

# The 2010 MetLife Foundation / Generations United Intergenerational Shared Site Excellence Awards

Showcasing Organizations Successfully Uniting the  
Generations Under One Roof



**generations  
united**<sup>®</sup>  
Because we're stronger together<sup>®</sup>

Made possible with a grant from

**MetLife Foundation**

## GENERATIONS UNITED

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

## THE NATIONAL CENTER ON INTERGENERATIONAL SHARED SITES

Since 1999, Generations United has been committed to encouraging the growth and development of intergenerational shared sites. Generations United's National Center on Intergenerational Shared Sites provides training, technical assistance, toolkits and guides, excellence awards, seed grants, networking and other activities to support this emerging field. In an effort to make information on shared sites accessible, all resources are available for free on the Generations United website.

## METLIFE FOUNDATION

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

## ACKNOWLEDGEMENTS

Generations United thanks MetLife Foundation for its generous financial support of the awards program as well as their incredible support of this emerging field of practice. A special thank you to our panel of judges who had the difficult job of reviewing an excellent pool of applications and selecting our finalists.

*Rina Bellamy, My Second Home*

*Sherri Clark, Administration on Aging*

*Sally Damm, United Retirement Center Avera*

*Leslie Henry, St. Ann Center for Intergenerational Care*

*Denise Hirn, Children's Family Center*

*Marie Hoover, Intergenerational Learning Center of Providence Mount St. Vincent*

*Shannon Jarrott, Virginia Tech*

*Jed Johnson, Easter Seals National*

*Andrea Melendez, Jewish Community Center of Louisville*

*Vicki Rosebrook, Marilyn & Gordon Macklin Intergenerational Institute*

*John Scholte, New Alternatives, Inc.*

*Mary Windt, The Marvin/Under One Roof, Inc.*

*Leah Bradley, Generations United*

*Sheri Steinig, Generations United*

© 2010 Generations United  
Reprinting with permission only

**Generations United**  
**1331 H Street, NW, Suite 900**  
**Washington, DC 20005**  
**202-289-3979**  
[www.gu.org](http://www.gu.org)

**COVER PHOTO BY CRISTA**

# The 2010 MetLife Foundation / Generations United Intergenerational Shared Site Excellence Awards

---

## 2010 AWARD WINNERS

**CRISTA, Shoreline, Washington**

**Ebenezer Ridges, Burnsville, Minnesota**

**Giles Health & Family Center, Pearisburg, Virginia**

**Heritage Day Health Centers, Columbus, Ohio**

**St. John's Grandkids/V.I.K. Club, Springfield, Minnesota**

## 2010 NATIONAL FINALISTS

**Center for Generations, St. John's Lutheran Ministries, Billings, Montana**

**Easter Seals Greater Washington-Baltimore Region, Silver Spring, Maryland**

**Jennings Center, Garfield Heights, Ohio**

**Lutheran Life Villages/Children's Village, Fort Wayne, Indiana**

**Windsor Place, Coffeyville, Kansas**

## INTRODUCTION

Never before has the opportunity to unite the generations under one roof been greater. The increasing need for creative older adult programs compounded with the demand for quality children and youth services creates an environment ripe for innovative age-integrated care. Additionally, the current fiscal constraints faced by communities across the nation are forcing many to make tough decisions on the construction and rehabilitation of facilities and the delivery of critical services. The use of shared or common spaces by multiple generations makes sense and can be an important solution in helping communities and organizations stretch their scarce resources, while significantly benefiting all those involved.

Intergenerational shared sites are programs where older adults and young people receive services at the same site. Both generations interact during regularly scheduled intergenerational activities, as well as through informal encounters. The types of program are varied, examples of intergenerational shared site programs include:

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

Intergenerational shared sites vary in structure, but are generally composed of at least two program components: one that serves older adults and another that serves children and/or youth. Many programs are building capacity by offering multiple services including caregiver resource centers, assistive technologies and rehabilitative services. In addition to separate spaces, many facilities make use of designated “shared spaces” that are accessible and stocked with materials inviting to both age groups. These spaces can accommodate both populations together and create opportunities for spontaneous intergenerational interaction.

Now, with the current economic crisis, many communities face diminishing local, state, and federal dollars for construction and rehabilitation of facilities. In addition, current trends are for private sources to provide less funding for daily operations, consequently this limits the number of staff persons that can be maintained. The use of common space, shared equipment, cross trained staff, and volunteers makes sense. Recent research published by GU found that intergenerational sites that shared expenses experienced significant cost savings over those programs that do not integrate expenses. There was great cost savings in the areas of personnel and rent which were by far the largest budget items for these programs.

Intergenerational shared sites are ideal for building bridges between the generations and have been shown to have positive benefits for participants of all ages. Studies show that sharing activities with younger people promotes positive health gains for older adults such as burning more calories due to exercise, sustaining fewer falls, and a reduction in reliance on canes. Adults with dementia or other cognitive impairments experience more positive affect during interactions with children than they do during non-intergenerational activities and these changes last even after the activity ends.

Young people benefit from interaction with older adults in numerous ways. Those who become involved in programs gain an enhanced perception of the elderly and of the care required at daycare, senior centers and nursing homes. They benefit from interpersonal relationships with persons from a different age group, who can provide guidance, wisdom and support. Many older adults have specific talents to share and can help the young people as mentors, tutors or coaches. Young people can share their skills regarding the use of today's technology such as the internet, digital cameras, and advanced cell phone features. Additionally preschool children involved in intergenerational programs had higher personal/social developmental scores (by 11 months) than preschool children involved in non-intergenerational programs.

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



**PHOTO BY GILES HEALTH & FAMILY CENTER**

## ABOUT THE AWARD

In 2007, Generations United, with the support of MetLife Foundation, began a search for best practices in intergenerational shared site work around the country. Through a new Intergenerational Shared Site Award, GU sought to honor those organizations that are demonstrating exemplary practices. Since then, GU has recognized 10 award winners and 13 national finalists. This report presents the award winners and national finalists from 2010, the third year of the competition.

One goal of the project is to share information on what organizations have done to develop their program, which in turn will help grow the intergenerational shared site field and inspire others to further expand on the excellent work presented in this report. All information in this report is from the nomination forms submitted to the competition.

## Criteria

Award winners and national finalists were selected based on areas such as:

- **Program Structure:** Thoughtful development and implementation of a structured, intergenerational program curriculum.
- **Program Detail:** The intergenerational program is designed to build mutually beneficial, ongoing relationships between younger and older participants.
- **Contact:** Contact between generations is frequent and includes both planned and unplanned interactions.
- **Impact:** The program demonstrates a positive impact on participants.
- **Community Needs:** The program meets an identified need in the community.
- **Interaction:** Participants are given the option to participate and offered different levels of intergenerational interaction.
- **Staffing:** Staff members collaborate on program planning, coordinate joint meetings, and are cross-trained on intergenerational issues.
- **Community Involvement:** Other partners in the community are engaged in program activities.
- **Sustainability:** Organizers demonstrate a commitment to program sustainability.
- **Evaluation:** The program is evaluated based on outcomes.
- **Creativity:** The program is unique in terms of building structure, populations served, and services offered.
- **Replication:** This program can be replicated by other organizations.

