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ABSTRACT

Designed as an effort to gather, package, and disseminate useful programmatic information on aging education, this publication is divided into seven substantive sections. Following a preface and acknowledgements, an introduction presents a model of intergenerational programming, a definition of an intergenerational activities committe, purposes of such a committee, a rationale for intergenerational programming, and program barriers and benefits. A second section describes how to use the model. Planning steps, organizational steps, and implementation steps are described in the next three sections. Suggestions from experts in intergenerational programming are provided in section six. The final section contains resources for intergenerational programming, including readings, program examples, and organizations; and general references on planning, public relations, fundraising, evaluation, and committee development. An appendix consists of a sample agenda and sample minutes from an intergenerational activities committee. (LP)

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# PROGRAM INNOVATIONS IN AGING

VOLUME VIII

## COMMUNITY PLANNING FOR INTERGENERATIONAL PROGRAMMING

by

Catherine Ventura-Merkel
Lorraine Lidoff

ERIC

Prepared with the support of the
Charles Stewart Mott Foundation

by

The National Council on the Aging, Inc.
600 Maryland Avenue, S.W.
West Wing 100
Washington, D.C. 20024

VOLUME VIII

# COMMUNITY PLANNING FOR INTERGENERATIONAL PROGRAMMING

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Catherine Ventura-Merkel
Lorraine Lidoff

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"PROGRAM INNOVATIONS IN AGING"

VOLUME VIII: COMMUNITY PLANNING FOR INTERGENERATIONAL PROGRAMMING

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# PREFACE

Many demonstrations and much program-oriented research have been conducted in the aging field over the last 15 years. While these efforts have often produced significant contributions to the service system in a particular community or to a specific area of research, the findings are rarely disseminated widely, and the successes receive little attention beyond a narrow sphere. Consequently, people and organizations that might have used information to initiate or improve programs in their own communities sometimes miss out on good ideas and have to "reinvent the wheel."

To address this need, NCOA has undertaken a major initiative to develop, gather, package and disseminate what we believe to be useful programmatic information. The resulting series of publications, PROGRAM INNOVATIONS IN AGING, includes how-to models, syntheses of program-relevant research findings, and descriptive summaries of successful practices used in demonstrations and other innovative projects.

The Community Planning for Intergenerational Programming Model is the eighth volume of how-to models, which are designed to provide detailed guidance for replicating or adapting innovative program ideas. The models are based on research on the program idea, discussions with experts and site visits to observe actual programs in operation and to interview staff, advisory committee members, participants and other key actors. This process enables us to write general guidelines that can be used by diverse organizational sponsors to develop programs in a variety of community settings.

## Common Themes of Successful Programs

In preparing the models, we have identified several common themes that we believe are essential elements for developing a successful program. We outline them here to provide a framework for reading the model and considering whether to use it in your community.

Each of the programs on which the models were based had:

- o A systematic process of development, including sound planning and organization and step-by-step implementation.
- o Leadership strongly committed to seeing the program take root and succeed. The leader either was an executive of the sponsoring organization or had access to and the support of organizational decision makers.
- o Core staff with a strong commitment to the program plus the knowledge and skills to put it in place. Training was often provided to develop such knowledge and skills -- and to encourage any needed changes in perspective or attitudes.
- o Involvement of potential partners, participants and consumers in the planning stage and -- if appropriate -- in program implementation. Communication about the program's goals, progress and achievements was continuously directed to interested parties and the community as a whole.
- o Adequate resources to support the core staff, obtain needed technical assistance and develop program operations. Maximum, creative use of new and existing resources -- dollars, people, in kind, etc. -- was a hallmark of the successful programs.

Translating Models into Practice

Traditionally, most models are simply case studies, portraits of outstanding programs. While such case studies may inspire people in other communities to attempt to replicate a proven success, there are often difficulties in applying what worked in one place to another situation. With this series, we have taken the first step toward making the necessary translation. Each model goes beyond the particulars of one community's effective program to provide

more general information and guidelines. The "RESOURCES" section of the models offer further assistance, including examples of similar programs that may be contacted, plus selected references. Readers will still need to take the next step for themselves, deciding whether to use the model and specifically how to adapt it for their own communities.

* * *

The PROGRAM INNOVATIONS IN AGING Series

Volumes to date in the series include:

How-to Models

Volume I: Stimulating the Development of Older Volunteer Programs

Volume II: Energy Assistance Program Model

Volume III: Retiree Employment Program Model

Volume IV: Matched Housing Program Model

Volume V: Promoting Self-help Ventures in Food Production and Distribution

Volume VI: Planning an Income-generating Food Service Enterprise

Volume VII: Respite Companion Program Model

Volume VIII: Community Planning for Intergenerational Programming

Syntheses of Research and Demonstration Findings

Volume I: Informal Supports: A Summary of Federally Funded Research and Demonstrations

Volume II: Caregiver Support Groups

Volume III: Peer Support Groups for Health Education

Additional topics will be addressed in future volumes.

NCOA is pleased to publish this information and to serve as a link between successful programs and those who are seeking new ways to meet older people's needs. Please fill out the Response Sheet in the front of this model and let us know how useful it is and how else we may assist your program development efforts.

ACKNOWLEDGMENTS

The "Program Innovations in Aging" series has benefited from many people's contributions. We wish to acknowledge the support provided by the Charles Stewart Mott Foundation, and particularly the assistance of Trudy Cross, Mott's Consultant on Aging. We especially appreciate the hard work and valuable critical thinking of the project's Advisory Commitee:

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Several NCOA staff members also contributed, offering helpful comments on early drafts of the model. Doris West, project secretary, provided her expert word processing and layout skills.

We owe a special debt of gratitude to the people associated with the Intergenerational Activities Committee in Lakewood, Ohio, on which this model is partially based.

# INTRODUCTION

## WHAT IS THIS MODEL?

This model is a guide for organizations interested in developing or expanding activities that promote intergenerational sharing in their community. The model focuses on the development and organization of a community committee to plan, implement and review ongoing programs, activities and special events that link the generations.

The model is largely based on the approach used by the Intergenerational Activities Committee in Lakewood, Ohio. It also incorporates various ideas and strategies for program implementation that have worked successfully in other locations and situations.*

The model may be used by any community agency or group that works with or serves older people and/or youth and is interested in developing community-wide intergenerational initiatives and programs. A potential sponsor should be in a position to assemble a core group of organizations willing to work on cooperative intergenerational activities. Participation in and support for the committee's efforts may come from a variety of sources within the community: Elementary and secondary schools, community centers, senior centers, churches, social service agencies, day care centers, civic or denominational voluntary groups, universities and colleges, nursing homes and retirement centers.

* See RESOURCES section for a profile of the Intergenerational Activities Committee and descriptions of other efforts in planning intergenerational programs.

WHAT IS AN INTERGENERATIONAL ACTIVITIES COMMITTEE?

An Intergenerational Activities Committee is a group of people concerned about the needs and interests of both youths and older adults. The committee's charge is to increase community linkages in order to stimulate the development and implementation of intergenerational programming. Committee membership should include both old and young people, plus representatives of interested agencies and organizations.

The term intergenerational programming can refer to activities or programs that increase cooperation, interaction and exchange between any two generations. For the purpose of this model, the focus will be on programs and activities that involve youth age 25 and younger, and older persons age 60 and older. An intergenerational program involves the mutual sharing of skills, knowledge or experience between young and old.

Basically, intergenerational programs fall into three program types: (1) those in which youths provide services to older persons, such as a friendly visiting program in nursing homes by children or a student-sponsored home help/chore service; (2) those in which older persons provide services to youths, such as foster grandparent programs and volunteer tutoring programs for schoolchildren, and (3) those in which both older and younger people work cooperatively on an activity or project, such as a drama production or chorus. All three program types are mutually beneficial to both older and younger participants.

WHY IS THIS TOPIC SO IMPORTANT TODAY?

Several circumstances make intergenerational programming the subject of great current interest. We can characterize these factors as:

- o social separation of the generations
- o categorization and specialization in service programs
- o shrinking public resources for human services

Population mobility often geographically separates generations within the family, reducing their opportunities for interaction and social support. Our primarily age-segregated educational system reinforces the separation of young and old. Many children grow up with limited exposure to older people; they may develop negative attitudes toward both the elderly and the aging process. And older people often feel isolated both from youth and the mainstream of society.

