

REACHING ACROSS THE AGES:



An Action Agenda

to Strengthen

Communities

Through

Intergenerational

Shared Sites

and

Shared Resources

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Dedication

This monograph is dedicated to the children, youth, and older adults who thrive in intergenerational shared site programs and to the many talented individuals and groups across the country who work together every day to break down the artificially created barriers between the generations.



Photo credits: Josephine Heitzman, Cleone Mocik, Mary Beth Burkholder, Robert Kasey, Phil McCleary, J. Larry Golfer, Joan Lawrence, Generations of Hope, Marilyn Probe and Tatyana Janczura. Many of the photographs featured in this publication are from Generations United's 2002 Intergenerational Photography Contest.

Generations United

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

Mission:

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

Vision:

A society that values all generations.

Core Beliefs:

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

- *Intergenerational collaboration will unite and improve our communities.*
- *Every person, younger and older, adds value to our communities.*
- *Public policy should meet the needs of all generations.*
- *Resources are more wisely used when they connect the generations rather than separate them.*
- *Discrimination in any form limits a person's potential to contribute to the development of their community.*
- *Grandparents and other relatives who step forward to raise children are providing an invaluable service to their families and our country.*

About Generations United's Project SHARE

Generations United (GU) believes that resources are better used when they unite rather than separate the generations. GU recognizes the inherent benefits of connecting generations, sharing resources, and strengthening communities through intergenerational shared sites and shared resource programs. With the generous support of the Helen Andrus Benedict Foundation, Generations United established Project SHARE (Sharing Helps All Resources Expand). Project SHARE is a field-building initiative designed to advance policy and practice related to intergenerational shared sites and shared resources. Under its auspices, GU convened a national expert symposium on intergenerational shared sites and shared resources; is publishing and disseminating this monograph, and has been providing training and technical assistance.

Executive Summary

The growing intergenerational field aims to create more contact between the “bookend” generations, with children at one end of the age spectrum and older adults at the other.

Generations United contends that intergenerational experiences that emphasize interaction – not just entertainment – are mutually beneficial to both children and older adults. GU also believes that both children and older adults are valuable assets within society, not “problems” to be solved. Both groups have talents and resources to share.

In recent decades, however, it has become increasingly rare to find natural venues that bring together older and younger people. Many have limited relationships with other people outside their own generation. Age segregation has grown, partly due to increased mobility by workers, divorce, workplace demands, and fear of violence. Older adults go to adult-only day programs and live in senior-only housing or long-term care facilities. Children and youth are relegated to child care centers and programs targeted at their age group only, before and after school.

Age segregation creates myths and stereotypes about each group. In a time when there is intense competition for resources to finance key social programs, this separation can fuel political tensions between advocates for children and older adults.

It doesn't have to be that way. There can be tangible benefits when younger and older people come together. Children can relieve isolation, loneliness, and boredom of institutionalized seniors. Older adults can provide positive role models for children, sometimes furnishing a caring relationship for children from

distressed families – and giving older adults valuable ways to get involved in their community. Intergenerational programs are effective because they draw on the natural strengths of children, youth, and older adults to help meet many needs within their home communities while supporting interpersonal relationships between generations.

Some intergenerational efforts have been underway for decades, including the War on Poverty's Foster Grandparents Program from the 1960s. Today, in many communities older adults are reading tutors to young students, sharing their cultural heritage and family traditions with youth, and serving as child care workers. Young people are providing chore services and friendly visits to isolated older adults living in the community and helping older adults gain basic computer skills. Together, young and old are staffing community food banks, creating public art projects, building community gardens, and monitoring water quality.

This paper focuses on cutting-edge programs, which take the intergenerational philosophy to another level, those which use shared sites and shared resources.

Generations United uses AARP's definition of a shared site as one where multiple generations receive on-going services and programming at the same site and where the young and the old generally interact through planned intergenerational activities. Intergenerational shared resource programs refer to the effective use of agency and community resources through sharing of staff and equipment among programs that serve children and/or youth and those that serve older adults.

Shared sites include indoor and outdoor spaces designed and built specifically for children, youth, and older adults. The most common models are a childcare center housed in a nursing home where there are interactive, planned activities. Shared resource programs include a dedicated bus system, which transports both older adults and children or a shared use of equipment, such as a kitchen, swimming pool, or gym.

“Reaching Across the Ages” is the culmination of a national symposium held in April 2001 attended by 50 experts from the fields of intergenerational, child welfare, child care, and aging as well as specialists from government and academia. Three major papers were presented on key issues in this field, including barriers and options for future growth, public policy ramifications, and research.

Substantial challenges lie ahead. For starters, there is no roadmap to funding and many government officials and foundation executives remain unaware of the field and how intergenerational strategies could apply to their programs. In a united effort to address these challenges, experts at the symposium endorsed this action agenda, which sets out their vision for practical and innovative ways to promote intergenerational shared sites and resource programs. The recommendations include:

- *Identify and disseminate data to advocates about the components of success and the most common pitfalls to avoid*
- *Develop test programs that would tackle the most common policy barriers prohibiting interaction between young and old*
- *Develop a blueprint for finding financial resources which could be used for intergenerational programs in disparate state and federal funding programs.*



- *Sponsor research on shared sites that would pin down long-term benefits for participants of all ages, as well as reduced program costs*

Generations United’s intent is to take the lead in moving this action agenda forward. Publishing “Reaching Across the Ages: An Action Agenda to Strengthen Communities Through Intergenerational Shared Sites and Shared Resources” is a critical step in fulfilling this commitment. We expect the in-depth discussion of the policy issues, as well as next-step recommendations, will be valuable for advocates at the local, state, and national level. Together with individuals, communities, and organizations across the country, we hope to advance the campaign to expand the use of shared facilities and resources to benefit our “bookend” generations and ultimately our world.

Setting the Stage

For the past thirty-five years, intergenerational programs have sprouted up in various communities throughout the country. Led by a desire to confront age-related myths and stereotypes and political tensions between aging and children's advocates, leaders in the field began to recognize that ending age-isolation would require far more than bringing in young people's song-and-dance



groups to entertain older people. "Doing-for" was fine but also had limitations. At a time when people are living longer and 80 percent of older Americans say they don't want a "traditional" retirement, we need to move beyond simply connecting the generations to providing meaningful opportunities for all generations to contribute to their communities. It is obvious that older people are an invaluable resource, as tutors and role models, for children and youth, but increasingly innovative programs are

tapping into a broader range of older adults skills, engaging them as advocates, mentors, and even supports for families where children are at risk of abuse or neglect.

At the same time, toddlers and young children can be a significant resource and comfort for older adults in retirement homes and long-term care facilities, including those with Alzheimer's and dementia. The power of intergenerational relationships in these settings is evident by one resident's reaction to the arrival of the children when she exclaimed, "Oh be joyful, the babies are here!" Teenagers also have their own talents to share with older people, including teaching them the ropes of the Internet and English as a second language to older adult immigrants.

