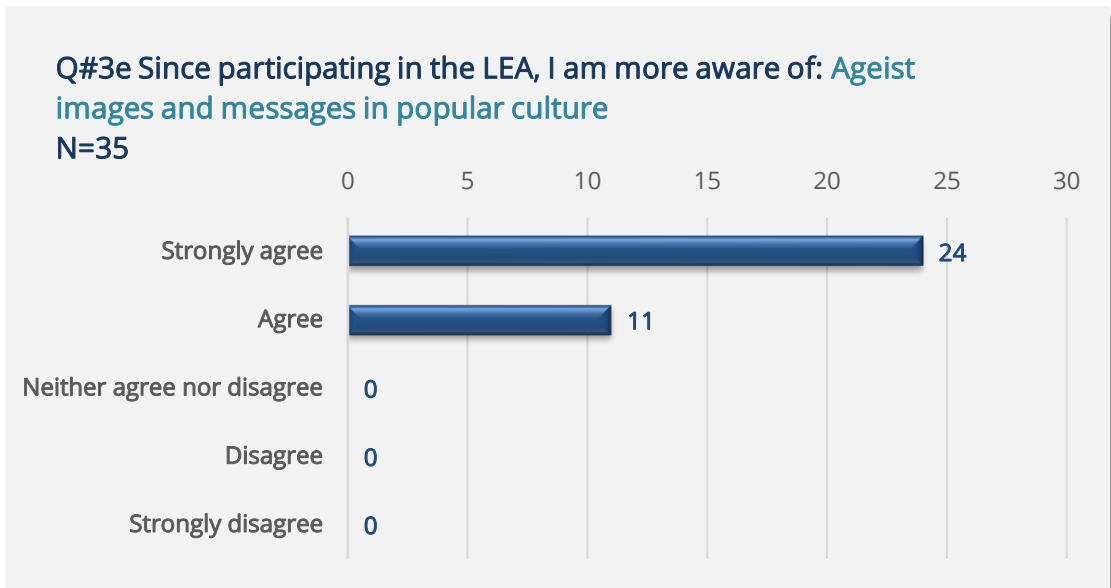
N=35



Q#3d Since participating in the LEA, I am more aware of:
Systemic ageism

N=35





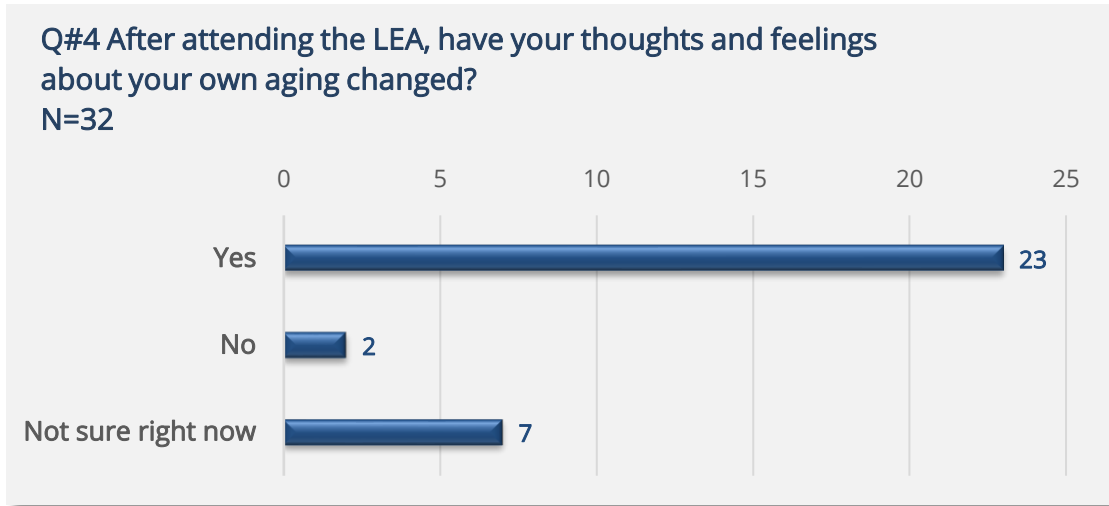
ANALYSIS:

In only slightly varying degrees between *strongly agree* and *agree*, all survey respondents are more aware of the four types of ageism and of ageist images and messages in popular culture after participating in the LEA. Systemic ageism is the area in which the least number of respondents answered *strongly agree*. Thus, could be an area for future content improvement or strengthening to ensure that participants fully understand the definition and manifestations of systemic ageism. The 6-month survey results somewhat align with the initial survey question that rated the increase in awareness among the four types of ageism after the LEA: systemic ageism was the type of ageism for which the greatest number of respondents (N=6 or 12%) stated they were still only *somewhat aware* after participating in the LEA.

Q#4 and 4a

After attending the LEA, have your thoughts and feelings about your own aging changed?

How have they changed?



I'm less frustrated with myself now. I thought I had positive feelings about my own aging, and to a large degree I did. At the same time, I didn't want to accept some of the inevitable physical changes that accompany aging. Now I am better about feeling good about the whole package and concentrate on doing what I can the best I can without dwelling on what I can't do, or what's more difficult.
It feels more important to embrace it and continue to learn more and work against all the forces that make it something only bad.
More aware of the depth - and tenacity - of internalized ageism
Aging is a normal stage of life, and something to celebrate vs dread.
I am much more aware of how I think about agism and how it relates to my work and my interactions with family and friends. I am more intentional in how I address older adults and how I am perceived by others, based on their words.
I am now much more aware of the issues around agism and how it may affect me. As I get older, I am beginning to notice how I am perceived and dealt with. Is that how I want or how I should deal with other older adults? What can I share with my family and friends on the issue of agism? Can I be a positive influence for them?
I feel more confident in my ability to make contributions to organizations and individuals - no longer tie myself down to the concept of being "over the hill", etc.
I see it as something to embrace and I'm less likely to make jokes about my own aging.
I think I'm more positive about my own aging and am more aware of the positive aspects of aging. I'm happier as an older person.
I've become much more hopeful about my capacity to age in healthy ways.
I'm more cognizant of my response to my ageist thoughts about aging, whether relating to a physical, emotional or psychological issue.

Evaluation Data

more aware and thinking about what I would envision for myself later
Not so much changed, has been reinforced. I think about "retirement" differently.
Trying to be more positive about my own aging.

ANALYSIS

Most participants (23/32 or 72%) confirmed that their thoughts and feelings about aging did change after attending the LEA. Two individuals answered *no*, but this may be because they felt more positively about aging before attending the LEA. Seven individuals responded that they were *not sure right now* whether they felt differently about their own aging – even six months after the LEA.

While this exact question is not included in the initial survey, a similar, open-ended question is asked and some respondents did answer *no* or *not really* to that question. In future surveys, an additional question could be included that asks: *if not, why not*, to get a sense of whether 1) they already had significant awareness of age-positivity or ageism; or 2) the LEA content was insufficient to change any negative views; or 3) something else.

