

Creating An Age-Advantaged Community:

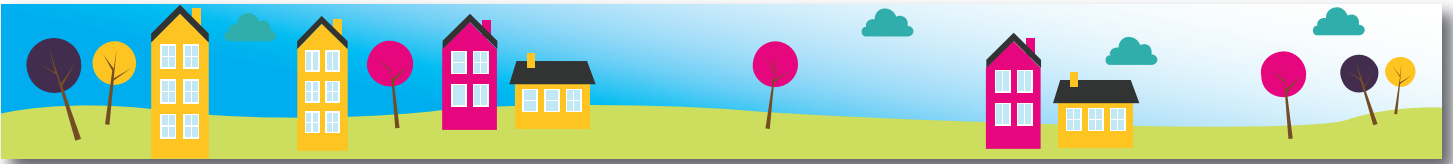
A Toolkit for Building Intergenerational Communities that Recognize, Engage, and Support All Ages



MetLife Foundation

**generations
united**

Because we're stronger together®



About Generations United

For over three decades, Generations United has been the catalyst for policies and practices stimulating cooperation and collaboration among generations, evoking the vibrancy, energy and sheer productivity that result when people of all ages come together. We believe that we can only be successful in the face of our complex future if generational diversity is regarded as a national asset and fully leveraged. For more information, visit www.gu.org.

About MetLife Foundation

MetLife Foundation was created in 1976 to continue MetLife's long tradition of corporate contributions and community involvement. Today, the Foundation is dedicated to advancing financial inclusion, committing \$200 million over the next five years to help build a secure future for individuals and communities around the world. MetLife Foundation is affiliated with MetLife, Inc, a leading global provider of insurance, annuities and employee benefit programs, serving 90 million customers. Through its subsidiaries and affiliates, MetLife holds leading market positions in the United States, Japan, Latin America, Asia, Europe and the Middle East.

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Finally, we extend a very special thank you to the intergenerational programs featured in this publication and the Best Intergenerational Community award winners and national finalists. The innovation and creativity in connecting generations exhibited by all of these groups are truly inspirational. Thank you for building strong, supportive communities for people of all ages.

Photographs courtesy of the award winning communities and national finalists from the Generations United MetLife Foundation Best Intergenerational Community Awards.

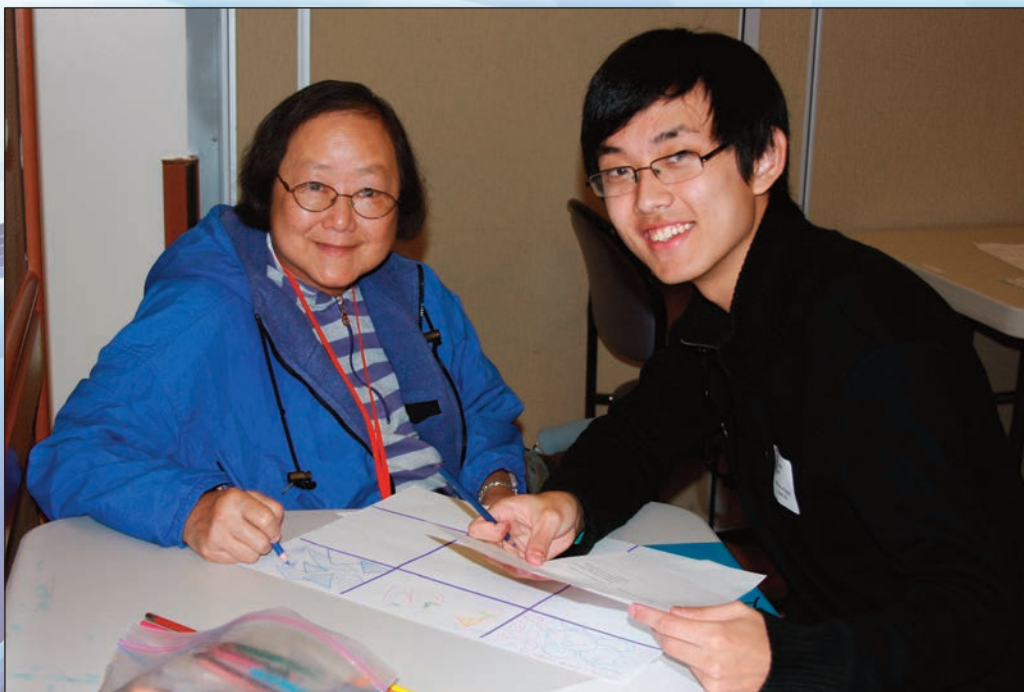
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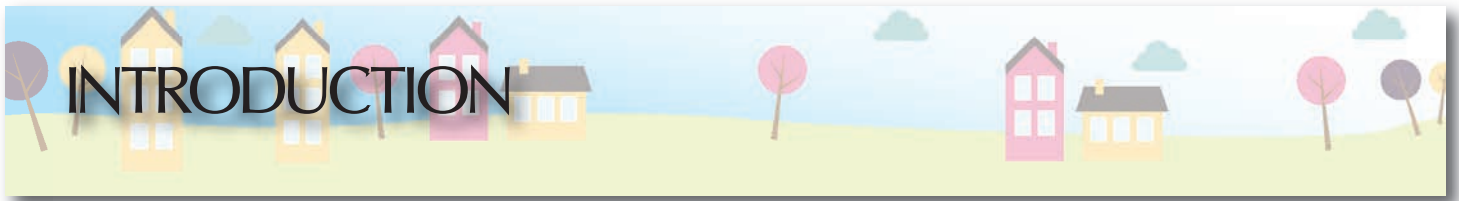
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There is a growing movement in the United States and around the world to make neighborhoods, cities, and communities better for the increasing aging population. Whether these initiatives are called livable communities, age-friendly cities, or aging-in-place, this important work is opening the door to explore how including people of all ages, specifically young people, can net greater returns.

