Generations United Shared Site Learning Network
Evaluating Intergenerational Programs

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Overview

- Introductions and check in

- How to conduct intergenerational program evaluations - the process, best practices, and useful tools

- Example: Rebuilding Bridges – Two approaches to Evaluation

- Group discussion and planning

- Feedback together

- Key 'take home' messages

- Check out

Check in: How do you feel about program evaluation?
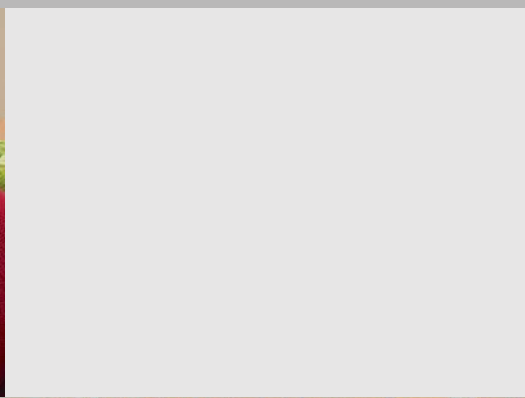
Many ways of knowing

- Observations
- Anecdotes
- Interviews
- Artefacts
- Surveys
- Standardized assessments

What are your intergenerational program goals?

Increased consumption of healthy food

Ability to effectively use tech to connect

Increased physical activity, feelings of social connection

Increased rates of grade-level reading

Align evaluation efforts with program goals

A REPORT FROM GENERATIONS UNITED AND THE EISNER FOUNDATION 2019

THE INTERGENERATIONAL EVALUATION TOOLKIT

THE EISNER FOUNDATION

generations united
Because we're stronger together*

THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

Intergenerational Practice Evaluation Tool – Part 2

Setting and noting progress towards goals

Before starting an intergenerational program or series of activities, identify its main goal(s) in the table below, common goals are included at the bottom of this form. *One or two per participant group is good.* For standardized outcome measures (e.g., life satisfaction or self-esteem), see Tools for Outcome Measurement, which provides materials and procedures for measuring the outcome.

Date: _____   Completed by: _____

	Goal	Progress notes
Youth Participants		
Older Adult Participants		

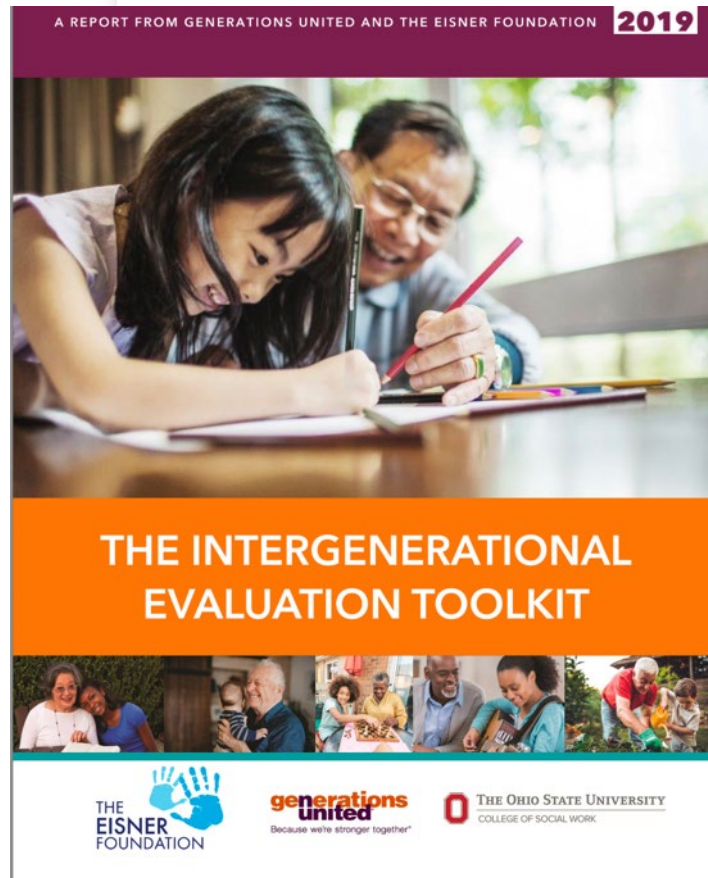**Common goals for intergenerational activities:**
Youth participants
- *Cognitive: expressing feelings, expressing preferences, problem solving, attention to detail, creativity, reflection*
- *Social/emotional: cooperation, initiative, engagement, positive mood, communication, empathy, self-confidence*
- *Physical: fine motor, gross motor, hand/eye coordination, sensory development*