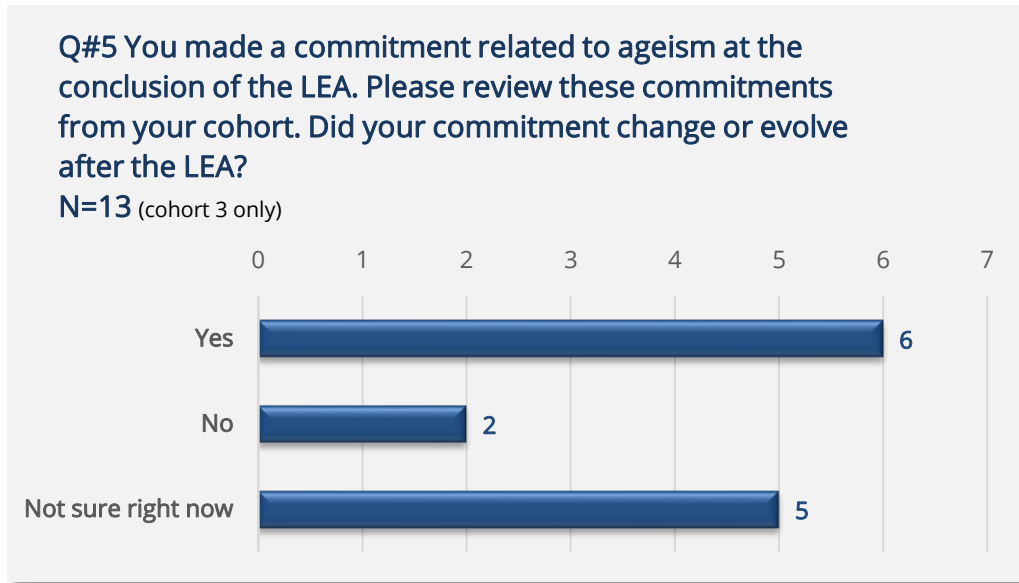
The key themes in the open-ended responses centered on feeling more accepting, positive, confident or hopeful about one's own aging. A few responses confirmed greater awareness of ageism and its impact and making effort to refrain from jokes about aging.

Q#5 and 5a

You made a commitment related to ageism at the conclusion of the LEA. Please review these commitments from your cohort. Did your commitment change or evolve after the LEA?

Tell us how your commitment has changed or evolved since the LEA?*

*These two questions were combined in the survey for cohorts 1 and 2.



ALL COHORTS OPEN-ENDED RESPONSES

Committing to being comfortable with my own aging
I committed to having conversations about ageism in the moment when ageist comments/incidents happen.
I don't have the attachment and unfortunately don't remember my specific commitment which means that I haven't been good about sticking to it.
I have definitely more frequently brought ageism to the attention of colleagues and peers when I see it creep into conversations.
I think the regular check-ins help to reestablish this commitment for me.
It happened and spurred more conversation in our organization.
My commitment was to raise awareness of ageism in the national and international network my business is a part of. I have realized that's a pretty huge task, but I can still make inroads in small ways in many interactions at various levels.
Not 100% sure - several of them could have been mine! I am guessing that it was, "Bring the conversations as aging/ageism as part of our equity lens."
Review our work policies and practices to insure we are looking through an aging lens

Evaluation Data

The commitments I wrote down in my own notes were to see older adults as I see myself - as a human being. To name ageism when I see it. To include older adults in my justice-informed world view. I don't think my commitment has changed since.
We are still involved with re-branding and I continue to wear my Anti-Ageism hat as we move forward.
Yes - increased level confidence to speak-up and address, using new the tools from my new and expanded toolbox, issues surrounding ageism within my community.
Embrace aging as a process that starts at birth and lasts throughout our lives. Share these language recommendations with your peers, family and friends. Change the way you talk about aging and older people.
I can't recall my specific commitment however I am certain it has changed. I have a better lens from which to interrupt ageism in the work that I do as an emergency manager.
My commitment was for mindfulness about ageism and in its many forms and having caring conversations to promote change - I continue to do this each day!
My commitments remain. The only change might be in the evolution of only further wanting to be part of the change both professionally and personally.
Sorry not locating my commitment right now ;-(
Working harder make changes w/in our organization - trainings, website, etc.
Yes, participating as a facilitator in the next LEA
Becoming even more focused on the breath of issues which express themselves from an "ageist" perspective.
Expanding to be more conscious of the language I'm using in public about age
I had committed to using appropriate language about my own aging when speaking with family, friends and colleagues. I'm not perfect but I now don't just focus on language but have broadened discussions with others to include their experience as aging persons. This focus/inquiry has initiated interesting discussions for everyone.
I have expanded the groups I include in my subtle, not aggressive campaign to increase sensitivity to language when speaking of older people (including oneself).
I was committed to being more aware of my speech, and I have done that. I remain mindful of the implicit bias that exist in our culture, and how I can begin to change that through my actions and my words.
Took action to bring together anti-racism work with anti-ageism work.

ANALYSIS

The responses about commitments related to ageism are about evenly split between technical change commitments (e.g., language, ageism training) and transformational change commitments (e.g., attitude, reflection, age-mindfulness). Overall, however, responses demonstrate genuine dedication to consistent, ongoing anti-ageism effort in a variety of ways that reflects the diversity of the cohorts.

Q#6

Please share the commitment(s) you have worked on in the past six months (cohort 3 only, N=12)

Bringing awareness to ageism to my family and co-workers
Calling myself out when I'm thinking or saying something ageist; trying to change the way I speak about age with other people
Changing my behaviors and use of language to describe older adults and aging. Also, doing more to educate my coworkers and community on healthy outlooks on aging.
Changing the language used when speaking about older adults.
How I view ageism, internally and externally. Reviewing the HR policies of my workplace and making recommended changes. Also, I have been much more aware of my "self-talk."
I continue to work to disrupt ageism in the halls of the Legislature
I really wanted to focus on language - my own and that of family, friends and colleagues. It's a long process as we all learn how to use more positive language when speaking of people as they age.
Identifying ageism in my workplace and educating my peers when ageist comments or prejudices are made.
Increasing my active participation in organizations dedicated to addressing and/or advocating for elders.
Personal self-talk, discuss ageist talk with friends & fam, challenge ageist narrative
Sharing with others the value of older adults in our community and using the term older adults whenever possible.
Spreading the word about ageism to different people; making them aware of the concept and how it affects both of them as individuals and society as a whole

ANALYSIS

Similar to the responses in Question #5, the dozen responses from cohort 3 about the commitments they have worked on since completing the LEA are a mix but primarily focus on changing one’s own language when referring to older people or aging and encouraging colleagues, friends, and family to do the same. A few respondents specifically noted the importance of doing the inward-facing work of, for instance, “calling myself out” and changing “self-talk”. This is the type of self-awareness that is an essential first step to larger change.

Q#7

Please share your progress toward honoring your commitment(s).

N=28

A work in progress
Calling out ageism -- even gently - is challenging. I will keep doing it and learning from successes and "failures".
I am noticing more how ageism is depicted in the media. I have also spoken up when others reference ageism.
I continue to take advantage of every opportunity to point out examples of ageism - to question, listen, and share my thoughts - whenever possible, especially with my colleagues at our Global Headquarters.
I have become somewhat braver about identifying and discussion ageism as soon as I see it, no matter the awkwardness....
I think I have made the most progress on naming ageism when I see it. I need to do more to be sure when people are talking about DEI that they are also talking about older adults.
I would say I have made some - though not as much as is possible in the long run. I try to raise the question when it seems appropriate. As an organization, I don't think we have embraced the idea of age as a core part of an equity focus yet.
Incremental changes that come by modeling approximate language and actions.
See #5 response
Still in progress
We brought Mary Lou to Geriatrics Day to help provide Ageism education to attendees.
Yes, I am doing better with this.
Continued to provide education within my company including recently having the Power in Aging team present to our East Region Medicare leadership team. We will continue to build on this within our monthly DEI book club meetings as well as our annual New England Champions program.
Discuss and have presentations on ageism at our public health council meeting. Aging committee will discuss the ageism platform and focus on an aging continuum==from birth to death.
For example- I am working with a University in Egypt who are wedded to the term "elderly" in their master's degree program - we are now working on changing this word in all of their correspondence, marketing, coursework, etc.
I am in the process of reviewing plans for inclusivity of older people (and others) and will be soon updating mission and vision statement of my department to proudly display on the website.
I have made some progress on most of the commitments I made but it is a work in progress. We are in the midst of strategic planning and updating our website and materials and trying to be intentional about what I learned during the LEA, sharing with staff, board members, etc.
Convening group to discuss challenges and needs of BIPoC Elders

