

Intergenerational Programming in Senior Housing: From Promise to Practice



Photo courtesy of Juliette Fowler Communities

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Asbury Methodist Village
Gaithersburg, MD

Augustana Regent
at Burnsville
Burnsville, MN

Beatitudes
Phoenix, AZ

Brian Cliff Oaks
Duluth, GA

Bridge Meadows
North Portland, OR

Carol Woods
Retirement Center
Chapel Hill, NC

Comm22/Celadon
San Diego, CA

Deerfield Presbyterian
Homes and Services
Richmond, WI

Episcopal Homes
of Minnesota
St. Paul, MN

Episcopal Place II
Birmingham, AL

Friends House
Sandy Spring, MD

Friendsview Retirement
Community
Newberg, OR

Friendship Village
Columbus, OH

Hebrew SeniorLife
Roslindale, MA

Housing Kitsap
Bremerton, WA

Jewish Community
Housing for the Elderly
Brighton, MA

Juliette Fowler
Communities
Dallas, TX

Juniper Hills
Storrs, CT

Kendal at Oberlin
Oberlin OH

Lyngblomsten Care Center
St. Paul, MN

Northern California
Presbyterian Homes
& Services (NCPHS)
San Francisco, CA

Nina Willingham
Senior Housing
Canadian County, OK

Porter Hills
Grand Rapids, MI

Rose Villa
Portland, OR

Schowalter Villa
Hesston, KS

Seymour I. Hollander
Apartments
Bridgeport, CT

Stadium Place
Baltimore, MD

Still Hopes
Episcopal Retirement
West Columbia, SC

St. Mary's Asbury Ridge
Erie, PA

St. Mary's Court
Washington, DC

St. Paul's Senior Services
San Diego, CA

The East Los Angeles
Community Union
(TELACU)
Los Angeles, CA

The Marvin
Norwalk, CT

Turner Duvall
Retirement Village
Leakesville, MS

United Church Manor
Buffalo, NY

United
Presbyterian Homes
Washington, IA

Volunteers of America
Terra Haute, IN

Wesley Enhanced Living
at Pennypack Park
Philadelphia, PA

Western Homes
Communities
Cedar Falls, IA

Executive Summary

There is a growing interest among senior housing providers in intergenerational programming as a vehicle for connecting residents to the broader community, enhancing well-being for both youth and older adults, reducing ageism, and preparing an aging workforce. This report describes the findings from a year-long study on the nature and extent of intergenerational programming in senior housing that was conducted by Generations United and LeadingAge, with support from the Retirement Research Foundation. The following implementation issues were explored:

1. Motivations for engaging in intergenerational activities and perceived benefits;
2. Partnerships;
3. Staffing;
4. Participant Engagement;
5. Activities;
6. Evaluation; and
7. Funding/Sustainability.

The report also highlights challenges and effective strategies for overcoming barriers, and identifies technical assistance needs. Finally, it includes four “Spotlights” that focus on different ways providers can integrate multigenerational activities into senior housing.

Key findings from the study include the following:

- Many housing providers have integrated a range of intergenerational activities into their overall programming and see positive benefits for residents and youth.
- Most housing sites, with some exceptions, focus on engaging residents in specific activities, rather than employing more general strategies to foster cross-age relationships.
- Most intergenerational efforts identified are short-term or one-time events and do not require a major commitment of time.
- Residents engage in both active and passive activities. Although residents in some properties are actively involved in planning and implementing intergenerational programs, most activities are planned by members of the housing team.
- Most providers have not identified clear outcomes for older adults or youth, nor have they conducted formal program evaluations.
- There is limited training of staff and volunteers.

Numerous provider-level challenges emerged and a variety of effective practices are outlined in each section of this report. Challenges include:

- Insufficient staffing dedicated to intergenerational programming;
- Difficulties with engaging older adults;
- Transportation for both youth and elders; and
- Lack of time to plan activities with partners due to other responsibilities.

It is clear that many senior housing providers are engaged in intergenerational programming and that some of the long-standing programs are exemplary. However there is a gap between the promise of intergenerational programming and the level of intergenerational practice in most housing communities. Efforts to build the capacity of senior housing providers to implement high-quality programming and to facilitate peer learning are needed.

I. Background

Although most older adults prefer to age in place (Stone and Reinhard, 2007), many move into independent senior communities for a variety of reasons, ranging from health to financial and social concerns (Sergeant and Ekerdt, 2008). Research suggests that when individuals transition into senior housing, many find it difficult to establish new social connections and/or become integrated into the broader community (Mitchell and Kemp, 2000; Carroll and Qualls, 2014). These barriers can result in a sense of being “left behind,” and can affect an older adult’s quality of life (Blaschke, Freddolino and Mullen, 2009).

Independent living environments vary widely, and are rarely regulated or standardized (Stone and Reinhard, 2007). In some locations, independent living may be little more than senior apartment living with common meals and group transportation (Stone and Reinhard, 2007). When older adults move into independent living communities, the desire to age in place can be threatened, and quality of life may be reduced as familiar worlds are significantly changed (Chapin and Dobbs-Kepper, 2001; Park, 2009). This may be particularly detrimental in the affordable housing setting, where residents are more likely to live alone, and often have higher rates of chronic conditions, lower incomes, and fewer social supports (US Department of Health and Human Services, 2014).

Loss of social connections, physical separation from familiar places and routines, and resulting emotional distress can combine to affect the mental and physical health of residents (Ball et al., 2000). Many residents of affordable senior housing may find themselves isolated, due to distance from or lack of transportation to community or group activities in which they previously participated. This isolation can lead to decreases in life satisfaction and mastery, as well as increases in loneliness (Ball et al., 2000; Hawes and Phillips, 2000). Decreased contact with social network members outside the housing community, combined with the social constraints of institutional settings, can affect the quality and quantity of residents’ social interactions (Cannuscio et al., 2003).

Due to these factors, it is increasingly important for senior housing providers to offer residents a range of support services and to develop opportunities for residents to engage with and contribute to their communities. In addition to promoting general volunteerism and connecting residents with lifelong learning programs, there is a growing interest among housing providers in intergenerational programming.

Intergenerational practice involves bringing people together in purposeful, mutually beneficial activities that promote greater understanding and respect between generations and contribute to building more cohesive communities. Intergenerational practice is inclusive, and builds on the positive resources that both young and old can offer each other and those around them (Hatton-Yeo and Ohsako, 2000).

Research suggests that engagement in high-quality intergenerational programs and meaningful cross-age relationships may decrease social isolation and increase older adults’ sense of belonging, self-esteem and well-being (Barnes et. al., 2004, Seeman et. al., 2001). In addition to benefiting individuals, intergenerational programs and practices can address the pervasive ageism that threatens to undermine the social compact of obligations we have made to each other over time (Pastor and Carter, 2012; Robbins, 2015).

Senior housing can offer an ideal platform for high-quality intergenerational work, given the nature of housing to provide economies of scale that help to ensure sustainability. Developing long-term partnerships with local educational institutions and youth-serving agencies can help expand the social networks of older adults, create meaningful civic engagement opportunities, and build social capital within the broader community.

Although some intergenerational programs have been developed within senior housing, little is known about the characteristics of these programs and the implementation challenges they face. The only national survey of intergenerational sites was conducted by AARP in 1997. A need exists to consolidate what is currently a body of small-scale and largely anecdotal research evidence on the benefits of intergenerational practice into a more systematic and critical review of the properties, principles and parameters of effective intergenerational practice (Bernard, 2006). A better understanding of the barriers and benefits faced by senior housing providers, particularly those serving low-resource communities, will provide valuable information about promising practices that can be replicated nationally.

II. Methodology

The objectives of this study included:

1. Increasing knowledge about the characteristics of intergenerational programs and practices in senior housing;
2. Enhancing understanding of the benefits of intergenerational programming and barriers to implementation; and
3. Identifying promising practices that can foster the replication of successful intergenerational work in senior housing.

The study utilized both quantitative and qualitative research methods to gather information. An ad hoc senior advisory group, composed of experts in the intergenerational and housing fields, helped develop research protocols and guide the work. Members include:

- Dr. Matt Kaplan, Professor, Penn State University;
- Dr. Shannon Jarrott, Professor, Ohio State University;
- Tim Carpenter, Chief Executive Officer (CEO)/Founder, EngAGE;
- Mary Windt, Executive Director, Under One Roof;
- Amy Schectman, President/CEO, Jewish Community Housing for the Elderly; and
- Beryl Goldman, former Director for Outreach, The Kendal Corporation.

For the purpose of the present study:

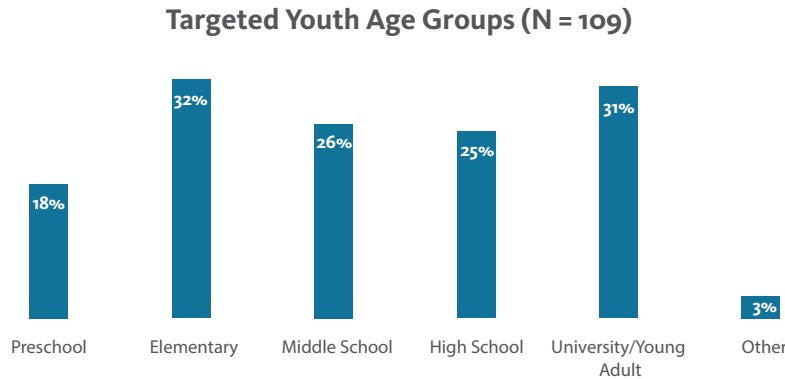
- *Affordable housing* is defined as housing communities in which 100% of rental units are considered affordable for individuals with incomes that are below the median household income, based on locally determined criteria. Affordable housing units can often be provided at affordable rates due to government subsidies.
- *Market-rate housing* is defined as housing units offered at rental rates that are comparable to rental rates in the local market, and do not receive rental subsidies.
- *Mixed-rental housing providers* offer both affordable and market-rate units at varying proportions.
- *Life plan communities, also known as continuing care retirement communities (CCRC)*, offer residents a continuum of health and wellness services that includes independent living, assisted living, and skilled nursing care. Life plan communities can accommodate the changing health and social needs of residents, and often require hefty entrance fees.
- *Independent living providers* typically offer fewer resident services than life plan communities, although there is a great deal of variance regarding the prevalence and type of services available in independent senior housing communities.

