



Reweaving the Fabric of Community

Communities for All Ages

Summative Evaluation Report
(3rd of 3 reports)

A report to:

**Arizona Community
Foundation**

A report by:

Nagle & Associates

**Ami Nagle, Jennifer Nichols, and
Sarah Griffiths**

About Nagle & Associates Consulting

Nagle & Associates works with charitable foundations, non-profit organizations, and state and local government to identify areas of concern, conduct research, and collaborate with stakeholders to create solutions. Nagle & Associates Consulting works on a range of topics, including early childhood and K-12 education, out-of-school opportunities for youth, access to health care, family economic security, state and tax and budget policy, and community engagement.

Nagle & Associates

2704 Sevier St.

Durham, NC 27705

Tel: 919-493-4393

Fax: 919-493-4569

Email: aminagle@aol.com

Executive Summary

Today, many of Arizona's communities are faced with crime, crumbling schools, inadequate services, and public disengagement, and some of its residents are isolated, fearful, and believe that nothing can be done to improve their lives. At the same time, government and community institutions often force groups apart—programs just for youth, or just for the disabled, or just for adults—rarely building on the common concerns and interests that can bring people together.

Intergenerational strategies—those that bring the generations together to identify common needs, strengths, and interests—as a way to reweave the fabric of community are increasingly of interest to policymakers, program designers, and residents alike.

Communities for All Ages, an initiative launched by the Arizona Community Foundation (ACF) in 2003, focused on the challenges and opportunities facing the younger and older populations in Arizona. Communities for All Ages (CFAA) seeks to bring together key stakeholders—organizations representing different constituencies, *policymakers*, and *residents* of all ages—to identify common concerns and develop strategies that benefit multiple generations (e.g. lifelong learning, civic engagement, transportation, housing, and individual/family support). The initiative was based on a conceptual framework developed by the Temple University Center for Intergenerational Learning with support from the Annie E. Casey Foundation. Arizona was the first state to operationalize the CFAA concept.

This Evaluation report, *Reweaving the Fabric of Community*, is the third and final report which documents the evaluation of the ACF's CFAA initiative. Throughout the evaluation process we sought to carefully document the approaches each community attempted, set in motion evaluation strategies, and capture impacts at the institutional, community, and resident level.

Sites

Between 2004 and 2007, the Arizona Communities for All Ages initiative was undertaken in six communities: Ajo, Concho, Golden Gate, South Central Phoenix, Tucson/South Park, and Yavapai.

In selecting places to implement the CFAA model, ACF purposefully selected a diverse group. Sites came from urban and rural areas. Some efforts were linked to strong community institutions while others were not tied to existing institutions. Some focused on residents as the locus of change while others focused on institutions.

Through this initiative, diverse groups of community leaders, residents and organizations worked to address common concerns, such as education and lifelong learning, civic participation, transportation, housing, access to health and social services, and individual/family support. Each site was asked to identify the local opportunities and needs to drive the project. Thus, each site approached the work slightly differently. However, each effort was asked to:

- Bring together a group of key stakeholders to shape and guide their efforts;
- Create a three-year action plan;
- Provide activities and opportunities for the generations to come together; and,

- Engage in learning with other CFAA sites.

Key Findings

A goal of this evaluation was to identify the effect of this initiative on individuals, community and institutions.

- **Effect on Lead Organizations:** This was the first time the lead agencies had utilized intergenerational strategies in their work. By the end of the three years, these institutions were incorporating intergenerational approaches into programs beyond specific CFAA-supported activities.
- **Effect on Community:** By bringing the generations together, consistently and in a variety of settings, residents and community leaders have improved residents' opinion of their community and community potential.
- **Effect on Residents:** Residents of all ages were touched by CFAA efforts. CFAA activities created connections and understanding among the generations, developed leadership, and fostered community pride.

Lessons Learned

This multi-year documentation project largely focused on garnering learnings while the sites were implementing their approaches and programs. The lessons are great and varied and do help provide direction for future efforts.

Hindsight is always 20/20 vision. It is an easy task to look back over three years and identify what was done well and what could have been done better. The challenge here is to gather what was learned, build on what was successful, and work to ensure that future efforts learn from the hard work of the Arizona Communities for All Ages initiative.

General Lessons

- **Give the Work Time**—Over the three-year evaluation, a clear finding was that we do not reach our goals overnight, over the period of a year, and perhaps not even of the period of three years. Changing old ways of working and thinking simply takes time. This is especially true for the staff of lead organizations. Even while “living” the effort to create intergenerational opportunities, several described “a ha” moments where they truly realized what the effort was about, the import of the strategy, and what it would take to instill that kind of transformation. This work is clearly experiential. A person has to live it in order to understand its power. And, that takes time and continued focus.

Future Directions—Future efforts should continue to be multi-year, should build in processes to encourage lead staff to have their “a ha” moments, and should create opportunities for them to bring that message to other partners.

- **Build on Family**—While intergenerational approaches may seem un-natural to many institutions, for families it is a natural way to come together. Indeed several sites remarked at how successful their family-oriented events were and how often families requested these kinds of opportunities. Family-focused opportunities have lots of

potential as they bring the generations together and create the potential to re-weave the fabric of the community.

Future Directions—Future efforts should intentionally focus on the family unit as a core building block of the work.

- **Incorporate Generations and Cultures**—Many of the groups observed growth in both intergenerational and intercultural awareness and connection, and the activities that were successful in bringing the generations together were also activities that exposed people to different cultures. Many of the same features which drive generations apart drive cultures apart. For some people, their negative feelings about their communities' members are tied to not knowing one another. Being focused on bringing community members together in civic and cultural expression makes room for people of all ages and people of all cultural backgrounds.

Future Directions—Future efforts should seek to build on this by intentionally integrating multi-cultural opportunities as part of re-weaving the fabric of communities.

- **Draw on Both Residents and Institutions**—From its inception, the CFAA initiative sought to positively impact both residents and institutions. In embracing multiple approaches to the CFAA work, this initiative had approaches which ran the gamut of highly focused on residents and less focused on institutions to those that were highly focused on institutions and less focused on residents, and everything in between. Those sites at the far end of either dimension rarely worked to address the other dimension. Other sites found that they were able to work on both dimensions if they kept this at the forefront of their objectives.

Future Directions—Future efforts should underscore the importance of incorporating both elements—focus on residents and focus on institutions. Future projects should be discouraged from working so deeply on one of these that they risk having no influence on the other population.

- **Engage Youth**—Over the three-year grant period, sites struggled with the best ways to engage youth. At the project leadership level, very few succeeded in engaging youth. Groups reported that it was difficult enough to continue to bring together a leadership team let alone try to incorporate the additional challenges of engaging youth. In terms of activities, sites had varying levels of success involving young participants. Some activities, especially those that did not require a long-term commitment (like a picnic) or those that were specifically targeted just at youth (afterschool program), had good success bringing youth in. Others that offered on-going, multi-generational opportunities had to work quite hard to recruit youth. In addition, sites that worked to have youth-directed activities (photo essays or video projects) also found greater success.

Future Directions—Engaging youth is difficult. Future programs should receive additional TA and support to strategize about the best ways to engage youth. If it is not

deliberate, it will not get done. Future efforts should specifically engage with the youth development efforts in their community to share strategies.

- **Focus on Institutional and Policy Change**—People are intergenerational in their families and culture, but systems are not. They are fragmented and categorized. These programs were challenged by the deep age segregation that surrounds them. Grant requirements, work/school day differences, people’s regular way of working all conspired against intergenerational approaches. The institutions most likely to embrace this had already overcome some barriers to institutional strategies. Those institutions with less exposure and experience had a harder time and were often likely to return to their “old ways” even after being exposed to the power of intergenerational approaches.

At the same time, the CFAA sites were so deeply immersed in their day-to-day activities they had few opportunities to take the message out to other institutions and work to break down those barriers.

Future Directions—The institutionalization of age segregation should not be underestimated. Projects need to be encouraged and supported in efforts to identify specific institutional targets and work to change those institutions. They cannot do this alone. Larger level work—drawing on local sites—needs to help them identify possible policy and program change opportunities.

CFAA Implementation Lessons

- **Logic Model**—During the first year of implementation the Technical Assistance team decided it would be beneficial to have each site develop a logic model. Most site staff had never developed an outcome-oriented logic model and required substantial assistance conceptualizing and developing their site document. While a grueling task for all involved, most sites in the end reported that it helped them to clarify their purpose and direction and helped them to talk with community partners and other funders about their work. Unfortunately, it appears that only a few of the sites continued to use and reflect on their logic model in order to chart or evaluate progress. In addition, because of the formative nature of the work, the overall initiative did not have a logic model. Thus identifying impact and hypothesizing regarding overall impact has been difficult.

Future Directions—Future efforts should require each site to develop a logic model. To do this, sites need training on logic model design and extensive TA as they put the logic model together. Further assistance would be needed to help them continue to use the logic model as a learning tool. Finally, for each new multi-site initiative there should be an overall logic model that could be used to help keep efforts on track and facilitate evaluation.

- **Evaluation**—Evaluation was clearly a critical component of this initiative. However, too few resources were available to conduct an outcome focused evaluation that captured initiative-wide, systematic impacts on institutions, communities, and individuals.

Further, the sites did not prioritize self-evaluation, did not have sufficient monetary resources to hire outside evaluators, nor the training necessary to really take on site-specific evaluation. This hindered their ability to measure progress and understand if their strategies worked (or failed) and why.

From its inception, the goal of the evaluation was to garner lessons and to provide some technical assistance for sites to undertake self-evaluation. While parts of this strategy worked, other did not. This current evaluation did gather the kind of information necessary to learn much about intergenerational approaches. It did not, however, succeed in helping sites do appropriate or effective site-specific evaluation.

Future Directions—Greater forethought needs to be given to evaluation expectations and design. Identifying the role of evaluation, what specific questions need to be answered, and on whom the evaluation burden will fall is critical. In addition, ensuring that the party responsible for site-specific evaluation (whether that be an outside evaluator or the site itself) has the dedicated resources needed to address key questions is essential. Finally, making participating in evaluation activities mandatory is important to successful evaluation.