Evaluation Data

Have become actively engaged in outreach to/conversations with elected officials regarding elder and ageist issues and concerns.
I'm trying to use more explicit language about specific ages whenever possible
I've been pretty good speaking of others but I'm working on the negativity of some of my internal conversation about my own aging.
It has sparked conversations in which I explain my LEA involvement. I have also looked at my agency's policies to see if they are inclusive of older adults.
It's pretty much a two-step forward and one-step back process. Nonetheless, that is still progress. Over the course of the six months since LEA, I feel I am moving forward and my outlook on my own aging is much more positive than it was a year ago.
Partial progress
Progress looks different at the institutional level, but folks are becoming aware that it exists.
Slow and steady.
Using my increased knowledge to spread the word to others; helped connect psych grad students to a professional who shared the concept of ageism in the medical field with students who were pursuing a degree in that field. continue to develop ways to introduce the concept to other / service related individuals so they are aware of different ways to address/work with older adults
We are reviewing our personnel policies and removing seniors or elderly language, replacing with older adults. I have also become very much aware of the terminology I use when I speak with people. I am particularly proud of this self-awareness but know there is still work to do.

ANALYSIS

Responses to Q# 7 regarding progress toward commitments convey refreshing candor and openness about hope for change in the face of very real individual, interpersonal, and system barriers. The responses reflect that people are making the effort to change language and attitudes – their own and others – and yet they acknowledge the difficulty of the work; “two steps forward, one step back” is still “progress”. There is opportunity here for LEA alumni conversation around support for sustained, long-term efforts to bolster confidence and motivation and prevent feelings of discouragement or despair at the perceived lack of visible or meaningful change.

Q#8

Whether or not you have met your commitment(s), please share any barriers you faced and what support you might need to move forward.

N=25

Blinders among community members and organizations that aging and ageism is an issues that needs to be addressed and acknowledged.
I guess my barrier has been remembering my commitment, so maybe some reminders would be helpful. I've been overwhelmed with other commitments and have had to put this on a back burner.
I perceive there to be a hierarchy of "isms" and biases at play - our commitment as an organization to prioritize racism sometimes makes it challenging to advocate for considering other components of equity without seeming to challenge the importance of that prioritization. Still trying to figure out how best to talk about and approach that issue...
My commitment is to make a dent, to get others in the network thinking, to raise consciousness at many levels of a huge network. The only barrier is that I'm a relatively small player in a big game. Still, people are listening and open to self-reflection. One step at a time!
There are many barriers to calling out ageism (what is a better word?). Others can feel threatened or ashamed and as an older woman, there can be backlash. There is some research on this topic -- I am learning more and can share with the LEA group
We are socialized to be "polite" and chuckle when people make self-deprecating ageist comments and it's hard to change that ingrained behavior.
Working on a timeline that has been established by our team here.
Continue to move forward on these commitments because they take time. No needs right now.
No barriers at this time, just continues to be something we have to continue to bring up as being an issue we need to solve like any other ism.
No barriers for sharing ideas - takes time to implement them
Really it is a matter of time given other commitments - finding time to update materials, adjusting training language, etc.... It may be helpful, if time allows, to send other staff to the LEA or share the panel discussion from the wisdom summit, etc.
The only barrier I can think of is buy-in from my employer, which should be fairly simply to achieve, but county governments move slowly...certainly slower than my independent department.
Challenge: lack consistency of a group with which to discuss and think about dimensions of ageism that I am noticing & learning about in everyday life.
I'm not sure. I've not thought about barriers, as I have focused on myself and my own internal lens. I would need to give this some thought.
I'm taking it slow but am very slowly expanding the groups to whom I address ageist language.
Ignorance and apathy; need more time, more effort.
Lack of personal awareness within my social group.

Evaluation Data

More tools to help educate others on what ageism is and why it can be detrimental
Mostly I think it's a matter of practice - the more I use specific age-related language, the easier it is to remember to use
Personal and professional capacity. time is stretched and finding time to meet all obligations personal and professional is a challenge to balance in addition to moving new initiatives. trying to assess way to incorporate into existing efforts.
Politics and power dynamics are a barrier that will take time and patience to overcome, generally due to internalized ageism of others.
The inability of some folks to see ageism as an issue. I also see ageism widely present in our culture and our media.
There is still so much in our culture that is negative about aging and sometimes it is just overwhelming. however, I have support from my family, friends, and colleagues that motivates me to continue.
Trying to set up more trainings within my workplace.
Would like to someday schedule a presentation from MCOA about ageism for our team.

ANALYSIS

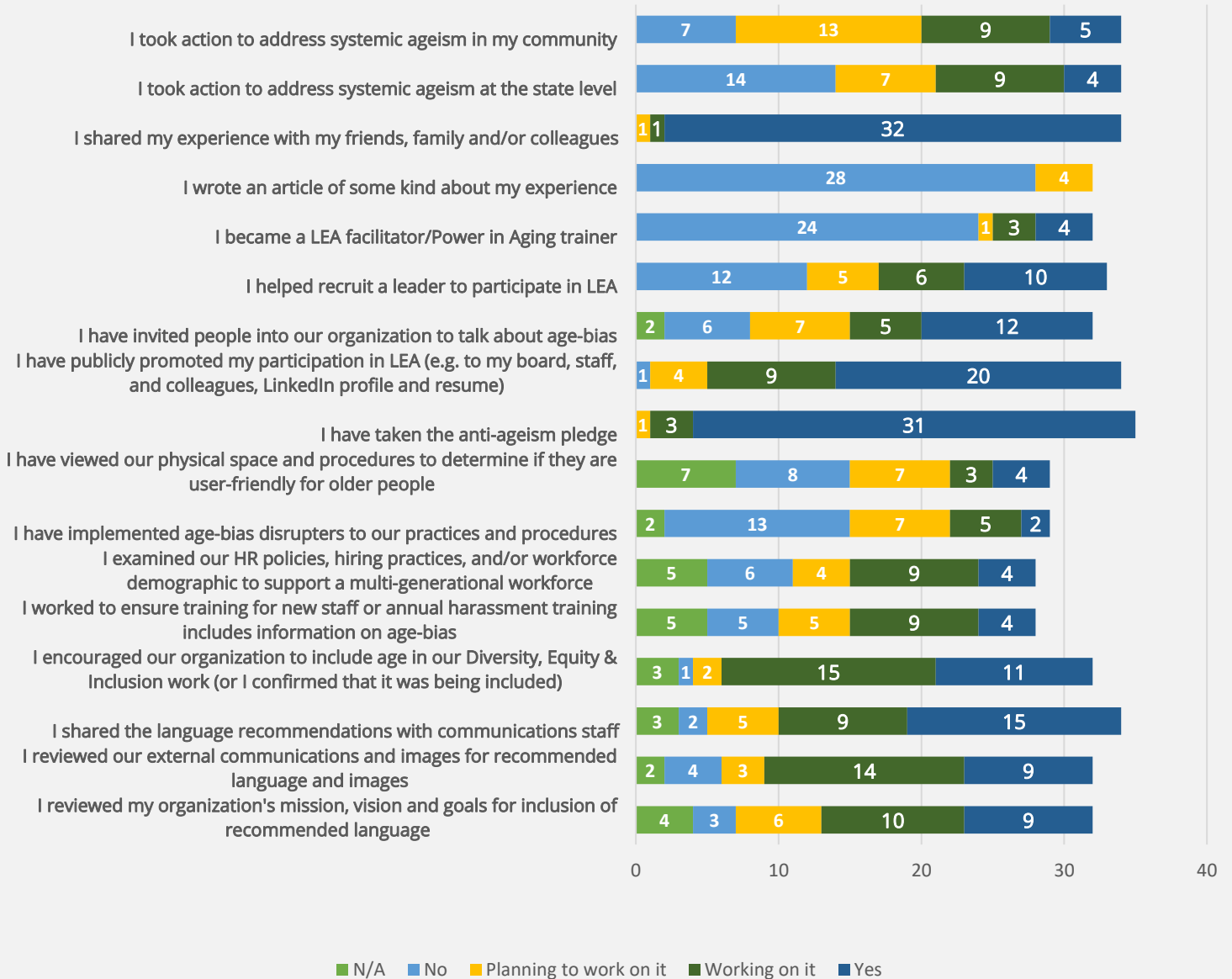
	Themes	Type of barrier
	Change takes time	7 Societal
	Societal lack of awareness, deeply ageist culture	5 Societal
	Lack of available time	4 Individual
	No barriers or will reflect on barriers	4 N/A
	Perceived impoliteness	2 Societal
	Lack of buy-in from others	2 Societal
	Need more tools or practice	2 Programmatic