Study Design

1. *Initial web-based survey of LeadingAge members and the broader housing community* (See Survey 1 in Appendix A): A brief, online survey was sent to LeadingAge housing provider members via internal message boards and email blasts, and to non-members via listservs and word of mouth. The survey explored whether providers were currently or recently engaged in intergenerational programming. The final sample included 190 responses (95 affordable rental communities, 84 mixed/market rate communities, and 11 respondents who identified as “other”).
2. *Follow-up survey of implementing and non-implementing providers* (See Survey 2 in Appendix B): A follow-up, web-based survey was distributed to 109 housing providers who are implementing intergenerational programs. The survey sought to obtain basic information about the characteristics of respondents’ housing communities and programs, implementation issues and challenges. The follow-up survey was also sent to 71 respondents who indicated that they are interested in, but not currently implementing, intergenerational programs.
3. *Informant interviews*: Based on the results from Survey 2, researchers interviewed 30 providers (See Informant Interview Protocol and Guide in Appendix C). The interviewees included 20 implementers and 10 non-implementers, stratified by housing community size, location (urban vs. rural), affordability (market-rate vs. HUD-assisted), and program focus, including their targeted youth age group. Implementers were interviewed to gain a deeper understanding of barriers and effective practices related to intergenerational programming in senior housing, as well as lessons learned. Non-implementer interviews focused on barriers to implementation and technical assistance needs.
4. *Analysis of data*: Researchers conducted quantitative and qualitative analyses of both surveys to identify challenges and promising practices.

III. Survey Findings

Targeted youth age groups: Providers were implementing programs with a broad range of youth age groups, and reported targeted age groups in roughly equivalent proportions. Providers tended to target multiple age groups, particularly once a relationship had been established within a school system.



Most common activities: The top five reported activities included friendly visiting, arts programming, health and wellness activities, oral history/reminiscence interviewing, and language/literacy programs.

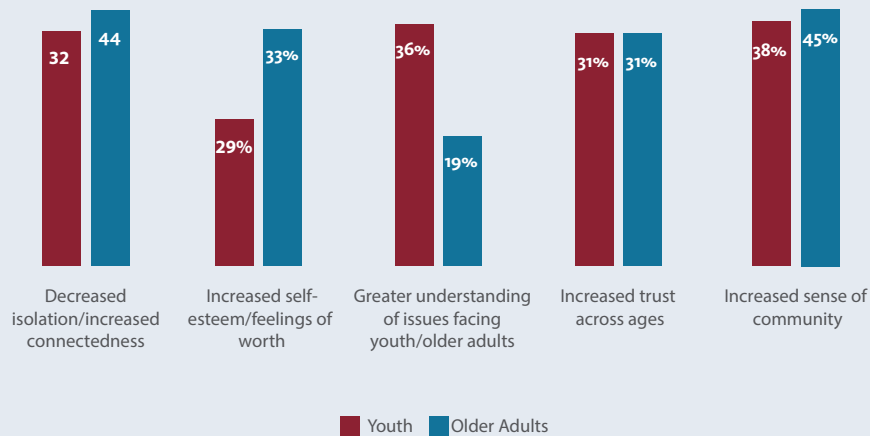
- *Friendly Visiting* 27%
- *Arts* 24%
- *Health/Wellness* 18%
- *Oral History/reminiscence interviewing* 16%
- *Language/Literacy* 15%

“Both populations love it. The kids love being with the older residents. They talk about funny things the older adults said, and it becomes a normalized part of their world. At first the populations just seemed scared of each other, and now that distance is less.”

Laura Daley, Housing Kitsap, Kitsap County, WA

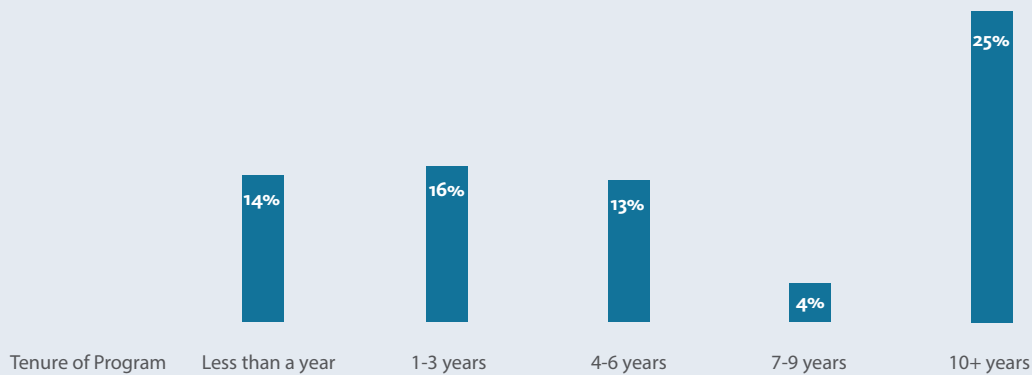
Perceived benefits to older adults and youth: The most frequently reported perceived benefit for youth was a greater understanding of issues faced by older adults. The most frequently reported benefit for older adults was decreased isolation. Interestingly, respondents reported additional perceived benefits in equal proportions for older adults and youth: increased self-esteem and feelings of worth, increased trust across ages, and increased sense of community.

Comparison of the top 5 perceived benefits for older adults and youth (N = 109)



Tenure of program: Providers reported program tenures ranging from less than a year to 20+ years, with most providers indicating they have been implementing intergenerational programs at their communities for 10+ years.

Tenure of Program (N = 109)



IV. Qualitative Findings: Implementing Sites

Several themes emerged from interviews with providers who are currently implementing intergenerational programming. Those themes relate to motivations/goals, partnerships, participant engagement, staffing, activities, evaluation and funding.

Motivations/Goals

Dispelling fears and ageist beliefs: Many providers indicated that they initially implemented intergenerational programs out of a desire to dispel fears of aging and older adults among young people. Several providers, who had observed the tendency for differing age groups to avoid each other, also saw intergenerational programming as a way for older adults to gain a greater understanding of the children and young adults in their communities. Additionally, one provider noted that by interacting with elders, youth gain a sense of history that they may not otherwise have.

Living out organizational values: Several providers reported mission- and values-related motivations for implementing intergenerational programs. Service is an integral part of the culture of some communities.



“We want our residents to have opportunities to give back to the community.”

Maegan Garlock, Porter Hills, Grand Rapids, MI

Some intergenerational programs were viewed as a way to instill a sense of volunteerism, civic responsibility and social justice in resident populations. Housing operators located in lower resourced communities, for example, indicated that there is often a need for youth-related services, such as after-school programs and homework assistance. Intergenerational programs in communities that are experiencing greater diversity, including an increase in immigrant populations, can optimize this trend by spearheading resident-initiated programs to work with local youth. As put by the Pastoral Director at one community regarding a resident-initiated program, “Residents felt that they had the time, resources and desire to assist the surrounding community with their unmet needs. They wanted to build a community outside of their own.”

Interestingly, public housing authorities participating in the study reported that intergenerational programming can act as a means of “retelling the story of public housing.” An active and integrated community can help dispel fears of aging and combat negative perceptions of public housing among young people.

Strengthening the future workforce: Several housing providers use intergenerational programs as a way to expose youth to careers in aging. This exposure is viewed as one way to address mounting concerns that there will not be an adequate workforce in the aging services sector in the near future. Some providers have forged strategic partnerships with local high schools, colleges and universities to develop programs that would benefit the educational institutions and the housing community. These programs focused primarily on allied health fields, including certified nursing assistant (CNA), occupational therapy (OT) and physical therapy (PT). However, several providers also reported partnerships that helped psychology, counseling and social work students gain clinical interview and assessment experience.

Some housing communities have also funded workforce development programs or raised money to support interns in various disciplines to work at the housing community. Financially supporting programs, like local CNA training, often proves beneficial to housing providers in rural or close-knit communities, since students will be more likely to develop an interest in aging services, and to stay and work in the local community.

Lastly, high-quality intergenerational programming was viewed as a marketing tool for attracting and retaining staff. Both residents and staff are drawn to housing properties that have integrated intergenerational programming into their community and mission.

“Housing providers often can’t pay staff as much as the local hospital system, so we have found that having the child care center and intergenerational activities attracts and retains staff that may otherwise go to the hospitals.”

Michael Moore, United Presbyterian Homes, Washington, IA

Enhancing quality of life and capabilities: Senior housing providers are often concerned with enhancing the living environment of their residents in order to improve quality of life and foster aging in place. This enhancement can also reduce turnover and evictions, both of which are costly to housing providers. Therefore, meaningful intergenerational engagement and intellectual opportunities are seen by some providers as a way to reduce social isolation and connect residents to activities that can give them a sense of purpose. According to one provider, “most older people [who participate in intergenerational programming] say that young people give them hope.”



Intergenerational programming can also enhance the capabilities of youth by fostering developmental milestones in early childhood, or skills and capacities in early adulthood that will be essential in job-seeking and employment.

“We see the isolation of 55+ communities from their neighbors. We want to broaden the horizons of residents and keep them in touch with the outside world.”

Betty Warner, Kendal Crosslands, Kennett Square, PA

Leveraging geographic proximity: A number of providers reported that their housing communities were built as intergenerational campuses featuring senior housing and youth-serving organizations like a YMCA, school or child day care center. Other providers recognized early on the value of collaborating with a geographically proximate institution that served a different age group.