- **Staff and Volunteers**—As with many projects, staffing matters. Over the course of three years, three sites experienced core staff turnover. This led to slower implementation and "re-inventing the wheel" several times.

Some projects relied very heavily on volunteers or interns to move their projects forward. While volunteers or interns can be great resources, they can still be limited in their ability or willingness to move a project forward. Sites that relied heavily on volunteers experienced some difficulty keeping projects moving forward and staffed consistently and appropriately.

Future Directions—Future projects should carefully consider the use of volunteers. While they can be a great asset, they must be supervised and managed carefully.

- **Leveraged Support**—All of the sites were able to use ACF funding as a springboard to garner additional funds. This was critical as the sites found that they needed more funding than the base ACF grant to really take on the activities they had hoped to. However, the funds raised were always supplemental to the core support from ACF. While, technical assistance was provided to those sites interested in exploring additional support for this work, it is not clear to what degree the additional support came in. It is unclear how the CFAA efforts will proceed now that core funds are no longer available.

Future Directions—Additional work should be done to understand the mechanisms by which these efforts become sustainable. Do sites need to generate additional funds to keep their intergenerational efforts alive? Do activities need to be integrated into larger institutions so that efforts outlive grant funding?

- **Leadership Team**—Each site was required to establish a Leadership Team of external institutional and community partners to help guide and implement the work. While each initially established Leadership Teams, only a few kept them active over the life of the initiative and none of the Teams grew. Sites did not appear to be clear about the purpose of these Teams; they did not understand how to maximize participation, how to utilize the skills of Team members, or the importance of growing support and the role a robust Team could play.

Future Directions—Future projects should explore the role of Leadership Teams, determine their utility and function, and help sites maximize this strategy.

Initiative Framing and Oversight Lessons

- **Multiple Models**—The CFAA initiative allowed for multiple approaches and models. Indeed, there was variation in community setting—isolated rural and central city urban settings—as well as lead institution—from long-standing non-profit agency to newly created entity. To further add to the variety, each site could approach achieving the CFAA goals using different methods, involving different kinds of partners, and with different staffing patterns.

The strength of this approach was that it leads to great creativity and alignment with local community structures and needs. However, from a TA and initiative learning perspective, it has made teasing out “universal” learnings a challenge. Groups had difficulty determining how their experiences related to the experiences of other sites. The TA providers struggled with how to provide global and individualized guidance and technical assistance. And, the Evaluation Team struggled to help the sites construct self-evaluation in an environment where universal evaluation tools could not be created.

Future Directions—It is clear that this work can be launched and flourishes in many kinds of settings. While challenging for initiative administrators, it is important that efforts continue to develop in a variety of communities.

- **Site Interaction**—From the very beginning, sites did not have an understanding of each others’ community or CFAA work. This finding was clearly sounded in the first two evaluation reports. However, by late in the second year and into the third year sites began to better understand the variety of approaches. This is clearly related to the fact that the sites were still developing their approaches in the first year or two and therefore had difficulty explaining their work to outsiders. As a result, providing substantial, ongoing guidance and support to each other was limited.

However, the sites periodically did find ways to interact. Several site visits were negotiated and the sites shared resources.

Future Directions—Intergenerational work is challenging. Sites doing this work need guidance and specific opportunities for greater, ongoing exchange. Future efforts should

design specific opportunities whereby sites have the framework and expectation to interact with their sister sites.

- **Initiative Oversight and Technical Assistance**—The sites were offered and did indeed take advantage of Technical Assistance (TA). TA was truly valuable and appreciated by sites. However, as the model was evolving, there was no clear TA plan, no specific articulation to the sites about the roles and expectations concerning TA providers, nor a clear division of labor among TA providers. As such, sites called on whomever they felt most comfortable with, often times did not reach out for assistance when they really needed it, and some were reluctant to take the advice of TA providers. Furthermore, in this evolving model there was a lack of sense as to who was “in charge” and ultimately responsible to make sure the complex pieces of the initiative were moving forward.

Future Directions—Future efforts would benefit from a local initiative director/coordinator/manager. This position—either within a foundation or hired externally—would help to keep the complex pieces in play, provide oversight to TA providers, and maintain focus on the “larger” picture.

- **Differential Funding**—Under the CFAA model, each site received the same \$50,000 base grant. However, given cost differences, institutional capacity differences, and different abilities to generate additional support, that base grant meant very different things in each community. In the sites where the CFAA project was embedded in a larger institution, these sites enjoyed a greater ability to generate additional financial support and ultimately greater program stability. The sites in very isolated rural areas with few institutional resources did not enjoy that same support. Thus, developing a sustainable project was much more difficult.

Future Directions—Future efforts should consider grants of varying amounts dependent upon the status of the current effort and additional support needed to create a stable, sustainable project. Future efforts should also consider longer grant periods and other kinds of resources for efforts in “resource poor” areas.

Will this work have a lingering impact? The Arizona Communities for All Ages initiative demonstrated how communities can use the aging of America as an opportunity to think and act differently, for the common good. Clearly the Arizona CFAA grantee organizations have been affected by these efforts as have their communities and residents. Only time will tell if they are able to sustain the intergenerational focus and activities once their primary funding source ends. This initiative began the process of change in communities. But in order to institutionalize this new way of thinking, it is critical to connect this work to policy changes at the local, state and national levels.

Table of Contents

Introduction..... 1

CFAA Initiative Overview..... 3

Purpose and Methodology 8

Evidence of Intergenerational Approaches..... 11

Understanding the CFAA Effect..... 14

Technical Assistance..... 25

Lessons Learned..... 30

Conclusion: Essential Elements..... 36

Appendix A: Site Overview and Effects..... 38

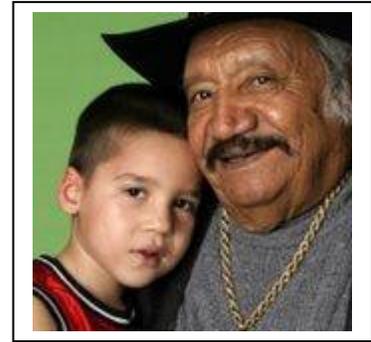
Appendix B: Logic Model Form..... 50

Appendix C: Survey Instruments..... 51

Acknowledgements

Nagle & Associates would like to thank the staff of the Communities for All Ages projects in Ajo, Concho, Golden Gate, South Central Phoenix, Tucson, and Yavapai. They were a pleasure to work with and this evaluation would simply not have been possible without their hard work. In addition, Nagle & Associates would like to thank Jacky Alling of the Arizona Community Foundation for her guidance and assistance in making this evaluation a priority and a reality. We thank Nancy Henkin of Temple University who was a key advisor and valuable colleague as we designed, implemented, and wrote about the evaluation. Special thanks to John Oyler at ICA for his support to sites and assistance in planning. Finally, we would like to thank the Annie E. Casey Foundation which provided funding to the Arizona Community Foundation in support of this evaluation.

Introduction



Today, many of Arizona's communities are faced with crime, crumbling schools, inadequate services, and public disengagement, and some of its residents are isolated, fearful, and believe that nothing can be done to improve their lives.

At the same time, government and community institutions often force groups apart—programs just for youth, or just for the disabled, or just for adults—rarely building on the common concerns and interests that can bring people together.

However, we can imagine a different sort of community where people come together with a shared purpose and sense that their lives are connected to the lives and well-being of the people around them.

Intergenerational strategies—those that bring the generations together to identify common needs, strengths, and interests—as a way to reweave the fabric of community are increasingly of interest to policymakers, program designers, and residents alike.

In Arizona, a combination of emerging trends and institutional developments encouraged the Arizona Community Foundation (ACF) to undertake an initiative to examine intergenerational strategies including:

- **Fast Growing Older and Younger Populations**—Between 1990 and 2000, the number of residents under 18 years increased by 37% and those over 85 years grew by 40% (Source: US Census).
- **Senior Enclaves**—Arizona was a primary location for senior-living enclaves where older adults live in separate communities with other older adults. These are increasingly dissatisfying to some seniors, as well as to some of the communities that house them.
- **Civic Engagement**—In both the aging and youth development fields there was growing awareness of civic engagement as an opportunity for growth and development. Both youth and adults are seeking ways to become part of movements to improve lives and communities. However, the aging and youth networks have largely worked separately to promote this issue.
- **Siloed Funding**—Like many funders, ACF had one portfolio dedicated to youth and another portfolio dedicated to older adults. These “silos” mirrored the silos of programs in communities. There was increasing interest in exploring the possibility of breaking down the artificial barriers between youth and adults, bringing some of these funds together to leverage greater outcomes for communities.

In partnership with national intergenerational leaders and community leaders from across Arizona, the Arizona Communities for All Ages initiative was developed. This initiative sought to work with communities to develop intergenerational approaches to improving conditions in

communities and the lives of residents. As an exploratory initiative, no one model was used. Rather, local communities were encouraged to develop locally appropriate approaches to bringing together residents of all ages and the organizations that serve them.

This Evaluation report, *Reweaving the Fabric of Community*, is the third and final report which documents the evaluation of the Arizona Community Foundation's Communities for All Ages (CFAA) initiative. Throughout the evaluation process we sought to carefully document the approaches each community attempted, set in motion evaluation strategies, and capture impacts at the institutional, community, and resident level.

This report describes the CFAA initiative, the evaluation methodology, evidence of program effect, the technology assistance provided to sites, lessons learned, and essential elements for successful CFAA efforts.

CFAA Initiative Overview



Communities for All Ages, an initiative launched by the Arizona Community Foundation (ACF) in 2003, focused on the challenges and opportunities facing the younger and older populations in Arizona. Communities for All Ages (CFAA) seeks to bring together key stakeholders—organizations representing different constituencies, *policymakers*, and *residents* of all ages—to identify common concerns and develop strategies that benefit multiple generations (e.g. lifelong learning, civic engagement, transportation, housing, and individual/family support). The initiative was based on a conceptual framework developed by the Temple University Center for Intergenerational Learning with support from the Annie E. Casey Foundation. Arizona was the first state to operationalize the CFAA concept.

