Generations United

Young and Old Serving Together:
Meeting Community Needs Through Intergenerational Partnerships

generations
united

*a national coalition dedicated to
intergenerational policy, programs and issues.*

Generations United

GU Board

Chair:
John Rother
Director, Policy and Strategy
AARP
Washington, DC

Vice-Chair:
Lawrence McAndrews
President
National Association of Children's
Hospitals & Related Institutions
Alexandria, VA

Secretary:
MaryLee Allen
Director, Child Welfare and Mental
Health
Children's Defense Fund
Washington, DC

Treasurer:
James Firman
President
National Council on the Aging
Washington, DC

Shay Bilchik
President and CEO
Child Welfare League of America
Washington, DC

Robert Dugger
Managing Director
Tudor Investment Corporation
Washington, DC

Marc Freedman
President
Civic Ventures
San Francisco, CA

Patrick Gaston
Executive Director, Strategic
Alliances
Verizon Communications
Washington, DC

Robert Goodwin
President and CEO
Points of Light Foundation and
Volunteer Center National Network
Washington, DC

Charles W. Gould
President and CEO
Volunteers of America
Alexandria, VA

Michael Marcus
Senior Program Officer
Chicago Community Trust
Chicago, IL

Virginia L. Mason
Executive Director
Family Support America
Chicago, IL

Catherine Milton
Executive Director, U.S. Programs
Save the Children
Westport, CT

William L. Minnix
President
American Association of Homes and
Services for the Aging
Washington, DC

Larry Naake
Executive Director
National Association of Counties
Washington, DC

Mary Ann Van Clief
Vice President
The Brookdale Foundation Group
New York, NY

Judith Vrendenburgh
Director/CEO
Big Brothers/Big Sisters of America
Philadelphia, PA

Special Advisors to Board:

Robert Blancato
Partner
Matz, Blancato & Associates
Washington, DC

Irv Katz
Executive Director
The National Assembly of Health
and Human Service, Washington, DC

Staff:

Donna M. Butts
Executive Director

Ana Beltran
Director
The National Center on
Grandparents and Other Relatives
Raising Children

Maggie Biscarr
Assistant Director
The National Center on
Grandparents and Other Relatives
Raising Children

Cara Goldstein
Technical Assistance Coordinator
The National Center on
Grandparents and Other Relatives
Raising Children

Florence Mitchell
Office Assistant

Jaia Peterson
Public Policy Coordinator /
Newsletter Editor

Eboni Speight
Grants/Office Manager

Sheri Steinig
Program Director

Generations United
122 C Street NW, Suite 820
Washington, DC 20001-2109
(202) 638-1263
Fax (202) 638-7555
E-mail gu@gu.org
www.gu.org

Generations United

Young and Old Serving Together:
Meeting Community Needs Through Intergenerational Partnerships

generations
united

a national coalition dedicated to
intergenerational policy, programs and issues.

Revised June 2002

About Generations United

GENERATIONS UNITED (GU) is the national membership organization focused solely on promoting intergenerational strategies, programs, and public policies. GU represents more than 100 national, state, and local organizations, representing more than 70 million Americans and is the only national organization advocating for the mutual well-being of children, youth, and older adults. GU serves as a resource for educating policymakers and the public about the economic, social, and personal imperatives of intergenerational cooperation. GU provides a forum for those working with children, youth, and the elderly to explore areas of common ground while celebrating the richness of each generation.

Vision: A society that values all generations.

Mission: To foster intergenerational collaboration on public policy and programs to improve the lives of children, youth and the elderly.

Theme: Young and old working together.

Core Beliefs:
GU provides the forum for advocates for children, youth and older persons to work together to build and support a common agenda. Each generation has unique strengths to help meet the needs of another. Efforts to create more decent societies rest on the interdependence of generations – past, living, and still to come. Further we believe:

- *Intergenerational collaboration will unite and improve our communities.*

- *Every person, younger and older, adds value to our communities.*

- *Public policy should meet the needs of all generations.*

- *Resources are more wisely used when they connect the generations rather than separate them.*

- *Discrimination in any form limits a person's potential to contribute to the development of their community.*

- *Grandparents and other relatives who step forward to raise children are providing an invaluable service to their families and our country.*

Acknowledgements

Generations United gratefully acknowledges the assistance and contributions of the many talented individuals and groups across the country whose everyday work brings together young and old in service to one another and their communities.

Specifically, we thank Tess Scannell and Angela Roberts for their hard work on the first version of this publication. Eight years later, their vision of young and old serving side by side still holds true and is more important than ever.

Special thanks to Sheri Steinig for leading the effort to update this publication, editing the document, and writing much of the revisions. Thanks to former GU staff members Paul Inyang and Alison (Franz) Harte for their dedication in getting the revision process started.

We extend our gratitude to the Corporation for National and Community Service for funding both the original project and the printing of this revised version.

We would like to thank Dr. Robert Shumer, formerly of the National Service-Learning Clearinghouse for his encouragement and support throughout the process of revising this publication. We also wish to thank the Advisory Committee for their guidance and consultation during the project.

Special thanks to Maureen Statland for drafting the new chapter on intergenerational service-learning and Leah Stein for researching program examples.

Thanks to Lydia Hanhardt, program associate from Penn State University's Intergenerational Programs and Aging for updating the annotated bibliography.

Finally, we dedicate this work to all practitioners, program participants, and communities who create, support, and expand opportunities for young and old to serve together. The promise of intergenerational community service comes alive through your work, and our future and our Nation are better because of it.

Project Advisory Committee

Tony Ganger
YMCA of the USA

Amy Goyer
AARP

Laura Rogers
Close-Up Foundation

Paul Roodin, PhD
Oswego State University

Robert Shumer, PhD
Learn and Serve America National Service-Learning Clearinghouse
University of Minnesota

About this publication

Suggested Citation:

Generations United. (2002). *Young and Old Serving Together: Meeting Community Needs Through Intergenerational Partnerships*. Washington, DC: Author.

Front Cover Photos:

Courtesy of Belmont Habitat Project, Robert Casey for Generations United, and Temple University Center for Intergenerational Learning

Back Cover Photos:

Courtesy of Environmental Alliance for Senior Involvement and Sheila Sears, Senior Citizens Services of Mobile, AL

Forward

Intergenerational programs are usually broken down into three separate silos that contain variations of rich, rewarding models. These three—young serving old, old serving young, and young and old serving together—encompass the thousands of programs currently underway in neighborhoods across the country.

The soul of intergenerational approaches, however, is embodied in the third, young and old serving together, which is the subject of this publication. These programs are strength-based, reciprocal and respectful of the "bookend generations." They offer a vehicle for younger and older members of our society to step off the bookshelf, dust themselves off, and become engaged in issues of common concern.

Anyone who has worked with an intergenerational program knows there is tremendous power when young and old are united in meaningful, purposeful work. Together they build healthier, safer, more inclusive communities and in the end make our country stronger. As one of our members said, if you take the potential of youth, the experience of age and mix them together what do you get? Dynamite.

As demographics evolve, we must move beyond thinking young people are our future and older people our past. Most importantly they are today. Seize the opportunity. Young and old serving together can and will change our communities and indeed our country and our world.

Donna M. Butts
Executive Director
Generations United

New Jersey Intergenerational Orchestra at Generations United's Conference by Robert Kasey

Table of Contents

Intergenerational Community Service Today

In Miami, Florida, young and old are joining together to make a difference in their community. The Intergenerational Citizens Action Forum is a multi-generational project designed to rekindle the public service spark and nurture future leaders by inviting students to participate in public debate over issues critical to every citizen.

Older adults serve as mentors to the students and help students to organize and conduct a town meeting or a more formally structured forum. Throughout the school year, participating students organize forums that address important issues, such as Social Security reform, crime, violence, health care reform, and environmental protection.

With the help of older adult mentors, the students study the issue in depth, invite a panel with expertise on the issues to present at the forum, and pose questions to them before an intergenerational audience. Everyone present has the opportunity to hear a range of opinions and reasoned debate. After studying the issues and hearing discussions, the Intergenerational Citizens Action Forum enables students to take the next step – to search for solutions to community problems and to publicly advocate for change through the legislative process.

In the past years, students and their elder mentors formed caucuses, wrote bills, and contacted legislators, in the time-honored democratic tradition. When students discovered widespread hunger among Dade County's elders, they raised public awareness and money to start a food bank for needy senior citizens. Due in part to the advocacy of participants in the program, Florida's Department of Elder Affairs was established.

Three of the intergenerational programs at Dade County Public Schools evolved from student participation in past forums – Youth and Elderly Against Crime, Design 2000, and Project I Can Help!

In a society where members of different generations are increasingly fragmented, separated, and isolated from one another, the ever-expanding field of intergenerational programs works to bring people of different ages together. The first documented intergenerational program, the federally sponsored Foster Grandparents Program, began operation in 1965. Lower income older adult volunteers were recruited to provide support and services to young children with special or exceptional needs. The intergenerational movement began as a component of the "war on poverty," as well as in response to concerns about a growing separation between young and old, and the increasing isolation of the old. Over the last three and a half decades, it has developed into a more systematic effort to address social problems, especially those affecting low-income children and other isolated groups. Currently there are hundreds, possibly thousands, of intergenerational programs of all types and sizes operating in rural, suburban, and urban communities across the nation.

Traditionally, intergenerational programs cast members of each generation into one of two roles: service provider or service recipient. For example, older adults tutor middle school students at-risk of failing or high school students teach older adults how to surf the Internet.

In the past years, students and their elder mentors formed caucuses, wrote bills, and contacted legislators, in the time-honored democratic tradition.

Although all intergenerational programs offer numerous benefits such as sharing and learning between generations, dispelling stereotypes about young and old, and exchanging culture and history, a growing number of programs possess additional power because, they engage young and old in service to their communities together. Young and old participants work side by side to serve others. In many instances they work together to plan, design, and implement the project. Examples include working together in a homeless shelter, collaborating on an environmental project (such as a community recycling center or a community garden), or helping the community explore social concerns and develop problem solving strategies through the arts and dialogues.

It is necessary at this point to define a few terms used throughout this publication:

An **intergenerational framework** values the unique wisdom and talents of each generation while acknowledging the interdependence and reciprocity that unites the ages.

Intergenerational programs purposefully bring together old and young in ongoing, mutually beneficial, planned, activities designed to achieve specified program goals. Through intergenerational programs, people of all ages share their talents and resources, supporting each other in relationships that benefit both the individuals and the community.

The term **older adults** refers to people ages 50 and older, while **youth** encompass young children through young adults in their 20's.

Community service programs engage people of all ages in activities and projects to benefit the community and to meet unmet safety, human, education, or environmental needs.

Service-learning programs are school- or community-based efforts in which learners of all ages learn and develop through active participation in community service. The activities are integrated into and enhance the curriculum or education components of the school or program and provide time for reflection.

In this publication, we will look at programs where traditional intergenerational programs, community service, and service-learning programs overlap. We will look at programs where young and old work together, side by side, to get things done in their communities.

Our purpose is to enlarge and expand the intergenerational community service and service-learning mission, and to offer a useful and practical tool to anyone who wishes to learn about or start intergenerational community service programs.

We hope to stimulate thinking about: how intergenerational components can enhance current service programs; how introducing new intergenerational service programs can help to recognize the strengths and meet the needs in communities; and how to develop, implement, and maintain intergenerational community service and service-learning programs.

This publication is designed for a broad audience who as part of their daily tasks, develop programs that use the strengths of individuals of all ages to meet the critical needs of communities.

Chapter One: Why Intergenerational Community Service Programs Now?

Historically, the family with its extended network was responsible for the various nurturing, educational, and economic functions required to maintain and support its members. Over the course of the last century, America has become highly segregated by age. Family functions have been assumed by a range of more or less age-specific institutions. Children attend age-segregated schools; adults work in environments almost exclusive of children under 16 and adults over 65; older adults often live in senior only housing; and both children and older persons are cared for in single age-use facilities (day or long-term care). Furthermore, too few American institutions bring together people of different ages, socio-economic backgrounds, abilities, races, and ethnicities in a common cause. Both young people and older adults suffer from a sense of isolation.

Intergenerational programs are an increasingly popular way of sharing resources by bringing young and old together through mutually beneficial exchange. Over the last thirty-five years, hundreds and possibly thousands of intergenerational programs have cropped up in communities throughout America. These programs have proven particularly effective because they meet numerous needs of old, young, families, and communities and are cost effective.

Program settings and activities are varied. Older persons are serving as tutors, mentors, school partners, and child care providers in numerous school- and community-based settings; young people are providing chore services, friendly visiting, and teaching older people computer skills in their homes, in senior centers, and in long term care settings. All intergenerational programs are structured so that both age groups benefit from the interaction, but in many programs, one age group is the provider of service and the other age group is the recipient of service. For example, older people mentor young children or adolescents; or college students teach older adult immigrants English as a second language.

In many communities both young and old are working together, as partners in service. The participants are finding that the collaborations lead to an appreciation of young and old for each other and the communities are reaping the benefits of their work.

The Value of Volunteerism

We have witnessed a dramatic increase in public awareness of the value of volunteerism over the past 10 years. School districts are implementing graduation requirements that include community service. College professors are building service experiences into their course curricula. Employers are implementing volunteer programs for their employees and allowing employees to volunteer during their workday. Older adults looking for a different type of retirement are volunteering in record numbers in their communities. Each year, the Independent Sector determines a dollar value for a volunteer hour. The 2000 value of an hour of volunteer work was $15.39. Over the past twenty years, this value as doubled from $7.46 in 1980.[1]

Changing Demographics

The United States is currently experiencing a dramatic change in

Intergenerational programs are an increasingly popular way of sharing resources by bringing young and old together through mutually beneficial exchange.

In the past few years there has been a dramatic shift in the way many people view older adults. Where as in the past older people were seen as recipients of service, this view is changing so that they are more likely seen as community assets and providers of service.

demographics. Older adults are living longer, growing in numbers, and are healthier than ever before. During the past century, life expectancy in the United States has increased from 47 years in 1900 to 76 in 1999. By 2050, it is predicted to climb into the 80s. In addition, the number of people over the age of 65 has doubled in the past 40 years from 17 million in 1960 to 35 million in 2000. By the year 2030, there is projected to be 70 million people over 65 as the baby boomers enter this age bracket.[2]

In addition to the growing number of older adults, many people are changing the way they view retirement. A study conducted for Civic Ventures by Peter D. Hart Research Associates found that adults between the ages of 50 and 75 have a very different sense of retirement. Eighty percent of older Americans do not intend to retire in any traditional manner and 40% state that volunteering and community service play or will play an important role in their plans for retirement.[3]

In the past few years there has been a dramatic shift in the way many people view older adults. Where as in the past older people were seen as recipients of service, this view is changing so that they are more likely seen as community assets and providers of service. Many childcare agencies and schools have recognized the important service older adults play and are seeking out older adults as volunteers and, in some instances, paid staff. Older adults are an invaluable, under tapped, and growing resource that can make a difference in their communities.

Youth Connections

Recent research has found a number of factors that make a positive difference in the lives of young people. Two major

initiatives, the National Longitudinal Study on Adolescent Health (Add Health) and the Search Institute's work on developmental assets, both found that connectedness with parents, family, school, and other caring adults greatly increases important protective factors in the lives of children and youth.

The Add Health study reports that, "family connectedness contributes to the mental health of American youth. When teenagers feel connected to their families, they are less likely to experience emotional distress."[4] The study also reported that teens who feel connected to parents and family members are less likely to use cigarettes, alcohol, and marijuana.[5] The study revealed that increasing protective factors, rather than attempting to reduce risk behaviors, was more influential in diminishing health-compromising behaviors in adolescents.

Among the most successful risk reduction interventions were building strong adult-youth relationships, recognizing community resources (usually people) and recruiting their involvement, and providing life skills, not just problem reduction. The Add Health researchers further found that even when a parent is not available, connectedness to another adult is highly protective, as are informal community networks, and connectedness to social institutions.[6] Intergenerational programs are a natural mechanism for strengthening these important protective factors for youth.

The Search Institute has identified 40 assets, which are building blocks that help young people grow up healthy, caring, and responsible. Intergenerational programs recognize and build upon many of the assets identified in this work. In particular, they provide young people with supportive relationships with non-parent

adults, neighbors who care for them, adults in the community who value youth, the opportunity to serve others, and positive, responsible adult role models.[7]

Intergenerational Community Service Programs In a Diverse Society

The landscape of American communities is changing. Their composition reflects increasing diversity, including diversity of culture, ethnicity, age, and abilities. Intergenerational community service programs promote shared respect, understanding, and cooperation among people of all ages. Linking young and old in service together are essential elements to building strong communities.

Intergenerational programs have traditionally been supported because they change attitudes and create good feelings between the participants. By adding a community service component, intergenerational programs fulfill a public purpose by contributing to vital social issues. Old and young are joined in a common historical task of shaping the public world and understand themselves as participants in that world. According to researchers Moody and Disch, intergenerational community service programs are vehicles for building support for public schools, for raising awareness about the environment, public safety, and for helping all community members, young and old, live healthier lifestyles. Through joint community service, both young and old are viewed as members of an enduring historical community, existing before their birth and remaining after their departure. The benefits of their work reach beyond the needs and interests of the very young and the very old, and enrich society as a whole.[8]

Potential Benefits of Intergenerational Community Service Programs

Community Benefits

Building Community Partnerships:

Intergenerational programs bring together diverse groups and networks. People who do not usually work together join to serve their community. An issue stops being seen as an "aging issue," "an educational issue," or a "youth issue." Instead it becomes "our challenge and our solution."

Maximizing Resources and Developing New Sources of Support:

More and more often, program administrators and developers must deliver services in an environment of limited resources. By sharing talent and resources, intergenerational community service programs tend to multiply both the material and human resources. Many intergenerational programs share staff, supervisory responsibilities, equipment, supplies, and space.

The shared nature of these programs can help to create a unified group identity in the community and can help organizations gain new resources. Young and old can collaborate on fundraising or groups representing young and old can approach local funders together. Funders are more likely to respond positively to such collaborative requests because they can see broad community involvement in an issue or a project. Also, a proposal for an intergenerational project may stand out among the other applications.

Expanding Services:

The addition of intergenerational community service programs into service delivery systems can expand the level of services. More needs can be met; more

The landscape of American communities is changing. Their composition reflects increasing diversity, including diversity of culture, ethnicity, age, and abilities. Intergenerational community service programs promote shared respect, understanding, and cooperation among people of all ages.

problems can be addressed; more dreams can be realized. New programs can be created, or existing programs can be modified to include intergenerational community service components. For example, including older adults as mentors to the children can strengthen an existing program where high school students tutor elementary school children. The younger tutors and older adult mentors, working as a team, provide the children with both academic support and special attention in other areas.

Building Community:

Intergenerational community service programs bring people of all ages together to prevent unnatural age segregation, to build upon the natural assets in the community, and to address issues that go beyond those of the individuals involved. Participants learn about the needs of others. They also learn about one another. In both ways, intergenerational community service projects create new connections and build stronger communities.

Inspiring Creative Collaboration:

Intergenerational community service programs can unite people to take action on public policies that address issues across the generations. For example, young and old can work together to educate policymakers on key environmental issues in their community such as water quality, stream restoration, or endangered species.

Replicating Program Models:

All communities have older adults and young people who have energy and commitment to devote to service. Intergenerational community service programs can often be replicated, whether they are small scale (in one community

center) or expansive (involving dozens of schools, community-based organizations, and networks with hundreds of participants).

Benefits to the Participants

Intergenerational community service programs benefit all involved. Although many of the benefits listed below are attributed to one age group or the other, it is important to recognize that many of the benefits apply to members of both generations.

