

**Panelists:**

David Hopping

*Please note: The following is a direct transcription and has not been edited.*

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David Hopping: My name is David Hopping, and I am going to speak about Communities Intervention. And I just want to take just a second to recognize the fabulous works that the Children's Bureau has done in putting on this wonderful conference, and especially thanks to Melissa Baldwin shut out for inviting me to come here. And I've learned so much. I've even tweaked the end of this presentation to reflect some of the changes in my perception of what the, what we are all dealing with and up against particularly Lee Schorr's observation that solutions and, I better stay by the mic here, that techniques and solutions and programs get developed in a sort of laboratory setting and then they get taken out the real world and it's very noisy and things don't work out quite the same as they anticipated. And one of the things that might be a potential that I had really anticipated from the programming approach that I am going to describe here is that you might have kind of a quite space in regard to some of the noise that comes from random community effects, random family effects, because really what happens when you take on a challenge like this paradigm that was initiated and ran too about 17 years ago in the middle of Illinois, South Central and Middle of soy and cornfields. You open up space for new kinds of programming in ways that we will discuss that, sorry I anticipated that possible usefulness of this paradigm, so we will get to that.

My entree into the realm of child welfare evaluation was really not be a programming or evaluation per say, but I was really invited in as a social theorist, sociologist in the University of Illinois. I, it seem that there was this new project in 1994, not very far from Champaign, Illinois, that I first learned about through a segment on nightline 1996 and because this is such an excellent introduction I am going to play a few clips from Ted Koppel's nightline in a moment, so you can be introduced the same way I was introduced to the program. It really is one of the best introductions and of course some theoretical questions, so in a way Ted Koppel was one of the first social theorist to take on what's the larger significance of this innovation that happened in a foster adoption. The Founder of the program Brenda Krause Eheart was in Academic at the University.

We connected Sarah independently right about the time when the inevitable issue of replication had started to come up, way too early for us to really respond to it, but people were already looking to see what they could do in the same way. We met the university officer and we spoke about the program and the history in the background and her research in foster adoption, but pretty quickly it became clear that more had been accomplished in the program than she had set out to do. She had set out really to bring some foster families together in a critical mass so that could support one another in their adoption process because it was relatively new thing in Illinois to adopt older than infants. And for reasons that you will learn about, she wasn't able to just keep that small

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goal in mind. She was forced to create an entire community on the Chanute Air Force Base which has been decommissioned. She got some housing there. They wouldn't just give for 15 houses, she had to take a whole section that's the only way they could part with it. So she had to figure out what to do with all the rest of the housing and you will see in a moment.

But really the question that emerged in our conversations pretty quickly turned to what is the significance of this, the larger significance of this innovation and what's led Ted Koppel do his, like here his introduction for you.

[Recording] Ted Koppel: Thank you. Can I handle a bit of good news, well we may have some for you. The best part of all this is that it begins with a whole bundle of problems which because of the vision of one remarkable woman were put together and appear to have produced a whole bunch of solutions.

Five years ago Brenda Eheart was a fulltime Professor at the University of Illinois researching the foster care system. She saw children from tragic backgrounds.

Brenda Krause Eheart: We saw children who carried a tremendous amount of baggage and hurt.

Speaker-2: And foster parents without the resources to cope. So the children were passed from one home to another living in permanent limbo.

Brenda Krause Eheart: It bothered me no end and that's when I think I said, "We just got to try something else". The system is not working, everybody is hurting here, we got to do something else.

Speaker-2: Fifteen miles away the Chanute Air Force Base, a major employer in the area for 75 years was closing its offices and housing up for sale.

Brenda Krause Eheart: We came out looked at the property and I said that's it.

Speaker-2: With \$225,000 in grant money Brenda and her group bought and renovated 66 housing units. Her plan to provide free housing to selected families, to pay the family \$18,000 a year to raise up to four foster children each. Give those families the support of a full staff of counselors and one more thing, senior citizens. These are not foster parents. They are retirees, part of the small auxiliary army of senior citizens. Fifty nine of them in a county who get low rent housing at the former air base, \$300 a month and the chance to be surrogate grandparents.

