



The 2008 Intergenerational Shared Site Best Practice Awards

Showcasing Organizations that Successfully
Unite the Generations Under One Roof

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united**

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MetLife Foundation

About GU

Generations United (GU) is the national membership organization focused solely on improving the lives of children, youth, and older people through intergenerational strategies, programs, and public policies. Since 1986, GU has served as a resource for educating policy-makers and the public about the economic, social, and personal imperatives of intergenerational cooperation. GU acts as a catalyst for stimulating collaboration between aging, children, and youth organizations, providing a forum to explore areas of common ground while celebrating the richness of each generation. Learn more at www.gu.org.

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About MetLife Foundation

MetLife Foundation was established in 1976 by MetLife to carry on its longstanding tradition of corporate contributions and community involvement. In the area of aging, the Foundation funds programs that promote healthy aging and address issues of caregiving, inter-generational activities, mental fitness and volunteerism. To learn more, visit www.metlife.org.

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The 2008 Intergenerational Shared Site Best Practice Awards

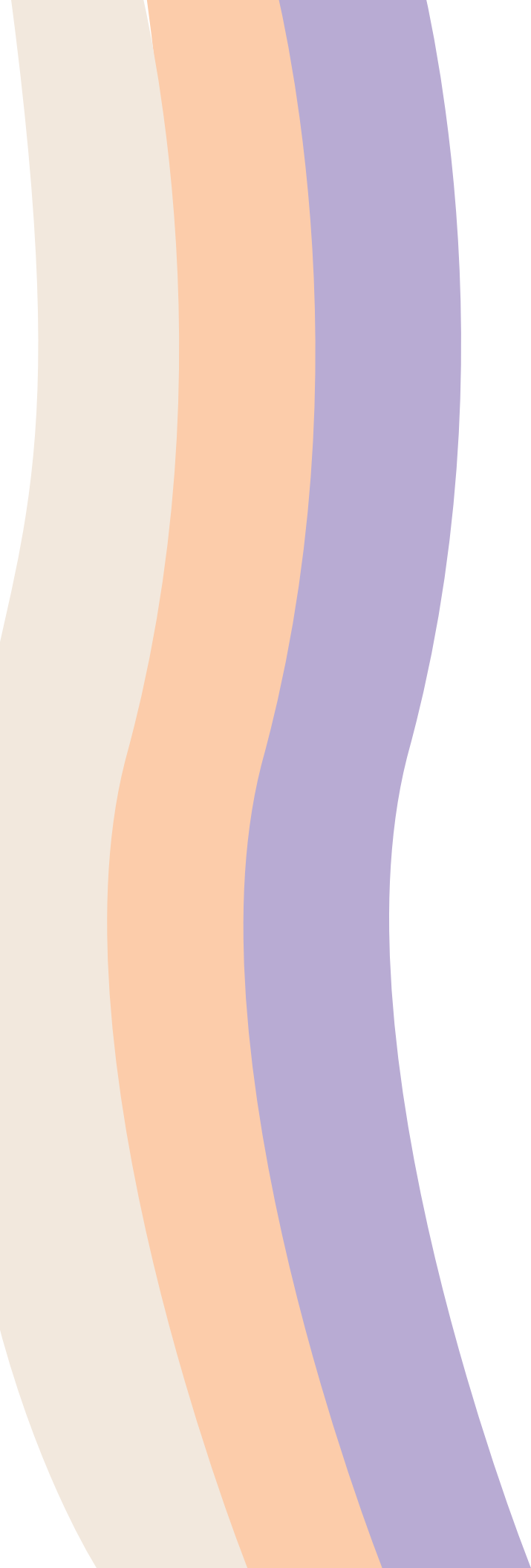
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Forward

by Donna Butts, Executive Director
Generations United

Intergenerational Shared Sites, those buildings and programs that use resources to connect generations rather than separate them, make sense. For years cities and counties spent money building single age facilities that used age to segregate people. This built barriers and distances that caused more damage than good. Enlightened planners and civic leaders are now beginning to understand their resources go further if they build facilities and create spaces that are accessible and used by people of all generations. We at Generations United (GU) are proud to champion intergenerational shared sites.

Beginning in 1999, GU's Board of Directors identified this model as both an innovative and responsible way of providing services and programs to children, youth, and older adults. Since then, GU has been committed to encouraging the growth and development of intergenerational shared sites through training, resources and guides, seed grants, and other activities. We are now pleased to begin identifying and recognizing best practice in this emerging field.

Here we present ten remarkable organizations that are creatively bridging the generations under one roof. Within the ranks of our Award Winners and National Finalists, we have groups that have undertaken years of raising community support to build beautiful new structures specifically designed to facilitate intergenerational interaction, others who have shown the vision to renovate and refurbish underutilized buildings to create vibrant new intergenerational settings, and still others

who have created stellar programs in less than optimal settings. All have demonstrated a commitment to persevere and unite the generations blazing new trails despite obstacles that may have deterred others. These profiles honor those who demonstrate daily the incredible benefits of engaging both younger and older people in the same building.

Identifying best practices is challenging and not without controversy. We believe it is imperative to begin this process however, if our goal is to encourage high quality programs. It's only by learning together from what works and what is replicable that intergenerational shared site programs will flourish.

In closing, I would like to thank MetLife Foundation for its generous financial support of the Intergenerational Shared Site Best Practice Award Program but also acknowledge their incredible support of this emerging field of practice. Thank you also to the National Intergenerational Shared Site Advisory Committee for their long standing commitment to growing the national movement and to GU's Special Projects Director Sheri Steinig whose leadership, wisdom and passion have greatly benefited intergenerational shared site in the USA and beyond. Lastly, a special thank you to our panel of judges who had the difficult job of sifting through the applications and identifying our finalists.

I hope you enjoy reading these terrific program profiles and more importantly, that these stories spark the desire to take on the challenge and create intergenerational shared site programs in your community. After all, generations thrive when we live our lives together.

2008 Intergenerational Shared Site Best Practice Award Review Panel

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Introduction to Intergenerational Shared Sites

Never before has the opportunity to unite the generations under one roof been greater. The demand for quality children and youth services and activities compounded with the increasing need for creative older adult programs creates an environment ripe for innovative age-integrated care. Additionally, many communities face limited local, state, and national resources for construction and rehabilitation of facilities and parks. The use of space by multiple generations makes common sense.

What are intergenerational shared sites?

Intergenerational shared sites are programs where children, youth, and older adults receive services at the same site. Both generations interact during regularly scheduled intergenerational activities, as well as through informal encounters. While Generations United uses the term "Intergenerational Shared Site" others refer to these types of programs as co-located facilities, intergenerational care, intergenerational day care, or multigenerational centers. The full working definition of intergenerational shared sites is:

programs in which children and/or youth and older adults participate in ongoing services and/or programming concurrently at the same site (or on the same campus within close proximity), and where participants interact during regularly scheduled, planned intergenerational activities, as well as through informal encounters.¹

Examples of intergenerational shared site programs include:

- Adult day care and child care program housed in the same facility
- Senior center located in a public school
- After school teen program held at a senior center
- Child care in a long term care facility
- Head Start program in a nursing home
- Youth recreation program in a senior housing facility
- Community or multigenerational center with programs for both generations
- Multi-use park or outdoor space
- And many more.



Photo by Jamie Brush

Intergenerational shared sites are ideal for building bridges between the generations since:

- more frequent interaction can lead to stronger relationships and better understanding between the generations,
- transportation between the programs is not an issue due to the co-location or close proximity of the programs,
- informal interactions are possible through routine elements such as shared indoor and outdoor spaces, a common entrance for both generations, and ease of movement between the adult programs and children/youth programs, and
- scheduling activities is easier since space is shared, staff are cross-trained, and many sites have an intergenerational coordinator to facilitate activities.

How are intergenerational shared sites structured?

Intergenerational shared sites vary in structure, but are generally composed of at least two program components: one that serves older adults and another that serves children and/or youth. Many programs are building capacity by offering multiple services including caregiver resource centers, assistive technologies and rehabilitative services. In addition to separate spaces, many facilities make use of designated "shared spaces" that are accessible and stocked with materials inviting to

both age groups.² These spaces can accommodate both populations together and create opportunities for spontaneous intergenerational interaction.

In 1998, AARP released the results of their survey of intergenerational shared sites which laid out the range of shared site program possibilities and reported the most common varieties. Of the 281 shared site programs identified, they noted 72 distinct program models (combinations of older adult and children/youth services). The most prevalent model was the nursing home/child care center model, with 42 such sites identified in the study. The second most common model was the adult day services center/child care center model with 34 sites identified. Multi-level care facilities with onsite child care were identified in 17 sites.³ To this date, this is the only national survey of shared site programs completed. Generations United has learned of at least 30 additional shared site programs that either were not captured by the survey or have developed in the past ten years.

Although intergenerational shared sites typically serve participants that are under the age of 12 and over the

age of 50, there are also programs that serve middle school, high school and even college-age youth and young adults. Additionally there has been impressive growth in multigenerational community centers around the country that provide recreational activities and service for people of all ages. Innovative community leaders have realized that they can expand their resources and build bigger and better facilities by combining programming for different ages under one roof. Shared sites can serve participants with all levels of physical and mental abilities including older adults with dementia, and children and adults with disabilities. Age and developmentally appropriate activities with specific goals can be developed accordingly to accommodate the abilities and needs of the participants.

Whether children, youth, and older adults are sharing their knowledge and skills or working together on an art project, new relationships develop at intergenerational shared sites. With multiple outcomes of sharing resources (financial, material, and human) and serving young and old, these innovative facilities exemplify why we are stronger together.