Older adult participants
- *Cognitive: creativity, attention to detail, problem solving, decision making, reminiscence*
- *Social/emotional: nurturing, cooperation, initiative, independence, positive mood, communication, self-confidence*
- *Physical: fine motor, gross motor, hand/eye coordination, range of motion, alertness, sensory stimulation*

The Intergenerational Evaluation Toolkit

https://www.gu.org/resources/intergenerational-evaluation-toolkit/

Align evaluation efforts with program goals

Example: gardening activity with adult day service participants and preschool children

	Goal
Youth Participants	Practice fine motor
	Practice nurturing
	Practice observation
Older Adult Participants	Exercise motor skills
	Persistence
	Cooperation

Align evaluation efforts with program goals

	Goal	Progress notes
Youth Participants	Practice fine motor	Making labels for plants has improved lettering Sorting seeds is hard! Some use tweezers, which is still fine motor
	Practice nurturing	Children forgot about plans after first putting them in ground but with a reminder, now ask to check daily. With plants growing now, they need help not "over-nurturing"
	Practice observation	The like using measuring tools—magnifying glasses, tape measure, rulers, scale, rain gauge, and all senses.
Older Adult Participants	Exercise motor skills	Paired with kids, gross motor used for carrying water can, using trowel, pulling weeds. Some fine motor—usually left to kids!
	Persistence	Not wanting to let kids down, most will work through all the plants/tasks requiring attention, even though kids can be slow
	Cooperation	Directions help remind both young and old to take turns w/ tools and help each other hold/steady/lift things

Example: gardening activity with adult day service participants and preschool children

Align evaluation efforts with program goals

Intergenerational Practice Evaluation Tool – Part 1

Intergenerational facilitating partners complete after each intergenerational activity

Activity name/description _____ Activity date _____
Location _____ Activity duration (approx.) _____
Youth participants (#) _____ Older participants (#) _____
Youth group (e.g., class) _____ Older group (e.g. ADS) _____
Facilitating staff member(s) _____ Form completed by _____
How will you know this activity was successful for youth and older adult participants?

For each item, choose the single answer that best describes the activity.

Before the Intergenerational Activity

1. Time was set aside for adult and youth program facilitators to plan the activity.   Yes   No (clarify)
   a. Clarification:

2. Activity plans were informed by participants and/or facilitator knowledge of participant culture, experiences, interests and language(s).   Yes   No

3. Materials and space reflected participants' diversity (cognitive, cultural, developmental, sensory, and/or socioeconomic).   Yes   No (clarify)
   a. Clarification:

During the Intergenerational Activity

4. The activity was appropriate for older adult participants.   Yes   No (clarify)
   a. Clarification:

5. Materials were paired or used centrally (e.g., intergenerational participants shared materials rather than having their own). (Select N/A if no materials were used)   Yes   No

6. Activity incorporated intergenerational pairs or small intergenerational groups (e.g., no more than 3 youth per older adult or 3 older adults per youth).   Yes   No

7. Facilitators used directions that encouraged intergenerational interaction.   Yes   No (clarify)
   a. Clarification:

8. Facilitators shared or invited participants to share social history (e.g., preferences and experiences) to encourage intergenerational interaction.   Yes   No

9. Facilitators stood back periodically to encourage intergenerational interaction.   Yes   No (clarify)
   a. Clarification:

After the Intergenerational Activity

10. Youth and older adult participants were or will be invited to provide feedback about this activity.   Yes   No (clarify)
    a. Clarification:

11. This activity should be facilitated again, without modifications.   Yes   No (clarify)
    a. Clarification: What modifications are needed before repeating? (e.g., getting materials in other languages.)

12. What effect did the intergenerational component have on the activity?   None   Negative
    a. Clarification: How did intergenerational negatively or positively affect the activity?