Older Adults have opportunities to:
* *Remain productive, useful, and valued as contributing members of society,*
* *Apply the skills of a lifetime to new challenges,*
* *Live more fulfilled lives as a result of using their skills to benefit the community,*
* *Dispel inaccurate stereotypes about young people, particularly adolescents,*
* *Learn from young people and forge new friendships and experiences,*
* *Develop or rekindle sense of community responsibility,*
* *Pass along the value of volunteerism and community involvement to younger generations,*
* *Convey cultural information to a new generation,*
* *Learn new technology like computers and e-mail, from young people, and*
* *Decrease loneliness and social isolation.*

Young Participants have opportunities to:
* *Be recognized and valued as productive, useful, and contributing members of society,*
* *Share their unique talents and skills with older adults,*
* *Gain awareness and appreciation of aging,*

- *Dispel inaccurate stereotypes about older adults,*

- *Develop a stronger sense of community responsibility and personal contributions to society as a whole,*

- *Form interpersonal relationships with older persons who can provide guidance, wisdom, support, and friendship, and*

- *Learn about and develop an appreciation for rich cultural heritages, traditions, and histories.*

Together, young and old participants have opportunities to:

- *Increase their skills, confidence, knowledge, and contributions,*

- *Forge new friendships with members of other generations,*

- *Serve as change agents to build a better community,*

- *Participate jointly in opportunities that promote and value their strengths, and that identify them as community assets,*

- *Serve both as learners and teachers, and*

- *Develop a stronger sense of community responsibility and personal contribution to society.*

Community Partners have opportunities to:

- *Collaborate with other parts of their agency,*

- *Build bridges between age-distinct agencies,*

- *Share and expand resources,*

- *Stimulate new sense of purpose for staff,*

- *Expand services to a broader spectrum of the community,*

- *Provide new sources of volunteers, and*

- *Increase visibility in the community.*

Belmont Habitat Project – Belmont, MA

Thinking Intergenerationally

Every community service program can have an intergenerational component. Developers of intergenerational community service programs can and should share information and tips for success through coalitions, clearinghouses, and information networks, so that more programs will be developed. Generations United operates the largest intergenerational program database in the country. Visit the Generations United website at www.gu.org to add your programs to the database or to search for other intergenerational program models.

In the next chapters, we will outline the emerging field of intergenerational service-learning and steps to develop an intergenerational community service project. Specifically you will learn how to promote new roles and images for young and old, how to create new climates of sharing and understanding among the generations, and how to develop new ways for communities to benefit from engaging children, youth, and older adults in service.

[1] Independent Sector. (2002). <u>Value of Volunteer Time</u>. Available online at www.independentsector.org/programs/research/volunteer_time.pdf. Washington, DC: Author.

[2] Hobbs, F.B. & Damon, B.L. (1996). "65+ in the United States," Current Population Reports, Special Studies, P23-190, Bureau of the Census and the National Institute on Aging. Available online at www.census.gov/prod/1/pop/p23-190/p23-190.html.

[3] <u>The New Face of Retirement: Older Americans, Civic Engagement, and the Longevity Revolution</u>. (1999, September). A Survey Conducted by Peter D. Hart Research Associates for Civic Ventures. San Francisco: Civic Ventures.

[4] Blum, R.W. & Rinehart, P.M. (1997). <u>Reducing the Risk: Connections That Make a Difference in the Lives of Youth</u>. Available online at allaboutkids.umn.edu/cfahad/kn_publications.htm. Minneapolis, MN: Division of General Pediatrics and Adolescent Health, University of Minnesota.

[5] Ibid.

[6] Blum, R.W. (1999, May). <u>Adolescents and Adults: Connections that Reduce Risk</u>. Presentation at the conference of Generations United, Washington, DC.

[7] Search Institute. (1997). <u>40 Developmental Assets</u>. Available online at www.search-institute.org/assets/40Assets.pdf. Minneapolis, MN: Author.

[8] Moody, H.R. & Disch R., (1989). Intergenerational Programming in Public Policy. In S. Newman & S.W. Brummel (eds.) <u>Intergenerational Programs: Imperatives, Strategies, Impacts, Trends</u> (pp. 101-110). New York: Haworth Press.

Chapter Two: Intergenerational Service-Learning

What is Service-Learning?

Service-Learning is primarily an educational method in which students learn by providing meaningful service to others. The service and learning are intentional. The learning objectives are well-defined and linked to the learners' curriculum.   In most instances of intergenerational service-learning, the students, usually in grades K-16, provide a service for or with a group of older adults. Recently, service-learning has expanded to include learners of all ages. Community- and university-based adult learning programs are increasingly participating in service-learning projects. Both the service providers and the service recipients benefit from their involvement in a structured intergenerational service-learning experience.

The concepts of service-learning first emerged in the late 19th and early 20th century. John Dewey believed that students would learn more effectively and become better citizens if they engaged in service to the community that was incorporated into their academic curriculum. Although this concept was proposed in the early 1900s, it wasn't until the 1970s that service-learning began to be incorporated into the curriculum. The most dramatic strides in promoting service-learning have emerged over the past 10 years. The federal government has greatly supported the development of service-learning programs through Learn and Serve America and AmeriCorps both administered by the Corporation for National and Community Service. Learn and Serve America provides funding and support for service-learning activities in schools, colleges, and community organizations. AmeriCorps offers opportunities for people of all ages to serve local communities in exchange for stipends and educational awards used to pay student loans or for future education.

There are numerous definitions of service-learning. The National and Community Service Act of 1990 describes service–learning as an educational method that:

- *E*ncourages learning through active participation in organized service experiences which meet an actual community need and are coordinated in collaboration with the school and community;

- I*s integrated into the academic curriculum or provides the opportunity for reflection on what has been experienced;*

- *Gives students the opportunity to apply related academic learning or skills to real-life situations in their communities; and*

- E*xtends classroom learning into the community and fosters a civic responsibility of caring for others.*

Types of Service

How is service-learning different from volunteering, community service, or other terms commonly used in the service field? Most people are familiar with the term volunteering and at some point in their life, have volunteered with the Scouts, 4-H, Rotary, religious groups, or other organizations. By volunteering, the person participates in activities where the primary emphasis is on the service provided and the beneficiary of the service is clearly the service recipient.

Community service programs involve more structure and greater commitment then volunteering. The volunteer learns more about the issue and/or organization

in which they are serving. The primary service beneficiary is still the service recipient, but the volunteer receives some benefit by learning more about the issue. The term community service can also be used to describe a court-mandated service project for adjudicated youth.

The distinction between community service and service-learning is subtle but important. Service-learning is the blending of both service and learning in such ways that both occur and are enriched by each other. Service-learning projects emphasize both the service and learning outcomes, and the projects are designed accordingly. Service-learning requires the participant to make the connection between service and learning through reflective activities. In service-learning projects, both the service provider and recipient benefit from the service.

School- and Community-Based Service-Learning

Intergenerational service-learning programs can be school- or community-based. For school-based programs, there is often a distinction between programs that are curriculum-based and programs that are co-curricular. In general, curriculum-based programs are more likely aligned with a state's academic learning standards, which can be an important factor in the selection of a service-learning project. For example, elementary students will work with older adults to plan and care for a vegetable garden. The goals of the project are tied into the standard that students understand the life cycle of plants.

In both curriculum-based and co-curricular programs, students may receive academic credit for their participation, but in the co-curricular projects the students' learning objectives are directly linked to

both the service and the learning elements of the program and the service is integrated into the curriculum. Using the same example, in a co-curricular project the students would work with the older adults to plan and care for the garden, but an additional activity would be to donate the harvested produce to a local soup kitchen. The students are learning about the plant cycle, but also are demonstrating civic responsibility. In some co-curricular programs the direct link to an academic standard may not be as clearly defined

Community-based organizations like YMCAs, YWCAs, Boys and Girls Clubs, Camp Fire, Girl Scouts, and 4-H also implement service-learning projects. Like school-based programs they have learning objectives, provide opportunities for meaningful service, and incorporate time for reflection. The key differences between school- and community-based service-learning are that while school-based service-learning is integrated into the academic curriculum and teach students practical applications of what they learn in school, community-based service learning supports the learning objectives of the organization and expands the learning environment to include the larger community.[9] Many community-based initiatives work with local school districts to ensure that their service-learning projects support the school's classroom curriculum or partner with schools on service-learning projects.

Elements of Successful Programs

Successful service-learning programs include the basic elements of appropriate orientation and training, meaningful service, and structured reflection activities. Participant input in the selection, planning, and implementation

Service-learning is the blending of both service and learning in such ways that both occur and are enriched by each other.

of the service project is also an important element of service-learning. The following examples of intergenerational service projects show the subtle differences between service-learning and other types of service. In each example, the project involves young people singing to or with older adults, but same process could be applied to any potential intergenerational project.

Volunteerism - A Scout troop regularly sings at a long-term care facility to entertain residents.

Community Service - Local high school students sing at a long-term care facility to entertain residents and receive community service credit.

Service-Learning - The choir from a local high school rehearses with the choir from a long-term care facility; they present intergenerational concerts at area children's hospitals, and reflect on their experiences. The program is linked to the students' music curriculum and they engage in a joint service project with the older adults. The young and old students

PROGRAM HIGHLIGHT

The Association for Gerontology in Higher Education (AGHE) and Generations Together of the University of Pittsburgh developed an initiative, funded by the Corporation for National and Community Service, to build an intergenerational service-learning infrastructure in postsecondary gerontology programs. For each year of the project, ten higher education institutions receive a one-year grant to support the creation, implementation, and integration of an intergenerational service-learning course. Many of the participating schools continue to offer the intergenerational service-learning course in the gerontology curriculum. Projects included:

- *Students at Messiah College performed community service alongside of older adults and conducted life history reviews of their partners.*

- *Students at Sonoma State University engaged in dialogue groups with older adults on topics such as music, changes in relationships, sexuality and aging, and diversity.*

- *At the University of South Florida, senior adult participants of the Foster Grandparents Program, Senior Companions, and Retired and Senior Volunteer Program teamed with college students to deliver a wide range of services to the community.*

- *At Wayne State University, students teamed with the Elder Advisors to research in two projects—grassroots organization and advocacy and life history reviews.*

This project has involved over 30 institutions and hundreds of older adults, faculty, and students. The project addresses the educational needs of students in gerontology, the human service needs of older adults, and promotes faculty development. The intergenerational service-learning projects developed at the colleges and universities engage students in structured activities with diverse groups of older adults. These activities help students to better understand the aging process and improve their ability to work with older adults. In addition the projects have given faculty members the opportunity to expand their skills and enhance their expertise. Finally, the projects have benefited the older adult program participants. Participation in intergenerational service-learning projects has shown to improve life satisfaction, reduce isolation, and increase the ability of older adults to perform activities of daily living.[10]
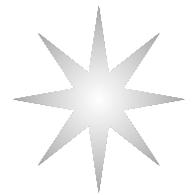
learn not only how to perform the piece of music, but also about the composer and any historical significance to the piece. The students learn about aging and older adults, prior to beginning the rehearsals and engage in reflection and discussion activities (such as keeping journals, giving presentations about the project, or creating photo displays) throughout the program.

In each example, it is clear that a service was provided and some type of learning took place. The service-learning example clearly shows the service and learning aspects of the project for both the young people and the elders.

Selection of Learning Goals

A key element of any intergenerational service-learning project is the selection of the learning goals. An important goal of many such projects is to teach young people about aging or older adults about young people. However, educators have not always been prepared to incorporate life-span aging issues into their curriculum, and community-based agency staff, while knowledgeable about aging, may not be able to translate their understanding into appropriate educational objectives.

In their book, *Learning for Longer Life*: A *Guide for Developers of K-12 Curriculum and Instructional Materials*, Donna Couper and Fran Pratt offer a set of general learning objectives about aging. These objectives are ideal for inclusion in an intergenerational service-learning program. The topics can be adapted for different grade levels and are applicable across curricular areas, including health, biology, social studies, history, psychology, sociology, economics, and political science. Their general learning objectives about aging are divided into three main categories: attitudes, the

aging process, and issues of an aging society. For more information visit the National Academy for Teaching and Learning About Aging's website at www.unt.edu/natla/.

Intergenerational service-learning programs also offer opportunities for older adults to learn about today's youth. Learning objectives should focus on the commonalities and differences in the lives of older adults when they were young and the experiences unique to today's youth, such as access to technology, the impact of the media, and speed of information. Activities should explore attitudes toward aging and youth, break down age-related stereotypes, sensitize older adults to working with youth, and provide specific information about the youth partners, such as grade, age, family, and things they like to do. Many of these goals and objectives can be met through dialogue activities where older adults and youth ask each other questions and then discuss the similarities and differences found in their answers.

Intergenerational service-learning programs can and should also meet a wide variety of other learning objectives. For instance, students learning Internet skills in a computer class can apply those skills in an intergenerational service-learning project by teaching older adults how to search the Web. Students learning about the Civil Rights Movement can interview older adults and work with them to chronicle their stories for Martin Luther King Jr. Day. What is important for the service-learning project is the clear, intentional relationship between the service and the learning, and thoughtful reflection on the part of all participants to process what they learned.

PROGRAM HIGHLIGHT

With a grant from the City of Worchester's Executive Office of Elder Affairs, the Intergenerational Urban Institute at Worcester State College in Massachusetts developed the Teen Parent Support Program. This program provides education and training for a cross-section of college students, ranging in age from 21 to 78, who work with teen parents. After the training period, the students are linked in service to parenting teens and their children through one of the following cooperating Worcester agencies: Youth Opportunities Upheld Teen Parent Apartment Program; YWCA Young Parent Program; Centro Las Americas; Worcester Children's Friend Protective Society; Mass Prevention Immunization Program, and Massachusetts Society for Prevention of Cruelty to Children. The program provides support and role models for teen parents in nurturing their children and becoming economically independent through connection with a grandparent figure and college students working their way through school. It dispels both the myths of aging and myths about young people while launching elders into new roles in community service and providing opportunities for college age students to explore career pathways.
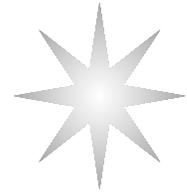
Balanced Selection of Participants

When creating intergenerational service-learning programs it is ideal to balance the participant's involvement with the diversity of the older adult and youth populations. Many well-intentioned service-learning projects, which seek to teach students about aging and older adults, only perform service for or with frail, institutionalized elders. In 2000, elders residing in long-term care facilities comprise only 4.5% of the older adult population, but are frequently the group of older adults with whom young people have service-learning experiences.[10] By participating exclusively in these types of programs, even with training and orientation about the normal human aging process, students are likely to end up with a biased perspective about aging and older adulthood. While it is important for young people to work with diverse groups of older adults, a project does not have to have a diverse population of older people to be effective service-learning. Additionally, many older adults only have intergenerational opportunities to work with very young children. Experience has shown that intergenerational service-learning programs can succeed with all ages of children, youth, and young adults, as long as the projects are specifically planned and organized for that age group.

Both the training for the program and the service experiences themselves should seek to ameliorate common myths and stereotypes about youth, aging, and older adults. Programs can be designed for participants to serve in different types of intergenerational service-learning settings. More active older adults can participate with the students in the service experience in order to achieve a more balanced program. Students' grandparents, retirement communities, senior centers, AARP state offices, religious organizations, Retired and Senior Volunteer Programs, and university-based older adult programs are all good options for involving young people with a more representative group of older adults.

PROGRAM HIGHLIGHT

Student Assisted Independent Living (SAIL) is an intergenerational Learn and Serve America program that matches college students in search of career experience with community senior agencies. Administered by the Foundation for Long Term Care in Albany, NY, SAIL involves students from colleges across New York State. In one service-learning project, architectural technology students from New York City Technical College designed a rehabilitation center at a nursing home and a facility at a geriatric center. Across the state, the 100 participating students provided services including physical therapy, respite care and health monitoring to 500 people with chronic care needs. This project has broadened the definition of service-learning. SAIL participants are involved in architecture and physical therapy, doing business plans for elder-care agencies, teaching literacy and helping people with the Internet."

An evaluation of the program found that 83% of the people served reported the service-learning student made it easier for them to remain living at home and 98% said their lives were better and more pleasant. Responses from the students were equally positive, with 99% of participants saying they recommend the program and over 36% calling it one of the best courses they have taken in college.

Dan Dillman, Montello Teen Power — Montello, WI

[9] Alliance for Service-Learning in Education Reform. (1995). Standards of Quality for School-Based and Community-Based Service-Learning. Alexandria, VA: Close-Up Foundation.

[10] McCrea, J.M., Nichols, A. & Newman, S. (Eds.) Intergenerational Service-Learning in Gerontology: A Compendium Volume 3. Available online at www.gt.pitt.edu. Pittsburgh, PA: Generations Together.

Chapter Three: Promising Practices for Intergenerational Community Service Programs

It is possible to develop high caliber programs where young and old work together to serve their communities in two different ways: by creating new programs where young and old serve side by side, or by incorporating intergenerational components or projects into existing programs. We suggest six guiding principles.

Guiding Principles:

1. Reciprocity is essential. Programs should reflect a balanced relationship among young and old participants - each gives; each receives. This exchange is planned, clearly stated, and incorporated in the goals and activities of the program. The exchange is mutual and explicit.

2. Activities meet real community needs. United in common purpose, young and old work side by side to get things done in their communities. The mission is to serve the community. They work together to determine projects that address needs of the community and that are valued by the community. The long term intention is to foster systemic change.

3. Reflection is planned. Reflection must be a planned program activity, a structured period where old and young participants examine the meaning of the service experience from the viewpoints of benefits delivered to the community, personal interpretations such as growth or change within themselves, and the value of the intergenerational relationships.

4. Partnerships created by the program build community. Program developers bring young and old together to serve their community, collaborate with a variety of community groups on program design, build on existing relationships and resources, communicate with one another, and have a shared vision of how the community will benefit.

5. Careful planning and preparation is vital. Experienced operators of intergenerational community service programs know that good programs do not just happen by bringing young and old together. Careful planning and organization are always necessary. Preparation and support of both the young persons and older adults are vital investments that pay off in high quality program results.

6. Involve young and old as decision makers. Programs are stronger when young and old participants are involved in all stages of development. Young and old work together to make decisions regarding activities, training, recognition, expansion, etc. Their involvement in decision-making will help to foster buy-in and commitment to the program.

Components of Intergenerational Community Service Programs: Criteria for Promising Practice

The core elements found in excellent community service programs of all types apply to intergenerational community service programs as well. The following list identifies components that enrich programs that link together young and old, and identifies and highlights the essential elements of intergenerational community service programs.

Program Component	Criteria for Exemplary Practice
Measurable Goals and Objectives:	**Goals and objectives should:** • Specify participant reciprocity. • Clearly define the roles for old and young as community resources. • Capitalize on the strengths of young and old to get things done in the community. • Contain service activities and learning components. • Be directed toward projects that are valued by the community.
Recruitment and Selection:	**Recruitment and selection should:** • Specify equal numbers of young and old as participants. • Reflect diversity of community cultures, races, backgrounds, incomes, and education. • Use techniques that will attract young and old participants, particularly those who are disconnected from traditional community organizations or services. • Tap the recruiting capacity of community networks, such as groups that specialize in older volunteers, schools, community-based organizations that serve children, youth, and older persons, faith based organizations, and service groups and clubs.
Matching of Young and Old Participants:	**Matching should:** • Use a survey or interview process to match participants. • Include a buddy system comprised of one young person and one older person who provide support to one another throughout the duration of the project. • Be monitored, guided, and structured. • Make allowances for compatibility. • Use information from participants about their preferences. • Invite feedback about the matching process. • Be flexible and allow a re-match or positive resolution to strengthen the partnership and improve the experience for both young and old.
Service Activities:	**Activities should:** • Supplement but not supplant roles and responsibilities of others in the community. • Be meaningful and valued both by the participants and the community.