Categorical programs are beneficial in that they assure that the needs of particular groups are not submerged or overlooked -- a situation common for older people, who have suffered as a group from societal agism and have traditionally been underserved in non-categorical programs, such as community mental health centers. But such targeted programs may also contribute to duplication and fragmentation of a community's service system.

Shrinking public resources are a fact of life today for all human services, for all age groups. Service providers often find themselves in competition for scarce resources, and one disadvantaged group may seem to gain only at the expense of another.

Intergenerational programming is an important way to address the circumstances just described. Some intergenerational program ideas:

- o provide opportunities for young and old to interact, to enjoy and learn from each other
- o help tie together some of the separate parts of a service system promoting cooperation among providers serving different age groups
- o pool, and make more efficient use of, scarce resources to improve programs for both young and old

WHY HAVE A COMMITTEE?

An Intergenerational Activities Committee provides a vehicle through which a community can organize, initiate, expand and promote intergenerational activities and programs. It offers an arena for diverse community agencies, organizations and groups to meet, discuss and design innovative cooperative ventures or expand existing programs. Little or no financial investment is needed; the amount of manpower and other resources involved can vary, depending on what is available and what the committee intends to accomplish.

WHAT ARE THE BENEFITS OF THE PROGRAMS GENERATED BY THE COMMITTEE?

The benefits that can result from intergenerational programming are numerous. While many of the positive outcomes of a given program will be unique, certain general benefits may be anticipated.

For youth, intergenerational programs:

- o increase their understanding of life as an ongoing process in which aging is one natural component
- o help them gain a better understanding of older people

- help them to learn about the past by interacting with individuals who can share a lifetime of skills, knowledge and experience
- dispel the myths and stereotypes they may hold about the elderly
- encourage the development of meaningful new relationships with older persons

For older participants, involvement in intergenerational programs:

- makes use of their time and energy by involving them in meaningful roles
- helps them learn about and better understand the values and problems of youth
- enables them to cultivate new relationships that can provide a great deal of support at a time when they may be experiencing personal losses (e.g., of relatives, friends, jobs, physical functioning, etc.)
- allows them to share their expertise, skills and knowledge with others
- helps destroy stereotypes about and reduces fears of youth
- helps maintain their activity and may promote their physical and mental health

For community agencies and organizations, intergenerational programs:

- Make use of volunteers who supplement services under the supervision of trained professionals

- o are a vehicle for greater cooperation with agencies outside their network
- o address the needs of both age groups more effectively by pooling resources, joint projects or cooperative ventures
- o decrease competition for scarce funds by sharing human and financial resources

For the community-at-large, intergenerational programs:

- o encourage increased cooperation and reduce conflict between the generations and between the agencies and organizations that serve them
- o provide opportunities for communities to design, support and maintain progams that suit local resources and needs
- o strengthen informal support networks and provide for the transmission of skills and experiences from one generation to another.

And the committee itself is ongoing, continuing to function beyond the life of the various programs it sponsors, plans and implements.

## WHAT ARE THE BARRIERS TO IMPLEMENTING THE PROGRAMS GENERATED BY THE COMMITTEE?

While intergenerational programming offers many benefits, designing and implementing successful projects may be complex and time-consuming. In the interest of facilitating such efforts, we identify here some barriers or problems that may be encountered in trying to plan and implement intergenerational programs (Firman, et al., 1983).

Barriers can be grouped into four major categories: marketing, financial, logistical and interpersonal. In general, marketing and financial problems tend to prevent projects from getting started or from continuing; logistical and interpersonal problems, on the other hand, are more likely to limit the effectiveness of a project rather than prevent it from taking place.

Marketing barriers can prevent some projects from getting started and limit the eventual size of a project. In this context, marketing refers to the challenge of securing the voluntary cooperation of all groups or individuals who can have a decisive impact on the intergenerational project. For such a project to be successful, voluntary participation is needed from several different groups: Youths, older people, agency staff, administrators, funding sources, etc. Each of these groups should believe that participation in the project is a wise investment of time and resources. Recruiting and convincing youths and older people to participate in intergenerational projects may require considerable effort.

Financial barriers may also keep a project from getting off the ground. Intergenerational projects demand the time of participants and, often, expenditures for travel, supplies or equipment. Some key participants may also require monetary compensation.

A variety of logistical barriers are common to intergenerational programming. Transportation is one such concern. Both youths and elderly may need some type of transportation to participate in intergenerational projects. Present public transportation systems often do not adequately serve the elderly. High premiums are charged for insurance policies and liability coverage to agencies for transporting age groups who are considered high risk, including children and older persons. Other logistical issues include architectural barriers to access and scheduling problems.

Because intergenerational projects involve human beings, the realities of interpersonal dynamics cannot be ignored. It is not uncommon for youths to have stereotypical images or other inappropriate attitudes about aging and older people. Many youths are particularly reluctant to work with or come in contact with older people. And some older people are fearful or distrustful of youths. Although intergenerational experiences can be quite positive, sometimes personal and/or racial prejudices can prevent the development of good relationships. Potential interpersonal barriers are not limited to young-old relations. Problems may also arise between staff members and youths or elderly participants.

* * * * * *

These barriers have not been presented to discourage you from promoting intergenerational projects, but rather to alert you to some issues that you may have to deal with in establishing innovative and experimental intergenerational projects. Through brainstorming and problem-solving techniques, these barriers can usually be overcome.

## USING THE MODEL

**HOW IS THE MODEL INTENDED TO BE USED?**

The model presents a step-by-step process for establishing an Intergenerational Activities Committee to plan, implement and review programs and special events that link the generations. The steps described here need not be followed in every detail or in the exact order presented. Rather, we offer an overall approach that has proven to be generally logical and effective but may require adjustment to work in any particular community. You may find, for example, that some steps are unnecessary or others need to be added or expanded, based on the special circumstances of your community. Or you may find that it works better to carry out some steps in a different sequence. Some activities may be much easier than the model assumes, and some may be more complicated. The model is not meant to bind you to a rigid process but to provide a workable outline that you can adapt to suit your needs.

**WHAT ARE THE BASIC PARTS OF THE PROCESS?**

The program development process presented here has three basic parts:

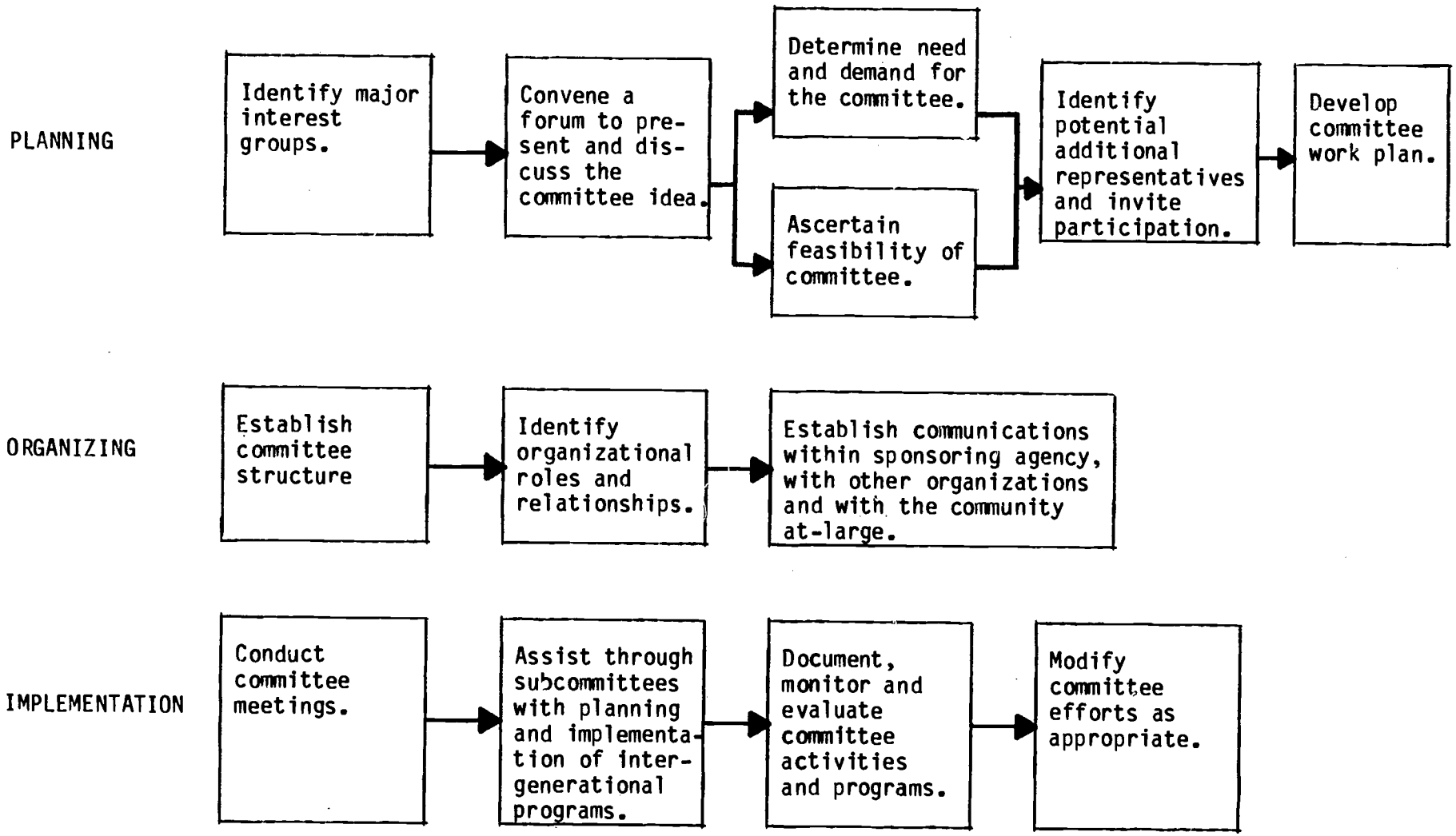
- o Planning -- how the committee is designed and launched
- o Organization -- how the committee is structured
- o Implementation -- how committee functions are carried out

The flow chart on the next page depicts the entire process, showing the steps in a sequential relationship.

In the next three sections, we will follow the flow chart and explain each of its basic parts -- its objectives and the steps needed to accomplish them.

## COMMUNITY PLANNING FOR INTERGENERATIONAL PROGRAMMING

DEVELOPMENT PROCESS



## PLANNING STEPS

Planning is a systematic approach to making decisions about future actions and about how to use resources to meet needs. It is also an important tool for responding to change. There are excellent books and articles on the planning process in general and on using planning as a tool to introduce program innovations; several are listed in the RESOURCES section for your information. The discussion below will focus on specific aspects of planning for an Intergenerational Activities Committee.

o Identify major interest groups.

The first step is to identify groups -- both within the sponsoring agency or organization and in the community -- that have the interest and skills needed to plan, organize and possibly support the committee. You will want to include groups and organizations with some experience in conducting intergenerational programs, as well as those with the potential for becoming involved in intergenerational programming and committee activities.

Examples of some major interest groups to be identified include:

- o colleges, universities, secondary schools, elementary and nursery schools
- o board of education
- o youth groups (Boy Scouts, Girl Scouts, 4-H, YM/YWCA, YM/YWHA, Key Club, etc.)
- o senior groups (AARP chapters, Gray Panthers, etc.)
- o service planners and providers (area agency on aging, senior centers, congregate nutrition programs, nursing homes, family and children's services, home care agencies, adult and child day care programs, etc.)

- o mayor's office
- o recreation and park development
- o United Way
- o neighborhood groups, centers and associations
- o churches, synagogues and denominational service groups and youth clubs
- o local foundations

Potential interest groups within the sponsoring agency or organization will depend on the type of entity it is. For example, a senior center may identify its education division as a major interest group because it has conducted an intergenerational discussion group; a local department of youth services may identify its job placement office because of its potential for involving older persons as career counselors. No matter how large or small the sponsoring agency or organization, an attempt should be made to identify a particular division, unit or subgroup that might become involved in the committee and its related activities so that an internal base of support or responsibility can be established or enhanced.

o Convene a forum to present and discuss the committee idea.

Representatives from major interest groups should be invited to attend a forum to discuss the committee idea. Executive directors, school administrators or other individuals who have the authority to speak for the group they represent should be involved whenever possible. At this initial meeting, the sponsor should present the concept, explain the potential benefits of an Intergenerational Planning Committee and elicit discussion to find out how much interest there is in pursuing it. If the decision is to proceed with a full-fledged committee, some of the forum attendees who have expressed enthusiasm about the idea and willingness to participate in ongoing activities may be invited to become committee members.

The forum offers several benefits to the committee development process:

- o It is a mechanism for bringing together people from a variety of areas who have access to resources for putting an intergenerational committee and its related activities and programs in place.
- o It is a means for identifying agencies, groups or organizations, as well as older and younger people, who might potentially participate in the committee, once it is established, and its programs and activities.
- o It begins to define the committee role by identifying what programs already exist, what gaps remain to be filled and what linkages have been or can be developed within the community.
- o It is a way to start building community support.

o Determine the need and demand for an Intergenerational Activities Committee. The sponsoring agency will need to contact a variety of people and organizations (see list on p. 9 for some examples) to determine both the need for intergenerational programs in the community and the degree of interest in coordinating such programs through the cooperative structure of a committee. Discussions of such issues, begun at the forum, should be pursued through informal telephone conversations or meetings or through more formal interviews.

Discussions should address whether there is perceived to be:

- o a shortage of opportunities for meaningful interaction between young and older people
- o a lack of local agencies, organizations and groups with the capability to initiate intergenerational programs
- o unavailability of a mechanism for developing linkages among those interested in becoming involved in intergenerational programming

If resources are available, the sponsor may wish to conduct a survey to obtain information about these factors. If not, useful data may be obtainable from other community surveys and needs assessments.

Once the need for intergenerational activities is ascertained, it is still necessary to be sure that there is a demand for the committee itself. Community agencies, groups and organizations should be asked if they will cooperate with the committee in planning programs and with other community agencies, groups and organizations in implementing programs. Without determining demand, there is no assurance that this particular approach would be acceptable and thus helpful in meeting the need.

- o Ascertain feasibility of a committee as planning mechanism.

  The sponsoring agency will need to explore and discuss several questions in order to assess the feasibility of a committee as a mechanism for community-wide planning, coordination and program implementation:

  - o Does the agency that is to sponsor the committee have credibility and a positive image in the community?
  - o Is the committee philosophically compatible with the goals of the sponsoring agency?
  - o Is the committee approach suited to the community environment and traditions?
  - o Can the committee be organized and developed with minimal additional investment? If not, are other resources readily available?
  - o What are the expected accomplishments and benefits from organizing the committee? Can they be derived relatively quickly in order to gain and retain support? Will the investment of resources be perceived as worthwhile?

- Can any alternative approaches to community planning for intergenerational programs be identified? What are the advantages of organizing a committee over other feasible options?
- If the committee were to be disbanded at any step in its development or after it was established, what would be the effects on the community at large? The sponsoring agency? The participating agencies, groups and organizations? The committee members? Participants in the intergenerational programs?

- Identify potential representatives to serve on the committee and invite participation.

Once the decision is made to proceed with the committee, it is necessary to identify and then involve people who have the characteristics and skills needed to make it a functioning community planning body. The number and types of people selected to serve will depend on several factors, including:

- the type of agency sponsoring the committee and its own resources and functions
- the number and types of organizations potentially interested in participating
- the committee's anticipated level of involvement in the actual implementation of programs that it helps to plan

Committee members should be committed to the idea of intergenerational programming as a worthwhile venture. Other desirable qualities for members are: Interest in the committee's mission and specific responsibilities as a community planning body; leadership ability; readiness to undertake the work involved and ability to carry it out; intelligence, common sense and creativity. Committee members should have the authority to speak for the agency or group they represent, including the youths and elderly who represent the populations for which the programs will be planned.

o Develop a work plan.