Source: Jarrott, S.E. (2019). The intergenerational evaluation toolkit. Washington, DC: Generations United.

13. The success of an intergenerational activity depends, in part, on youth and older adult participants' observable social behaviors. Which behavior was most common among the majority of participants during the activity? Answer separately for youth and older adults.

Youth participants (circle one behavior)

Solitary: engaged in an activity without observing, responding to or interacting with others.

Watching: observing, without engaging in the activity or interacting with others.

Intergenerational Interactive: responding to, communicating with, or interacting with 1 or more intergenerational partners.

Older adult participants (circle one behavior)

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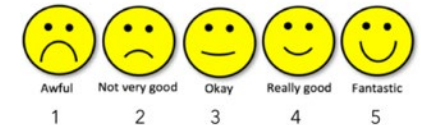
14. Which face describes the predominant mood of:
    a. Youth participants: _____
    b. Older adult participants: _____

    Awful 1   Not very good 2   Okay 3   Really good 4   Fantastic 5

Facilitator notes. Reflect on aspects of the activity not captured above. If you're familiar with the intergenerational activities, reflect on changes you observed, such as indication of developing intergenerational relationships. Reflections may spark ideas for improvements, activities, or ways to demonstrate impact.

See CEU course for further training on use of these IG Practices: https://scarlet.instructure.com/courses

Align evaluation efforts with program goals

13

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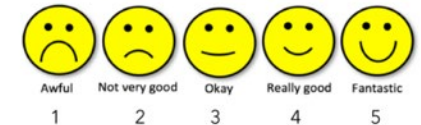
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Align evaluation efforts with program goals

Intergenerational Assessment Tools

This list includes tools that may be used with Part 2 of the Intergenerational Practice Evaluation Tool. Instruments marked with an * indicate that they are currently included in this toolkit.

Target	Outcome	Instrument
Youth (young child)	Affect	Child Behavior (Lawton et al., 1996)
	Attitude towards older adults	Age differentiation (Caspi, 1984)
		Children's Attitudes Toward Elders (Jantz et al., 1980)
	Social behavior	Intergenerational Observation Scale (Jarrott, 2016)
Youth	Attitude toward aging	Aging semantic differential (Rosencranz & McNevin, 1969)
		The Social Distance Scale (Kidwell & Booth, 1977)
	Ego integrity	Ego Integrity (Kim, 1989)
	Empathy*	Empathy (Femia et al., 2008)
	Knowledge about aging (attitude)	Palmore's Facts on Aging
	Perceived competence	Perceptions of Competence (Harter, 1985)
	Self-efficacy*	Self-efficacy (Sherer et al., 1982)
	Self-esteem	Rosenberg's self-esteem scale (Rosenberg, 1965)
	Well-being	Rand Well-being (Veit & Ware, 1983)
Older adults	Affect	Positive and Negative Affect Scale (Watson et al., 1988)
	Anxiety	Beck Anxiety Inventory (Beck et al., 1988)
	Attitude toward aging	Aging semantic differential (e.g., Meshel & mcGlynn, 2004)
	Depression*	Geriatric Depression Scale (Yesavage et al., 1981)
	Generativity*	Loyola Generativity Scale (McAdams & De St. Aubin, 1992)
		Perception of Generativity (Gruenewald et al., 2015)*
	Life satisfaction	Satisfaction with Life (Diener, et al., 1985)
		QOL-AD (Logsdon et al., 2002)
	Loneliness*	UCLA Loneliness Scale (Russell, 1996)
	Morale	Philadelphia Geriatric Center Morale Scale (Lawton, 2003)
	Self-esteem	Rosenberg's self-esteem scale (Rosenberg, 1965)
	Sense community	Brief Sense of Community (Peterson et al., 2008)
	Social behavior	Intergenerational Observation Scale (Jarrott, 2016)
		Social Behavior (Short et al., 1996)
		Menorah Park Engagement Scale (Camp & Skrajner, 2004)
Staff	Behavior	Intergenerational Observation Scale (Jarrott, 2019)

https://www.gu.org/resources/intergenerational-evaluation-toolkit/

Align evaluation efforts with program goals

Perception of Generativity Scale

Target: Older adults

Construct Measured: Perception of generativity – feeling of care and concern for others

Length: Generative desire–7 items, Perceived generative achievement–6 items

Purpose: Gruenewald and colleagues explored how participation of older adult volunteers in the Experience Corps tutoring program affected perceptions of generativity–an important developmental goal in later life –over a 24-month period. Those contributing to the volunteer program demonstrated higher desire and perception of generativity than older adults in a comparison group. A dose-response effect was detected; volunteers with greater exposure to the program demonstrated greater increases using the Perception of Generativity scale.