There are several perceived barriers that the LEA program could address over time, including programmatic updates (e.g., more tools and resources) and societal barriers (e.g., achieving buy-in, perceived impoliteness when calling out ageism). Nearly one-third of responses (7/25), however, acknowledged some aspect of the reality that social change efforts *take time*. Despite this, most survey respondents are forging ahead “one step at a time” and “slowly expanding the groups” with whom they address ageist language. The themes reflected in these responses are very similar to barriers identified in the alumni initial survey (see Q#14 in initial survey); a mix of societal and individual barriers. The recurring themes at the 6-month mark suggest opportunities to address these barriers in LEA content or alumni drop-in meetings.

Q#9

Since graduating from the LEA, what if any actions have you taken that were recommended during the course?

Since graduating from the LEA, what if any actions have you taken that were recommended during the course? N=544 (responses among all categories)



ANALYSIS

Survey respondents entered a total of 544 entries in response to this question with a breakdown as follows:

Yes	176
Working on it	119
Planning to work on it	82
No	134
N/A	33

The greatest number of *yes* responses (32) was participants sharing their LEA experience with friends, family, and colleagues and a close second (31) was taking Maine’s anti-ageism pledge. Arguably, these are the easiest and barrier-free steps that participants can take but they are also meaningful ways that the anti-ageism messages and the fundamental teachings of the LEA are spread informally and in the course of everyday life and work. Other actions taken by several individuals include publicly promoting LEA participation (20) and sharing language recommendations (15), and notably, inviting people into participant organizations to talk about age-bias (12).

The highest number of *working on it* responses was for reviewing external communications and images (14). The *working on it response* may mean that alumni are currently working on this action or it may reflect a desire to do so but either time constraints or hesitation and lack of confidence in doing so. Future interviews or focus groups could shed light on existing barriers to action and the support needed to address them. It is noteworthy that the highest number of *planning to work on it* was for taking action to address systemic ageism in my community (13).

The greatest number of *no* responses was for writing an article about one’s LEA experience (28). Admittedly, this is a time-consuming task for a busy leader but even so, four individuals indicated they are *planning to work on it*. Other categories with high numbers of *no* responses were: becoming an LEA facilitator or Power in Aging trainer (24), taking action to address systemic ageism at the state level (14) and recruiting a leader to participate in the LEA (12). The *planning to work on it* and the *no* categories are opportunities to 1) inquire of LEA alumni how they can feel more supported in some of these action categories; and/or 2) provide targeted guides, scripts, templates, or tools to take action.

Q#10

Describe any other actions you have taken to address ageism since graduating from the LEA. N=19

I have shared ageism content with agency DEI leadership. I continue to provide best practices on preferred language to colleagues and peers. I have discussed how to include Ageism into all staff training.
I work to help people use appropriate respectful language
Making sure that the topic and issues of aging and ageism are not ignored or hidden from view.
Monitoring myself and conversations with others in virtually all settings
Most of my actions have been continuing to do presentations on ageism and Reframing Aging and bringing ageist language and attitudes to the attention of colleagues, peers, friends, and family.
Mostly at the intrapersonal level, but also more oriented/aware in policy efforts.
Talking with friends and family more about ageist perspectives and comments; raised lack of representative age diversity within our organization's governance structures
Working on my own thinking and nudging those around me to do the same.
Mostly have been reviewing plans and spreading the word. I attended the Wisdom Summit to continue my participation.
My primary focus since LEA has been within my company and my social circle. I am very much interested in getting more involved within the LGBTQ+ community with respect to aging and I did set up a call with Craig White directly after the LEA to get his insights on how I might do this.
Sharing of resources and educational information (e.g., webinars) with other LEA folks.
Talked with neighbors, family and other colleagues about the training and how important it is. Have started working with staff about how we talk about older Mainers in trainings, etc.
Working with national and international organizations regarding reframing aging and addressing ageism
Working with others to encourage community businesses to consider older workers to address workforce shortage.
Continuing to support the Caucus on Aging.
Just open communication with peers.
Nothing further at this time.
Previous answer covered this
Talking about the importance of workers age 65+ in the labor force

ANALYSIS

The comments in this follow up to Question #9 on taking action, confirm that LEA participants are continuing to spread the word about ageism in both their personal and professional lives in both formal (e.g., trainings, sharing resources) and informal ways (e.g., talking with colleagues, friends, and family).

Q#11

If you have had any successes in calling ageism “out” or “in”, please describe them. N=15

Changing language and perspectives by positive modeling. Making sure that ageist comments and strategies are eliminated the language used and policies that are implemented. Not letting “older adults” be viewed as others by the community, organizations, institutions and individuals.
I hope I have heightened awareness at the CoA that we should include older people as "experts" when we design studies and programs, especially now that UMaine is an age-friendly university. I am now trying to convince Len that, for the fall Geriatrics Colloquium, we should include a panel of "regular" older people in addition to the "super-agers" he has planned for.
I've heard my husband tell stories of correcting /rephrasing for his colleagues
None that I can recall
Too many to mention.
We have a new website being developed. This has given me an opportunity to review the language to make sure it is in line with non-ageism.
No specific examples.
Only generally in personal conversations, such as with my mother who has negative self-talk in regard to her own aging and the aging of others.
The University in Egypt was a huge one!
Work in progress..
Let waiter at a favorite restaurant call me by the first name - as an alternative to "sweetheart" he was using. Used humor to get the point across
Many times, in social media and personal conversations
None.
When I hear ageist language, I inquire why the person chose that particular way of describing an issue/person/group. A conversation usually ends up being helpful at raising awareness, if not a change in behavior.
Yes, reviewing and updating personnel policies to make sure they include DEI language. Also, in personal conversations with family and co-workers on confronting ageism and using appropriate language.