# 2010 Excellence Award Winners

## CRISTA

CRISTA operates both senior living for close to 600 residents from independent housing to nursing care and Kings Schools for over 1,100 students from preschool through high school on the same campus in Shoreline, Washington. Throughout the school year and summer, students and residents are actively engaged in several scheduled and spontaneous intergenerational activities.

The intergenerational program enriches lives of seniors and students one interaction at a time. Events and connections create joy and purpose as relationships are built. The lives of students and seniors are richer for the time together in intergenerational programs.

The 55 acre campus lends to both formal and informal interactions. The on campus deli and the park like setting with strategically placed benches connecting the schools and the senior community has served as informal gathering points for the generations. Activities include various volunteer opportunities for students to interact with seniors from delivering shoeboxes filled with specially selected gifts at holidays to helping with BINGO to reading to residents. Seniors volunteer in the schools in many ways, such as bringing history to life for students by sharing their life experience relating to the events the students are studying. Residents donned the school colors and apparel on the first day back to school, greeting students with a smile, a pencil, and the reminder that the seniors were happy to see them back on campus. Events are created where seniors teach students skills, such as how to crochet and do wood crafting while sharing in some fun and fulfilling school curriculum, as teachers have come to understand the value of intergenerational programs. The high school “Connections Club” was formed specifically to build relationships and plan activities with seniors. Programs may occur with varying frequency, from seasonal events to regular weekly interactions. Additionally, an “Intergenerational Idea Committee” was formed by the seniors so residents can brainstorm opportunities to support programs, give feedback on the logistics of events, and ensure a successful experience and maximum attendance from the senior point of view.

One particularly success program became part of the school curriculum for the Journalism and Photography students. Over the course of a semester high school students in the Journalism class were paired with residents. They then spent time with the residents, getting to know them, completed interviews and wrote the resident’s life story. Photography students created resident photographs which captured a significant image from their life story and superimposed the resident’s picture. Spontaneously, one student, not in the journalism class, was inspired to write several other resident life stories and build on-going relationships with

*CRISTA*  
*19303 Fremont Avenue, North Shoreline, WA 98133*  
*www.crista.net*



PHOTO BY CRISTA

those seniors.

Even after specific events, many students continue to volunteer in Senior Living as they have come to value the wisdom, experience and pleasure of getting to know seniors. Residents have found a new purpose in their life with the intergenerational opportunities to interact with students.

Staff are encouraged to get involved and support the students and residents in the programs and events. Employees receive an orientation to prepare them with the upcoming event details, schedule, matching, preparing & transporting residents and other necessary support. Teachers prepare students with potential communication challenges, such as speaking loudly, speaking slowly, avoiding slang, and having patience. Students and staff are also briefed on understanding the time constraints of the residents including meal times and rest times. It is also important for the staff to understand that the students are on a class time schedule and may have specific time constraints. The school staff and the senior community staff will often meet to plan new programs and consider the details that will impact both the seniors and the students. Staff are encouraged to provide feedback about intergenerational programs for continual improvement.

The president of CRISTA puts intergenerational programs as one of his top goals and areas of focus, as the intergenerational campus is a wonderful opportunity to build relationships between generations and build understanding of one another. The sustainability of their program is created through the leadership of the Volunteer Coordinator position which also provides leadership for the intergenerational programs. Both through program files, and networking throughout the campus, events are planned, evaluated and improved. The schools additionally require community service, which can be the spur that leads students to volunteer in the senior community. It often happens that what starts as a school requirement becomes a passion for life; with student returning to interact with seniors long after the school requirement is met.

The details of each program are kept in computer files which contain communications, photographs, advertisements, reminders and other documents appropriate to both populations and their staff. It is important that the information gathered reflects the specific needs of the residents and a different set of communications and notes reflect the needs of the students with both the Kings Schools and the Senior Community in mind. Meetings to review events are important following activities to continually improve programs. Brochures have been created to inform and recruit participation among students and seniors.

The programs typically involve many different populations and it's important to get the varied perspectives of students, seniors and staff participating in events to ensure programs are mutually beneficial. Soon after an intergenerational activity or event is completed debriefing meetings, emails soliciting feedback and receipt of residents' personal notes have been good means of feedback to evaluate the efficacy of the programs. Outcomes have been very positive as evidenced by high levels of participation. Most students, residents and staff continue to stay involved in a variety of intergenerational program options and even plant seeds for new opportunities to be created.

Currently, there is not a specific budget available for the intergenerational program. Programs are funding through donations, the Volunteer Department budget or senior community program funding. CRISTA has proven by experience that building a successful intergenerational program is not dependent on having lots of funding to make it happen and make it meaningful.



## EBENEZER RIDGES

The Ebenezer Ridges Care Center in Burnsville, Minnesota is a continuum of care campus offering independent living, assisted living, transitional rehabilitation care and adult day care. In 2002 Ebenezer Ridges added a spacious and stimulating handicap accessible intergenerational child care center to meet growing needs in the community and soon began integrating children and seniors into the same program developing spontaneous, fun, educational and caring activities.

*Ebenezer Ridges  
13820 Community Drive  
Burnsville, MN 55337  
[www.fairview.ebenezer.org](http://www.fairview.ebenezer.org)*

The purpose of the intergenerational program is to build healthy relationships between young and old – this is accomplished through daily opportunities to interact and build relationships with one another. The children and seniors celebrate all of the holidays together by sharing in songs or stories. Ebenezer's Intergenerational Day Care program has served more than 500 seniors and 300 children since opening in 2002 and currently serves more than 200 senior residents on the Ebenezer Burnsville campus, 50 senior clients from the Adult Day Center, and 56-62 children from the day care program ranging in age from six weeks to twelve years. Seniors on campus have a wide range of physical and cognitive abilities, as well as diverse income levels including the federal government defined extremely low category. Central to all efforts is their mission: to help older adults and others make their lives more independent, healthful, meaningful and secure. The child care center is the heart of the campus where they focus on forming relationships not just experiences.

The coordinated approach to intergenerational programming promotes mutually beneficial contact for seniors and children. Trained and licensed staff bring “grandmas” and “grandpas” together with the children on a daily basis both on site and on community outings - improving health and well being, while enriching cultural, social and academic experiences for the seniors and children. A wealth of intergenerational programs such as outdoor play time, gardening, one on one visiting, and arts and crafts provide opportunities for residents and children to explore creativity, build relationships, improve physical and mental health of seniors, promote early childhood development, and live every day with dignity. The intergenerational program focuses on the “whole” person – promoting their social, emotional, physical, spiritual, cognitive and educational growth through providing opportunities to learn from each other by exploring, creating, and providing choices. The mission of the program is to bridge the generation gap - forming bonds that transcend differences in age and ability. The goal is to provide children and seniors on campus with an opportunity to foster meaningful relationships through participation in weekly shared activities. Most recently they have expanded intergenerational creative arts opportunities to include watercolor, photography, pottery, dance, and music.