A work plan, specifying clear goals and measurable objectives, is an essential guide for carrying out activities and monitoring progress. Several references on planning in general, including how to prepare a work plan, are listed in the RESOURCES section. Here we note some points of particular relevance in developing a work plan for an Intergenerational Activities Committee:

- o First, goals must be specified. They should be stated in terms of the target population and the difference that the approach is intended to make for them. For example, a goal statement might read: "To help community agencies, groups and organizations plan and implement intergenerational programs and activities by providing a vehicle through which they can link with other interested groups and organizations."
- o Objectives relating to the goals should be written and stated in concrete, measurable and achievable terms -- e.g., "To involve 10 youth organizations and 10 aging organizations in the committee."
- o Activities or tasks should be developed that specify, step by step, how each objective will be accomplished. For example, if the objective is to involve 10 youth and 10 aging organizations in the committee, activities could be to:
  - (1) Identify the major agencies, groups and organizations serving older people and youth in the community.
  - (2) Determine those most likely to be important to the functioning and success of the committee.
  - (3) Contact their directors and invite participation.
  - (4) Obtain each organization's agreement to be represented at committee meetings and to use its resources and influence for promoting cooperative planning and implementation of intergenerational programs and activities.

Remember, the above examples are offered as illustrations, not blueprints for your own work plan, which must reflect your specific situation and the way your committee is organized.

- You will need to establish a time frame or schedule for carrying out each activity and accomplishing each objective. This time frame will guide the allocation of resources and allow you to monitor progress and demonstrate achievements to the sponsoring agency and to the community as a whole.

* * *

As mentioned previously, the steps described here are presented as a generally logical and effective approach. Some adjustment may be necessary for these planning steps to work in a particular community or situation. For instance, the planning steps will vary according to the size of the community, the location of the sponsoring agency (i.e., urban, rural, suburban), the extent to which the sponsoring agency can -- and wants to -- organize the community and other factors. Therefore, flexibility is necessary throughout the planning process.

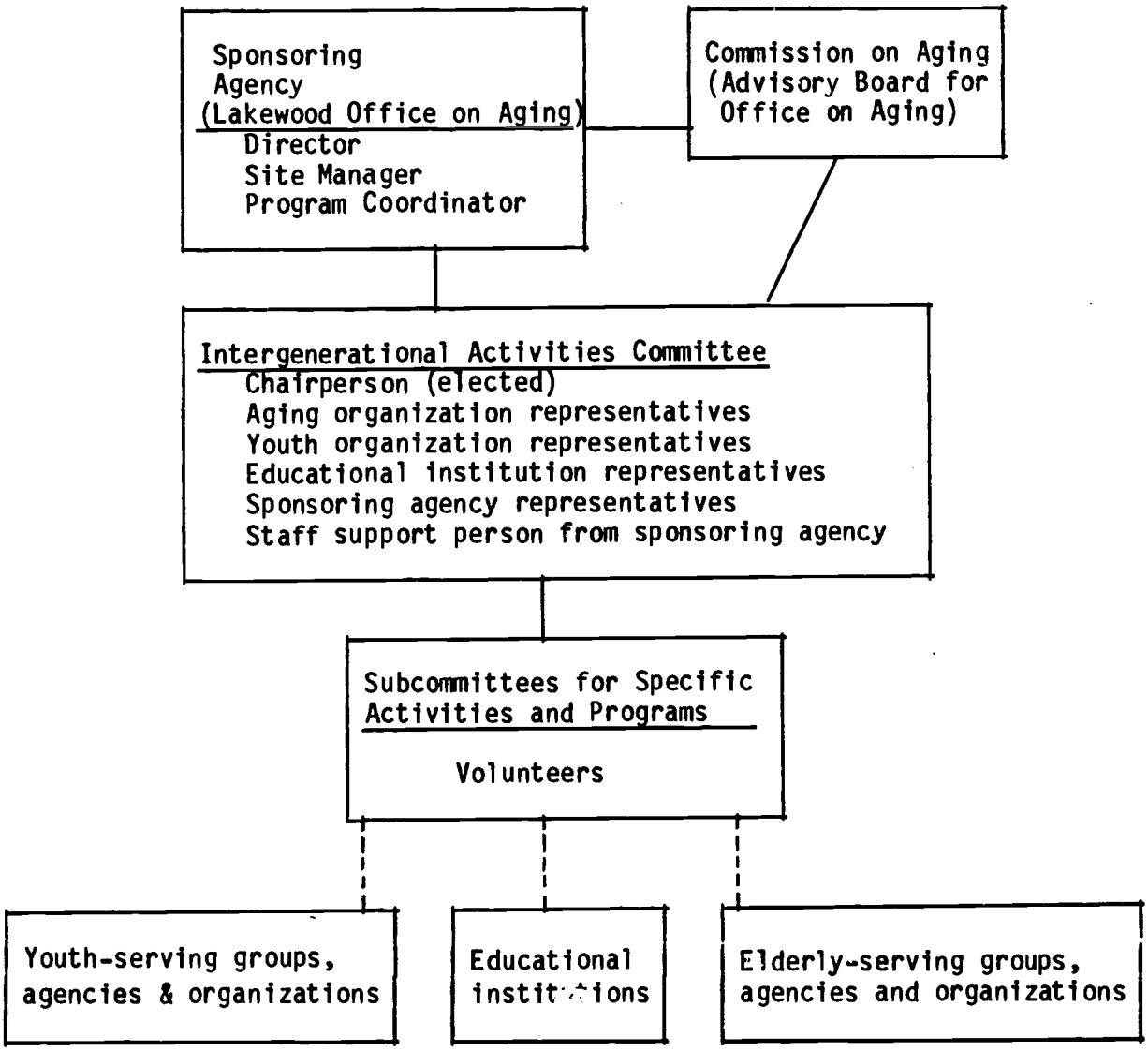
Planning is a dynamic process. Plans will change as the committee is organized and begins functioning and you see what works and what does not. Circumstances sometimes change, too, requiring adaptations even in committee components and functions that have been successful. You will need to use the information obtained from monitoring and evaluation (see IMPLEMENTATION section) to identify areas that need attention and to develop new plans or approaches to maintain or improve the committee's effectiveness.

## ORGANIZING STEPS

Organization concerns the committee's internal and external relationships. By internal relationships, we mean how each component functions within the total organizational structure. By external relationships, we mean how the committee functions as part of the community's service system. Following is a discussion of specific steps in the organizing process.

o Establish the committee's organizational structure.

The committee's organizational structure reflects its lines of communication and the decision-making hierarchy among its components. It is usually depicted in an organizational chart. For example, the Lakewood Intergenerational Activities Committee is structured as follows:



While the Lakewood Office on Aging is the sponsoring agency for the Lakewood Intergenerational Activities Committee, it is important to point out that the sponsor need not be aging-related. The initiative for community organizing could come from a variety of sources, since the focus of intergenerational programming is on both youth and elderly. Other suitable sponsors could include youth-serving agencies, groups and organizations, educational institutions and neighborhood or community groups.

The organizational chart for the Lakewood Intergenerational Activities Committee depicts the involvement of numerous individuals from the sponsoring agency and a variety of representatives on the committee. Not all of these individuals are essential to carrying out the committee's functions. The number of staff persons involved in committee activities depends on the sponsoring agency's size, structure and commitment. The number of committee participants depends on the size and diversity of the community, the number of people interested in participating and the committee's anticipated level of involvement in program implementation. The director of the Lakewood Office on Aging notes that you could form a functioning committee on a reduced scale, even with only two interested people.

o Identify organizational roles and relationships.