Program Component	**Criteria for Exemplary Practice**
	• Be structured to foster awareness that will lead to systemic change.
	• Be ability- and age-appropriate and sensitive to the physical and developmental abilities of both young and old participants.
	• Be consistent with program goals.
Preparation and Training:	**Preparation and Training Format should:** • Engage and inspire the young and old participants. • Accommodate special needs of young and old participants. Prior to and during service work, ensure that young and old participants: • Are sensitized to each other's unique characteristics. • Participate in icebreaker activities. Icebreaker activities are discussed in Chapter 5. • Engage in team building and leadership development activities. • Understand their specific duties and responsibilities. • Develop skills needed to be effective in their project. • Feel part of a team engaged in a common cause. • Understand the context in which they are serving and the larger benefits of their contributions to the well being of the community.
Staffing and Supervision:	**Supervisors and Staff should:** • To the extent possible, reflect both community and participant demographics. • Understand the unique characteristics of both young and old volunteers. • Be skilled in interactive processes and use such skills appropriately with members of different generations. • Be prepared to effectively oversee a project that involves both young and old participants. • Be prepared to handle difficulties and miscommunications that may arise between people of different ages. • Celebrate the successes often.
Recognition:	**Recognition should:** • Emphasize appreciation of young and old participants and offer validation of their contributions.

Program Component	**Criteria for Exemplary Practice**
	• Be designed to be appropriate for both young and old participants.
	• Capitalize on the uniqueness of the intergenerational approach to community service.
	• Be ongoing throughout the duration of the project.
	• Celebrate the contributions of participants not only through scheduled events, but also through regular, informal support.
	• Be used to increase community awareness of the program and to encourage community support.
Support for Participants:	**Young and old participants should:** • Have scheduled opportunities to discuss their feelings, problems, and learning experiences on an individual and group basis. • Be encouraged to recognize differences in the other age group and to view them as strengths. • Be encouraged to develop their individual and social skills. • Encourage one another to develop skills and competencies and assist each other when appropriate. **Staff should:** • Be prepared to handle conflicts between members of different generations sensitively and appropriately. • Be aware of resources available in the community to assist both young and old participants and make appropriate referrals.
Evaluation:	**Evaluation should:** • Be planned, well thought out, and included in project development from the beginning. • Measure the impact of the project on the community. • Describe the impact of intergenerational bonds that occurred between young and old participants. • Measure satisfaction levels of young and old. • Assess the reflections and self-reports of young and old participants. • Identify changes in patterns of behavior among young and old participants. • Include procedures to determine any unanticipated outcomes because of the intergenerational component. • Document lessons learned, including what did and did not

Program Component	Criteria for Exemplary Practice
	work and what happens when results are other than anticipated.
Reflection:	**The reflection process should ensure that young and old participants have opportunities to:** • Examine and clarify how their involvement in the program may create a new awareness of the other generations. • Reflect on how the project was enhanced because of the intergenerational teams. • Participate in interactive sessions, discussions, team analysis, journaling, and other means to assess not only what was done in the community, but their own learning attached to the experience.
Service-Learning:	**Service-Learning activities should:** • Involve participants and recipients in assessing, monitoring, and evaluating the effectiveness and value of service. • Be developed mutually by youth and older adults and be deemed appropriate by both groups. • Enable participants to reflect on service experiences to give better understanding of community issues.
Development of Leadership Potential:	**Young and old participants should:** • Be encouraged to take an active role in the program's development and continuation. • Be given opportunities to assume realistic responsibilities, practice independent thinking, and problem solving. • Offer guidance to one another (such as through group/team feedback and discussion) and encourage each other to develop confidence in their own abilities and talents. • Learn to view themselves as both teachers and learners.
Capacity for Continuation:	**To ensure continuation, programs should:** • Include strong collaboration among community agencies and groups that serve older people and young people. • Build community awareness and investment in intergenerational community service.
Innovation:	**Intergenerational community service:** • Transforms both young and old into assets, who are viewed in that capacity by staff, themselves, recipients, community partners, and the general community. • Brings together people who otherwise would have no chance to work and learn side by side.

Program Component	Criteria for Exemplary Practice
	• Demonstrates that an intergenerational component results in additional benefits to the community and to the participants. • Forges new roles for the young and old, utilizing their combined talents in non-traditional ways.
Capacity for Replication:	**To be replicable the program should:** • Be specific about what works and what does not work when old and young team up together. • Include both process and outcome evaluation measures. • Develop manuals or other curricula that detail how to do intergenerational community service. • Be well documented and include projects and examples of activities that are effective in intergenerational community service programs.
Capacity to Develop Community Partnerships:	**The program should:** • Encourage community collaboration and cohesion among groups serving both young and old who do not usually work together. • Create structure for community team-building, such as committees, volunteer boards, or collaborative fundraising. • Seek out resources already available and expand them to include opportunities for intergenerational partnerships. • Enhance public awareness about issues common to both young and old. • Create public awareness of young and old as community assets.
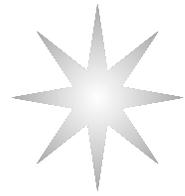
PROGRAM HIGHLIGHT

The mission of Full Circle Theatre (FCT) is to assist audiences in exploring social concerns and developing strategies for problem solving through interactive and improvisational theatre techniques used by an intergenerational ensemble of actors. FTC was initiated in 1984 by Temple University's Center for Intergenerational Learning (CIL) as a small group of teens and elders who learned a variety of improvisational theatre techniques and used them to engage audiences in learning about age-related concerns and breaking down myths and stereotypes about the aging process. Now one of the most long-standing programs at CIL, Full Circle has grown to an ensemble of over 60 actors offering workshops and performances for more than 200 organizations each year. It is now one of the most diverse theatre troupes in the country, with actors ranging in age from 16 to 90 from a broad spectrum of racial, ethnic, cultural and socio-economic backgrounds. FCT's improvisation, psycho-drama and interactive theater techniques have helped audiences gain a deeper grasp of social issues and practice healthier, more effective strategies for resolving conflicts concerning: cultural diversity, work place issues, AIDS, domestic violence, parenting, age-related concerns, and drugs.

A Full Circle performance most often begins with experimental exercises that engage audiences in a fun and safe way, then progresses toward scenarios depicting specific issues faced by the audience. This action is followed by a discussion between actors and audience members led by a skilled facilitator and interactive process in which audience members are brought into the action to resolve the conflicts.

Intergenerational Community Service Myth List

There are many myths and misconceptions surrounding intergenerational programming. Don't let these common myths stand in your way.

MYTH 1: INSTANT INTERGENERATIONAL MAGIC

One false belief is that by merely coming into contact with one another, young and old will immediately connect and understand each other; and that bonding and relationships between the generations will occur magically and automatically, without any need for outside guidance. In reality, it takes planning and concentrated efforts to successfully prepare young and old for their service duties and to be comfortable with one another.

Lack of adequate preparation and training may lead to mistrust and reinforce stereotypes. Intergenerational teams will not learn how to relate to or interact with one another. The program will flounder, discouraging future attempts to bring young and old together in service. Intergenerational connections maybe magic, but magic takes work.

MYTH 2: LEARNING AND REFLECTION ARE ONLY FOR THE YOUNG

This common misconception is that older adults already know everything useful; they are not interested in new learning opportunities; they will find their own private ways to explore their experiences. On the contrary, adults are not always the teachers and young persons are not always the learners. All participants, young and old, gain from encouragement to reflect and learn.

MYTH 3: AN INTERGENERATIONAL COMMUNITY SERVICE PROGRAM MUST BE LARGE-SCALE TO MAKE A SIGNIFICANT IMPACT

An emphasis on large-scale community service projects is daunting and discouraging to developers of small programs. Programs significance does not depend on size alone. Other indicators of significance include: the strength of the participants' skills, the strengths of the relationships among young and old partners, the positive impact of the services in the community, and the program's reputation in the community and relationships with other organizations. Avoid becoming too locked into quotas or program size. Don't let modesty of scale prevent you from transforming intergenerational community service ideas into action.

MYTH 4: YOUNG AND OLD DO NOT VALUE SERVICE TO OTHERS

Some believe that neither young nor old have much interest in service. Statistics bear witness to the contrary. The Independent Sector's 1999 survey of giving and volunteering in the United States reported that 47.5% of adults over the age of 55, or 27.7 million people, volunteer and that older adults "are volunteering at a higher rate that ever before."[12] A study conducted by the Center on Aging at the University of Hawaii found that 57% of older adults surveyed had volunteered in the past 6 months.[13] The National Senior Service Corps reports that over 500,000 older adults serve with the Foster Grandparents Program, the Senior Companion Program, and RSVP. The numbers are just as convincing for young people. Research has shown that young people overwhelmingly express a desire to get things done in their communities and the vast majority (70%) report participating in activities to improve their communities.[14] The Independent Sector's survey of teens found that 59.3% of teens between the age of 12 and 17, or 13.3 million teenagers, volunteer.[15]

MYTH 5: OLDER ADULTS DO NOT WANT TO BE AROUND YOUNG PEOPLE

One common intergenerational myth is that older adults do not want to be around young people. This myth has been advanced by the increase of snowbirds (older adults who retire and move to warmer climates like Florida and Arizona), senior-only housing, and gated retirement communities. Although senior-only living did increase dramatically over the past few decades, recent studies show that many older adults preparing to retire plan on staying in their communities after retirement. Even those that do relocate are seeking intergenerational volunteer opportunities in their new communities and many are thinking about returning home to be close to their families.

Compounding this is the misconception that older adults who do want to participate in intergenerational programs only want to be with young children. Countless initiatives have shown that older adults and adolescents develop the same and in many cases stronger bonds with each other as do older adults and younger children. These partnerships also produce awesome results for communities.

Chapter Four: Planning Intergenerational Community Service Programs

Successful intergenerational community service programs live and grow as the result of meticulous and methodical planning.

Planning Tasks
STEP 1. ASSESSING NEEDS AND RESOURCES

Community involvement begins with outreach to determine community perceptions and priorities. What does the community identify as an unmet need? What skills to young people and older adults have? What do young people and older adults need?

Talk with members of the community about your hopes to involve young and old in service programs together. Make sure you talk with youth and older adults. Their ideas are key to successful intergenerational community service programs. Solicit input from community leaders, school administrators and faculty, students, colleges and universities, human service agencies, community-based organizations, traditional youth serving organizations, the aging network including the National Senior Service Corps and senior centers, businesses, older adults, fraternal organizations, service clubs, foundations, and faith-based groups. Work together to create a vision for the intergenerational service project. A clear focus will help to frame or market your ideas to potential partners, participants, and community groups.

Here are questions to consider:

- *What compelling needs can be addressed by bringing young and old together to serve their communities?*

- *What will the community gain and what will the participants gain?*

- *What resources exist to support the program? Potential resources include: people, existing programs, organizations, clubs, businesses, places, materials/supplies, funding, and vehicles like Join Hands Day, Intergeneration Day, and Intergenerational Week.*

- *How can existing resources be focused to address needs?*

- *Are there joint activities for young and old in the community now?*

- *What additional information do you and your colleagues need?*

- *What volunteer liability issues need to be explored like background checks, waivers, and permission forms?*

- *What arrangements, if any, are necessary for volunteer insurance?*

STEP 2. ENGAGING COMMUNITY PARTNERS

Collaboration with diverse community groups and tapping into existing service systems will put the talents and expertise of many professionals within your reach. Identify the organizations, groups, clubs, or people, who can help create a program that meets the needs of the community. Refer to the list of potential partners in this chapter for more ideas.

There are many ways to bring together potential partners.

- *Create opportunities to promote the idea of intergenerational service. Approach groups that do not usually work together. Organize and attend meetings. Visit individual groups and agencies. Make presentations. Look for existing groups or initiatives that could benefit from intergenerational approaches.*

Collaboration with diverse community groups and tapping into existing service systems will put the talents and expertise of many professionals within your reach.

EASI Senior Environment Corps – Mechanicsburg, PA

Community partners can fill numerous roles. In particular, partner groups can:

- *Serve on program advisory boards or committees as representatives of diverse constituencies and age groups;*

- *Participate in program planning and design to ensure all special considerations are identified and addressed;*

- *Collaborate in program staffing using their specialized knowledge of different age groups to strengthen the program;*

- *Identify and recruit youth and older adult participants;*

- *Provide in-kind support such as use of facilities, tools, materials, buses/vans, office equipment, and administrative support.*

- *Co-produce program materials;*

- *Collaborate and assist with training and in-service sessions;*

- *Create new intergenerational projects;*

- *Promote intergenerational community service programs throughout their networks and in the community;*

- *Identify and recommend appropriate service projects for young and old; and*

- *Coordinate transportation and remove barriers to participation.*

- *Focus on the anticipated outcomes of the partnerships. How will this partnership help other organizations to accomplish their mission? What are the roles for community partners? What, exactly and specifically, are you hoping for, asking for, or providing? For example, a local senior center is interested in computer classes for older adults. A local middle school is looking for service opportunities for 8th grade students. The middle school students volunteer to teach the older adults basic computer skills for one hour twice a week. The younger and older participants serve together as e-mail buddies with a class of 4th graders.*

- *Help potential partners to understand how young and old working together can create tangible benefits to the community and participants. Youth service and aging groups can both learn how teaming up youth and older adults can conserve their resources, build stronger programs, and give each of their client groups new community roles and respect.*

- *Be prepared to respond to concerns or reservations from potential partners about the feasibility or appropriateness of young and old working together. Eliminate misconceptions that separate young and old. Use examples from other programs to make your point.*

Potential Community Partners

AGING ORGANIZATIONS:

AARP State Offices
Area Agencies on Aging
Association Nacional Pro Personas Mayores - local groups
Church/Synagogue Groups
Foster Grandparent Program
Gray Panthers – local chapters
National Council of Senior Citizens - local councils
National Center and Caucus on Black Aging - local groups
Older Women's League – local chapters
Retired and Senior Volunteer Program (RSVP)
Retirement Communities
Residential Facilities – nursing homes and long-term care facilities
Senior Centers
Senior Citizen Service Employment Programs
Senior Companion Program
Senior Housing
State/County Department on Aging
Veterans Homes

COMMUNITY BASED YOUTH ORGANIZATIONS:

Big Brothers/Big Sisters of America
Boys and Girls Clubs of America
Boy Scouts of America
Camp Fire USA
Child Welfare Agencies
4-H Clubs
Family Support Centers
Girl Scouts of America
Junior Achievement
National Network for Youth
Urban League
Youth Service/Conservation Corps
Youth Volunteer Corps
YMCA
YWCA

TRADITIONAL VOLUNTEER AGENCIES:

AmeriCorps
American Red Cross
Community Volunteer Banks
Corporation for National and Community Service
Junior League
Points of Light Foundation and the National Network of Volunteer Centers
Salvation Army
VISTA (Volunteer in Service to America)

EDUCATION:

Community Colleges
County Extension Service
Fraternities and Sororities
Learn and Serve America Programs
National Service-Learning Leader Schools
Parent Student Teacher Associations
Public/Private Primary Schools
Public/Private Secondary Schools
School-based Service Clubs
Schools of the Arts
Universities and Colleges
Vocational and Training Schools

COMMUNITY REPRESENTATION:

Citizen Action Councils
Citizen Advisory Boards
Developmental Disabilities Councils
School Boards
Town Councils

HUMAN SERVICE ORGANIZATIONS:

AIDS clinics and agencies
ARC - local chapters
Caregiving Agencies: child/adult care services
Catholic Charities – local agencies
Community Action Agencies
Community Centers
Community Clubs
Community Foundations
Easter Seals - local affiliates
Environmental Agencies
Hospices
Hospitals – including Children's Hospitals
Houses of Worship
Jewish Community Centers
Jewish Family and Children's Agencies
Lutheran Social Ministry Organizations
Public Health Agencies
Public Library Systems
Public Safety Agencies
Regional Development Commissions
Rehabilitation Centers
United Way
Veterans Affairs Medical Centers

PRIVATE SECTOR:

Chamber of Commerce
Community businesses
Private Citizens
Service Clubs (Jaycees, Kiwanis, Rotary, Lion, Optimist, etc.)

STEP 3. SETTING GOALS AND OBJECTIVES

Goals and objectives drive program design and evaluation. The following guidelines will assist you in the formation of goals and objectives appropriate for intergenerational community service programs:

- *Goals are broad statements which describe the overall purpose of the program and link the identified community needs with the contributions of young and old participants.*

- *Objectives should be SMART – specific, measurable, achievable, realistic, and timed – statements.*

- *Goals and objectives should clearly define what the program expects from both young and old participants. For example, a program goal could be "To combine high school students and retired faculty on intergenerational tutoring teams to increase the reading skills of third graders." A related objective could then specify that, "At least 10 high school students and 10 retired faculty will work in 2-person intergenerational teams (for a total of 10 teams) to increase the reading level of 20 third graders up to expected levels by June."*

- *When old and young participants exchange needed services, the goals and objectives should specify the reciprocal element. Reciprocity will then be a planned part of the program.*

- *Always include reflection or service-learning goals and objectives for all participants.*

STEP 4. SELECTING PROJECTS

Intergenerational community service projects should:
- *Address real needs in the community,*

- *Demonstrate a clear link to the stated goals and objectives,*

PROGRAM HIGHLIGHT

The Greater St. Paul Retired and Senior Volunteer Program (RSVP) and students in the St. Paul area public schools are working together in a service-learning program called Across Generations. Teams of RSVP volunteers and students, with the guidance of community agencies, address environmental and social justice issues in their community. The projects they develop to address the issue are incorporated into their class curriculum.

The goals and objectives of this partnership capture the importance of intergenerational teamwork and exemplify the value of serving our community. The program demonstrates that youth and seniors can play a dynamic force in changing and improving their community. Some of the goals and objectives include:

- *Combine class curriculum with hands-on community service activities to enhance learning.*

- *Schools and community-based agencies will increase their commitment to and expertise in the technology of service-learning conducted through intergenerational teams providing a safer East Metro environment.*

- *Provide 300 students the experience of a positive older adult influence in which the seniors model citizenship and civic engagement as a life-long commitment.*

- *Increase the number of service opportunities to allow these students to perform useful and significant roles in their community related to the classroom curriculum.*

- *Develop an increased sensitivity between seniors and youth through the experience of working together as equal team members in program activities throughout the school year.*
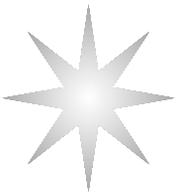
- *Create roles for young and old to work as community resource partners,*

- *Provide benefits for both the young and the old,*

- *Reinforce and foster intergenerational understanding,*

- *Be age-appropriate and ability-appropriate for the intergenerational participants,*

- *Be appealing to both the young and the old, and*

- *Be feasible.*

Projects can achieve more than one goal. For example, young and old participants may assist the local environmental center to increase awareness of and participation in voluntary community recycling by designing and then distributing recycling posters throughout the community, presenting information sessions about recycling at PTSA or other community meetings, and also working directly at the recycling facility several hours each week.

STEP 5. DEFINING ADMINISTRATION AND STAFF ROLES

Before starting an intergenerational community service program make sure that the program has the commitment and support of all key organizations, including their administrators and staff. It is important to identify and recruit the specific staff members who will work with the project and determine how they will be prepared for the project.

Staff Preparation and Training

Key staff (such as the program director, coordinator, and practitioners)

PROGRAM HIGHLIGHT

Interages of Montgomery County, Maryland has a long history of commitment to intergenerational program development. Self-Esteem Through Service (SETS) is an intergenerational, service-learning intervention program. Started in 1992, SETS involves academically, emotionally, and/or physically challenged middle and high school students with isolated senior adults. Activities are designed to enhance the self-esteem of both groups, provide supportive relationships, change stereotypes, and give both students and seniors the opportunity to engage in community service projects to help other needy populations.