Their intergenerational program is structured around research showing health and social benefits for the elderly and young alike. The coordinated approach to intergenerational programming promotes mutually beneficial contact for residents, adult day clients and day care children. The program enhances recreational therapy for older adults, improving health and well being, while enriching cultural, social and academic experiences for children. The child care center is at the heart of the campus, so in addition to scheduled activities, seniors and children enjoy spontaneous interactions. Parents Ken and Michele said, “We see the smiles on the faces of the “grandmas” and “grandpas” when the little ones are around, and what child wouldn't benefit from the attention of additional caring adults. You can never have too many grandmas and grandpas.”

Ebenezer Ridges collaborates with dozens of youth and adult volunteer groups, local churches and many community groups including Kairos Intergenerational Dance Theatre, MacPhail Music, Northern Clay Center,

and several local artists - including photographers, painters, and poets/writers. They also maintain partnerships with local schools, including Harriet Bishop School 5th and 6th grade classrooms who visit the seniors monthly to invest their time in community service projects, such as Care Packages for Wounded Soldiers at the Minnesota Veteran's Hospital.

Child care staff includes 10 teachers and 6 part time assistants. Adult day center, Assisted Living, and Skilled Nursing staff include 9 full time and 6 part time employees. Intergenerational activities occur throughout the Ridges campus so staff in all buildings assist in conducting activities. An intergenerational coordinator unifies and streamlines the intergenerational programming providing oversight and coordination across the two programs and throughout the campus. The coordinator works to standardize program delivery, enhance evaluation methods and increase efficiency enabling Ebenezer Ridges to develop a replicable model to share with other senior services and child care providers. The coordinator also conducts monthly intergenerational committee meetings; annual retreats; in-service trainings; and workshops designed to improve programming and educational training for staff. The intergenerational committee- comprised of managers and onsite staff – help maintain, develop and promote the program and also work with dedicated volunteers who provide more than 10,000 hours of service annually campus wide. The Intergenerational program has strong volunteer commitment with great retention. They regularly read to participants, garden, assist with arts and crafts, visit one on one, work as classroom assistants and much more. Volunteers ensure children and seniors receive individualized attention, support and engagement.

The intergenerational program has already shown health benefits for seniors and development benefits for children. By streamlining program delivery and evaluation Ebenezer Ridges has been able to increase intergenerational opportunities, enhance evaluation methods, trim expenses and create a replicable model. Care Center residents' experiences are charted daily. They collect verbal feedback and track participation of residents and volunteers and include the intergenerational program in their annual customer survey. Children's parents have formal conferences twice yearly and receive daily updates.

The program coordinator continues to improve existing evaluation tools, use them to create standards and track performance to ensure the program continues to meet and exceed customers' expectations. By empowering an Intergenerational Program Coordinator, they have successfully increased the quality and quantity of meaningful intergenerational activities on campus. They have presented their program at the Minnesota Health and Housing Alliance conference, Aging Services of Minnesota, and the national meeting of the American Association of Homes and Services for the Aging.

The intergenerational program coordinator position is financially supported by Ebenezer Foundation; support from local corporations/grants; individual contributions; fundraising events and products; in-kind support; and government contracts.

*Children have a special gift in their ability to bring a smile to the faces of "grandpas and grandmas" they get to know in their frequent interactions. I am delighted that my children are not hesitant or frightened by wheelchairs, walkers or canes, and that they so enjoy their activities, especially the crafts they do together and the games they play*

*-Parent Comment*

## GILES HEALTH & FAMILY CENTER

Giles Health & Family Center (GHFC) is a private nonprofit organization serving the rural community of Giles County, Virginia providing adult day care and child care services over the past six years. The adult care center has on average 12 clients per day and the child care center serves an average of 40 children per day. The Center provides care for children up to the age of twelve but on occasion there are children who are older who have also been served. They have enrolled autistic and developmentally delayed teens that were not ready to stay at home alone or lived in a remote area. GHFC provides care that meets the physical, emotional and social needs of adults and children. Through the provision of intergenerational day care, adults and children are able to interact in way that creates respect, pleasure, contentment, and growth.

The adult care center and child care center are all located under one roof with no barriers between the two areas. As the children come to the Center in the morning, they are often heard to say, "I'm here!" or asking "Where is Mr. or Ms. XX?" In the evening, the children will tell the adults good-bye, say "I love you", and give hugs as they leave. The children and adults are able to hear one another throughout the day as well as see what the other is doing. The close proximity allow for the children and adults to interact spontaneously throughout the day. Staff members encourage and are able to supervise any spontaneous interaction.

The children and adults enjoy a structured intergenerational activity time each morning. Staff use this time as an opportunity for adults and children to get better acquainted and to share life experiences. Children and adults sing and dance together and share stories to elicit conversation between the generations. The adults are able to help the children with homework after school, rock toddlers to sleep who are in need of cuddling, play games together, share meal times, do crafts and read together. For Christmas, Easter and graduation, the children and adults together perform a special program for all their families. There are also opportunities during the day for the child who does not want to nap to spend a little time with an adult talking, playing a game or allowing an adult to rock and cuddle them.

All of the staff of GHFC are trained in intergenerational activity as a part of their orientation. The training incorporates elements of the psychological, emotional, social and physical needs of children and adults. All staff are encouraged to promote the interaction including the housekeeping, dietary, and secretarial staffs. Staff assist the children with understanding the elderly, their needs and the benefits of relationships. The adult care staff assist the elderly with learning the names and character of each of the children. The staff are trained to identify those times that a child or adult may benefit from what they can give to

Giles Health & Family Center  
701 Wenonah Avenue  
Pearisburg, VA 24134  
540-921-3024

*One three year old boy's father was in the Army stationed in the Middle East. The child was having a very difficult time being apart from his father. The young child requested to go see Mr. S. one of the adults he had met through intergenerational activities. Mr. S. had Alzheimer's and his wife reported he never had the chance to spend much time with his children or grandchildren. The child went to see Mr. S., climbed on his lap and cried for awhile. Mr. S. did not seem to know what to do at first so he started patting him and humming to him. The child felt very consoled and went to sleep for his nap. This became a daily ritual as the two looked forward to their time together.*

each other, emotionally or socially. Child and adult care staff meet monthly to discuss the individuals we serve and how we can best meet their needs. A full-time Activities Coordinator arranges all the activities and documents the details of the interactions. Staff receive ongoing training in intergenerational activities throughout the year.

Many children who enroll at GHFC are initially afraid of the elderly and do not see beyond their age and disability. After being at the Center for only a few weeks, the children will initiate hugs and will ask to spend time with an elderly person. There are some children who will not leave the Center until they have told their special someone "good-bye". Parents report that their children have developed a respect and concern for the elderly in their families. One parent reported that their daughter was especially kind to an elderly man when she went trick-or-treating on Halloween.

GHFC has worked very closely with the two high schools in the county arranging programming with the students, and the adults and children of the Center. Each month students from the school's building trade's class make wooden ornaments. The local Senior Services program will sand them and then the adults and children of the Center will paint them with the seniors of the Senior Center. The ornaments are placed on a tree which is displayed throughout the year with seasonal decor.

GHFC has monitored the success of their program through evaluations of adult clients, older youth, parents and caretakers. Also, staff will document any positive or negative response or reaction to our program activity. These are all discussed at staff meetings and problem-solved when necessary. Positive reactions are studied for their future usefulness. The results of surveys have been positive and complimentary of the program. Parents have stated that they have chosen the program because of the intergenerational element and are very pleased with the development of their child as a result of the interaction.

