INTRODUCTION

- Intergenerational (IG) relationships can increase protective factors for at-risk individuals. When elders and children are at a risk, (e.g., elders lose roles and children lack frequent contact with caring adults), IG relationships can increase children's empathy, self-regulation, and self-efficacy and enhance elders' engagement, positive mood, and generativity.
- Project TRIP (Transforming Relationships through IG Programs), Virginia's USDA-funded Sustainable Community Project, uses IG strategies to support at-risk children. TRIP involves training program staff to implement best IG practices to foster child comfort with elders, elders' positive interactions with children, sense of community among partners, and indicators of sustainability, including staff involvement and integration, leadership competence, community understanding, and program responsivity.
- Process evaluation data during year 1 (2011) of 5 indicated that staff did not feel integrated and that project demands left them feeling overworked and undervalued.
- The following describes the participatory approach we used to refine intervention strategies to capitalize on members' strengths, acknowledge constraints they face, and work together towards an effective, sustainable IG program.

<table>
<thead>
<tr>
<th>Identified Needs</th>
<th>Initial Plans</th>
<th>Community Response</th>
<th>Revised Plans</th>
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<tbody>
<tr>
<td>Elders &amp; Children</td>
<td>Sites implement frequent, regular IG programming focused on relationship development through interaction and communicating about participants' social history, culture, and preferences. Sites incorporate grant-funded technology, adaptive equipment, and activity plans to support IG programming.</td>
<td>IG programming increased from irregular contact to 2-6 activities weekly. Levels of interaction between generations were low. Staff were burdened to plan, implement, and document programming. Staff were unclear how to access grant-funded resources. Staff needed different materials than initially proposed; needs differed across sites. Low use of technology (e.g., iPads) due to time and skill needed. Families reported children's increased comfort with other generations outside the centers.</td>
<td>Each site customized means of collaborating on IG program planning, implementation, and evaluation. Project documentation forms were shortened with input from facilitating staff and made available electronically and in print form. Currently developing a volunteer pipeline initiative to support IG programming and free up staff time for IG programming. Innovation funds promote creativity and capitalize on site expertise. Project staff downloaded and modeled apps for use in the IG setting. Project goals were tied to receipt of technology that staff requested. Project staff worked with site staff to prepare lesson plans of successful activities that utilized best IG practices.</td>
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<tr>
<td>Staff</td>
<td>Initial day-long cross-training workshop that includes best IG practice training. Monthly booster sessions to support development of staff skills in IG programming.</td>
<td>Staff could not attend day-long workshop. Workshop was not repeated for new staff/volunteers. Information was overwhelming to receive at once. Staff use of best practices remained low. Staff sometimes used age- and ability-inappropriate activities.</td>
<td>Training materials were prepared electronically to offer a just-in-time format available to continuing and new employees/volunteers. Staff and elder participants were polled to identify areas of interest that could be addressed in booster sessions. Booster session frequency decreased and increasingly involved local professionals to strengthen networks.</td>
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Conclusion and Next Steps

Process evaluation data indicate that revised plans are supporting greater understanding of TRIP principles and sustainability of IG programming at the sites. To continue strengthening relationships among TRIP partners, we plan to:

- Continue to involve TRIP partners in collection and interpretation of data.
- Utilize results to revise program guidelines and resources to enhance TRIP success.
- Create and disseminate materials documenting our process for TRIP partners and other organizations.
- Promote creation of an Extension program associate position dedicated to IG community capacity building.

TRIP PARTNERS

- Project TRIP includes three sites, each with a childcare center enrolling approximately 15-70 children. Elder programs include senior centers at two sites (approximately 30-70 participants each) and adult day services (ADS) (20-75 participants each).
- Among the communities TRIP serves, 42% of children are born to single parents, 17% have parents with less than a HS degree, and eligibility for free/reduced lunch is 50%. Court-mandated parent education has been increasing steadily.
- Adults at community centers and ADS range in physical and cognitive abilities. All reside in the community; most rely on elder transit to access programs; and, more than half of ADS participants have dementia.
- Staff involved with TRIP include care providers and program management. Most are white women working full time who have completed college degrees. Slightly more than half had IG experience prior to the launch of Project TRIP.
- TRIP's partners, include the local area agency on aging, which began operating childcare centers in 2010, and the YMCA, which operates the childcare center at one site.
- TRIP connects partners with other groups for mutual benefit, to build community capacity, and to enhance sustainability. These include other care providers, music and art therapists, tai chi masters, and master gardeners.

Innovation Funds

- Launched in 2013 as sites identified different participant and staff interests and needs.
- Site staff write proposals for $100-500 (up to $2,500/year/site) describing how funds will enhance and sustain IG programming.
- Project staff offer feedback on ideas and materials, speakers, or courses related to the proposal.
- Sites can collaborate on joint proposals.

Volunteer Pipeline Initiative

- Initiated in 2012 in response to staff feedback that limited staffing challenged use of best IG practices.
- Identify university and community partners to create standing volunteer and Service-Learning roles.
- Provide volunteers with multi-media, just-in-time training and recognition of training completion.
- Train site staff to supervise volunteers.

Technical Assistance

- Launched in 2012 in response to staff reports that time demands and technical expertise challenged their use of technology.
- Download apps to iPads and demonstrate activity plans for IG activities.
- Research technology solutions to identified needs (e.g., audio systems, networked, digital printing, and sharing photos).
- Provide booster sessions on use of technology to support best IG practices.
- Convert paper forms to e-documents and electronic surveys.

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