ANALYSIS

Twelve of the 15 responses to this question (80%) noted successes with calling out ageism and two of those indicated numerous times doing so. Three of the 15 (20%) stated they had no examples. The fifteen individuals responding to this question is just under half (43%) of the 35 individuals who responded to most of the survey questions.

Q#12

If you have continued to practice self-reflection in any way related to ageism (e.g., journaling, reading and reflecting, pair-sharing and discussing with others), please share what you are doing. N=17

I have spoken about ageism with family and friends since this training.
Just introspection - no journaling, etc.
No
Not journaling, but definitely self-reflecting and reading. Currently reading The Worm at the Core, recently read The Lost Art of Dying; Reviving Forgotten Wisdom.
Nothing formal, but have attended a few of the alumni meetings and try to read on my own.
Ongoing reading and reflecting, primarily. Sharing some of the reading I do with others in my personal circle.
Participating in open and honest communication regarding ageism. Challenging the norm.
This is on my mind ALL the time -- for both personal and professional reasons, as you might expect!!
A definite need to get back to reflection and journaling.
Discussions with colleagues on ageism & age positivity fairly regularly
I continue researching and reading to learn more about inclusivity in regard to ageism and to find ways to influence buy-in from my employer. I am also a graduate level student working on a Capstone project addressing ageism as it relates to serving older people and vulnerable populations during disasters.
Discussing with others and wrote an article on ageism in healthcare for our internal newsletter.
I continue to read articles and discuss with friends and family. I occasionally journal about experiences and discussions I've had about ageism.
I have read more articles from UMaine Center on Aging and AARP. I hope to do more to expand my understanding and work.
I try to reflect at least once a day on all things ageist and how it affects me and others.
Much more interested in news articles, which I read and share with others. I've subscribed to UMaine Center on Aging and read their newsletter.
Reading and reflecting

ANALYSIS

LEA alumni are continuing to reflect on aging and ageism even six months after the LEA. The responses to this question echo other comments in that participants express increased awareness of and interest in what is written about aging and ageism. They are reflecting on the issues and are discussing these age-related issues with others in personal and professional circles.

Q#13

Share any new commitments you will make over the next six months to end ageism. N=18

Continue to work with MCOA and other partners.
Continued vigilance in respectfully addressing others when ageism is discussed.
Continuing to be the voice for change in an area that does not want to admit that the majority fall into the strata that are considered to be older adults!
I hope to continue to explore how I can be a part of culture change when it comes to ageism within my large organization. I will be aware and cognizant of opportunities when they present themselves and also seek out activities possible in my role.
I will bring it to the attention of our HR department to make sure we include it in our policies.
This survey is a good reminder to recommit to the commitments I made during the LEA.
I intend to continue to research and learn. I also intend to revise the department's mission and vision statements.
Launching our New England Champions program to promote positivity in aging through the recognition of older adults who are doing amazing things in their communities across New England BECAUSE of their age and life experiences.
Staying true to the cause...
Still working on the original three commitments.
Would like to talk with you about state level policy... DEL, Medicaid for the elderly, etc.
Continue participating in formal/informal conversations regarding aging- how it is experienced and how it is [internally & externally] viewed.
Continue with my self-awareness and to speak about the implicit bias of ageism in our society.
Continuing to be thoughtful in the language I am using; advocating for the age 65+ cohort as an important part of the talent pool.
I will continue to do those things I have started and be more focused on systemic agism, and what I can do to change that.
I will continue to educate legislators and leadership about ageism
Will continue to re-enforce the concepts learned with friends, family and others I come in contact with
Work more actively to bring attention to ageism in two orgs I work with; try to develop a project addressing challenges and needs of BIPOC elders

ANALYSIS

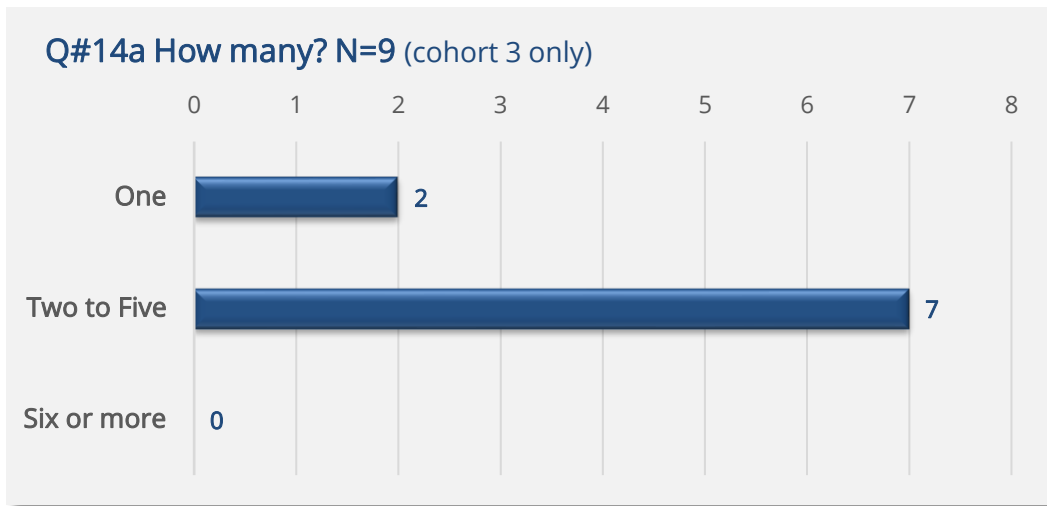
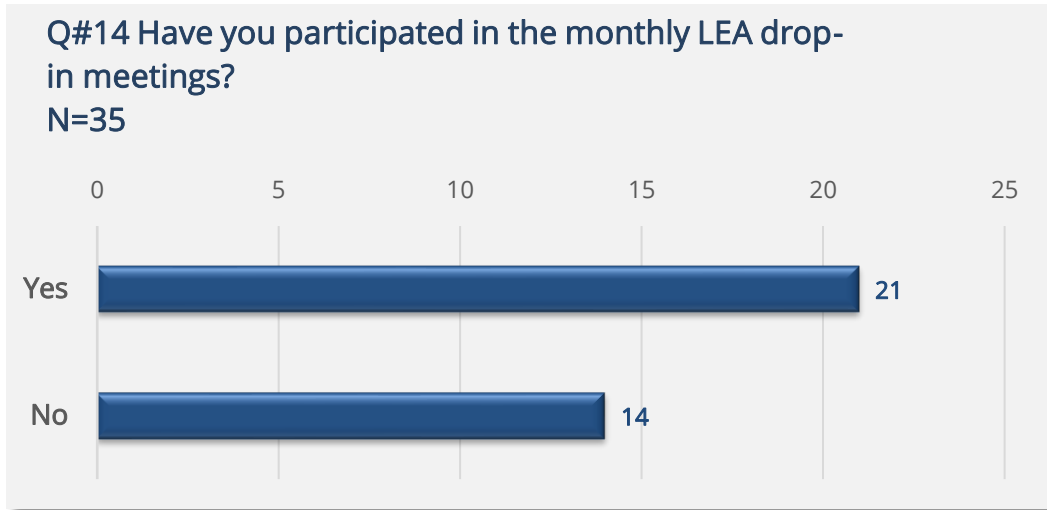
Most of the responses to this *new commitments* question confirm “continued” work on existing commitments. A few mention specific initiatives (e.g., New England Champions program) and work with specific audiences (e.g., legislators) that have the potential for significant longer-term impact.