Intergenerational programs purposefully bring together the young and the old for mutually beneficial, planned activities. They help re-connect the "bookend" generations.

"While we don't wish to suggest that intergenerational programs and policies are either a panacea for the nation's problems or the elixir for the 'new millennium' we do believe the promotion of a explicit intergenerational vision that is built on an understanding of interdependence across the life course and a recognition of the contributions of all ages can do much to strengthen the nation's social compact and help us face the challenges ahead" (Henkin & Kingson, 1998/99).

Intergenerational Programs

Through intergenerational programs people of all ages share their talents and resources, supporting each other in

relationships that benefit both the individuals and the community. Intergenerational program settings and activities vary widely. Older adults are going back to school to tutor children in reading and math. Elementary students regularly visit their older friends in retirement communities to experience and record living history. In Seattle, Washington high school students tutor older adults in computers and the magic of e-mail. Sometimes music brings the generations together. The young and old musicians in the New Jersey Intergenerational Orchestra, where the youngest musician is 6 and the oldest is 92, perform in front of packed houses. In Salem, Oregon, children and older adults who share a facility participate in a holiday bell choir.

In 43 communities around the country the Family Friends program connects older adult volunteers with families with children with special needs to provide in-home support. The volunteers visit the same family every week. Some give parents a break from their children's crying. Some visit their children when they are hospitalized. Some help their family move to a new house. Some baby-sit the children so the parents can have an evening together. All are steady, loving supports for families who sometimes feel terribly alone and overwhelmed.

In Miami, Florida older adults are serving as mentors to high school students while helping them to organize and conduct intergenerational citizens action forums that address important issues such as Social Security reform, crime, violence, health care reform, and environmental protection. After studying the issues in depth, the students work with their elder mentors to search for solutions to community problems and to publicly advocate for change through the legislative process.

The Habitat Intergenerational Project in Belmont, Massachusetts brings together children, high school students, and older adults for service-learning projects focused on environmental issues and conservation. The generations work side by side on a wide variety of projects including spreading wood chips on the trails, raking leaves, clearing invasive plants, and performing seasonal maintenance in the Children's Garden.

At the University of Findlay in Ohio, preschoolers from the university's educational center go regularly to a local retirement center, Winebrenner Village, to bake cookies with older friends. Sponsors say that more than cookies are baked: the time together leads to "open discussion, enhanced self-esteem and self-worth, combined stimulation, enthusiasm, and companionship."

These programs go far beyond the 1960s models with more reciprocity between generations than decades earlier. However, even more is needed. Among these growing innovative models is a type of program that takes the intergenerational philosophy a step further, those which use shared sites and shared resources. These programs offer even more possibilities for planned and spontaneous intergenerational interaction and can even save money. They have huge potential for carrying the intergenerational movement forward, but there is a demand for leadership to track the "best practices" in this fast-moving field, as well as alerting advocates to the benefits and pitfalls.

This paper focuses on two types of intergenerational programs: where resources are shared between generations and where not just resources but the physical site itself is shared. The goal is to set out a vision for practical and innovative ways to promote intergenerational shared sites and shared resource programs.

"You get so much more from them than they get from you. No matter how you feel – tired, sad, angry – they look at you with those big, bright eyes and make you feel great!"

Mary, an older resident at Lifelink

Based in Bensenville, Illinois, Lifelink provides a wide range of services to children, families, and older adults including foster care, Head Start, nursing home, and retirement living.

Shared Site and Shared Resource Programs

Shared resource programs can connect generations using money more wisely. A kitchen staff can serve both children in a day care center and older adults who come to the center for separate lunchtime activities. A gym can be used by older adults during the day, by students before and after school. There is not necessarily any contact between the young and old in shared resource programs.

Shared site programs are those where different age groups use the same facility or campus and, in most cases, where the staff plans daily activities to connect children and older adults. This format offers many informal opportunities for contact between young and old as well as easy access to both groups for formal programs.

AARP defines an intergenerational shared site program as one “in which multiple generations receive ongoing services and/or programming at the same site and generally interact through planned and/or informal intergenerational activities.” In the only national survey to date of these programs, AARP found more than 280 programs that fit this definition. Examples of shared site programs include:

Generations, Columbus, Ohio: The Heritage Day Health Centers operate a day program for older adults in the same building as a child care center for homeless children sponsored by the YWCA. The Heritage Centers and the YWCA have renovated a building in a near-downtown low-income area for the intergenerational activities, which range from nail painting to volleyball, from cooking to face painting. Older adults work in classrooms and hold babies in the nursery. The center draws 50 older adults and 68 children, aged six weeks to five years old.

Jefferson County Department of Human Services, Lexington, Kentucky: Senior centers are located within three high schools, one elementary, and one middle school. The senior centers have separate rooms in the schools but the students and older adults share some spaces such as the cafeteria, restrooms, and gym. Activities

include computer lab learning, story telling, tutoring, and chaperoning school events. The older adults also help in the front office and run a “clothes closet” program.

There can be any number of combinations of people and sites but the most common programs are a nursing home with a child care center or an adult day services center with a child care center and, possibly, a program to care for children before and after school.

Common components of sites and programs include:

Children/Youth

- *Childcare Center*
- *Before/After School Program*
- *Head Start Program*
- *Early Childhood Program*
- *Youth Program*
- *Elementary, Middle/Jr. High, High School, College/University*
- *Pediatric Care Unit*

Older Adult

- *Adult Day Services Center*
- *Assisted Living/Residential Care*
- *Continuing Care Retirement Community*
- *Nursing Home*
- *Senior Center*
- *Senior Housing Facility*
- *Community Recreation Program*
- *Senior Nutrition Site (Congregate Meal Site)*
- *Geriatric Care Unit*
(Goyer & Zuses, 1998)

Some additional locations that could house intergenerational shared sites are: community centers, places of worship, parks, theatres, museums, YMCAs, YWCAs, Boys and Girls Clubs, libraries, lodges, and naturally occurring retirement

communities. These lists are not comprehensive. Shared sites are only limited by the spaces in your community.

This is a rapidly evolving field. Some programs feature much integration between generations, others far less.

ONE, an intergenerational center with child care and adult day care in Van Nuys, California is one of the more highly integrated, with staff, facilities, and equipment used both in the child care and the adult day care programs. In addition, the staff plans seven activities a day that bring the generations together – and allow for ample opportunities for spontaneous interactions as well.

The less integrated programs would be typified by a community center which houses a senior center during the day and programs for youth before and after school with no planned intergenerational activities and minimal opportunities for contact likely between the two age groups.