Too often older and younger people are marginalized and left on the sidelines. Their voices are not included in discussions around community life. By 2040 each group will constitute approximately 20 percent of the total population. In other words, older adults, children and youth combined will make up over 40% of the U.S. population. It is not a stretch to say that America's younger and older people are one of our greatest assets. And it makes sense to capitalize these assets. Communities that engage all ages are doing just that.

It is not enough to say that communities that are good to grow old in are also good to grow up in. There must be intentional efforts to build connections between the generations. This publication brings the intergenerational lens to these older age friendly initiatives and serves to accompany the wide range of good materials already in existence.

Most communities are multigenerational in their make-up – meaning they have members of all generations. But most are not intentional in their efforts to bridge the generations. An intergenerational community is one where individuals of all ages are an integral and valued part of the setting. This perspective is reflected in the families, facilities structures, services, policies, and regulations that children, youth, and older adults encounter in the community as well as in day-to-day interactions and relationships. Partnerships between local government, older adult living facilities, schools, colleges and universities, multiservice organizations, businesses, cultural and community organizations, and community members of all ages are essential for intergenerational communities. An intergenerational community builds on the positive resources that each generation has to offer to each other and those around them and advances policies and practices that both acknowledge and promote the better, more efficient results you get when you mix ages.

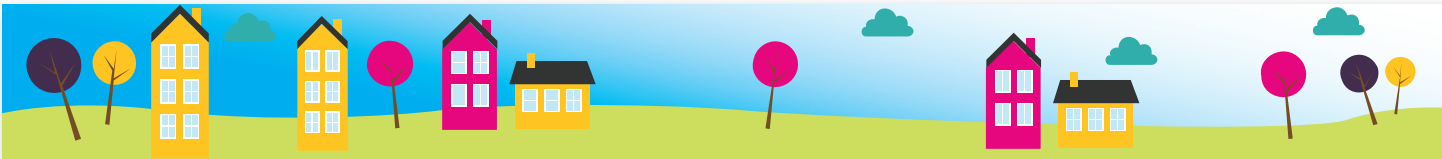
Since 2012, Generations United and MetLife Foundation have recognized the best intergenerational communities in the United States. From this work, Generations United has developed a series of tools to help communities become all-age friendly. This publication compiles some of these tools including:

- planning tips for communities with examples from successful communities across the United States,
- inspiring stories from award winning communities,
- engagement and development scales to assess programs,
- self administered community assessment, and

Definitions

Community refers to a geographic area with defined borders and resident populations for which reliable demographic data is available. This includes metropolitan areas, cities, towns, counties, reservations, neighborhoods, zip codes, and school districts.

Age-Advantaged or Intergenerational community refers to a place that (1) provides adequately for safety, health, education and the basic necessities of life, (2) promotes programs, policies, and practices that increase cooperation, interaction, and exchange between people of different generations, and (3) enables all ages to share their talents and resources, and support each other in relationships that benefit both individuals and their community.



- infographic on why intergenerational solutions are critical to building strong communities.

While all communities are unique, and have varying degrees of resources, every community can start to move from a multigenerational community to an intergenerational community by actively engaging residents across the generations in addressing community challenges. Most importantly — there are simple ways to get this started.

Getting Started

1. **Build the team** – determine who is going to serve on the coordinating committee (be sure to include representatives from all sectors including equal numbers of youth and older adults).
2. **Gather data and information** – research demographic data and develop a map of intergenerational community assets.
3. **Spark the conversation** – convene community dialogues with government, community partners and residents of all ages.

For example, appoint an intergenerational community advisory council that includes equal members of all generations. This group can both advise local government on community issues but also serve as the incubator for intergenerational initiatives. Such a council offers multiple perspectives and unique solutions. Communities can also ask groups requesting use of community space and resources how many generations will be involved in the activity before granting permission and give priority to groups working collaboratively across generations.

Additionally, local governments can regularly recognize and honor the strong champions who help create their intergenerational communities. All residents — including youth and older adults — along with non-profits, corporations, local government, civic leaders, and funders can start, expand and grow intergenerational programs, policies, and practices. Why?

Because we are stronger together.





Planning Tips

Communities are places that ideally provide adequately for the safety, health, education, and basic necessities of life for residents of all ages. In an intergenerational community, programs, policies, and practices increase cooperation, interaction, and exchange between people of different generations. They provide services that allow for individuals of all ages to not only survive but thrive. Residents of all ages have ample opportunities to share their expertise and resources, and to support each other and their communities.

Examining communities through this perspective is even more critical today. With an increase in grandfamilies, multigenerational households, and individuals delaying retirement, generations have come to rely on each other within families and within communities. Truly livable communities build on the positive resources that generations can offer one another and that promote intergenerational interdependence.