The focus of the project is building self-esteem in vulnerable young people through intergenerational community service activities. The project includes activities that help troubled students become more resistant to drug and alcohol abuse, truancy, and other negative behaviors and enable isolated senior adults to engage in activities to enhance their own sense of worth and value to the community at-large. The program decreases individual isolation, promotes intergenerational understanding, and enables participants to serve vulnerable groups in the community. The intergenerational SETS partners participate in activities such as:

- *Using photographs, memorabilia and interviews to help each population learn more about each other*

- *Making soup and sandwiches for homeless shelters*

- *Making valentine cards for children during their hospital stay*

- *Decorating cups to be used as "window gardens" for frail elders*

- *Studying ways to recognize and prevent substance abuse*
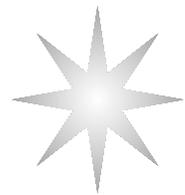
must be able to confidently and competently oversee the intergenerational participants. Before the program starts, staff should be trained in:

- *Knowledge of the similarities between young and old (such as marginal societal roles, lack of access to meaningful activities, barriers to participation) and the differences (developmental, behavioral, life experiences).*

- *Strategies that maximize the wisdom and experience of older persons and the energy and fresh perspectives of young people.*

- *Knowledge of conflict resolution and ways motivate both generations to believe in the value of service, to their communities and to themselves.*

- *Flexibility in program management. For example, use role-plays, team problem solving, or other activities to strengthen the bonds between young and old.*

- *Facilitation and listening skills, to enable staff to be responsive to participants' needs throughout the program.*

By definition and design, intergenerational community service programs are diverse; they mix all. Programs can often be strengthened by adding diversities: gender, race, and disability, to cite a few examples. Staff will need preparation to effectively work with people of different ages and who may be different in other ways as well. Staff will need to know how to help participants deal with differences also. Please refer to Participant Preparation and Training in Chapter 5 for further information about activities to "break the ice" between young and old, and other ways to ensure that all participants are prepared for their duties in the program.

Staff Composition
The project staff should include

individuals or teams of professionals who combined:

- *Know how to work with different age groups and different abilities;*

- *Have experience with a variety of service delivery systems; and*

- *Are good managers.*

Administrators who recognize that existing staff do not have all of the necessary skills should be willing to arrange for appropriate training. Opportunities for intergenerational training are currently available nationally through Generations United's biennial International Conference in Washington, DC, Generations Together's annual Intergenerational Training Institute, and the Center for Intergenerational Learning at Temple University, as well as many local and regional trainings. The International Consortium for Intergenerational Programmes sponsors an international conference outside of the United States during the years opposite of Generations United's Conference.

Leadership
Program staff who work directly with participants and the community should encourage the leadership potential of all participants. Older adults possess experience, wisdom, and real life examples. Youth have enthusiasm, idealism, and new ideas. When developing leadership potential in both young and old:

- *Make no assumptions about what they already know or don't know.*

- *Encourage them to rely on each other as resources, to learn from and respect each other.*

- *Avoid patronizing or polarizing the age groups. Do not talk down to young or old participants and treat all participants as equals.*

- Maintain structure within the program where equal rules and rights apply to all.

STEP 6. PROGRAM EVALUATION

Program evaluation is an integral part of developing a successful intergenerational program. Evaluation should be incorporated from the earliest planning stages and ongoing throughout the duration of the project. Evaluations can be simple or complex. Many programs are teaming with universities and community colleges to help with program evaluation.

An evaluation plan based on program objectives can yield a wealth of useful information, lessons learned, and measurable outcomes. Identify impacts, document those impacts, and share them with other program developers and community groups. Employ both quantitative (the collection and analysis of objective data) and qualitative (observations, subjective experiences, and interpretations) measures to identify accomplishments and to determine areas for improvement.

Make sure to include target audiences and key stakeholders in all phases of the evaluation, including: young and old participants, program staff, program partners and sponsors, recipients of service (if applicable), and key community groups including local government agencies.

Evaluation Methods

There are a number of evaluation methods to choose from including:

- *Interactive sessions and ongoing dialogue and discussions with different audiences*

- *Questionnaires*

- *Pre- and post-tests*

- *Self-reports by the young and old participants and other groups*

- *Interviews*

- *Focus groups*

- *Review of attendance records - both young and old participants*

- *Visible and measurable community changes, such as the parks that intergenerational teams cleaned or the garden that they planted*

- *Program waiting lists*

- *Formal reports by program staff*

- *Staff observations of participants such as changes in attitudes towards one another, friendships between young and old, and support for one another*

Evaluation of the Intergenerational Component

Regardless of the methods, evaluation of the intergenerational component should include the following:

- *In what ways did teams of young and old learn about one another? How did the program change them? How do they now view one another? Have attitudes changed? If so, how?*

- *Did their experience change their attitudes toward one another and the community as a result of service to their community? How did their service change their perceptions of themselves as citizens and members of the community?*

- *Did young and old participants gain greater awareness about a particular issue, problem, or population in the community?*

- *What were the results of community partners working together on an intergenerational community service project that was beyond their usual universe of concerns and priorities? How did the partner groups come to view*

Evaluation should be incorporated from the earliest planning stages and ongoing throughout the duration of the project.

intergenerational programs and young and old in service together? Will the partner groups participate in another intergenerational community service project?

- *What were the impressions of recipients of service, community leaders, and ordinary citizens who saw or spoke with the young and old participants?*

- *What works when young and old assume new roles and work together as community resources and why does it work?   What can be changed to work better? What does not work? Which groups and networks would be interested in the results?*

- *Are there specific service projects and activities that are particularly well suited to using intergenerational teams?*

- *Are there particular service projects and activities that are not well suited to intergenerational teams?*

STEP 7. DEVELOPING A DIVERSE RESOURCE AND FUNDING BASE

There are a variety of ways that schools, community based organizations, colleges and universities, service corps, and aging groups can amass the financial and in-kind resources needed to develop or sustain intergenerational community service programs. Following are some suggestions from those who are doing it.

Attracting Community Partners

Strong community partnerships will enable programs to share and acquire diverse resources. Each partner brings different resources and can solicit through different networks.

One program in Pennsylvania forged strong partnerships with local nonprofit groups. In its search for appropriate and motivated team players, they circulated a "Stakeholder Form" that asked each

interested group to realistically identify contributions it could make in support of the project.

To become engaged, stakeholders must see an intergenerational community service program in terms of program benefits and available opportunities. Partners can:
- *Allocate resources, most commonly in-kind contributions of materials, facilities, publicity and promotion, communications, or designated staff with experience in youth or aging issues to administer or assist with operation of the program;*

- *Participate in a community-wide fundraiser or special event designed to provide program resources and promote the benefits of young and old serving together; or*

- *Spearhead a campaign to gain support of the business community for intergenerational community service.*

The reciprocal relationship between program partners can also create a "pipeline effect" in funding. For example, a health promotion program might be underway in the community, with possibilities for an intergenerational service component. You and your collaborators could conceivably search out such opportunities and receive a subgrant to incorporate an intergenerational element into a larger initiative.

Tapping State and Local Government Agencies

Many state agencies operate programs that could easily integrate an intergenerational component. Potential agencies include: Education, Aging, Labor, Health and Social Services, Public Safety, Environmental Resources, Arts and

Humanities. Most states have commissions for national and community service that are appointed by the governor and administer local national service programs. In some instances agencies may have demonstration or discretionary funds that could be tapped for a special project. In other cases it may be a matter of identifying the right agency and program that will be willing to be a partner and use existing resources.

- *Departments of health and social services may want to support public awareness campaigns on health promotion, substance abuse prevention, or public safety, and be willing to fund intergenerational teams to develop materials or public forums.*

- *State education agencies and local school districts all encourage volunteering in the schools. An older volunteer group could join with a high school volunteer program to offer tutoring and mentoring with elementary school children, work together to increase immunization rates for infants and toddlers, or offer additional art and music programs.*

- *State units on aging and area agencies on aging may be willing to support intergenerational community service programs. Older volunteers from a senior center can work with young people on health promotion or in staffing a community food bank.*

- *State departments of labor often fund youth corps that could easily be expanded to include older persons in some capacity.*

- *Departments of environmental resources may be able to provide tools and materials to teams of young and old volunteers.*

- *Many states and local communities have Commissions or Councils on the Arts and the Humanities that provide funding for arts activities. These grants could be used to fund intergenerational art or oral history projects.*

- *Most states have a commission on national and community service which coordinate statewide national service efforts including AmeriCorps and Learn and Serve America programs. These commissions should be encouraged to include intergenerational components in their unified state plans which guide their efforts.*

- *Juvenile justice agencies can add an intergenerational community service component to prevention and rehabilitation programs.*

Identifying Occasional Federal Opportunities

Occasionally federal agencies have funds that can be used to support intergenerational community service programs. While most local program operators don't have the time to monitor the Federal Register and keep track of all

PROGRAM HIGHLIGHT

The Area Agency on Aging in Phoenix, Arizona organizes an annual intergenerational advocacy conference in collaboration with the Governor's Advisory Council on Aging, Aging and Adult Administration, Glendale Community Council, Close-Up Foundation, Arizona Close-Up Program, and high schools. This program brings together 50 high school students and fifty older people from across the state. The group meets for a day and a half of advocacy training. They study an issue of interest to both older and younger people and work as teams to develop strategies for positive social change. The theme of a recent conference was "Say No, Save Your Dough: Fraud Affects Us All." The young and old participants explored how to protect themselves, their families, and their communities from fraud, including on-line scams, telemarketing and mail fraud, identity theft, and consumer rip-offs.
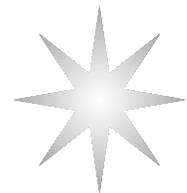
EASI Senior Environment Corps – Northern Virginia

intergenerational community service programs and projects.

- *Within the Department of Education, Funds for the Improvement of Post Secondary Education (FIPSE) offers annual competitive grants to colleges and universities to support programs that could contain an intergenerational component.*

Garnering Private Sector Support

Private sector support and allies can provide many different kinds of support for your program. For example, members of the business community can:

- *Offer "perks" or special benefits that appeal to both young and old participants in your program such as reduced fees or coupons for entertainment or goods;*

- *Donate uniforms, tools, or refreshments for training or special events;*

- *Provide supplies for projects such as paint, fabric, plants; or*

- *Underwrite the cost of developing program materials or services, such as printing.*

This kind of effort demonstrates ingenuity and broad based support and can be used to leverage additional funding.

of the announcements, it is possible to ask to be put on the mailing list of a few key federal agencies. For example:

- *The Corporation for National and Community Service provides funds for multi-state programs that could easily include an intergenerational component.*

- *Within the Department of Health and Human Services, both the Administration on Aging and the Administration for Children and Families have discretionary grant programs that could provide opportunities for*
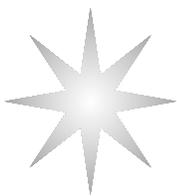
PROGRAM HIGHLIGHT

The Environmental Alliance for Senior Involvement (EASI) helps communities develop intergenerational programs to help the environment. Their Virginia Senior Environment Corps has garnered support from the Virginia Departments of Natural Resources, Conservation and Recreation, Forestry, Aging, and Game and Inland Fisheries to carry out creative intergenerational community service programs to better the environment, including Adopt-A-Stream projects, mapping trails in state parks, stream corridor restoration, removal of invasive weeds, environmental education, source water protection, community gardens, and forestry management.

Seeking Out Grants and Grantmakers: Foundation Support

Seeking corporate or foundation support may not mean writing a 25-page proposal to large national foundations and corporations. Look first to your own back yard. Support is often closer to home, such as a community foundation, a family foundation, or a local business. For example, the Westchester Community Foundation in Westchester County, New York recently implemented an intergenerational fund. The fund solely supports local intergenerational efforts in the Westchester community.

Private foundations and grantmaking organizations have areas of specific interest. Match your mission with the interests of grantmakers.

Intergenerational community service program developers can approach foundations that focus on aging, on young people, or on both. For example, a foundation with a special interest in support services for frail homebound elderly would most likely be interested in a program where the services to frail elderly are provided by active older adult and young volunteers who work as partners. The same program, however, might also appeal to a foundation committed to developing the civic and social skills of at-risk youth, or to another foundation targeting community development through local partnership programs. Please refer to the Bibliography for foundation directories and other resources to help you identify appropriate funders.

[11] Administration on Aging. (2001). A Profile of Older Americans: 2001. Available online at www.aoa.gov/aoa/STATS/profile/default.htm. Washington, DC: Author.

[12] Independent Sector. (2000). America's Senior Volunteers. Washington, DC: Author.

[13] Cheang, M. & Braun, K.L. (2001). Senior Volunteers as Assets: A Statewide Survey. Honolulu, HI: Center on Aging, Johan A. Burns School of Medicine, University of Hawaii at Manoa.

[14] Do Something/Princeton Survey Research. (1998, June). Young People's Community Involvement Survey: Report on the Findings. New York: Do Something, Inc.

[15] Independent Sector, (1996). America's Teenage Volunteers: Civic Participation Begins Early in Life. Washington, DC: Author.

Chapter Five: Implementing Intergenerational Community Service Programs

Implementation tasks transform your program from plan to operation. It is essential to invest time in preparation and training.

Implementation Tasks
STEP 1. RECRUITMENT

Before recruiting, consider the following questions:

- *Who will participate? How many will participate? Which young people and which older adults (age, ethnicity, gender, etc.)? Will your program include frailer older persons or youth with disabilities? Good programs will be representative of all groups who want to participate, including the frail or those who are physically or developmentally challenged.*

- *What will be your criteria for selection of participants? What skills or abilities are you looking for? How will you screen potential participants?*

- *Where will you find the participants you want? Will youth be recruited from schools, community-based youth organizations such as Scouts or YMCAs, community centers, religious groups, etc.? Who are likely older adult targets? Sometimes the partnership structure predetermines the participant population, but sometimes not.*

- *How will participants be attracted to the program? What types of promotional materials are needed?*

- *What strategies can help you to "sell" the program to older adults and young persons?*

Potential Recruitment Roadblocks

The majority of roadblocks stem from the internal attitudes and perceptions of the potential participants and recruiters. These concerns are not age-specific.

- *If you build it, they will come: Many people think that simply offering an intergenerational community service project will result in young people and older adults flocking to your door.*

- *Resistance to the unknown: Most of us, old and young alike, view the unknown with apprehension and doubt. In addition, we don't like being told what to do or being forced to do something that does not have any personal meaning.*

- *Misconceptions and stereotypes about others: Societal structure and media portrayals can cause powerful unconscious misconceptions about individuals or groups who differ from us. It is not uncommon for older adults to voice initial apprehensions about working with youth, commenting, "Those kids are dangerous. They're rude; they're loud; they're uncontrollable." Young persons have been known to protest, "But those people are old. They're boring; they only want peace and quiet. They sleep all day; they don't know how to have fun."*

- *Low Self-Esteem: Intergenerational community service programs harness the abilities and energies of young and old. Both old and young candidates, however, often doubt that they have anything to give: "I don't know what I can offer." "Are you sure my skills are valuable?" "Who would want to listen to me?" "Maybe you would rather have somebody who's better at that stuff than I am."*

- *Self-interest: "What's in it for me?"*

Strategies to Break Through Roadblocks and Engage Potential Participants

- *ASK! In some unique situations, creating a program has resulted in an influx of participants. In most cases, recruitment is*

necessary. The demand for intergenerational service opportunities exists in communities, but the majority of individuals do not volunteer unless they are asked. The Independent Sector study of older adult volunteers found that older adults who were asked to volunteer did so at a much higher rate than those who were not asked. The study reported 84% of older adults volunteered when asked, compared to only 17% when they were not asked.[16]

- *Diffuse the unknown. Assure candidates that they will be adequately trained and supported; that the program will have clear structure and limits; and that on-going guidance will be available. Assure them that they will not be left to flounder or fend for themselves unaided.*

- *Encourage questions and comments from each individual or group with whom you speak.*

- *Identify and engage the personal goals, hopes, and aspirations that all individuals, old and young, bring to the program. People will be more likely to stay involved when they feel their skills are valued and used. Common personal goals are to make a difference, an opportunity for fellowship and new contacts, or just "something to do."*

- *Be alert to signs and sounds of self-doubt in both young and old; quiet doubt with supportive comments, positive reinforcement, and encouragement.*

- *Acknowledge self-interest as a significant issue. Work with each candidate to identify where he or she has strong feelings or attachments. Offer ideas about how participation will help to meet those interests.*

- *Offer incentives to increase motivation. One creative intergenerational project brought students and older adults together to explore and document their town's history. One group of young participants from a middle school classroom signed up unanimously when their teacher offered to drop a midterm exam in*

exchange. Most of the older adult participants have lived in the area all of their lives and love to tell stories about the "old days." The program coordinator helped the older participants see the link between storytelling, something that they love and value, and being involved in the program.

Additional incentives can include:
- *Extra school credit for students;*

- *Internships that meet educational requirements for undergraduate and graduate students;*

- *Gifts or "perks" contributed by community businesses;*

- *Pleasurable side activities, including field trips or special events;*

- *Publicity and recognition;*

- *Opportunities to learn new skills; and*

- *Stipends to offset the cost of transportation or other expenses.*

Recruitment Methods: Community Outreach

Promotional materials should emphasize both the nature of the program and the fact that participants will meet real needs through community service. Develop marketing tools that will inspire and attract both young and old. Work with current youth and older adult volunteers to develop messages.

- *Encourage your community partners to promote the program through their networks.*

- *Post flyers or recruitment posters in places where they will be seen by candidates; on bulletin boards around the community (schools, universities, libraries, places of worship, grocery stores, fast food restaurants, retirement communities and other senior living facilities, community and senior centers, human service agencies, etc.). Make posters visible, colorful,*

and friendly. Highlight where to call and with whom to speak.

- Design a recruitment brochure. Make sure that it describes the program and the participant roles in an informative and easy to read style. Include contact information. Expand your mail list by including names from your partners' lists, faith-based groups, schools, volunteer centers, and agencies serving multicultural clients as well as those with disabilities. Mail out brochures or pass them out in person at shopping malls, post offices, community centers, etc.

- Place recruitment advertisements and notices in local community papers and on community web pages.

- Host a "community recruitment social" with your program partners to present the program and invite participation. Use your best speakers including a young and an old person.

- Use community-sponsored events. Have an information booth at a community fair; include your program information sheets or brochures at a community resource area.

- Whenever possible, engage current or past youth and older adult volunteers as speakers. Make sure they are trained and well-prepared to give the presentation. They are often your best recruiters.

- Promote through community newspapers, community information television channels, and radio.

- Include messages, photos, and illustrations in your promotional materials that reflect cultural diversity as well as diversity in age and ability.

- Include articles and advertisements in publications that target your specific audiences whether it is older adults, children, or youth.

- Make all materials easy to read and in large type. Be sure information is available in formats other than written English, including

other languages prevalent in the community, Braille or recorded versions and through TDD. Provide simplified versions of written material for new readers or people with developmental disabilities.

- Many organizations are finding success recruiting participants on the World Wide Web through their own web pages as well as posting positions on community boards and with national volunteer search engines like Volunteer Match (*www.volunteermatch.org*) and SERVEnet (*www.servenet.org*).

Older Adult Recruitment

- Outreach is the single most critical factor in successful recruitment of older adult participants.

- Be proactive in locating older adults who are isolated and outside of the mainstream. Work with churches to find isolated older adults, create a mechanism for friend and family referrals, and work with professionals who have an inside track on older adults in the community who are alone and isolated.

- Identify "older adult congregation points" including senior centers, restaurants, grocery stores, service and membership groups, and houses of worship. Post materials and arrange to speak with older adults.

- Connect with National Senior Service Corps programs in the community (RSVP, Foster Grandparents and Senior Companions). To find Senior Corps programs in your community visit their website at *www.seniorcorps.org*.

- Avoid stereotypes and myths. Keep an open mind about what older adults can and want to do.

- Include specific references about roles for older adults, as well as training and support in the program recruitment and promotional information.