What role is each component to play in carrying out the committee's functions? The following matrix is intended to be used as a guide in defining the functions of your committee. The matrix is based on (though not identical to) the Lakewood Intergenerational Activities Committee. It is intended as an illustration, rather than a blueprint for others.

| COMPONENT | FUNCTION |
|---|---|
| Sponsoring Agency | Planning<br><br>o convenes meeting of major interest group representatives<br>o assesses need and demand for an intergenerational activities committee<br>o determines feasibility of committee approach<br>o helps develop work plan<br>o determines operating budget<br>o communicates new program ideas to committee<br><br>Coordinating<br><br>o provides staff support<br>o integrates intergenerational programs with other programs, services and activities<br>o disseminates information about the committee to the advisory board and community<br><br>Managing<br><br>o provides administrative support (space, equipment, supplies, payroll and other services)<br>o invites the committee members and gives committee its charge<br>o monitors committee activities and progress |
| Intergenerational Activities Committee | Planning<br><br>o develops work plan<br>o generates ideas for potential programs and activities<br>o prioritizes program ideas based on their feasibility and likely impact<br>o determines need and demand for specific intergenerational activities<br>o identifies community groups, agencies and organizations that might participate in programs and activities<br><br>Program Management<br><br>o approves or disapproves program ideas<br>o recruits chairperson to head program subcommittee and volunteers to serve on subcommittee<br>o monitors program implementation<br><br>Development<br><br>o makes decisions on developing new programs and expanding or terminating existing ones, based on evaluation of committee outcomes and impact<br><br>o disseminates information about programs and activities to the advisory board and community |

| COMPONENT | FUNCTION |
|---|---|
| Subcommittee for Specific Program or Activity | <u>Planning</u><br><br>o assesses need and demand for program or activity<br>o helps develop work plan for program or activity<br>o helps write job descriptions for various tasks<br>o identifies and contacts community groups, agencies and organizations that might participate in program or activity<br><br><u>Coordinating</u><br><br>o links appropriate agencies, groups and organizations<br>o helps identify and obtain resources for programs or activities<br><br><u>Implementing Program or Activity</u><br><br>o helps define tasks for program implementation<br>o matches youth and aging groups, agencies and organizations<br>o assists participating groups, agencies and organizations and coordinates their efforts as needed<br>o provides verbal and written technical assistance for programs and activities<br>o assists and supervises program implementation<br><br><u>Evaluation</u><br><br>o evaluates program or activity<br>o submits report to committee |
| Participating Agencies, Groups and Organizations | o link with other community organizations and resources<br>o assess interests of potential program participants<br>o identify actual program participants<br>o work with subcommittee and other participating groups in implementing programs and activities<br>o manage ongoing program activities<br>o report to subcommittee on progress and experiences |
| Volunteers | Assist in planning and implementing programs and activities. |

o Establish communications within the sponsoring agency and with other organizations and the community-at-large.

Channels of communication must be established within the sponsoring agency so that the committee can function effectively and maintain its base of support. Members of staff, management and the agency's board should be kept informed of the committee's activities and accomplishments on a regular basis. Such communication can be accomplished through: Presentations to agency staff and board, articles in the agency's newsletter, fact sheets and announcements posted in places where people gather (e.g., bulletin boards, staff lounge, etc.). These activities will serve to increase the committee's visibility within the agency and can stimulate interest among individuals previously unaware of the committee's existence, activities and accomplishments.

An important step in committee organization is communicating with and gaining the support of local community agencies and organizations that could become involved in intergenerational activities and programs. The primary purpose of linking with other community groups is to inform them of the committee's existence, its mission and the potential benefits they might gain from working with it.

Linkages begin with identifying and communicating with representatives from major interest groups at the forum, which helps build an understanding of the committee and its potential benefits. Committee members will, of course, become familiar with and committed to its mission. They will share information with their own service and program networks and lay the groundwork for further relationships. Meetings and other contacts among members, established early in the intergenerational activities committee's development, will keep the channels open.

Communication -- information exchange, sharing minutes of committee meetings, program updates and technical assistance -- with other organizations serving youth and older people should be maintained to assure that the committee

encompasses the interests of and serves the community as a whole.

The committee should reevaluate its membership occasionally to be sure that a balance is being maintained in the numbers of youth and elderly serving organizations and that members have maintained their initial commitment to making the committee work. If there is an imbalance in representation or problems in maintaining interest among committee members, new members should be invited to serve. Loss of interest may indicate other problems, too, which should be identified and addressed.

The committee also needs to publicize its work and seek feedback from the community-at-large. Activities to do so include:

- o presentations to schools and to community groups, agencies and organizations
- o newspaper articles
- o public service spots on radio and television
- o articles and announcements in the newsletters of other agencies and organizations
- o mailing out brochures and fact sheets and posting them in places where people gather (e.g., libraries, community centers, stores, etc.)

Such public relations efforts will create a positive perception of the committee and a climate for seeking support and cooperation.

Sharing information outside your community, if it is at all possible, is also important. A general principle for intergenerational programs is "tell the world."* Since intergenerational programming is a relatively new and underdeveloped area with little available literature and information, people involved in such programs should let others know what worked, what did not and why.

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* See article by James Firman and Anita Stowell in "Selected Readings" in RESOURCES section.

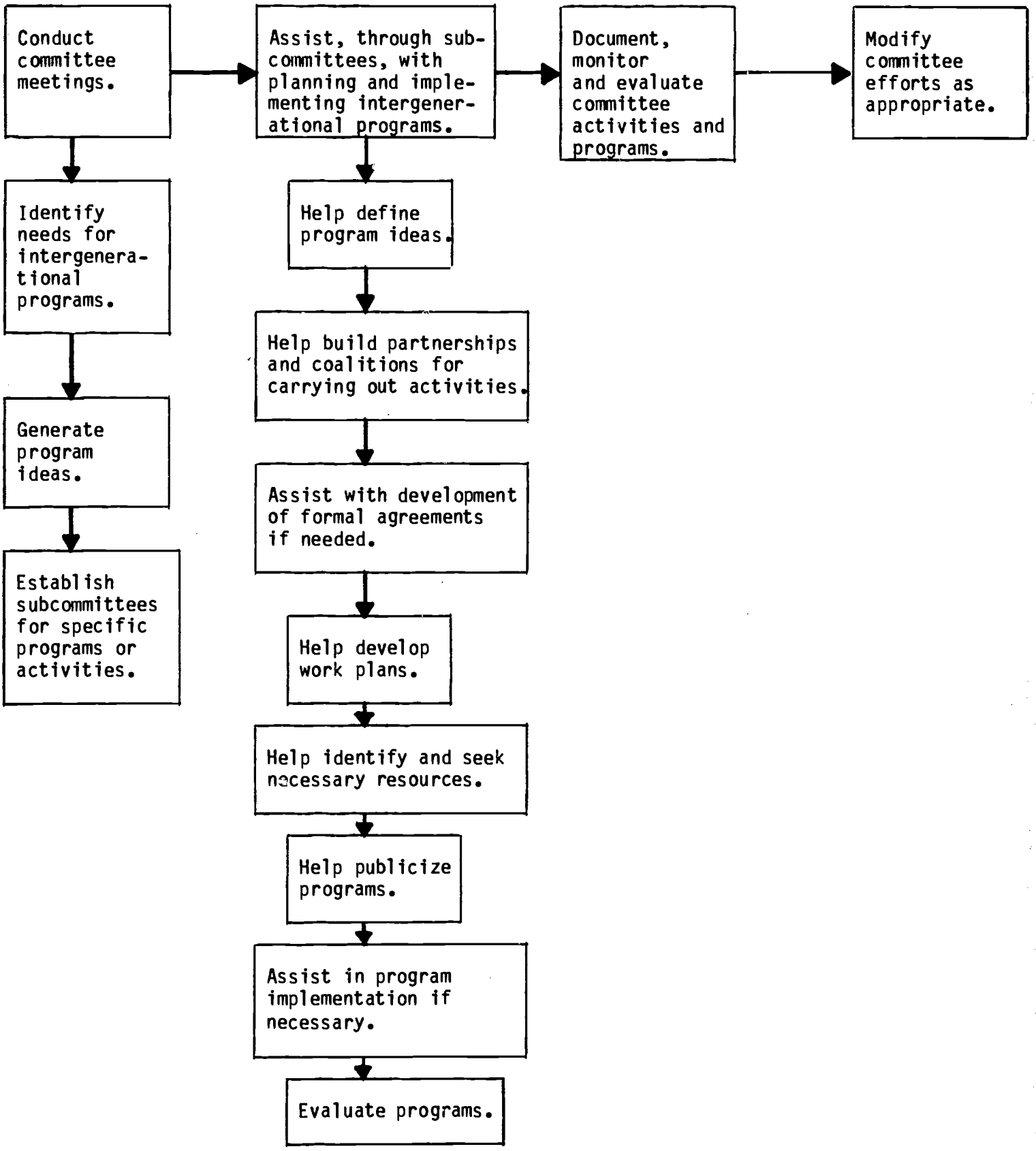
## IMPLEMENTATION STEPS

Implementation refers to the committee's ongoing operation, once the plans have been made, the fundamental structures are in place and appropriate relationships have been developed. The four major steps in the Intergenerational Activities Committee's implementation phase are to:

- Conduct committee meetings.
- Assist through subcommittees with planning and implementing intergenerational programs.
- Document, monitor and evaluate committee activities and programs.
- Modify committee efforts as appropriate.