Q#14 and 14a and 14b

Have you participated in the monthly LEA drop-in meetings? N=35

If so, how many? N=9 (cohort 3 only)

If not, why not? N=12



I plan to join soon. Work conflicts.
Schedule conflict
The times of the meeting do not align well with my work schedule and other meetings obligations. I have attended if I can.
timing
Conflict with a class that I teach
Conflicts at work often get in the way of being able join the meetings
Scheduling conflicts! I would love to attend and will do so whenever my schedule allows.

Evaluation Data

Would like to and it's on my calendar but again, trying to keep up with demands has been difficult - Fridays is frequently my to do list and this is on it... would like to reconnect with folks
I have a standing meeting at the same time so I'm not available.
I have attended some but have had conflicts or just too much else going on to attend.
I typically have a scheduling conflict on Friday mornings
Weekly schedule conflict

ANALYSIS

Asked about participation in the monthly LEA drop-in meetings, 60% of respondents (21/35) confirmed that they attended a drop-in, and 40% had not. The 6-month evaluation survey was updated for cohort 3 which was asked about how many drop-in meetings they attended. Of the nine responding, 78% (7/9) had attended between two and five sessions.

LEA drop-in sessions have been scheduled on the same day and time each month as a way to achieve consistency and regularity; however, when asked about why alumni have not attended, all but one (92%) noted a scheduling conflict. More recently, LEA program staff are exploring updates to the LEA drop-in meetings based on suggestions from alumni, including scheduling changes (e.g., lunch ‘n learn), themed discussions, and scheduled presenters as a way to increase attendance and engagement. Comments to other questions do indicate a desire to remain connected to fellow LEA alumni and to the LEA content (e.g., desire for in-person sessions, refresher course) and the ongoing programmatic challenge is identifying the ways in which most people can do so given other work and life demands (see responses to Q#15 below).

Q#15

What suggestions do you have to improve the monthly LEA drop-in meetings? N=9

I like both having someone as a “speaker” and hearing what and how others are addressing ageism in their lives.
I've enjoyed them and learned from them as they are.
Keep them monthly
None at this time.
One half hour later start time.
Topic with question for breakouts to discuss in small groups
Continue to add guest speakers who challenge us
Discuss: would "accountability buddies" (in pairs or trios) be helpful
LEA alum discusses one thing they did and group discusses how we might attempt something similar (e.g., effort in workplace, talking with family or friends, critiquing a public narrative or event)

Q#16

What are some ageism-related topics you would like to learn more about? N=18

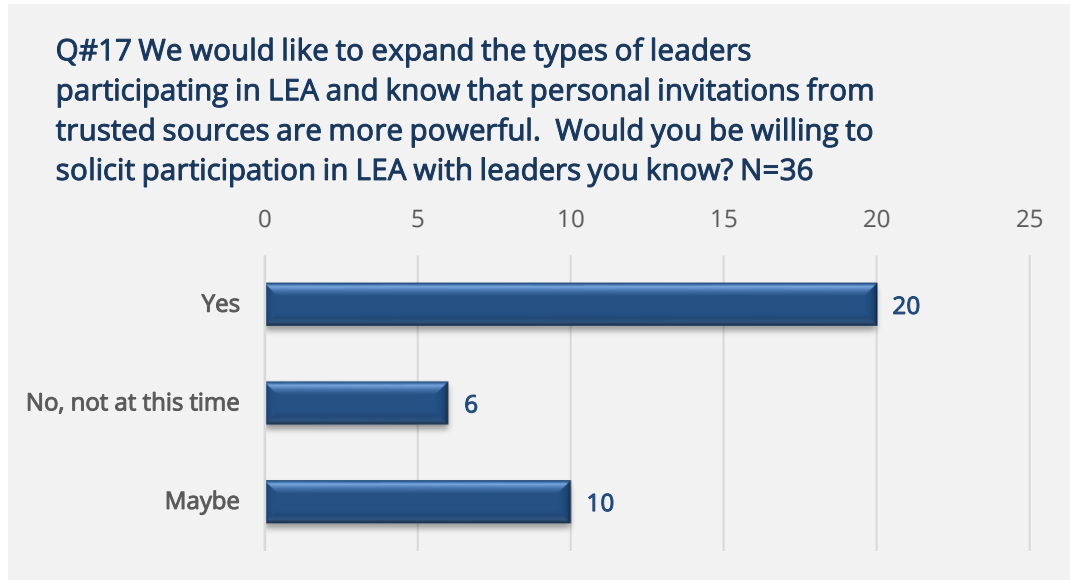
Ageism within the health care delivery system.
Equity in aging - especially in relation to income.
Intergenerational support for the concept - everyone benefits and suffers from ageism
Multigenerational workplaces
State policy initiatives
Challenges to resource access
How workers age 65+ are faring in other countries
Isolation of elders
I am pretty good at finding research and resources. Thank you.
I believe I am all set and if something comes up I know who to reach out to at MCOA!
Unsure at this time.
Can't think of anything specific just now.
How to overcome the denial of reality about aging and that many of us are actually part of the older adults cohort!
Intersectionality and how ageism and other isms interact. I really found the report on Older Women in Maine eye opening and thought provoking.
N/A
Not sure
Please slate me to present on the research of Alison Chasteen at University of Toronto about the effects of confronting ageism -- i.e., how the older person is perceived depending on whether the ageist act or the response to it is benevolent or hostile. It is fascinating, but a no-win for older people, unfortunately.
Successful strategies for reducing internalized ageism and embracing more positive outlook on my own aging.

ANALYSIS

Of the 18 people who responded to this question, 12 (67%) offered a suggestion for topics of interest. Most were broad areas such as *equity in aging*, *intersectionality*, *the denial of aging*, and older adult *isolation*. The topics reflect ageism’s interface with many other societal issues, including the workforce, economy, healthcare delivery, and social connectedness. These topics could be addressed through additional content in the LEA sessions or in the monthly drop-in sessions. Tracking responses to this question for future cohorts is, in part, a way to identify changes in - or evolution of – alumni concerns related to aging. It might also suggest changes in public attitudes and interests over time.

Q#17

We would like to expand the types of leaders participating in the LEA and we know that personal invitations from trusted sources are more powerful. Would you be willing to solicit participation in the LEA with leaders you know? N=36

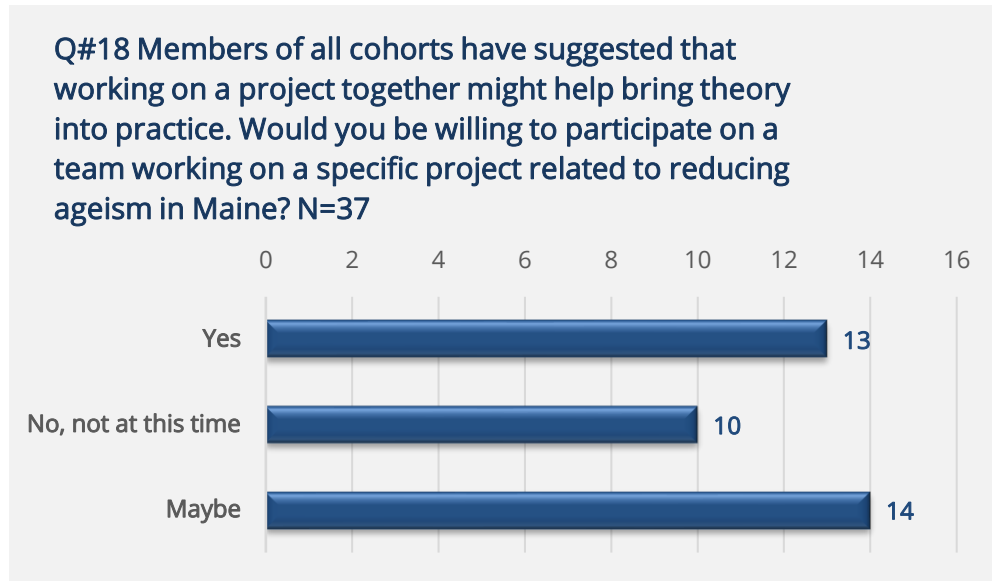


ANALYSIS

Over half (55%) of respondents indicated a willingness to suggest potential future LEA participants and ten (28%) indicated that *maybe* they would do so. While six people said they would not (17%), the most likely explanation for this is that they could not think of anyone at the moment or were otherwise constrained since all alumni either *strongly agreed* (94%) or *agreed* (6%) with the statement *they would recommend the LEA to other leaders in Maine* (see response to initial survey Q#5).