- *In promotional information, use photos, quotes, and other images of older adults and young people working and sharing together.*

- *During presentations, discuss the need for older adult partners and what the program hopes to offer both the participants and the community. Like all volunteers, older adults are interested in experiences that are meaningful, challenging, satisfying, offer a sense of purpose, opportunities to build relationships, and avenues to contribute to their community, and are fun.*

- *All older adults bring a lifetime of skills and experiences. Do not just look for retired professionals.*

- *Ask older adults who currently volunteer to help to recruit friends, neighbors, or peers by word of mouth and to give presentations.*

- *Network with groups in your community and ask what methods are most successful for them. Share your own tips with them in turn.*

- *Encourage and recognize the value of older adults, their volunteer service, and their knowledge and experience.*

Youth Recruitment School-Based

- *Classrooms all across America, from kindergarten through university level, are integrating service-learning into their curricula. Many school districts now have community service as a requirement for graduation. The combination of students and older adults as intergenerational community service teams can further enhance the service-learning experience. Recruit through classrooms where service-learning is practiced. Administrators, faculty, and coordinators will very likely view your program as an asset and unique opportunity for their students to fulfill service requirements.*

- *Ask teachers or counselors to recommend or nominate student participants, address assemblies or make classroom presentations to appeal directly to students, or arrange for an entire classroom to participate.*

- *Solicit input from teachers and service-learning coordinators to prepare student-appropriate promotional materials. Include photo images and testimonials from peers in the marketing plan.*

Youth Recruitment Community-Based

- *Become familiar with "youth congregation points" in your community and display colorful, exciting flyers or posters to attract interest. Be sure to talk with the people you see. Word of mouth is also an effective way to recruit youth volunteers.*

- *Not all young people are engaged through school. Look for alternative gathering places such as malls, sporting events, concerts, and restaurants. Many communities offer alternative youth services. Contact the National Network for Youth at (202) 783-7949 or www.nn4youth.org for more information.*

- *Talk with your partners from the youth, education, disability, service, and community-based organizations (such as Boys and Girls Clubs, Camp Fire, 4-H, YMCA, YWCA, community centers, Youth Volunteer Corps, local rehabilitation centers, Boy and Girl Scouts, and the Salvation Army). Ask for recommendations and enlist their assistance.*

- *Partner with social workers, case workers, juvenile parole officers, and other professionals who have access to youth to help identify and locate young participants.*

- *If your community is home to an AmeriCorps project, arrange a meeting with the director or coordinator to discuss mutual agendas. AmeriCorps participants serve with local organizations for one-year working to address the education, public safety, environmental,*

and other human service needs of the community.

- *Identify and target young people from diverse backgrounds. For example, you can reach out to young people with disabilities through Special Education offices in your school system, through the local ARC, or through organizations like United Cerebral Palsy.*

University and College Campus Recruitment

- *Match students' interests with available opportunities.*

- *Attract students creatively by making bright, colorful brochures, posting flyers in frequently visited locations, and keeping a website with up-to-date information and service opportunities.*

- *Contact professors to make presentations about volunteering.*

- *Use the campus and community media to promote volunteer opportunities.*

- *Host volunteer fairs to educate students about community service.*

- *Throughout the entire recruiting process, remain enthusiastic, assertive, and creative.*

- *Contact service clubs such as Campus Compact, COOL, Circle K, and Alpha Phi Omega.*

- *Contact fraternities, sororities, and other campus-based organizations. Be sure to reach out to multicultural student organizations, many of which have strong traditions of service.*

STEP 2. PARTICIPANT ORIENTATION, PREPARATION AND TRAINING: THE BEDROCK OF SUCCESSFUL INTERGENERATIONAL COMMUNITY SERVICE PROGRAMS

Preparation and training are indispensable tools and the closest things you have to a "magic wand" to create successful intergenerational community service programs. During training, young and old learn effective teamwork, learn about one another, and prepare to serve their communities.

Without minimizing personal differences and experiences, optimum training transforms diversity into assets while building individual confidence and self-esteem. Young and old are encouraged to appreciate all individuals for their own unique characteristics, strengths, and potential.

Practical Training Tips

- *An organized training agenda can be developed and distributed to the participants during their first joint session. It should be clearly written and easy to follow.*

- *Ask young and old what their expectations are for the training, be prepared to listen to their feedback, and strive to meet their expectations.*

- *Young and old often have transportation and time constraints. Try to accommodate these factors in the training location, scheduled day and time, duration of each session, and the number of training sessions needed.*

- *Name tags for all staff and participants are important. Name tags make it easier to learn and remember names.*

- *An interactive training format, inviting group participants as opposed to didactic lecture, is the most engaging. Through discussion, role-playing, audiovisual presentations, guest speakers, field trips, stories, and small group exercises, young and old participants practice skills and discuss options or priorities actively. By sharing their views and observations, they learn from and about one another. Staff members guide training exercises, develop ideas, and offer constructive feedback to the participants.*

- *Something as simple as the room arrangement can improve interaction among participants of*

all ages. *Chairs can be placed in a circle to encourage informal discussion. During small group exercises, visioning groups, team problem-solving, and other activities balance young and old participants in each group.*

- At *the close of each training session ask participants to fill out brief evaluation forms. Include specific questions about intergenerational relationships to help you plan and improve the next sessions.*

- *Training should be ongoing.*

Training Generations Separately and Together

Several operators of successful intergenerational community service programs recommend a multi-directional training approach. In operation, this translates into three or more separate training initiatives where the participants are first trained separately in same age groups and then brought together for integrated training.

Same-age orientation and training allows each group to learn about the developmental and physical characteristics of the other. Make sure to know the characteristics of the groups and tailor the training to the specific populations. The sample activity in this chapter *Growing Up and Growing Older: Confronting Ageism,* is one tool you could use in a joint training to build intergenerational understanding. Goals of the same-age orientation are:

- *Sensitizing young people to the aging process and aging issues;*

- *Educating older adults about youth development and issues facing the younger generations; and*

- *Dismantling artificial barriers and challenging stereotypes.*

The follow-up training brings all participants, young and old, together for joint learning experiences. Training topics often include:

- *Intergenerational understanding and appreciation including strengths, commonalities, and diversities. "Icebreakers" are popular shared, non-threatening preliminary exercises designed to facilitate introductions, provide a little bit of fun and whimsy, and reduce apprehension, shyness, or doubt.*

- *Understanding the intergenerational community service program, its goals and objectives, who it will help, how it operates, who to contact, "rules" or "code of conduct."*

- *Exploration of the value of community service.*

- *Exercises to facilitate cohesiveness and a team spirit.*

- *General skills training: communication, recognizing and using different style of decision-making, and brainstorming.*

- *Program-specific skills: examples include how to identify signs of violence or abuse, how to perform CPR, how to plant community gardens, or how to prepare for and present at a community forum.*

- *How to help participants understand the needs of their community through visions of the future, storytelling, sharing experiences, discussion of community dynamics, and why it is important to lend a hand.*

Understanding and Appreciating Diversity

Preparing young and old to work together will often include building the competencies of multicultural teams and participants. Adequate training in diversity includes: providing specific diversity component as part of training, allowing participants to share information about their unique cultures and customs

Building Intergenerational Understanding Exercise

Growing Up and Growing Older: Confronting Ageism

Each of the following statements expresses a stereotype about a group of people defined only as "they." Beside each number, indicate whether you think a younger person is talking about older people (OP) or an older person is talking about young people (YP).

_____ 1. They always stick together and keep their distance from other age groups.

_____ 2. I hate the way they drive. They're a menace on the road.

_____ 3. They're always taking and never giving. They think the world owes them a living.

_____ 4. They're so opinionated. They think they know it all.

_____ 5. They're never satisfied, always complaining about something.

_____ 6. Don't hire them because you can't depend on them.

_____ 7. They always hang around the parks and shopping malls.

_____ 8. They're always so forgetful.

_____ 9. I wish I had as much freedom as they have.

_____10. They should act their age.

Small Group Discussion: Which of the above statements represent common stereotypes of young people? Of older people? Of both?

Class Discussion: Stereotypes form the basis of prejudice and discrimination. As a teenager or an older adult, have you ever experienced or know anyone who experience prejudice or discrimination based on age? Possible occasions for age discrimination are when applying for a job, renting an apartment, or trying to participate in an activity intended for another age group.

Can both younger and older people be the victims of prejudice and discrimination based on age? Are there any other ways in which growing up is similar to growing old? What are they?

What can be done about age-based prejudice and discrimination? Do you think this is a problem that older and younger people might work on together?

This activity was adapted with permission from one developed by Fran Pratt, formerly of the Center for Understanding Aging.

with one another, and highlighting both the uniquenesses and the similarities between diverse groups.

It might be helpful to enlist the assistance and guidance of multicultural and ethnic organizations in the development of culturally sensitive training and materials for young and old.

Sample "Icebreaker" Activities

Young and old participants are together for their joint training or their first joint activity. Some are apprehensive, wary, and shy. Young persons are gathering on one side of the room, older adults on the other, and some stand-alone. How can you encourage some intergenerational mixing?

Here are some samples of successful icebreakers which enable mixing among the generations, capture the energy and excitement both groups bring to the project, and help to address initial apprehension:

Serve Refreshments - "Breaking bread" helps to break the ice. A table set up with light refreshments naturally draws participants together and encourages informal interaction.

Do Introductions - Chairs are set up in a circle. If more than 20 participants, set up groupings so that each circle will contain no more than 20 each. Participants check in with staff at the Welcome Table, where name tags for everyone are laid out. Each nametag has a brightly colored dot attached. One young person and one older adult have the same color dot, designating them as teammates. Staff help participants to link up as teams and to sit next to one another in the circle(s). Participants then conduct mini- interviews with their teammate, and team members introduce one another to the entire group.

The Age Line - When all participants are present, the facilitator instructs the group to form an "age line" where they line up in the age order that they believe is correct, youngest to oldest, without speaking. After the line is formed, the facilitator asks each participant to name a good and not-so-good thing about being their age, and invites input from all group members. As the next step, participants give their actual ages, and the line forms again to reflect the true chronological order.

Names in the Hat - The names of the older adult participants are written down and placed in a hat. Each youth participant draws a name from the hat, and teams or partners are assembled who will work together on exercises during the training.

Theme Discussion - With all participants comfortably seated in a sharing circle, the facilitator introduces a theme that encourages lively group conversation. Topics can be whimsical such as "great things about chocolate" or more serious such as "why environmental conservation is or isn't important?" Invite participation and engage the group members.

The Center for Intergenerational Learning at Temple University has compiled an excellent list of activities for intergenerational groups. Contact the Center at (215) 204-6970 or visit their website at www.temple.edu/cil for more information. The Massachusetts Intergenerational Network (MIN) also has published *Intergenerational Conversations: An Icebreaker Resource Manual*, which includes 50 different icebreakers designed to facilitate intergenerational conversations and awareness. Contact MIN at (978) 682-8685 for more information.
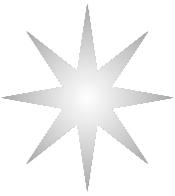
PROGRAM HIGHLIGHT

The Portage Senior Center in Portage, Michigan works with the Voluntary Action Center in Kalamazoo and the American Red Cross to place teenage volunteers at the Center during the summer. The teen volunteers work with senior volunteers to care for flower gardens, make party decorations and posters, help with the grandparent/grandchild day camp, assist with fund-raisers, and provide entertainment for the local nursing home. The program also includes a half-day orientation session, where participants get acquainted, discuss expectations, and possible projects.

STEP 3. ACTIVITIES

Activities are the living laboratories of your intergenerational community service program. Through planned, structured, and on-going activities, the participants fulfill the program's dual purpose: to make a difference in the community and to build intergenerational relationships and understanding.

In general, activities must: be appropriate and interesting based on the ages of the participants, be goal-oriented, utilize community resources, and address identified community needs. While actual program activities vary according to individual purposes and goals, successful programs have some common elements.

- **Performing direct service** - *Intergenerational community service programs strengthen bonds not only between the young and old participants, but also between the participants and their communities. Through direct service opportunities which address identified needs in their community, participants work for positive change in homeless shelters, city parks, recycling centers, schools, residential facilities, child and adult care centers, public safety committees, etc. Young and old learn by doing. They actively participate in community change, observe and analyze the results of their work, experience the rewards of service, and increasingly understand the responsibilities of citizenship.*

- **Team building** - *These activities facilitate group identity and group cohesion. They encourage young and old to learn from one another, to rely on one another, and to form a mutual identity as members of a common group. The transferable benefit of these activities is the creation of a strong, unified, effective, and motivated intergenerational team.*

- **Skill building -** *These activities enhance participants' skills and foster the development of committed and responsible citizens. Skill development empowers the participants and challenges them to fulfill their potential to the community, one another, and to themselves.*

- **Reflection -** *Through structured reflection activities and exercises, both young and old participants examine the many dimensions of both community service and intergenerational relationships. They explore the meaning and value of their experiences. They analyze both the positive and not-so-positive aspects and make suggestions for the future. Reflection enhances the learning and service experiences, because it demands personal scrutiny. Reflection encourages personal growth and understanding and extracts the essence of the experiences.*

- **Evaluation -** *While evaluation is ongoing throughout the program, several activities allow you to monitor and assess how effectively your program is meeting its goals.*

PROGRAM HIGHLIGHT

A sobering similarity between young persons and older adults is their disproportionate vulnerability to crime. Older adults are often fearful of youth, and envision them as perpetrators of crime. Young people, on the other hand, often feel frustrated and misunderstood by adults.

Through their participation in Miami's Youth and Elderly Against Crime Program, young and old form personal relationships with each other, share experiences, and fight back against crime together. This intergenerational community service program is a multi-agency effort by the Jewish Family Services, the City of Miami Police Department and Metropolitan Dade County Police Department, the Florida Attorney General's Seniors vs. Crime Project, and AARP. More than 1,500 high school students from seven Miami high schools work with older adults from six senior centers and one church. In addition to group activities, individual students and older adults pair up as special buddies and offer mutual support to one another.

Some of the impressive and measurable accomplishments of Youth and Elderly Against Crime include:

- *Teams of students and older adults work together to distribute literature, including safety tips, to older adults living in high crime areas.*

- *Students and older adults banning together as advocates against crime and are providing safety to hundreds of seniors who are isolated and fearful.*

- *Student participants continuing their efforts to combat crime and have formed a countywide task force committee. The task force is composed of law enforcement officers, representative students from each participating high school, and older adults in their community. The task force members advocate for legislation to increase protective measure for older adults around their residential living facilities.*

- *Students and older adults "have become one," despite their ethnic, racial, and age differences. Each is a volunteer with the unselfish intention of helping someone in need. Previous misconceptions by both age groups have disappeared among the young and old participants.*

---
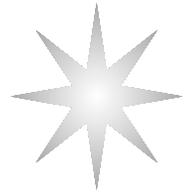
[16] Independent Sector. (2000). America's Senior Volunteers. Washington, DC: Author.

Chapter Six: Sustaining Your Intergenerational Community Service Program

To sustain your program, you must:

- *Reinforce and sustain commitment from young and old participants, staff, sponsors, and community partners; and*

- *Promote and highlight the program's accomplishments in service to the community and in building strong relationships among young and old participants.*

STEP 1. SUPPORT – THE THREE R'S

Support activities nurture and validate participants, while strengthening trust, self-acceptance, and a feeling of belonging. Support includes **recognition** activities and opportunities for **reflection**, which greatly enhance participant **retention.**

Support activities are both informal and formal. Informally, young and old can be made to feel valued and important. Something as simple as a smile, a heartfelt "thank you" or "good job" from staff makes participants feel appreciated. Encouraging reflection, feedback, and incorporating participants' suggestions promote leadership skills and improve programs.

PROGRAM HIGHLIGHT

The Visions of Kaneohe project in Hawaii brought together sixth grade students and older adults to study their neighborhoods (past and present) and develop neighborhood improvement proposals and projects. This project was based upon the Neighborhoods-2000 model developed by Dr. Matthew Kaplan and implemented in a number of communities across the country.[17]

Hawaii Intergenerational Network – Kailua, HI

This project supports a number of different school curricula including: reading, writing, history, civics, art and architecture, sociology, and economics. The goals of the project are to help participants learn about one another and from one another; develop a greater understanding of their neighborhood and its users; develop analytical, interpersonal, and presentation skills; attain new knowledge in a wide array of academic disciplines; achieve awareness of community-planning dynamics and the value of individual participation in the community-planning process. In addition, cultural themes were included in the project to help participants learn about the heritage of their neighbors and the neighborhood.

The project coordinator recruited college interns, parents, and retired teachers to help facilitate the project. Activities include defining, designing and creating a model of an ideal neighborhood, reminiscence interviews, use of aerial photographs and land-mapping, neighborhood walking tours, resident interviews, developing a community improvement project, displaying neighborhood plans, and program evaluation. Environmental activities are highlighted, through learning about group decision-making and community activism.

Formal support and recognition activities celebrate the participants' contributions and accomplishments. Examples are graduation or recognition ceremonies with certificates; scheduled events (such as awards dinners, volunteer luncheons, picnics, recognition and appreciation ceremonies); official acknowledgements and thank you letters from national or community leaders; and profiles in community newspapers or other media.

Ceremonies offer a time to present the big picture of intergenerational community service as a national movement. Speak to the community pride of both young and old; capture the hope, inspiration, dreams, and visions of community service; then remind the participants that they are part of it.

Recognition can include awards, as well as badges, coffee mugs, magnets, pens, t-shirts, sweatshirts, and baseball caps with the group's logo as ways to express thanks and foster group identity.

STEP 2. COMMUNITY VISIBILITY

Program benefits must be visible to the community at large, community leaders, specialized professionals, those whose lives are touched and changed, and the general public.

The following strategies can help you to enhance your program's visibility and to successfully promote it as an investment in the future for the community.

Media Connections

Cultivate relationships with newspaper and television reporters and photographers, and create opportunities to promote your program. Intergenerational community service programs are fertile ground for human interest and people-centered stories.

Invite press representatives to your special events or community service sites. Send them information and news releases. Explore ways in which they can be partners in their own right, perhaps by adopting a team of young and old participants and writing a series of feature articles about their activities.

Young and Old Together: Your Best Spokespersons

The young and old participants are the best spokespersons to promote the program, as their personal experiences lie at its heart. Their words, observations, and descriptions convey the most powerful messages. When presenting to the community, always include representatives of all age groups.

Intergenerational Support for Community Events

Your program and participants can support and participate in events sponsored by other community groups. For example, the intergenerational team could offer support to a community effort to build a playground, by preparing and serving lunch to all playground builders and helpers, and establishing and maintaining a lively community presence.

STEP 3. DISSEMINATION

It is essential to "spread the word" about your intergenerational community service program. Comprehensive dissemination strategies include:

- *Using newsletters and websites as vehicles (yours as well as your program partners) to keep your readers and funders in touch.*

- *Presenting your program at conferences, forums, and workshops sponsored by the aging, youth, education, and volunteer networks.*

- *Writing letters to the editors of newspapers.*

- *Writing newsletter and magazine articles that describe your program.*

- *Telling the community about your program, including presentations to the PTA, church groups, service clubs, city councils and other civic groups.*

- *Ensuring that information about your program can be found through information and referral centers in the community, including community websites.*

- *Add your program to Generations United's intergenerational program database, available on-line at www.gu.org.*

---

[17] For more information on the Neigborhoods-2000 model see Dr. Kaplan's guidebook <u>Side By Side: A Curriculum Guide</u>. Full reference for this publication is in the bibliography.

Conclusion

Intergenerational community service offers wonderful opportunities for older adults, children, and youth to make a significant impact in our communities. There is great power in service to the community. There is also great power in intergenerational connections. When we combine them, the outcomes are awesome. We challenge you to take the guidelines laid out in this publication and turn it into remarkable intergenerational results for your community. And remember, intergenerational approaches are not just nice…they are necessary.

For questions concerning this publication, please contact Generations United at (202) 638-1263 or gu@gu.org. Also visit the Generations United website at www.gu.org for more information and additional resources on intergenerational programs, including access to GU's Intergenerational Program Database.