A Community for All Ages is one that:

- Promotes the well-being of children, youth, older adults, and families.
- Makes full use of the assets of people at every stage of life.
- Embodies and promotes the values of reciprocity, individual worth, diversity, inclusion, equity, and social connectedness.
- Fosters interdependence and interaction across generations.

Communities for All Ages Philosophy

Communities for All Ages is based on the belief that the aging of the population allows opportunities to think and act differently for the greater good. If given the opportunity, residents, organizations, institutions and policymakers will come together to create better communities that support and empower people across the life span. CFAA is a “way of thinking” as opposed to a specific program. Therefore, each community developed its own goals, logic model, and undertook slightly different approaches. A fundamental goal of CFAA was to impact not only individuals, but also communities and institutions, in hopes of creating broad and long-lasting change.

Communities for All Ages Background

Arizona Community Foundation’s CFAA initiative had a three-part design:

- **2003—Awareness Building**—Community meetings were held across the state to raise awareness of the concepts behind a “community for all ages.” The purpose was to share information about intergenerational strategies, learn from local community leaders about efforts already in place, and build a groundswell of interest in taking the work to the next level.
- **2004—Planning Grants**—Through a Request for Proposals process, planning grants were awarded in nine communities. These grants were aimed at building awareness of the needs of youth and older adults and exploring intergenerational approaches to addressing those needs. These nine teams spent a year collecting information on the needs and concerns of residents of all ages, investigating the state of intergenerational programming, and building consensus among community leaders about the importance of intergenerational strategies. The nine sites met periodically to share experiences.

- **2005-2007—Three-Year Implementation Grants**—Grants were awarded to a number of planning grant communities in order to implement activities and projects that would build the community environment identified during the planning period. Selection was based on:
 - Evaluation of the planning grant process deliverables: the completeness of a Community Profile report; strength and clarity of the three-year action plan.
 - Evidence of ongoing involvement of a wide-range of community stakeholders including seniors and youth;
 - Active participation from institutions was important to the short-term and long-term success of the project.

Initially, five sites were awarded grants to implement their plans and the remaining four sites were offered small, one-year grants to continue planning and exploring in their communities. In late 2006, a sixth community was added to the implementation sites.

CFAA Support

Each of the six implementation sites received \$50,000 from ACF per year to support their work. Sites used these funds in slightly different ways. The largest expenditure for each site was staff—ranging from 57% to 71% of their 2007 grant funds. The next major allocation of grant funds was supplies—ranging from 4% to 25% of their grant funds.

In addition to funds provided by ACF, each site also secured additional funding or in-kind support for their efforts. For example, several sites received funding from corporate foundations to support staff time and printing costs. Other sites received grants from public institutions (for example, county funding, Community Development Block Grant funding, or University Extension funding) to support specific projects or activities. However, these additional funds were small in comparison to the core funding provided by ACF.

CFAA Sites

In selecting places to implement the CFAA model, ACF purposefully selected a diverse group. Sites came from urban and rural areas. Some efforts were linked to strong community institutions while others were not tied to existing institutions. Some focused on residents as the locus of change while others focused on institutions.

Through this initiative, diverse groups of community leaders, residents and organizations worked to address common concerns, such as education and lifelong learning, civic participation, transportation, housing, access to health and social services, and individual/family support. Each site was asked to identify the local opportunities and needs to drive the project. Thus, each site approached the work slightly differently. However, each effort was asked to:

- Bring together a group of key stakeholders to shape and guide their efforts;
- Create a three-year action plan;
- Provide activities and opportunities for the generations to come together; and,
- Engage in learning with other CFAA sites.

This next section provides a very brief overview of each site. A more detailed overview of each site, its activities and effects can be found in Appendix A.

- **Ajo**—Located in rural Southern Arizona and spearheaded by the International Sonoran Desert Alliance, the Ajo team sought to create a vibrant multicultural and multigenerational learning center that provided a full spectrum of motivational and educational activities. Their goals included implementing a variety of programs that brought people together across cultures and generations to learn and create; planning and developing vocational educational programs in culinary arts and in the automotive and construction trades; and developing three buildings on the Curly School Campus as a permanent home for the learning center and its programs.

The Ajo Team’s core approach was the creation of the Curley School Campus, a new institutional anchor and hub for intergenerational activity. The initiative created intergenerational opportunities specifically focused on arts, cultural production, and employment-skills building. To make this a truly community-wide, multigenerational asset, the team envisioned bringing the generations and cultures together through a variety of programs including GED, English as a Second Language citizenship classes, work mentoring, youth leadership training, creative classes that bridge generations, artisan education, etc.

- **Concho**—Started by residents in a very isolated area of East Central Arizona, the community of Concho sought to develop a community where there was integrated involvement and interdependence between all community members, resulting in community pride and ownership. Their goals included reuniting the fragmented youth population, uniting an isolated adult and senior community; bringing children and older adults together through mutually rewarding programming; and, creating a stronger sense of community.

The Concho team’s approach was to create and sustain a community anchor and hub for intergenerational activity—the Activity Center. The activities held here ran the gamut from after school programs, to senior lunches, meeting space, computer lab, craft center, exercise classes, and more. A second core strategy was to create avenues of communication among widely-dispersed residents via a monthly newsletter. The final strategy centered on providing opportunities for intergenerational and intercultural exchange through community-wide events—farmers market, parade, etc.

- **Golden Gate**—Led by Arizona Children’s Association, the Golden Gate Community Center project was located in urban Phoenix. Their initiative sought to transform the existing community center into one that empowered community members of all ages to create safe, healthy environments that are hopeful and vibrant with connections across generations and cultures. Their overall goals included changing how people think about and function in their community, providing more services and opportunities for cross-generational interaction, increasing knowledge of, and satisfaction with community services, and encouraging people to work together who had not previously done so.

The Golden Gate team's core approaches were to integrate intergenerational strategies into existing anchor institutions and expand services. The project took on a variety of activities to improve and expand the existing Golden Gate Community Center, connect families, promote healthy lifestyles, provide leisure activities and art experiences, and create stronger connections in the community.

- **South Central Phoenix**—Spearheaded by the Phoenix Revitalization Corporation, this urban Phoenix effort worked directly with community leaders, provided them training on how to identify community strengths and needs, and work for change. The effort's core goals were to build community leaders through the expansion of the Community Leadership Academy; to augment resident's awareness of community resources; and, to work with organizational stakeholders to raise awareness of the importance of intergenerational strategies.
- **Tucson/South Park**—Organized by PRO Neighborhoods, an organization dedicated to community revitalization through active community participation, the Generations Unidas project of the South Park Neighborhood of urban Tucson sought to create a community that looked and felt like a vibrant and resourceful place, where people of all ages worked and played together in comfortable community spaces. The Tucson team's core approach was to build resident leadership through intergenerational projects. To accomplish this, the team undertook a variety of activities to address key concerns including safety, community beauty, raising the "voices" of residents, and promoting local art and culture. Their efforts were community-designed and implemented. Intergenerational leadership teams received special mini grants to assist with intergenerational projects.
- **Yavapai**—Spearheaded by Youth Count and the Generations United coalition of Yavapai County, this project sought to create a community where residents saw people of all ages as equal partners in building a compassionate and viable community, where all generations thrived and each individual's needs, talents, and strengths were valued, respected, and engaged. The Yavapai project had a two-fold strategy. First they worked with a Generations United coalition to promote intergenerational approaches among key institutional partners. Second, they worked in select communities to help promote leadership and implement intergenerational projects.

Staffing: This kind of project was necessarily staff intensive. Each project had paid core staff. As is often the case, retaining staff of nonprofit agencies can be a challenge. There was core staff turnover in three of the six sites. In addition, all sites relied heavily on volunteers to shape and implement activities and events. And, as is often the case, recruiting and retaining volunteers was a challenge.

Technical Assistance

In designing the CFAA initiative, the ACF knew that technical assistance (TA) was going to be necessary to ensure that sites were keeping on track, help overcoming barriers, and encourage cross-site learning. TA providers were assembled to provide support during the implementation

phase. Sites were offered the possibility of securing on-site and telephone consultations with TA providers, depending on their needs. The primary TA providers included:

- **ACF Staff**— Ms. Jackie Alling, ACF Vice President of Programs, and other ACF staff.
- **Temple University**—Dr. Nancy Henkin, Executive Director of Temple University’s Center for Intergenerational Learning.
- **Institute for Cultural Affairs**—Mr. John Oyler and other ICA staff.
- **Evaluation Team**—Nagle & Associates was brought on as the evaluator in late 2004.

Addition information about the TA model can be found in the Technical Assistance chapter, page 25.

Purpose and Methodology



This evaluation project sought to document the process of project development by collecting data on the kinds of local plans that emerged from this process and the lessons learned by recipients of the implementation grants. The purpose of this was to ensure that key learnings were gathered during implementation and shared among ACF staff and consultants to strengthen the initiative and provide insights to other interested communities.

This documentation and evaluation project sought to address the following questions:

- Did the sites embrace intergenerational approaches to planning and programming?
- What were the effects that could be documented over the time period of evaluation, if any, on lead agencies and institutional partners?
- What were the effects that could be documented over the time period of evaluation, if any, on communities?
- What were the impacts on residents?
- What were the barriers to success?
- What were the facilitating factors to success?
- What lessons did we learn?

The documentation and evaluation project produced three reports:

- **Year-One Implementation Report (2005)**—This report provided an overview of the CFAA Initiative, described each site’s initial approach to the work, detailed work done with each site to develop logic models, reported on findings from a community-partner survey, and provided some initial Initiative learnings.
- **Year-Two Interim Report (2006)**—This interim report covered the second full-year of implementation and focused largely on the continuation and growth of efforts launched in 2005, evolution of approaches, and findings from community discussion and self-evaluation efforts. As the site’s growth and development is cumulative, the learnings documented in this report build on findings from the report prepared at the end of the first year.
- **Year-Three Summative Report (2007)**—This final summative report provides an overview of the CFAA Initiative, a summary of the impact of three years of development and programming, and learnings for the field.