The type of planned or spontaneous interaction between generations can vary greatly. There can be the direct one-to-one interaction of telling stories or doing art projects together, group activities like a physical fitness class, or informal encounters such as older participants watching children on the playground. Events, such as dances, concerts, and holiday celebrations can be held occasionally or can be scheduled and programmed on a regular basis.

For centers with minimal interaction, there is much room to increase the generational contact as administrators see the success their peers have with more integrated programs. Examples of innovative, interactive programs include:

Hope Meadows, Rantoul, Illinois: This is a “planned neighborhood” sponsored by Generations of Hope, a nonprofit, licensed foster care and adoption agency situated on a decommissioned military base. Lower-income senior residents get reduced-rent housing in exchange for



providing eight hours of support each week to children and their foster parents living in the community. In addition to helping with minor home repairs or tutoring, the elderly also act as crossing guards and day care aides. The nurturing contact with “grandparents” has paid off for the children, whose adoption rate is triple that of the state average, and the vast majority of older adults said their own health has improved or been maintained due to the interaction.

Intergenerational Computer Learning Center, Chicago, Illinois: This is a joint venture between the Chicago Housing Authority’s (CHA) senior housing sites with the Chicago public schools. When residents of CHA’s senior housing were asked with whom they would most like to share their computer learning center, they said school children. Since students exceeded their elders in computer skills, the older adults now learn the ropes of the Web from the students, but offer their own wisdom on how to use the confusing mix of information which comes from the Internet.

We have just started to scratch the surface of intergenerational shared site programs. More information is needed on the number of programs out there, the variety of programs, what is working in these programs, and pitfalls to avoid when developing new sites.

“Hope [Meadows] provides the children with a secure environment to grow up in. Plus it is a place for seniors to feel like they belong and can be productive in giving something back to the community... people here feel needed.”

Jim, Age 73, Hope Meadows Resident

Lessons Learned

Symposium experts shared the following “lessons learned” based on their experiences with shared site programs unfolding across the country:

The basic premise of an intergenerational shared site can be used to **serve participants of all ages and all levels of physical and mental abilities**, including older adults with dementia and children with disabilities. Activities, site design, and staff training can accommodate the abilities and needs of the participants.

Shared site programs offer most value if **intergenerational activities occur frequently**, at least on a daily basis with opportunities for informal interactions at other times during the day.

Sites should be designed with **shared and separate spaces** and participants should be given the **option to participate**

and offered different levels of interaction.

Planning is essential to meet the complex demands of sponsoring activities appropriate for children and older people who are at vastly different places in life.

Staff members need to be trained for the specific challenges in making the interactions positive. Participants, both young and old, are not simply brought together; they also receive training and preparation.

An **Intergenerational Coordinator** or dedicated staff member who focuses on facilitating intergenerational activities and interactions among participants and building relationships among the staff is key to success.

Small groups are better than larger ones in building relationships, especially when working with young children or older adults with dementia.





Geographic location is not a barrier.

Successful programs can be found in rural, urban, and suburban areas. Shared sites generally do not face the transportation barriers found in programs where sites for children and for older people are separate. This results in more frequent interactions and greater opportunities to build strong intergenerational relationships.

The feedback from the field indicates there is **significant benefit to participants**. Children demonstrate improved skills and behavior. Both young children and older adults with dementia appear to be less agitated as a result of the intergenerational contact. For older adults, the ability to help young people in a shared site setting appears to contribute to an improved sense of self-worth. Furthermore young and old participants show improved attitudes about other generations, helping to inspire collaboration and strengthen a sense of community.

There also appears to be **positive benefits for the staff**. Many shared site staff members like the increased variety in their work compared to working only with older adults or with children. In cases where staff are able to have their own children nearby in the shared site day care center, administrators say the staff retention rate is higher.

The “sandwich” generation of **parents also benefit**, as they see their children develop new types of appreciation for the people the age of their grandparents.

And, finally, shared site programs can not only **decrease expenses** by sharing resources, they can **open up avenues for community involvement** as well as **additional funding opportunities** by adopting an intergenerational approach. The public sector is paying attention to this new movement and making its own changes. The City of Falcon Heights in Minnesota offers city facilities for free to groups reaching out to other generations. The city also is bringing teenagers and older adults onto all city commissions. Some schools find that their intergenerational programs are **magnets for a new wave of older adult volunteers**, an invaluable resource in an era where budgets are squeezed and community involvement with schools is prized.

Public Policy Issues



The success of intergenerational shared sites in enriching the lives of the young and old is bringing much acclaim. Shared sites can offer very concrete mechanisms for containing costs compared to programs run separately, by using space, equipment, and staff in programs serving multiple generations. They may also unlock entirely new funding sources. Yet a range of policy issues exist around the development and replication of these programs.

Advocates have to educate policymakers. They need to push for explicit intergenerational language when program initiatives are designed as well as in their funding guidelines and requests for proposals.

Here are the major policy issues discussed at the Generations United Symposium that need to be addressed.

Funding

While shared sites may offer new funding sources, there are also barriers. There is no road map of proven ways to find money. Nor is there a central source of information about federal programs that could be used in shared site intergenerational programs. And, although no major foundations have specific intergenerational program areas and most do not even mention the word in their funding guidelines, local foundations are starting to move in that direction. The Westchester Community Foundation in New York has developed a program to fund intergenerational initiatives in their county. Michael Marcus of the Chicago Community Trust summed it up best: “Intergenerational programs are neither fish nor fowl. They don’t fit.” The following are some possible funding sources for intergenerational shared sites:

Federal Grants: Several federal agencies could play a role in promoting shared sites. With the exception of the 1995 Department of Health and Human Services (DHHS) Office of the Inspector General (OIG) study of co-located intergenerational activities, it appears little has been done to foster collaboration at the federal level.¹ Agencies that could benefit from an expanded intergenerational perspective are the Department of Housing and Urban Development (HUD), Department of Education, Department of Transportation, Department of Justice, and several divisions of the DHHS.

The following federal funding streams include, or could include,

¹ This report studied the benefits and common concerns with implementation of co-located intergenerational programs based on interviews and visits with intergenerational programs, senior centers, child care centers, and adult day care programs in several states.

intergenerational opportunities.