There are many key components to an intergenerational community. Here we have adapted the Livable Community Indicators for Sustainable Aging in Place developed by the Stanford Center on Longevity and the MetLife Mature Market Institute¹ but also included our own:

- Housing
- Transportation and Safe Neighborhoods
- Health Care and Supportive Services
- General Retail and Services
- Social Integration
- Education and Employment

In addition to tips and ideas in each of these categories, we share examples from communities around the country who are demonstrating creative solutions to engaging all generations and addressing critical community issues. For specific guidelines developed for cities, visit www.kccfaa.org and download **Making Your Community Work for All Ages – A Toolkit for Cities** developed by KC Communities for All Ages in Kansas City, Missouri.

Housing

Intergenerational communities provide opportunities for all residents to live in safe, affordable housing. Policies can be established that make it easier for all ages to find housing appropriate to their needs. Many communities have found ways to actively engage the generations in determining their housing priorities, and some nationally known builders are now responding to the needs of families who include several generations of residents. Cities and towns also are encouraging housing development in opportunity-rich areas in centers near schools, retail, medical facilities, transportation, and healthy environments. Even some age-segregated elder communities are opening their housing to younger singles and families.

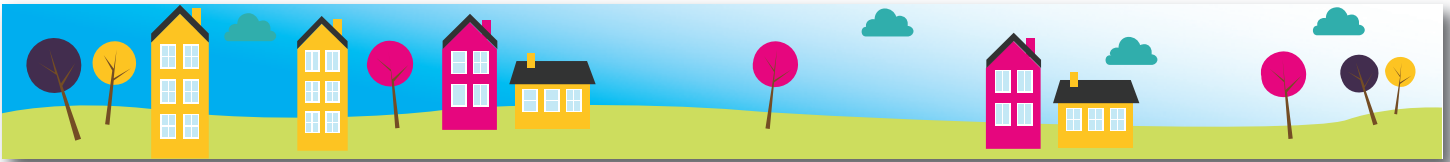
What can you do to view housing as an opportunity to meet the needs of all residents and engage generations?

Age-Advantaged Solutions:

A program that allows youth to provide services that assist older adults in staying in their homes. This might entail groups of students raking, shoveling, and doing home repairs.

Example: The Home Safety Program, a program of the Volunteer Center of the Virginia Peninsula, is a youth led program in which youth visit the homes of older adults who are living independently, perform a safety assessment and provide safety and disaster kits.

¹Stanford Center on Longevity and MetLife Mature Market Institute, Livable Community Indicators for Sustainable Aging in Place, March 2013. www.metlife.com/assets/cao/mmi/publications/studies/2013/mmi-livable-communities-study.pdf



Example: The Age-In-Place program of Seabury Resources for the Aging in Washington, DC provides free basic home maintenance services, such as cleaning and yard work, to older adults to help them stay in their homes. Teams of youth from all over the area volunteer in this program.

Example: Bridge Meadows is a unique and innovative solution to the current foster care crisis. Located in the Portsmouth Neighborhood of Portland, Bridge Meadows is a three-generation housing community consisting of homes for adoptive families and apartments for elders 55 and older. Parents and children who live at Bridge Meadows are provided with on-site counseling, cultural activities, workshops, support groups, and recreation as a resource for parents and healing for children. Elders at Bridge Meadows act as surrogate grandparents and mentors to the children and families who live here. The elders volunteer 100 hours per quarter, or an average of 8 hours per week, teaching arts and crafts, giving music lessons, and taking the kids to the park during the summer.



Example: River Cities Public Transit (RCPT) in rural South Dakota is a private nonprofit organization that provides round-the-clock transportation service every day to older adults, people with disabilities, veterans, students, and people with lower incomes throughout central South Dakota. RCPT coordinates use of various transit services that allow recipients to reserve rides a day in advance. In addition to on-demand services, RCPT offers fixed routes within the city of Pierre, rural routes between local jurisdictions, and inter-city routes. RCPT also provides transportation for children to and from school and extracurricular activities through their youth transportation program. Parents can preschedule trips for their children. This is an incredible benefit to parents as none of the counties served by RCPT offer public school transportation.

Transportation and Safe Neighborhoods

In communities across the nation, transportation is a critical service that all generations need now and in the future. The ideal of intergenerational communities relies on having adequate transportation options available for all, including a mix of light rail, buses, taxis, and on-call vans coupled with streetscapes that provide safety and access for walkers, wheelchairs, and strollers. Safe neighborhoods also include neighborhood watch programs and community events where people who live close to each other have a chance to get to know one another.

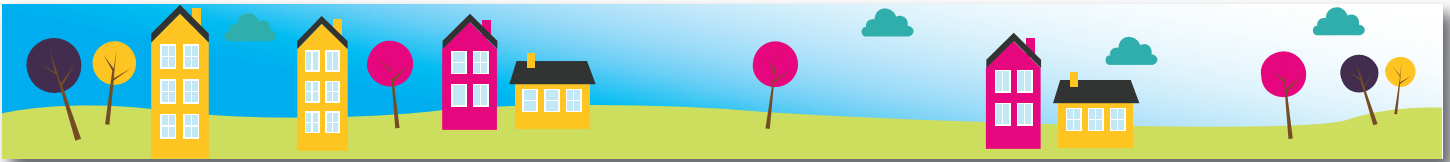
What can you do to view transportation and safe neighborhoods as an opportunity to meet the needs of all residents and engage generations?