Photo by Jenkins Lee

¹ Goyer, A. (2001). Intergenerational shared site and shared resource programs: current models. *Generations United Project SHARE Background Paper*. Washington, DC: Generations United.

² Epstein, A. & Boisvert, C. (2005). *Let's Do Something Together: A Guidebook for Effective Intergenerational Programs*. Ypsilanti, MI: High/Scope Educational Research Foundation.

³ Goyer, A. & Zuses, R. (1998). *Intergenerational Shared Site Project: Final Report*. Washington, DC: AARP.

Best Practice Criteria

In September 2007, Generations United, with the support of MetLife Foundation, began a search for the best practices in intergenerational shared site work around the country. Through the new Intergenerational Shared Site Best Practice Awards, GU sought to honor those organizations that are demonstrating exemplary practices. Organizations that are recognized as contributing to Best Practices received a cash award and are showcased in this publication for their innovative work.

One of the goals of this project is to share information on what some organizations have done to develop their program to help grow the intergenerational shared site field and inspire others to further expand on the best practices presented here. While we believe that the best practices highlighted here can be adapted to work in many settings, they may not work at your site, with your participants or in your community.

Best Practices were selected based on areas such as:

Program Structure: Thoughtful development and implementation of a structured, intergenerational program curriculum.

Program Detail: The intergenerational program is designed to build mutually beneficial, ongoing relationships between younger and older participants.

Contact: Contact between generations is frequent and includes both planned and unplanned interactions.

Impact: The program demonstrates a positive impact on participants.

Community Needs: The program meets an identified need in the community.

Interaction: Participants are given the option to participate and offered different levels of intergenerational interaction.

Staffing: Staff members collaborate on program planning, coordinate joint meetings, and are cross-trained on intergenerational issues.

Community Involvement: Other partners in the community are engaged in program activities.

Sustainability: Organizers demonstrate a commitment to program sustainability.

Evaluation: The program is evaluated based on outcomes.

Creativity: The program is unique in terms of building structure, populations served, and services offered.

Replication: The program can be replicated by other organizations.

These categories were determined based on the collective work of Generations United and our members over the past few years. We relied on both published and unpublished research studies and information from practitioners and participants in intergenerational shared site programs on what makes these programs work.

Members of the review panel were provided with this criteria and the applications to determine the Award Winners and National Finalists. Selection was based on the organization's use of the best practice framework in their program and garnered entirely on the information presented by the organization in their written application. No additional information was collected and the information presented in the applications was not verified.



Photo by Angela Skali

Best Practice Awards Winners

The JEWEL Program – A Partnership between Mount Kisco Day Care Center and My Second Home/Family Services of Westchester

The JEWEL (Joining Elders with Early Learners) program began in 1998 with children from Mount Kisco Day Care Center and adults from Family Services of Westchester's My Second Home program visiting each other on a weekly basis until 2002 with the opening of a new shared site facility.

Daily interactions between the children and the older adults occur through three structured activities plus at least two informal interactions throughout the day. These activities may include older adults volunteering in the early childhood program by rocking fussy infants, helping toddlers develop language skills by talking with them as they play, reading to preschoolers, writing stories that three and four year olds love to create, or working on projects with school-age children. Adolescents from area schools volunteer daily with the generations.

The Intergenerational Coordinator works with the staff from both agencies to create daily intergenerational activities. The coordinator plans a calendar of 50-60 activities each month that is distributed to the children's families and elder's caregivers. Many of these activities take place in small groups allowing one-to-one interactions that encourage the development of meaningful relationships. All activities are supervised by staff from both programs who understand that the process is more important than the finished product, although there is always great pride in the outcomes. Comfortable spaces throughout the building allow for positive interaction and communication between the groups in arts and crafts, gardening, nutrition/cooking, story-telling, music/movement, table and board games as well as activities like bowling, miniature golf and excursions into the community.

In order to assess the intergenerational activities, the JEWEL program staff worked with the Fordham University Ravazzin Center on Aging and developed the



Intergenerational Assessment (IGA) instrument. This assessment instrument is completed at the end of each activity session to evaluate the activity. Staff meets monthly with the intergenerational coordinator to discuss program changes, adapt the environment, or alter the group dynamics so that each population receives maximum benefit from these experiences.

Each agency has a long successful history of providing services in the community with a strong financial infrastructure. The JEWEL program is funded by The United Way of Westchester, state government grants, private foundations, and joint special events. This flourishing partnership depends on the mutual financial and administrative support of each agency. Eighty-five percent of the budget expense is the salary of the intergenerational coordinator who oversees the program operation. Other parts of the budget include annual cross training, providing appropriate materials and supplies, community outreach programs and consultants.

In an effort to document its impact, the JEWEL program has completed both qualitative and quantitative evaluations of its program with assistance from Fordham University. The program also relies on anecdotal infor-



mation from parents, caregivers and staff to help improve the overall quality of the program.

The following are some of the outcomes of their program evaluation:

- Using focus groups with each participant group (elders, children, parents/caregivers, and staff), they found that overall participants felt a sense of joy and a strong family environment at the center. The participants also felt that the intergenerational activities helped to build relationships and some parents' explained how their children's respect and admiration for older adults carried outside the site as well.
- Overall the findings from client satisfaction surveys report that participants, caregivers, staff and children are very satisfied with the program and feel the intergenerational approach has been a positive feature of their experiences while at the site.
- Future research will assess whether the intergenerational programs make a difference in children's attitudes toward older adults. Data was gathered and analysis is currently being completed.



Location

Mount Kisco, New York

Mission

To give the senior participants an increased sense of well being and greater satisfaction with life, while children experience the sense of security and self-worth that a caring relationship with a senior can provide. The integrity of the program is rooted in the values of dignity, freedom of expression and respect for differences.

Type of Organization

The Mount Kisco Day Care Center Inc. (MKDCC) and My Second Home/ Family Services of Westchester (FSW) are two non-profit organizations whose shared vision has created a dynamic interactive community for young children and older adults under one roof. Mount Kisco Day Care Center provides early care and education for 139 infants, toddlers, pre-school and school-age children. My Second Home, an adult day program offers 90 older adults a safe, supervised, home-like environment with wellness activities, personal care, and excellent nutrition and transportation services.

Primary Function of Facility

The facility has been specially designed around the needs of older adults and children, providing optimal space for both structured programs and spontaneous interaction. Separate wings for both children and seniors respect the need for privacy and peer interactions. The 20,000-square foot facility sits on 2.2 acres of land and was designed around a central courtyard. It features a child care complex, with separate classroom spaces for the children, and a senior wing with large community rooms and a dining area for the adults, plus another 5,000 square feet of shared spaces customized to provide the amenities of home.

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Photos courtesy of the JEWEL Program

Macklin Intergenerational Institute

The Marilyn and Gordon Macklin Intergenerational Institute was established in 2002 and provides training, consultation, and childcare in an intergenerational setting - Marilyn's Lifelong Educational Center. The Institute is located in Birchaven Retirement Village, an extended care facility that includes independent and congregate living, nursing and skilled nursing care, assisted living, adult day services, Alzheimer's Care, and Home Health & Hospice.

The long-term care facility was intentionally designed based on the concept of an indoor "Main Street." The Main Street replicates a historic downtown setting and sports a working bank, church, beauty/barber shop, gym, gift shop, and a diner. The chapel bears a resemblance to a church and the accounting offices imitate a traditional bank. The childcare and adult day center exteriors look like a "schoolhouse" and "grandma's house" respectively. The Main Street runs the full length of the building with the Macklin Institute located on the central part. The Main Street encounters between Children and Elders⁴ represent an essential part of the intergenerational program and may be as simple as touching hands or blowing kisses.

Intergenerational interactions at the Macklin Institute are based on the Reciprocal Needs Concept in which the developmental needs of Children and plagues of aging (as identified by Dr. William Thomas of the Eden Alternative®) offset one another. The Child's need to **explore** could virtually eliminate the Elder's **boredom**; the Child's need to **interact** could diminish the Elder's **loneliness**; and the Child's need for **guidance** could alleviate the Elder's **helplessness**.

The Macklin Institute utilizes a concept referred to as the FamilyRoom Approach®. This philosophy incorporates three equally important and balanced components:

1. REACH (Relational Environments Approaching Care Holistically) provides care for the whole person and addresses the Children and Elders' need for exploration, interaction, and guidance.
2. The physical setting is a vibrant, supple environment that looks more like a family room and



encourages Children and Elders to interact while attending to the immediate needs of Children and Elders for safety, security, social support and reassurance.

4. The organizational structure encourages cooperation, collaboration, and synergy among all involved. Teachers are called "Guides," administrators are "Coordinators," kids are "Children," and senior adults are "Elders." Collectively they are the "Macklin Intergenerational Neighborhood." In addition "Families" - infant, toddler, preschool, and Elder - consist of Guides, Coordinators, long-term care activities coordinators, and volunteers. Each family unit is represented at "Family Council" (intergenerational staff meetings) weekly. "Neighborhood Meetings" are scheduled quarterly to serve as motivational and inspirational gatherings.

Within the framework of the FamilyRoom Approach®,



intergenerational interactions are spontaneous and take place within the context of real-life. Children's equipment and materials are integrated into the long-term care neighborhoods and therefore, this is where the majority of scheduled intergenerational activities occur. The childcare center is utilized basically for custodial tasks (diaper changes, toileting, eating, and sleeping). The FamilyRoom Approach® also creates the ideal intergenerational environment in which to evoke a sense of belonging and relaxation that encourages acceptance and multi-age interaction.

