**GENERATIONS UNITED**
**INTERGENERATIONAL PROGRAM CERTIFICATION**
**2024 APPLICATION**

**Applications Due: November 7, 2024**

Generations United annually recognizes excellence in intergenerational programming connecting younger and older people in the United States. The Program of Distinction and Program of Merit designations are based on the criteria that underpin the effectiveness of any intergenerational program and are intended to recognize the rich diversity among programs that involve older and younger generations.

**Intergenerational programming** is defined here as programs, policies, and practices that increase cooperation, interaction, and exchange between people of different generations, allowing them to share their talents and resources, and support each other in relationships that benefit both the individuals and their community.

This application allows agencies and programs of any size to assess their intergenerational initiatives and seek national recognition for outstanding work. The application can also be used as a self-assessment tool to help program planners develop new initiatives and identify areas that can strengthen outcomes.

**Please note: We recommend completing the application in this Word document before transferring your responses to the** [**online form**](https://docs.google.com/forms/d/e/1FAIpQLSe-Lh4EAZ8MHKODuK8ZxLR61aoCvCX9DLQm4u4hboiaHk103Q/viewform?usp=sf_link) **to prevent losing your work.**

To learn more about Generations United and the benefits of intergenerational program certification, visit [**www.gu.org**](http://www.gu.org).

Confidentiality: All information provided in the application and supporting documents is considered confidential and will not be shared outside of the review committee without your expressed permission.

**If you have any questions, please contact Adina Wambua,** **awambua@gu.org**

**PROGRAM CERTIFICATIONS**

Please select the Designation Type you are applying for:

* Program of Distinction
* Program of Merit

You can find certificate eligibility and qualifications [here](https://www.gu.org/projects/program-certification/).

There are two levels of recognition:

* **Programs of Merit** excel beyond the minimum standard of effectiveness.
* **Programs of Distinction** meet a higher standard of innovation, leadership, and/or best practices and develop greater confidence in program sustainability and capacity to achieve targeted outcomes.

Selecting this box confirms you have reviewed and confirmed the qualifications for the certificate you are applying for.

**APPLICANT INFORMATION**Applicant Contact Information

|  |  |
| --- | --- |
| **Name** |  |
| **Email Address** |  |

Organization’s Primary Contact Information

|  |  |
| --- | --- |
| **Primary Contact Name** |  |
| **Primary Contact Email Address** |  |
| **Phone Number** |  |
| **Address 1** |  |
| **Address 2** |  |
| **City/Town** |  |
| **State/Province** |  |
| **Zip/Postal Code** |  |
| **Website** |  |
| **Social Media Accounts** | TwitterFacebookLinkedInInstagramTikTok |

**PROGRAM OVERVIEW**

1. Organization/Program Name:
2. Program Description: Please provide a brief description of your intergenerational program that could be shared publicly. (100 words or less)
3. Program Specifics: In more detail, please share your program mission, goals, activities, outcomes, staff and participant demographics, and number of people served or engaged in the project. (300 words or less)
4. Please provide your organization/program’s Diversity,[[1]](#footnote-2) Equity,[[2]](#footnote-3) and Inclusion[[3]](#footnote-4) (DEI) statement. (300 words or less)
5. Tell us about the composition of your community/organizations, with attention to characteristics such as race, ethnicity, culture, disability, gender, gender identity, sexual orientation. (100 words or less)
6. If partnerships between two or more organizations or divisions within your organization, please describe the primary partners in your intergenerational program and their roles. (100 words or less)
7. What needs and/or opportunities in your community does your intergenerational program address? In your response, describe the need/opportunity and the steps you have taken to identify or assess it (e.g., surveys, reports, focus groups, community planning meetings). (300 words or less)
8. What local conditions, resources, and priorities in your community influenced program decisions? In your response, emphasize how community context was considered when making major decisions about the program. (E.g., planners of a program operating in a rural location might note transportation difficulties as the reason they developed various telephone, text, e-mail, and video conference communication systems instead of face-to-face meetings.) (300 words or less)
9. In which of the following ways have you shared lessons learned from your intergenerational program? This can include intergenerational program planning strategies, implementation process, evaluation efforts, and program outcomes. Check all that apply.