It is difficult to meet the financial obligations of adult and child day care especially when the care is subsidized by government organizations that do not reimburse at the standard rate. Therefore, the Center began providing non-emergency medical transports for clients receiving Medicaid in the county. Giles County has no public transportation. Many citizens do not have the means to get to medical appointments and cannot afford to pay someone to take them. The Center received grant funding to purchase a handicapped bus and a car and is now the only Medicaid transportation provider in the County. This additional income helps the Center remain financially solvent and able to continue to provide intergenerational care. GHFC is funded by Virginia Medicaid, the Veteran's Administration, private insurances, the Giles County Dept. of Social Services, the regional Seniors Program, and private payers.

*One child, whose grandparents lived in a faraway state, identified one elderly female client, Mrs. J, as his "grandma" because she closely resembled his grandmother. He would greet her first thing in the morning when he arrived, bringing her special gifts that he had made or compelled his mother to purchase. Mrs. J suffered from depression and chose many days to remain at home alone rather than coming to the center. After this boy "adopted" her, she rarely missed a day and her mood improved greatly. She would tell us that she had to be here for her little friend.*

## HERITAGE DAY HEALTH CENTERS

The mission of Heritage Day Health Centers is to provide comprehensive day care services for the frail elderly and disabled that promote independence for the client and support for the family caregiver. Intergenerational programming is a core component of the adult day services at all five of their central Ohio centers. It is at the Broad Street Center, however, that they experience a true meshing of the generations. At this center, they have developed collaborative intergenerational programs with the Child Development Council of Franklin County (CDC) who operates a Head Start program within the same building. This collaboration successfully brings together young children (ages 4-6) and older adults five days a week. The center is located in a very low income area of Columbus, and the majority of the program participants (both young and old) come from the surrounding inner city. The vast majority of Heritage clients receive assistance to attend the program through county and state programs. The co-located program at the Broad Street Center has been in operation since 1994.

*Heritage Day Health Centers  
3341 E. Livingston Avenue  
Columbus, OH 43227  
[www.heritagedayhealth.org](http://www.heritagedayhealth.org)*

Heritage Day Health Centers and CDC Head Start operate independent programs within dedicated spaces in a 12,000 square foot building. The programs share two outdoor playgrounds/activity areas, the Generations Gardens and a community space provided for intergenerational activities. The programs are linked through a monthly intergenerational calendar that is created to plan for a variety of intergenerational activities, including exercise, arts and crafts, gardening, adaptive sports and games (volleyball, balloon bat, Wii bowling, etc.), holiday/seasonal events (Winterfest, Summer Carnival) and birthday parties. Through grant awards, they are able to provide specialty programs each week – Music Therapy, Art Therapy, Rhythm and Movement, and Tai Chi. Offering these adjunctive therapies provides new experiences for both generations. In addition to the scheduled activities, both the children and the Grandmas and Grandpas are able to make spontaneous visits to each other's spaces for reading groups, naptime, lunch/snacks and socialization. In addition to daily activities, they have an intergenerational choir (led by the Music Therapist) that travels to local nursing homes for special performances. The site also hosts one-day "internships" for community teachers, college students and youth church groups to experience intergenerational programming.

On average, 30 older adults attend adult day services at the Broad Street center each day. Approximately 35 children attend the Head Start program daily. It is not uncommon that older adult clients will prefer to observe adult day activities rather than participate in them. Similarly, it is not a rarity for children to need strong encouragement in order to join in a Head Start activity. However, staff observed that when intergenerational activities are scheduled both age groups show more interest in joining the activity and often times actively participate. Staff members have also observed that the children and older adults respond better to each other's encouragement to participate than with just the staff's encouragement. At the time of this nomination, there is one older adult participant who only participates in intergenerational activities. When asked why, he states, "It makes me feel important." (He otherwise stays busy in



PHOTO BY HERITAGE DAY HEALTH CENTERS

independent projects when not with the children.) In addition to greater participation, both generations gain a better understanding and have a more positive impression of each other. They know of at least three cases where Heritage adult day clients are the only “grandparents” that the CDC children have and equally the CDC kids are the only “grandchildren” the Heritage clients will ever know.

Heritage’s first partner for an intergenerational program was the YWCA, who operated a child care program in our Broad Street site in 1994. In 2005, the YWCA child care program relocated. The Child Development Council Head Start program became the collaborative partner in 2006. While a collaborative partner is imperative for a program to thrive, the value of intergenerational programming is a strongly held core belief of Heritage Day Health Centers. Heritage provides an Intergenerational Director to lead both the Heritage and Head Start teams in the design and implementation of activities. General staff orientation includes a video and discussion of intergenerational programming – benefits, goals, best practices, evaluation of outcomes, etc. The Program Directors for each program are trained using a Replication Manual. Activity planning is conducted by staff members from both teams and includes participant input. Additional meetings are scheduled to prepare for special events, field trips, etc.

Older adult and child participation is documented daily. The specific activity and the level of participation are noted, i.e. actively participated, partially participated, observed, rested, socialized, independent activity. This information is presented to caregivers and older adult participants in regularly scheduled care plan meetings. Parents of Head Start participants are apprised at parent/teacher conferences. As of November 2009, over 65 % of older adult clients participated at a higher level during intergenerational activities than their usual level of participation in activities where children are not involved and 81% of children participated at a higher level.



PHOTO BY HERITAGE DAY HEALTH CENTERS

Basic level intergenerational programming in their model contributes only minimally to the cost of providing comprehensive adult day services to the clients that are served. Intergenerational programming does not impact CDC Head Start’s program costs to any significant degree. Bringing the generations together within the same building adds little to the cost of either program. HDHC enjoys reasonably stable funding through a highly diversified funding stream, as does CDC Head Start. Daily intergenerational programming is as much a part of the service delivered to their clients as is nursing service or transportation to and from the centers. It is from the operating revenues that the basic level programming is funded. Heritage Day Health Centers has never been satisfied to provide intergenerational programming at a basic level and aggressively seek opportunities for funding that will enhance their client experiences. A committed staff and board have continued to find grant monies and individual donations which are necessary to provide adjunctive therapies, special event supplies, and intergenerational staff payroll dollars that sustain the program at an enhanced level. As a tenant, the CDC Head Start program provides income through rent. Funding specific to intergenerational programming is obtained from the Franklin County Office on Aging, City of Columbus and grant writing. All other operational funding is provided through government contracts.

## ST. JOHN'S GRANDKIDS/V.I.K. CLUB

St. John's GrandKids, a childcare center in St. John Lutheran Home, began in 1988 to meet the need for childcare in the community and for the children of staff of the skilled nursing home, with the philosophy that older adults and children benefit through interaction with each other. VIK (Very Important Kids) Club was started as a summer daycare for school age children and added a full-year Kindergarten Readiness and after school program. St. John's Grandkids and VIK Club are committed to meeting the individual needs of children through educational and recreational enhancements.