Staff cross-training is ongoing, scheduled quarterly, and presented alternately by childcare and long-term care professionals. The Macklin Institute also offers an Intergenerational Certificate that certifies individuals to become Guides, a requirement for all Macklin employees and most of the long term care activities coordinators are certified as well. Guides are also responsible for attending the following trainings: Aging Sensitivity, Child & Elder Abuse and Neglect Prevention, Common Communicable Disease Spread and Control, and First Aid/CPR. Macklin Guides are encouraged to attend conferences and to acquire continuing education. In 2007, 83% of Macklin Guides attended professional conferences.

The Macklin Institute was generously endowed by Marilyn and Gordon Macklin. The interest from the endowment is a beneficial financial resource. A twenty-five year prepaid lease assists the operation of the Institute and the childcare. The Macklin Institute as a whole utilizes the interest from the endowment, devel-



Location

Findlay, Ohio

Mission

To continually improve lives of all ages through multi-age programming, care, community relations, and creative communication. The Institute's purpose is to create and to operate a community partnership that establishes quality intergenerational care for Elders and Children while serving as a model for national replication, and to provide innovative training.

Type of Organization

The Macklin Institute conducts research, provides training and consultation, and owns/operates an intergenerational center - Marilyn's Lifelong Educational Center (Marilyn's). The Center is licensed for two infant, two toddler, and one preschool room, for a total of 72 children (six weeks to 5 years old). The children interact daily with about 300 Elders.

Primary Function of Facility

The Macklin Intergenerational Institute is located in Birchaven Retirement Village, a long-term care village that also includes Adult Day Services, independent apartments & condominiums, and Hospice. In order to create community, the village was designed specifically for intergenerational programming and interactions. Located on the indoor "Main Street" (the connection of each of the above mentioned areas), the Macklin Institute is an integral component of the Retirement Village, and the Children are a fundamental part of the Elder's lives.

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Photos courtesy of the Macklin Intergenerational Institute



opment and donations, grant funding, and fundraising to sustain the cost of general operation. Additional funds are generated through the Intergenerational Certificate and Aging Sensitivity Trainings, and Consultation contracts secured by the Institute. Childcare registration fees and tuition allow for break-even operation for care services. Several grants and awards have assisted in the implementation of new initiatives.

Employee, Parent, and Long-term Care Satisfaction Surveys are completed annually. Intergenerational interactions are also assessed by the Intergenerational Guides. All survey and assessment responses are considered and changes are made according to feedback. Objective Intergenerational Interaction Evaluations enable Guides to determine the effectiveness of their activities and how to adjust for future involvement.

Program evaluation is a priority at the Macklin Intergenerational Institute with Four Priority Areas established each year - intergenerational care, training & consultation, Eden Alliance, and research. A measurement tool — Key Measures of Overall Macklin Program Success — has been established. The indicators are monitored throughout the year; then calculated and reviewed annually. Each year Macklin's Coordinating Team creates action steps for success in the four identified priority areas. Progress toward these

measures is reported to the Board of Directors quarterly. This inclusive and comprehensive process assists in keeping the Institute on track and focused.

Findings from research studies conducted at the Macklin Institute have substantiated the theory that Elders have a positive influence on children, and present significant evidence that validates the benefits of intergenerational programming for young children. Having reviewed the advantage of Elder-engagement for young Children, the Macklin Institute decided to investigate the benefits of Child-involvement for Elders. Presently, a team of collaborative partners in Findlay, Ohio (the Macklin Institute, Birchaven Retirement Village, and the University of Findlay) is conducting a study to examine the perceived benefits of intergenerational programming on elder residents in long-term care. The particular focus of the research is to determine how this type of programming diminishes feelings of boredom, loneliness, and helplessness as well as measure changes in physical, emotional, intellectual, social, and behavioral systems in older adults.

The philosophy and design of the Macklin Institute can be successfully replicated. After training and consulting with the staff of Marshfield High School, in 2006 an Intergenerational Charter School opened in Marshfield, WI. The Charter School implemented and practices the concept of the Macklin Institute, including an indoor "Main Street," the FamilyRoom Approach®, and the commitment to multi-age interaction.

⁴ In 2007, the Macklin Institute decided to capitalize Children, Elders, and Guides (teachers) as a sign of respect.

Neighbors Growing Together: Virginia Tech Intergenerational Program

The Neighbors Growing Together (Neighbors) program began on the campus of Virginia Tech in 1991 when the department of Human Development received a grant to build Adult Day Services adjacent to the Child Development Center with a shared space connecting the programs. The concentrated effort to build the intergenerational community began in 2001.

Teachers and caregivers collaborate to plan activities that bring older adults and children together. Planned activities provide formal, intentional interactions among the participants. Activities build trust, respect, and caring among participants. Informal activities, such as drop-in visits, enhance relationships through moments of shared activities and interests. Documenting these interactions provides data that inform practice and research.

This unique university based model serves as a demonstration program that disseminates innovative practice related to quality care and development of children and adults living and learning together. Children, elders, families, staff, and students participate in research studies conducted by investigators from diverse disciplines who share their findings via professional and popular journals, presentations at conferences and workshops, and varied community groups.

Neighbors provides a learning laboratory for university students across a variety of disciplines who are placed in the program for clinical, Service-Learning, intern, and research experiences. Students come from Human Development, Education, Psychology, Architecture, Engineering, Veterinary Medicine, Osteopathic Medicine, Horticulture, Nursing, Recreation Therapy, and other disciplines.

Neighbors fosters intergenerational relationships and developmental outcomes for community members by connecting frail elders and young children in activities designed and evaluated by facilitating partners. They collaborate with local, national, and international scholars and practitioners on intergenerational program development and research. The program uses a theory, research, practice feedback loop to identify and model best practices, sharing experiences widely with others.



Meaningful interactions among generations do not always happen naturally. The team's planning fosters rich interactions during formal and informal contact. Most formal activities occur in a shared space, open to the Adult Day Services and Child Development Center, called the "IG studio." There is a round table with seating for adults and taller chairs for children so that with everyone at the same eye level, participants can communicate better. Team members provide creative materials for activities and display shared work in the room. Partners from both programs plan formal activities to maximize participant involvement and interactions.

The results-management approach fits with the Child Development Center's emergent curriculum and Adult Day Services' person-centered care philosophy. The approach emphasizes identification of needs and assets, broad based community goals and specific programmatic goals before using evidence-based practices to achieve those goals. The model represents a constant cycle of re-assessment so programming incorporates new evidence of best practices to meet community members' evolving needs and strengths. Formal activities occur four days/week and informal visits take place several times each week, valuing frequent contact for all participants to establish and build relation-

ships. Flexibility in scheduling and activity plans allows for response to children's and adults' interests and staff needs.

Engagement and interdependence are encouraged and value is placed on the mutuality of the term "neighbor," which originally referred only to children, elders, and staff from the Adult Day Services and Child Development Center but has since extended into the local community. Older adults participate regularly in an oral history project with middle school students, grandparents visit the classrooms to share cultural traditions, and toddlers from another day care program visit the elders.

Team member experience with intergenerational programming over the past six years is exemplified by: (a) development of educational materials, (b) provision of continuing education, modeling, and supervision, (c) creation of marketing materials, (d) dissemination of practice guidelines and research findings through varied professional venues, (e) consultation with intergenerational scholars and practitioners from seven Virginia counties, five states, the District of Columbia, and three countries on the organization, implementation, and evaluation of intergenerational programs, and (f) awards received by individuals and the Neighbors program.

Recognizing that well-trained staff are the keystone of quality intergenerational programming, Neighbors invests heavily in facilitator training to insure staff utilize best practices and pedagogy. Reflecting the extent to which Neighbors is imbued with the intergenerational culture, all new staff are hired with the understanding that supporting intergenerational programs is part of the job. In 2006, a graduate assistantship was used to create an Intergenerational Programming Coordinator position; the person in this role promotes ongoing communication, training, and modeling among staff, reducing instances of cancelled activities and improving their quality.

Shared intergenerational cross-training occurs twice monthly as required in-services to orient new facilitators, reengage veteran staff, and provide opportunities to build rapport among members. Experienced staff share their intergenerational stories and experiences. The shared sessions also help institutionalize the inter-



Location

Blacksburg, Virginia

Mission

To improve the lives of people across the lifespan through intergenerational collaboration involving teaching, research, and outreach.

Type of Organization

Neighbors Growing Together ("Neighbors") consists of Virginia Tech's Adult Day Services and Child Development Center for Learning and Research. Neighbors serves up to 18 elders, 41 children, and their families daily. A team of faculty, staff, and students affiliated with Neighbors collaborates to create substantive and sustainable intergenerational programming (IGP) for participants, supported by the Department of Human Development.

Primary Function of Facility

The university location provides space for the adjacent licensed adult and child day centers, along with a common area between them where most intergenerational activities occur. The building houses the Department of Human Development, among others, and classrooms and offices used by the university.

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www.intergenerational.clahs.vt.edu/neighbors/index.html

Photos courtesy of Neighbors Growing Together

generational program by demonstrating administrative commitment to the Neighbors mission. These cross-training sessions address the results-management approach to program planning, person-centered care, theoretical perspectives, practical considerations of child and adult development, and policies and protocol pertaining to the intergenerational program (e.g., handling infectious illnesses, completing paperwork, and documenting sessions). Weekly meetings with new facilitators provide in-depth coaching on facilitation techniques. The program is videotaped for research and practice purposes.