|  |  |
| --- | --- |
| * Annual Reports
 | * Conduct training for other organizations
 |
| * Social Media Posts
 | * Provide technical assistance to other programs
 |
| * Newsletter Articles
 | * Conference presentations
 |
| * Press Releases
 | * Journal publications
 |
| * News or Media Coverage
 | * Host or assist in planning intergenerational seminars or conferences
 |
| * Share program documents with other programs
 | * Educate policy makers/public officials
 |
| * Assist other programs with replicating your model
 | * Advocacy/influencing policy
 |
| * Share manual or activity plans on your program
 | * Share program information through professional membership/advocacy organizations
 |
| * Develop and share training materials
 |  |
| * Other (please specify)
 |
| * None of the above
 |

**PROGRAM PARTICIPANTS**

1. How do most younger participants engage in programs? Check all that apply.

|  |  |
| --- | --- |
| * Contribute ideas that inform programming
 | * Actively join programming
 |
| * Plan activities
 | * Provide feedback on programming
 |
| * Lead activities
 | * Raise funds or in-kind support
 |
| * Observe activities
 |  |
| * Other (please specify)
 |
| * None of the above
 |

1. How do most older participants engage in programs? Check all that apply.

|  |  |
| --- | --- |
| * Contribute ideas that inform programming
 | * Actively join programming
 |
| * Plan activities
 | * Provide feedback on programming
 |
| * Lead activities
 | * Raise funds or in-kind support
 |
| * Observe activities
 |  |
| * Other (please specify)
 |
| * None of the above
 |

1. In what ways are participant characteristics considered when selecting/recruiting people for your intergenerational program? In this question, “characteristic” might relate to their age, physical abilities, cognitive abilities, skills, knowledge, lived experiences, motivation, interest, attitudes, etc. In your response, explain any restrictions to participation such as only 4th grade students or older adults who are Master Gardeners. (Please limit your response to 300 words or less)
2. How do you prepare or train your program participants? Preparation and training might include activities or discussions about the upcoming intergenerational activities with the groups separately; individual training or preparation shared by all participants. Topics might address needs, abilities, and generational differences between participants, confidentiality, and program policies that guide participants’ involvement with the project. (300 words or less)
3. How does your program enable inclusion of participants’ varied experiences, abilities, and needs? Check all that apply.

|  |  |
| --- | --- |
| * Stipends
 | * Activities that reflect participants’ spirituality and/or religion
 |
| * Transportation assistance
 | * Assistive technology
 |
| * Materials translation
 | * Trauma-informed care practices
 |
| * Multilingual facilitators or interpreters
 | * Activities that reflect participants’ culture
 |
| * Other (please specify)
 |
| * None of the above
 |

**PROGRAM ACTIVITIES**

1. Describe the nature of your intergenerational activities including frequency and duration, how participants are grouped, and how they interact with each other. For example, the 4th graders and older adults meet weekly for 1 hour over 10 weeks during the school year. Two children and one older adult form a team that meets together across the sessions. (100 words or less)
2. How do the staff members from each department/partner organization share in planning and implementing activities? (100 words or less)
3. How do your intergenerational activities reflect the interests, backgrounds, traditions, input, culture, and lived experiences of the participants? (100 words or less)

**PROGRAM SUSTAINABILITY & CAPACITY**

1. In what ways do program administrators, organizational leaders, and community stakeholders support your intergenerational program? Check all that apply.

|  |  |
| --- | --- |
| * Provide funding or assist with funding
 | * Market program and services
 |
| * Facilitate connections with elected officials and policy makers
 | * Support strategic/long-term planning
 |
| * Assist with operations
 | * Assist with evaluation
 |
| * Recruit participants
 | * Provide help or guidance addressing barriers or concerns
 |
| * Identify and make connections with new partners
 |  |
| * Other (please specify)
 |
| * None of the above
 |

1. Describe the structure, nature, content, and frequency of your staff training. (100 words or less)
2. What role do staff members have in determining the topics/design/delivery of training? For example, staff collectively identify training topics for the year and plan for training with cross-training of older adult and youth program staff. (100 words or less)
3. Does your staff training include cultural humility and responsiveness for working with participants? Please provide an overview to these trainings?