Partnerships

Range of community partners: The housing developers interviewed for this study identified a wide range of partnerships with educational institutions, including elementary, middle, and high schools; colleges and universities; and community organizations like the YMCA, Boys and Girls Clubs, Big Brother Big Sister programs, faith-based institutions, 4-H, Goodwill, or International Cultural Centers. Partnerships range from very informal collaborations that are opportunistic in nature to long-term collaborations that involve joint planning and implementation.

Researchers found no significant partnership differences in rural, suburban and urban settings. Although fewer partners were found in rural areas, their collaborations were strong. This trend may suggest that sustainable partnerships are easier to forge in rural areas characterized by a shared desire to improve the community with fewer resources than are available in urban areas.

Most of the housing developers interviewed for this study have developed partnerships with multiple institutions and organizations. The following are examples of some of those partnerships.

University Partnerships

St. Mary's Court and George Washington University (Washington, DC): St. Mary's Court is an affordable senior housing community adjacent to the George Washington (GW) University in the Foggy Bottom neighborhood of Washington, DC. St. Mary's has established a strong partnership with GW, which has been forged, in part, by a strategic plan developed by students enrolled in a leadership skills course at the university. GW's allied health students have several formal opportunities to get clinical experience while serving residents of St. Mary's Court. For example, the Interdisciplinary Student Community-Oriented Prevention Enhancement Service (ISCOPES) program places health professional students in a year-long inter-professional service-learning experience. With guidance from mentors at St. Mary's Court and GW, students studying medicine, physical therapy, physician assistant health services management and leadership, and public health are able to plan, implement and evaluate sustainable projects tailored to resident needs and interests. Students have conducted a wide range of health talks and activities, including a yoga and waffles program, health talks on bone and heart health, and vision screenings.



Western Home Communities and University of Northern Iowa (Cedar Falls, IA): Each year, more than 100 University of Northern Iowa students are each matched for a semester with an independent or assisted living resident of Western Home Communities. The Director of Volunteers at Western Home Communities also works with individual faculty members to find placements that meet the needs of both students and residents. Last year, three students lived in Western Home housing communities at a reduced rate in exchange for organizing social events for residents, such as cooking and baking classes (photo left). The university's President and the CEO of Western Home Communities have met to explore ways to solidify and expand their partnership.

Partnerships



Kendal at Oberlin and Oberlin College (Oberlin, OH): Kendal at Oberlin has collaborated with a wide range of Oberlin College departments, including Environmental Studies, Pre-medicine, and the Bonner Scholars, a service-learning program that mandates 10 hours/week of service. Kendal staff customize the community's volunteer opportunities by building on the interests and talents of students. Staff attend service-learning meetings hosted by Oberlin College to plan ongoing collaborative efforts. In addition, students can live rent-free in a 2-bedroom house at Kendal in exchange for 10 hours of service per week.

School Partnerships (K-12)

Hebrew SeniorLife (Roslindale, MA): A Jewish Day School is co-located with senior housing on one of the largest campuses operated by Hebrew SeniorLife (HSL), a multi-site, mixed-rental, independent senior living provider in the greater Boston area. HSL's intergenerational programming provides intellectual and service opportunities for older residents. It also enriches the

school's values-based curriculum by helping students develop emotional intelligence and a sense of social/civic responsibility. Intergenerational activities typically fulfill a school curriculum requirement, such as learning about immigration or different cultures. HSL residents learn alongside the students and are often asked to co-lead discussions that are relevant to their personal life experiences. In addition, HSL works with several public schools to implement pen pal and memory support programs throughout the school year.

Episcopal Homes (Minneapolis, MN): Relationships with a variety of schools have resulted in a range of opportunities for older residents. Older women support young mothers at a special high school, residents interact with a group of special needs students who come to the housing community on a regular basis, and students from a performing arts school participate with older adults in a 12-week theater class.



Child Care Partnerships

Porter Hills (Grand Rapids, MI): Porter Hills staff work closely with the Generations Day Care Center, a program sponsored by the YMCA. Older residents volunteer on a regular basis at the on-site day care center, engaging in a variety of "hands on" activities and informal interactions. Day care and housing staff meet quarterly to plan new activities.

Under One Roof (Norwalk, CT): Under One Roof is a nonprofit organization that owns and operates The Marvin, an affordable congregate housing community with supportive services for older adults, and The Marvin Children's Center, a school-readiness program for three- and four-year-old children. The two programs are co-located in a former school building in Norwalk, CT. Promoting an intergenerational philosophy is an important part of the mission of Under One Roof. Staff from both programs work together to plan programs and activities that foster meaningful interactions. Preschoolers and older adults participate in planned learning and social activities, and older residents regularly volunteer at the Children's Center. Residents of The Marvin also interact monthly with second- and fourth-grade students from the nearby public school to explore the theme, "Who Says I'm Old?"

Partnerships



Community Organization Partnerships

Asbury Methodist Village and The International Cultural Center (Gaithersburg, MD): Through a program called Courageous Conversations, a diverse group of residents from Asbury Methodist Village share personal stories of discrimination with students in the surrounding community. Issues addressed include internment, ethnic and cultural integration, the holocaust, LGBT issues, and many others. Residents go to different high schools in the area and meet with students to share their stories.

Stadium Place and YMCA (Baltimore, MD): The YMCA and Stadium Place are co-located on a campus in Baltimore, MD. Cooking classes, mentoring and other social activities bring children and older residents together on a regular basis.

Challenges:

Participants in this study discussed a variety of challenges they faced while developing and maintaining effective partnerships. These include:

- *Staffing:* Many housing providers don't have staff members who can invest significant effort in building community partnerships and overseeing the implementation of intergenerational programming. Resident Service Coordinators have other responsibilities and are usually unable to devote sufficient time to intergenerational work. Community partners face similar staffing limitations and experience significant staff turnover. One interviewee commented, "As the staff rotates, relationships ebb and flow." Working with teachers was cited as particularly challenging due to the limited time teachers have to plan activities outside the classroom.
- *Lack of investment by all partners:* The likelihood of ongoing success is limited unless all partners see intergenerational work as a "win-win" and are willing to invest time and energy in the successful implementation of activities. "We need champions and a definite commitment from each partner," remarked one provider.
- *Lack of resident engagement:* Many housing providers report that they have a difficult time engaging residents in intergenerational programming. Residents may be reluctant to participate in activities they view as a long-term commitment. Low resident turnout can be embarrassing for housing staff, and can convince partners that intergenerational programming is not worth pursuing.

“Many residents have a mindset that makes them closed off to new experiences, but they love it once they are there and love being energized by the kids.”

Margaret Pully, St. Mary's Court, Washington, DC

- *Lack of joint long-term planning:* Several interviewees talked about being “opportunistic” regarding intergenerational programming. “When something comes up, we call our partner,” remarked one provider. While spontaneity can be positive, however, it also can be limiting. Some providers identified lack of time to be intentional about long-term planning as a major challenge to sustainability.
- *Difficulties identifying the right contacts at universities:* Although many of the housing staff interviewed for this study have connections with universities, they stressed how challenging it can be to find the appropriate university office or department to contact. Navigating university systems can be time consuming, particularly if there is no service-learning or community partnerships office.
- *Logistics:* Scheduling differences and transportation challenges often limit the frequency of intergenerational interaction. Finding affordable and reliable transportation is particularly difficult in rural communities. The sporadic nature of some programs makes it difficult to foster meaningful cross-age relationships. Finding partners that are geographically close is one solution to this challenge.
- *Limited understanding of the needs and interests of different generations:* Most of the staff interviewed for this study acknowledged that they had no training on how to work with different age groups. Staff who lack the time to engage in joint program planning often are unprepared to create programming that is tailored to the age and abilities of participants. “Some staff are intimidated when they think about doing activities with a class of 30 kids,” reported one housing provider.

Effective strategies:

- *Garner support* from top administrators at partner agencies. Sometimes, merely involving an enthusiastic school teacher or a youth organization counselor is not enough. A meeting with agency/institution leaders before planning begins can help identify mutually beneficial goals and expectations, clarify communication channels, and openly discuss realistic opportunities and limitations. It is also critical that top-level housing administrators see intergenerational work as a strategy for addressing the needs and interests of their residents, not just a “nice thing to do.”
- *Designate a person or team* of people who can be responsible for reaching out to youth organizations and educational institutions and maintaining partnerships. Housing providers that have a Volunteer or Outreach Coordinator seem better able to develop and sustain strong partnerships.
- *Find partners* that have shared interests and values, or a common need that can be met through collaboration. Look for a teacher with a passion for intergenerational activities, rather than someone who is just fulfilling a course need they have, advises one provider. Building partnerships based on resident interests is another strategy. One housing provider surveyed residents to identify the kinds of intergenerational programs they wanted, and then looked for organizations with a mission that aligned with residents’ interests.
- *Identify how other organizations can benefit from collaborating with a housing provider.* When partnering with educational institutions, ask the teacher/instructor how an intergenerational program can fulfill curriculum requirements, meet educational standards, or benefit older and younger participants within such social domains as socio-emotional intelligence or social isolation.
- *Identify how intergenerational programming can help partners meet their missions* and positively impact the people they serve. Coming together to create a shared vision and shared goals will help build trust and increase the likelihood that the partnership will grow over time.
- *Engage all partners in short and long-term planning* to enhance the quality of programs and ensure that those programs meet the needs of all age groups. Regular meetings provide partners an opportunity to creatively address logistical concerns that could prevent a program’s successful implementation.
- *Plan meaningful programs and activities* that are explicitly designed to address the needs, interests and knowledge/skills of participants.

“We customize intergenerational experiences for our students.
We want our volunteers to share their talents.”