*St. John's GrandKids/V.I.K. Club  
201 S. County Road 5  
Springfield, MN 56087  
[www.sjhome.com](http://www.sjhome.com)*

For children, St. John's Grandkids/VIK Club is a place that cherishes wisdom, builds self-esteem, offers intergenerational opportunities, and values learning at all ages. The intergenerational program includes all of the St. John's Circle of Care - skilled nursing home, Alzheimer/dementia care unit, memory care facility, senior congregate housing complex, and senior housing. The infants and toddlers take daily buggy rides to visit nursing home residents. The 3 year old class visits twice weekly with the tenants in Vista Ridge, the memory care facility. The 4 year old class does a daily station visit with each station in the nursing home. The 4 year old class eats daily in the dining room with the residents of St. John's Lutheran Home - seated at the same table as the residents with much interaction. Once a week the 3 & 4 year old classes visit senior housing for a planned activity and once a month the 3 & 4 year old classes visit congregate housing for a planned activity.

Monthly activities are planned such as: Chinese New Year, Beach Day, Rubber Ducky's B-day, Valentines Fun, Peanut Day, Dr. Seuss's B-day, St. Patrick's Day, April Fool's Day, Easter, Fiesta Day, Planting Projects, Birdhouse Building with the Boys, Tea Party with the Girls, Red Hat Ladies with the girls, Tractor Fun with the boys, Johnny Appleseed's B-day, Pizza Day, Pasta Day, Halloween Fun, Homemade Bread Day, a huge Thanksgiving Feast and a Christmas Program. They also enjoy music time, reading time, bingo or games and many ecumenical prayer services together. Three times per week, sensory groups are held with one on one visits with residents of a lower cognitive level who have special needs. They work with the Therapeutic Recreation department to provide activities for residents who are not responsive to general activities. They interact with the children positively and with enthusiasm. The intergenerational, barrier-free playground in the center of the campus demonstrates their commitment to welcome people all ages.

There are currently 53 children enrolled in GrandKids and V.I.K., about 20 pre-teen and teen volunteers, and approximately 150 elders in the Circle of Care. The benefits to the children are: first and foremost - a respect for elders, erasing the fear of walkers, wheelchairs, different appearances, and gives unconditional love and an acceptance of life and death. For the Elders, they show a positive response to children, they are able to reminisce; they get the chance to be "Grandparents" on a daily basis, they become teachers again. Children have energy which transfers to the elders. One very unresponsive resident, who does not respond to stimulation or interaction from staff, will smile when



PHOTO BY ST. JOHN'S GRANDKIDS/VIK CLUB

a baby is held up to her. Another resident was not eating because of a severe case of depression, he no longer cared. The children at his table challenged him to be in the “clean plate club”, that was over a year ago and he never disappoints them by cleaning his plate now almost every day. The tenants in the Vista Ridge memory suites love to recall nursery rhymes and familiar childhood songs with the children on their visits, as do the residents of Riverhaven, the dementia care unit. A woman who was having memories of her children when they were small and was sure they were missing was brought to the childcare center to see the children and felt a reassurance to know that her children were safe. Residents are brought in to read stories, rock babies and are able to interact when they are feeling lonely or are in need of “special care.”

Many of the high school students have gone on to specialize in childcare or early childhood education. The facility serves and supports whole families; there are two- four generation families at St. John, where Great Grandmas, Grandmas, and Moms who work there have their small children in care. There is one child enrolled in GrandKids who has a Great-Great Grandma in the “Circle of Care.” All staff is trained at orientation on the benefits and the expectations of intergenerational care. The Chaplin, Therapeutic Recreation Director and the Childcare Director meet monthly to evaluate the previous month and to plan for the coming month. The Director of the Childcare Program documents all intergenerational activities so they may be replicated each year. Recently an employee survey was conducted as to the importance of the intergenerational programs at St. John’s, and out of 120 returned surveys they had a 99% positive response in relation to intergenerational programming.

With limited financial resources, the creativity, ingenuity, and commitment to excellence to create an environment where people of all ages learn, contribute, care for one another, and play have been maximized. This year, they conducted a capital campaign raising over \$80,000 from donors locally and around the country for the new intergenerational playground, where elders could participate with the young not just sit on a bench and observe. Within the Circle of Care they rely on room and board of tenants and residents, state and federal subsidies, various insurances, tuition of parents enrolled in childcare and various grants and fundraising efforts to support the program.

*Another resident was not eating because of a severe case of depression, he no longer cared. The children at his table challenged him to be in the “clean plate club”, that was over a year ago and he never disappoints them by cleaning his plate now almost every day.*



PHOTO BY ST. JOHN'S GRANDKIDS/VIK CLUB



# 2010 National Finalists

## CENTER FOR GENERATIONS, ST. JOHN'S LUTHERAN MINISTRIES

Center for Generations is a childcare located on the campus of St. John's Lutheran Ministries and housed in the nursing home facility. The childcare accommodates children from birth- age 12, complete with Preschool and Pre-Kindergarten programs as well as Afterschool care. St. John's Lutheran Ministries campus offers a continuum of care for the residents on the campus, which includes: Independent Living, Assisted Living, Skilled Nursing, Dementia Care, and Senior Day Care. Over the past 10 years the Center for Generations has developed into an intergenerational program that is sustainable and gives to both the St. John's community, as well as the larger Billings community. They have created an environment that provides quality education and support for youth as well as dignity and love to the residents. Through intergenerational programming, they give hope for the future and respect of the past.

*Center for Generations,  
St. John's Lutheran Ministries  
3940 Rimrock Road  
Billings, MT 59102  
[www.sjlm.org](http://www.sjlm.org)*

Center for Generations has created an intergenerational committee whose main function is to work closely with the activities coordinators in the various facilities of St. John's to create developmentally appropriate activities, environment and schedules for the children, teachers and residents. The daily curriculum encompasses developmental growth for children and residents, referred to as "grandmas and grandpas" by the children. Intergenerational activities range from singing and art projects with the residents, dining for lunch daily in the various dining rooms across campus, sitting amongst and having conversations with the residents, playing games such as bingo and checkers, puzzles, manicures, and story times.

They also coordinate seasonal activities such as Halloween celebrations (trick or treating, costume parties), Christmas Programs, Easter Egg Hunts, Birthday Parties, Mardi Gras parades, and Talent Shows. Along with the daily planned activities, environments have been created to facilitate spontaneous interactions and relationship building. The infant room has a "grandma and grandpa chair" to accommodate those who want to visit and help feed or rock babies. St. John's has many lobby/living areas that are child friendly for everyone to enjoy a common gathering place. Many residents come into the Center for Generations to read stories and bring treats and hugs. Stories of how things "used to be" are often over heard at lunch time and during bingo with the older children. The grandma's and grandpa's make sure to go out of their way to support the children of the center whether it be bringing their cars to the fundraiser car wash for a haphazard clean, or buying cookies from the bake sale.

*Children as young as 15  
months know how to get to  
Grandpa Norm's room, for  
treats and his mouse puppet  
that never seems to get old  
to the children.*

The Center for Generations enrolls one hundred and thirty seven children, a blend of employee and community families. St. John's Lutheran Ministries serves two hundred and fourteen residents. The benefits of the intergenerational program are significant for both the children and the residents. The children are able to learn from the residents, whether it is a baby who learns not to fear the aging or the older children learning from

their history. The children learn respect for the elderly and the aging process and compassion through the strong relationships they develop with the “grandmas and grandpas”. The residents gain support through the relationships established, a sense of pride and empowerment in helping the positive development of a child. Many of the grandmas and grandpas have families who don’t live locally, so this helps to give them a family environment, and build lasting bonds. It gives the residents warmth with every hug they receive and knowledge that they are leaving a foot print on this earth and on the hearts of the young.