As a university-based program, Neighbors benefits from the resources and services available at Virginia Tech. The program receives college support in the form of graduate assistantships during the academic year. Faculty members partner with both the Adult Day Services and the Child Development Center to place 25-40 Service-Learning students at the centers for a total of 500-800 hours of service annually. Additionally, Human Development field study students contribute to intergenerational program facilitation and evaluation. Finally, internship, rotation, and research opportunities are provided for students from Radford University and Virginia Tech. The students and faculty benefit from the opportunity to work with our clients, staff, and faculty, and Neighbors benefits from the skills, enthusiasm, and care of these diverse partners.

Operating funds for Adult Day Services and Child Development Center are provided through a combination of university funds and client fees. Salaries for Directors are covered by College funds. Rent and utilities are paid for by the College. Staff salaries and other operational expenses are paid for by client fees. Elder clients may pay for services out-of-pocket or via Medicare, Medicaid, or Veterans' Affairs. Currently all child tuition is paid for out-of-pocket by families. Funds specific to the intergenerational program are donated by Adult Day Services and the Child Development Center to cover the cost of direct expenses. The two programs also pay for food and supplies for ongoing activities. Additional expenses are paid for through fundraising efforts, such as an annual Rockathon and t-shirt sales, of the Neighbors affiliates.

Evaluation is an integral part of the work as a land-grant university based program. Integrated assessment reflects the value for the theory-research-practice feedback loop in which theory informs research questions, which inform practice, which, in turn, inform theory and further research. Because the success relies on the contributions and experiences of all its members, a multi-method, multi-informant approach to evaluation is used. Their evaluation efforts have produced over twelve published studies and have greatly enhanced the body of knowledge about intergenerational shared site programs.



New Alternatives, Inc. - San Pasqual Academy Neighbors

San Pasqual Academy Neighbors (SPAN) is an integrated intergenerational living program that unites older adults and foster youth and creates an environment for meaningful intergenerational relationships to develop. The Academy, which is 238-acres, serves as the home for both the foster youth placed in the program and the older adults, called grandparents, who volunteer to mentor the youth. Living on campus provides ample opportunities for the youth and grandparents to engage in daily contact, strengthening the sense of community. Daily interactions take place by living in a community, and through the grandparents' flexible schedules to be available throughout the day and on the weekends.

Through careful screening, the grandparents selected for the program demonstrate a special quality to work with teens and have shown a commitment to the youth. When the Program Director interviews seniors to live on campus, rather than receiving a set job description, they talk about the natural interests and talents of the senior and how they would interact with the youth at least ten hours a week in planned intergenerational activities. Management of the program promotes creativity and individuality in the activities that the grandparents and youth can participate. For example, Grandpa Howard is a minister. This developed into Grandpa Howard and Grandma Jackie leading a weekly bible study tailored to the spiritual needs of the students.

The interests of the youth and the life experiences of the grandparents dictate what activities develop. The grandparents have experience as teachers, nurses, ministers, artists, journalists, and homemakers and interests in activities such as using technology, gardening and cooking. Given their diverse professional backgrounds and flexible schedules, some grandparents volunteer in the classrooms to tutor, while others tutor after-school and in the evenings. Though the grandparents are expected to volunteer ten hours a week, it is not uncommon that they spend more time with the youth on a regular basis.

The grandparents' varied background and experiences play a vital role in how and who they connect with in



the program. Youth are not assigned to a grandparent; they are drawn to a particular grandparent based on common personalities or interests. The grandparents attend the youth's athletic events on- and off-campus, award ceremonies, graduation, and others. In addition, the grandparents make sure that a youth's birthday is never forgotten through a monthly birthday party. The grandparents provide a supportive connection for the youth who are often disconnected from their own relatives and extended family.

Tragedy struck the Academy in the October 2007 when the wildfires that ravaged San Diego destroyed most of the grandparents' homes. The grandparents had an option to live off campus while the Academy's damaged areas are re-built, but they all chose to remain on campus and an integral part of the program. The continued interaction with the youth helped them through this difficult time. Remaining with the youth demonstrated the grandparents' commitment to the youth and also modeled to the youth the ability of individuals to face challenges with a positive attitude and to endure. When the fire approached the campus and the evacuation order was given, the grandparents made sure the youth were accounted for and had rides to the evacuation site. Once at the site, the grandparents assisted by helping the youth settle in and setting up the main meeting and activity area. The presence of the grandparents made the youth feel more secure.

In 2007, San Pasqual Academy had twenty-seven seniors in its graduating class and twenty-two have gone on to attend college. The rest entered the workforce.

The grandparents play a huge role in encouraging and supporting students to further their education and attend college. Since its inception, approximately 300 foster youth have been exposed to the grandparents' positive role on campus. In many instances, the former Academy youth, now alumni, maintain contact with the grandparents and their relationship continues to evolve. The grandparents have adopted the alumni house closest to their residence to support the alumni's transition to independence.

The long-term commitment of the SPAN grandparents is indicative of their dedication to the Academy youth, as well as the training and support they receive. Upon selection for the SPAN Program, the grandparents receive an initial eight-hour comprehensive training on intergenerational programming and monthly in-service meetings. The monthly meetings serve as a forum for the grandparents to share ideas, resolve challenges, receive in-service training, and provide support to one another. The Program Director participates in each of the monthly meetings, and is available throughout the week to visit with the grandparents, observe their interaction with the youth and alumni, and to communicate with the campus partners. Grandparents also participate in a number of committee meetings on-campus, which keeps them informed of what's happening with the campus and the youth.

A variety of funding sources support San Pasqual Academy's Intergenerational program. Child Welfare Services funding provided by the County of San Diego is used for some administrative costs and to support the grandparents' activities with the youth and alumni. Funds are budgeted to offset mileage costs associated



Location

Escondido, California

Mission

To be a network of community support for foster youth which promotes their educational and social success and provides foster youth and older adult mentors with mutually beneficial relationships.

Type of Organization

New Alternatives, Inc. (NAI), a private, non-profit agency, under contract with the County of San Diego to provide the residential program at San Pasqual Academy and coordinates the San Pasqual Academy Neighbors, a first-in-the-nation residential education campus. Thirteen older adults, 55 to 87 years old, volunteer ten hours or more a week to provide support services to up to 136 foster youth at any given time and up to 20 alumni students who may live on- or off-campus in the Alumni Housing Program. In exchange for their volunteer time, the grandparents receive reduced rent for on-campus housing.

Primary Function of Facility

San Pasqual Academy, a 238-acre residential education campus designed specifically for foster teens with private residences for older adults. It includes individual family-style homes, an on-site high school, a cafeteria, a gymnasium, a health and wellness center, a day rehabilitation clinic, a technology and career information center, an assembly hall, recreation fields and a swimming pool. Private homes throughout the campus served as residences for the grandparents, alumni, program staff, and local families.

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Photos courtesy of San Pasqual Academy Neighbors Program



with “field trips” the grandparents and youth take to places like local grocery stores or cultural arts events; and the supply costs for meal preparation, art classes, sewing, and others. New Alternatives, Inc (NAI). provides for administrative, training, and meal costs related to program management and grandparent preparation. Grants and donations are also cultivated to expand and enhance the program which in the near future will include additional grandparents joining the program. A key factor in the success of this program is the reduced rent available to the grandparents. This is made possible via the lease agreement between the County of San Diego and NAI.

SPAN Program staff has conducted an annual survey of the foster youth and alumni participating in the Academy’s intergenerational mentoring program. Overall, the program has received high marks with a score of four on a scale of one through five, with five being the highest satisfaction score. An outcome from these surveys has been increased involvement of the grandparents in school activities. Each new school year, the grandparents participate in the school’s orientation program for the students so that all new and returning students can learn about the SPAN program and what the grandparents have to offer. The outcomes for the youth have been positive.

Students have found the grandparents to be a role model in their lives and someone they can count on. Students have demonstrated enhanced independent living skills based on activities, such as meal planning and preparation, sewing, minor household maintenance, etc. offered by the grandparents. Based on the diverse talent and experience of the grandparents, many youth have discovered hidden interests and talents as well as improved their skills in academics, social etiquette, and employment training. Both short- and long-term mentoring relationships have developed and students have expanded their knowledge of community resources. Campus staff have observed that the youths’ behavior improves when the grandparents are present.

Similarly, the outcomes for the grandparents have been significant. The grandparents express a greater sense of purpose and motivation in their daily lives. The grandparents look forward to and enjoy time spent with the youth and alumni. A prime example is Grandpa Bob who looks forward to spending time in the recreation room with the youth every evening. Not only does he enjoy playing games, listening to music, and repairing bicycles with the students, the students look forward to his presence too.

United Retirement Center/Avera

United Retirement Center (URC) provides skilled nursing, assisted and independent living, adult day care and respite care to the community of Brookings, South Dakota. Since the opening of the Child Development Center on the nursing home campus in 2001, the children and elders have spent their days sharing space and activities and actively participating in each others lives. From dining, to crafts, to outings, and daily exercise, the children bring new life to their "grandparents'" surroundings. The children in turn, are adopted by an elder and receive the patience and guidance only a grandparent can give. This intergenerational program continues to grow with the planned addition of child care space and opening for 80 new children.

The Child Development Center is situated in the heart of the URC campus. Children and elders share dining, activity, and communal spaces and 100% of the nursing home is licensed as a daycare. Activities such as exercise, meals, and others are scheduled so that the generations can interact with one another each day. Children go on one-on-one visits to the elders' room everyday, often as spontaneous trips. The elders also make spontaneous visits to the nursery or classroom to rock babies, read stories, or help teach the children. All of these types of interactions are encouraged and supported by the staff.