Methodology

To document and evaluate this initiative over a three-year period, the documentation team used a variety of data sources, including:

- **Document Review**—This included monthly (in the first year) and quarterly (in the second and third years) reports completed by implementation sites reviewing activities and progress toward goals, site logic models, proposals, final evaluation report, and other

materials. The final grantee report asked sites to report on their progress as measured against their logic models as well as lessons learned. (Logic model form can be found in Appendix B.)

- **Interviews**—Eighty-two interviews were conducted with staff of implementation sites, ACF staff, community partners, and participants.
- **Meetings**—Including the CFAA initiative-wide meetings, conference calls, and meetings with ACF staff and consultants.
- **Community Partner Survey**—In 2005, the documentation and evaluation team surveyed community partners to gather their perspectives on the state of intergenerational partnership in the communities, CFAA activities, and other issues. A total of 36 community partners returned a survey for a response rate of 49.3%. The survey instrument can be found in Appendix C.
- **Discussion Groups**—In 2006 and 2007, the documentation team had the opportunity to visit the Tucson, Yavapai, and Golden Gate sites to talk with key stakeholders about the state of intergenerational relations and CFAA project impact.
- **Site Evaluation Review**—In 2006 and 2007 sites were encouraged to develop self-evaluation strategies to help them better understand the impact of their work and provide community feedback on their efforts. Evaluation Team members talked with sites about self-evaluation strategies and plans, provided commentary on draft evaluation tools, and reviewed evaluation results.

The table below details evaluation strategies used over the course of the CFAA project.

Table 1. CFAA Evaluation Strategy Matrix

	2005	2006	2007
Document Review	X	X	X
Program Staff Interviews	X	X	X
Community Partner and Resident Focus Groups		X	X
Resident and Community Partner Interviews			X
Community Partner Survey	X		
Self-Evaluation Review		X	X
Observed Meetings	X	X	X

This information was brought together to help understand the CFAA Initiative as it was being implemented, provide advice and feedback to sites and TA providers, and prepare the results of this final summative report.

Evaluation Limitations

This report brings forward information and learnings from an exciting three-year initiative. There were, however, features of the evaluation which limit our understanding of the ultimate impact of the work.

CFAA was an exploratory effort and thus did not lay out specific program guidelines or expectations. It allowed each site to be hosted by different institutions, follow different approaches, and build on local assets to address community needs. While all of this is fertile ground for programs, it makes evaluation a challenge.

In addition, for budgetary and administrative reasons, sites were asked to evaluate their own work, through surveys, focus groups, etc. Sites took on their self-evaluation responsibilities differently. Each site did create a logic model. Each site also participated in evaluation-team sponsored evaluation activities (quarterly reports, interviews, etc.) However, only three sites engaged in self-initiated evaluation activities (survey of participants, etc.) Feedback indicates that the sites saw this as a lower priority than CFAA programming, did not have the financial capacity, and/or needed additional technical assistance to prioritize and complete the desired evaluation.

Because of this, the evaluation provides suggestions of what appears to have worked and why, but not hard data on impacts that were exclusively the results of the CFAA effort.

Evidence of Intergenerational Approaches

A starting question of this evaluation was "did the sites embrace intergenerational approaches to planning and programming?" The answer is a resounding "yes."



Strategies Engaged

While the sites approached the effort from different perspectives, with different goals driving their work, and with different institutional environments, there were some similarities in the strategies and activities. Some site-specific examples are provided.

- **Conducting Topically-Focused Classes/Activities**—All sites offered “classes” or learning opportunities to residents across the ages. These learning/experience opportunities were educational, artistic, cultural, or environmentally focused. For example, Ajo offered classes for women and girls to learn to use tools; Phoenix Revitalization offered a multi-week, intergenerational leadership development course; Concho offered exercise and parenting classes; and, Tucson offered a workshop where the generations came together to share knowledge of bead work. In addition to being intergenerational they were often intercultural.
- **Providing Intergenerational Family Support**—Building on the naturally intergenerational institution—the family—was critical to success. Several sites created opportunities for Kinship Care families to come together share information, learn about resources, and create supportive networks. For example, Golden Gate created a Kinship Care network which worked with more than 150 families in 2006.
- **Listening to Residents**—Over the course of the initiative, each site worked to listen to and gather the perspectives of people of all ages. The sites held focus groups, sent staff or volunteers door-to-door, collected stories of the young and old, etc. They each gained a greater understanding of the needs and strengths of the community from carefully listening to people across the ages. For example, Yavapai held several community forums to learn about priorities from residents and community leaders; and, Tucson worked directly with residents to shape and implement community change projects.
- **Creating Communication Vehicles**—Sites worked to generate community dialogue about intergenerational issues and opportunities through newsletters, forums, and other means. For example, Phoenix Revitalization created a periodic community newsletter that was distributed to 4,500 residents and businesses; and, Concho also created a newsletter which was sent to 1,010 residents monthly.
- **Organizing Community-wide Fairs/Events**—Most sites instituted new or built on existing community fairs or community-wide gathering opportunities. Sites used these community-wide events as an opportunity to bring the generations together, solicit information on what kinds of activities should be planned, feature new programs, or

simply provide an opportunity for community members to connect. For example Yavapai helped to establish a community clean-up day; Ajo gathered 500 residents for a Day of Peace Parade; Concho held a regular flea market and Farmer's Market; and, Golden Gate held a community Open House and participated in a rally of 800 grandparents at the Arizona State Capitol.

New Areas of Activity: While some of the activities employed by CFAA sites built on existing work, the vast majority were new. For example, in two locations a new community center was developed as part of the CFAA work. In the three locations that launched newsletters, it was their first attempt at regular communication with residents. And, for some it was bringing a new intergenerational view on old efforts. For example, one site had an early childhood program and a senior program, but before CFAA had not thought to bring the seniors in to volunteer and work with the children.

It is clear that this kind of activity would not have been possible without the Communities for All Ages initiative vision, training, and support.

Challenges

Each site struggled to achieve intergenerational approaches. Challenges included:

- **Parallel Play**—Several sites instituted wonderful cultural or civic programs for adults and youth. While often housed in the same facility, they were offered for a single population—just older adults or just youth. Several of the sites needed consultation by TA providers to realize they created parallel and separate programs or came to that "a ha" moment themselves.
- **Attitudes of Older Adults and Youth**—Several sites noted that they were challenged to bring the generations together due to the attitudes that one generation holds of another generation. For example, when one site that offered a lunch program for seniors suggested that during the summer it be opened up to people of all ages, it received strong resistance by the seniors.
- **Different Schedules**—Bringing the generations together was challenged by differing schedules. Youth are busy with school during the day—a time that is convenient for many older adults. Youth prefer afternoon or evening activities—a time which is not ideal for many older adults.
- **Engaging Youth**—Each site found it challenging to engage youth in planning and programming. This is not unique to the CFAA initiative as many youth-service efforts also struggle to engage and retain youth in programs.

- **Involving Community Residents**—Sites were charged with involving community residents in planning and project implementation. However, it can be a challenge to identify and rally volunteers. Residents have many other concerns on their minds and tasks to attend to. However as one site leader noted:

“Our event participation grew in parallel with participation in ahead-of-time planning of events. People became stakeholders long before the actual event.”

Understanding the CFAA Effect



A goal of this evaluation was to identify the effect of this initiative on individuals, community and institutions. Using surveys, interviews, discussion groups, and reports from site leaders we were able to capture a selection of CFAA effects. In addition, we drew on each site's own assessment of the progress made against their logic model goals. As this is not an individual-level evaluation those results are not provided here. However, we draw on examples below.

Effect on Lead Organizations

Key Findings: This was the first time the lead agencies had utilized intergenerational strategies in their work. By the end of the three years, these institutions were incorporating intergenerational approaches into programs beyond specific CFAA-supported activities.

No grantee organization explicitly had a focus on intergenerational approaches to solving community problems before this initiative. Historically, some of them had worked with people of different ages, but as is emblematic of the broader society, programs targeted age groups separately. For example, when CFAA began, Golden Gate Community Center offered distinct programs for children, youth and older adults, rarely bringing the groups together for joint activities.

Over the course of the initiative there is some evidence that lead organizations changed their approaches. All sites adopted intergenerational approaches that expanded beyond the staff and programming tightly associated with CFAA initiative. For example:

- **Golden Gate**—Golden Gate Community Center initially treated the CFAA project as simply a grant that was to be implemented by a few staff. However, they soon realized that the philosophy behind the initiative had implications for all of their staff and asked each program unit to develop ways to achieve their goals through intergenerational approaches. Indeed, this led to their own staff working more collaboratively and applying for grants as teams using an intergenerational program approach.
- **South Central Phoenix**—Phoenix Revitalization Corporation (PRC) had been working with residents to create change. When they learned of the intergenerational approaches being promoted as part of CFAA they knew it would be a natural fit. They changed their training model to ensure that multi-generational groups would work together to create community change, not just for the ACF grant but for all programming.
- **Tucson**—With the start of CFAA, PRO Neighborhoods began working intergenerationally in one community. However, by the end of the grant they started to use intergenerational approaches in other communities across Tucson.

- *Ajo*—When the initiative began, the Ajo team created arts and culture activities for youth and arts and culture activities for older adults. During the first year, staff had an “a ha” moment when they realized that their efforts would be magnified if they brought the generations together. Upon this realization they reorganized all of their efforts to make them intentionally intergenerational. Site leaders report that this improved participation and experience for residents.

Challenges Facing Lead Organizations: It is clear that the CFAA effort effected lead institutions. However, no entity embraced a formal mission or policy change. Interestingly, staff of lead organizations indicated that when the program began they did not have a clear sense of how to institutionalize the work. As a result, much institutional change has not been formalized—a reminder that larger structural change can be difficult to envision and implement.

Another challenge to the work was the stability of the lead organization. Sites housed in established, stable organizations tended to have more stable CFAA efforts. Sites housed in new or less stable organizations tended to have efforts that struggled to get organized, keep staff, and maintain operations.

CFAA in AJO

The Ajo site worked to create connections across generations and cultures through art and artistic expression. These connections had a substantial impact on participants. For example, one Native American girl, who had been quite shy and reticent to engage in her cultural heritage decided to participate in a program to engage young and old in gathering Saguaro cactus fruit, an ancient Native American tradition. This girl so enjoyed the experience that two weeks later she took a leadership position in the program and worked with Anglo retirees to teach them the ancient fruit gathering techniques. This program brought her new knowledge, skills, and leadership experiences as well as interaction with her own heritage and the cultures of others.