To describe the implementation phase, the original flow chart has been expanded, showing each step in more detail.

IMPLEMENTATION STEPS: DETAILED FLOW CHART



The following description of the implementation steps suggests activities for each step and discusses issues to be considered.

o Conduct committee meetings.

Committee meetings should be held on a regular basis at a scheduled time. For instance, the Lakewood Intergenerational Activities Committee meetings are held on the second Thursday of each month at 2:00 p.m. Regular scheduling of meetings allows committee members to plan their attendance or make arrangements to send a representative. The agenda for each meeting is established and distributed ahead of time. An elected chairperson is responsible for calling the meetings and facilitating discussion. The staff support person is present at all meetings. Either the staff support person or a committee volunteer takes minutes so that some ongoing record of committee activities is kept. (See sample agenda and minutes in the APPENDIX.)

The Intergenerational Activities Committee will, as a part of each meeting, identify needs for specific intergenerational programs. Many of the needs to be discussed will have been expressed to the chairperson or staff prior to the meetings. For instance, a high school social studies teacher may have contacted the chairperson to ask about older persons needed to participate in an oral history project. Committee members will also identify the needs of their own service and program networks.

Once needs have been identified, the committee will generate program ideas to meet these needs. Examples of some needs and potential programs to address them are presented on the next page.

| Expressed Need | Program Idea to Meet Need |
|---|---|
| Junior high school students need tutors | Develop tutoring program involving older persons from senior centers and the community. |
| Working parents need child day care | Establish child day care center run by older persons in senior center or nursing home. |
| Older persons in the community need home help/ chore services | Set up a program that pays high school students minimum wage to provide home help/ chore services to older people. |
| Developmentally disabled preschoolers need personal attention | Train older volunteers as paraprofessionals to provide reading enrichment to preschoolers. |
| High school students need career counseling | Utilize older volunteers as career counselors in high school guidance department. |
| Elementary school children need to learn about older people and aging. | Start pen-pal and visiting program between elementary schools and senior centers. |

The committee will discuss each program idea, particularly the anticipated benefits and problems in its implementation, and then decide whether to proceed. No specific criteria need to be used in approving or disapproving a program idea, but some questions that could be considered in making the decision include:

- What will be the major purposes of the program?
- Are the needs the program addresses important?
- Who might the program participants be? What community agencies, groups and organizations might be interested in becoming involved in this project?
- Will the program be costly to implement? Are resources available for supporting such a program?
- Is there sufficient interest among committee members to see this program successfully implemented?

When the committee has approved carrying out a program idea, the next step is to establish a subcommittee for a specific program or activity. The committee must find an individual interested in serving as the subcommittee chairperson and volunteers willing to serve on the subcommittee. Neither the chairperson nor the volunteers must necessarily be members of the full committee, though they may be. What is required of subcommittee members is an interest and commitment to seeing the specific intergenerational program or activity implemented. People who might be recruited to serve on a subcommittee include representatives of agencies, groups and organizations that would be involved in the program or activity or would be possible sources of program support or potential program participants -- both young and old.

o Assist through subcommittees with planning and implementing intergenerational programs and activities.

The full committee's role in planning and implementing a specific intergenerational program or activity will be overseeing subcommittee activities. The subcommittee's role in planning and implementing a specific intergenerational program will depend on what is to be done, who is involved and how much help participants need and desire. Most programs will not be carried out directly by the subcommittee but by other parties, such as a school and a senior center, a scout troop and a nursing home, etc. The subcommittee will usually serve in a resource role. The steps described below will give you a sense of the total implementation process, including parts in which the subcommittee's involvement may be relatively minor.

The first task of the subcommittee is to help define the program idea. The subcommittee will do the necessary background work to help the groups and organizations that wish to carry out a particular program to arrive at a clear definition of what is to be implemented.

The subcommittee will serve as a catalyst in helping to build partnerships and coalitions for carrying out activities. Because intergenerational programs usually require the participation of at least one youth organization and one aging organization, the development of interagency partnerships and coalitions is essential. Some of the steps the subcommittee can undertake to build partnerships include:

- o acquainting agencies with groups and organizations outside their own age-categorical service networks
- o identifying resources that might be shared in implementing the program or activity
- o developing a system for regular communication between the participating agencies, groups or organizations

Each participant will have specific responsibilities for developing and implementing the intergenerational program. The subcommittee can and should assist with the development of a formal agreement, if one is needed, and help participants develop a specific, step-by-step work plan for carrying out the program. Specifying responsibility for each task at the start will guide activities and help to monitor progress. Whether the agreement is verbal and informal, or written and formal, will depend on the usual procedures of the parties, the complexity of the planned program and the need for and availability of funds.

The subcommittee may also help identify and seek resources that might be needed (e.g., funds, volunteers, space, etc.) and help publicize the program, using the extensive community contacts of the committee as a whole.

The subcommittee may assist in program implementation by overseeing or coordinating the entire effort, depending on how much help is needed and desired

by the participating groups. Some of the activities in which the subcommittee might be involved include: Facilitating working relationships between and among participants, monitoring accomplishments of tasks, helping conduct an actual event or activity.

Finally, the subcommittee should evaluate the program and report to the committee. The subcommittee will need to obtain feedback about the program's reception by and impact on the people for whom it was designed. All participants should have an opportunity to provide input on what worked, what did not and why. The subcommittee should prepare an evaluation report and submit it to the committee.

As noted above, the subcommittee will have greater or lesser involvement in tasks related to specific intergenerational programs, depending on the needs, resources and desires of participating organizations and the time and skills available from the subcommittee itself. The subcommittee's assistance is most likely to be needed in the early stages to help programs get off the ground. For some programs, that will be all the subcommittee does; in other cases, the subcommittee may take the lead itself in carrying out the program.

o Document, monitor and evaluate committee activities and programs.

The Intergenerational Activities Committee should keep track of what happens at the committee meetings and of its technical assistance activities. It should record progress against its own work plan and schedule.

Simultaneously, each subcommittee and the agencies, groups and organizations involved in implementing intergenerational programs should record their activities and accomplishments. Such an approach will allow actual progress to be compared with plans, and deviations, delays and obstacles to be

identified. Such information can be used to determine how well the committee is working as a centralized vehicle for planning and implementing intergenerational programs, and how well the programs are operating as a result of the committee's efforts. Factors relating to success and failure can be identified. Documentation and reporting also provide continuity that will supplement human memory and carry over through changes in committee membership.

Monitoring can provide the basic information for evaluation -- an assessment of whether goals are achieved, at what cost and with what impact. For evaluative purposes, the data in records should be supplemented with personal assessments by those involved with the committee and its activities -- sponsoring agency staff, committee and subcommittee members, participating agency staff, older and younger participants in activities and programs. The complexity of the evaluation process should depend on the specific questions to be addressed, the ways in which the answers will be used and the resources available for evaluation. To assist in making these decisions, we have listed several basic references in the RESOURCES section.

o Modify committee efforts as appropriate.

Based on the results of the evaluation of committee activities and program implementation, the committee's next step is to adjust its efforts as indicated. This may involve changes such as broadening or narrowing committee membership, expanding or reducing its level of effort, focusing on particular types of programming, expanding or reducing the number and activities of subcommittees, taking a more (or less) active role in program implementation.