Speaker-4: Give this to grandma.

Speaker-2: Give this to grandma.

Speaker-4: Yeah, this is ours.

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Speaker-2: Okay.

Speaker-5: I like that all the kids here now are...

Speaker-2: It's an integral part of Brenda Eheart's Hope for the Children project. With the rent money they pay the seniors provide about a quarter of Hope's revenues. The State of Illinois pays the rest. Foster parents who might otherwise have little or no support mechanism can turn to the seniors as babysitters and it's hard to tell who enjoys the arrangement most.

Brenda Krause Eheart: Here these kids can't go anywhere, but there is somebody calling them by name and genuinely asking them how they have done in school, inviting them in for cookies and milk. It really is important to these children it makes a difference.

Speaker-6: Most of them know that we are not their real grandmother or grandfather, but they get to call you grandma and grandpa and that makes you feel real good, you know.

Speaker-2: It adds up to a community so old fashioned it's well new. Meet the Calhoun's, parents, Debbie and Ken. They have one, as they say biological child. Some children they have adapted and the foster children they have been paid to take into their family. The kids range in age from one year old to 16.

Ken Calhoun works as a Plant Operator at the Town Water Company.

Ken Calhoun: Money is not my god, okay. So we could be going on vacations, which we enjoyed before we came into foster parent, but now I wouldn't change it for anything in the world. I love these children. Maybe down the road, maybe 10 to 12 years, I'll look at these children and say, hey we were a main part of their lives, look at how productive they are. Look at what they are doing with their lives.

Brenda Krause Eheart: If these children weren't here, many of these children would be in two or three more places within a year's time. We have children that are five months old that have had five places in five months.

Speaker-2: Before coming to Hope, Laura Leighton was a Case Worker in Traditional Foster Care. Their case workers are so overworked she says that services don't always get to the kids.

Laura Leighton: Here at Hope we pour a ton of services into the children.

Dominic: Hello guys this is Dominic.

Speaker-2: Jennet Laws will be in Judge, Dilemmas courtroom soon. He will decide whether she can adapt her two foster children, 8 year old Shaman and her seven year old brother Tabian.

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Irene Bone: Nightmares, they have nightmares wakeup screaming and things that were in their past. At this point I don't have that.

Speaker-2: The children have lived with Jenet a widow for a year and half. They have lived in three fosters home before. When Tabian arrived at the age of six, he had never held a pencil.

Irene Bone: When I first saw him, he didn't know a number. And we worked and we worked and worked on that and the alphabet. It would just actually fall into that little child.

Speaker-2: Irene Bone is a 72 year old retired teacher living at Hope, where she volunteers as a tutor.

Irene Bone: We working with the alphabet and he was struggling, very really struggling with it. All of a sudden he just put his own hand on top of mine and he said you know, "Ms. Irene I just think I am wasting your time".

Speaker-7: Yellow, yup, yup, yup, so how would yellow start?

Irene Bone: I said Tabian; you do not waste my time that's why I am here. We are going to get it. He loves Ms. Irene. He wanted to go to this mode and he decided that he wanted to take Ms. Irene; he didn't want to take mom. He wanted to take Ms. Irene. So, he got on the phone and he called her and all during the movie he would say are you comfortable, do you feel alright, are you enjoying it. It was priceless. I will never forget. I said my first date in 13 years.

Speaker-2: To hear the family histories that come across Brenda Eheart's desk, you must remind yourself that you are in rural Illinois, middle America, not the heart of the city.

Brenda Kruse Eheart: We have two boys ages 11 and seven. They are legally free for adaption, each has a different dad. One dad died in the game shooting and another dead died of a drug overdose and the mother was a crack addict and also has had some other health issues and died at a pretty young age. We want to take all these kids and we can't. And we know if we don't take these kids, especially kids like this, their chances of making it are very slim.