Procedures: Respondents indicated level of agreement on a 6-point Likert scale (1= "disagree strongly" to 6= "strongly agree"). Seven items assessed generative desire and can be useful for a needs assessment or pre-test before launching an intergenerational program. Another six address perceptions of current generative achievement and may be useful evaluation of program outcomes. In Gruenewald and colleagues' study, the desire or achievement subscales were administered as part of a 2-3 hour in-person interview with subjects in which a range of other assessments were conducted.

Range of scores:

Summing items for the subscales, range for the generative desire items is 7-42 and for the generative achievement sub-scale 6-36, with higher scores indicating higher generative desire or achievement.

- Generative desire sub-scale items: 1-7
- Perceived generative achievement sub-scale items: 8-13

Psychometrics:

Reliability: The Perception of Generativity scale demonstrated acceptable internal consistency. Because factor analysis of the items indicated two distinct factors, desire for generativity and current perceptions of generativity, Cronbach's alpha was calculated for each subscale (desire for generativity: α=0.82; generative achievement: α=0.90. (Gruenewald et al., 2015).

Validity: Analysis of validity was not provided by the authors.

Accessing and using the scale: There is no cost to access the Perception of Generativity scale.

Instrument/Intergenerational Citation:

Gruenewald, T.L., Tanner, E.K., Fried, L.P., Carlson, M.C., Xue, Q.L., Parisi, J.M., & Seeman, T.E., (2015). The Baltimore Experience Corps trial: enhancing generativity via intergenerational activity engagement in later life. *Journals of Gerontology, Series B: Psychological Sciences and Social Sciences, 71,* 661-670. doi:10.1093/geronb/gbv005.

Align evaluation efforts with program goals

Perception of Generativity Scale:
Generative Desire Pretest

Participant Name: _____

Read each statement and rate the level in which you agree or disagree.

Disagree Strongly	Disagree	Slightly Disagree	Slightly Agree	Agree	Agree Strongly
1	2	3	4	5	6

1. I want to make a difference in the lives of others.	
2. I want to give back to my community.	
3. I want to create new things or ways of doing things.	
4. I want to share my experiences with other people.	
5. I want to mentor people younger than me.	
6. I want to do something that will be valuable to others for a long	
7. I want to show people younger than me how to do things.	

Perception of Generativity Scale:
Perceived Generative Achievement

Participant Name: _____

Read each statement and rate the level in which you agree or disagree.

Disagree Strongly	Disagree	Slightly Disagree	Slightly Agree	Agree	Agree Strongly
1	2	3	4	5	6

1. I feel like I make a difference in my community.	
2. I feel like I will do things that will last for a long time.	
3. I feel like I will be remembered for a long time.	
4. I feel like I am doing things that will leave a legacy.	
5. I feel like I am giving back.	
6. I feel like I am making a difference in the lives of others.	