In terms of the programs and activities, the committee may decide to ask the subcommittees to expand programs and activities that proved successful and to

terminate or change those that were not. To either expand existing programs or initiate new ones, the committee will again carry out the steps in the implementation phase. The committee should pay particular attention to suggestions made by participants and participating agencies, groups and organizations about ways to improve programs and ideas for new programs. A good source for new ideas is NCOA's Intergenerational Programs: A Catalogue of Profiles,* which includes almost 100 profiles representing a wide variety of intergenerational services, activities and projects involving individuals of all ages.

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* See "Selected Readings" in RESOURCES section.

## WORDS OF ADVICE FROM THE EXPERTS

Following is some advice from people associated with the Lakewood Intergenerational Activities Committee:

- o In the initial stages of development, find interested, enthusiastic, committed individuals to serve on the committee so that it gets off the ground. Perseverance of everyone involved is essential during the planning and organizing steps.
- o Get support from the top. Involve your own agency's leaders in committee development and activities. Invite them to serve on the committee or observe some meetings, keep them informed of the committee's progress, ask them to participate in committee-sponsored programs and activities. Such efforts may develop invaluable support.
- o Elect a dynamic chairperson. The committee needs a charismatic and energetic leader to maintain members' interest, gain community support and guide the committee toward its goals.
- o Start small -- an important rule to follow both in planning and organizing the committee and in developing intergenerational programs and activities. Starting small provides participants with an early sense of achievement and allows for evaluation and modification before a substantial commitment of time and resources is made.
- o Know where to find competent, interested volunteers to serve on subcommittees for specific programs and activities. The subcommittees are critical to the committee's effectiveness in program implementation.
- o Keep a file of your agendas and minutes. Here you will have a record of your plans, a set of materials that new members or other interested individuals can review and a basis from which to prepare reports and trace progress. Such a file can be of inestimable value to the committee, saving time and effort in future activities.

## RESOURCES

In this section, we suggest sources of additional information on intergenerational programming and on general program development topics. We have listed written materials, helpful organizations and examples of programs that you may wish to contact. The contents of the section include:

Resources on Intergenerational Programming

- o Selected Readings
- o Program Examples
- o Organizations

General References

- o Planning
- o Public Relations
- o Fund Raising and Grantsmanship
- o Evaluation
- o Committee Development

RESOURCES ON INTERGENERATIONAL PROGRAMMING

Selected Readings

Brahce, Carl Z., "Intergenerational Linkage: An Emerging Field for Policy Formulation and Funding." Grants Magazine, September 1980.

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Ventura-Merkel, Catherine, and E. Parks, Intergenerational Programs: A Catalogue of Program Profiles, Washington, D.C.: The National Council on the Aging, 1983.

## Program Examples

### Lakewood Intergenerational Activities Committee*

SPONSOR: Lakewood Office on Aging
16024 Madison Avenue
Lakewood, OH 44187
Contact: Paula Most, Program Coordinator, or
Rosemary Dempsey, Volunteer Services Coordinator

SETTING: The city of Lakewood is located west of Cleveland. The population aged 60 and over constitutes approximately 33 percent of the city's total population (of 60,000 plus). Lakewood has a large ethnic population. Residents are primarily middle income.

OBJECTIVES: To develop an Intergenerational Activities Committee that will plan, implement and review ongoing programs and special events linking the generations, in cooperation with the Lakewood Board of Education and Lakewood private schools. The major goal of the committee and its activities is to improve communication and understanding between the generations.

OVERVIEW OF APPROACH: The Intergenerational Activities Committee meets monthly to review and plan activities that link the generations. Ongoing projects include: (1) Tutoring program: Seniors provide weekly assistance to middle school students in math or spelling; (2) Senior Volunteer Program: Handles special skill requests from the Lakewood Board of Education (the committee helped establish guidelines); (3) "Have Lunch With Us": The Social Concerns Committee regularly hosts a class of fifth graders for lunch with the seniors; (4) the Humanities Discussion Group regularly hosts young people (schools, scout troops) for topical, round-robin discussions, that draw on the seniors' past experiences. Special oral history projects have also been done. For example, Lakewood Youth Services cooperated with the Office on Aging in a summer 1982 C.E.T.A. program, producing a magazine entitled "Generation to Generation." Special events have included entertainment -- choruses and soloists from nursery school to high school have performed at the nutrition site, and the Office on Aging Chorus has performed at elementary schools. In 1983, "Music Now and Then" brought together a high school jazz choir and the choruses from two senior centers. The seniors have a chance to attend high school classes on "National Honor Society Day," an annual event.

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* Information for profile is taken from the Lakewood Intergenerational Activities Committee application to NCOA for inclusion in "Program Innovations in Aging."

FUNDING: No costs are involved in operating the committee, other than the overhead incurred by the Multi-Purpose Senior Center for meetings. Most of the projects involve donations of time by volunteers. For costs involved in the production of special events, funding comes from the Lakewood Nutrition Site Activities Fund, with the approval of the Activities Committee and the Nutrition Site Advisory Council, or from the Lakewood Office on Aging, with the approval of its Advisory Board.

ACCOMPLISHMENTS: The Activities Committee and its related projects have helped link community agencies in a spirit of cooperation. For senior citizens, these programs demonstrate the value that comes from sharing with youngsters and being needed, long after raising their own children. The young people benefit from personal service, and both groups benefit from personal contact.

Following are examples of ways in which other communities and groups have organized to plan intergenerational programs. For additional examples of a variety of specific intergenerational programs and activities, refer to NCOA's Catalogue of Program Profiles, which is listed in "Selected Readings" above.

An Intergenerational Committee

Project Home Share
72 Whitney Avenue
New Haven, CT 06511
(203) 624-2600
Contact: Richard A. Sussman, Director of Intergenerational Programs

Project Home Share is designed as an intergenerational home-sharing program to meet the needs of elderly homeowners, whose income is fixed and whose ability to maintain themselves alone in their homes is limited, by matching them with young mothers with one or two children in need of appropriate housing. The program provides ongoing support services to home-sharing families, using a family advocate as coordinator and case manager. The program maintains close relationships with community agencies that regularly serve the elderly.

As a result of the activities of Project Home Share, an intergenerational committee has been organized to explore the development of other programs that can foster the integration of the generations. The committee is coordinated by the Director of Intergenerational Programs at the Coordinating Committee for Children in Crisis, in collaboration with the South Central Area Agency on Aging. The committee is comprised of 12 representatives from a variety of community agencies, groups and organizations, including: A mental health center, schools, a day care center, the department of human resources, Big Brothers/Big Sisters and others. The members meet to discuss issues, resources that might be shared and programs they might develop.

## An Umbrella Program

Generations Together
600 A Thackeray Hall
Pittsburgh, PA 15260
(412) 624-5470
Contact: Sally Newman, Program Director

Generations Together was established in 1982 as an umbrella name to unify several discrete intergenerational programs being developed in Western Pennsylvania. The programs include the Senior Citizen School Volunteer Program (SCSVP), the Senior Citizen Artists' Resource Program (SCARP), the Senior Center Intergenerational Progam (SCIP), the Curriculum on Aging Program (CAP) and a Service Learning Program.

Generations Together works with any community that wishes to establish intergenerational programs in which the young and old are engaged in systematic and ongoing mutually beneficial experiences. As facilitators in each community's intergenerational program efforts, Generations Together staff collaborates with the community's school, senior citizen center and aging network staff in the development of intergenerational programs that are modeled after one of the basic succcessful Generations Together programs. Generations Together helps develop programs and maintenance strategies tailored to each community's needs.

Generation Together's adaptability to other settings is evidenced by its rapid growth from one intergenerational program model in four communities to five intergenerational program models in 20 communities.

## An Intergenerational Curriculum Program

Community Educational Services
Minneapolis Public Schools
Gordon Center
1616 Queen Avenue North
Minneapolis, MN 55411
(612) 529-9618
Contact: Amy Crawford, Citywide Older Adult Program Coordinator
Julee Mattson, Intergenerational Program Coordinator

The Intergenerational Curriculum Program guides the development of intergenerational programs in the Minneapolis Public Schools. The program has served over 15 separate schools since its inception in 1976. Five curriculum units are presently available for classroom/community use. Also, many informal intergenerational programs have developed, based on the needs and interests of participants in the various schools. A variety of current programs in and out of the classroom reflects the wide range of interests and activities of older adults and students.