Speaker-2: Hope Meadow has now 13 families and 50 children, half of them foster kids plus 59 senior citizens.

Speaker: [Overlapping Conversation] [00:11:50]

Brenda Kruse Eheart: They become children. You begin to see smiles. I mean, we give them a childhood; they have not had a childhood.

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Speaker-2: And for right now that's enough.

David Hopping: Just to give you some context of where this is, there is Illinois, Chicago down central, east central is where the Champaign University is in Champaign, and towards just little north, here is the Chanute Air Force Base up in the corner, actual corner of the base there is, north of that red circle is just a rental housing is the section of property that she was required to take, that are nothing, so she took it and filled the remaining other 83 units to begin with, some were converted into duplexes and the others were kept as apartments, you can see the red, I've coded here is the senior apartments. They are mixed and blended with the family housing where they basically took a duplex and not walls out in the middle and they had one big family house, the blue houses there. About 22 acres stretches out. It's a lovely place actually. But it raises some issues when you decide that you are going to go that deeply into community and bring your services right there into the neighborhood, you run into this perplexing dilemma that the army was being a little [indiscernible] [00:13:45] here. He was talking about social workers and the peculiar arrogance that characterizes social workers. But being a childhood of social worker I have a slightly different take on this. But I think he is still on to something, something like maybe a barrier or avail that you really can't penetrate with your services. Real life happens near the side of this kind of, I don't know if you have an intuitive sense, but there is only so far you can reach and only so far you really want to reach into the lives of people and shape them.

So when I was, when I coined the term community as intervention in my conversations with Brenda about how do we approach this on a theoretical level, program theory and beyond, I was being a little factious by using the term communities intervention. But if you understand it as sort of distending this barrier and creating a middle space between the state and a private family colliding in this problematic relationship, opening up this kind of space in between, then it begins to be something – a little bit attractable at least theoretically. But it does open up some further questions. How thin or permeable should this barrier be, what are the optimum roles of professional staff versus organic community processes, how do you negotiate that encounter, how can deliberations be conducted and decisions made that appropriately respect this boundary and include everyone that has a stake which, because people that come to this community are living their lives, this is not something they come and clock in at 5 O'clock to do. They are not on a roster of potential foster grandparents. This is where they live. They are opening their houses and their lives to the, to this. So they really need to be engaged in the process of whatever this program is and then finally how should information be shared to inform those deliberations and those decisions, obviously process evaluation is deeply implicated here.

To get at, and so this concept is going to be present throughout my thoughts and presentation about working up, but I am going to sort of track back through my process of coming to grips with the program and developing some kind of theoretical framework that would serve as program theory and take us even beyond that.

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To begin let's start with the challenge that really animated, but this is when Brenda save her clots at the time. She is using this all the time. There is a couple of ways to read this quote from John Dewey, but the best analysis parents want for their children that must, the nation we want, we are all its children. You kind read it as a kind of early version of no child left behind, don't have a lower second tier standards, but you could also read it as an actual challenge, it's a little more disturbing to imagine your own children being subject to the Child Welfare System, if that's a chilling thought then we are not done fixing it.

And I am going to digress slightly, because it's, I think it's important Brenda's own, this recaps Brenda's own experience. She was doing the research, following a family, several families and one where a adaption had to be undone in the courts and it was a tragic situation and the child eventually became suicidal. But she was in the court, she remembers the moment sitting there, looking at the docket and some of the papers and she looked at the birth date of the kid and realized that exactly the birth date of my daughter, suddenly it all came you know like kind of vertigo moment. She really did do that sort of thought experiment in that moment and realized that we have to, and she said something has to be done differently. So the goals of the system as we've, oops, let's go back. The goals of the system right now that we recognized and this was hard one from 1960 with Dr. Campy and the efforts to promote safety and then we got into permanency, we finally are talking about well-being. My sense though, is in the majority of literature at least until recently the concept of or the construct of well-beings is mostly represented in terms of managing negative indicators like anxiety and stress, poor health, delayed development, physical development, cognitive social emotional, behavior disorder, this sort of things. If there is a list of all the risks and if you can go down that list and check off that you handle all those risk you managed well-being. Of course this is not what we normally think off in terms of well-being when we, oops, I am keep cutting wrong here. When we think about our own kids a whole lot of other things come to mind in terms of what you really would want for your children and maybe you can wrap those into a richer concept of well-being.