Temple University Center for Intergenerational Learning – Philadelphia, PA

Annotated Bibliography

CATEGORIES:

- Intergenerational Issues

- Service-Learning

- National and Community Service

- Volunteer Liability and Legal Issues

- Opportunities for Service in Higher Education

- Resource Development and Funding

- Clearinghouses/Databases

Specific contact information and prices are included for each source when known. For other sources, contact your local librarian, bookstore, or the publisher.

Intergenerational Issues

AARP. (1996). _Becoming A School Partner: A Guidebook for Organizing Intergenerational Partnerships in Schools_. Washington, D.C.: AARP and the National Association of Partners in Education. Contact: AARP, 601 E Street, NW, Washington, D.C., 20049. 1-800-424-3410. #D13527.
   This book describes the process of planning an intergenerational school partnership program, including the rewards to participants and the needs of students, teachers, schools, and the community.

AARP. (1992). _Connecting the Generations: A Guide to Intergenerational Resources_. Washington D.C.: AARP. Contact: AARP, 601 E Street, NW, Washington D.C., 20049. 1-800-424-3410. #D15596.
   This publication was written in cooperation with Generations United, the National Council on Aging, Temple University Center for Intergenerational Learning, and Generations Together. It describes intergenerational programming and provides a listing of books, manuals, video resources, and contact information.

American Society on Aging. (1998-1999). "Keeping the Promise: Strengthening the Social Compact for the 21st Century," _Generations_, 22. Contact: American Society on Aging, 833 Market Street, Suite 516, San Francisco, CA 94103. 415-974-9600, http://www.asaging.org/generations/gen.html Cost: $12.00.
   This issue explores the potential for intergenerational programs and approaches to policy and presents proposals for strengthening communities and the quality of people's lives.

Angelis, J. (1992). _Creating Intergenerational Coalitions: Bottom Up Top Down Strategies_. Carbondale: Southern Illinois University. Contact: Jane Angelis, Illinois Intergenerational Initiative, Southern Illinois University, Mailcode 4341, Carbondale, IL, 62901. 618-453-1186, FAX: 618-453-4295. Also available on-line at http://www.siu.edu/offices/iii/coal.html
   This manual offers ideas and structure for the development of intergenerational coalitions, whether in the classroom or as a statewide endeavor. Appendix includes specific forms, letters, agendas, programs, group activities, and retreats developed by the Illinois Intergenerational Initiative, an intergenerational coalition.

Angelis, J., Ph.D. (1990). _Intergenerational Service Learning: Strategies for the Future._ Carbondale: Southern Illinois University. Contact: Jane Angelis, Illinois Intergenerational Initiative, Southern Illinois University, Mailcode 4341, Carbondale, IL, 62901. 618-453-1186, FAX: 618-453-4295. Also available on-line at http://www.siu.edu/offices/iii/isl_int.html

This book summarizes the seven "Circle of Helping" meetings facilitated by the Illinois Intergenerational Initiative. Topics include the ways that intergenerational programs address education and health and human services priorities and how to access the talents of old and young people to serve and learn together.

Brabazon, K. & Disch, R. (Eds.), (1997). <u>Intergenerational Approaches in Aging: Implications for Education, Policy and Practice</u>. Binghamton, NY: Haworth Press. Contact: Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1580. 1-800-HAWORTH, FAX: 1-800-895-0583, email: getinfo@haworth.com, http://www.haworthpress.com ISBN: 789013282. Cost: $24.95.
   Written by practitioners and academics from a variety of disciplines, this book discusses issues and examples of intergenerational programming including community service.

Brandes, B. & Green, R. (1999). <u>Off Their Rockers Into Service: Connecting Generations Through Service Learning</u>. Linking Learning With Life Series. Clemson, SC: National Dropout Prevention Center/Network. Contact: National Dropout Prevention Center/Network, Clemson University, 209 Martin St., Clemson, SC, 29631-1555. 864-656-2599, FAX: 864-656-0136, email: ndpc@clemson.edu, http://www.dropoutprevention.org. Cost: $6.00.
   This book teaches how to implement an intergenerational service learning program that helps youth and older adults work together to solve community problems.

Connecticut Department of Education and Department on Aging. (1992). <u>Schools in an Aging Society: Elders as Resources</u>. Hartford: Connecticut Department of Education and Department on Aging. Contact: University of North Texas, Center for Public Service, National Academy for Teaching and Learning about Aging (NATLA), P.O. Box 310919, Denton, Texas, 76203-0919. 940-565-3450, FAX: 940-565-3141. Order form available on-line at http://www.unt.edu/natla/schorder.htm Cost: $7.50.
   This guide develops a rationale for intergenerational programs addressing educational and social needs of younger and older persons and highlights school-based intergenerational model programs.

Connecticut Department of Education and Department on Aging. (1992). <u>Schools in an Aging Society: Social Studies Classroom Activities for Secondary Schools</u>. Hartford: Connecticut Department of Education and Department on Aging. Contact: University of North Texas, Center for Public Service, National Academy for Teaching and Learning about Aging (NATLA), P.O. Box 310919, Denton, Texas, 76203-0919. 940-565-3450, FAX: 940-565-3141. Order form available on-line at http://www.unt.edu/natla/schorder.htm Cost: $10.00.
   This guide gives lesson plans for secondary school social studies teachers to explore aging issues and personal development from political, economic, and cultural perspectives. Activities dispel ageist myths and stereotypes.

Connecticut Department of Education and Department on Aging. (1992). <u>Schools in an Aging Society: Strengthening the School-Community Connection</u>. Hartford: Connecticut Department of Education and Department on Aging. Contact: University of North Texas, Center for Public Service, National Academy for Teaching and Learning about Aging (NATLA), P.O. Box 310919, Denton, Texas, 76203-0919. 940-565-3450, FAX: 940-565-3141. Order form available on-line at http://www.unt.edu/natla/schorder.htm Cost: $7.50.
   This guide is designed for school administrators, volunteer coordinators, staff developers, and board of education members seeking creative uses for community resources and intergenerational cooperation within their communities.

Couper, D. & Pratt, F. (1999). <u>Learning for Longer Life: A Guide for Developers of K-12 Curriculum and Instructional Materials</u>. Denton, TX: University of North Texas. Contact: University of North Texas, Center for Public Service, NATLA, P.O. Box 310919, Denton, Texas, 76203-0919, ATTN: Laine Faust. 940-564-3450, FAX: 940-565-3141. Order form available at http://www.unt.edu/natla/learning_for_longer_life_order_form.htm

   This resource is designed to stimulate interest and work in aging education as an integral component of the education of young people.

Davis, C. (1999). <u>Intergenerational Arts & Education Program Handbook (Urban)</u>. Pittsburgh: Generations Together. Contact: Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150, FAX: 412-648-7446, http://www.gt.pit.edu/pub_entire.html Cost: $35.00.

   This teacher guide is designed to assist in planning and implementing a community-based arts enrichment program in schools. The handbook includes details of successful programs including planning guides, activities, outcomes, tips for artist recruitment, and evaluation. Teacher guide for rural populations is also available: <u>Intergenerational Arts & Education Program Handbook</u> *(Rural). Cost: $35.00.*

Ditzion, J., Hackett, V. and Solomon, P. (2001) Intergenerational Conversations: An Icebreaker Resource Manual. Boston: Massachusetts Intergenerational network. Contact Massachusetts Intergenerational Network at Generations Incorporated, 59 Temple Place, Suite 200, Boston, MA, 0211. 617-423-0401, FAX: 617-422-0636. Cost and shipping: $15.00.

   This manual is a collection of 50 icebreakers designed to facilitate intergenerational conversations and awareness. This user-friendly guide offers fun and creative ways to introduce and promote intergenerational understanding to groups.

Freedman, M. (1999). <u>The Kindness of Strangers: Adult Mentors, Urban Youth, and the New Voluntarism</u>. Cambridge: Cambridge University Press. ISBN: 0521652871. Cost: $21.00.

   This book, based on interviews with over 300 mentors, young people, scholars, and youth workers, portrays the character of and critical questions surrounding the mentoring movement sweeping America today. Updated with a new introduction.

Freedman, M. (1988). <u>Partners in Growth: Elder Mentors and At-Risk Youth.</u> Philadelphia: Public/Private Ventures. Contact: Public/Private Ventures, 2000 Market St., Suite 600, Philadelphia, PA, 19103. 215-557-4465, http://www.ppv.org/indexfiles/pubsindex.html Cost: $6.00.

   This report highlights five intergenerational programs that create mutually beneficial relationships for older adults and at-risk youth. Older people share their life experiences and coping skills with younger people so these younger people may attain resiliency and self-sufficiency.

Freedman, M. (1999). <u>Prime Time: How The Baby-Boomers Will Revolutionize Retirement and Transform America</u>. New York: Public Affairs. ISBN: 1891620177. Cost: $25.00.

   This book discusses the role that community service by senior adults can play in America. Through example, Freedman demonstrates how older adults are using their retirements to make a difference in their communities by helping children and families.

Friedman, B. (1999). <u>Connecting Generations: Integrating Aging Education and Intergenerational Programs with Elementary and Middle Grades Curricula</u>. Boston: Allyn and Bacon. ISBN:

0205275133.
  This book provides concrete information about planning intergenerational programs in grades 2-8. It *includes rationale, curricula integration ideas, and sample lesson plans.*

Haggard, P.M. (2000). <u>Oral History: Let Their Voices Be Heard</u>. Linking Learning With Life Series. Clemson, SC: National Dropout Prevention Center/Network. Contact: National Dropout Prevention Center/Network, Clemson University, 209 Martin St., Clemson, SC, 29631-1555. 864-656-2599, FAX: 864-656-0136, email: ndpc@clemson.edu, http://www.dropoutprevention.org Cost: $6.00.
  Written by an experienced teacher, this book teaches ways of connecting generations through oral history projects.

Helfgott, K P. (1992). <u>Older Adults Caring for Children: Intergenerational Child Care.</u> Washington, D.C.: Generations United. Contact: Generations United, 122 C Street, NW, Suite 820, Washington D.C. 20001. 202-638-1263, FAX: 202-638-7555, email: gu@gu.org, http://www.gu.org Cost: $15.00.
  This book describes the development of intergenerational child care programs and includes recommendations for planning, developing and implementing successful intergenerational child care programs, program summaries, an annotated bibliography, and a list of technical experts.

Henkin, N. Z., Percz-Randal, C., & Rogers, A.M. (1993). <u>Linking Lifetimes: A National Intergenerational Mentoring Initiative</u>. Philadelphia: Center for Intergenerational Learning at Temple University. Contact: Temple University Center for Intergenerational Learning, University Services Bldg. (083-40), 1601 N. Broad St., Rm. 206, Philadelphia, PA, 19122. 215-204-6970, FAX: 215-204-6733, http://www.temple.edu/CIL/ResourcesProducts.html Cost: $75.00.
  This manual presents practical information for establishing intergenerational mentoring programs. Sample forms, recruitment tools, and training activities are included.

James, H.F. (1996). <u>Across the Ages: Selecting and Using Intergenerational Resources</u>. Ft. Atkinson, WI: Highsmith Press.
  This book provides an overview of types of intergenerational activities and a bibliography including video, fiction, and contact information.

Kaplan, M. (1990). "Designing Community Participation Special Events that Cross Generational Boundaries." In R. Selby, K. Anthony, J. Choi & B. Orland (Eds.), <u>Proceeding of the 21st Annual Conference of the Environmental Design Research Association</u> (pp. 120-8). Champaign, IL: Environmental Design Research Association. Contact: Matt Kaplan, Associate Professor, Penn State University, Intergenerational Programs and Aging, Department of Agricultural and Extension Education, 323 Ag. Administration Building, Room 315, The Pennsylvania State University, University Park, PA, 16802. 814-863-7871, FAX: 814-863-4753, email: msk15@psu.edu
  This book describes the evolution and application of special events, including the Futures Festival Model, designed specifically to engage intergenerational participants in community based activities. It offers a rationale for intergenerational activities centered around urban planning. An updated version of the Futures Festival Curriculum is available online at www.AgExtEd.cas.psu.edu/FCS/mk/Futures.pdf

Kaplan, M. (1994). <u>Side by Side: Exploring Your Neighborhood Through Intergenerational Activities</u>. San Francisco: MIG Communications. Contact: MIG Communications, 1-800-790-8448,

http://www.migcom.com/products/booklist.html
This book provides flexible guidelines for implementing programs in which youth and senior adults work together to learn about their neighborhood and about each other. Includes activities such as land-use mapping, walking tours, and community interviews. Also highlights ways to connect these activities to the academic curricula.

Kingson, E.R., Hirshorn, B.A., & Cornman, J.M. (1986). <u>Ties That Bind: The Interdependence of Generations</u>. Washington, D.C.: Seven Locks Press. ISBN: 0-932020-44-5.
This book discusses the role of intergenerational issues in an aging society.

Kornhaber, A. & Woodward, K.L. (1984). <u>Grandparents/Grandchildren: The Vital Connection</u>. Somerset, NJ: Transaction Publishers. Contact: Transaction Publishers, 390 Campus Drive, Somerset, NJ, 07830. 1-888-999-6778, email: order@transactionpub.com, www.transactionpub.com/cgi-bin/transactionpublishers.storefront ISBN: 0878559949. Cost: $24.95
This book presents findings of three years of personal interviews with three hundred grandchildren and three hundred grandparents. Grandchildren relate, in their own words, the roles that their grandparents fill in their lives. Grandparents explain their feelings about themselves, their grandchildren, and their loss of function within today's nuclear family.

Kuehne, V. (1999). <u>Intergenerational Programs: Understanding What We Have Created</u>. New York: Haworth Press.
This book discusses the ways that intergenerational programs affect children, families, and older participants. Four sections cover the conceptual foundations for research in the field, the impact of such programs, process oriented research in the field, and questions and challenges.

MacBain, D. E. (1996). <u>Intergenerational Education Programs</u>. Bloomington, IN: Phi Delta Kappa Educational Foundation. ISBN: 0873676025.
This book highlights successful intergenerational programs and briefly covers issues including site selection, insurance, volunteer recruitment, and sustainability. It also has a reading-level book list and suggestions on program documentation.

McCrea, J., Nichols, A., & Newman S. (Eds.), (2000). <u>Intergenerational Service-Learning in Gerontology: A Compendium</u>. Pittsburgh: Generations Together. Contact: Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150, FAX: 412-648-7446, http://www.gt.pit.edu/pub_entire.html Cost: free.
This multiple volume compendium illustrates the work of faculty, administrators, students, and community members at the universities that participated in the Intergenerational Service-Learning programs. These programs were funded through the partnership of Generations Together, the Corporation for National Service, and the Association of Gerontology in Higher Education.

McDuffie, W. G. & Whiteman, J.R. (1990). <u>Intergenerational Activities Program Handbook</u> (3rd ed.). Binghampton, NY: Broome County Child Development Council. Contact: Norma Bergmann, Broome County Child Development Council, Inc., P.O. Box 880, Binghamton, NY, 13902-0880. 1-800-281-8741 ext. 829, FAX: 607-723-6173, e-mail: info@bccdcnet, http://www.bccdc.net Cost: $32.50.
This handbook contains a collection of articles, activities and resources to guide those interested in developing intergenerational programs for preschool children and older adults.

Newman, S., Vander Ven, K., & Ward, C. (1991). <u>Guidelines for the Productive Employment of Older Adults in Child Care</u>. Pittsburgh: Generations Together. Contact: Generations Together,

University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150, FAX: 412-648-7446, http://www.gt.pit.edu/pub_entire.html#EC Cost: $6.00.

These guidelines include effective strategies for hiring and utilizing older workers. Recommendations are divided into five categories: developmental issues; pre-employment activities; training and education; working conditions; and career advancement.

Newman, S., & Brummel, S.W. (Eds.), (1989). *Intergenerational Programs: Imperatives, Strategies, Impacts, Trends*. New York: Haworth Press. ISBN: 0-86656-773-9.

This book discusses intergenerational cooperation, the history of interaction between young and old in western culture, cross-cultural issues, the status of research, and intergenerational programming and public policy. Out of print but available at many libraries.

Newman, S, Ward, C.R., Smith, T.B., Wilson, J.O., & McCrea, J.M. (1997). *Intergenerational Programs: Past, Present and Future*. Washington D.C.: Taylor and Francis. Contact: Generations Together, University of Pittsburgh, GT Publications, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-2209, http://www.gt.pitt.edu/gtbook.html ISBN: 156032421X. Cost: $27.00.

This book covers the history of intergenerational programs including developmental theories and the social issues that these programs address.

Newman, S., Vander Ven, K., & Ward, C. (1992). *Practitioner's Manual for the Productive Employment of Older Adults in Child Care*. Syracuse: Syracuse University Press and Generations Together. Contact: Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150, FAX: 412-648-7446, http://www.gt.pit.edu/pub_entire.html#EC Cost: $20.00.

This manual details strategies and resources to assist child care employers in implementing the Guidelines for the Productive Employment of Older Adults in Child Care *included in the appendices.*

Newman, S., Larkin, E., & Smith, T. (1999). *To Help Somebody's Child: Complementary Behaviors of Older and Younger Child Care Providers*. Pittsburgh: Generations Together. Contact: Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150, FAX: 412-648-7446, http://www.gt.pit.edu/pub_entire.html#EC Cost: $35.00.

This manual on intergenerational childcare comes with a copy of the report Complementary Behaviors of Older and Younger Childcare Providers: A Research and Dissemination Project, Final Report to the Pritxker Cousins Foundation. *Video also available for $80.00 (video alone), or $100.00 (video, manual and report).*

Rubin, R.J. (1993). *Intergenerational Programming: a How-to-do-it Manual for Librarians*. New York: Neal-Schuman Publishers. ISBN:1555701574.

This book is a practical guide for librarians planning intergenerational activities and programs. Based on a survey of 61 libraries, this book covers definitions, planning, evaluation, publicity, volunteers, interagency cooperation, and program models.

Smith, T.B., Mack, C., & Tittnich, E. (1993). *A Job Training Curriculum for Older Workers in Child Care*. Pittsburgh: Generations Together. Contact: Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150, FAX: 412-648-7446, http://www.gt.pit.edu/pub_entire.html#EC Cost: $75.00.

This curriculum offers a comprehensive professional day care training plan for older workers to unite generations and to inspire solutions to the day care dilemma in the United States.

Styles, M. B. & Morrow, K.V. (1992). <u>Understanding How Youth and Elders Form Relationships: A Study of Four Linking Lifetimes Programs</u>. Philadelphia: Public/Private Ventures. Contact: Public/Private Ventures, Communications Department, 2000 Market St., Suite 600, Philadelphia, PA, 19103. 215-557-4465, http://www.ppv.org/indexfiles/pubsindex.html Cost: $6.00.
This study outlines criteria of effective intergenerational relationships and offers criteria for successful intergenerational mentoring programs.

Taylor, A. & Bressler, J. (2000). <u>Mentoring Across Generations: Partnerships for Positive Youth Development</u>. New York: Plenum Publishers. Contact: Temple University, Center for Intergenerational Learning, University Services Building (083-40), 1601 N. Broad St., Room 206, Philadelphia, PA 19122. 215-204-6970, FAX: 215-204-6733, http://www.temple.edu/CIL/Announcements.html ISBN:0-306-46413-6. Cost: $27.50.
This book describes the intergenerational mentoring initiative called Across the Ages. The four components of this program —mentoring, community service, 'life skill' instruction, and family support—are described in detail.

Temple University Center for Intergenerational Learning. (2001). <u>Intergenerational Community Service Planner</u>. Philadelphia, PA: Temple University. Available online at www.temple.edu/cil/TrainingDeveloping.html.
This planning tool walks you through the steps to develop an intergenerational community service program. When completed, the Planner can serve as the basis for the development of a proposal.

Temple University Center for Intergenerational Learning. (1999). <u>Across Ages Program Development and Training Manual</u>. Philadelphia: Temple University. Contact: Temple University, Center for Intergenerational Learning, University Services Building (083-40), 1601 N. Broad St., Room 206, Philadelphia, PA 19122. 215-204-6970, FAX: 215-204-6733, http://www.temple.edu/CIL/ResoucesProducts.html Cost: $75.00.
This publication provides step-by-step directions for developing an Across Ages Intergenerational program. It includes forms, evaluation materials, and training designs.