Age-Advantaged Solutions:

Establish more flexible and responsive public transportation services through creative public and private partnerships that service community members of all ages.

Engage teenagers and young adults to help older members of the community learn how to use public transportation and feel confident walking in their neighborhoods.

Example: In St. Augustine, Florida, through the Council on Aging, teenagers developed a transportation program to help seniors in the community read bus maps and timetables, understand the transfer system, and overcome their fear of using public transportation. This program also established a bond between the older adults and teenagers that helped build empathy for each other.



Engage older adults to assist children in arriving to school safely and create a warm, nurturing, and safe environment for all ages built on relationships. Provide transportation to older adults who can volunteer at schools, thereby having extra adults on the buses while creating an opportunity for additional community support in the schools.

Example: In Chanute, Kansas, older volunteers greet students at the front door of their elementary, middle and high schools, and wish them a wonderful day at school, with a smile, handshake or high-five.

Example: In La Mesa, California, older adults serve as “eyes on the streets” helping to increase safety and put parents at ease with a community initiative to encourage kids to walk or bike to school called Walk-n-Roll.

Health Care and Supportive Services

Few issues are more important to older adults and families than the availability and affordability of quality health care services. Intergenerational communities require adequate medical facilities, trained medical personnel, community education, wellness programs, and doctors and specialists that have expertise and are able to care for and accommodate the schedules of residents of all ages. Intergenerational communities also require supportive services to assist all residents who are juggling many roles in their daily lives.

What can you do to view health care and supportive services as an opportunity to meet the needs of all residents and engage generations?

Age-Advantaged Solutions:

Engaging youth in helping address daily needs of older adults, whether in providing respite care for caregivers, helping older adults maintain an independent home by doing home inspections, or meeting a specific need of an older individual such as reading mail once a week to an older adult who has vision challenges.

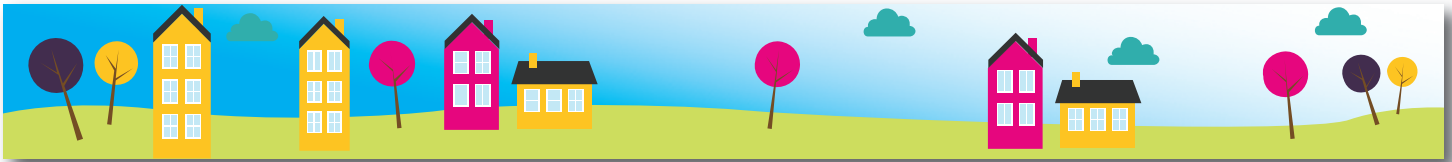
Georgetown, Texas

In Georgetown, Texas no one entity plans or oversees the city’s array of intergenerational activities or initiatives. Instead, the city government, schools, businesses, and religious and nonprofit organizations all work collaboratively to identify opportunities and strengthen existing efforts.

The city government helps sustain intergenerational efforts in a number of ways. It is a major contributor to the Georgetown Project, which funds social service and youth development organizations that help sustain intergenerational connections. Other city projects include helping to revitalize the historic town square so it now serves as an intergenerational gathering place; overseeing a new public library that includes space to foster intergenerational interactions; and building a new recreation center that includes a teen/senior center.

The Georgetown Independent School District (GISD) leads many intergenerational program efforts. These include: recruiting older adult mentors and tutors into the schools; co-sponsoring an annual intergenerational spelling bee; arranging joint performances with the high school and Sun City choirs; inviting veterans to be recognized at school Veterans Day ceremonies; and sending school buses to shuttle the Sun City “Booster Club” to high school ball games. These efforts are having a beneficial effect. In a 2010 vote, Sun City voters overwhelmingly supported the passage of a local school bond at a time when this measure failed in other Central Texas community districts.

Older adults (50 and older) in Georgetown can take advantage of affordable lifelong learning through the Georgetown Senior University program. Approximately 600 residents currently take classes. Recently, the program’s headquarters relocated from Sun City to the Southwestern University campus to encourage seniors to become an integral part of the university environment.



Example: Time Out Caregiver Respite Program, a program through The Intergenerational Center at Temple University, has created a semester-long work opportunity for students who provide respite services for a family, regular companionship, and supervision for an older adult.

Example: The St. Louis Meal Runners program teams high school students and older volunteers to deliver meals to homebound older adults, thereby creating teams that are stronger together — the students do the heavy lifting and packing of meal carriers and coolers, and the older volunteers do the driving. All participants benefit through the development of intergenerational relationships, while providing a needed community service.

Create a shared space — an opportunity for residents of multiple generations to interact daily while meeting their physical and social needs.

Example: At the JEWEL Program (a partnership between Mount Kisco Day Care Center and My Second Home/Family Services of Westchester), daily formal and informal interactions occur between the children who are in day care and the older adults who are a part of a non-residential day program. The older adults benefit not only from their wellness activities, personal care, transportation and nutrition, but also by the engagement with children on a daily basis.