But the next question remains still how much of that can we or should we really delegate to professional services to achieve to accomplish. By definition this richer sense of well-being has to be a function of processes that really occur behind that veil of intervention within the natural life world. Hence this is I think on the most abstract level the core innovation, the core of Brenda's innovation.

If we come back to Ted Koppel real quickly, I am sort of anointing him as the first social theorist of the program, he at least indicated directly some of the core elements of the innovation for one this idea that you can bring different problems together, we would recognize as this familiar [indiscernible] [00:20:02] problem. But it's not just okay to bring lots of problematic populations together and expect everything to just workout. There has to be some structure to it and we will look in a minute at that, at what that structure constitutes. The second quote though I think was even more intriguing and has really haunted me this idea that, it's an old fashioned community, but it's also new. It's new in a lot of ways, it's more diverse than an old fashion community would normally

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have been, even though what the seniors bring to the community is a sense that yes there was some kind of, it's a little bit nostalgic and wishful, but they know how to enact this sense of what old fashion means. Maybe they are making it up as they go along. But they are doing it anyway. So they are bringing besides their volunteer abilities and their resources and their skills and their talents and their time, they are bringing the sense of what it would mean to actually generate a community. And they actually do create this culture of care, restoring these networks, these circuits of care. Not always necessarily, but potentially and the question then is under what conditions can this really be sustained and brought about.

So that leads us to or led me to a consideration of what this structure might consist of and I kind of did this in a sort of grounded theory way. I just start with what you are looking at and started sorting it out and obviously the relationships do develop naturally, but they don't develop automatically and not, I have a great neighborhood where I live with lots of people, in different ages, but there is no dense network like there is at Hope Meadows. Why is that, because there isn't any structural support beyond the normal ones to induce that or to sustain them. So Hope Meadows build and supports this old fashioned "network of relationships" partly by the sheer architecture and site design which the air force setup in order that families that were largely mobile and intrinsic would quickly encounter each other, have to encounter each other, there is no fences, the housing is pretty close together even though it didn't really have to be. It's, people that understand military housing tell me I am reading too much into it, but I see a lot of serendipitous features that we couldn't have designed better if we wanted to it just came together.

Here is a street level view. The architecture works in an understated way. There are routine and special events that are scheduled. This begins to be the place where you collaborate with the neighborhood in creating the fabric, the texture, the interactions, the engagements that are available and there is many, after school there is monthly, there are trips that are, taking trips is a critical resource. Everybody gets on a bus and goes for a day or for overnight or for several days to some destination that requires that kind of close daily interaction where relationships can be sparked, but then also you know that next week, next month you will keep reencountering the same people and so that's what, and there is no time horizon on these relationships. So that's partly how the generation of relationship process starts through the events, but also then there is another layer which is this structured volunteer engagement. You are required as part of the rental agreement to provide six hours of volunteer time in whatever capacity is needed and that you want, so that yes. Yes, six hours per week, so it's 24 hours, it's not really that much, but it's enough to jump start the engagement and to get you, you know, you've got to do it, you got to get up in the morning and go do the crossing guard because you said you would and then you are there and you are talking to the other seniors and you are meeting for coffee afterwards in the intergenerational center and the kids recognize you and that's part of what makes this work.