Barbara Thomas, Kendal at Oberlin, Oberlin, OH

Staffing

Staffing patterns: Although most housing providers do not have a staff person dedicated exclusively to intergenerational programming, some long-standing programs have created such a staff position. For example, housing organizations like HSL and Jewish Community Housing for the Elderly (JCHE) have a long-standing tradition of incorporating youth and community events into their senior housing communities. This tradition prompted the organizations to fund intentional positions that oversee multigenerational programming for the organization.

Campus-based housing properties that co-locate either a school or child care center on the same property as a senior housing community, often leverage staff from both sites to assist with intergenerational programming. This was true regardless of funding type, but occurred more often in market-rate or mixed funding properties that could leverage a budget based on higher rental fees. These and similar models often have an intergenerational focus written into the community mission, as well as sub-contracts related to staff and on-site activities.

Many housing providers reported that several staff members work together to implement intergenerational programming. In market-rate properties, these staff members work in the Life Enrichment Department. Other departments, such as Marketing or Transportation, also assist by publicizing events and/or using the community’s van to transport children. Volunteer, Outreach, and Activity Directors in both affordable and market-rate sites play key roles in building partnerships and overseeing volunteers. Most sites reported that Resident Service Coordinators (RSC) are too busy helping residents access resources and benefits to devote time to intergenerational programming. In some HUD communities, RSCs are prohibited from engaging in activity planning.

Multi-generational workforce: Many providers have embraced programming that involves the training and supervision of the next generation of allied health and social service professionals. The inherent multigenerational nature of the supervisor-student-resident relationship makes this a fruitful new direction for both workforce development and intergenerational interactions. Clinical and social service staff who may not be directly involved in intergenerational programs have a supervisory role with students and can, therefore, be considered support staff.

“Perspective is a keyword; I think intergenerational contact gives perspective to our lives and how far we have come since we were their age. It gives us perspective on their hopes and dreams, and provides an opportunity to encourage young people in their future careers and faith journeys.”

Dale Sloat, Resident and Men’s Group
Co-leader, Friendsview.



Friendsview Men’s Group leaders

“I love interacting with older adults because it provides me with a sense of service. I feel that I have so much that I can share with them in addition to what I can learn from them. This personal connection has more meaning, and connecting with the residents face-to-face has gone beyond any relationship on social media.”

Austin Adams, George Fox University MSW
student and Men’s Group Co-Leader,
Friendsview

Utilization of volunteers: Housing communities report taking several novel approaches to using volunteers. One program reported using youth volunteers to help recruit residents to participate in intergenerational programs. In other programs, high school students volunteered in a summer camp program for children of staff members, or served meals in the housing community's dining room. A multi-family public housing provider reported that its adult residents often act as volunteers for various intergenerational programs. Public housing communities have a shortage of staff dedicated to distinct functions, so the RSC often must develop, implement and oversee each additional program. One RSC reported that, due to the lack of a volunteer coordinator, she sought volunteer assistance by posting a want ad on the United Way website.

One campus-based housing community located across the street from a university forged a partnership with the university to provide work-study students who helped with on-site needs, including computer and technology assistance and intergenerational programming.

Staff turnover: In general, staff turnover among the selected housing communities was fairly low. Generally, turnover among social service staff is lower than among clinical staff. It should be noted that a few programs reported very low rates of staff turnover and attributed this trend to an intentional effort to retain staff through such on-site programming as affordable child care or summer camp for children of staff. Additionally, providers report that staff members often want to work for them because they operate a reputable intergenerational program.

Training of staff: The vast majority of housing providers report that they do not train staff members to develop intergenerational programming. Some providers did report that general staff orientation training included an overview of dementia. There is significant interest in developing relevant training materials for both staff and participants in intergenerational programming. It was often mentioned that dementia-specific training or training that pertains to behavioral issues in teenagers would be useful. Providers with dedicated intergenerational programming staff reported that they often model behavior and techniques for staff members who assist with programming.

Communication/planning among staff: Communication across departments varies, depending on how housing providers plan and discuss intergenerational programming. Most providers reported that there is no official communication or planning protocol for broader housing community staff, although a few providers have intentionally incorporated intergenerational program planning and discussion into staff or care plan meetings. One community reported that its staff members might discuss the intergenerational programs during care plan meetings focusing on new programs in which a particular resident should be involved.

Challenges:

- *Lack of dedicated staff for intergenerational programming:* Developing intergenerational activities was only one part of a staff person's job in most housing communities. Even long-standing programs with dedicated staff never assigned more than 1.5 staff members to work exclusively on intergenerational programming.
- *Lack of enthusiasm from other housing staff:* The majority of providers reported that ancillary housing staff perceived the presence of intergenerational programming positively. However, shared site providers reported that other housing staff were not always as enthusiastic. One provider reported that some child care workers perceived that staff in the co-located assisted living behaved abruptly toward the children, and that some assisted living staff members reported that children visiting from the child care center could be disruptive or loud. Additionally, some staff members, like maintenance technicians, may view children as being destructive to the landscaping or the community's other property.
- *Competing demands:* Members of the housing staff may not view additional programming as their top priority due to competing demands. One provider reported being vigilant about making sure the intergenerational program has a level of excellence so there are no negative perceptions.

Effective strategies:

Study participants noted several effective strategies to address staffing challenges and increase buy-in. These included:

- *Utilize the Volunteer Coordinator or Outreach Manager* to develop partnerships and oversee intergenerational-related work.
- *Identify and harness the talents and skills of volunteers* to help with new programs or fill unmet needs, including technology or language expertise.
- *Recruit and train “Lead Volunteers”* who can help with activities.
- *Involve staff from partner organization* in planning and facilitating activities.
- *Conduct orientation/training for partner organizations* that raises awareness about the needs of each population, how participants will benefit from intergenerational interactions, and effective strategies/activities for fostering meaningful cross-age interaction.
- *Create an intergenerational advisory group* to help plan and implement programs.
- *Include the marketing department* in planning so it can market the program as a property asset.
- *Allow the housing property van* to pick students up from school.

Participant Engagement: Older Adults

Housing communities varied greatly in the ways they engage older adults in intergenerational work and the types of recruitment efforts they undertake. A relatively small percentage of residents in the sites interviewed participate in intergenerational programs on a regular basis. With some exceptions, most housing communities focus on recruiting residents to participate in specific activities, rather than asking residents to share their skills and talents with youth and the broader community on a long-term basis. Most engagement opportunities are short-term and do not require a major commitment of time.

- *Active versus passive engagement:* Some housing providers discussed the many ways in which older adults actively interact with young people, while others reported that their residents prefer attending entertaining activities like concerts and plays. The degree of active versus passive engagement can influence how a program will affect older residents.
- *Indirect versus direct service roles:* The types of roles older residents assume across sites varied. Residents at housing communities with a long-standing, mission-based intergenerational focus are active in planning and participating in intergenerational programming. Residents with specific skill-sets or knowledge can work with staff members and instructors to develop and implement specific programs. At Kendal Crosslands, a retirement community in Kennett Square, PA, an Intergenerational Committee comprised of an active group of residents identify pressing community needs, locate appropriate community partners, and recruit volunteers. At Kendal at Oberlin, a Resident Volunteer Clearinghouse disseminates information about volunteer opportunities to residents.

In many housing settings, residents participate in a variety of intergenerational group activities or serve in direct service roles as mentors, tutors, teachers and guest lecturers to children and youth. Housing providers with on-site child care centers indicated that a small group of residents come to the center on a regular basis for structured activities, or drop by for informal interaction. In other housing communities, older adults interact with youth by participating in structured after-school mentoring and tutoring programs, or informally interacting with students who volunteer at their communities.

Challenges:

- *Fear of the unknown:* Residents often are reluctant to get out of their comfort zone to embrace new experiences.
- *Negative views of children and youth:* Some older residents view children as noisy and disruptive. They don't see the benefits of interacting with children, and prefer being with their own age group.
- *Reluctance to make a long-term commitment:* Health concerns may keep many residents from making long-term commitments to intergenerational programs.
- *Preference for "being served" rather than serving as a volunteer:* A few providers indicated that residents in independent living settings are often more interested in obtaining services or engaging in entertainment or leisure activities than in building relationships with young people.
- *Aging in place:* Some volunteers who were initially very engaged in intergenerational activities have become frail and don't like to travel away from the housing property. In addition, it is difficult for providers with a limited staff to involve residents with significant disabilities in many of their intergenerational programs. Some communities plan separate intergenerational programming for these residents.
- *Outside commitments of active older residents:* Many independent residents are involved in other volunteer activities in the surrounding community and cite "lack of time" as a reason they can't participate in intergenerational activities.
- *Inappropriate activities:* Activities are sometimes geared to children's interests rather than the interests of both children and older adults.
- *Transportation to off-site locations:* Most residents don't want to drive or take public transportation to intergenerational activities. A few communities use their van to transport older residents to volunteer, but this is not typical.
- *Background Checks:* Most programs that involve children and youth require that all adults have criminal background and child abuse checks. Unless the cost of these security measures is covered by the program, those measures can be viewed as a deterrent by volunteers.

Effective strategies: Interviewees recommended the following practices for engaging older adults in intergenerational activities. They noted that communities with well-established programs and a culture of service find it easier to recruit participants.

- *Offer a continuum of "intergenerational opportunities"* for residents to engage with different age groups, in different ways, for varying lengths of time.
- *Build on the skills, experiences, and interests* of residents.
- *Ask staff to personally invite residents* to become involved, emphasizing that their involvement matters and that they are valued.
- *Engage young people and current volunteers* as "volunteer recruiters."
- *Work with resident councils* to develop and advertise meaningful intergenerational opportunities.
- *Use language that focuses on how older residents can benefit* from and contribute to intergenerational activities, rather than just focusing on the activity itself.
- *Conduct "bring a friend" recruitment events.*
- *Identify residents to act as champions*, or convene a "pilot group" of residents who agree to participate in new programming, provide feedback, and engage additional residents.