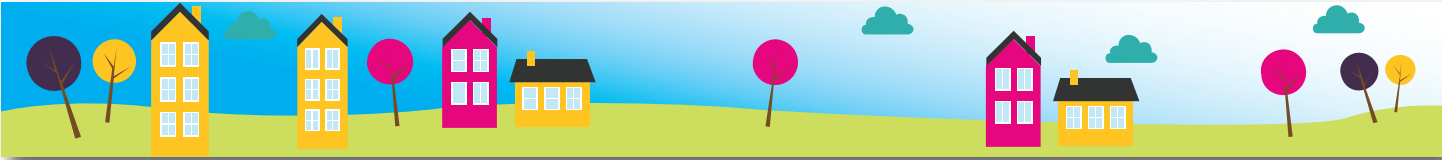
Example: Generations, an Intergenerational Center, in Plymouth, Wisconsin is a 28,000 square foot facility on a 7 acre campus that houses a wide range of community services under one roof including the Plymouth Adult Community Center, Growing Generations Child Care Center, Family Resource Center of Sheboygan County, Sheboygan County Meal Site, Head Start of Sheboygan County, Plymouth School District, Safe Harbor, and New Life Community Church. This center, opened in 2011, has strengthened and enabled the expansion of intergenerational programs throughout the facility and community.

Oberlin, Ohio

Collaboration and community service are a big part of life in Oberlin, as the City of Oberlin has built strong alliances with community organizations that ensure that Oberlin is an intergenerational community. The local government, Oberlin College, Oberlin City Schools, Kendal at Oberlin (a retirement community), Oberlin Community Services, Oberlin Heritage Center, Mercy Allen Hospital, and many other local organizations work closely together to develop programs that support and encourage interaction among different generations.

Students from Oberlin College's Bonner Center for Service and Learning work with the many community organizations to address concerns and challenges, using many intergenerational techniques to achieve the goals. The Oberlin Early Childhood Center draws older adults, Oberlin College students, and Lorain County Joint Vocational School students who volunteer in a variety of ways: in the classroom, in the kitchen, even helping prepare grant proposals.

The Kendal at Oberlin Retirement Community is a beehive of intergenerational programs as well. Its Volunteer Clearing House—initiated by a resident—matches the interests, skills, and expertise of senior volunteers with the needs of local organizations, many serving children and youth. The Kendal Early Learning Center, located in Kendal, provides daycare in an intergenerational setting. Oberlin Elementary Schools have a Grandparent Readers Program and a Listening Post Program, providing opportunities for children to interact regularly one-on-one with older adults.



General Retail and Services

Residents often want to grow old in their community and enjoy the convenience of knowing people while also having their needs met within close proximity to their home. For a community to meet the needs of all residents, ideally there are stores to buy necessities, opportunities to purchase healthy foods, restaurants and community activities.

What can you do to view general retail and services as an opportunity to meet the needs of all residents and engage generations?

Age-Advantaged Solutions:

Recognizing the importance of healthy eating and how it directly correlates to healthy and long lives, connects children, youth and older adult residents through gardening and cooking.

Example: The Marion Street Intergenerational Garden in Washington, DC is a place where gardeners of all ages take part in an opportunity to learn, create and participate in a gardening experience. This garden has become an outdoor classroom for residents of all ages and a collaborative effort of many groups, led by City Blossoms, a non-profit dedicated to kid-driven, community engagement and creative green spaces.

Example: Bring the entire community together through a Farmers Market. The ONEgeneration Encino Farmers Market, in California, is not only a certified farmer's market with fruits, vegetables, flowers and plants, but also a donation boutique where toys, clothing, cosmetics, and more are contributed by the community. The market is open year round, and a portion of the proceeds each week go to support intergenerational programming for older adults and children.

Social Integration

Residents of all ages enjoy the opportunity to be engaged and involved with fellow community members. Communities have an opportunity to intentionally connect the generations to enhance each other's lives, as well as that of the larger



community. Through these interactions, relationships are formed, stereotypes and biases are reduced, and communities are maximizing the strengths of their residents.

What can you do through social integration as an opportunity to meet the needs of all residents and engage generations?

Age-Advantaged Solutions:

Create opportunities to bring the generations together for learning or for fun.

Example: AGE to age: bringing the generations together is an initiative of the Northland Foundation in 13 rural communities and Reservations in Minnesota. Through a guided planning process, older and younger community members identify local needs and devise their own grassroots solutions. Representatives from all AGE to age sites meet regularly to share ideas. Each site forms and implements its own strategic action plan that joins the generations in local projects to improve the health and wellbeing across the generations. One site, the Bois Forte Reservation is linking different generations and preserving native language and culture through the passing on of traditions such as beading, storytelling, and cooking native foods.



BECAUSE WE'RE

TODAY

AMERICA'S TRANSFORMATION

2030

2050

THE UNITED STATES IS IN THE MIDST OF A DEMOGRAPHIC TRANSFORMATION.

41
MILLION

people in America who are 65 years and older

8% MORE

76% MORE

72
MILLION

people over the age of 65



By 2040, older adults, children and youth will make up over 40% of the U.S. population.

We are more racially and ethnically diverse. By 2042, more than HALF of the nation will be people of color.