**PROGRAM EVALUATION**

1. In what ways do you collect information on your program to determine if objectives are being met and measure the impact of your program on participants, families, and the community? (100 words or less)
2. What information do you gather to develop and/or modify your intergenerational program? Check all that apply.

|  |  |
| --- | --- |
| * Listing of program activities
 | * Participant feedback
 |
| * Number of participants
 | * Staff feedback
 |
| * Demographic characteristics of participants
 | * Stakeholder feedback
 |
| * Hours of contact
 | * Barriers to implementation
 |
| * Amount of staff time devoted to activities
 | * Strategies for overcoming barriers
 |
| * Attendance at events
 |  |
| * Other (please specify)
 |
| * None of the above
 |

1. What are targeted outcomes for younger participants that you track to show the impact and effectiveness of your program? Check all that apply.

|  |  |
| --- | --- |
| * Academic achievement (e.g. social emotional learning, classroom behaviors, reading/math comprehension, graduation rates)
 | * Social wellbeing (e.g. civic engagement, attitudes toward aging, sense of community)
 |
| * Prevention of substance use (alcohol, drugs, tobacco)
 | * Overall health and quality of life
 |
| * Physical health (e.g. prevention/reduction of obesity, increased physical activity, prevention/reduction in falls)
 | * Housing security
 |
| * Cognitive health (e.g. memory, verbal learning)
 | * Environment (e.g. recycling, gardening)
 |
| * Psychological health (e.g. self esteem, social isolation, life satisfaction, depression)
 |  |
| * Other (please specify)
 |
| * None of the above
 |

1. What are targeted outcomes for older participants that you track to show the impact and effectiveness of your program? Check all that apply.

|  |  |
| --- | --- |
| * Academic achievement (e.g. social emotional learning, classroom behaviors, reading/math comprehension, graduation rates)
 | * Social wellbeing (e.g. civic engagement, attitudes toward aging, sense of community)
 |
| * Prevention of substance use (alcohol, drugs, tobacco)
 | * Overall health and quality of life
 |
| * Physical health (e.g. prevention/reduction of obesity, increased physical activity, prevention/reduction in falls)
 | * Housing security
 |
| * Cognitive health (e.g. memory, verbal learning)
 | * Environment (e.g. recycling, gardening)
 |
| * Psychological health (e.g. self esteem, social isolation, life satisfaction, depression)
 |  |
| * ð Other (please specify)
 |
| * ð None of the above
 |

1. How do you gather information to show the impact and effectiveness of your program? Check all that apply.

|  |  |
| --- | --- |
| * Pre-Tests
 | * Narratives
 |
| * Post Tests
 | * Visual Images
 |
| * Observations
 | * Artifacts (e.g., stories, art, video diaries)
 |
| * Focus Groups
 | * Standardized assessments (specify names and references)
 |
| * Interviews
 |  |
| * Other (please specify)
 |
| * None of the above
 |

1. If you use a particular survey that is noted in the research literature, please provide the name(s) of the instrument(s) and reference(s.)
2. Please share a summary of any notable findings about the effectiveness and/or impact of your program. (100 words or less)
3. How have you used this information? Check all that apply.

|  |  |
| --- | --- |
| * Develop the program
 | * Communicate about the program to clients/families
 |
| * Make modifications to the program
 | * Communicate about the program to community members
 |
| * Meet reporting requirements
 | * Communicate about the program to peers
 |
| * Secure material support (e.g., grants, funding, materials or assistance)
 | * Advertise the program
 |
| * Other (please specify)
 |
| * None of the above
 |

**SUPPORTING DOCUMENTS**

We recognize that intergenerational programs have varying structures and tell their stories in many ways. This is the place you can upload any documents, photos, videos, or other media.

1. Please indicate what items you are uploading with your application from the list of items below.

|  |  |
| --- | --- |
| * Annual Report
 | * Volunteer Handbook
 |
| * Project or Evaluation Report
 | * Brochure
 |
| * Memorandum of Agreement (MOA) between key partners
 | * Newsletter
 |
| * Policies and Procedures
 | * Job Descriptions
 |
| * Statement on Diversity, Equity, & Inclusion
 | * Organizational Chart
 |
| * Activity Plans/Curriculum
 | * Commendations or testimonials from participants, staff, volunteers, community, etc.
 |
| * Replication Manual/Guidebook
 |  |
| * Other (please specify)
 |
| * None of the above
 |

1. Please upload your supporting documents, combined as a single file when possible. If the information is available online, please upload a list that includes the titles of the items and links.

**OPTIONAL ITEMS**

1. Is there any information you would like to share about your program that is not reflected above?
2. What would it mean to your organization to earn this designation?
1. Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective. Populations that have been-and remain- underrepresented among practitioners in the field and marginalized in the broader society. [↑](#footnote-ref-2)
2. Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society. [↑](#footnote-ref-3)
3. Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all. To the degree to which diverse individuals are able to participate fully in the decision-making processes and development opportunities within an organization or group. [↑](#footnote-ref-4)