Temple University Center for Intergenerational Learning. (1995). <u>Linking Lifetimes Program Development Manual</u>. Philadelphia: Temple University. Contact: Temple University, Center for Intergenerational Learning, University Services Building (083-40), 1601 N. Broad St., Room 206, Philadelphia, PA 19122. 215-204-6970, FAX: 215-204-6733, http://www.temple.edu/CIL/ResoucesProducts.html Cost: $75.00.
This manual assists in the development of intergenerational mentoring programs. It includes discussion of collaboration, recruitment, and training. It also includes program forms and evaluation materials.

Temple University Center for Intergenerational Learning. (2001). <u>Open Doors, Open Hearts</u>. Philadelphia: Temple University. Contact: Temple University, Center for Intergenerational Learning, University Services Building (083-40), 1601 N. Broad St., Room 206, Philadelphia, PA 19122. 215-204-6970, FAX: 215-204-6733, http://www.temple.edu/CIL/ResoucesProducts.html
This publication is a practical guide designed to teach methods of creating intergenerational programs in long-term care facilities. Includes discussion of partnership development, strengthening internal support, program planning, preparing youth and older adult participants, and reflection. Cost: $50.00. Video

also available, $25.00. *Video and publication set*, $65.00.

Tice, C. H. (1985). "Perspectives on Intergenerational Initiatives: Past, Present, and Future." <u>Children Today</u>, 14: 6-10.
   Intergenerational programs restore contact between young and old while meeting needs of both groups. The most successful programs reflect multicultural diversity and help to alter negative attitudes about specific age groups. This source provides a nationwide listing of intergenerational programs and resources.

Ventura-Merkel, C. & Freedman, M. (1988). "Helping At-Risk Youth Through Intergenerational Programming." <u>Children Today</u>, 17: 10-13.
   This article highlights intergenerational programs including federally funded efforts and community sponsored projects in which older people work with teenage mothers, juvenile offenders, disadvantaged youth, or high school drop-outs.

Weatherford, C.G. (2000). <u>Tales That Teach: Environmental Service-Learning</u>. Linking Learning With Life Series. Clemson, SC: National Dropout Prevention Center/Network. Contact: National Dropout Prevention Center/Network, Clemson University, 209 Martin St., Clemson, SC, 29631-1555. 864-656-2599, FAX: 864-656-0136, email: ndpc@clemson.edu, http://www.dropoutprevention.org Cost: $6.00.
   This guidebook for environmental service learning programs includes an annotated bibliography and suggestions for using children's literature with intergenerational themes to enhance the reflection components of an intergenerational service learning program about the environment.

Wilson, J. (1994). <u>Connecting the Generations: A Guide to Intergenerational Resources: An Overview of Intergenerational Programming and Selected Listing of Books, Manuals and Video Resources</u>. Pittsburgh: Generations Together/University of Pittsburgh. Contact: Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150, FAX: 412-648-7446, http://www.gt.pitt.edu/pub_entire.html   Cost: free.
   This 19-page document provides practical resource information for implementing intergenerational programs.

Wilson, J. (1994). <u>Intergenerational Readings: 1980-1994</u>. Pittsburgh, PA: Generations Together. Contact: Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150, FAX: 412-648-7446, http://www.gt.pitt.edu/pub_entire.html Cost: $15.00.
   This compilation of bibliographic references in the field of intergenerational programming includes books, journal articles, manuals, papers, curricula, bibliographies, directories, newsletters, databases, and videos.

Wilson, J., & Quinnette, D. (1999). <u>Intergenerational Readings: 1994-1998</u>. Pittsburgh, PA: Generations Together. Contact: Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150, FAX: 412-648-7446, http://www.gt.pitt.edu/pub_entire.html Cost: $15.00.
   This compilation updates J. Wilson's 1994 publication by this same title.

Winston, L., Kaplan, M, Perlstein, S., & Tietze, R. (2001). <u>Grandpartners: Intergenerational Learning and Civic Renewal, K-6</u>. Portsmouth, NH: Heinemann. ISBN: 0-325-00268-1. Cost: $16.00. Contact: Temple University, Center for Intergenerational Learning, University Services Building (083-40), 1601 N. Broad St., Room 206, Philadelphia, PA 19122. 215-204-

6970, FAX: 215-204-6733, http://www.temple.edu/CIL/Announcements.html
This book documents examples of intergenerational learning that reflect a range of approaches and goals including literacy, music, history, and theater. Also contains ideas for planning, developing, and sustaining programs and a bibliography including children's literature with intergenerational themes.

Service-Learning

Albert, G. (Ed.), (1994). <u>Service Learning Reader: Reflections and Perspectives on Service</u>. Raleigh, NC: National Society for Internships and Experiential Education. Contact: National Society for Experiential Education (NSEE), 9001 Braddock Rd. Suite 380, Springfield, VA 22151. 1-800-803-4170, FAX: 1-800-803-4170, email: info@nsee.org, Cost: $38.00 (non-members), $28.00 (members).
This book includes chapters that outline orientation skills, getting started, and stories of successful service-learning programs.

Anderson, V. (1991). "Community Service-Learning and School Improvement in Springfield, Massachusetts." <u>Phi Delta Kappan</u>, 72.10: 761-64.
Educators in Springfield note connections between current school agendas and their community service-learning initiatives. Staff regard service-learning as a way to increase student education, enrich curriculum, and foster civic responsibility.

Batenburg, M. & Pope, D.C. (1997). <u>The Evaluation Handbook: Practical Tools for Evaluating Service-Learning Programs</u>. San Mateo, CA: CA Service Learning 2000 Center. Contact: Youth Service California, 663 13th Street, Oakland CA 94612. 510-302-0550, FAX: 510-302-0551, email: info@yscal.org, http://www.yscal.org Cost: $25.00.
This handbook reviews all the steps for successful program evaluation. It is written for use by anyone who might be involved in the evaluation of a service-learning program.

Cairn, R.W., & Kielsmeier, J. (Eds.), (1995). <u>Growing Hope: A Sourcebook for Integrating Youth Service into the School Curriculum</u> (3rd Edition). St Paul: National Youth Leadership Council. Contact: NYCL, 1910 West Country Road B, St. Paul, MN, 55113. 651-631-3672, FAX: 651-631-2955, email: nylcinfo@nylc.org, http://www.nylc.org Cost: $29.00.
This book is designed for educators beginning or expanding curriculum-based service programs. It provides resource materials for implementing programs including background information, definitions, rationale, basic implementation aides, sample forms, photos, graphs and contact information for additional resources.

Carter, K.G. (1998). <u>Hooking Out-of-School Youth through Service Learning.</u> Linking Learning with Life Series. Clemson, SC: National Dropout Prevention Center/Network. Contact: National Dropout Prevention Center/Network, Clemson University, 209 Martin St., Clemson, SC, 29631-1555. 864-656-2599, FAX: 864-656-0136, email: ndpc@clemson.edu, http://www.dropoutprevention.org Cost: $6.00.
This book discusses ways of using service-learning to reach at-risk youth.

Close Up Foundation & Constitutional Rights Foundation. (1994). <u>Active Citizenship Today Handbook</u>. Alexandria, VA: Close Up. Contact: Close Up Publishing, Dept. Y01, 44 Canal Center Plaza, Alexandria, VA, 22314-1592. 1-800-765-3131, FAX: 703-706-3564, http://www.close-up.org
A step-by-step guide to help students implement service-learning projects. Guides available for students

(ISBN: 0932765572 - $12.95), *teachers* (ISBN: 00932765599 - $17.95), *and administrators* ($4.95).

Conrad, D. & Hedin, D. (1991). "School-Based Community Service: What We Know from Research and Theory." *Phi Delta Kappan,* 72.10: 743-49.
This article reviews the role of community service education as a way to stimulate learning and social development, reform society and preserve democracy, and integrate youth into the larger society.

Drew, S. (2000). *Converging Streams: Combining Streams of Service*. Linking Learning with Life Series. Clemson, SC: National Dropout Prevention Center/Network. Contact: National Dropout Prevention Center/Network, Clemson University, 209 Martin St., Clemson, SC, 29631-1555. 864-656-2599, FAX: 864-656-0136, email: ndpc@clemson.edu, http://www.dropoutprevention.org   Cost: $6.00.
This text teaches methods of working with community partners to create effective service-learning programs.

Duckenfield, M. & Wright, J. (1995). *Pocket Guide to Service Learning*. Clemson, SC: National Dropout Prevention Center. Clemson, SC: National Dropout Prevention Center. Contact: National Dropout Prevention Center/Network, Clemson University, 209 Martin St., Clemson, SC, 29631-1555. 864-656-2599, FAX: 864-656-0136, email: ndpc@clemson.edu, http://www.dropoutprevention.org   Cost: $1.75/one; $35.00/pack of 25.
This text provides guidelines for K-12 service learning programs.

Duckenfield, M. & Swanson, L. (1992). *Service-Learning: Meeting the Needs of Youth At-Risk, A Dropout Prevention Research Report*. Clemson, SC: National Dropout Prevention Center/Network. Contact: National Dropout Prevention Center/Network, Clemson University, 209 Martin St., Clemson, SC, 29631-1555. 864-656-2599, FAX: 864-656-0136, email: ndpc@clemson.edu http://www.dropoutprevention.org   Cost: $8.00.
This book promotes service-learning as an effective strategy for meeting developmental needs of all students. It presents components and benefits of successful service-learning experiences.

Gulati-Partnee, G. & Finger, W. (Eds.), (1996). *Critical Issues in K-12 Service Learning*. Raleigh, NC: National Society for Experiential Education. Contact: National Society for Internships and Experiential Education, 3509 Haworth Dr., Suite 207, Raleigh, NC 27609. 919-787-3263. Cost: $17.00.
This book discusses key issues in service-learning including community partnerships, institutional support program coordination, curriculum integration, faculty and student involvement, and personal renewal.

Hall, M. (1992). "In Our Own Words: Service-Learning in Native Communities." *Journal of Experiential Education*, 15.3: 38-40.
This article explains the Cherokee concept of "gadugi," a cultural tradition of interdependence and service. The Native Indian Youth Leadership Project (NYLP) incorporates this concept into its service component. Included are examples of three service levels in NYLP: traditional community-generated service, program-generated service, and student-generated service.

Hall, M. (1991). "Gadugi: A Model of Service-Learning for Native American Communities." *Phi Delta Kappan*, 72.10: 754-57.
The National Indian Youth Leadership Program develops community service programs that incorporate

Native American values such as family commitment, service to others, spiritual awareness, challenge, meaningful roles, recognition, responsibility, natural consequences, respect, and dialogue. This article explains the significance of these values and their impact on service-learning programs within the Native American community.

Jones, B.L. & Gentry, A.A. (Eds.). <u>Equity & Excellence in Education: The University of Massachusetts School of Education Journal</u>, 26.2.

This issue is devoted to community service-learning (CSL) as a promising way to dismantle socioeconomic, racial, ethnic, and geographic boundaries that divide American neighborhoods. Topics include the role of CSL in connecting students to their communities, the educational benefits of applied learning, and specific elements of CSL which induce equity and school improvement.

Kendall, J. C. (Ed.), (1990). <u>Combining Service and Learning: A Resource Book for Community and Public Service, Volume I</u>. Raleigh, NC: National Society for Internships and Experiential Education. Contact: National Society for Experiential Education (NSEE), 9001 Braddock Rd. Suite 380, Springfield, VA 22151. 1-800-803-4170, FAX: 1-800-803-4170, email: info@nsee.org Cost: $45.00 (non-members), $32.00 (members).

The first of three volumes discusses service-learning policies, issues, and programs in colleges and universities, secondary and elementary schools, community-based organizations, public agencies, and youth agencies.

Kendall, J. C. (Ed.), (1990). <u>Combining Service and Learning: A Resource Book for Community and Public Service. Volume II</u>. Raleigh, NC: National Society for Internships and Experiential Education. Contact: National Society for Experiential Education (NSEE), 9001 Braddock Rd. Suite 380, Springfield, VA 22151. 1-800-803-4170, FAX: 1-800-803-4170, email: info@nsee.org Cost: $45.00 (non-members), $32.00 (members).

This second of three volumes offers project ideas for service-learners of all ages, tips on establishing school-agency relationships, information on legal issues, practical advice for recruitment, and profiles of specific program models.

Luce, J., Anderson, J., Permaul, J., Shumer, R., Stanton, T., and Migliore, S. (Eds.), (1990). <u>Combining Service and Learning. A Resource Book for Community and Public Service, Volume III. Service-learning: An Annotated Bibliography.</u> Raleigh, NC: National Society for Internships and Experiential Education. Contact: National Society for Experiential Education (NSEE), 9001 Braddock Rd. Suite 380, Springfield, VA 22151. 1-800-803-4170, FAX: 1-800-803-4170, email: info@nsee.org Cost: $15.00 (non-members), $10.00 (members).

This annotated bibliography includes 245 service-learning resources published from 1970 through 1987. Subjects include service-learning definitions and history, rationale, experiential education, higher education for social responsibility, volunteerism, national service, research, and program components.

Lyday, J.W., Winecoff, L.H., & Hiott, B.C. (1998). <u>Connecting Communities Through Service Learning. Linking Learning With Life Series</u>. Clemson, SC: National Dropout Prevention Center/Network. Contact: National Dropout Prevention Center/Network, Clemson University, 209 Martin St., Clemson, SC, 29631-1555. 864-656-2599, FAX: 864-656-0136, email: ndpc@clemson.edu, http://www.dropoutprevention.org. Cost: $6.00.

This guidebook teaches ways of collaborating with various service organizations such as AmeriCorps and SeniorCorps to create successful service-learning programs.

Shoemaker, A. (1999). <u>Teaching Young Children Through Service</u>. St Paul: National Youth

Leadership Council. Contact: National Youth Leadership Council, 1910 West Country Road B, St. Paul, MN, 55113. 651-631-3672, FAX: 651-631-2955, email: nylcinfo@nylc.org, http://www.nylc.org Cost: $15.00.
   A practical guide for understanding service-learning and implementing it in grades 4-8.

Shumer, R. & Berm, T. (1992). <u>Self Directed Study for Service-Learning. A Guidebook for Developing Evaluation Strategies for Service Learning Programs</u>. St. Paul, MN: University of Minnesota. Contact: National Service-Learning Clearinghouse, ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061. 1-866-245-7378, http://www.servicelearning.org Cost: $6.75.
   This guidebook describes how to improve service-learning through better evaluation.

Silcox, H.D. (1995). <u>A How-To Guide to Reflection: Adding Cognitive Learning to Community Service Programs, 2<u>nd</u> Ed</u>. Philadelphia: Brighton Press, Inc. Contact: The Pennsylvania Institute for Environmental and Community Service, The Philadelphia College of Textiles and Science, Henry Avenue & School House Lane, Philadelphia, PA, 19144. 215-951-0343, FAX: 215-951-2128, http://www.philau.edu/institute Cost: $15.00.
   This updated version of the original 1993 text explores the service-learning movement in which service to the community augments academic instruction and, in turn, promotes more meaningful forms of learning. Includes rationale for service-learning, optimum learning environments, standards of quality for school-based programs, practical suggestions, and sample projects.

Smink, J., & Duckenfield, M. (Eds.), (1998). <u>Making the Case for Service Learning: Action Research and Evaluation Guidebook for Teachers</u>. St Paul: National Youth Leadership Council. Contact: National Youth Leadership Council, 1910 West Country Road B, St. Paul, MN 55113. 651-631-3672, FAX: 651-631-2955, email: nylcinfo@nylc.org, http://www.nylc.org Cost: $7.00.
   This guidebook provides educators with a simple tool for integrating a strong evaluation component into their service-learning programs.

Toole, P. (Ed.), (1999). <u>Essential Elements of Service Learning</u>. St Paul: National Youth Leadership Council. Contact: National Youth Leadership Council, 1910 West Country Road B, St. Paul, MN 55113. 651-631-3672, FAX: 651-631-2955, email: nylcinfo@nylc.org, http://www.nylc.org Cost: $7.50.
   This text, written with the help of the National Service-Learning Cooperative, provides examples and definitions for ways in which service-learning can best support quality education.

Urke, B., & Wegner, M. (1993). <u>Profiles in Service: A Handbook of Service-Learning Program Design Models.</u> St Paul: National Youth Leadership Council. Contact: National Youth Leadership Council, 1910 West Country Road B, St. Paul, MN 55113. 651-631-3672, FAX: 651-631-2955, email: nylcinfo@nylc.org, http://www.nylc.org Cost: $25.00.
   This book outlines the details of five successful service-learning programs including information about funding sources, curriculum strategies, replication, community and academic outcomes and evaluation.

Wade, R. (1997). <u>Community Service-Learning: A Guide to Including Service in the Public School Curriculum</u>. Albany: State University of New York Press. ISBN: 0791431843. Cost: $23.95.
   This book discusses the benefits and challenges to incorporating service-learning into public school curricula. It is divided into four parts: the components of quality service-learning programs; diverse models of service-learning programs at the elementary, middle and high school levels; stories of service-

learning involvement as told by administrators, agency members and students; and the future of service-learning in public schools.

National and Community Service

AARP. (1994). <u>Bringing Lifetimes of Experience: A Guide for Improving Older Volunteers</u>. Washington D.C.: AARP. Contact: AARP, 601 E Street, NW, Washington D.C., 20049. 1-800-424-3410. #D15539.

This publication includes rationale for using older adult volunteers and a discussion of seven steps for insuring volunteer program success. Also contains contact information for national organizations that provide assistance for people interested in volunteering.

AARP. (1997). <u>Maintaining America's Social Fabric: The AARP Survey of Civic Involvement</u>. AARP, Civic Involvement Project, 601 E St., NW, Washington, D.C. 20049. 1-800-424-3410 email: civic@aarp.org http://research.aarp.org/digest/bowling.html

This report summarizes the findings of a 1996 survey compiled by the University of Virginia and commissioned by the AARP that examines the degree to which American citizens are involved in their communities.

Brudney, J. (1990). <u>Fostering Volunteer Programs in the Public Sector.</u> New York: Jossey-Bass. ISBN: 1-55542-242-X.

This manual focuses on the management of volunteer programs sponsored by government agencies such as schools or courts. It illustrates how private citizens and public agencies can work together to deliver a wide range of services.

Coles, R. (1994). <u>The Call of Service: A Witness to Idealism</u>. Boston: Houghton Mifflin Company. ISBN: 0395710847 Cost: $13.00.

This is an updated edition of the 1993 book that connects individual civic responsibility with idealistic action and identifies community service as a natural expression of citizenship. The author relates personal experience and encounters with volunteers who have met crucial needs in their communities.

The Corporation for National and Community Service. (2000). <u>Making the Vision Succeed in the 21st Century</u>. Washington D.C.: Corporation for National and Community Service. Contact: The Corporation for National and Community Service, 1201 New York Avenue, NW, Washington, D.C., 20525. 202-606-5000.

This publication provides an overview of national service programs operated by the Corporation for National and Community Service. It defines and outlines the goals of these programs and makes recommendations for the future.

The Corporation for National and Community Service. (1994). <u>Principles for High Quality National Service Programs</u>. Washington, D.C.: Government Printing Office. Contact: The Corporation for National and Community Service, 1201 New York Avenue, NW, Washington, D.C., 20525. 202-606-5000.

This resource outlines the national priorities for service programs, core elements of successful national service programs, definitions of terms, requirements for the AmeriCorps program, and examples of model programs.

Danzig, R. & Szanton, P. (1986). <u>National Service: What Would It Mean?</u> Lexington, MA:

Lexington Books. ISBN: 0669123749.
The authors present a comprehensive historical and social view of national service, including mandatory service, the benefits of national and community service, and the role of national service in public policy, community, and personal spheres of influence.