Intergenerational crafts and baking events occur regularly; the children and elders share outings and field-trips; they participate in an intergenerational choir and Christmas program. The goal of the program is to create a natural family setting, with familial interactions between the generations. Elders and children create meaningful bonds through daily, scheduled and spontaneous interactions.

Staff play an important part of URC's familial setting. The United Retirement Center is moving towards a universal worker program, in which each staff member will care for 4-5 residents, providing for all of their needs, instead of dividing the work among housekeeping, dietary, and nursing staff. This close-knit interaction among elders and staff provides lasting bonds, improving both the care of the elders and the work environment of the staff. This is evidenced in the high satisfac-



tion rating among elders and the low turn over rate among staff.

The Child Development Center is the only daycare facility in Brookings to provide care for special needs children requiring medical support. By using the retirement home nursing staff, URC is able to affordably provide for the needs of these children. Additionally, URC is open extended hours, from 6am to 8pm, Monday through Saturday, to provide child care for parents working late manufacturing shifts or taking night classes at South Dakota State University, the largest university in the state. URC's Child Development Center is committed to remaining open on holidays when there is a need for child care, unlike other local childcare providers. The Child Development Center is also accredited by the National Association for the Education of Young Children (NAEYC) one of only two accredited institutions in South Dakota. Currently, 180 families are on the waiting list for URC's services.

All United Retirement Center staff attend a number of trainings designed to introduce them to the intergenerational model and to provide them the background to care for both children and elders. Cross-trainings are regularly offered to improve the care delivery model. The nursing home staff work closely with the



child care staff. They partner to design, organize, and implement programs, activities, and outings that will benefit both generations. When there are planned and unplanned intergenerational activities, it is the responsibility and expectation of staff of each generation to assist where needed in the project.

United Retirement Center shares a number of its services and amenities between its programs in order to use funds effectively. This includes having a shared kitchen and meal plan, sharing utilities and other daily expenses, sharing staff during intergenerational activities, and sharing a business office and administrative staff. Other staff, such as nursing, are always available to the Child Development Center, a service that otherwise would not be economically feasible.

The nursing home and assisted living programs are supported by Medicare, Medicaid, Long Term Care Insurance, Private Payment, State Assistance, and donations. The Child Development Center is funded by child care fees and grants; however it is a "break-even" venture at best. Often the nursing home and other elder care services subsidize the Child Development Center. URC justifies this cost by pointing to the many benefits of intergenerational programming. The children are more important to the elders than other activities or programming and the community of Brookings continues to have a need for childcare and demonstrates its support for URC's intergenerational programs. URC is also affiliated with Avera Health which assists with the management of the endowment, conducts staff training, and provides IT support and access to their purchasing group which has helped to lower costs.



Location

Brookings, South Dakota

Mission

To provide clients with the highest quality of care; Recognize the human dignity of residents while helping them achieve physical, social and emotional balance; Acknowledge the personal investment of the employees; and Enhance the health care needs of the community.

Type of Organization

United Retirement Center Inc. is a 501 (c) 3, formed in 1959 with a mandate to foster services to the retirement population of the Brookings area. URC diversified services to include children sharing space with seniors in one building. United Retirement Center currently serves 123 older adults in the nursing home, assisted living, and congregate living apartments, and 56 children in the Child Development Center. The Child Development Center is licensed for 56 children currently, and will be licensed for 120 children with the opening of the new expansion in April. Additionally, the Child Development Center serves 12 special needs children. Of the adults served, 95% are over the aged of 65, and 42% are over age 90.

Primary Function of Facility

The original function of the physical facility was to serve as a skilled nursing home. Since its opening, URC has gone through multiple expansions including the addition of independent living apartments, and assisted living apartments. In the next year, URC will celebrate the opening of a new wing dedicated to the provision of child care. Currently the facility provides space for childcare, adult day care and respite care as well.

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Photos courtesy of United Retirement Center/Avera

United Retirement Center noticed significant quantitative and qualitative benefits of the intergenerational program to both their residents and the young children attending. Qualitatively, the benefits are seen for both children and elders as they interact. Elders have greater opportunities to be active with young children, increasing their positive interactions, and building relationships with children. One particular elder comes to the infant room every day to hold the infants and play with them. She sees it as her job to help the infants new to the center adjust to the environment by holding, cuddling, and responsively interacting with them. Her volunteer time in the infant room serves a strong purpose for her and the infants. Parents have reported that one of their initial concerns has not been realized: their children are not afraid of elders or the "grandparents" living in the center. Instead, the children have developed relationships with them and their children's awareness of and acceptance of wheelchairs has transferred to when they are in public places. Rather than staring at the person in a wheelchair, they now say hi or ask a person who uses

a wheelchair if he or she needs help and may hold the door for him or her when given an affirmative reply.

Quantitatively, the most noted benefit was the decrease in various infections in the elders who lived at the center - especially involving skin infections. These were measured in the frequency of infections before the URC Child Development Center opened and compared to the frequency of infections after its opening: Skin infections went from 11.3 down to 7.0, Urinary Tract infections from 16.33 down to 10.2 and Respiratory infections from 18.3 down to 10.3. The staff turnover average is 10% as compared to a national average of 77%. The latest customer satisfaction survey indicated that all elements measured on the survey received a rating that ranged from very good to excellent. The recreational experiences received the highest rating of all which included planned intergenerational activities. This demonstrates that residents are positively responding both physically and emotionally to the intergenerational interactions.



Best Practice Award National Finalists

Grandma's House at Westminster Care of Orlando

Grandma's House is an intergenerational program at Westminster Care of Orlando where adults and children live together in a home-like environment. This special unit or "neighborhood" creates an extended family for children and adults with various disabilities. The program opened in July 2000 and was a completely new concept for the nursing home administration with no previous experience in intergenerational programming. Since then, they hired pediatric activities therapists to work with the therapy department in order to provide intergenerational activities on a daily basis. During the admission process, adults are screened for appropriateness in the Grandma's House program.

To enhance the quality of this intergenerational living environment, Grandma's House recently built an outdoor activity center for all ages. It includes equipment for adults and children and encourages their interaction. The site also includes a school called Westminster Academy, an Orange County charter school. The children attend school according to the Orange County calendar, where they receive speech, occupational and physical therapies. Having the adults and children live together in the same wing, or "neighborhood," allows for them to live together as a family on a daily basis.

The Pediatric Activities Specialist along with the Activities Department plan weekly activities for the children and adults. There is a large activity room for intergenerational involvement and a smaller one in Grandma's House for the children and "grandparents" to use. Although these activities are planned, many informal interactions take place during the day after the children return from school and in the evening at bedtime. The "grandparents" interactions are part of their care plans.

The project is currently gathering evaluation information with the help of the social work staff, but they have seen that the adults who live at Grandma's House



are generally more active on the whole than those residents at Westminster Care who do not live with the children. They are more motivated, involved with the Resident Council, more alert and need less medication than those not in the program.

Grandma's House has tremendous support from the community because of its uniqueness in serving the generations. They recently collaborated with over 20 companies to build the outdoor activity center in October 2007. The playground cost \$500,000, and most of this was in donated services and materials. Their annual gala fundraiser called the Celebration of Life, is done in collaboration with the Kathy Stilwell Foundation, which completely supports their mission to serve children and adults with disabilities. Universal Studios installed an interactive garden worth \$150,000 and Turner Construction built a special entrance for Grandma's House valued at the same.

The staff is experienced in intergenerational programming with the Grandma's House neighborhood manager, the Director of Nursing, the Pediatric Activities Specialist and Activities Director all working together to make sure that these activities happen. Once a month, the "grandparents" meet to plan activities with the children which are then put on the Activities calendar.

Because Grandma's House is a program within Westminster Care of Orlando, it is sustained by the overall facility. They have a separate budget as to know the program costs, but the facility covers medical services, supplies and therapy needs. Additional needs are covered through fundraising and donations from the community. They work closely with the Executive Administrator and Management Company to insure that adequate funds are appropriated for the Grandma's House needs. Medicaid reimbursement according to each child's level of fragility is handled through the business department.

Documentation through individual care plans provides information on how the status of the residents. The social work staff conducts quarterly evaluations by looking at medical, social and psychological data compiled by nursing and therapy staff.



Location

Orlando, Florida

Mission

To create an extended family of caring and interaction in order to provide the best quality of life experience for residents.

Type of Organization

Westminster Care of Orlando is a 420-bed skilled nursing center in Orlando, Florida. It is a 501 c3 organization that serves all ages who need skilled nursing services. Westminster Care has 6 specialized "neighborhoods" of which Grandma's House is one. At Grandma's House adults and children with various disabilities live together in a home-like environment. They usually have about 12 active adults and 36 children.

Primary Function of Facility

The primary function of Westminster Care of Orlando is to offer skilled nursing services for patients who may have suffered from a prolonged acute or chronic illness or patients who may have been injured or have had recent surgery. Westminster Care also provides long term restorative care to residents who can not be taken care of at home due to the caregiving demands of a chronic illness, the frailties or age, or physical limitations.

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Photos by Joe Brooks courtesy of Grandma's House

Greene County Educational Service Center

Green County Educational Service Center has been operating an intergenerational preschool program onsite at Friends Care Community for seven years. Their intergenerational program impacts not only the children, elders and their families, but also the community. Given the significant troubles affecting schools and communities (violence, an increasingly more complex society, prejudice, poverty, aging population, funding and financial issues), the Center has discovered that through this intergenerational program, they can help support and unify their community to help make it a wonderful place for families, children and seniors.