https://www.gu.org/resources/intergenerational-evaluation-toolkit/

Rebuilding Bridges

A 'socially distanced' Intergenerational Music Program
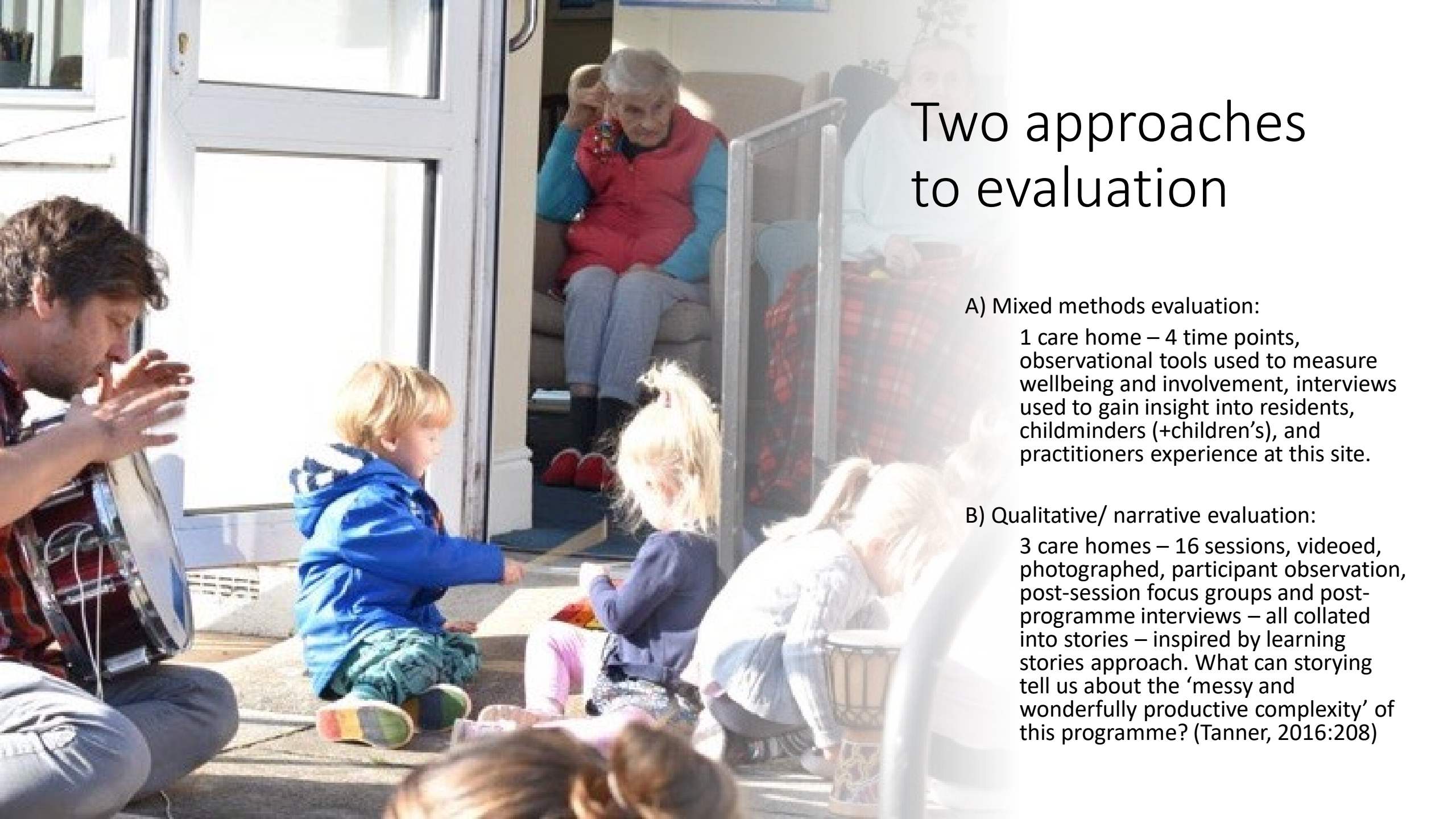
Two approaches to evaluation

A) Mixed methods evaluation:

1 care home – 4 time points, observational tools used to measure wellbeing and involvement, interviews used to gain insight into residents, childminders (+children's), and practitioners experience at this site.

B) Qualitative/ narrative evaluation:

3 care homes – 16 sessions, videoed, photographed, participant observation, post-session focus groups and post-programme interviews – all collated into stories – inspired by learning stories approach. What can storying tell us about the 'messy and wonderfully productive complexity' of this programme? (Tanner, 2016:208)

Figure 1: The ArtsObs Scale: Mood Scores (Fancourt & Poon, 2015, 11)

	1 (visibly expressed)	2 (moderate)	3 (mild)	4 (neutral / unresponsive)	5 (mild)	6 (moderate)	7 (visibly expressed)
	Angry	Frustrated	Sad	Calm	Satisfied	Happy	Excited
	Depressed	Restless	Bored	Reserved	Focused	Receptive	Delighted
	Aggressive	Anxious	Listless	Quiet	Alert	Entertained	Appreciative
	Distressed	Irritated	Tense	Still	Relaxed	Interested	Enthusiastic
	Hostile	Upset	Distracted	Passive	Content	Amused	Friendly

1	Not at all	The activity brought no benefit or even negative effects to the ward, causing complaints, missing its target audience or getting in the way of staff.
2	Yes, a little	The activity helped lift the mood of the ward, bring a sense of calm or have a small beneficial effect on patients, relatives or staff
3	Very much so	The activity was almost universally liked, or made a significant difference to the feel of the ward.