Participant Engagement: Youth

The housing providers interviewed for this study reported using a variety of strategies to engage young people with older residents. In some cases, youth provide a specific service to older adults, such as friendly visiting or health education/screenings. In other cases, youth are the recipients of a service, such as mentoring or tutoring. The most interesting approaches provide opportunities for youth and older adults to engage in joint learning experiences or community service projects, such as co-reading assigned books as part of elementary school curricula, or joining university-level extracurricular clubs.

Recruitment strategies differed across housing communities, depending on the age of the young people. Housing providers emphasized the importance of developing strong relationships with teachers, counselors, principals and staff at local youth organizations as a way to engage school-age youth. Similarly, they stressed the value of identifying college faculty and service-learning staff who could facilitate student recruitment through courses, internships, fraternities/sororities and work study placements.

A school or youth organization may have a variety of reasons for wanting to engage its students in intergenerational activities. For example, the organization may want to:

- Dispel fears of older people;
- Provide students with an opportunity to contribute to their community;
- Enable students to practice skills related to disciplines like nursing, physical therapy or speech therapy;
- Prepare students for the workforce;
- Expose students to the aging field as a potential career;
- Give young people a sense of history; and
- Foster cross-age empathy and understanding.

Challenges:

- *Inconsistent student attendance:* Students in some programs do not attend intergenerational activities on a regular basis, thus limiting the development of meaningful relationships.
- *Transportation:* Many housing communities lack transportation to bring students to and from activities.
- *Scheduling/logistics:* It is often difficult to find a convenient time for older adults and students to meet. This is a particularly challenging for programs that engage school-age children. While after-school hours are preferred by young people, most activities for older adults take place earlier in the day.
- *Cost of background checks:* Many programs for older adults require that students have a background check before they can visit residents. These checks can be a barrier to participation if the youth organization does not cover their cost.

Effective strategies:

- *Develop strong relationships* with teachers, counselors and principals who can facilitate the engagement of K-12 students.
- *Use intergenerational experiences* to fulfill school-based community service requirements.
- *Develop relationships* with college service-learning offices, and faculty from college departments that are preparing students to enter health and human services fields.
- *Develop recruitment materials* that focus on how students will benefit from the experience.
- *Create a range of incentives* to motivate students to volunteer. These incentives might include allowing

volunteer time to meet service-learning requirements, and offering scholarship opportunities or the potential for employment. Lyngblomsten Care Center in Minneapolis created a Student Scholarship Fund to incentivize volunteerism. Students who volunteer 200 hours over two years are eligible for a \$1,000 scholarship.

- *Customize the volunteer experience* by creating opportunities that address student interests and build on their strengths.
- *Align intergenerational activities* with curricular goals. For example, identify ways that an intergenerational experience can enhance students' knowledge of history and build their communication and empathic skills.
- *Work with educational institutions* to integrate intergenerational programming into their curriculum so it is not just an "add-on."

Training/Orientation

Very few of the housing providers interviewed for this study said they conduct formal training for either youth or older adult volunteers. Several providers reported that they go to schools to do a short sensitivity training about aging and memory before students meet residents. Other communities conduct on-site training with service-learning students that focuses primarily on appropriate ways to interact, such as speaking clearly, making eye contact, and addressing wheelchair users at eye-level. Overall, training does not seem to be a priority for most housing providers. However, all interviewees indicated that they would find it very useful to adopt training in the future.

Intergenerational programs that follow a co-location or co-housing model are more likely to report training due to the integrated nature of their settings. Juliette Fowler Communities in Texas is a co-housing model for both affordable and market-rate senior apartments, as well as young women, ages 18-24, who age out of foster care or are living with disabilities. Sixteen young women live together in the Ebby House, co-located on the Juliette Fowler campus. As part of training for this model, staff leaders complete a 12-week program focusing on participants' expectations of working with youth and older adults, appropriate interactions, and acceptance of differences. Youth attend periodic lectures about aging and living together, and staff infuse these concepts in an informal way into everyday activities. Similarly, residents participate in education about mentoring young people and adapting to their maturity levels and perceived "carelessness."



Activities

Housing providers interviewed for this study described a wide range of intergenerational activities at their communities. These activities varied in focus and frequency of contact, and were both formal and informal. The Kaplan Level of Intergenerational Engagement Scale suggests a range of ways different ages can interact, from “at a distance” interactions like being pen pals to contacts that are “natural and ongoing.” The following are some of the attributes of the intergenerational activities reported by housing providers:

- *Activity-specific versus relationship-focused:* Some housing providers report that relationships between residents and youth may grow beyond a formal program into a friendship. However, most intergenerational programming involved executing a specific activity rather than building a relationship. Many programs provide a service or entertainment to residents. Fewer programs are intentional about planning opportunities for residents to share their skills and experiences.
- *Limited time commitment:* Participation in intergenerational programming varies among residents. In some cases, there is a core group that attends most events. In other cases, residents come when they are interested in a specific activity or topic. Most events occur monthly or revolve around holidays.
- *Limited resident engagement in planning:* There are several strong examples of providers that leverage the ideas and talents of residents to develop new programming. However, the majority of sites report that intergenerational activities are planned by staff.
- *Discrete activities rather than a coordinated intergenerational approach to programming:* Most housing communities have discrete intergenerational activities. There is little coordination across activities/programs. A few of the housing communities develop a continuum of appropriate activities for residents living independently and residents living in their care center.

Challenges:

- *Limited staff time to design activities:* Planning and implementing meaningful intergenerational activities requires considerable staff time. A few housing communities have staff dedicated to intergenerational programming. For most housing communities, however, intergenerational programming is just part of the overall activity plan.
- *Lack of knowledge about planning high-quality intergenerational activities:* A number of providers indicated that they would benefit from additional information related to the development of intergenerational program development.

Effective strategies:

Interviewees recommended the following practices for developing and implementing intergenerational activities:

- *Be intentional* about designing activities that foster cross-age understanding and empathy.
- *Offer a mix of opportunities* for youth, ranging from one-time events to ongoing programming.
- *Create activities that build on the interests, knowledge and skills* of all participants.
- *Utilize housing community vans, if possible, to transport children or older adults to activities.*

Examples of programs and activities:

- **Arts Programming:** Many housing communities engage older adults and youth in a variety of dance, theater, writing and visual arts activities that stimulate creativity and foster cross-age connections. Examples of programs include theater classes and performances, opera-related programming, dance, art galleries at senior housing communities featuring both youth and residents' art, and intergenerational art and crafts programs, like the “Art for the Ages” at Juliette Fowler Communities in Dallas, which connect residents to the surrounding community to work on art projects.

Students and residents of 12 affordable housing communities in Southern California participate in EngAGE programming, a healthy aging approach that focuses on creative arts, wellness, lifelong learning, and civic engagement.



Photo courtesy of Kendal at Oberlin



A resident of a JCHE community works with a student during Reading Buddies.

- **Tutoring and mentoring:** Many housing communities are eager to create opportunities for residents to support young people. Older adults across the country are tutoring children to improve language and literacy skills, mentoring foster care and other youth, supporting special education students, organizing after-school homework clubs, and providing professional development for young adults.

- **Language learning:** The needs of a growing immigrant population have motivated many housing providers to develop programs designed to enhance the language skills of young people with limited proficiency in English. In some housing communities, older residents teach English to members of the broader community and/or help immigrant youth apply to college. In other communities, students tutor non-English speaking older adults, or come to the housing community to practice a new language they are learning.

- **Joint community service and co-learning projects:** Several housing communities engage with the broader community on service projects, including working with youth on environmental, nutrition and school-based curricula projects. Specific examples include

volunteering together at a local food bank, or opening a food bank at a housing community and involving local youth with the operations; involving older adults and students in environmental projects that focus on conservation and science education; and co-reading books as part of students' curricula.



Photo courtesy of Turner Duvall



An ESL student meets with her tutor in the Kendal Crosslands Center.

Examples of programs and activities:



Photo courtesy of Kendal at Oberlin

- *Technology:* Many housing providers have forged partnerships with local schools and universities to help them address their technology needs and build the skills of residents. Existing programs include mobilizing high school and university students to serve as “Tech Tutors” for residents, manage the resident computer lab during its hours of operations, teach a computer skill or program like Skype and e-mail, or participate in technology-related clubs.



Photo courtesy of JCHE

- *Health and workforce-related activities:* A major category of programming is related to services that improve resident health and contribute to the development of the future health care workforce. Many housing providers participate in training programs that provide concrete services to residents while giving students the opportunity to practice such clinical skills as checking blood pressure and vital signs, conducting intake interviews and assessments, and providing physical and occupational therapy services. In addition to allied health and clinical students, many housing providers have recognized the importance of leveraging the talents of social science and nutrition students to offer counseling, support groups, case management, and healthy cooking classes and workshops.



Photo courtesy of Episcopal Homes

- *Friendly visiting:* In many properties, students visit with older residents on a regular basis. These programs involve youth of many different ages and can occur throughout the day, including at lunchtime, after-school, and over the weekend. Residents and youth share stories, take walks, and engage in informal activities together.

Students in the Richmond Health and Wellness Program (RWHP) from the Virginia Commonwealth University (VCU) schools of Nursing, Pharmacy, Medicine, and Social Work provide chronic disease management and medication management to seniors living in Dominion Place, an affordable housing community next to the VCU campus.

Program Evaluation

Few study participants reported conducting any formal or informal evaluations of their intergenerational programs. However, most providers do assess overall resident satisfaction with on-site programming during their annual resident assessment. Some providers have measured changes in resident self-esteem after participating in various programs, but these evaluations were undertaken to satisfy county grants requiring the demonstration of program outcomes.

A few providers reported that they take a qualitative approach to program evaluation. This approach includes conducting interviews and observing facial expressions to gauge residents' positive and negative reactions.