- *Older Americans Act, administered by DHHS Administration on Aging (AoA), provides grants to the states to promote a continuum of care for the elderly including the development of multipurpose senior centers (Section 311). There are about 6,000 centers in the country with no data available on the number that offer intergenerational programming. Other provisions of the Act that promote shared sites and resources include Nutrition Services/Meals Programs (Section 339); Training, Research, and Discretionary Project and Programs (Section 415); and Community Service and Employment (Section 502).*
- *Head Start, administered by DHHS Administration for Children and Families (ACF) is a child development program for low-income children. It provides nutritious meals, medical and dental care, and other services. Funds allow grantees to acquire facilities that could be used as intergenerational shared sites. Several Head Start programs are intergenerational, however, data does not exist on how many of the 13,000 centers nationwide operate as shared sites.*
- *21st Century Community Learning Centers (Title IV part B of No Child Left Behind – the newly reauthorized Elementary and Secondary Education Act) gives funding to states to provide grants to local schools and community-based organizations for after-school programs and to provide life-long learning opportunities for community members.*
- *Community Development Block Grants, administered by HUD, are available to local governments in entitlement communities and may be used to improve community facilities and services. Funds are available for building public facilities and improvements such as senior, recreation, and community centers and providing public services such as day care, transportation, and youth services.*
- *Hope VI is a HUD program designed to help eradicate severely distressed public housing. It includes the opportunity to provide community and supportive service programs for residents.*
- *Section 8 is a voucher program through HUD that provides tenant-based assistance to income eligible households. Local public housing authorities distribute vouchers to qualified tenants who then conduct their own housing searches.*
- *Section 202 is a major HUD funding source for non-profit sponsors working to build subsidized rental housing for the elderly.*
- *Neighborhood Networks is a community-based HUD initiative designed to establish multi-service community technology centers for residents of assisted housing through innovative private/public partnerships. There are more than 800 Neighborhood Networks centers operating in HUD multifamily housing properties throughout the United States.*
- *Individuals with Disabilities Education Act, administered by the Department of Education, supports early childhood programs that serve children with special needs ages three to five through the Preschool Grants Program and infants and toddlers through its Grants to Infants and Families.*
- *Community Services Block Grant Program, administered by DHHS's Office of Community Services, provides assistance for low-income people such as education, health, and housing. Training and technical assistance are available.*
- *Title XX Social Services Block Grant, administered by ACF provides, among other priorities, funding for child day care and adult day care.*
- *Child Care and Development Block Grant, administered by ACF, provides grants to states to increase the availability, affordability and quality of childcare.*
- *Corporation for National and Community Service administers Learn and Serve America, AmeriCorps, and Senior Corps Programs. Foster Grandparents and Retired and Senior Volunteer Program engage older volunteers in direct service to children and/or their communities.*

“Intergenerational programs are neither fish nor fowl. They don't fit.”

*Michael Marcus
Senior Program
Officer,
The Chicago
Community Trust*

Government reimbursement programs:

Intergenerational shared site programs may be eligible for government reimbursements. Program administrators who have worked with a single age group may not be familiar with the supports available for all the generations they seek to serve. Some possible reimbursement sources include:

- *The Child and Adult Care Food Program - created in 1968 to provide reimbursement for meals and snacks served in before- and after-school programs, childcare centers, Head Start centers and adult day care centers.*
- *Medicaid - the largest funding source for home and community-based long-term care. Reimbursements are available for Medicaid certified facilities and a waiver program exists.*
- *Medicare - the nation's largest health insurance program that covers people over the age of 65 or disabled persons. Reimbursement is provided to Medicare certified facilities for services such as skilled nursing home care, outpatient services, and other health services and supplies. A waiver program exists.*
- *The Centers for Mental Health Services - may provide reimbursements for mental health services offered through intergenerational shared sites.*

In addition, intergenerational shared site programs that serve targeted audiences can access reimbursement or grant funding earmarked for that special population. For example, a site that serves homeless children may be eligible for Stewart B. McKinney Act Education for Homeless Children and Youth (Section 323 subtitle B) dollars to help support the program.

While all of the sources listed above could support shared sites, many have requirements that can make it difficult for programs to use the funds in this way. These barriers are addressed in following sections.

Categorical funding: Many of the above funding streams are directed categorically by age. Programs that are funded to serve a specific age group can limit overburdened providers who may not have time to think “outside the box.” Funding for senior centers results in facilities for seniors. Funding for education creates schools for children and youth. Funding streams follow awareness. For example, 21st Century Community Learning Centers, while offering to help communities become centers for life-long learning, do not specifically mention intergenerational programming. Therefore this approach is not widely used. Clear intergenerational language should be used to encourage intergenerational programming. Joint ventures among federal agencies and among private funders can cross categorical lines and encourage intergenerational shared sites and use of resources.

Fee for Service: An additional income generating opportunity for intergenerational shared site programs is to charge fees for services. Many intergenerational shared site programs charge fees, often on a sliding scale based upon the participant's ability to pay. Fee for service funding helps to support on-going expenses, once the program is established and the facility is constructed. These funds are usually not enough to sustain the program and most still need supplemental funding. Additionally, staff members or social workers at some facilities will link families with various resources available in their community to help pay for services.

Regulations

Intergenerational shared site programs and facilities must abide by regulations at the federal, state, and local levels. Licensing and standards for the various types of program components can have a major impact on how buildings are

“The children in the foster care program don't always get the love and individual attention that they deserve. When they come over, I am at the door greeting them with open arms – they don't always get that at home.”

Evelyn, an older resident at Lifelink

designed and how programs are staffed.

A 1995 Inspector General's report revealed that regulations by the Administration on Aging (AoA) and the Administration on Children and Families (ACF) sometimes conflict. The study revealed differences in fire safety codes, immunization requirements, facility sanitation standards, nutritional requirements, and licensing standards regarding staff/participant ratios and staff certifications. Individuals interviewed in this study suggested that "coordinated policy guidance and standards to resolve potential regulatory conflict would be useful in implementing intergenerational centers" (Department of Health and Human Services, p. 15).

Yet, there is a precedent for collaborative efforts between AoA and ACF, including a 1990 demonstration project in 10 communities to provide intergenerational volunteer opportunities and bring together older adults and Head Start children. AoA also awarded a one-year grant to Generations United to develop a book and database of intergenerational child care programs.

Intergenerational shared site programs and facilities may also be required to get state or local licenses for the child and senior components of their services. The requirements vary considerably by state. In some states, a childcare center cannot share outdoor spaces with another program such as an adult day services center or a nursing home. For the most part, licensing for intergenerational shared site programs requires licensing and regulations for each individual program component separately. All states require the licensure of childcare facilities, but manage it in different ways. On the other hand, only 22 states require licensure for adult day care, and regulations vary considerably for those that do require a license (see Appendix B).



In addition to regulatory variations among states, interpretations of the same regulations may even vary by locality within a state. One common requirement is background checks for employees and volunteers working with the children or older adults being served. These requirements are obviously important, but some state regulations and local interpretations of these regulations may limit a program's ability to provide services or conduct intergenerational activities with large, fluid populations of older adults. Most states require that all volunteers working with children receive background checks. This poses budget problems for some programs, especially in states where fingerprint background checks are required and can cost as much as \$96.00 per person.