The program was developed based upon current research on the changing needs of the elderly and young children. Program developers were also responsive to a needs survey developed by Greene County Family and Children First Council that identified that elderly and young children were subgroups in the community that needed additional intervention.

A public school preschool program (serving children with disabilities and children of poverty) is physically located in the local skilled nursing facility. After the first year, the benefits were so immense that the Center, supported by an outpouring of community support, built a new preschool classroom for further development of the intergenerational program. This new room includes an observation area for seniors who want to “watch” the activities of the children without taking an active role.

The children and residents are fully immersed in daily activities together. They strive to provide endless opportunities for relationships to develop naturally as part of daily programming and not necessarily as a planned or scheduled event. Some residents visit the classroom regularly to “volunteer” and others just wander in periodically throughout the day to observe and interact with the children. In addition, the children travel to different areas of the home for combined music, story, craft, cooking and gardening activities. These “scheduled activities” are posted on the monthly calendar.

Developers purposefully located the playground on the far side of the building, giving the children a natural



opportunity to walk through the hallways and stop to chat with seniors along the way. They also paved a path throughout the playground area to accommodate both wheelchairs and tricycles.

The program has adopted the Creative Curriculum for preschool that lends itself perfectly to the inclusion of elders in preschool activities and linking these generations together. They have also incorporated soft massages with elders which have helped the children interact with the elders, while also adding the benefit from this essential touch.

The goal for this facility is to be a hub for the community, and therefore, activities are planned each year to involve families and individuals with the children and residents. These range from special concerts and carnivals to big week long thematic activities. Last spring the Center launched “Rolling Up the Mississippi On The Spirit of Friends”. This was a mock riverboat cruise, with popular evening entertainment, banquets and activities that were enjoyed by residents, children, their families, and community members.

One activity is the “Big Friends, Little Friends” program. Children are paired with a resident and they become special buddies. They celebrate birthdays and holidays

together and engage in special activities. Photos are taken throughout the year and made into a special book for each child and resident at the end of the school year. This has been immensely successful. When one resident recently passed away, her family even mentioned her special friend and the program in the obituary notice.

Early on during the integration of the programs, staff discovered that some of the seniors showed increased signs of depression, anxiety or behavioral disturbances when the children were not in the building. As a result, new programs were developed to bring youth into the building on weekends and in the summer months. An example of this is the development of a large garden that is tended and harvested by high school students and residents.

Twenty five preschool children and 66 resident seniors are directly impacted by this program. Most seniors, some of whom may be lonely or depressed, find new joy in friendships with children. They discover a sense of value in sharing their rich life experiences to help youngsters learn. There is a new spark in their eyes and a reason to look forward to the days ahead. Some of the most significant changes have been observed among resident seniors with Alzheimer's or dementia. They become more alert and active and smile more when the children are around. There has also been a decrease in behaviors and urinary tract infections when the children are around. Residents want to be up and ready to interact with the children.

The staff have also been impacted through the intergenerational program. Staff love the variety of daily activities and the spontaneity that has occurred for creative programming. They appreciate the volunteers and the extra set of hands when the other adults are around. The facility staff love having the children around. It adds spark to their everyday work responsibilities. The facility has experienced reduced staff turnover and their staff seem happier, with less burnout.

The community has become involved in the program. The Yellow Springs Community Foundation awarded over \$15,000 in grant funds to develop a large garden and outdoor complex. They also received monies from local service organizations and private donors. Community members supported the development and construction of the new preschool classroom. The com-



Location

Yellow Springs, Ohio

Mission

To foster educational and social growth and development for traditionally under-served members of our community (children with disabilities, children living in poverty and the elderly).

Type of Organization

The Early Childhood Department of the Greene County Educational Service Center provides educational services to public school preschool children with disabilities. This program operates in collaboration with Head Start, serving 25 preschool children in poverty; and Friends Care Community, a skilled care facility for 66 seniors.

Primary Function of Physical Facility

Friends Care Community is a non profit Continuing Care Retirement Community in Yellow Springs, Ohio. The primary physical facility is a 66 bed skilled care facility located on a 22 acre wooded campus with an intergenerational program onsite for preschool children and elders.

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Photos by Mary Beth Burkholder courtesy of Greene County Educational Service Center

munity is very proud of the program and is continuing to find ways to further develop it. The community is actively involved in volunteering, fundraising and attending social functions with the seniors and children.

Staff regularly educate the larger community on the benefits of intergenerational programming and frequently are invited to present at regional and State conferences. Staff has published articles outside of the regional area to reach a broader audi-

ence. A video documentary has been aired on TV channels and there have also been radio and TV interviews.

The first step in developing the intergenerational program was to collaboratively develop goals and a common philosophy. Staff from the public school program and skilled care facility participated in this process. Governing boards were kept informed of the process. Both agencies had very similar goals (to keep individuals close to home, celebrate human diversity, committed to maximizing growth and development etc.) and the intergenerational program developed very smoothly. Staff work in partnership to plan and implement activities, support one another, promote the program and one another's agencies and develop outreach activities.

All three agencies involved in the operation of this program are very committed to its continuation. Full support has been demonstrated from the governing boards of the Educational Service Center, two local school districts, Council on Rural Services and Friends Continuing Care Retirement Community. These are all funded entities that will continue to exist. There is additional community support from various organizations and foundations.



The program collaboratively merges three funding streams to operate this program. This is very cost effective for all agencies involved. The intergenerational program is a collaborative merger of the public school preschool program, Head Start and Friends Care Community. The public school and Head Start both receive State and Federal

funding. These agencies pool some of their funding to operate this program, which results in a cost savings to both. The educational component is funded and run by the public schools. The health, nutrition, and social work component is funded by Head Start. Both agencies share in the operational costs, including transportation.

Evaluations were completed with a variety of stakeholders. Annual evaluations are done with parents of children in the program, family members of residents and staff from the skilled nursing facility and public school. All evaluations have been extremely positive. Comments have been received from parents such as "already, at the young age of 3, my child has developed more empathy and caring for individuals who are disabled than his much older brother and sisters". Another parent wrote an editorial in the paper in praise of the intergenerational program. Families of the seniors have publicly thanked the program and have mentioned the program in obituary announcements and endowments. The program is engaged in a continuous improvement process, sets annual goals each year and works to inform others of the benefits of intergenerational programs.

Hesston Intergenerational Child Development Center

For 10 years before deciding to build together, Hesston Child Care transported a small group of preschoolers to Showalter Villa from the child care located in a nearby church. Since moving into the new connected building, children walk from each of the six classrooms to different wings of the Villa weekly. The infants make daily runs through Villa halls in their "Bye Bye Buggy." At least once a month, a group of residents goes to the Pre-K (the oldest children) classroom for planned activities.

A multipurpose room was designed in the new space to allow residents to observe children playing from the Villa Lobby. It also has a kitchen for cooking activities, which bring children and elderly together to make bread, cinnamon rolls, apple tarts, cookies, etc. There is space enough for group singing, balloon volleyball and other active interactions. A patio outside this space is also used for intergenerational activities such as making apple cider together. The sidewalk from the Villa goes through the playground where residents can stop to visit with the children. This gives children the opportunity to learn to stop and respect the elderly as they go through their play space.

This facility was designed to foster many levels of interaction including living side-by-side, indoor and outdoor observation, and interactions in the Villa and in the Child Care setting. They also utilize independent-living residents as either paid or volunteer helpers in the classrooms. College and high school students are incorporated into activities and special planned events. This creates a holistic community of age groups all along the continuum. A part-time intergenerational coordinator helps with intergenerational programming, oversees the interactions, researches new ideas and documents the program.

There is a Main Street which serves as the connecting link between the programs. It is a wide hallway that connects child care and the Villa complete with street lights, a fountain, a gift shop, a bank, a meeting room and an Ice Cream Shoppe. Children and residents can effortlessly flow between the agency with going outside or encountering any obstacles.



To facilitate observation, there are four large interactive windows at the end of Main Street that provide space for four wheelchairs to pull up and watch the children in action in the multipurpose room. The residents are able to see from their lobby if there are children in this room. There are also large one-way windows into both the Infant Room and the Toddler Room from the lobby. If there are no children in the multipurpose room, residents can observe the children in these rooms. Comfortable chairs are provided in front of these windows for easy viewing. Benches are provided outside the playground for residents to sit and watch children play.

In addition to informal interactions and observation, there are a number of planned reoccurring interactions. Each class visits the same hall each week for activities planned by the activity director, teacher and/or intergenerational coordinator. Residents come to classrooms to participate in the life of the classroom once a month. Children participate in the monthly birthday party for the residents and sing-a-longs. Child care classes are matched with the functional levels of the residents and the children go to the same areas consistently. For example, the preschool and Pre-K children are matched with the more functional residents for such activities as baking. Toddlers enjoy a play time that also allows them to interact with lower functioning residents. The infants enjoy rides on the Bye Bye Buggy to such areas as Memory Care.

The intergenerational program also plans special events to bring the children and adults together on a more informal setting including a joint Mardi-Gras Parade, an annual walk to raise money for the hungry, the Festival of Creativity - a three-day event with Villa residents, children and college students that includes baking together, a petting zoo, storytelling, making apple cider, playing in the leaves, eating lunch together, and many others.