Effect on Institutions

Key Findings: Change in partner institutions was accomplished when staff of lead organizations made specific efforts to demonstrate to institutional partners that intergenerational approaches can be successful and that overcoming barriers is possible. They led by example.

From its inception, CFAA hoped to have impact on other community institutions. Realizing that a single institution in the community (the grantee) could not exclusively create large scale community change, there was an interest in brining diverse institutions together to work on an issue that affects multiple generations.

Leadership Team: Each site was required to form and maintain a Leadership Team of external partners. Each site initially formed an external Leadership Team that helped them to craft a proposal and move through the project development phase. The degree to which the groups met with and relied on their Leadership Team varied over time. However, most sites had initial strong and regular contact with the Leadership Team and then this transitioned to more one-on-one contact with institutional partners. In at least one instance the initial Leadership Team completely disbanded and later attempts made to reconstitute the team were unsuccessful. None of the teams grew substantially over the three-year period.

While maintaining Leadership Teams proved a challenge, there do appear to be institutional impacts. For example:

- **Golden Gate**—One of Golden Gate’s main partners was Casey Family Programs. As part of the CFAA project, Golden Gate worked closely with Casey to develop and sustain a Kinship Care network. Casey became so persuaded by the strength of the intergenerational approaches and the kinship care work that it became an advocate for this approach among its peers statewide. Recently Casey gave a workshop on intergenerational approaches to the Central Arizona Kinship Care Coalition.
- **South Central Phoenix**—Hope IV, a public housing entity in the neighborhood, had participated in the Phoenix Revitalization Leadership Team. They became so engaged by intergenerational approaches to community building that they are now restructuring programs to allow for more opportunities for generations to interact.
- **Tucson**—A key institution in the South Park neighborhood of Tucson was the library. The library and PRO Neighborhoods collaborated on many projects. The library realized that the intergenerational nature of families was a real strength of the community and something they could build on as an institution. The library started offering a number of intergenerational programs including, family game night. As the library director said:
"The emphasis . . . on intergenerational programming has heightened our awareness of just how powerful it can be to foster relationships between seniors and kids . . . I know that seniors feel valued and the work of their life experiences is validated in programs where they work with youngsters, passing on skills and knowledge. Young people also find acceptance and nurture that they don't get among their peers. In our beading circle, for example, it is obvious that the youngsters are learning more than just beading techniques. It's easy to see that patience, camaraderie, approval and even humor are perhaps more important than the beading designs the youngsters learned from seasoned adult crafters . . . We now look for intergenerational benefits in all our programming."
- **Yavapai**—The Generations United coalition of Yavapai County increased awareness among community institutions of the importance of hearing the voices of multiple ages in planning and decision making. As a result the Mayor of Prescott invited youth to participate in his Advisory Council.

Other Institutional Connections: In addition to institutional partners on the Leadership Teams, CFAA lead organizations engaged other institutions as part of the CFAA work. For example, the Yavapai site’s main approach was institutional in that it worked to build a county-wide coalition of public and private institutions in order to create intergenerational approaches to community problems. At the other end of the spectrum, Tucson’s approach was decidedly focused on residents creating change, but did periodically work with partner institutions.

While difference exists, as can be seen in Table 2. each site worked with a number of different kinds of institutions:

Table 2. CFAA Partners Table

	Ajo	Concho	Golden Gate	South Central Phoenix	Tucson	Yavapai
Library			X		X	
United Way					X	
Boys & Girls Club/Youth Serving Agency					X	X
Public Child Welfare/Welfare Agency			X			
School	X	X	X		X	
Public Park/Facility		X				
Civic Group		X				
Public Housing				X		
Aging Focused Agency						X
Interagency Planning Council			X			X
Community College/Cooperative Extension			X			X
Private Sector/Business		X	X			
Public and Private Health Provision Organizations			X			

Some of the connections noted above came about by that institution being a member of a site's Leadership Team. Other institutions were engaged more one-on-one with the lead organization—through in-person or phone meetings.

CFAA in Concho

The Concho CFAA effort focused much of its work on creating opportunities to connect—indeed, create—community in this rural, isolated town. Historically, residents of Concho had few mechanisms to connect. One of the most significant impacts on “community” was the creation of the Concho newsletter. Concho is the only small town in Northeastern Arizona that has developed its own, almost self-sustaining newsletter. Supported by advertising and some subscriptions, the Concho newsletter provides updates on community services and programs, perspectives on life in Concho, and opportunities to connect to neighbors. So enthralled were residents that Concho Can staff did not need to look for stories. Community members and businesses supplied regular articles. Residents indicated that this simple, little newsletter had created a sense of community where there had been none.

Effect on Arizona Community Foundation: While revolutionary when it began, CFAA and intergenerational approaches gained a foothold at ACF. Several examples include:

- In her role as Program Officer, Jacky Alling, worked to tell the story of CFAA within the foundation and to other opinion leaders and philanthropists. For example, Ms. Alling worked during ACF staff and leadership transitions to describe the philosophy and impact of CFAA. This work led to continued support for the initiative during a time of change at the foundation. As part of this work, she developed a one-page description of the initiative to be highlighted on ACF’s web-site, as well as a presentation to the Board of Directors. This kind of internal awareness building and the successful work of the grantees led to the development of several passionate and vocal champions on ACF’s Board of Directors.
- Based on the ground work of CFAA, ACF received an Atlantic Philanthropies “Community Experience Partnership” grant, which sought to build civic engagement of older residents. CFAA communities were among the starting places for this grant.

Challenges in Securing Institutional Effect: While progress was made, a substantial concern among sites was that of facing institutional barriers. Even though there were institutional impacts, larger institutional structures and historical relationships still made intergenerational approaches a challenge. For example, a Leadership Team member noted that while they had made progress in their community, the local health department issued 41 grant RFPs each addressing similar issues but with a single population focus. These institutional dictates, the team member proclaimed, were still setting the parameters in which the work was being done. In another example, one site hoped to have substantial impact on a community cultural center. However, the public entity selected a director for the cultural center who was not interested in community input, thus limiting the site's ability to impact the institution.

Policy and institutional barriers are not insurmountable. It was, perhaps, unrealistic to suppose that the sites could affect substantial policy change in three years. It is clearly a reminder that there is much work to be done to create an environment that is welcoming of intergenerational approaches.

Survey of CFAA Team Members

In 2005, the Evaluation Team conducted a one-time survey of the sites' primary community partners to get a sense of their view of intergenerational relationships in the community, barriers to intergenerational programs, and organizational efforts to meet the needs of residents across the ages. It is important to recall that these survey respondents were extensively involved with the CFAA project and more likely to be aware of intergenerational opportunities than other community leaders or the general public.

Key findings from the survey include:

- 41% gave their community an “unsatisfactory” rating in terms of opportunities available for the generations to interact.
- 59% reported that there was “a little talk” among community leaders about the need to connect across the generations.
- 82.9% indicated that the community faced institutional barriers to the generations interacting—including problems with facility licensing, institutional unwillingness to change approaches or schedules, and institutions historically “doing their own thing.”

Interestingly, even at this early point in the project, 89.7% of the respondents indicated that since working with their local CFAA project their organization had changed current programs or instituted new programs to bring the generations together. Some of these new opportunities included cultural sharing days, bring youth into decision making positions, and developing ways for the generations to play together.

CFAA in South Central Phoenix

The Phoenix Revitalization Corporation (PRC) project focused on impacting individual community members by providing training, skills, knowledge, and support to successfully improve the neighborhood. Since the launch of the CFAA effort, 64 residents—about 1/3 youth, 1/3 middle-aged adults, and 1/3 seniors—had participated in PRC's intergenerational leadership trainings. It is estimated that 70% of these individuals continued to engage in community revitalization projects after the training ended.

There are a number of stories that indicate the impact of PRC's CFAA effort. For example, one trainee—a mother of young children originally from Mexico—was quite reserved and unsure of her ability to engage others when she started the leadership institute. Through the training and exposure to community change information she has found her voice. This woman is now working with her neighbors across generations to develop a local neighborhood association and “block watch” effort.

Effect on Community

Key Findings: By bringing the generations together, consistently and in a variety of settings, residents and community leaders have improved residents' opinion of their community and community potential.

The CFAA initiative was intended to have an impact on the communities in which these programs were implemented. Over the years, the projects and the evaluation found it challenging to determine what is actually meant as a "community-level effect", as this was never clearly defined.

However, one way to define a community-level effect is to think of it as something that is neither at the institutional level nor the individual level. Perhaps it is impact that changes the way the community members and leaders think and feel about the community and take ownership for improving the community's well-being. A couple of potential examples emerged, including:

- **Golden Gate**—When Golden Gate started the Kinship Care network, it staffed the work. During the course of the project, a group of grandparents took over responsibility for keeping the effort going. These grandparents decided that this was so important that they needed to keep it going. Now, regardless of the presence of an institutional partner, the community comes together to support these families. As one institutional partner said:
“The program has brought together kinship families in a really solid way. It has created a real support net for them. There is a real sense of community. They’ve supported each other through cancer, incarceration, death. Lots of programs spend millions of dollars trying to do this. We have an amazing model.” (institutional partner, Golden Gate)
- **Central City South**—One of the residents mentioned that bringing the generations together to solve problems has historically been a feature present in the neighborhood. However, larger systemic problems have driven the generations apart. This effort helped bring the community back together. As one resident said:
“Poverty, illiteracy, drugs, blight got in the way and encouraged neighbors to turn away from neighbors. The Phoenix Revitalization effort has helped community understand itself . . . naturally working together, across ages to fix things.”
- **Concho**—Another dimension of community effect was a realization that something good can come of working together. Most residents of Concho had a low opinion of the place. As part of its CFAA activities, the Concho site launched a Memorial Day parade to honor current and past military service. This was the only Memorial Day parade for many miles and families from around the region came to participate. There was substantial participation in parade preparation and enjoyment from residents across the ages. And, many commented that it gave them a great sense of pride in their community.