Presbyterian Senior Living (PSL) asks direct care staff to document their observations of residents in its data system. PSL staff members believe that the presence of children often helps to alleviate stress and anxiety for some at-risk residents. This, in turn, relieves staff stress and burden, and frees staff members to complete other tasks while residents are engaged with youth. Overall, housing providers expressed a high level of interest in evaluating intergenerational programs more formally in the future. At the current time, they reported, staff members do not have the time nor the expertise to conduct such evaluations.

Funding/Sustainability

Most intergenerational programs are supported through the housing community's general operating budget. However housing providers reported several additional strategies for sustaining their programs, including memorial funding, resident-initiated fundraisers, and grants from local foundations, the United Way, Rotary Clubs, or other county-specific organizations. Programs with school partnerships are often able to obtain small amounts of money from school-based funds that are dedicated to supporting social service activities. This funding typically pays for transportation for youth, snacks and program supplies.

Interestingly, housing providers rarely identified the cost of programming as a barrier to program sustainability. Instead, they identified access to additional space or housing units, which would require a substantial financial investment, as an essential requirement for expanding future programming. Most respondents reported that their programs are sustained through in-kind staff time.

Overall, providers considered their programs to be sustainable. The only exception was found among co-located child care centers that operate under a business model. These centers are only sustainable if they operate under certain market conditions, such as charging a tuition that is affordable for the surrounding community, or operating in an area with a large number of youth.

V. Qualitative Findings: Interested but not currently implementing intergenerational programming

In order to understand the progression from interest to implementation, researchers interviewed housing providers that indicated an interest in implementing intergenerational programming but had not yet done so. Conversations focused on challenges or barriers to implementation and technical assistance needs.

Anticipated challenges: Interested non-implementers expected they would encounter several challenges if they were to implement intergenerational programs. These challenges included:

- Logistical problems, including selecting optimal program time and frequency for residents and youth;
- Space problems, including an inability to find space that would be adequate and available for programming;
- Lack of vision or interest from leadership;
- Lack of funding;
- Lack of dedicated staff to develop and devote energy to this work, and lack of commitment from staff members;
- Staff turnover;
- Lack of knowledge about youth organizations in the area;
- Lack of training in intergenerational program development;
- The need for buy-in from the residents to improve long-term resident engagement; and
- Housing regulations, including requirements that volunteers complete a background test and receive a TB test, and that youth under age 18 be accompanied by an adult.

“The passion and desire is there. How do we make it happen?”

Kathryn Moore, Rose Villa Senior Living, Portland, OR

Conclusion

This exploratory study provides valuable data on the range and nature of intergenerational programs/activities within senior housing. It also identifies challenges and effective strategies associated with program implementation. The range of programs and activities across housing organizations varied significantly in terms of time commitment, type and level of resident engagement, and focus. Although very few providers engaged in formal program evaluation, most expressed a great deal of enthusiasm about the positive impact of intergenerational work on *older residents'* self-esteem, health, and sense of connectedness to the broader community, and *young people's* attitudes toward older adults and understanding of aging issues. Many housing providers felt that offering a range of intergenerational opportunities provides a beneficial opportunity for a housing community to attract and retain staff and residents.

Housing providers also reported several implementation challenges, particularly related to staffing, resident engagement and partnership development. Although market-rate and affordable properties faced the same challenges, market-rate communities seemed to have more staff capacity and resources to implement ongoing programs.

Effective strategies listed throughout this report reflect many of the ways housing providers are overcoming barriers to implementation. In addition, many interviewees shared the lessons they learned while implementing intergenerational programs. These included:

- Recognize the need to adapt programs as residents “age in place.”
- Obtain early buy-in from both staff and leadership.
- Designate staff members from the housing community and the partner organization who will jointly plan and implement programming that is mutually beneficial.
- Start small to ensure high-quality programming and to foster relationship building.
- Provide flexibility to staff members.
- Provide training and role modeling to both youth and older adults.

This study's findings suggest that there is a growing interest among housing providers in utilizing intergenerational programming as a vehicle for dispelling negative age-related stereotypes, preparing a future workforce for the aging field, and improving the well-being of both youth and older adults. However, despite the existence of several long-standing and exemplary programs in the senior housing network, a gap exists between the promise of intergenerational programming and the level of intergenerational practice in most housing communities. Particular areas of concern include:

- Lack of joint planning with partners,
- Limited resident engagement in the development and management of cross-age programs,
- Lack of focus on cross-age relationship building,
- Minimal participant training, and
- Insufficient tools for assessing program impact.

Interestingly, when asked about technical assistance that providers might need to strengthen their intergenerational programming, those currently implementing intergenerational programs/activities and those who are “not implementing but interested” mentioned many of the same areas:

- Building sustainable partnerships;
- Designing meaningful, age-appropriate activities;
- Identifying outcomes and developing an evaluation plan;

- Developing effective strategies for recruiting and training residents; and
- Fundraising.

Clearly, efforts must be made to build the capacity of providers so the quantity and quality of intergenerational work in senior housing can be enhanced. Hopefully, the insights and learnings gained through this exploratory study will be a valuable resource in this regard.



“We don’t live separately in this world. We are interconnected. Youth can keep our older residents young and older people have wisdom that can help young people.”

Ted Gross, Stadium Place, Baltimore, MD

SPOTLIGHT

Advancing Intergenerational Programing in Public Housing

Housing Kitsap, Kitsap County, WA

Since its formation in 1982, Housing Kitsap has worked to achieve its affordable housing mission for families and older adults. Currently, Housing Kitsap manages over 900 housing units of public and affordable housing for low and moderate incomes in 18 communities throughout the county. Of these properties, seven are senior communities housing more than 350 older adults.



“A lot of the seniors don’t have families anymore, or families that are nearby, so it’s nice to spend time with them. It makes them happy and they help me with things too.”

Oirah Donnelly, 15, Bremerton, WA

for is to encourage their self-sufficiency and future success,” she said. Currently, eight youth are actively involved with Teen Challenge. They volunteer with Housing Kitsap seniors as well as participate in workshops and visit colleges. Noticing that some of the older residents seem to be isolated, one of the first activities the teens organized was a community dinner for some of the older residents. The dinner was so successful that the group decided to hold one every month. Although the numbers are still low, the impact on participating teens and older adults can be readily seen. According to one teen resident, “We used to be very shy, and now we’re learning; we’re opening up.”

Housing Kitsap has also spearheaded several new intergenerational programs. When a few youth and older residents noticed that residents didn’t have a venue in which to come together to discuss what everyone in the community needs and wants, they worked with Daley to create one. These residents have been meeting with the local Dispute Resolution Center, using a Community Building Circle approach to discuss community problems and possible solutions. Another program set to start in January, Book Buddies, is an intergenerational reading program that will be funded in part by a grant from the Commission of Children & Youth in Kitsap County. The funding provides a stipend to an older resident to manage the program, which includes securing book donations and matching residents and elementary school children from the community to read together.

Laura Daley, who serves as the Resident Services Coordinator, was a former AmeriCorps member who brought a spirit of volunteerism with her to this position. As part of this focus, she began what is called the “Teen Challenge,” a leadership and mentoring program designed to provide resources for at-risk youth in Kitsap public housing. Youth in public housing are often considered at-risk, according to Laura Daley, because members of that population typically have high ACE (adverse childhood experiences) scores. ACE is a metric for measuring the experiences of youth up to 18, and takes into account emotional, physical and sexual abuse. High ACE scores are correlated with increased likelihood of health problems like alcoholism, tobacco use and unwanted pregnancy. Teen Challenge is funded through BASIC, a nonprofit organization that operates programs for public housing residents as well as through grants from institutions like the Soroptimists, the Kitsap Community Foundation, Kitsap Youth Mentoring Endowment Fund, Kitsap Strong, and the Kitsap County Commission on Children and Youth.

Daley hopes the Teen Challenge program will bring some stability to as many of the 78 teens currently residing in public housing in Kitsap County as possible. “We focus on educational and employment skills development and what we’re looking

SPOTLIGHT

Promoting Workforce Development through Intergenerational Programming

Friendsview Retirement Community, Newberg, OR

Friendsview Retirement Community is a nonprofit life plan community in Newberg, OR. The intergenerational nature of programming and daily life at Friendsview was part of its Quaker foundation when the community was created 56 years ago. The long-standing relationship between Friendsview and George Fox University, located across the street from Friendsview, has produced a range of formal and informal intergenerational connections. According to one staff member, “intergenerational work is organic, not really a program in the traditional sense.”

Friendsview has a culture that is marked by a strong bi-directional transfer of knowledge. Residents contribute to the development and implementation of programming at a rate that is equal to the contributions made by both staff and students. Staff believe that the reason the community has evolved into such an organic intergenerational setting is due to intentional culture. Expectations regarding the part residents will play in all aspects of programming are part of marketing materials. Collaborations with outside organizations like George Fox University, Newberg High School, Chemeketa Community College, Newberg Parks and Recreation and the Cultural Center have led to long-standing relationships and shared resources. Currently Friendsview is looking for ways to collaborate with transportation.



Friendsview has a culture that is marked by a strong bi-directional transfer of knowledge. Residents contribute to the development and implementation of programming at a rate that is equal to the contributions made by both staff and students. Through this experience they develop friendships, job-related skills, and a comfort with older populations. Long-standing partnerships exist with George Fox instructors as part of course curricula, including sociology, psychology, social work, physical therapy, and nursing. Undergraduate and graduate students are also sought out to fill gaps in meeting resident need, such as technology and computer-based needs. Friendsview funds one work-study student to manage the computer lab, which is overseen by the resident

technology committee. Residents can additionally audit university classes, give guest lectures, and attend university sporting and arts events, as well as participate in extracurricular club activities spearheaded by both residents and students alike. One of the more popular clubs is an environmental club comprised of both residents and students.