Directors of shared site programs should be aware of the language of their state's regulations and the varying ways it has been interpreted. In states requiring checks for volunteers, shared site

advocates have argued that dependent older adults engaged in intergenerational activities are not defined as volunteers and, therefore, not subject to background checks. Other states have overlooked the requirement when older adults, who have not received background checks, are under constant supervision by qualified staff during their interaction with children.

In order for proponents of intergenerational shared sites to advocate for state regulations and interpretations that are safe and conducive to replication, credible research on the safety and risk factors associated with these programs is required.

Liability Issues

Like all service facilities and programs, intergenerational shared site programs provide services that hold them liable for a wide range of issues. Since the cost of liability insurance is often linked to age-specific risk determiners, programs serving both the young and old are usually subject to high rates. The high cost of coverage may leave some programs to operate assuming substantial financial risks, while discouraging others from even getting started. Still other programs may be prepared to take on the additional insurance costs, but find that sufficient coverage is not available.

The Friendship Center at Schooley's Mountain, a child care center on the campus of Heath Village Retirement community in New Jersey, encountered this issue. When the childcare center was being developed, the organization was trying to determine whether to include it as a department of Heath Village or an on-site, but separate corporation. Their final decision to keep it as a separate corporation was determined by the lack of available liability insurance riders for the child care center. While the childcare center did open as a separate corporation,

they were still only able to obtain \$50,000 per claim of insurance coverage for sexual abuse claims. This was the largest amount found in the insurance market and was an area of great concern to child care providers (Brady, 2000).

Accreditation

Accreditation is a voluntary process that a facility or program may seek in order to obtain official approval and credentials from an authoritative body in the field. Accreditation indicates that the facility or program meets a set of quality standards for professional practice.

While interest in intergenerational shared sites is growing, no group has taken the lead to explore and possibly establish accreditation standards specifically for such programs. Programs often benefit from accreditation because it brings recognition and credibility. The cost of accreditation in terms of time, finances, and resources, may present considerable barriers for programs seeking approval from multiple accrediting bodies.

For example, to complete the accreditation process for both the adult and child components of an adult day care/child care shared site, programs may be required to pay from \$2,000 to \$7,500 or more (National Association for the Education of Young Children, 2001; CARF, 2001). In addition to these costs, the facilities may be required to make expensive changes or additions to their facilities or programs in order to pass the accreditation requirements.

Accreditation is also a time consuming process. A shared site after-school care program and assisted living facility that seeks accreditation from the National School-Age Care Alliance and the Rehabilitation Accreditation Commission can expect the process to take 1 to 1 1/2 years if the programs are evaluated simultaneously (National School Age Care Alliance, 2001; CARF, 2001).

Pioneers of shared sites have worked to balance and meet accreditation standards for the multiple aspects of their programs. These lists are not comprehensive, but depending on the services offered by the intergenerational shared site program, accreditation from one or more of the following may be recommended:

Children's Services

- *Council on Accreditation for Children and Family Services (COA)*
- *National Association for the Education of Young Children (NAEYC)*
- *National Early Childhood Program Accreditation - by National Child Care Association (NCCA)*
- *National School-Age Care Alliance (NSACA)*

Older Adult Services

- *Continuing Care Accreditation Commission (CCAC) sponsored by the American Association of Homes and Services for the Aging (AAHSA)*
- *Council on Accreditation for Children and Family Services (COA)*
- *Health Care Finance Administration (HCFA)*
- *Joint Commission on Accreditation of Healthcare Organizations (JCAHO)*
- *National Institute on Senior Centers (NISC)*
- *Rehabilitation Accreditation Commission (CARF) in collaboration with the National Adult Day Services Association (NADSA)*

Zoning

Zoning regulations vary considerably among localities. Successful models are needed in a variety of settings in order to promote replication. Both public and private regulations could restrict the operation of intergenerational shared site programs.

Since the 1960's, the emergence of "active" retirement has fueled the rise of many age-segregated retirement communities. In his book, *Prime Time: How Baby Boomers Will Revolutionize Retirement and Transform America*, Marc Freedman highlights one community in Youngtown, Arizona, in 1997, where grandparents living in a retirement community requested permission to care for their grandson for 16 months in order to provide asylum from an abusive stepfather until he finished high school. The couple was met with \$100 a day fine for "illegally housing a child." After paying \$300 to file for an application for a variance on the age ban, the Youngtown officials posted a sign on their lawn notifying the neighbors that they were harboring a child.

In addition to private community policies such as these, resident attitudes may affect efforts to begin intergenerational shared site programs in certain areas. Residents who may otherwise be receptive to the idea of intergenerational shared site programs, may be discouraged by the need to leap over private housing policy barriers or the attitudes of other residents or retirement community staff who are supportive of age-segregation policies.

There are other factors which limit intergenerational shared site programs, including public zoning regulations that restrict commercial facilities in residential areas. Such regulations could, for example, restrict plans for establishing a child care center in a naturally occurring retirement community. Some areas may have zoning regulations that restrict congregate housing. This may limit opportunities to build a continuing care retirement community in an area where there are more likely to be families with children and a need for local children's programs.

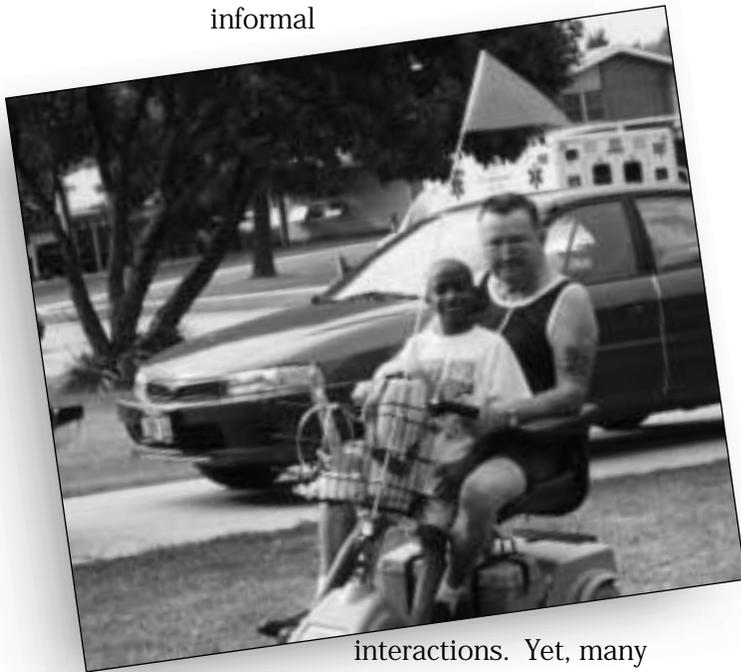
"The generations have to get closer together. Older people are banks of wisdom. They share different memories but have a common bond. They help us all understand that we can survive and move on.

Programs and spaces that bring the generations in contact with each other make us all richer especially in this post 9/11 period."