74
MILLION

children and youth (ages 0-17)

80
MILLION

children and youth (ages 0-17)

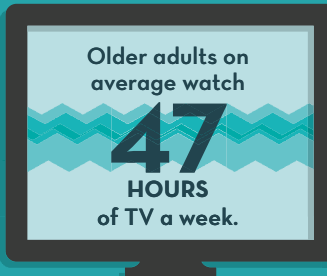
There is a growing racial generation gap. Today, more than half of Americans under the age of five are people of color compared to less than one in five Americans over 65.



CAPITALIZING ALL ASSETS

AMERICA'S YOUNGER AND OLDER PEOPLE ARE OUR GREATEST ASSETS YET WE ARE ALLOWING THESE ASSETS TO REST DORMANT.

There are **72** MILLION Baby Boomers.



A volunteer hour is valued at **\$23+** PER HOUR. =

So if 10% of boomers gave up 10% of TV time each week to volunteer, it would generate over...



STRONGER TOGETHER

IT COSTS LESS, NOT MORE

Facilities that serve younger and older people save on some of the most significant program costs (personnel and rent) when they share expenses.



INVESTING IN ALL GENERATIONS MAKES SENSE AND MOBILIZING THE GENERATIONS IS COST EFFECTIVE.

The known benefits of programs that connect the generations could reduce healthcare costs.



Older adults who volunteer report lower disability, greater well-being, increase in brain activity, and reduced depression.



Children and adults in intergenerational programs can increase their levels of physical activity, increase consumption of fruits and vegetables and decrease their time watching TV or playing video games.



Young people who connect with older adults can improve academic performance, confidence and self esteem, and attitudes toward learning.

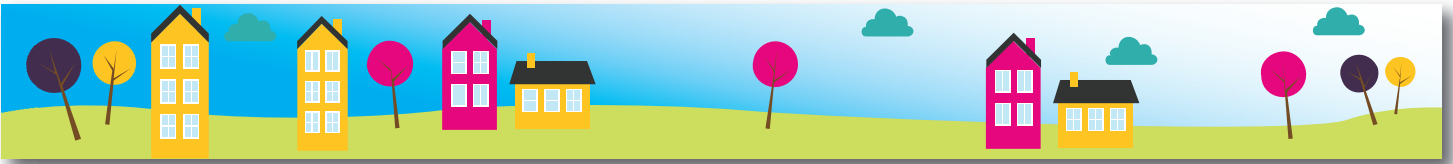


MIXING IT UP

WHEN YOU MIX AGES YOU GET BETTER RESULTS. THERE IS MAGIC WHEN YOU MIX, EXPERIENCE, WISDOM AND FRESH PERSPECTIVES.

BRIDGING GENERATIONS IMPROVES LIVES AND COMMUNITIES. WE CAN SOLVE REAL PROBLEMS AND BUILD CONNECTIONS AMONG GENERATIONS AND THEIR COMMUNITIES. THE RESULT IS LIFE GETS BETTER - FOR ALL OF US.





Example: Annually, the County of San Diego holds Intergenerational Games in three regions of the county. The games pair older adults with elementary and/or middle school students for a half-day of education and physical activities. The teams engage in a variety of fun, non-competitive activities followed by a healthy lunch. The goal of the Games is to bring the generations together to have fun while encouraging healthy and active lifestyles.

County of San Diego, California

With three million residents strong, the County of San Diego believes in the need to support intergenerational connections. In 2001, it backed up that belief with serious funding by adding a full-time staff position of Intergenerational Coordinator at the county's department of Aging & Independence Services (AIS). That investment has paid big returns: through intergenerational programs it has employed residents' strengths to expand services and address serious challenges. Residents benefit by having the opportunity use their talents and creativity to contribute to the county's well-being and vibrancy. In 2013, the County Board of Supervisors voted to add four new staff positions throughout the County devoted specifically to intergenerational work.

Over the past 14 years, the county's commitment to intergenerational programs has only strengthened. By sharing sites and resources, it has maximized financial resources. It has also challenged traditional ways of funding. For example, AIS allocates funding from the Older Americans Act to support intergenerational program development. It also requests and receives funds from other county agencies to support intergenerational programs. Their \$16.1 million dollar Centers for Disease Control Healthy Works grant included an intergenerational thread that supported Safe Routes to School, Breakfast in the Classroom, Community Gardens, and Community Engagement.

Education and Employment

Intergenerational communities offer residents of all ages opportunities for quality education whether it is life long learning, retraining, encore careers for older adults; quality early child education and experiences for young children; or job training and public service opportunities for young adults. Communities must promote flexible work arrangements for young and older adults and assist with practices that can accelerate the launch of younger adults into full-time careers and ease the transition between full-time careers and part-time work, volunteering, and retirement for older adults.

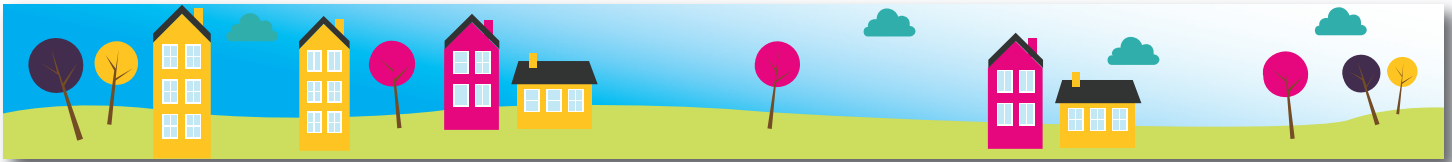
What can you do through employment and education as an opportunity to meet the needs of all residents and engage generations?