Several additional partnerships exist that focus on developing a future workforce. A Penn State University hospitality majors' exchange offers a student intern residence at Friendsview for four months a year. The student assists with various hospitality-related tasks, and takes on a special project. The most recent project included the development of new customer service standards. Friendsview also hosts annual Career Days that give local high school students the opportunity to learn about potential allied health and social service careers in the field of aging. Approximately 20 students attend each Career Day event.

SPOTLIGHT

Bringing Comprehensive Intergenerational Programming to Scale

Hebrew SeniorLife , Roslindale, MA



Hebrew SeniorLife (HSL) is a nonprofit, non-sectarian provider of health care and housing for older adults in the Boston area. The organization serves more than 3,000 older adults each day and reaches over 700 students, interns, medical residents and fellows in various geriatric disciplines through research and teaching. Following the traditions of Judaism, HSL programming focuses heavily on social justice, and on respecting and promoting elder independence, spiritual vigor, dignity and choice. HSL's mission is to "redefine the experience of aging, helping everyone live life to the fullest."

"Reaching across Generations" is a primary mission of Hebrew SeniorLife. Since 2012, the organization's staff members have been pairing older adults

Participants from HSL and Rashi Middle School in the "Making Memories" program.

with students to create meaningful connections. HSL created a staff position focused exclusively on designing and implementing multigenerational activities, which number more than 75 each year. These initiatives generate a host of enhanced learning opportunities that staff members believe are equally beneficial to residents and community youth.

"Young people bring liveliness and joy into the seniors' lives, and the residents spend hours engaging in activities with the students, and supporting their educational and social-emotional growth," Lynda Bussang, Director of Multigenerational Programming, explains.

HSL has optimized multigenerational experiences through extensive community-based partnerships such as a long-standing, intentional relationship between NewBridge on the Charles, a HSL community in Dedham, MA, and The Rashi School, a co-located Jewish Day School for students in kindergarten through 8th grade. HSL has expanded this program model to include its campuses in Boston, Brookline, Canton, Randolph and Revere, all of which are located next to or near educational institutions.

These partnerships enhance community life for HSL residents and help many of the participating students hone academic skills and develop an enhanced sense of social responsibility.

HSL created a housing task force across all of its housing communities as a way to strengthen and scale its multigenerational focus. The task force, overseen by the organization's Director of Multigenerational Programming, brings Resident Services Coordinators and other staff from each HSL housing community together every six weeks to share best practices and challenges.

SPOTLIGHT

Addressing the Needs of Foster Youth and Families through Intergenerational Programming

Bridge Meadows, Portland, OR

Bridge Meadows is multigenerational, affordable housing community in Portland, Oregon's Portsmouth neighborhood. The community features nine homes for families (29 children total) that have agreed to adopt children and youth from the foster care system, and 27 adults over 55 who qualify for housing subsidies and agree to contribute 100 hours of service to the Bridge Meadows community. The community's mission is to provide supportive programming for foster youth and meaningful engagement for older adults.



Photo courtesy of Paul Dunn

Reba Chainey, right, prepares dinner for roughly 50 people every Wednesday for “Happiness Hour,” when families and elders convene for a meal, conversation, and playtime.

Staff at Bridge Meadows are intentional about relationship building and creating a supportive environment. The role traditionally thought of as the Resident Services Coordinator is referred to as the Community Support Specialist (CSS). The CSS, who has a strong clinical background, believes that all residents can benefit from a therapeutic approach. The CSS facilitates an intergenerational support group that focuses on the knowledge and skills necessary to live and thrive in an intergenerational community. Additional community-run groups, called “circles,” are convened on a weekly basis so residents can talk about relevant issues they are facing. Targeted support groups include a wisdom circle for older residents, a community circle for all residents, and a parents’ group for adoptive parents.

Older adults connect with youth, families, and other residents in a variety of ways. Some help other residents by providing rides to doctor appointments, teaching activity classes, or stocking the building’s library. Most are involved with the youth by tutoring after school, offering art lessons, or babysitting while parents work, run errands, or take a break. As the functionality of older adults changes, the activities in which they participate may also change. Parents and older residents are asked to complete a monthly log of their interactions with other residents.

In addition to Bridge Meadows, there are a handful of other examples of intentional communities that are designed to address a specific social need. These include Hope Meadows in Rantouil, IL, the Genesis community in Washington, DC, and Juliette Fowler Communities in the metro Dallas area.

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Appendix A

Web-based Survey 1

LeadingAge is committed to provide our members with quality services. The purpose of the survey is to learn more about intergenerational programs (programs that bring generations together for mutual benefit) your individual community provides to residents. In referring to “your organization” we mean the particular community or communities that you administer or manage and not the corporate/parent organization with which you may be affiliated. We very much appreciate your time!

What is your name and title? _____

What is your email address? _____

If you oversee one or more properties, please enter the names of UP TO 5 PROPERTIES below. If you oversee only one property, enter the name below in “Property 1”.

Property 1: _____

Property 2: _____

Property 3: _____

Property 4: _____

Property 5: _____

In which city and state are the properties located? (If more than one city/state, please list them all). Please include zip code.

What type of rent are tenants charged at each of your properties?

	Affordable/ Subsidized	Market Rate	Both (Mixed)	Don't Know
Property 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Property 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Property 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Property 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Property 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Within the past 3 years, have you implemented any intergenerational programs at your properties?

	Yes	No, but we are interested in implementing an intergenerational program	No, and we are NOT INTERESTED in implementing an intergenerational program
Property 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Property 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Property 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Property 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Property 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If yes, which age groups have your programs targeted (click on all that apply)?

- Preschool
- Elementary
- Middle School
- High School
- University/Young Adult
- Other

Feel free to add any comments regarding intergenerational programs at your properties:

Appendix B

Web-based Follow-up Survey: Currently Implementing

1. Are you currently implementing an , or have you implemented

2. Please provide a brief 1-2 sentence description of your intergenerational programming

3. Are you a “shared site”? (i.e. senior housing and preschool/daycare; senior housing and teen center; etc.)
 - a. Yes
 - b. No
 - c. We are a shared site and implement other intergenerational program(s)

4. What is the focus of your intergenerational programming? Select all that apply:
 - a. Arts (visual, theater, music)
 - b. Health and wellness(e.g. food access, physical activity, health literacy)
 - c. Language and literacy
 - d. Environment/Gardening
 - e. Academic achievement/tutoring
 - f. Job readiness/entrepreneurship
 - g. Mentoring/youth development
 - h. Friendly visiting
 - i. Technology
 - j. Caregiving/ support for families with eldercare challenges
 - k. Support for grandfamilies (families with grandparents and other relatives raising children)
 - l. Early childhood development
 - m. Neighborhood revitalization/safety/advocacy
 - n. Transmission of cultural traditions/knowledge
 - o. Oral history/reminiscence interviewing
 - p. Support for vulnerable and underserved populations
 - q. No specific focus/varied mutual learning activities
 - r. OTHER (Please specify)_____

For the remaining questions, if you have multiple intergenerational programs please report on one single program/ activity.

5. How long has the program been occurring?

- a. Less than 1 year
- b. 1-3 years
- c. 4-6 years
- d. 7-9 years
- e. 10 or more years
- f. The program is no longer being implemented but was implemented within the past 3 years

6. How often do participants meet?

- a. Daily
- b. Once a week
- c. More than once a week
- d. Every other week (twice a month)
- e. Once a month
- f. No regular/formal meeting times, rather whenever an event is planned
- g. Other: _____

7. Where do participants meet?

- a. On-site at the housing property
- b. Off-site (Please specify)_____

8. What is the duration of the program? Check all that apply.

- a. Semester-based program
- b. Full school-year
- c. Full calendar year
- d. Summer program
- e. OTHER (Please specify)_____

9. How is the program funded? Select all that apply.

- a. Funded internally by housing property
- b. Grant funded (by foundation, philanthropy group, charity, etc.)
- c. External partner funds program
- d. A combination of internal and external funds
- e. Other: _____

10. Have you established partnerships with organizations outside of your housing property (i.e. schools, community-based youth organizations, recreation centers, universities) to assist with implementing the program?

- a. Yes No
- b. If yes, with which organizations do you have partnerships? _____

11. Who is responsible for coordinating/implementing the program?

- a. Housing staff person(s)
- b. Resident(s) of housing property
- c. External partner staff
- d. Both housing staff person and an external person coordinate/implement the program
- e. Implemented by external volunteers

12. Over the course of a year, approximately how many older adults participate in your program? _____

13. Over the course of a year, approximately how many youth participate in your program? _____

14. Which youth age groups have your programs targeted (check all that apply):

- a. Preschool
- b. Elementary
- c. Middle School
- d. High School
- e. University/Young Adult
- f. Other: _____

15. Do you track any outcomes of your intergenerational program? Y N

16. What are some major benefits/outcomes for YOUTH in your program? Check all that apply. Please list unexpected/undesired outcomes under "Other."

- a. Decreased isolation/increased connectedness with older adults
- b. Increased self-esteem/feelings of worth
- c. Greater understanding of issues facing older adults
- d. Increased trust across ages
- e. Increased sense of community
- f. Presence of a positive role model
- g. Enhanced physical or mental health
- h. Increased social, communication or academic skills
- i. Increased knowledge about a specific topic
- j. Financial assistance (i.e. stipend/salary)
- k. OTHER (Please specify)_____

17. What are some major benefits/outcomes for OLDER ADULTS in your program? Check all that apply. Please list unexpected/undesired outcomes under "Other."

- a. Decreased isolation/increased connectedness with youth
- b. Increased self-esteem/feelings of worth
- c. Increased sense of purpose
- d. Increased sense of community
- e. Greater understanding of issues facing youth
- f. Increased trust across ages
- g. Enhanced physical or mental health
- h. Increased skills
- i. Increased knowledge about a specific topic
- j. Financial assistance (i.e. stipend/salary)
- k. OTHER (Please specify)_____

18. What are some major benefits/outcomes for HOUSING/PROGRAM STAFF? Check all that apply. Please list unexpected/undesired outcomes under "Other."