*Bob Blancato
Partner, Matz,
Blancato & Associates
and Former Executive
Director of the 1995
White House
Conference on Aging*

Design of Physical Environment

The design of shared buildings and environments can have great influence on the ease of collaboration and intergenerational interaction. Most intergenerational shared site programs share buildings – either part of a building or in some cases the entire structure. Common spaces often include a cafeteria/kitchen, patio/garden, restrooms and bathing facilities, pools, libraries, gymnasiums, and entrances or hallways. Many programs are designed so that shared spaces and traffic flow encourage informal interactions among participants. The Community Programs Center of Long Island, Inc., an intergenerational shared site in New York, has one entrance to the center for both children and older adults, which provides many opportunities for informal



interactions. Yet, many administrators cannot find architects who understand the importance of shared space or are experienced in designing such spaces.

Additionally, many officials of intergenerational shared sites identified the lack of flexibility in “build versus lease” options for facility space as a hindrance to implementing intergenerational shared

sites. Many areas lack existing buildings that are adequate for the relocation of Head Start programs or senior centers. In some cases, the cost of renovating an inadequate existing facility to accommodate both children and older adults would be more expensive than purchasing or constructing a new facility. Officials recommended that “more flexibility in Head Start and senior center regulations would help eliminate the lack of adequate facilities” (Department of Health and Human Services, p. 16).

Transportation

While transportation is often a barrier to intergenerational interaction, this is usually not the case in intergenerational shared site programs. Because of the co-located nature or close proximity of these programs, young and old participants have the opportunity to regularly interact without traveling far distances.

Transportation also provides an opportunity for shared resource programs. Public transportation is used by all generations. But there are numerous other vehicles that sit empty for long periods of the day, while programs for children, youth, and older adults must limit valuable services and innovative program ideas because there is no way for the participants to get to and from the program location. Buses and vans for students, senior citizens, Head Start, people with disabilities, and TANF recipients are all valuable resources that are unused during certain times of the day and could be better used by serving other generations. Barriers to such programs include federal regulations that govern the transportation of students/children, money and control issues, safety, and lack of transportation options in rural areas (Crum & Bogren, 1995).

Although the barriers do exist, there are some examples of innovative shared

transportation projects. Recently the State of Georgia mandated the consolidation of state funded transportation programs that serve vulnerable populations and further required that they provide service for TANF clients. Senior Connections of DeKalb County is currently piloting a project in which they take welfare to work clients to and from job sites and on the way drop off and pick up their children at daycare centers. During the rest of the day the agency shuttles seniors to medical and dental appointments and takes disabled clients to medical appointments or to job sites. In addition, a school district in Pennsylvania allows older adult school volunteers to ride the buses with the children.

Schools

Schools offer a wealth of opportunities for intergenerational shared sites. The Charter School movement has resulted in the creation of more than 1,700 charter schools, including Cleveland's Intergenerational School, opened in the fall of 2000 at Fairhill Center (www.intergenschool.org). The Intergenerational School is intended to be a model community school and is the only known public school in the nation dedicated to explicitly incorporating intergenerational relationships in its design, curriculum, and instructional practices.

Many schools are exploring ways to open their doors to the greater community during and outside of the traditional school day. The Gaylord Community School in Michigan is a community center as well as a secondary school. The school houses traditional secondary classes as well as senior activities, daycare, performing arts programs and community health care clinics.

Some of the benefits of community use of schools are: reduced vandalism,

contributions from local businesses and organizations, broad-based community support for schools, and physical improvements for community accommodations (Lyons, 2000). Potential barriers to community schools are design and facility structure, liability, parking, school safety, maintenance costs, lack of funds, staff time, and resistance from the educational community (Lyons, 2000; ERIC, 2000).

Administration and Staffing

There are many models for administration and operation of intergenerational shared site programs. Two or more independent agencies may join together in a collaborative relationship, or a single umbrella agency may be responsible for several program components. Staff may be supervised separately by each agency or by a jointly paid coordinator. Specific staff positions are sometimes shared and one agency reimburses the other for their share of those costs. In some cases there is a formal agreement between the agencies, although many intergenerational shared site programs have informal collaborative partnerships. Sponsoring organizations may include government agencies, hospitals, faith-based organizations, corporations, community centers, or school systems.

Staff working in intergenerational shared site programs are a key element for success. These programs offer inherent opportunities for sharing and cross-training staff. In successful programs, staff from the various program components fully embrace a shared vision of building intergenerational relationships among the participants. Staff turf issues and reluctance to share resources or interact with participants of different ages are often cited as the most difficult challenges to overcome. Many intergenerational shared site programs have combined staff

“The community of Hope Meadows... is working, and it’s working for three reasons. It’s working because seniors and parents and children all live next door to each other. It’s working because everyone in this community of 150 people is there for a purpose, to help children. And it’s working because the staff, some of whom live there, think about these children as their own. What a difference that makes!”

*Brenda Krause
Eheart, Executive
Director,
Generations of
Hope*

meetings and trainings on a regular basis to increase joint-planning and the development of shared goals.

Many programs report that the most critical staffing issue for the ultimate success of an intergenerational shared site program is the presence of an Intergenerational Coordinator. The Intergenerational Coordinator generally focuses on facilitating planned intergenerational activities and informal interactions among participants; scheduling use of shared space, resources and equipment; staff training; and building collaborative relationships among (and in some cases supervising) the staff of the various program components.

One of the advantages of intergenerational shared site programs is that often staff positions can be shared between the program components. For example, one receptionist might serve both programs, a nurse could serve participants of all ages, food service staff could cook for all participants, and aides and activities staff could be shared.

Educating the Public

One of the largest barriers to developing intergenerational shared site programs appears to be people’s lack of knowledge about the models and benefits. Another is the ability to connect the methodology to furthering his or her own agency’s local mission. National leaders in the private and public sectors can do a tremendous service by reviewing their own mission, vision, value statements, and directives to ensure that intergenerational terminology is clearly articulated and encouraging local affiliates to do the same.

Many federal officials are unaware of the benefits of intergenerational programs. Recently the Administration on Aging added the promotion of intergenerational programming to its

organizational goals and the Administration on Children, Youth and Families instituted an intergenerational task force. Many organizations have interest in developing an intergenerational shared site program, but do not know how to access information about program development.

A similar challenge exists with professional associations for programs serving children or those serving older adults. These associations provide the bulk of national educational conferences and training opportunities but they are largely unaware of intergenerational shared site programs or have dismissed these programs because of real or perceived barriers. Programs sponsored by national associations provide little information on intergenerational shared site resources. National association publications and websites seldom include the word intergenerational and do not include model programs or resources to help develop them. Currently intergenerational approaches are not viewed as a priority by most national aging, children, or youth organizations. The National Association for the Education of Young Children is unique in that it has an active intergenerational caucus that works to educate members and the public about the value of intergenerational approaches. Other national groups should look to models like this as they consider ways to help promote intergenerational strategies.