The playground, "Play Remembered," was designed to reconnect children to nature, introduce children to old-fashioned play and to rekindle memories of residents' tree house, tire swing, or sandbox under the tree. The hallways are wide and the classrooms are spacious to accommodate visiting wheelchairs. The multipurpose room includes a small kitchen to provide a convenient space for joint baking projects. The room also is large enough for balloon volleyball, group sings, and other activities.

Last year, 134 different children ages 6 weeks to 5 years participated monthly in intergenerational activities with up to 75 residents per week from Schowalter Villa. As a result of living and associating with the elderly, the preschool children do not register fear of the elderly or of people with handicaps. They are comfortable around grandmas and grandpas and touch them and give them hugs.

The grandparents who are teaching in the program report on how meaningful it is to work with children and see them learn. Resident's eyes light up when the children are brought down the halls. The residents frequently ask, "Are the children coming today?"

All the teachers, whether it is within their classroom or during an intergenerational activity, share a four-pronged plan for helping kids to practice conflict resolution in age-appropriate ways. The children are also taught to live peaceably with their elders by respecting them and are learning to feel empathy for people who are older than themselves. The children receive nurturing from the seniors that can bring the calming peace of attention from adults.

Through the Play Remembered space, the center fosters a love of nature among both the young and old as well as connects the children with a sense of history. Also, this area borders the backyards of some of the independent residents, fostering the idea that the commu-



Location

Hesston, Kansas

Mission

To benefit all generations by striving to facilitate meaningful interactions and inspiring mutual appreciation through relationships between young children and the elderly.

Type of Organization

Hesston Community Child Care is a nationally-accredited childcare center that has existed 31 years. It provides childcare and education for 100 children six weeks up to kindergarten. Schowalter Villa is a continuing-care retirement community that serves up to 430 residents who live in a 105-bed skilled nursing facility and Alzheimer unit, 40 assisted-living residents, 50 homes for low-income residents under HUD 202 and 235 independent-living and congregate-living residents. The two organizations joined together in 2005 to create a new 501 (c) 3 Corporation called Hesston Intergenerational Child Development Center. Together they built a \$1,000,000 state-of-the-art facility on Schowalter Villa campus.

Primary Function of Facility

A child-development facility that provides a high quality environment for the 100 preschool children and facilitates multiple levels of interaction with the residents of the CCRC on a 24-7 basis. The intergenerational program bridges all populations all day long in very visible and permeable ways.

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Photos courtesy of Hesston Intergenerational Child Development Center

nity is one of connected neighborhoods that enjoy the same piece of nature. Another nature activity is taking the children for walks along with residents in the Arboretum, which borders the Villa and child care center.

Children from the center enter public school with an acceptance of people with differences, lack of fear of the elderly and with the advantage of the extra love, attention and wisdom bestowed upon them by grandmas and grandpas.

The program also enriches the sociology classes at Hesston College, as students see and participate in intergenerational interactions with early childhood and the elderly.

Parents also have opportunities to interact with the elderly population that they normally would not have otherwise. The children's interactions have prompted many families to establish intergenerational values as a lifestyle in their homes, as parents also reach out to residents. This year the center created a Grandparents Tree with requests for gifts for residents who have little attached to the branches. By the end of the event, all the requests for gifts were taken.

Prior to moving into the new building, activity directors from the Villa met with child care teachers to learn about the other's participants. They continue to meet

at least twice yearly to explore better ways of programming for different ages of children and different abilities of the elderly. The intergenerational coordinator is the connecting link that bridges the teachers of the individual classrooms and the activity directors from the different "neighborhoods."

Schowalter Villa and Hesston Child Care are self-sustaining entities. The legal documents of the Hesston Intergenerational Child Development Corporation (HICDC) were designed purposefully to make it very difficult to terminate interactions unless both parties agree to discontinue interactions and part ways. The funding of an IGC also helps assure that they are intentional about the importance of continuing the interactions and are willing to work out problems that may arise. HICDC has a \$200,000 endowment that provides for the continuing monetary funding of the building and the intergenerational activities. The IGC is funded through a user fee paid by the child care center and by endowment interest. Extra supplies used for activities come from either the child care or the Villa budget.

Last year, the intergenerational coordinator developed rubrics to assign number values on the interactions. She also evaluated each activity listing strengths and suggestions for improving. They will continue and expand on the collection of anecdotal records with a goal to sustain an effective method for documenting what happens on a daily basis.



St. Ann Center for Intergenerational Care

During the first 16 years of operation, the intergenerational aspect of St. Ann's programming comprised of staff members bringing their children to work for inclusion in structured and informal programming and a variety of community groups bringing in children in to interact and volunteer with the adult participants. Nine years ago, St. Ann Center built a large shared site program that oversees 114 early and school age children, approximately 160 adult day care participants, a buddy program with central city youth, and a temporary overnight respite program.

The shared site was opened to create an inclusive and fully integrated environment for both children and adults. Both respective programs were built with separate spaces with a conjoined 5,000 square foot atrium to capture informal interactions in a playful, non-threatening environment. St. Ann Center believes that choice is an integral, part of scheduled and non-scheduled leisure time. There is a large variety of music therapy, visual arts, spiritual, and physical programming available at the center.

There are two to three intergenerational programs per day that are planned and structured experiences that include music therapy, arts, swimming, cooking and/or eating snacks together, visiting and exercise programs. Each childcare classroom has a specific, adult unit they have a partnership with to build consistency and a relationship with 1-2 times per week.

Large events usually take place monthly that involve multiple programs that include a birthday luncheon for

children and adults and seasonal events such as parades, splash splash celebrations, and harvest days.

Informal opportunities are also available. Some adult clients like to watch the children swimming in the warm water pool and play in the atrium. The childcare classrooms all have 8x10 photos of adult clients that they have relationships with posted in various learning centers of their classrooms to make them part of the children's everyday environment.

St. Ann Center is a large shared site program that offers a multitude of choices to those they serve. In addition to the atrium, they also have a warm water pool for participants and offer music therapy, visual arts, exercise, cooking, and visiting programs. The vision is embraced by administration and the board of directors.

The childcare program reaches 114 children for early childhood and school age programs. The buddy program reaches approximately 50 central city youth each summer. Approximately 160 adults are reached daily in the adult day care programs and 8 are served through the respite programs.

St. Ann Center has an intergenerational committee that meets monthly and is comprised of liaisons from every classroom, program, and department of the center. It includes a music therapist who is also the Intergenerational Program Coordinator, occupational therapist, activity directors, lead child care teachers,





food services, and vice president of adult day services. This committee helps to train their own departments on current practices and methodologies. They also evaluate ongoing and special programs. In addition, an annual mission effectiveness survey is completed by all adult day care clients, parents, and families. Annual staff training is given to all staff on

intergenerational programming and practices and all new staff are trained during new employee orientation. There are monthly resident council and parent advisory meetings at the Center.

The vision of the Center is embraced and sponsored by the Sisters of St Francis of Assisi. Funds are generated from various sources: Two large scale cash raffles, Government and private funding, Philanthropy, investments, a \$1 million endowment, and 90% building equity. St. Ann Center is efficient by having a shared administration that oversees both the childcare and adult day care in one program. Many staff are cross-trained and able to work in multiple programs.



Location

Milwaukee, Wisconsin

Mission

To provide community based health and educational services for children and frail adults and to serve as a resource and support for caregivers. The Center, sponsored by the Sisters of St. Francis of Assisi, reflects Franciscan values in meeting the spiritual, psychological, social, and physical needs of all who participate regardless of faith, culture, or ability to pay.

Type of Organization

St. Ann Center is a health and wellness center that provides intergenerational day care and temporary overnight respite services. The center serves 144 early and school age children and 160 adults.

Primary Function of Facility

St. Ann Center provides intergenerational day services from 6 weeks of age to Senescence. The center serves children with a variety of needs and adults with Mental retardation, developmental disabilities, physical disabilities, chronic mental illness, and memory loss. The center also supports a buddy program that links central city youth with adult client's mentors/buddies.

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Photos by Juliann Joerres courtesy of St. Ann Center for Intergenerational Care

Under One Roof, Inc.™ (The Marvin)

For 23 years, the space that now houses this vibrant intergenerational community, was a vacant and under-utilized school building. In 1993, the city of Norwalk, Connecticut conveyed the property for \$1 and through a restrictive covenant recorded on the land records, the property will remain affordable for at least 40 years. The renovation of the building considered the intergenerational plan for the space and considered integrating both age groups as much as possible within the constraints of funding and the existing structure of the building.

The space includes the Marvin's congregate housing program which offers 49 units of affordable congregate housing for frail elderly and the Marvin Children's Center which occupies 2,600 square feet of the building. This program serves forty 3 & 4 year old children in a full year, full day, affordable School Readiness Childcare program and is managed by Bright Horizons Family Solutions, the nation's leading provider of employer-sponsored child care and early education.

The core element in the mission of Under One Roof, Inc.™ is a philosophical commitment to the importance and benefits of intergenerational programming. The intergenerational component is seen as an essential aspect to each program.



The intergenerational program includes a variety of both scheduled activities as well as informal and impromptu interactions. The goals of the program are to fully integrate the intergenerational component and not have it be seen as

one-shot activities or special events. Some of the scheduled programs include: twice weekly circle time in the seniors lounge; weekly activities in the children's center; regular sing-a-longs; semi-monthly lunch with grand-friends; family and holiday celebrations; and many special events. On a less formal basis, several residents reg-



ularly visit the children's center - some to just get some cheering up or hugs, others to help out with reading or other activities.