- **Ajo**—In Ajo residents took ownership to ensure CFAA succeeded. When it became clear that some of the space in the Curley School needed to be moved and rehabilitated, a large group of community volunteers rehabilitated classrooms and the ISDA offices and painted a large mural on the side of the building. These residents took ownership to ensure that the effort succeeded.

Challenges in Securing Community Effect: Creating community change was not a primary focus of the sites and therefore was not intentionally integrated into all sites. It is a challenge for modest-sized projects to affect areas beyond their direct control. However, there is evidence that the community was affected by CFAA and with additional time more effect might be evident.

CFAA in Golden Gate

Through CFAA, Golden Gate created a Kinship Care Network. This was a very successful endeavor with many programs and supports being. So successful was this effort that eventually grandparents took over leadership and now run the Network on their own—keeping members connected, bringing in new families, and offering support and services. These grandparents have not only worked locally, but addressed statewide issues by organizing nearly 800 grandparents to attend the “Grand-Rally” at the state capitol to raise awareness of the issues faced by grandparents raising grandchildren.

CFAA in Tucson

PRO Neighborhoods sought to bring the generations together through photo journalism projects. One young woman who volunteered to participate was known as fairly shy and introverted. However, through this project she grew, matured, and has taken a leadership role in her community. In the photo journalism project she was paired with an older gentleman to tell the story of their lives through photography. She reported that her work with this man improved the way she saw older people and her neighborhood. Because of her experience, she continued her interest in neighborhood improvement and had an internship at PRO Neighborhoods—something that would have been unimaginable to her a few years ago.

Effect on Residents

Key Findings: Residents of all ages were touched by CFAA efforts. CFAA activities created connections and understanding among the generations, developed leadership, and fostered community pride.

A core interest of the CFAA initiative was to positively affect the lives of residents. It was hoped that by participating in intergenerational events and activities, residents would feel more connected to their communities and be able to address specific concerns (safety, education, health, etc.)

While the evaluation was not structured to gather individual-level data from residents in participating communities, we did encourage sites to evaluate the impact of their own work. Through participant evaluations and interviews, we learned that the CFAA initiative:

- **Created Connections**—The lack of connection among residents was felt equally in dense urban areas and sparsely populated rural areas. CFAA’s ability to create greater connections among residents of the community was mentioned repeatedly through conversations with staff and residents. As two residents said:

“There has absolutely been an impact. I see people talking who didn’t even know each other before. There are new friendships. Through the programs we’ve been able to build community.” (adult resident South Central Phoenix)

“I’ve met some of the greatest people through this (effort). Bill and Betty are old and they’re really cool. They are outgoing....Betty plays violin and Bill plays guitar. They played at the farmers’ market. It was thrilling and fun.” (youth resident of Concho)

Survey results confirm these findings. According to the Golden Gate resident survey 73.6% of participants indicated the Golden Gate always “provides me opportunities to be with people of all ages and generations.” According to the Concho community survey, 55% of respondents rated the impact that their connectedness with different generations as very positive.

- **Created Greater Understanding**—Residents of these communities also talked about how their programs helped them to have a greater understanding of people in different generations. As a youth resident said:

“I think I have a connection to all the people who was in the class even though I am a youth. Hearing about what they have to say about youth today, I learnt about their perspective. . . . I realized that the young people and the older people are basically saying the same thing. It’s surprising.” (youth resident, Central City South)

- **Fostered Entrepreneurship**—Some sites had an explicit focus on fostering entrepreneurial experience. For example, one of the intergenerational resident groups meeting in the South Park neighborhood of Tucson originally got together to share a love of beading. This grew into a small business activity as they began to sell their beadwork at fairs and city events. In another example, a youth in Concho was encouraged by two adult artists to convert her water color pictures into greeting cards. With their assistance, the youth converted her art work and has been selling cards at the local Farmer's Market.

- **Developed Leadership**—several of the efforts specifically focused on helping residents take leadership roles in their communities. Residents discussed the impact that this opportunity to take control of their lives and common welfare had had on them. For example, at Golden Gate one participant went from “just a grandmother” to an advocate for grandparents. One grandmother started going to kinship care groups, then got more involved in community issues, then met with legislators to talk about the importance of supporting kinships care providers, like her. As this resident said:

“It has helped me tremendously. . . . I feel stronger and more knowledgeable. I can do more for myself and help new people. Golden Gate provided not only support but also training—how to parent, information about the law, how to work with other families in the community. I can help others now.” (resident of Golden Gate)

- **Fostered Pride**—At the start of the CFAA Initiative, many residents indicated that a sense of helplessness in their community—disengagement, isolation, fear, poverty, drugs—had taken its toll on residents of all ages. The result was a set of rural and urban places with no pride in their community. Several of the CFAA efforts specifically focused on increasing personal investment in the community—making these places good places to live. And community members responded.

“The biggest problems in this community are crime and blight—the neighborhood not being able to come together to make a difference. But now we see that people are

coming together. They want this to be a good place to live. There is a long way to go, but we've come a long way.”
(resident of South Central Phoenix)

“This has been very positive. It makes me feel like we are doing the right thing here (in our community). The Opening Day festivities were spectacular—cultural presentation, art, music. It felt like we were in New York at a really good opening of a gallery. I think people in the community are now coming back to the school—they see it as a center for cultural events, a place you want to be.”
(resident of Ajo)

Challenges in Securing Resident Effect: While there were clearly individual impacts noted throughout the project, the sites also faced challenges. First, with no methodical, site-based evaluation, they were unable to capture individual impacts in a systematic way. Second, some sites noted that they were not able to make progress on their goals for individuals because they simply ran out of time and were unable to take on as much work or engage with individuals as often as they had hoped.

Of larger concern was the lack of ongoing intergenerational opportunities in some sites. Most sites made tremendous progress on bringing the generations together. Yet, when the Evaluation Team talked to a small number of participants many of them did not immediately identify this as a critical feature of programming. Indeed some noted that it was still a challenge to bring the generations together because of lack of interest in the community or activities being scheduled in times and places that did not work participants across the ages.

CFAA in Yavapai

Generations United of Yavapai County’s focus was intentionally on influencing other institutions in the county. Over the grant period, community institutions met regularly to talk about intergenerational approaches, support pilot projects, and address community concerns. This did have impact on participating institutions and the individuals and communities they serve. For example, as a result of participating in this work, for the first time ever the historically youth-focused organization (Arizona’s Children) and the historically senior-focused agency (Area Agency on Aging) worked together on a grant application to secure support for a kinship care program. These organizations successfully secured the funds, worked together to survey of kinship caregivers, developed a program, and shared resources.

Technical Assistance

Technical Assistance (TA) was a critical component of the CFAA structure and Initiative. The Evaluation Team made special efforts to identify the kind of technical assistance provided and reactions to TA by grantees.



Technical Assistance Providers

As described earlier, several entities provided Technical Assistance to CFAA implementation sites, including staff of ACF, Dr. Nancy Henkin of Temple University, staff of the ICA, and Ami Nagle of the Evaluation Team.

- **ACF Staff**— Ms. Alling helped design the initiative, created the Request for Proposals, and secured support for the initiative over three years within ACF. She provided a variety of supports to sites including grant processing, site specific and initiative-wide project planning and mid-course adjustments, and CFAA meetings planning. Some sites turned to Ms. Alling for assistance in organizational or staffing issues. In addition, Ms. Alling was a liaison between the project and other efforts (i.e., Governor’s Council on Ageing, etc.) helping others to understand the goals and accomplishments of CFAA.
- **Temple University**—The role of the Temple University Center for Intergenerational Learning (Dr. Nancy Henkin) included working with ACF staff to design the initiative, writing original and subsequent Requests for Proposals, planning the initiative-wide meetings, developing the approach to TA, interacting with each site regarding their development and needs, and working with sites on logic model development. Dr. Henkin provided telephone and in-person consultations to each site and provided staffing for a training on starting intergenerational mentoring programs. Dr. Henkin attended all learning sessions.

In addition, Dr. Henkin played an important role in bringing the lessons and learnings of CFAA to a national audience. For example, Dr. Henkin used examples from CFAA sites when talking with groups across the country about the power of intergenerational community partnerships. When developing a video to share with policy makers, opinion leaders, and community leaders, Dr. Henkin arranged for several Arizona CFAA sites to be prominently featured. In addition, as Dr. Henkin has worked in other communities across the nation she provided guidance and technical assistance, in part, based on her observations of the Arizona CFAA sites. This has enabled the work of Arizona’s CFAA sites to be a “learning laboratory” and contribute to the launch of intergenerational community partnerships across the nation.

- **Institute for Cultural Affairs**—ICA (principally, John Oyler) helped to develop the approach to TA, and offered on-site TA opportunities and capacity-building trainings, and participated in initiative-wide and technical assistance team meetings. Mr. Oyler and other ICA staff talked with each site and provided on-site assistance in five locations. ICA staff helped to shape and attended each learning session.

- **Evaluation Team**—Nagle & Associates was brought on as the Initiative evaluator in 2004. The Evaluation Team worked with ACF to design the evaluation approach and reporting mechanisms. The Evaluation Team conducted training on logic models, worked with individual sites to create logic models, and reviewed evaluation tools. The Evaluation Team talked with other TA providers about site evolution and potential areas of intervention. Members of the Evaluation Team participated in learning sessions.

Technical Assistance Provided

ACF created specific contracts with each TA provider. Rather than a “master plan” for technical assistance; there was an informal understanding among the TA providers as to their roles and responsibilities. This loose structure of TA evolved for several reasons: first, it was unclear what kind of TA sites would need; second, there was an interest in allowing the sites to choose which TA provider they wanted to work with; third, as one of the TA providers lived out of state, it was unclear just how much hands-on assistance she would be able to provide and what was to be the “give and take” among the TA providers. So, rather than have a prescriptive TA plan, TA needs were identified as they emerged and assistance was determined on an “as needed” basis.

The positives of this TA formulation included a great degree of flexibility and an ability to call on the varied interests and abilities of the TA providers to help sites. The negatives of this TA formulation included a periodic lack of coordination and confusion over roles.