Center for Generations is a benefit to the employees at St. John’s, as well as to the residents, and operates at a large financial loss to St. John’s Lutheran Ministries. The program includes community children to try and offset the loss as well as provide quality childcare to the Billings community. Many departments play a strong role in the sustainability of program operations and the facilitation of intergenerational opportunities.

All staff participate in a training and orientation process that outlines the mission and expectations. The teachers at the center receive training upon hire that outlines the guidelines and importance of intergenerational activities. The teachers then work with the intergenerational committee to connect with the appropriate activities coordinators in order to create and implement additional intergenerational activities. In addition, the teachers are given a tour of the campus, shown where many spontaneous interactions take place, and have an opportunity to meet some of the grandmas and grandpas. Every class participates in developing an intergenerational calendar that gives an outline to follow, and helps with documentation as well as ideas for further intergenerational development. A part of the training is also provided to the nursing staff in each cottage (assisted living, skilled care, and dementia care houses). The Director of Center for Generations speaks with the staff in each cottage about the importance of intergenerational activities, ideas, and means of incorporating and facilitating activities in collaboration with the different classrooms. There is follow up with the teachers as well as the activities coordinator who oversees the cottages to ensure that a relationship is formed and appropriate interactions and activities are taking place.

The intergenerational committee keeps a running monthly schedule of planned activities as well as examples of spontaneous interactions that take place. They make sure to document through their committee successes as well as areas for growth to ensure that program continues to develop and strengthen. All of these documentations are used to help with new staff orientation and training purposes. The committee also meets with staff at monthly staff meetings to evaluate successes of the intergenerational programming and opportunities for growth. The program sends home an annual parent survey, which encompasses every aspect of the program from administration classroom functions and relationships to curriculum and intergenerational activities.

*Our pre-k children were at a park on a field trip, coincidentally at the same time as a neighboring nursing home facility. Our children were on their way back to one of our vans when they saw the "grandmas and grandpas" at one of the picnic benches, they instantly ran over and began talking with them, asking what they were doing and eating. They sat and chatted with the residents while the staff of the neighboring nursing home looked on with dropped jaws.*

## EASTER SEALS GREATER WASHINGTON-BALTIMORE REGION

The goal of Easter Seals' Harry & Jeanette Weinberg Inter-Generational Center (IGC) is to transform the community allowing the best of all generations and society to emerge. The Inter-Generational Center is a national and regional model, which serves children, adults, and their families under one roof, making meaningful connections between generations and people with and without disabilities every day. Easter Seals envisions a society that values all people from all generations and will influence a new culture of intergenerational shared sites and programs throughout the nation. The Inter-Generational Center is part of the family of Easter Seals programs and services across Maryland, Northern Virginia and the District of Columbia. Through programs and services, Easter Seals breaks down barriers of the past and works to ensure that all people with disabilities or special needs and their families have equal opportunities to live, learn, work and play in their communities. From newborn to the most senior, including Autism to Alzheimer's disease until there is a cure, there is Easter Seals. As the Easter Seals' regional headquarters, the IGC incorporates early education and child development center; adult and senior social/medical day program; assistive technology and therapy center; corporate and family caregiver resource center; respite program; and education and training center

*Easter Seals Greater Washington-  
Baltimore Region  
1420 Spring Street  
Silver Spring, MD 20910  
[www.gwbr.easterseals.com](http://www.gwbr.easterseals.com)*

Easter Seals' Inter-Generational Center not only breaks down figurative barriers between generations and people with and without disabilities, but also is a physically inclusive environment. This barrier-free building fosters informal interactions as well as easy transitions to regularly scheduled formal interactions. The center has a homelike environment where one will never see a white coat walking the halls. For example, the atrium encourages a strong sense of shared experience and meaningful connections between individuals supporting or attending the IGC. The atrium is centrally located on the first floor of the building, immediately accessible from the entryway and from each of the program spaces surrounding it and extends upward through the entire height of the facility. In this way, the Atrium is the unifying center of the entire building. Individual elements like little and big chairs peppered throughout the building, promote Easter Seals' philosophy of inclusion. Another example of the how the physical environment fosters both formal and informal interactions is through the all-accessible playground and garden that has a gated transition to both the child and adult side to facilitate shared activities in the outdoors, like the gardening and artwork. Every aspect of the Inter-Generational Center provides a humanizing experience too often absent from healthcare facilities.

As of the time of the nomination, the IGC had 45 children (capacity of 64) who participate in intergenerational activities with about 23 adult clients (with a capacity of 76). The clients enjoy participating in cooking activities, music and movement, sensory activities, reading, gardening, dancing, exercise classes, yoga, and many other spontaneous and deliberate activities. The oldest children are eager for their time with their "elder friends" (the name the children came up with to call the adult clients). The children have created photo albums with their elder friends so they can continue to feel their presence even when they are apart. The books are kept in classrooms for the children to refer to



PHOTO BY EASTER SEALS

whenever they want. Client and caregiver satisfaction surveys indicate high levels of activity enjoyment, improved quality of life, and improved medical and mental health status.

Easter Seals' IGC makes it a priority to support community outreach, prevention and education programs aimed at reducing disparities in access to health care for the elderly and young children – those with disabilities or special needs and those without. Easter Seals serves the most vulnerable populations: on average, 80 percent of clients in the senior, children and community programs are considered low- and moderate-income based on federal guidelines. The IGC is also used for community forums, respite care and training by private and public organizations. Easter Seals has collaborated or is collaborating with a number of national agencies to develop and maintain a quality intergenerational care program. Partners include, for example, Walter Reed Army Medical Hospital, the Agency for Healthcare Research and Quality (AHRQ) and Generations United. Easter Seals actively reaches out to offices at community, county, and state organizations, including, but not limited to, Montgomery County Area Agency on Aging, Montgomery County Public Schools, and the Maryland State Developmental Disabilities Council, Montgomery County Infants and Toddlers Program, Rehabilitation Services Inc.

Easter Seals created an intergenerational manual and best practices in collaboration with The Department of Human Development at Virginia Tech, the Center for Intergenerational Learning at Temple University, and Johns Hopkins University. The staff works together to develop and implement intergenerational activities. Activities are monitored and evaluated by center leadership. The staff has ongoing trainings to fine-tune the interactions for all age groups and the staff shares their weekly thoughts with directors to ensure the needs from both age groups are met. IGC leadership visits other intergenerational facilities and conferences, such as the annual Generations United International Conference, to grow concepts and learn from other organizations.

*Before Ana, 78, attended the center she was isolated and at risk for depression. Ana said, "Because I stayed at my daughter's home alone all day I barely walked and my body and legs always ached." Since attending the Inter-Generational Center she now exercises every day, interacts with other seniors and plays with the children throughout her day before her daughter picks her up after work. Ana said that since her enrollment she has seen great improvement in her Osteoarthritis and her Diabetes and she can't get enough of all the activities with the children.*

## JENNINGS CENTER

The Jennings Center for Older Adults provides a continuum of care that includes adult day services; Alzheimer's/dementia care; assisted living; child/infant care; intergenerational programs; independent living; long-term care; short-term rehabilitation; respite; and senior apartments and villa homes.