- a. New partnerships gained
- b. Increased knowledge/skills
- c. Establishing new intergenerational relationships
- d. Increased self-esteem/feelings of worth
- e. Increased understanding of issues facing youth/elders
- f. Increased commitment to the organization
- g. Increased comfort around other age groups
- h. OTHER (Please specify): _____

19. What have been your challenges? Check all that apply.

- a. Funding
- b. Staff turnover or lack of staff time
- c. Building and sustaining community partners
- d. Engaging older adults
- e. Engaging youth
- f. Issues with transportation
- g. Lack of external partner interest
- h. Lack of housing staff interest
- i. Developing appropriate activities
- j. Inadequate space (e.g., not enough space, unfavorable configuration of space. Etc.).
- k. OTHER (Please specify): _____

20. Would you be interested in receiving technical assistance or program materials to help you enhance your intergenerational programming? Y N

21. If yes, in which areas: (check all that apply)

- a. Fundraising
- b. Developing and sustaining community partnerships
- c. Recruitment of older adults
- d. Recruitment of youth
- e. Training of participants
- f. Training of staff
- g. Developing and/or facilitating appropriate activities
- h. Licensing/regulations/liability/safety concerns
- i. Program evaluation
- j. OTHER (Please specify): _____

22. How many units make up the housing property at your location?

- a. 0-50
- b. 50-100
- c. Over 100

23. How would you describe your property location? (Check-boxes)

- a. Urban
- b. Rural
- c. Suburban

24. Would you be willing to participate in a 30 minute phone interview about your intergenerational work? Y N

Web-based Follow-up Survey: Interested but not implementing

1. What are the reasons you have not yet implemented an intergenerational program?
 - a. No interest from residents
 - b. Issues with funding
 - c. Lack of housing staff to oversee program
 - d. Challenges associated with recruitment of youth participants/external program partners
 - e. Developing and/or facilitating appropriate activities
 - f. Licensing/regulations/liability/safety concerns
 - g. Intergenerational programs are out of the scope of what we do as a housing provider
 - h. Never considered implementing a program
 - i. OTHER (Please specify): _____
2. What focus might you want for your intergenerational program(s)? Select all that apply:
 - a. Arts (visual, theater, music)
 - b. Health and wellness(e.g. food access, physical activity, vaccination promotion)
 - c. Language and literacy
 - d. Environment/Gardening
 - e. Academic achievement/tutoring
 - f. Job readiness/entrepreneurship
 - g. Mentoring/youth development
 - h. Advocacy
 - i. Technology
 - j. Caregiving/ support for families with eldercare challenges
 - k. Support for grandfamilies (families with grandparents and other relatives raising children)
 - l. Early childhood development
 - m. Neighborhood revitalization/safety
 - n. No specific focus/varied mutual learning activities
 - o. OTHER (Please specify)_____

3. Which youth age group(s) would your program(s) target? (check all that apply)

- a. Preschool
- b. Elementary
- c. Middle School
- d. High School
- e. University/Young Adult
- f. Other
- g. Unsure

4. Do you have a funding source for an intergenerational program?

- a. Yes, could be funded internally by housing property
- b. Yes, plan to apply to granting agencies (i.e. foundation, philanthropy group, charity, etc.)
- c. Yes, external partner plans to fund the program
- d. Yes, a combination of internal and external funds
- e. No we do not have a funding plan yet

5. What do you see as potential challenges? (check all that apply)

- a. Funding
- b. Staff turnover or lack of staff time
- c. Building and sustaining community partners
- d. Engaging older adults
- e. Engaging youth
- f. Issues with transportation
- g. Lack of external partner interest/commitment
- h. Lack of housing staff interest
- i. Lack of knowledge about developing appropriate activities
- j. Facilitating activities
- k. Program evaluation
- l. OTHER (Please specify): _____

6. Would you be interested in receiving technical assistance or program materials to help you enhance your intergenerational programming? Y N
7. If yes, in which areas: (check all that apply)
- a. Fundraising
 - b. Developing and sustaining community partnerships
 - c. Recruitment of older adults
 - d. Recruitment of youth
 - e. Training of participants
 - f. Designing intergenerational activities
 - g. Information about regulations regarding this area
 - h. Program evaluation
 - i. OTHER (Please specify): _____
8. How many units make up the housing property at your location?
- a. 0-50
 - b. 50-100
 - c. Over 100
9. How would you describe your property location? (Check-boxes)
- a. Urban
 - b. Rural
 - c. Suburban
10. Would you be willing to participate in a 30 minute phone interview about your interest in intergenerational work? Y N

Web-based Follow-up Survey: Not implementing; Not interested

1. What are the reasons you are not currently interested in implementing an intergenerational program?
Check all that apply.

- a. No interest from residents
- b. Issues with funding
- c. Lack of housing staff to oversee program
- d. Challenges associated with recruitment of youth participants/external program partners
- e. Lack of knowledge about designing a program
- f. Licensing/regulations/liability/safety concerns
- g. Intergenerational programs are out of the scope of what we do as a housing provider
- h. OTHER (Please specify):_____

2. What is your property size (# of units)?

- a. 0-50
- b. 50-100
- c. Over 100

3. How would you describe your property location? (Check-boxes)

- a. Urban
- b. Rural
- c. Suburban

Appendix C

Interview Protocol: Implementing and Interested in Implementing Groups

1. You indicated that your IG program focuses on [see response from survey 2]

a. MOTIVATION/ GOALS

- Why was this focus selected? What need or issue are you addressing?
- What impact do you hope to have on older adults? Youth? Other age groups?
- Was the program resident- initiated? Initiated by housing staff? Were you approached by an external organization? Other?

b. PARTNERSHIPS

You indicated that you [do/do not] have formal partnerships established with a local organization(s).

If you have partnership (s),

- How was the partnership forged? Who initiated the partnership?
- What are the roles and responsibilities of each of the organizations?
- What does each organization hope to gain from the partnership?
- How successful do you feel your partnership has been? What made it successful (promising practices)?
- What challenges have you encountered regarding your collaborations? How did you overcome them?

If no partnerships: Have you attempted to forge partnerships? Why or why not? Major challenges.

c. STAFFING

- Who is responsible for overseeing the program on -site?
 - How many staff are actively engaged in intergenerational programming?
 - Are those not involved directly in the IG programming involved indirectly in any way?
 - How much time is dedicated to this work? Do you ever utilize external volunteers to assist with the programming?
- Has there been any training of staff involved in intergenerational work? If yes, please describe?
- How many staff are present in your property and what are their roles? [Ask about presence of a RSC if not explicitly mentioned]
- Are all staff employed directly by the property or another entity like HUD?
- What kind of turnover rate do you have for your staff involved with the IG program(s)?
- Is there a positive, neutral, or negative feeling about the program among the staff?

d. ENGAGEMENT OF PARTICIPANTS

- How many older adults and young people are involved in your program?
- Describe the younger people who are involved.
- Describe the older adults who are involved.
- Are any other people involved in the program?
- Are other generations also engaged in the program? If so, please describe.
- What have been the most effective strategies for recruiting/engaging older adults? For recruiting youth? Do you offer incentives? What kind of messaging is most effective to engage each generation?
- What have been your major challenges in terms of recruitment? What barriers keep older people from participating? Younger people from participating?

e. TRAINING OF PARTICIPANTS

- Is there any orientation or training of participants? If so, please describe.

f. ACTIVITIES

- How often do participants meet? Is there a core group that attends regularly or does participation vary?
 - Is the program time-limited?
- What activities are part of your program? Who has responsibility for developing and implementing the activities?
 - Do the activities take place at your community or off-site?
- Do you have a formal program curricula that you implement?
 - If yes, what does it include? Who developed the curriculum?
- To what degree do you feel that the activities achieve the outcomes you want for the older adults and younger people? Which activities have been most successful in helping you achieve your goals?
- Describe any changes you might make to enhance the impact of the program.

g. BARRIERS

- What are your major barriers to implementation? How have you overcome those barriers?
- Would you say there are any major disincentives to implementing IG programs?

h. FUNDING

- What are the costs associated with your program (annual budget)?
- You indicated that you have sought funding from [see response from survey 2]
- Have you looked for any additional funding sources and/or obtained any?
- Would you say your program is sustainable? What are the organizational resources (or lack thereof) that allow the program to continue?

- Would you like to see your program expand in size or deepen its impact? What would you need to achieve that?

i. EVALUATION

- What are some of the benefits you have observed for older adults? Young people? Staff? Other?
- Have you ever attempted to do a formal evaluation? If yes, what have you measured? If no, is this something you would want to do?
- What are some overall lessons learned?
- What would you like to change about the program or its implementation but you have not been able to?

j. TECHNICAL ASSISTANCE

- Do you have any outstanding programmatic needs that you have not been able to meet?
- You responded that you would/would not be interested in technical assistance regarding [SEE PDF FOR WHAT THEY CHECKED IN SURVEY 2) Can you be more specific about what would be helpful in any of those areas?

Interview guide for “interested but not implementing” group

For each participant, prepare outline prior to interview using Survey 2 responses [subsidy type, location, reasons for not yet implementing, the focus they would want for a program, youth ages they would target, challenges they foresee, technical assistance they would want]

1. You indicated that your community has not yet implemented a program because [see response from survey 2]
 - a. Can you tell me more about these reasons?
2. You indicated that if you were to implement a program you would want to focus on [see response from survey 2]
 - a. Which age groups would you want to target
 - o Why?
 - b. Are there local partners that would be easy targets?
 - o If approached by another entity to implement a program of interest to you, would you be willing to partner with them?
3. Some challenges you mentioned were [see response from survey 2]. Do you have any ideas about how you might overcome these challenges and move forward with IG work?
4. Would you be interested in receiving technical assistance to address any of these challenges?