In the quarterly and final reports, CFAA sites were asked to reflect on the TA received. Site reports of TA included:

- **Information on Models and Approaches**—Sites reported receiving regular information from Dr. Henkin on the best ways to approach intergenerational programming and models from other communities. In addition, sites reported that Dr. Henkin provided advice and suggestions of ways to troubleshoot situations including how to get more community members involved, developing and maintaining the Leadership Team, ways of getting youth to the table, assistance on developing a training curriculum for organizations seeking to take on intergenerational programming, and other topics. Many found this assistance informative and accepted and acted on the advice. Some found the advice frustrating as it seemed disconnected from their local experience.
- **Community Facilitation and Visioning**—Sites reported receiving assistance from ICA in the form of working through group processes to develop a vision for their effort and bring in other partners. Sites reported receiving specific trainings as well as one-on-one troubleshooting on facilitation and community engagement methods. Sites reported that they appreciated the assistance and they worked to identify goals and engage community leaders.
- **Creation of Logic Models**—All implementation sites reported receiving TA on their logic model. Indeed, the Evaluation Team and Nancy Henkin worked intensively with each site to help them conceptualize and bring their logic model to completion. The sites were provided with a logic model training as well as one-on-one assistance on

developing and maintaining their logic model. While sites initially resisted developing logic models for their programs, most indicated that it was a useful and helpful enterprise.

- **Developing Evaluation Strategies**—As part of the work of the evaluation, the Evaluation Team engaged each site in a conversation about ways to approach the evaluation of their progress. These conversations ranged from the conceptual—how do we think about change in “mindset”—to the very practical—reviewing evaluation tools. Most sites found the conversations and advice helpful. Over the course of the evaluation two sites undertook larger evaluation surveys and several sites undertook periodic or activity specific evaluation efforts. This was a challenge for sites as they lacked resources and ability to develop and implement evaluation strategies.
- **Meeting Specific Needs**—Several sites described asking for and receiving technical assistance to meet special, site-specific needs. For example, one site received training on Spanish-language group facilitation. Groups received this special technical assistance based on their own identification of needs as well as the identification of needs and opportunities by TA providers.

Evolution of Technical Assistance Needs: The kinds of technical assistance requests changed over the three-year initiative. In the first year, sites waited for TA providers to contact them and offer support. Needs were tied to engaging the community, staffing, and conceptualizing programming. In the second and third years, sites more actively requested assistance to address specific needs. In these later years, the needs were more targeted on solving specific programs (for example, how do I get a specific agency to work with my program? How can I raise more funding for my work?).

CFAA Network

Another type of support and technical assistance came in the form of the CFAA Network. The original CFAA workplan envisioned creating a network of local communities working to bring the generations together. By the end of the three-year Initiative, the sites did feel a collaborative spirit and understood themselves to participate in a network of like-minded efforts. Network opportunities included:

- **Learning Community Meetings**—Over the three years, CFAA brought representatives from sites together three or four times per year. These “learning sessions” were often geared toward helping the sites get to know each other’s work, identifying and addressing common challenges, and working toward refining the CFAA model. Lead CFAA site staff participated in all these meetings. In addition to several meetings, core leadership team members or residents were invited to participate. Meeting topics included: successes and challenges in program implementation, how to engage youth, how to engage key community institutions, evaluation, sustainability, updates on ACF grant opportunities, and building connections to other state and national initiatives, etc. These meetings were held in Phoenix as well as on location at a few of the sites (Tucson and Ajo, for example). In addition, in 2006 CFAA sites were asked to present their work at a statewide conference on aging.

- **One-on-One Interaction**—Over the life of the initiative, CFAA sites expressed interest in more opportunities to come together. The sites were encouraged to reach out to one another and there were a few instances of direct consultation. Over the course of the three-year Initiative, five sites reported sharing information outside of the Leaning Community Meetings. In the instances where connections were made it yielded positive results. For example, two sites that have interacted are close to each other geographically and shared program approaches. They shared information on funding sources and program resources in the region. Both reported this development as positive in helping to shape and sustain their CFAA efforts.

There was some interest in forming a formal statewide coalition. However, it was never formed because there was no entity whose primary job it was to ensure it was created. And, the sites were so (appropriately) focused on launching and sustaining their local efforts that it left them little time to envision a larger effort.

Technical Assistance Lessons

Implementation sites were asked to reflect on TA provided over the course of the project. All indicated that the TA provided was useful. However, there was occasional confusion as to the role and availability of TA providers.

Specific reflections on the TA received included:

- **Kinds of TA**—Some reported feeling overwhelmed by advice and options presented by TA providers. These sites reported feeling as though TA providers had a specific implementation model in mind which did not fit their community or approach. While on one hand these sites appreciated the advice, they did not appreciate feeling as if they must follow a specific procedure, program protocol, or set of advice.
- **Logic Model**—All sites reported that working on the logic model was difficult and very time consuming. However, most agreed that it forced them to think about their project in new ways, noting that working on the logic model has made their program stronger, more focused, and has presented them with opportunities to measure change. For example, one CFAA leader said:

“The Logic Model ... has lead us to a place of greater clarity in our understanding and in our communication.”
- **Greater Definition of Kinds of TA Available**—Most sites, in one way or another, commented on not knowing what kind of TA was available. Some suggested that a menu that described available TA and why the TA might be helpful to the project would have been useful.
- **Securing Funding**—A few sites reported that they needed technical assistance to help secure additional funding for their efforts. While this was not a universal request, the sites with the least ability to secure local funding needed this support the most.

- **Greater Connection Among Sites**—The CFAA sites truly appreciated the opportunity to come together and learn from each other. Several sites reported that it took them nearly three years to understand what each of the other sites were doing and to build a relationship. These sites would have liked an opportunity to build a firm relationship early in the initiative so as to be able to better exploit each other's experience and knowledge throughout.

Technical Assistance was designed to be and became a core function of the CFAA Initiative. As with many multi-site initiatives, designing locally appropriate and broadly available technical assistance was a challenge. Yet, it is clear from both TA providers and CFAA sites that technical assistance was an important component for keeping the individual and collective efforts on track.

Lessons Learned

This multi-year documentation project largely focused on garnering learnings while the sites were implementing their approaches and programs. The lessons are great and varied and do help provide direction for future efforts.



Hindsight is always 20/20 vision. It is an easy task to look back over three years and identify what was done well and what could have been done better. The challenge here is to gather what was learned, build on what was successful, and work to ensure that future efforts learn from the hard work of the Arizona Communities for All Ages initiative.

General Lessons

- **Give the Work Time**—Over the three-year evaluation, a clear finding was that we do not reach our goals overnight, over the period of a year, and perhaps not even of the period of three years. Changing old ways of working and thinking simply takes time. This is especially true for the staff of lead organizations. Even while “living” the effort to create intergenerational opportunities, several described “a ha” moments where they truly realized what the effort was about, the import of the strategy, and what it would take to instill that kind of transformation. This work is clearly experiential. A person has to live it in order to understand its power. And, that takes time and continued focus.

Future Directions—Future efforts should continue to be multi-year, should build in processes to encourage lead staff to have their “a ha” moments, and should create opportunities for them to bring that message to other partners.

- **Build on Family**—While intergenerational approaches may seem un-natural to many institutions, for families it is a natural way to come together. Indeed several sites remarked at how successful their family-oriented events were and how often families requested these kinds of opportunities. Family-focused opportunities have lots of potential as they bring the generations together and create the potential to re-weave the fabric of the community.

Future Directions—Future efforts should intentionally focus on the family unit as a core building block of the work.

- **Incorporate Generations and Cultures**—Many of the groups observed growth in both intergenerational and intercultural awareness and connection, and the activities that were successful in bringing the generations together were also activities that exposed people to different cultures. Many of the same features which drive generations apart drive cultures apart. For some people, their negative feelings about their communities’ members are tied to not knowing one another. Being focused on bringing community

members together in civic and cultural expression makes room from people of all ages and people of all cultural backgrounds.

Future Directions—Future efforts should seek to build on this by intentionally integrating multi-cultural opportunities as part of re-weaving the fabric of communities.

- **Draw on Both Residents and Institutions**—From its inception, the CFAA initiative sought to positively impact both residents and institutions. In embracing multiple approaches to the CFAA work, this initiative had approaches which ran the gamut of highly focused on residents and less focused on institutions to those that were highly focused on institutions and less focused on residents, and everything in between. Those sites at the far end of either dimension rarely worked to address the other dimension. Other sites found that they were able to work on both dimensions if they kept this at the forefront of their objectives.

Future Directions—Future efforts should underscore the importance of incorporating both elements—focus on residents and focus on institutions. Future projects should be discouraged from working so deeply on one of these that they risk having no influence on the other population.

- **Engage Youth**—Over the three-year grant period, sites struggled with the best ways to engage youth. At the project leadership level, very few succeeded in engaging youth. Groups reported that it was difficult enough to continue to bring together a leadership team let alone try to incorporate the additional challenges of engaging youth. In terms of activities, sites had varying levels of success involving young participants. Some activities, especially those that did not require a long-term commitment (like a picnic) or those that were specifically targeted just at youth (afterschool program), had good success bringing youth in. Others that offered on-going, multi-generational opportunities had to work quite hard to recruit youth. In addition, sites that worked to have youth-directed activities (photo essays or video projects) also found greater success.

Future Directions—Engaging youth is difficult. Future programs should receive additional TA and support to strategize about the best ways to engage youth. If it is not deliberate, it will not get done. Future efforts should specifically engage with the youth development efforts in their community to share strategies.

- **Focus on Institutional and Policy Change**—People are intergenerational in their families and culture, but systems are not. They are fragmented and categorized. These programs were challenged by the deep age segregation that surrounds them. Grant requirements, work/school day differences, people’s regular way of working all conspired against intergenerational approaches. The institutions most likely to embrace this had already overcome some barriers to institutional strategies. Those institutions with less exposure and experience had a harder time and were often likely to return to their “old ways” even after being exposed to the power of intergenerational approaches.

At the same time, the CFAA sites were so deeply immersed in their day-to-day activities they had few opportunities to take the message out to other institutions and work to break down those barriers.