The childcare program, the Learning Circle at Jennings Center for Older Adults, provides a combination of classroom structure and free play that fosters a positive environment for learning as well as child development and growth. Serving children on campus since 1999, The Learning Circle serves children from 6 weeks to 12 years of age. In this relaxed, pressure-free, intergenerational

*Jennings Center  
10204 Granger Road  
Garfield Heights, OH 44130  
[www.jenningscenter.org](http://www.jenningscenter.org)*

atmosphere, the child's development is guided with love, attention, discipline and learning. Emphasis is placed on his/her social and educational development. Learning opportunities are encouraged between seniors and younger generations from preschoolers to teens, which foster learning and mentoring relationships that greatly impact the lives of both generations. Daily programs offer activities and tools to foster this important positive interaction and provide life-enriching experiences. The Creation Station is the intergenerational hub where most of art, cooking and music programs occur. There is also a play area for families and children and teachers to use. All areas of the Nursing Home as and Adult Day Center participate in intergenerational interactions, with a schedule of children visits on particular days.

In addition to the childcare center, they partner with a public school and career center for intergenerational activities such as the Oasis Reading Program, Master Arts, and a Drumming Circle. Through the Oasis Reading Group, one man learned to read. The intergenerational programming has brought new opportunities for people who are aging and has helped the younger generation learn about the past. The joy of the children and residents are very evident in each activity. There are programs where the children perform with dancing and singing. They also offered the "Kids Love Musicals" where a professional musician led a production of "Peter Pan," their first intergenerational musical. Students from the Cuyahoga Career Center clean and sanitize chairs and then participate in an activity with the Adult Day Center. They planned intergenerational parties, brought newspapers in and led current event discussions and did a time line study. They partner with a Brownie Troop to help the girls earn their Looking in the Past Badges for working with the elderly. The boys in the day care joined the "Java and Jazz" men's group, helping the men serve coffee and sell donuts. The boys also have the opportunity to play cards with the men and really enjoy doing the "man thing".

All activities are tailored to meet the needs of the adults and children involving residents with advanced dementia as well as higher functioning residents. From mentoring and reading to baking cookies they develop activities appropriate for the residents as well as the developmental level of the children. The current coordinator is a certified activity director, and holds a degree in early childhood and courses in art therapy. Staff develop a budget for the intergenerational programming. Families donate supplies for activities. The coordinator of intergenerational programming reports to the day care director and coordinates activities with the coordinators of the individual communities as well as the human resources department? who provide volunteers. A calendar of activities is developed for each month. The number of students who participate in each activity is documented. A file on each project is maintained including photographs and flip cam videos of events. The program is evaluated by the day care director. The life enrichment department works with the coordinator and gives feedback regarding programming. Funding is provided by the Catholic Diocese.

## LUTHERAN LIFE VILLAGES & CHILDREN'S VILLAGE

Lutheran Life Villages is a continuing care retirement community offering independent living, assisted living, skilled nursing, rehabilitation/therapy, dementia care and childcare on two campuses in Fort Wayne and Kendallville Indiana. In total, they care for over 500 residents, 400 employees, 200 children, 90 grandparents and 200 volunteers. They are the 3<sup>rd</sup> largest non-profit senior community in Indiana and one of the top 125 senior communities in America. In addition to operating two campuses, Lutheran Life Villages is supported by the Lutheran Life Villages Foundation (the charitable arm of the organization) and is also the regional sponsor of the Foster Grandparents Program. Early Adventures Early Learning Center opened on the Kendallville campus in 2000, with Children's Village joining the Fort Wayne

*Lutheran Life Villages &  
Children's Village*  
6701 S. Anthony Boulevard  
Fort Wayne, IN 46816  
[www.lutheranlifevillages.org](http://www.lutheranlifevillages.org)

campus in 2006. After four different locations and nine major additions, the most recent update is not of location, but of identity, making sure their name and brand match who they are—a premier retirement living provider with a focus on life-enriching opportunities. The new name, Lutheran Life Villages & Children’s Village, represents their efforts to create a place where people want to live, professionals want to work and family and community members want to visit in a world ready for a new era of living for older adults.

Both of the Children’s Village sites are physically attached to the senior communities, ensuring direct, and constant, interaction between the residents and the children. Daily schedules of the children include riding their “buggies” throughout the hallways so that residents can wave “hello!” and talk with the youth; daily planned intergenerational activities that include sidewalk chalk drawing, “pudding art”, and craft creations; and daily playground activities that are easily viewable from common areas and resident rooms.

Unlike the traditional “room volunteer” common at many schools, the residents are actively involved with the children and truly consider themselves surrogate grandparents as the children commonly refer to them as “grandma and grandpa”. Another important aspect of having the childcare centers on the senior living properties is the economies of scale: the senior living dietary staff creates all meals and snacks for the children; utilities are shared; and lawn care/snow removal is shared.

While Kendallville will have children and residents that are actually related, the Fort Wayne site has a predominantly Caucasian senior population coupled with a predominantly minority children’s population. For many of the children, these “grandparents” may be the only non-minority adults they know, and for the residents, it creates a wonderful opportunity for them to learn new cultures, viewpoints, and relationships.

The intergenerational programming is evaluated in several ways, including census, participation, and testimonials. In Kendallville, Children’s Village opened in 2000 as Indiana’s first such learning center licensed for intergenerational programming. The current economic recession has placed a great deal of hardships on the community as many of the local, long-standing factories and businesses have either closed or severely cut staff. The center responded by creating (and fundraising for) bridge scholarships to help “bridge the gap” for parents that want to keep their child at Children’s Village and hence provide some stability for them as the parents try and recover from their economic situation.

In addition to the training required for all Indiana licensed childcare facilities, Children’s Village staff complete the same SILVERCHAIR training that senior community staff complete; Senior Community staff are more than willing to assist with any of the childcare staff needs; and the director of Children’s Village works closely with the senior housing wellness and activity director to schedule daily intergenerational activities, plan for supplies needed for projects, and plan adequate space to be used so that all residents who want to are able to attend. All age groups of children are included in the planning: even babies go upstairs at least once per week for “room



PHOTO BY LUTHERAN LIFE VILLAGES

*“When my wife died, I thought I would sit in front of the TV and die. Now I spend three days a week with ‘My Little Angels.’ They call me ‘Grandpa’ when they see me in the hallways!”*

visits”. After the directors meet, plans are added to the residents’ monthly calendar of events. They create a chart that delineates which age group will be participating, where they will be ‘working’, and what supplies will be needed (quantity and who will supply). The teachers suggest activities (relating plans to their weekly units, etc. – taking into consideration what their children can do successfully). The daycare keeps any specific plans, instructions, list of supplies needed, etc. to be used or altered in the future. They use a variety of resources to do their planning. The directors compare notes on what has worked and what might need adjusted for joint activities. Teachers share input and contact leadership immediately if necessary, but most items wait until the next periodic planning session to adjust project locations due to space, table availability and even who is participating. Certain populations, including residents and child age ranges, do not always mesh, so staff adjusts schedules for those reasons, as well. Outcomes are consistently positive, since as stated before any adjustments or changes needed are either resolved immediately or “tweaked” at the planning sessions.