The key people involved in program planning and implementation are the Intergenerational Coordinator and Older Adult Program Coordinator. Depending on the nature of the project, they may also involve the following: School district

personnel, neighborhood senior groups, retired teachers, parents, community school coordinators, local churches, park and recreation groups, human service agencies, the Minnesota Humanities Commission, the Minnesota Historical Society and many others. Over 500 people are involved each year in intergenerational programs.

The curriculum components developed by the Intergenerational Program can be tailored for any groups of students and older persons, depending on their interests, needs, talents and abilities. In Minneapolis, the materials have been adapted for use by volunteer programs that deal with such diverse concerns as energy, weatherization, home chore maintenance, community theater and leadership training.

## Organizations

The National Council on the Aging, Inc. (NCOA)
600 Maryland Avenue, S.W.
Washington, DC 20024
(202) 479-1200
Contact: Catherine Ventura-Merkel

NCOA has long been involved in promoting intergenerational programming and activities. Most recently, NCOA has conducted two major efforts:

- o NCOA's Intergenerational Service-Learning Project, a 30-month national demonstration project (1979-1981) that brought together college students and older persons in mutually beneficial projects and activities.
- o The 1981 White House Conference on Aging Mini-Conference on Intergenerational Cooperation and Exchange, convened by NCOA to develop a feasible and programmatic agenda for the 1980s.

Several publications were produced as a result of these efforts (see "Selected Reading" in RESOURCES section). Because of the experience gained through these and other efforts, NCOA continues to be recognized as a leader in intergenerational programming. NCOA continues to disseminate information on intergenerational programming and answer requests whenever possible (e.g., through publications, conferences, workshops, telephone consultations, etc.).

The Intergenerational Clearinghouse
Retired Senior Volunteer Program (RSVP)
of Dane County, Inc.
540 W. Olin Avenue, Room 137
Madison, WI 53715
(608) 256-5596
Contact: Mary Stamstad

The clearinghouse was established to gather information on ACTION programs involved in intergenerational volunteer projects. A national survey was conducted in January 1981 to gather program information on Retired Senior Volunteer Programs (RSVP), Foster Grandparent Programs (FGP), Volunteers in Service to America (VISTA) and other programs attempting to link the generations. In addition, a search of all available literature, audiovisual materials and research on intergenerational programming was made through the University of Wisconsin libraries.

The data gathered on programs identified through the survey have been categorized by subject areas such as schools, hospitals, day care, chore services, energy conservation, etc. Descriptive information on specific projects is available on request. The clearinghouse has compiled a bibliography with four

subject categories: Intergenerational subjects, aging curricula for schools, resources and handbooks for intergenerational programming and attitudes on aging. The clearinghouse also publishes a quarterly newsletter, entitled Intergenerational Clearinghouse: News on Programs and Issues, which contains project ideas, program updates and other information of interest.

American Association of Retired Persons (AARP)
1909 K Street, N.W.
Washington, DC 20049
(202) 728-4377
Contact: Anita M. Stowell

AARP provides technical assistance to youth organizations in the planning and organization of the intergenerational programs within their systems. For example, AARP offers advice to the Girl Scouts of America on organizing programs with an intergenerational emphasis. In addition, AARP traditionally offers an annual award to the Boys' Clubs of America for the most innovative intergenerational project. Last year, a Boy's Club in Indiana received a cash award of $200 for organizing a senior citizens center within the bounds of their Boy's Club.

Intergenerational materials available from AARP include:

- "The Generations Alliance Program Idea Book"
- "Truth About Aging" -- a booklet for publishers, teachers, authors and librarians.
- "Learning About Aging" -- resource material for teachers to promote intergenerational activities in the classroom.
- "Growing Up -- Growing Older" -- three trigger films with accompanying resource materials.

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Acknowledgment and thanks are extended to Joy Shakelton, NCOA Program Specialist -- Development, for providing the information contained in this section.

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# APPENDIX

Lakewood Intergenerational Activities Committee

Sample Agenda

Sample Minutes

SAMPLE AGENDA

LAKEWOOD INTERGENERATIONAL ACTIVITIES COMMITTEE

October 13, 1983

2:00 p.m.

Continuing Programs

Tutoring.....Ralph Laundy

Senior Volunteer Program.....Rosemary Dempsey

Have Lunch With Us.....Madeline O'Malley

Humanities Discussion Group.....Ralph Laundy

Unfinished Business

School Levy.....Bess Major

Grant School Project.....Rosemary Dempsey

Intergenerational Chorus.....Margaret Gorie

Program Model/Site Visit.....Paula Most

New Business

Meeting with Dr. Boyd.....Ralph Laundy

Miscellaneous.....Open

Meeting Schedule.....Committee

SAMPLE MINUTES

LAKEWOOD INTERGENERATIONAL ACTIVITIES COMMITTEE

September 15, 1983

Ralph Laundy called the meeting to order at 2:00 p.m. Those in attendance were: Ralph Laundy, Ray Ramsey, Clarence Seabright, Andy Vavrek, Madeline O'Malley, Bess Major, Paula Most and Rosemary Dempsey. Eleanor Chapman from the Board of Education was the guest.

Andy Vavrek made a motion, seconded by Madeline O'Malley, to accept the minutes of the August 11 meeting as written. The motion was passed.

Continuing Programs

1. Tutoring: No report. The program will not start until next month.

2. Have Lunch With Us: Madeline O'Malley reported that 30 people from the Rocky River Adult Training Center came for lunch on August 26. It was very good. Many seniors tend to leave right after lunch. Announcements could be made to encourage people to stay for the entire program, or, we could ask to hold the bus departures a few minutes.

3. Humanities Discussion Group: Ralph Laundy reported that Merl attended the group today to talk about his experiences. At another session, the book Great Expectations was discussed.

Unfinished Business

1. Public Relations for the School Levy: Ralph Laundy introduced Eleanor Chapman, President of the Board of Education. Mrs. Chapman talked about the background and needs for the levy, and the needs of the school system. A steering committee for the levy is planning media events, a parade, personal contact with, and input from residents. Information on the levy will be made available to our committee, and the steering committee may contact us for specific activities. Speeches or programs could be held at the Nutrition Site, just before lunch.

2. Senior Volunteer Program: The request from McKinley School for help with photography was referred to Barton Center's photography club.

3. Membership: Ralph Laundy asked Dr. Boyd for a representative from the public schools to sit on our committee. Paula Most will write to Dave Lundeen for a representative from Lakewood Youth Services.

4. McKinley School Pen Pals: Paula Most reported that no action will be taken on this until the Grant School Pre-school Project is underway.

5. Intergenerational Chorus: no report.

6. Pre-School Project at Grant School: The minutes of the special meeting on August 25 were approved in a motion made by Andy Vavrek and seconded by Bess

Major. There will be a second presentation, on Friday, September 16, at 1:00 p.m. in the Multi-Purpose Room at Center East. Those expected at the meeting are Marguerite and Carl Swanson, Marge Sudia, Eleanor Miller, Helen Kelley, Colletta and Russell Lang, Glendora Maloof, Helen Harrison, Catherine Manning, Margaret Sheffield, Madeline O'Malley, Bess Major, and possibly Lois Seabright and Margaret Gorie. The working sessions will be from November 3 through May 31. Morning session will be 10:30 - 11:15 a.m., and the afternoon session will be from 2:15 - 3:15 p.m. During the discussion, other names were suggested by committee members. Rosemary Dempsey will contact these people.

New Business

1. The children from St. Peter's Episcopal Church Nursery School will be here on Thursday, October 27 at 2:00 p.m., and Friday, October 28, at 10:00 a.m. Paula Most asked Madeline O'Malley if Social Concerns would like to prepare treats.

2. Everyone received thank you letters from Catherine Ventura-Merkel regarding participation in the site visit. When the draft is received, committee members will be notified, and everyone can read the draft and write their comments. The committee was very positive about the site visit.

The meeting was adjourned at 3:15 p.m. The next meeting will be held on Thursday, October 13, 1983 at 2:00 p.m. We will discuss the meeting schedule at that time, since our commitments at Grant School and with tutoring might conflict with the present meeting schedule.

Respectfully submitted
Ralph Laundy
Chairperson

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