Even the people most intimately involved – the parents – are not aware of the benefits to their children from being involved in intergenerational programs. They may have misconceptions and believe these programs could actually be harmful to their children. In reality, children in intergenerational shared site programs benefit from extra attention and affection from older adults and increase

“Somehow we have to get older people back close to growing children if we are to restore a sense of community, a knowledge of the past, and a sense of the future.”

Margaret Mead

their capacity for compassion and ability to nurture others (Helfgott, 1992). Parent associations could help by providing educational materials on the benefits of intergenerational shared sites. Child Care Referral Centers could promote intergenerational shared sites and the Child Care and Development Block Grant could describe and encourage shared site child care or recommend older people as child care center staff.

The policy issues discussed here are not comprehensive. We are just starting to capture this information and although, we have found that barriers do exist, they are often more of a hindrance than an insurmountable obstacle. They present opportunities for creative advocates and policymakers to educate new audiences and begin developing an agenda for coordinated action in support of shared sites and resources. Policies nationally, in states, and in local communities should encourage, not discourage the use of sites and resources by multiple generations.



Research & Evaluation

“I feel like I am helping the little ones to grow up and be kind to others. I’m helping them to learn to love others.”

Marie, an older resident at Lifelink

While the number and variety of intergenerational programs in communities are growing rapidly the number of documented evaluation and research studies is not keeping pace (Kuehne, 1997; 1999). Intergenerational program literature generally reveals few evaluation and research studies, particularly in the relatively new area of shared site programs. A comprehensive search of the literature revealed less than one dozen studies that could loosely be considered evaluation or research studies of intergenerational shared site programs and no research on intergenerational shared resource programs. The research findings from the review of existing literature are found in the background papers from the Generations United symposium available on-line at www.gu.org.

The scarce evaluation and research resources available should not be surprising. Intergenerational shared site programs usually begin with small numbers of participants, which makes statistical analysis difficult at best. In addition, researchers and practitioners have not identified and established the criteria for evaluating these programs. The nature of many programs can result in research and evaluation studies that are descriptive, and limited when compared with more traditional studies. Often, findings are based on anecdotal information gathered from participants and use a variety of methods that range from very informal to quite systematic. Based on this type of research it is difficult to make unequivocal recommendations to practitioners, researchers, and policymakers.

Just because there is limited research on shared site programs does not mean they are impossible or even necessarily difficult to evaluate effectively. Intergenerational shared site studies have the potential to yield strong results that can speak directly to advancing the field. With many funders tying funding to outcomes, it is important for programs to look critically at their services and to develop and implement quality evaluation plans. Many programs have found success by partnering with universities and community colleges to develop their evaluation plan and conduct their research.

Here are some of the areas for further research identified by symposium participants:

- *Quality of current models*
- *Best practices*
- *Activity selection*
- *Options for level of involvement in activities*
- *Benefits to participants such as physical and mental health; prevention of or delay in nursing home placement for older adults; attitudes and learning opportunities for all ages; and educational outcomes*
- *Cost-effectiveness and other administrative benefits*
- *Organization and staff buy-in*
- *Safety and risk factors*
- *Staff training*
- *Architectural design and layout*
- *International programs and cultural issues*

Recommendations

The following recommendations are divided into four sections: program, public policy, research and evaluation, and communication. These recommendations are aimed at federal and state policymakers, non-profit advocacy groups, business and civic groups and direct providers for services for children, youth and older adults in shared resource and shared site programs.

Program

Shared site programs have grown rapidly in the past 15 years. Many creative models have taken shape at the grass roots level. Supporters need to know the lessons learned from the successes and failures of these pioneering programs. They need to understand what constitutes a model program. They need to share information about how costs are curbed when resources are shared.

- *Develop profiles on model shared site and shared resource programs that include detailed information about lessons learned in program development, activities, partners, funding, and evaluation. Include emerging models such as school-based and faith-based.*
- *Establish an intergenerational shared site and shared resource demonstration project, with multiple locations, to encourage the development and evaluation of emerging models.*
- *Identify experts who can provide assistance for agencies launching shared site and shared resource programs. Draw them from a wide range of backgrounds, including managers of existing sites, foundation officers, government directors, city and business leaders.*
- *Explore and develop new funding options, including fee for service, expanded government*

reimbursements, corporate credits, private insurance, and community foundation funding for local intergenerational initiatives.

- *Create an on-line searchable database about programs, costs and resources, updating the database created by AARP in 1998.*
- *Develop materials, conferences, and trainings to provide “how-to” information and share program practices.*

Public Policy:

While it may seem common sense to share resources and bring generations together, a range of policy barriers prohibit easy interaction among our oldest and youngest. These perceived barriers are often more of a hindrance than an insurmountable obstacle. They present opportunities for creative advocates and policymakers to educate new audiences and begin developing an agenda for coordinated action in support of shared sites and resources. Policies nationally, in states, and in local communities should encourage, not discourage, the use of sites and resources by multiple generations.

- *Identify specific policies that restrict efforts to bring older people together with children and youth on the same site and educated lawmakers on the need for change.*
- *Identify and share model state and local policies on such issues as licensing, zoning, transportation and personnel policies.*
- *Promote federal government involvement in intergenerational shared site education by including information about these programs in regional trainings; funding the growth and maintenance of a database; and including specific language in Requests for Proposals.*

- *Convene an interagency summit to bring together policy leaders from government agencies, non-government organizations, for-profit developers and other legal, business and civic groups with expertise in the shared site field.*
- *Encourage funding for demonstration projects that could test innovative, replicable intergenerational share site concepts.*

Research and Evaluation:

Compared to the growing number and variety of intergenerational shared sites and shared resource programs in communities around America, the number of documented evaluation and research studies is not keeping pace. Intergenerational program literature generally reveals few evaluation and research studies, particularly in the relatively new area of shared site programs. A comprehensive search of the literature revealed less than one dozen studies that could loosely be considered evaluation or research studies of intergenerational shared sites. There is a serious need for more research about intergenerational shared site programs and for sharing research results among researchers and with practitioners.

- *Encourage more research.*
- *Develop “best practices” criteria.*
- *Study and quantify cost-reductions in shared sites.*
- *Analyze long-term benefits to participants of all ages, including such factors as improved mental and physical health; delay in time for older persons to go into nursing homes; improved learning options for the young; and encouragement of caregiving professions.*
- *Critique physical designs of shared sites and the way design influences programs.*
- *Develop evaluation criteria, including an assessment of the quality of current programs.*

Communication:

Nationally, the importance of intergenerational shared sites and shared resource programs in strengthening communities is still emerging. Over the past 15 years the number of programs has increased, yet the public is still largely unaware of the different program models and benefits. A coordinated communication plan is integral to any efforts to further develop the field.