Lutheran Life Villages is a non-profit entity that raises funds to augment what resident payments, parent tuition, and government reimbursements do not cover. Children’s Village is considered part of the core mission, and therefore the benefit to the senior residents outweighs any financial liability. Individuals, corporations, foundations, and an annual scholarship tuition event all help continue the fundraising efforts. Any additional funding needed comes from Lutheran Life Villages operational funds. Lutheran Life Villages relies on resident fees, governmental reimbursements, and charitable support for its overall operations as well. The organization considers Children’s Village as much a needed program as its Pastoral Services and Wellness Department.

*It brightens the day when I share time with the children who know I love them. We share hugs, books, puzzles and games. They are the grandchildren I do not have living near.*

## WINDSOR PLACE

Windsor Place is a long term care company that provides an array of services to the seniors of Southwest Kansas. The scope of the operations include a home health agency serving over 1,300 clients, 2 assisted living facilities and 3 nursing facilities. In addition to these core services, additional services provided to aged and disabled clients involve transportation programs, outpatient therapy, adult day care, respite care, weekend Meals on Wheels and 2 monthly support groups.

In an effort to keep community members engaged, Windsor Place and the USD 445 school district partnered for many years in providing intergenerational programs to Windsor Place elders. Both elders and children alike, enjoy the time they have together whether it is reading, doing homework or special craft/project work. Because of this deepening partnership, the next logical step was to have a classroom in the facility. The USD 445 School Board and Windsor Place partnered to make this happen. On August 25, 2008, a public school all-day kindergarten class began right in the middle of Windsor Place. The elders each day gather around in anticipation of the children’s arrival. The children arrive with smiles, eager to expand their education.

*Windsor Place  
2921 W. 1<sup>st</sup> Street  
Coffeyville, KS 67337  
[www.windsorplace.net](http://www.windsorplace.net)*

The Age to Age kindergarten classroom, inside a skilled nursing facility is a collaborative between Windsor Place and public school district, USD 445. Twenty kindergarten students are provided an educational experience where facility residents and students interact academically and socially throughout the school day to enhance the educational and general well-being of both generations. This program provides purpose and engagement to the elders while providing encouragement, acceptance and affirmation to the students. It is a life changer.

The classroom is organized where children are partnered at various points throughout the day with the elders to read, exercise and learn valuable lessons that only the elders can provide. The children are also involved in activities at the school so that interaction with other children occurs and prepares them for next school year, when they will attend Community Elementary. This program helps to educate the community on long-term care and the important role elders play in the lives of children. Children learn to respect diversity which naturally transfers to the home and community.



PHOTO BY WINDSOR PLACE

The partnership between the facility and school district and the classroom teacher and activities director are key factors in success. The current classroom teacher is a popular and experienced kindergarten teacher. She has had a parent with dementia and was familiar with the facility. The current activities director is a former teacher's aide and has previous college hours in education. The staff partnership includes: weekly meetings with school, facility and special services to prepare for classroom's opening; regular meetings between teacher and activities director; regular meetings between activities director and her staff; daily morning check-ins between activities director and teacher; and staff involvement with classroom and activities. They encourage community support through formal open houses, informal visits, presentations to civic organizations, and an open door policy for family members to visit classroom.

In addition to the space, Windsor Place provides a liaison person (activities director) with a staff of four support personnel (when needed), supplies for intergenerational activities, refreshments and supplies for special events, custodial services - daily maintenance of classroom and playground, and classroom utilities. The USD 445 provides the teacher and teacher's aide salaries as well as all student furniture, curriculum needs, principal on call, food service delivery, support for special needs, and bus transportation.

A complete chronicle of the project has been maintained since January 2007. Presentations on the implementation have been made to national conferences and the Rothchild Foundation is funding Kansas State University to assist in the development of a program development and implementation guide for the Age to Age program.

Kansas State University completed data collection and gathered resident stories to measure elder impacts. Kansas State will also assist USD 445 in assembling student performance impacts. Anecdotally, it is reported by 1st grade teachers that children who participated in the Age to Age kindergarten read 2 - 4 grade levels higher than other 1st graders.



PHOTO BY WINDSOR PLACE



# Past Award Winners & Finalists

## AWARD WINNERS:

*Children's Family Center on the campus of Messiah Village in Mechanicsburg, PA (2009)*

*Intergenerational Learning Center of Providence Mount St. Vincent in Seattle, WA (2009)*

*The JEWEL Program - A Partnership between Mount Kisco Day Care Center and My Second Home in Mount Kisco, NY (2008)*

*Jewish Community Center of Louisville, KY (2009)*

*The Gordon & Marilyn Macklin Intergenerational Institute at Birchaven Retirement Village in Findlay, OH (2008)*

*Neighbors Growing Together, Virginia Tech Intergenerational Program in Blacksburg, VA (2008)*

*New Alternatives Inc.'s San Pasqual Academy Neighbors Program in San Diego, CA (2008)*

*St. Ann Center for Intergenerational Care in Milwaukee, WI (2009 and 2008 National Finalist)*

*Tiny Tigers Intergenerational Center in Marshfield, WI (2009)*

*United Retirement Center/Avera in Brookings, SD (2008)*

## NATIONAL FINALISTS:

*Beatitudes Agelink - Phoenix, AZ (2009)*

*Friendship Center on the campus of Heath Village in Hackettstown, NJ (2009)*

*Generations Together in Dexter, MI (2009)*

*Grandma's House at Westminster Care of Orlando, FL (2008)*

*Greene County Educational Service Center's Intergenerational Preschool Program at the Friends Care Community in Yellow Springs, OH (2008)*

*Hesston Intergenerational Child Development Center at Showalter Villa in Hesston, KS (2008)*

*JABA in Charlottesville, VA (2009)*

*ONEgeneration in Van Nuys, CA (2009)*

*St. Paul Senior Homes & Services Intergenerational Day Care Program in San Diego, CA (2009)*

*St. Vincent de Paul Center/Laboure House in Chicago, IL (2009)*

*The Salvation Army, Syracuse Area Services in Syracuse, NY (2009)*

*Under One Roof, Inc.™ (The Marvin) in Norwalk, CT (2008)*

# Shared Site Resources

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

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

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

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

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

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

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

## **Intergenerational Shared Sites: Saving Dollars While Making Sense (2008)**

This report highlights the findings from the first national analysis of cost-savings in intergenerational shared site programs. This exploratory study conducted by Drs Shannon Jarrott and Aaron Schroeder and Owen Perkins of Virginia Tech found evidence that intergenerational shared site programs that share expenses also save money.

## **The 2008 Intergenerational Shared Site Best Practice Awards Report (2008)**

This document provides profiles on all ten of the recognized organizations from the 2008 best practice awards competition and showcases the excellent work they do to unite the generations under one roof.

## **Intergenerational Shared Sites: Making the Case (2006)**

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

## **Intergenerational Shared Sites: Troubleshooting (2006)**

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

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

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

**Fact Sheet: Intergenerational Shared Site Programs (2005)**

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