Some of the intergenerational activities include gardens planted by the children and seniors, pajama parties, and a project making a handprint flag which was sent to U.S. soldiers in Iraq. During warmer months, some residents often sit outside to watch the children on the playground. One resident, who chooses not to participate in intergenerational activities, loves watching the kids from her window, which overlooks the playground.

The intergenerational component is an integral part of everyday activities. The children often make cards or decorations for special events or holidays and make get-well cards when a resident is hospitalized. For very special occasions (such as a 90th Birthday), flowers, cards or a special photo is delivered to the resident's apartment. And, there are unscheduled visits to the office or field trips through the halls or to visit a resident in their apartment.

One senior resident, Arlene was never married or had children. A very frail woman who is wheelchair bound, she just loves the attention the children give her. The kids love being her electric wheelchair pit-crew and



often try to hitch a ride with her. Recently, Arlene was not feeling well. It was also her birthday. The children made a surprise visit to her apartment to wish her a Happy Birthday. Miss Arlene was absolutely thrilled.

Another resident, Betty is an amazing 92 year old, who has more energy than anyone. Betty is a regular visitor and helper with the children. Betty has helped chaperone field trips, climbs up on the reading loft with the kids, helps on neighborhood walks, and has a regular day for reading.

In addition to regular, ongoing intergenerational interactions between the senior residents and the child care program, The Marvin residents also have intergenerational activities with other programs and organizations. In 2006, the senior residents participated in a joint program with one of the local high school's photography class. Over several weeks, the high school students visited The Marvin, met with individual residents to photograph and interview them, and then produced photos that were on display at City Hall.

Because the childcare program was not scheduled to open until a year after the congregate housing opened, it was important to incorporate an intergenerational component from the start. In 1998, The Marvin developed a relationship with the near-by elementary school. Since that time - the 2nd and 4th grade teachers have brought their students to the congregate housing for regular interactions. The program initially began as an experiment - pairing the students with a senior as part of a reading program. It then evolved into approximately 6-8 sessions a year, with the students walking from the school to The Marvin.



Location

Norwalk, Connecticut

Mission

Dedicated to sponsoring, developing and operating quality affordable housing for elderly persons in need of supportive services, which incorporate and promote a strong intergenerational philosophy.

Type of Organization

Under One Roof, Inc.™ is the sponsor, owner and manager of "The Marvin", which offers affordable congregate housing to 49 senior citizens while providing a school readiness, full day child care program to 40 young children.

Primary Function of Facility

The Marvin is located in a rehabilitated former school building. The Marvin's congregate housing component was completed in the spring of 1997 and offers 49 units of affordable congregate housing for frail elderly. The Marvin Children's Center opened in November 1998, occupies 2,600 square feet of the building serves 3 and 4 year old children in a full year, full day, affordable School Readiness Childcare program.

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Photos courtesy of Under One Roof, Inc.

Over the past 10 years, the philosophy and details of the program have evolved and were expanded. All marketing efforts, interactions with prospective residents and child care participants, and staff stress that the intergenerational component is integral to the program. There is also a commitment from the Board of Directors and staff that the intergenerational philosophy and program is essential and at the core of the mission statement which was recently revised to emphasize this. This commitment and revised mission also helps institutionalize the intergenerational aspects of the program.

As part of the hiring process, potential candidates are informed of the intergenerational component in the programs. One staff person from each area is designated as the lead "liaison" between the two programs, however regular communication takes place between staff. Relevant information, articles and other information is shared with staff. In an ongoing effort to continually enhance the program and commitment to the integration of intergenerational components into all aspects of the program, a major commitment was made to ensure that all staff were fully trained and acquainted with the benefits and aspects of intergenerational programming. In an effort to both emphasize and excite the staff about ways to enhance the pro-

gram, the entire child care staff and the staff attended a two-day Intergenerational Certificate Training Program led by the Macklin Institute.

The intergenerational program currently operates without any designated funds. However, intergenerational projects are considered part of the essential operating expenses within the budget. While there is no specific funding for staff, the coordination and programming of intergenerational activities is built into the job description of both the Resident Services Coordinator of The Marvin and the Director of The Marvin Children's Center. To support special projects and initiatives the staff have applied for and received grant funding.

While Under One Roof, Inc.™ has not formally evaluated the program or outcomes, staff do regularly solicit feedback - both formally and informally. They also regularly administer satisfaction surveys with both residents and the child care participants. The feedback received and the comments about the impact of the program are used to continue to enhance the program. The feedback on the intergenerational component states it is both a positive aspect of the program, as well as one that adds a unique experience for both age groups.



Generations United Intergenerational Shared Site Resources

Generations United is pleased to offer a variety of resources to help you develop or strengthen your intergenerational shared site program. All of the resources listed below are available for free on-line at www.gu.org. Print copies are available from GU at a small cost.

Generations United—They Way We Live Our Lives DVD (2007)

Generations United developed this 7-minute DVD to share the great potential of multigenerational facilities and communities. We have highlighted a few of the creative solutions that address the growing demand for active, vibrant age diversity. You can also view this video on YouTube at www.youtube.com/GenerationsUnited

Tried and True: A Guide to Successful Intergenerational Activities at Shared Site Programs (2007)

This guide, developed in collaboration with the Neighbors Growing Together Program at Virginia Tech, provides brief background information on shared sites, recommendations on developing your own intergenerational activities, tips for facilitators, 50 intergenerational activities, and much more.

Intergenerational Shared Sites: Making the Case (2006)

This brief provides the facts and figures to help individuals and organizations make the case for an intergenerational shared site program in their community. Divided into three sections, the first provides general information on shared sites, the second on the rationale behind shared sites, and the final section on proven results of these types of programs.

Intergenerational Shared Sites: Troubleshooting (2006)

This companion to Making the Case, provides assistance on dealing with some of the obstacles that may appear when developing a shared site. This document highlights some of the common challenges facing intergenerational shared sites; recommendations to address these challenges; and when available, suggests resources for further information.

Under One Roof: A Guide to Starting and Strengthening Intergenerational Shared Sites (2005)

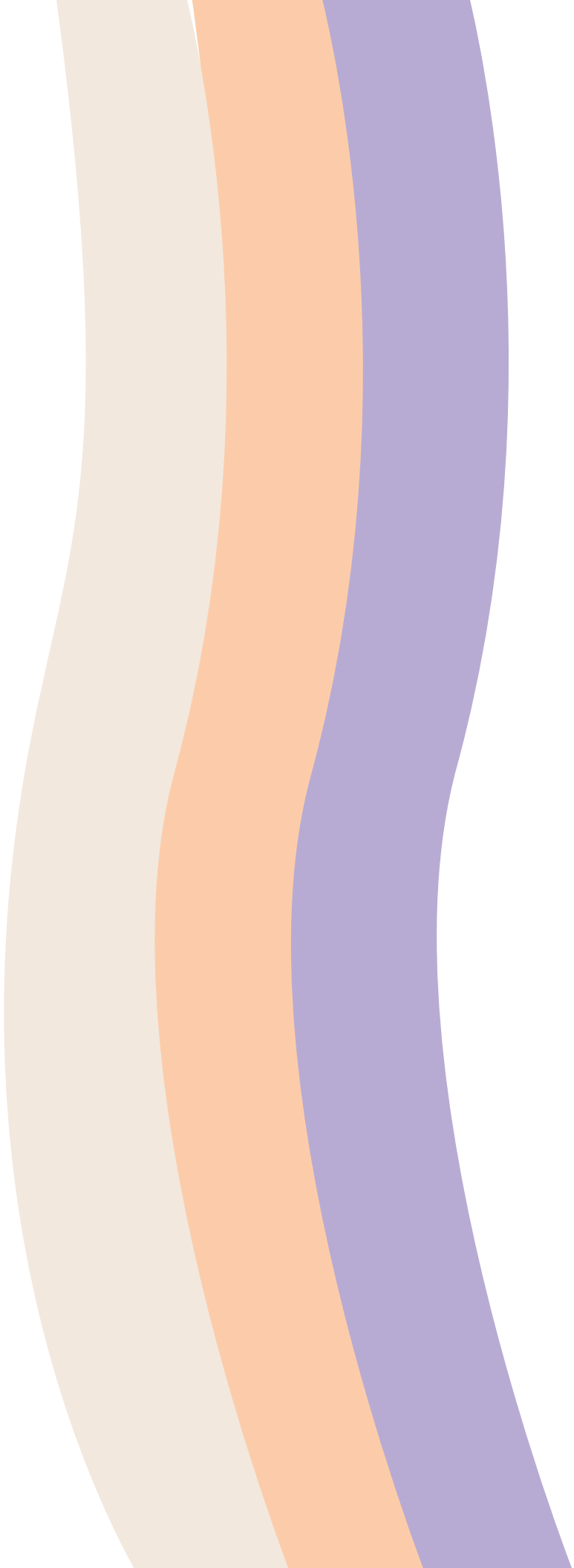
This how-to guide is for individuals and groups who are involved or interested in the development of intergenerational shared sites. This guide, authored by a national group of experts from various disciplines with practical knowledge on intergenerational shared sites, provides general information on program development, highlights tips from different programs, and identifies relevant resources.

Reaching Across the Ages: An Action Agenda to Strengthen Communities Through Intergenerational Shared Sites and Shared Resources (2002)

This action agenda is the culmination of a national symposium held in April 2001 attended by 50 experts from a variety of fields to discuss the future of intergenerational shared site programs; and provides practical and innovative recommendations to promote intergenerational shared sites.

Fact Sheet: Intergenerational Shared Site Programs (2005)

This fact sheet provides a compact overview of shared sites and includes information on just some of the program models.



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united**

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www.gu.org