Q#18

Members of all cohorts have suggested that working on a project together might help bring theory into practice. Would you be willing to participate on a team working on a specific project related to reducing ageism in Maine? N=37



ANALYSIS

Over one-third of alumni respondents stated they would participate with others in an ageism-related project and as many indicated that *maybe* they would. For Maine’s leaders to commit to or consider taking on additional project work speaks to their perceptions of the importance of this societal issue. These responses should encourage LEA program staff to strategize – engaging a variety of stakeholders – about the types and topics of future project work. Other open-ended comments (e.g., suggested topics for additional learning) can serve as a springboard to discussions, for instance, at an LEA drop-in meeting about project ideas, a few of which are noted in response to Q#19 below.

Q#19

Even if you do not have time to work on a project, what ideas do you have for projects related to reducing ageism? N=3

Elders as skilled and skillful resources
Listening to older people of all ages. Addressing physical, mental and psychological issues such as cognitive and physical limitations.
Addressing some of the language used in state statute/policy, etc.

Q#20

Please share any other comments about the LEA or addressing ageism. N=11

I haven't had the capacity to stay as engaged as I like but I do feel a deep commitment to this work and will try to find more ways to stay connected.
It is time to think about a formal research project -- let's convene a small group from the CoA, Muskie, and UNE.
No
Not at this time other than "keep up the good work."
Thank you for hosting, building, and spreading this work. I think it will be a nice model that can be spread further than even the state of Maine.
Just that you are amazing and making a difference.
No comments, just truly grateful for the nomination I received which put me in connection with this group!
None at this time.
Yay MCOA! This organization, its leaders and board are awesome!
LEA is a valuable resource for bringing people together to talk about, think about and do something about ageism.
LEA is great program; how to engage people from broader range of occupations

ANALYSIS

Eleven respondents took a moment to add further comment, primarily recognition, gratitude, and praise for MCOA's work in this area. The effusiveness of the comments bears witness to the individual impact of the LEA experience on many participants.

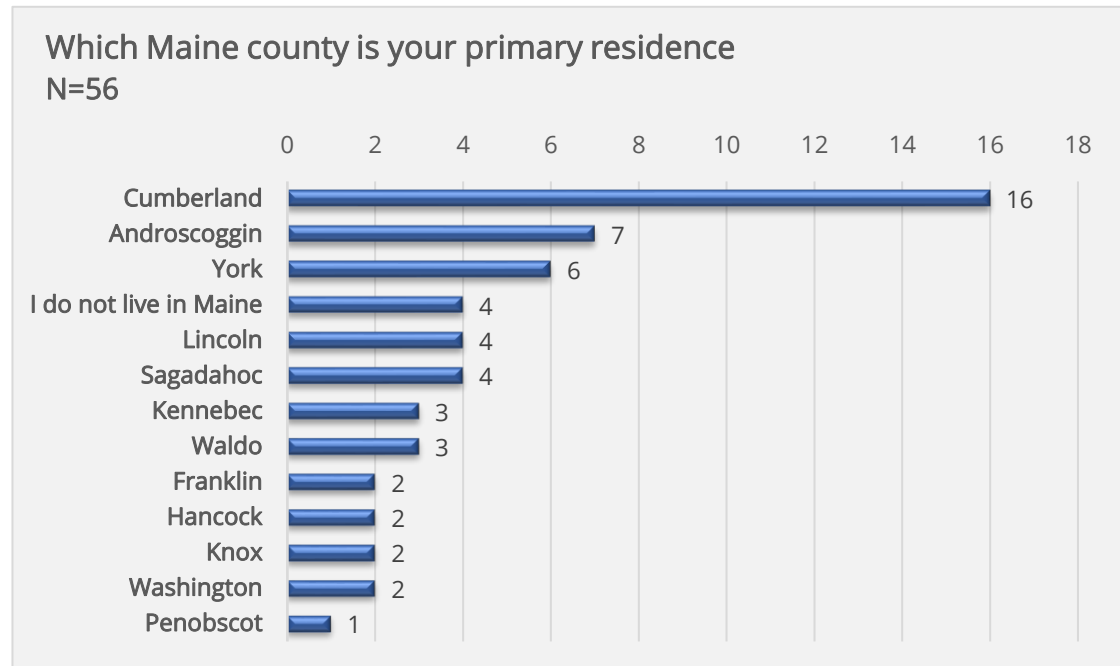
Diversity Data Graphs

Cohorts 1-4

The following graphs represent results of a diversity survey distributed in December 2022 through January 2023 to X LEA alumni from cohorts 1 through 4.



PRIMARY RESIDENCE



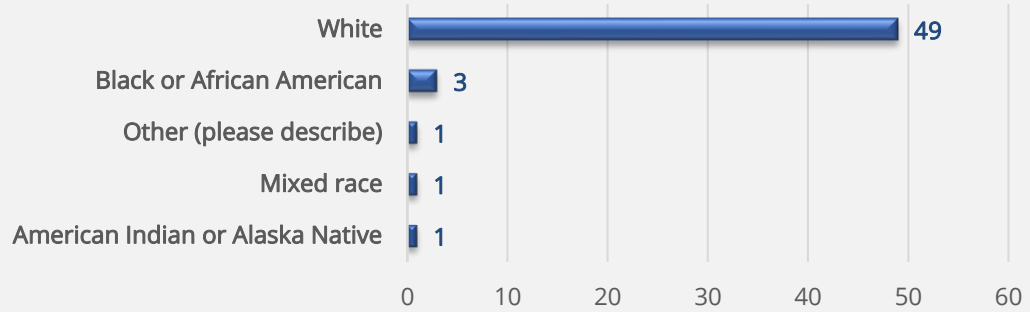
Evaluation Data

AGE

DOB	#	Age
1987	2	35
1986	1	36
1984	1	38
1983	1	39
1982	4	40
1979	1	43
1978	2	44
1977	2	45
1976	1	46
1975	2	47
1972	1	50
1971	1	51
1970	2	52
1969	1	53
1968	2	54
1967	4	55
1966	1	56
1965	1	57
1964	2	58
1963	1	59
1962	2	60
1961	1	61
1960	2	62
1959	1	63
1958	1	64
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1956	1	66
1955	2	67
1954	3	68
1952	2	70
1950	1	72
1947	2	75
1946	4	76

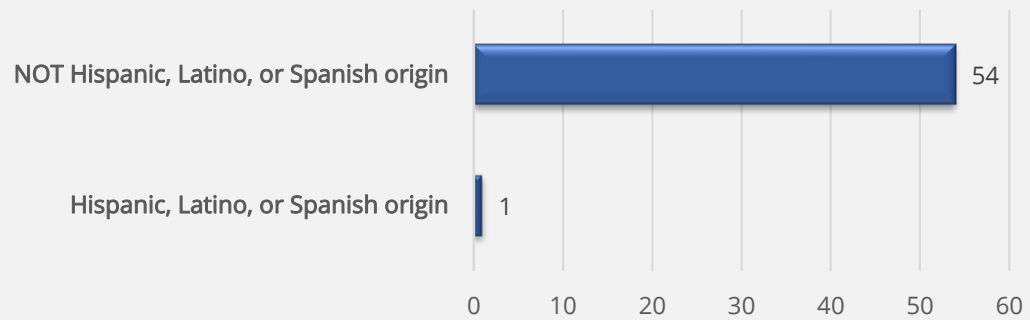
What is your race?