Future Directions—The institutionalization of age segregation should not be underestimated. Projects need to be encouraged and supported in efforts to identify specific institutional targets and work to change those institutions. They cannot do this alone. Larger level work—drawing on local sites—needs to help them identify possible policy and program change opportunities.

CFAA Implementation Lessons

- **Logic Model**—During the first year of implementation the Technical Assistance team decided it would be beneficial to have each site develop a logic model. Most site staff had never developed an outcome-oriented logic model and required substantial assistance conceptualizing and developing their site document. While a grueling task for all involved, most sites in the end reported that it helped them to clarify their purpose and direction and helped them to talk with community partners and other funders about their work. Unfortunately, it appears that only a few of the sites continued to use and reflect on their logic model in order to chart or evaluate progress. In addition, because of the formative nature of the work, the overall initiative did not have a logic model. Thus identifying impact and hypothesizing regarding overall impact has been difficult.

Future Directions—Future efforts should require each site to develop a logic model. To do this, sites need training on logic model design and extensive TA as they put the logic model together. Further assistance would be needed to help them continue to use the logic model as a learning tool. Finally, for each new multi-site initiative there should be an overall logic model that could be used to help keep efforts on track and facilitate evaluation.

- **Evaluation**—Evaluation was clearly a critical component of this initiative. However, too few resources were available to conduct an outcome focused evaluation that captured initiative-wide, systematic impacts on institutions, communities, and individuals. Further, the sites did not prioritize self-evaluation, did not have sufficient monetary resources to hire outside evaluators, nor the training necessary to really take on site-specific evaluation. This hindered their ability to measure progress and understand if their strategies worked (or failed) and why.

From its inception, the goal of the evaluation was to garner lessons and to provide some technical assistance for sites to undertake self-evaluation. While parts of this strategy worked, other did not. This current evaluation did gather the kind of information necessary to learn much about intergenerational approaches. It did not, however, succeed in helping sites do appropriate or effective site-specific evaluation.

Future Directions—Greater forethought needs to be given to evaluation expectations and design. Identifying the role of evaluation, what specific questions need to be answered, and on whom the evaluation burden will fall is critical. In addition, ensuring that the party responsible for site-specific evaluation (whether that be an outside evaluator or the site itself) has the dedicated resources needed to address key questions is essential. Finally, making participating in evaluation activities mandatory is important to successful evaluation.

- **Staff and Volunteers**—As with many projects, staffing matters. Over the course of three years, three sites experienced core staff turnover. This led to slower implementation and "re-inventing the wheel" several times.

Some projects relied very heavily on volunteers or interns to move their projects forward. While volunteers or interns can be great resources, they can still be limited in their ability or willingness to move a project forward. Sites that relied heavily on volunteers experienced some difficulty keeping projects moving forward and staffed consistently and appropriately.

Future Directions—Future projects should carefully consider the use of volunteers. While they can be a great asset, they must be supervised and managed carefully.

- **Leveraged Support**—All of the sites were able to use ACF funding as a springboard to garner additional funds. This was critical as the sites found that they needed more funding than the base ACF grant to really take on the activities they had hoped to. However, the funds raised were always supplemental to the core support from ACF. While, technical assistance was provided to those sites interested in exploring additional support for this work, it is not clear to what degree the additional support came in. It is unclear how the CFAA efforts will proceed now that core funds are no longer available.

Future Directions—Additional work should be done to understand the mechanisms by which these efforts become sustainable. Do sites need to generate additional funds to keep their intergenerational efforts alive? Do activities need to be integrated into larger institutions so that efforts outlive grant funding?

- **Leadership Team**—Each site was required to establish a Leadership Team of external institutional and community partners to help guide and implement the work. While each initially established Leadership Teams, only a few kept them active over the life of the initiative and none of the Teams grew. Sites did not appear to be clear about the purpose of these Teams; they did not understand how to maximize participation, how to utilize the skills of Team members, or the importance of growing support and the role a robust Team could play.

Future Directions—Future projects should explore the role of Leadership Teams, determine their utility and function, and help sites maximize this strategy.

Initiative Framing and Oversight Lessons

- **Multiple Models**—The CFAA initiative allowed for multiple approaches and models. Indeed, there was variation in community setting—isolated rural and central city urban settings—as well as lead institution—from long-standing non-profit agency to newly created entity. To further add to the variety, each site could approach achieving the CFAA goals using different methods, involving different kinds of partners, and with different staffing patterns.

The strength of this approach was that it leads to great creativity and alignment with local community structures and needs. However, from a TA and initiative learning perspective, it has made teasing out “universal” learnings a challenge. Groups had difficulty determining how their experiences related to the experiences of other sites. The TA providers struggled with how to provide global and individualized guidance and technical assistance. And, the Evaluation Team struggled to help the sites construct self-evaluation in an environment where universal evaluation tools could not be created.

Future Directions—It is clear that this work can be launched and flourishes in many kinds of settings. While challenging for initiative administrators, it is important that efforts continue to develop in a variety of communities.

- **Site Interaction**—From the very beginning, sites did not have an understanding of each others’ community or CFAA work. This finding was clearly sounded in the first two evaluation reports. However, by late in the second year and into the third year sites began to better understand the variety of approaches. This is clearly related to the fact that the sites were still developing their approaches in the first year or two and therefore had difficulty explaining their work to outsiders. As a result, providing substantial, ongoing guidance and support to each other was limited.

However, the sites periodically did find ways to interact. Several site visits were negotiated and the sites shared resources.

Future Directions—Intergenerational work is challenging. Sites doing this work need guidance and specific opportunities for greater, ongoing exchange. Future efforts should design specific opportunities whereby sites have the framework and expectation to interact with their sister sites.

- **Initiative Oversight and Technical Assistance**—The sites were offered and did indeed take advantage of Technical Assistance (TA). TA was truly valuable and appreciated by sites. However, as the model was evolving, there was no clear TA plan, no specific articulation to the sites about the roles and expectations concerning TA providers, nor a clear division of labor among TA providers. As such, sites called on whomever they felt most comfortable with, often times did not reach out for assistance when they really needed it, and some were reluctant to take the advice of TA providers. Furthermore, in this evolving model there was a lack of sense as to who was “in charge” and ultimately responsible to make sure the complex pieces of the initiative were moving forward.

Future Directions—Future efforts would benefit from a local initiative director/coordinator/manager. This position—either within a foundation or hired externally—would help to keep the complex pieces in play, provide oversight to TA providers, and maintain focus on the “larger” picture.

- **Differential Funding**—Under the CFAA model, each site received the same \$50,000 base grant. However, given cost differences, institutional capacity differences, and different abilities to generate additional support, that base grant meant very different things in each community. In the sites where the CFAA project was embedded in a larger institution, these sites enjoyed a greater ability to generate additional financial support and ultimately greater program stability. The sites in very isolated rural areas with few institutional resources did not enjoy that same support. Thus, developing a sustainable project was much more difficult.

Future Directions—Future efforts should consider grants of varying amounts dependent upon the status of the current effort and additional support needed to create a stable, sustainable project. Future efforts should also consider longer grant periods and other kinds of resources for efforts in “resource poor” areas.

Conclusion: Essential Elements

Far too often government and community institutions force groups apart—programs just for youth, or just for the disabled, or just for adults and rarely building on the common concerns and interests that can bring people together.



Intergenerational strategies that bring the generations together to identify common needs, strengths, and interests as a way to reweave the fabric of community are becoming more interesting to policymakers, program designers, and residents.

In 2005, a handful of sites from across Arizona began an experiment to see if they could bring the generations together to address community concerns.

Over three years, six efforts representing very different communities worked to identify community needs and assets, set goals for community, institutional and individual change, introduce intergenerational programming models, and raise awareness of the strength that can be built when the generations are brought together. After three years of struggle, invention and reinvention of their efforts, the Arizona Communities for All Ages sites secured impact on individuals, communities, and institutions.

After observing the evolution of these efforts over three years, reading reports, hearing presentations, talking with community members and residents, it is clear to the Evaluation Team that several "essential elements" emerged. These essential elements are features that cut across the efforts and appear to be critical to successful CFAA implementation.

- **It is a Philosophy/Lens, but Needs Tangible Results**—CFAA developers often commented that CFAA is a "philosophy not a program." Indeed, it seems that the programs that internalized this as a philosophy or lens that guides all their work made the most progress. However, there also needs to be concrete examples of the philosophy in action in order to demonstrate and illustrate the philosophy.
- **Lead by Example**—Related to the previous element, efforts seeking to improve their community by bringing stakeholders and residents of all ages together led by example. That is, they needed to do more than talk about the importance of bringing the generations together. They needed to lead others in this work by creating intergenerational opportunities, showing results, pointing out to their partners (whether residents or institutions) how this can and does improve the lives of people.
- **Shared Decision-Making**—While leadership matters, successful community-based intergenerational efforts cannot be a one-person effort. Efforts to include multiple partners in decision-making strengthened the efforts. It is important that residents and organizations have ownership of CFAA.

- **Culture**—Residents and institutions live in cultural settings. The most successful intergenerational efforts recognized and built on cultural norms and practices and interest in cultural exchange.
- **Art**—Throughout the initiative CFAA sites found great strength in bringing the generations and cultures together around art activities and experiences. The arts provide common ground for people of different backgrounds to come together to share experiences and work on projects.
- **Physical Space**—The most successful efforts had a physical location (or two) where the community could come together for intergenerational experiences. The physical space grounded the work and provided an ongoing reminder of the importance of collective action.
- **Give it Time**—This work cannot be accomplished overnight. Communities serious about this work need to invest several years to launch efforts and start to see results.

More programmatic and evaluation work would help determine if these really are "essential" elements and if their "essential" nature varies under different geographic or institutional settings.

Will this work have a lingering impact? The Arizona Communities for All Ages initiative demonstrated how communities can use the aging of America as an opportunity to think and act differently, for the common good. Clearly the Arizona CFAA grantee organizations have been affected by these efforts as have their communities and residents. Only time will tell if they are able to sustain the intergenerational focus and activities once their primary funding source ends. This initiative began the process of change in communities. But in order to institutionalize this new way of thinking, it is critical to connect this work to policy changes at the local, state and national levels.