Age-Advantaged Solutions:

Develop creative job training programs for youth.

Example: The Workforce Academy for Youth (WAY) in San Diego, California is a job training program that helps foster youth transition to self-sufficiency by offering them a six-month paid internship. Along with monthly group training, each intern receives individual mentoring support and a life skills coach. The Life Skills Coaches are adults ages 50 and older who serve as positive role models, encouraging their interns to perform well on the job and to continue their education.

Example: The Geriatric Career Development (GCD) program of The New Jewish Home Lifecare is a three-year work-based learning curriculum that provides at-risk New York City high school students with internships, academic support, social services, college test preparation and college and career counseling in a geriatric long-term health care setting. The program helps address the shortage of allied health professionals by exposing high school students to geriatric health care and promoting the development of skills required for employment.



Provide life long learning opportunities for older adults and pathways for encore careers or work in later life that combines continued income, greater personal meaning, and social impact. These jobs are paid positions often in public interest fields, such as education, the environment, health, the government sector, social services, and other nonprofits.

Example: AARP Experience Corps engages people 50-plus as tutors and mentors to K-3 students in 19 cities across the country, providing literacy coaching, homework help, consistent role models and committed, caring attention. Each AARP Experience Corps member is extensively trained and commits five to 15 hours per week for the school year. A team of six to 20 adults is placed in each school, with each team member working in a single classroom. The volunteer members work at the direction of the teacher to support students. Independent research shows that AARP Experience Corps boosts student academic perform-

ance, helps schools and youth-serving organizations become more successful, and enhances the well-being of adults 50 and older in the process.

Example: In Ithaca, New York, a unique partnership between Ithaca College and Longview - an adult residential facility located just up the road from the college – has created a shared environment which enriches the College's academic curriculum, and affords members of both the College and Longview communities with intergenerational educational and social experiences. In a typical semester, two dozen faculty members, 4-5 staff members, and approximately 300 students from 20 majors interact with well over 100 residents in 40 different activities at Longview, which has a large classroom and demonstration space dedicated for their use. Longview residents can be seen in classrooms across the college campus, and in attendance at many College performances and activities.





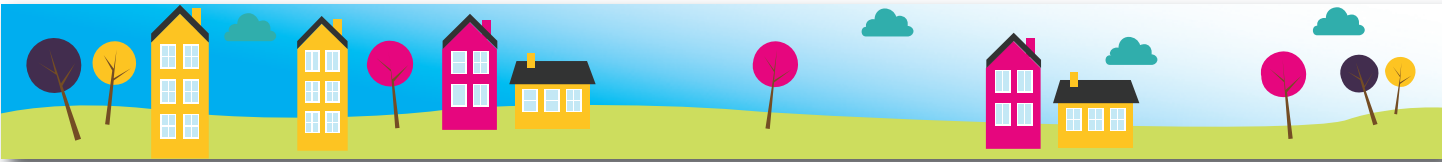
Depth of Intergenerational Engagement Continuum

Intergenerational communities have a wide-range of programs and activities that intentionally connect the generations. This tool will help you assess the amount of contact your programs offer younger and older participants.

All programs can be placed on a continuum with points that correspond to different levels of intergenerational engagement, ranging from initiatives that provide no direct contact between age groups (point #1 on the continuum) to those that promote intensive contact and ongoing opportunities for connections (point #7 on the continuum). Many communities offer programs up and down the continuum and often start with activities on the lower end of the scale and work up to those at the higher end. A variety of programs will ensure that there will be something for everyone but we encourage all communities to strive for deeper levels of engagement between the generations.

Points on the Continuum:

- 1. Learn About Other Age Group:** Participants learn about the lives of people in other age groups, though there is no actual contact between the generations. Example: “Learning about Aging” curriculum in school districts where children learn about older people.
- 2. Seeing the Other Age Group at a Distance:** Program participants learn about each other, but there is no actual contact. Examples: Making videos, writing letters, and sharing artwork with each other.
- 3. Meeting Each Other:** There is a one-time event where a group of young people and older adults meet each other. Examples: A group of students visit a nursing home once to interview the older adults; a shared site facility where the children “Trick-or-Treat” on Halloween or perform songs at a Holiday Concert.
- 4. Annual or Infrequent Activities:** These meetings occur on an annual or infrequent basis. They are typically tied to established community events or organizational celebrations. Examples: Grandparents Day at an elementary school; an annual Intergenerational Olympics where younger and older people compete together in fun physical activities, a senior center and youth club together make sandwiches for a soup kitchen twice a year.
- 5. Demonstration Projects:** These initiatives involve regular meetings extended over a period of time (usually at least several months). The intergenerational dialogue, sharing, and learning can be quite intensive. These projects are typically implemented on an experimental or trial basis, and are often dependent on outside funding sources. Examples: An intergenerational teen parenting support program in which older adults mentor and provide support for pregnant and parenting teens; an oral history program where high school seniors interview veterans about World War II; an adult group and a children’s group on a shared site campus who plant and tend a garden together in spring and summer.
- 6. Ongoing Intergenerational Programs:** These are intergenerational programs from the previous category that have been deemed to be successful/valuable from the perspective of the participating organizations and hence integrated into their general activities and learning curricula. Examples: An annual intergenerational arts program that is led, planned and implemented by teams of younger and older people and culminates in an Intergenerational Talent Show; school-based volunteer program that recruits, trains, and supports older adults who mentor and tutor at-risk children.