- *Help national organizations and associations better understand shared-site program benefits and, through their grass roots networks, better educate the public.*
- *Target key community players who can help build intergenerational programs – school boards, architects, community planners, transport chiefs, business leaders, community service programs – and explain the benefits and cost-effectiveness of these programs*
- *Develop a social marketing campaign designed to increase understanding of and interest in these programs.*
- *Identify and cultivate well-known spokespeople in political, foundation, and other realms.*

Conclusion

Information is useless unless it is used. Generations United challenges policymakers, service providers, and other leaders to take Project SHARE recommendations and develop ways for their programs and communities to break down artificial age barriers. This document serves as a starting point for legislative, administrative, and community policies that support, not discourage, innovative intergenerational programs. Our nation can and should care for the well-being and future of its bookend generations. We have much to gain. Recently the executive of a shared site reported an unexpected benefit – a new work force. After twenty years of operating a senior housing facility with an onsite child care center, they are now seeing the children who grew up enjoying older people coming back as professionals to provide care where they once received care.

The rapidly growing interest in shared site programs and resources can be encouraged by promoting their benefits, addressing barriers, creating a solid body of research and developing supportive funding sources. Generations United is committed to making this intergenerational agenda a reality. Please join us by calling (202) 638-1263 or via e-mail at gu@gu.org.

“The way we treat our children in the dawn of their lives and the way we treat our elderly in the twilight of their lives is a measure of the quality of a nation.”

Hubert Humphrey



Appendix A- Intergenerational Shared Site Program Models: Combinations of Older Adult and Child/Youth Programs

PROGRAMS Child/Youth Older Adults	Childcare Center % %	Before/ After School	Head Start Program	Early Childhood	School	Multi-Level Childcare	Youth Recreation	Pediatric
Adult Day Services	34* 38% ◆ (36%) ▼	8 9% (36%)	6 7% (36%)	27 30% (36%)	4 5% (36%)	29 33% (36%)	14 16% (45%)	5 6% (46%)
Assisted Living/Res. Care Facility	9 45% (9%)	1 5% (3%)	1 5% (7%)	6 30% (8%)	2 10% (10%)	6 30% (8%)	1 5% (3%)	2 10% (10%)
Continuing Care Retirement	4 44% (4%)	0 0% (0%)	1 11% (7%)	3 33% (4%)	0 0% (0%)	2 22% (3%)	0 0% (0%)	0 0% (0%)
Nursing Home	42 55% (43%)	1 1% (3%)	2 3% (14%)	17 22% (22%)	2 3% (10%)	24 32% (30%)	4 4% (10%)	6 8% (6%)
Senior Care	7 9% (7%)	24 32% (65%)	8 11% (57%)	22 29% (29%)	13 17% (62%)	17 22% (21%)	15 20% (48%)	0 0% (0%)
Senior Housing Facility	2 22% (2%)	1 11% (3%)	1 11% (7%)	1 11% (1%)	1 11% (5%)	2 22% (3%)	2 22% (7%)	2 11% (10%)
Multi Level Care	17 45% (18%)	1 3% (3%)	0 0% (0%)	9 24% (12%)	0 0% (0%)	16 42% (20%)	0 0% (0%)	0 0% (0%)
Senior Recreation	3 12% (3%)	11 42% (30%)	1 4% (7%)	12 46% (16%)	3 12% (14%)	3 12% (4%)	10 39% (32%)	0 0% (0%)
Geriatric Care Unit	9 53% (9%)	0 0% (0%)	0 0% (0%)	4 23% (5%)	0 0% (0%)	7 41% (9%)	0 0% (0%)	1 12% (20%)

NOTES

* The top number in each cell is the total number of that particular program model in the sample.

◆ Upper percentages are the proportion of the older adult individual program type that are co-located with that child/youth individual program type.

▼ Lower percentages in parentheses are the proportion of the child/youth individual program components that are co-located with each of the older adult individual program components.

From "Intergenerational Shared Site Project, A Study of Co-located Programs and Services for Children, Youth and Older Adults: Final Report", Goyer, Zuses, AARP, 1998.

APPENDIX B- LICENSURE AND ACCREDITATION TABLE

ADULTS			
Type of Facility or Service	# of States with Licensure	Accrediting Organizations	References
Nursing Home	All states	JCAHO ¹ HCFA COA	www.jcaho.org www.hcfa.gov/ www.coanet.org www.medicare.gov/Nursing/Overview.asp http://research.aarp.org/health/fs10r_nursing
Assisted Living	29 states ²	JCAHO HCFA CARF COA	www.jcaho.org www.hcfa.gov/ www.carf.org www.coanet.org www.aoa.gov/housing/al.html www.ncal.org www.aahsa.org
Adult Day Care	22 states ³	NADSA and CARF COA	www.ncoa.org/nadsa/projects www.carf.org www.coa.net.org
Continuing Care Retirement Community ⁴ (CCRC)	38 states ⁵	JCAHO HCFA CCAC	www.jcaho.org www.hcfa.gov/ www.ccaconline.org www.bbb.org/library/carecomm.asp www.aahsa.org/public/consumer.htm aspe.os.dhhs.gov/daltcp/Reports/ccrcrpt.htm
CHILDREN			
Child Care ⁶	All states	NAEYC NSACA NCCA COA	www.naeyc.org www.nsaca.org www.nccanet.org/ www.coanet.org

State Specific Information at www.piperinfo.com/state/index.cfm, www.aoa.gov/agingsites/state.html, and <http://nrc.uchsc.edu/states.html>

KEY

Older Adult Services:

- CARF - Rehabilitation Accreditation Commission
- CCAC - Continuing Care Accreditation Commission
- COA - Council on Accreditation for Children and Family Services
- HCFA - Health Care Finance Administration
- JCAHO - Joint Commission on Accreditation of Healthcare Organizations
- NADSA - National Adult Day Services Association

Children's Services:

- COA - Council on Accreditation for Children and Family Services
- NAEYC - National Association for the Education of Young Children
- NCCA - National Child Care Association
- NSACA - National School-Age Care Alliance

¹ See key for explanation of abbreviations

² Summary of State Continuing Care Retirement Community Regulations (1999) (a report by the American Association of Homes and Services for the Aging)

³ According to Christine MacDonnell, National Director, Adult Day Services/Assisted Living, CARF (email communication, March 22, 2001)

⁴ Continuing care retirement communities are also required to be individually licensed for each type of service they provided for which individual licensure is available

⁵ Mollica, R. (2000). *State Assisted Living Policy*. Portland, ME : National Academy for State Health Policy.

⁶ License indicates age ranges and number of children allowed to be served

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