Etzioni, A. (1993). <u>The Spirit of Community: Rights, Responsibilities, and the Communitarian Agenda</u>. New York, NY: Crown Publishers, Inc. ISBN: 0517592770.
This book describes the value-based platform of the Communitarian movement. It outlines how Americans can work together to rekindle a unified national conscience, including specific references to community service. The author highlights the need to balance individual rights and civic responsibilities on both a communal and national level.

Etzioni, A. (1994). <u>The Spirit of Community: The Reinvention of the American Society</u>. New York: Simon & Schuster. ISBN: 0671885243. Cost: $14.00.
A theoretical book that uses case studies and examples to further examine issues raised in the author's 1993 publication. This book includes discussions of family, school, religious institutions, and policy issues including health and safety.

Fischer, L. R. & Schaffer, K B. (1993). <u>Older Volunteers: A Guide to Research and Practice</u>. Newbury Park, CA: Sage Publications. ISBN: 0803950098.
This book describes volunteer management including recruitment techniques and retention for older volunteers. It identifies and analyzes a wide array of previous research studies about older citizens and volunteering.

Freedman, M. (1994). <u>Seniors in National and Community Service: A Report for the Commonwealth Fund's Americans Over 55 at Work Program</u>. Philadelphia: Public/Private Ventures. Contact: Public/Private Ventures, Communications Department, 2000 Market St., Suite 600, Philadelphia, PA, 19103. 215-557-4465, http://www.ppv.org/indexfiles/pubsindex.html Cost: $6.00.
This document discusses the history and future of senior adults in national service. Included are details and discussions of several existing programs and recommendations for the future.

Gallagher, S.K. (1994). <u>Older People Giving Care: Helping Family and Community</u>. Westport, CT: Auburn House. ISBN: 0865692335.
This book provides information from a study of hundreds of individuals age 24-94. The author examined how the elderly help others through formal and informal volunteerism and the impact of this work on family and community.

Goldsmith, S. (1993). <u>A City Year: On the Streets and in the Neighborhoods with Twelve Young Community Service Volunteers</u>. New York: The New Press. Cost: $21.95 U.S.A.
This book relates the author's personal experiences as a participant in City Year, a Boston-based community service program.

Landrum, R. (1992). <u>National Service: Roots and Flowers.</u> Washington: Youth Service America. Contact: Youth Service America, 1101 15th St., NW, Suite 200, Washington, DC 20005. 202-296-2992, FAX: 202-296-4030, http://servenet.org Cost: $2.00.
This monograph discusses the national service movement in America in an historical context and integrates several "streams of service." It describes the evolution of the service field and how the leaders of

youth service unify the different service streams to set a future agenda.

Moskos, C.C. (1988). A Call to Civic Service. New York: The Twentieth Century Fund. Contact: The Free Press, A Division of Macmillan, Inc., 866 Third Avenue, New York, NY 10022. ISBN: 0-02-921991-4.
> *This book addresses national and community service as a compelling solution to some of society's most pressing needs and concerns. It explores prominent public service and community service debates and places national and community service in the context of participatory citizenship and non-partisan politics.*

National Association of Service and Conservation Corps (NASCC). (2000). Youth Corps Profiles 2000. Washington, D.C.: NASCC. Contact: Leslie Wilcoff, NASCC, 666 11th Street, NW, Suite 1000, Washington, D.C., 20001. 202-737-6272. Available for on-line at http://www.nascc.org.
> *This publication contains the latest information on Youth Corps from around the nation, including demographics, funding and support, geographic distribution, and project priorities.*

Rolzinski, C. A. (1990). The Adventure of Adolescence: Middle School Students and Community Service. Washington D.C.: Youth Service America. Contact: Youth Service America, 1101 15th St., NW, Suite 200, Washington, D.C. 20005. 202-296-2992. Cost: $5.00.
> *This book presents case studies of and lessons learned by seven middle school community service programs. Profiles include a model in which at-risk Latino middle-school students tutor disadvantaged Latino elementary school students and another that utilizes nursing homes as service sites.*

Youth Service America's Working Group on Youth Service Policy. (1993). What You Must Do For Your Country: The Mandatory Service Debate. Washington, D.C.: Youth Service America. Contact: Youth Service America, 1101 15th St., NW, Suite 200, Washington, D.C., 20005. 202-296-2992. Cost: $4.00.
> *This collection of sixteen essays examines the issue of mandatory service from numerous perspectives, including the perspectives of education and public policy.*

Youth Service America. (1994). National Youth Service: Answer the Call. Washington, DC: Youth Service America. Contact: Youth Service America, 1101 15th St., NW, Suite 200, Washington, DC, 20005. 202-296-2992, http://www.servenet.org
> *This youth service program guide includes program profiles, funding sources, technical assistance and training resources, federal programs providing funding and programming opportunities in national service, awards programs, service bibliography, topical papers, and state-by-state compendium of resources.*

Volunteer Liability and Legal Issues

Minnesota Office on Volunteer Services. (1998). Planning it Safe: How to Control Liability and Risk in Volunteer Programs. Minnesota: Minnesota Office of Citizenship and Volunteer Services. ISBN: 1881282007.
> *This guide provides clear definitions, suggestions, and preventative approaches to managing risk and liability for volunteer programs. It provides legal information, checklists to insure program safety, and answers to questions that can be applied to programs across the country.*

Nonprofit Risk Management Center. (2001). State Liability Laws for Charitable Organizations

and Volunteers. Nonprofit Risk Management Center: Washington, D.C. Contact: Nonprofit Risk Management Center, 1001 Connecticut Ave., NW, Suite 900, Washington, D.C., 20036. 202-785-3891. Only available on-line at http://www.notprofitrisk.org Cost: free.
> *This guidebook is a state-by-state compilation of volunteer protection laws and limitations on the liability of charitable organizations.*

Seidman, A. & Patterson, J. (1996). *Kidding Around? Be Serious!: A Commitment to Safe Service Opportunities for Young People*. Nonprofit Risk Management Center: Washington, DC. Contact: Nonprofit Risk Management Center, 1001 Connecticut Ave., NW, Suite 900, Washington, DC, 20036. 202-785-3891, http://www.notprofitrisk.org Cost: $10.00.
> *This booklet provides guidance on liability, insurance and risk management in service-learning programs with volunteer participants.*

Tremper, C. & Kostin, G. (2001). *No Surprises: Controlling Risk in Volunteer Programs*. Nonprofit Risk Management Center: Washington, DC. Contact: Nonprofit Risk Management Center, 1001 Connecticut Ave., NW, Suite 900, Washington, DC 20036. 202-785-3891, http://www.notprofitrisk.org Cost: $15.00.
> *This practical handbook offers strategies for protecting the organization, its staff, and the community it serves from injuries, lawsuits, and other unpleasant surprises.*

Community Service in Higher Education

Campus Compact. (1999). *Service Matters 1999: The Engaged Campus*. Providence, RI: Campus Compact. Contact: Campus Compact, Box 1975, Brown University, Providence, RI 02912-1975. 401-863-1119, FAX: 401-863-3779, http://www.compact.org/publication Cost: $33.00 (non-members), $27.50 (members).
> *This publication provides in-depth profiles of a wide range of campuses engaged with their communities and describes the work they are doing toward educating their students for citizenship. Also includes service statistics from the Campus Compact 1999 member survey.*

Crew, R.J. (2001). *Higher Education Service Learning Source Book*. Westport, CT: Oryx Press. ISBN: 157356253X. Contact: Greenwood Publishing Group, Inc., 88 Post Road West, Westport CT 06881. 203-226-3571, http://www.greenwood.com/books/BookDetail.asp?dept_id=1&sku=OXSLS Cost: $64.50.
> *This resource guide to service learning in colleges and universities includes definitions, a bibliography, funding and award sources, and a directory of over 300 service learning programs at college.*

Gray, M. J. (1999). *Combining Service and Learning in Higher Education: Evaluation of the Learn and Serve America Higher Education Program*. Santa Monica: Rand. ISBN: 0833027255. Available on-line at: http://www.rand.org/publications/MR/MR998/
> *This publication presents the outcomes of a three-year study of Learn and Serve America Higher Education program.*

Jacoby, B.C. (1996). *Service-Learning in Higher Education: Concepts and Practices*. New York: Jossey Bass, Inc. ISBN: 0787902918. Cost: $35.00.
> *This book provides theory and practical tools for implementing service learning programs on college campuses. Provides methods and contact information for service organizations and other resources.*

Minnesota Campus Compact. (1999). *From Charity to Change: Model Campus-Community*

Collaborations from Minnesota and the Nation. St. Paul, MN: Minnesota Campus Compact. Contact: Minnesota Campus Compact, 2356 University Avenue West, Suite 280, St. Paul MN 55114. 651-603-5082, FAX: 651-603-5093, http://www.mncampuscompact.org Cost: $12.00 (non-members), $10.00 (members).

> *This publication introduces the principles behind collaboration efforts, defines relevant terms, describes of twenty-five model programs, and provides a list of relevant resources.*

Zlotkowski, E. (Ed.), (1998). *Successful Service Learning Programs: New Models of Excellence in Higher Education*. Bolton, MA: Ankur Publishing Company. ISBN: 1882982169. Contact: Campus Compact, Box 1975 Brown University, Providence RI 02912-1975. 401-863-1119, FAX: 401-863-3779, http://www.compact.org/publications Cost: $36.00 (non-members), $29.00 (members).

> *In this book practitioners share details of successful programs on college campuses. Content includes the evolution of ten successful service-learning programs, strategies for successful service-learning programs, and appendices with sample documents for creating and enhancing service-learning programs.*

Resource Development and Funding

Corporation for National and Community Service. (1998). *1999 Guide to Programs and Grants*. Washington D.C.: Corporation for National and Community Service.

> *This guide provides the information necessary to apply for funding available for AmeriCorps, National Senior Service Corps, and Learn and Serve America programs.*

Grantmakers in Aging. (1999). *Funding Across the Ages: A Toolkit*. New York: Author. Contact: Grantmakers in Aging, 5335 Far Hills Avenue, Suite 220, Dayton, OH 45429. 937-435-3156, FAX: 937-435-3733. Available online at www.giaging.org or www.gu.org.

> *This toolkit was created to help foundations translate the opportunity and challenges of the aging population into meaningful grantmaking. It provides initial ideas for factoring older adults, aging, and intergenerational approaches into foundation grantmaking goals. Although designed for funders, this toolkit is helpful for grant seekers as well.*

Jacobs, D. (Ed.), (2001). *The Foundation Directory 2001*. Washington, DC: The Foundation Center. Contact: Laura Cascio, Fulfillment Manager, The Foundation Center, 79 Fifth Ave/16th St., New York, NY 1003-3076. 212-807-2426. Cost: $215.00 Also available on-line in monthly installments, starting at $19.50/month, at http://www.fdncenter.org

> *This comprehensive directory identifies philanthropic foundations according to special interests, largest total giving, new foundations, and other information vital in the identification of promising grant-makers.*

The Taft Group. (2001). *Corporate Giving Directory*. Farmington Hills, MI: The Taft Group. Contact: The Gale Group, 27500 Drake Road, Farmington Hills, MI, 48333. 1-800-877-TAFT. http://www.gale.com Cost: $485.00.

> *This resource provides up-to-date contact names, deadlines, total assets, average grant size, and names of recent grant recipients. It includes: in-depth details on the most important corporate givers, listings of recent grants, and details on hard-to-find direct-giving programs.*

The Taft Group. (2001). *The Foundation Reporter*. Farmington Hills, MI: The Taft Group. Contact: The Gale Group, 27500 Drake Road, Farmington Hills, MI, 48333. 1-800-877-TAFT. http://www.gale.com Cost: $470.00.

This comprehensive guide includes a list of the top foundation grant providers. It includes biographical data of foundations, officers, giving philosophies and information on recently funded programs.

Clearinghouses/Databases

AARP. AgeLine. 601 E St., NW, Washington, DC 20049. 202-434- 2277 or 1-800-424-3410, http://research.aarp.org/ageline/home.html
The AgeLine on-line database provides bibliographic access and abstracts for journals and books in aging, with a major focus on health care. It also features employment, housing, intergenerational issues, Social Security, Alzheimer's disease, and other topics.

AARP. The AARP Guide to Internet Resources Related to Aging. http://www.aarp.org/cyber/guide1.htm
This on-line database provides descriptions and links to web sites focusing on a variety of age-related themes.

The Foundation Center. 79 Fifth Ave./16th St., New York, NY 10003-3076. 1-800-424-9836, http://www.fdncenter.org
The Foundation Center has a database of information about foundations and grant seeking. It provides virtual lessons on topics including budgeting basics, proposal writing, and demystifying the 990-PF. Web-site also provides answers to frequently asked questions, a bibliography, a glossary of terms, and other helpful resources.

Generations United. 122 C St., NW, Suite 820, Washington, D.C. 20001. 202-638-1263 FAX: 202-638-7555, email: gu@gu.org, http://www.gu.org
This organization has a database on intergenerational programs provides ideas, technical assistance, and contact information.

Illinois Intergenerational Initiative. Southern Illinois University, Mailcode 4341, Carbondale, IL, 62901. 618-453-1186, FAX: 618-453-4295, http://www.siu.edu/offices/iii
This organization has a database that includes manuals, articles, professional publications, and links on intergenerational programming and service-learning.

National Association of Service and Conservation Corps (NASCC). 666 C St., NW, Suite 820, Washington, DC, 20001. 202-737-6272, FAX: 202737-6277, http://www.nascc.org
The National Association of Service and Conservation Corps has a large database that includes information about NASCC members and activities.

National Dropout Prevention Center/Network. Clemson University, 209 Martin St., Clemson, SC, 29631-1555. 864-656-2599, FAX: 864-656-0136, http://www.dropoutprevention.org
This organization has an extensive database of publications, research, web sites, and other resources about service-learning.

National Helpers Network. 875 Sixth Avenue, Suite 206, New York, NY 10001. 212-679-2482, 1-800-646-4623, FAX: 212-679-7461, email: info@nationalhelpers.org, http://www.nationalhelpers.org
The National Helpers Network assists schools and agencies in meeting the developmental needs of young

adolescents through program development, research, advocacy, and information sharing. Previously named National Center for Service-Learning in Adolescence.

National Service-Learning Clearinghouse Database. ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061. 1-866-245-SERVE (7378), http://www.servicelearning.org
> *This on-line clearinghouse provides a national database of K-12 service-learning programs, including organizational contacts, model programs, related databases, conferences and training opportunities, materials library, technical assistance resources, and related topics.*

National Society of Fundraising Professionals. 1101 King St., Suite 700, Alexandria, VA, 22314-2967. 703- 684-0410 or 1-800-666-FUND, FAX 703-684-0540, http://www.nsfre.org
> *The National Society of Fundraising Professionals is dedicated to the advancement of fund-raising management for all fields of philanthropic service, the development of individual member proficiency, and achievement of social and human service objectives. It publishes a journal and newsletter, and maintains a library and information resource center at headquarters in Alexandria, VA. Previously named the National Society of Fundraising Executives.*

National Youth Leadership Council (NYLC). 1910 West Country Road B, St. Paul, MN 55113. 651-631-3672, FAX: 651-631-2955, email: nylcinfo@nylc.org, http://www.nylc.org
> *This organization has a database that includes internet, video, and publication resources about service learning. The web site is the host of the National Service-Learning Exchange, a network of over 450 volunteer peer mentors experienced in service learning in different settings who are available to answer questions and provide advice.*

Student Coalition for Action in Literacy Education (SCALE). SCALE, 208 N. Columbia Street, University of North Carolina at Chapel Hill, Campus Box 3505, Chapel Hill, NC, 27599-3505. 919-962-1542, FAX: 919-962-6020, http://www.unc.edu/depts/scale
> *SCALE provides a database of campus-based literacy programs, general literacy programs, community-based organizations, and other related contacts throughout the nation.*

Youth Service America. 1101 15th St., NW, Suite 200, Washington, DC, 20005. 202-296-2992, http://www.ysa.org
> *Youth Service America has a database that includes information about national, regional, and local organizations that support, encourage, and/or administer national youth service programs. The web site includes Servenet - a site specifically designed to support service and volunteering.*

Youth Service California. 663 13th Street, Oakland CA 94612. 510-302-0550, FAX: 510-302-0551, email: info@yscal.org, http://www.yscal.org
> *This organization has a database that includes information about funding opportunities, research, and publications in service-learning and youth service.*

Contact Information for Program Highlights

INTERGENERATIONAL CITIZENS ACTION FORUM

Miami-Dade County Public Schools
Intergenerational Programs
Bureau of Community Services
1450 N.E. 2nd Ave., Room 217
Miami, FL 33132
Phone: 305-995-1215
Fax: 305-995-1776
Contact: Dr. Ramona Frischman

INTERGENERATIONAL SERVICE-LEARNING IN HIGHER EDUCATION

Generations Together
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260
Phone: 412-648-7150
Fax: 412-648-7446

TEEN PARENT SUPPORT PROGRAM

Intergenerational Urban Institute
Worcester State College
486 Chandler Street
Worcester, MA 01602
Phone: 508-929-8900
Fax: 508-929-4358
Contact: Fran Langille
E-mail: flangille@worcester.edu.

STUDENT ASSISTED INDEPENDENT LIVING (SAIL)

The Foundation for Long Term Care
150 State Street, Suite 301
Albany, NY 12207
Phone: 518-449-7873
Fax: 518-434-4385
Contact: Carol Hegeman

FULL CIRCLE THEATRE

Temple University Center for
Intergenerational Learning
1601 North Broad Street, Room 206
Philadelphia, PA 19122
Phone: 215-204-6970
Fax: 215-204-6733
Website: www.temple.edu/cil/

ACROSS GENERATIONS

Volunteers of America of Minnesota
Greater St. Paul Retired and Senior
Volunteer Program (RSVP)
1821 University Avenue, Suite N431
St. Paul, MN 55104
Phone: 651-917-0699
Fax: 651-917-0695
Contact: Erika Friedman, Project
Coordinator

SELF ESTEEM THROUGH SERVICE (SETS)

Interages
The Montgomery County Intergenerational
Resource Center
Holiday Park Senior Center
3950 Ferrara Drive
Wheaton, MD 20906
Phone: 301-949-3551
Fax: 301-949-3190
E-mail: Interag86@aol.com
Website: www.interages.com

ARIZONA INTERGENERATIONAL ADVOCACY PARTNERSHIP

Area Agency on Aging, Region One
1366 E. Thomas Rd., Suite 108
Phoenix, AZ 85014
Phone: 602-264-2255
Fax: 602-230-9132
Contact: John Linda, Conference
Coordinator

ENVIRONMENTAL ALLIANCE FOR SENIOR INVOLVEMENT (EASI)

Environmental Alliance for Senior
Involvement P.O. Box 250
Catlett, VA 20119-0250
Phone: 540-788-3274
Fax: 540-788-9301
E-mail: easi@easi.org
Website: www.easi.org

Y.E.S. (YOUTH EXPERIENCE IN SERVICE)

Portage Senior Center
320 Library Lane
Portage, MI 49002
Phone: 616-329-4555
Fax: 616-329-4506
Contact: Justine Galat, Director

YOUTH AND ELDERLY AGAINST CRIME

Miami-Dade County Public Schools
Intergenerational Programs
Bureau of Community Services
1450 N.E. 2nd Ave., Room 217
Miami, FL 33132
Phone: 305-995-1215
Fax: 305-995-1776
Contact: Dr. Ramona Frischman

NEIGHBORHOODS 2000

Dr. Matt Kaplan
Penn State University
Intergenerational Programs and Aging
Dept. of Agricultural & Extension Education
323 AG Administration Building
University Park, PA 16802-2601
Phone: 814-863-7871
Fax: 814-863-4753
E-mail: msk15@psu.edu
Website:
agexted.cas.psu.edu/FCS/mk/menu.html