7. Creating Intergenerational Settings: Values of intergenerational sharing and caring are infused into the way community settings are planned and function. Opportunities for meaningful intergenerational engagement are abundant and embedded in social norms and traditions. There are encouraged formal and/or informal intergenerational activities or connections on a daily basis. Examples: A “retirement home” village developed as an intergenerational setting with facilities for children and youth (e.g., a preschool, or an after-school program) and both scheduled and unscheduled opportunities for intergenerational interaction; a community park designed to attract and bring together people of all ages and accommodate varied (passive and active) recreational interests.

Using the Scale:

Add your intergenerational projects and activities to the chart below. Indicate your current level of intergenerational engagement and your goal for intergenerational engagement in each of your intergenerational programs by writing the number for the corresponding level of contact. You may find the two numbers are the same. Add additional rows to the chart for more activities.

1	2	3	4	5	6	7
Low Level of Contact						High Level of Contact

Intergenerational Project/Activity	Current Level of Contact	Goal Level of Contact
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Program Development Guide

Below is a list of steps to assist in creating solid and successful intergenerational activities and help communities achieve their goals.

Visioning, Assessment and Goal Setting

- Is there a vision statement that outlines a clear view of what you intend to achieve?
- Have you conducted an organizational and community assessment?
- Have you established realistic, measurable and achievable goals?
- Have you identified the anticipated benefits of your program?
- Is there a formal process to review community or agency policies to ensure that the intergenerational program can move forward as planned?
- Have you taken steps to ensure community buy-in?

Funding and Partners

- Do you know what funds are needed for the program to achieve your desired results?
- Do you have a budget for the program?
- Have you identified potential funding sources including in-kind support?
- Have you reached out to community partners for financial and/or other support?

Participants

- Are there any specific characteristics that you would target for your participants (i.e. age, specific interest or skill, physical ability, etc.)?
- Do you already have participants interested in joining your program?
- Have you recruited participants or have a plan to do so?

Physical Space

- Do you have the necessary and appropriate physical space to accommodate all participants and planned programs?
- Have you reviewed your agencies policies for space usage to ensure you can hold the program as originally planned?

Staff Development, Training and Retention

- Are there opportunities for continued education and training for staff?
- Do you have well-defined roles for each staff member?
- Do you have a formal plan to recognize and appreciate employee's work?

Intergenerational Activities and Curriculum Development

- Are the curriculum and intergenerational activities based on the vision, philosophy and goals of the program?
- Is there a conscious effort to plan and implement activities as well as facilitate intergenerational interactions and relationships?
- Do you have mechanisms to solicit input of participants in activity planning?
- Do program activities take into account the interests and abilities of all program participants?

Evaluation

- Are there strategies in place to determine if the goals of the program are achieved?
- Is information recorded on each activity (i.e. goal, participants, time, materials, etc)?
- Is there a formal process for reflection?
- Is there a process for reviewing evaluation data and making changes based on the results?

Community Support and Awareness/Publicity Outreach and Public Affairs

- Is the program providing support for a needed community issue?
- Have you reached out to your local media to share your program information?
- Have you discussed the importance of the program with your community leaders and elected officials?

Self-Administered Community Assessment

These questions will help you assess your community's progress in becoming age-advantaged and guide next steps.

	Yes	No	In Progress
1. Is there a department, unit or coordinating mechanism within the local government responsible for promoting and ensuring intergenerational collaboration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does your community have an intergenerational commitment that crosses sectors of the community, from local schools and children and youth service providers to older adult service providers, businesses, charitable organizations and local government?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does your community recognize and utilize the strengths of each generation to plan and develop policies, systems, and environments that would support positive engagement and outcomes for all ages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there funding to support intergenerational programs and coordination of efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does your community have programs, settings or facilities that enable all ages to share their talents and resources, and support each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you have plans to improve or expand your intergenerational activities and connections within your community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you have members of all ages who could write a letter of support for how the intergenerational nature of the community has made a positive impact in their life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered yes to all these questions, congratulations! You are well on your way to becoming an age-advantaged community. You also meet the basic qualifications for the Best Intergenerational Community Awards. We hope you will consider applying. To learn more about the award, visit www.gu.org.

Additional Resources

The information, tips, examples, and materials provided in this toolkit are intended to help you on your journey to make your community more intergenerational.

For more information on intergenerational community building visit www.gu.org.

Additional resources on age-friendly and livable communities are available at:

- Communities For All Ages
<http://www.gu.org/RESOURCES/IntergenerationalCenter/ToolkitsandManuals.aspx>
- Grantmakers In Aging Community AGEnda
<http://www.giaging.org/programs-events/community-agenda/>
- AARP Livable Communities
<http://www.aarp.org/livable-communities/>
- WHO Age-Friendly Cities
<http://agefriendlyworld.org>
- N4A Livable Communities
<http://www.n4a.org/livablecommunities>



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