Figure 2: The ArtsObs Scale: Overall rating of the session (Fancourt & Poon, 2015, 11)

THE SCALE FOR WELL-BEING

Level	Well-being	Signals
1	Extremely low	The child clearly shows signals of discomfort: • whines, sobs, cries, screams; • looks dejected, sad or frightened, is in panic; • is angry or furious; • shows signs feet, wriggles, throws objects, hurts others; • sucks its tomb, rubs its eyes; • doesn't respond to the environment, avoids contact, withdraws; • hurts him/herself: bangs its head, throws him/herself on the floor.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	During the observation episode, the child enjoys, in fact it feels great: • it looks happy and cheerful, smiles, beams, cries out of fun; • is spontaneous, expressive and is really him/herself; • talks to itself, plays with sounds, hums sings; • is relaxed, does not show any signs of stress or tension; • is open and accessible to the environment; • is lively, full of energy, radiates; • expresses self-confidence and self-assurance.

Figure 3: The Leuven Involvement and Wellbeing Scale: Wellbeing (Laevers, 2005, 13)

A: Mixed method approach

Waving through the window (at our friends)

On a wet and windy day, children made pictures to give to the residents. This provided inspiration for the exchange of paper boats across a painted canvas sea later in the project.

Arriving at the care home, after we sign in, show our negative test result and take a temperature, gravitate towards the gazebo. The meeting spot for the children and the resident...

B: Qualitative/ Narrative approach

- Capturing the nature of interactions between generations through 'Intergenerational stories'
- Inspired by the Learning stories approach to assessment in early years

Possibilities for storying as creative evaluation

'Stories are more than *just* stories' (Ranco and Haverkamp, 2022: 1 – emphasis original).

- Expansive – embrace complexities of IG practice
- Diverse – engage a range of stakeholders
- Democratic – multiple perspectives shape success
- Adaptable – not just about end product but the process of interpreting experience

"The residents really appreciate all the thought, preparation and hard work yourself and ... touches are great - Janet's blanket song was great and really made her laugh."
Carmel, care home activity lead

... as a pairing...yeah, I think its lovely
Marie, resident

"its lovely when they come, their dear little faces ... come and look round the corner, dear little thing, only about ... think"
... resident

"you'd be so pleased to see the children step up to the door...I suppose in one way it was nice ... them being outside because they could all ... came up together and did little things ... The fact was it was cold, I don't know whether ... for them or not but they seemed ...

Hugh, social musician

... Marie was ... maybe she was a bit un... ... out] it might not have been that she was un...comfortable with Marie touching her, it might ... been she was uncomfortable with the ... ...ght that she might have been told off or she ... was not allowed to do it"
S..m, childminder

"We had that conversation like 'we need ... comparing this to the other project [Mak... Bridges with Music] because this is a ne... But where this really came to the fore ... [care home] when Marie, really kind of ... her feet, really wanting to be involved, ... was that moment when she approach... door and she had her hands out and ... dancing with the children. Of course, ... help but think about the previous pro... our whole facilitation was all about g... people to that moment. Then you ha... interruptive concepts, like regulation... you have to subvert that moment t... been trying to build previously. So t... really interesting, not necessarily n... because it got us to think about al... our place in it."
Steve

Group discussion

Feedback from discussions

Key Messages

Check out: What will you take away from today?

One reflection or action

Resources

- GU Intergenerational Shared Site Resource List: https://www.gu.org/resources/intergenerational-shared-sites/

- Intergenerational Evaluation Toolkit: https://www.gu.org/resources/intergenerational-evaluation-toolkit/

- Rebuilding Bridges Evaluations: https://www.generationsworkingtogether.org/case-studies/rebuilding-bridges