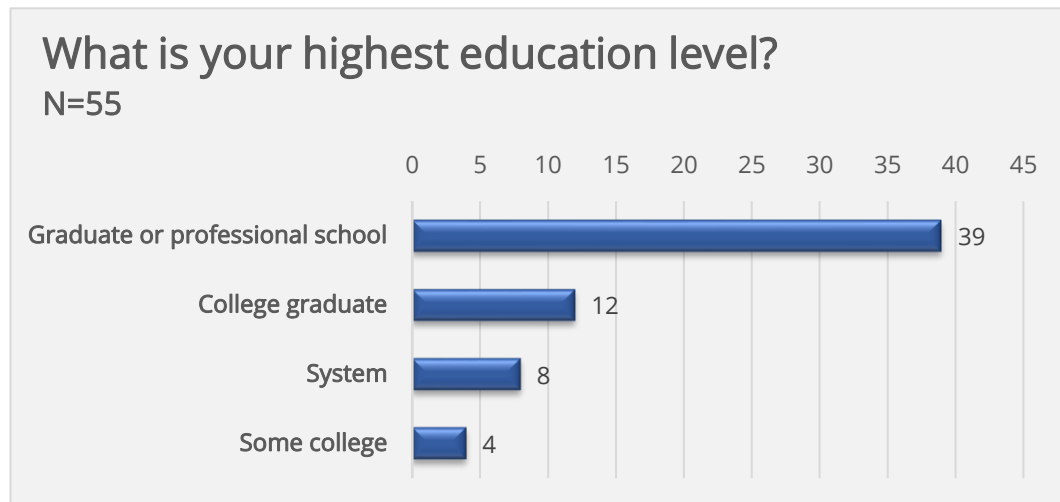
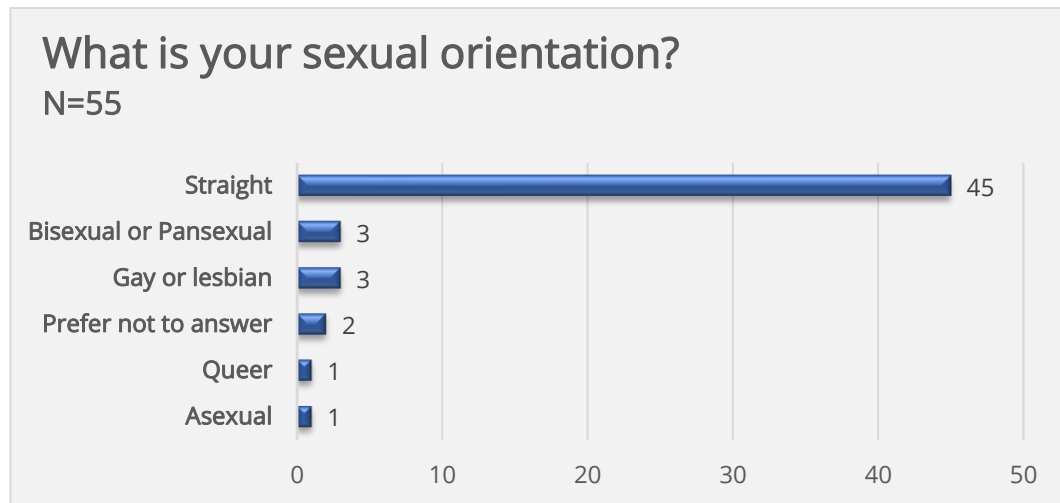
N=55

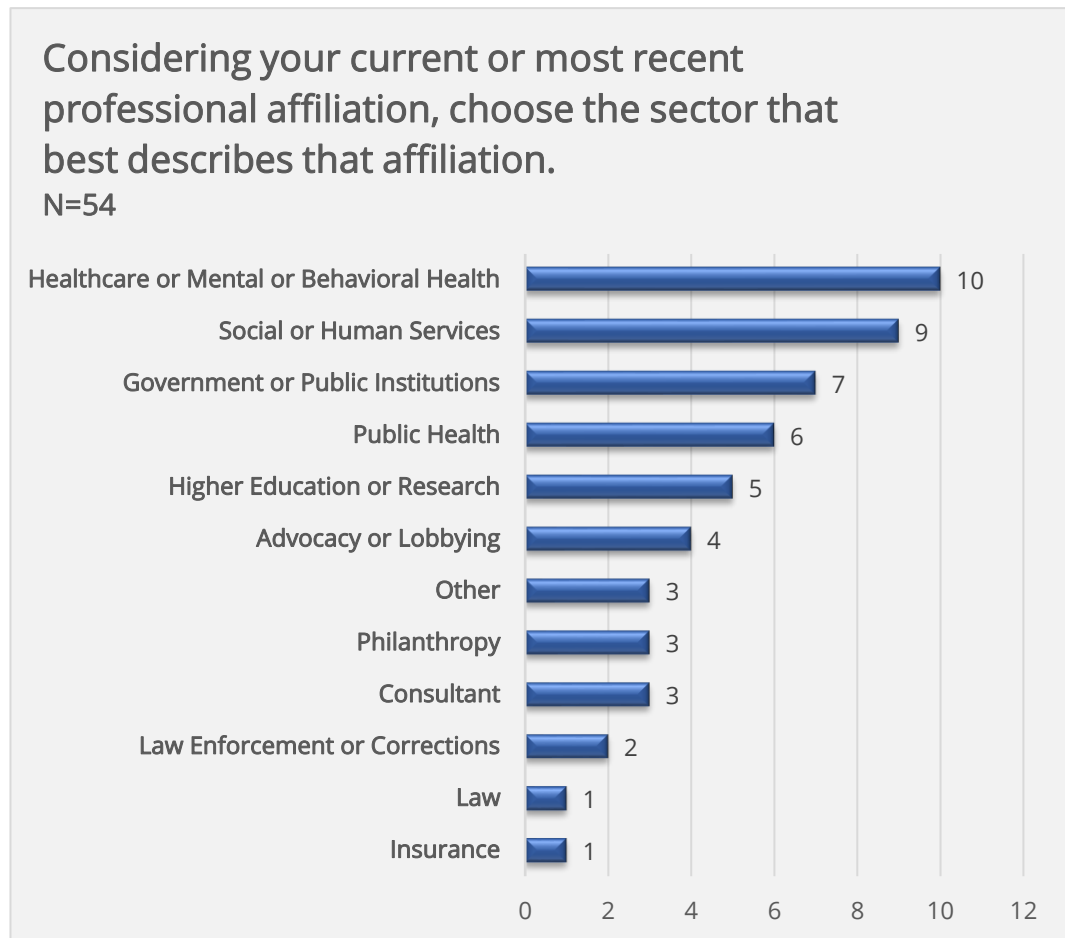


What is your ethnicity?

N=55







Other (3): Customer Service; LGBTQ+ advocacy, community building, and education; and retail