And then there is just the philosophical framework that, the deal as it was described when people came to sign on. Here is what, you are going to be a senior and the kids know

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what that means. They co-creates the expectations with you, what it means to be in this place and so the roles and expectations are another layer that can be explored, you know, sociologically research. And then finally there are, well not finally, but critically there is a layer of communications that have to have. This is a weekly publication and what it's used for is not just putting information out, but also allowing a venue for recognition and thanks and celebration of successes of the children and the seniors and so on. And it's just one example and all these are just little fragments of examples of how these layers work together.

And finally and I put this last because really it's the most understated, but it's still has to be there. In a building that looks exactly like a family house is the office. Though the play therapist has a room, play therapist has a play therapy room downstairs which is just about where all the houses have their playroom downstairs. You go to this house and go to that play therapy room and it's just, you know, it's not the 50 minute hour that you get by driving downtown to the Psychiatrist office, it's just where you live and it becomes, so and that sort of emblematic, it's a place to play and it just happens to be a little bit structured in a way that's very, that is probably it's the way play therapy works. It feels very comfortable. You can also bring parents there and say let's talk about how you can have this child directed play. You know there is lots of potential once you tone down the structure and the sort of signaling of the professional services. So that's always an emphasis, how can you back that up. So this is just kind of all the elements that go in. This is a little bit of, there were still underground unorganized where we are working towards something that could stand as a logic model ultimately here.

But as a first cut at a statement of theory a few years ago I said let's just take a shot at this. Let's say maybe the idea is that purposeful engagement and intergenerational relationships give them decades to unfold within a continuous neighborhood, so everyone that you encounter is a neighbor or a friend and potentially someone that you know. No strangers, no danger. You can, with that as a foundation you can sustain transformative gains in that I am referring to there is the kind of maybe catching up of your, of the child's socio-emotional development with their chronological development or just bringing, just consolidating a new adoptive family. This is a transformative process, it's not a normal life course challenge for people. But then there is normal life course challenges and those can be supported. Life course transitions can be supported as well, both for the kids and for the seniors. And if you can pull that off then maybe you can develop some new kind of organizational capacity to break that down a little bit.

There is a three to one ratio at senior households to family households and this partly you can see why, regard the top as household of two seniors, another household two seniors, a household of a single senior. And then parents adapting three kids, you can see how one household of adapted, of adapted, one adapted household can really benefit from the, input from multiple seniors and that's probably because what you are really doing is blending two family systems here. If you got a subgroup of three and there are many subgroups. It's one of the sort of the initiatives of this model as you can take subgroups of three and four that would probably, the pressure cooker of blending that family can be overwhelming. But you can mitigate that stress through all of these ancillary

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relationships that do emerge. They don't get the sign from the office, they emerge in this rich environment for the, but if there is one child that needs a little bit of one-on-one time, other siblings can go with grandma to the mall or they can go to McDonalds or they can just go and play in the park, they can stay overnight. With that dynamic happening an extended family comes into existence simultaneously within a nuclear family. And it's possible that there is some, we can talk about it later some theoretical reasons why that might have to be the target for these whole subgroup relationships, this subadaptions. It maybe that a nuclear family by itself in some cases just isn't as viable as shooting, overshooting a little bit and going for an extended family.

Each of these relationships is really what we call in social network terms, multi-standard, is all these different dimensions, a child will encounter the senior as a neighbor then encounter them again as a tutor and encounter them again in the office working in the office, encounter them again at the grocery store. And so the relationship is multi-standard, it's leveraged in that sense. And then it unfolds overtime, and then here is Ms. Irene and little Tabian, about 15 years later or maybe 12 years later going after college. In transformative gains again just blending of this particular family there is a Hispanic little boy, African American, Asian and a Caucasian mom, that's a transformative gain right there, just that, that family came together overtime, came in especially what the backgrounds of these kids and there is transformative process it happens with the seniors as well.

Elmer, we met in that video and elsewhere in that video Marge is talking about Elmer, so down in Florida he just laid, didn't want to do nothing. And basically he had some serious medical conditions that were -- if he was going to stay on that track he would have declined and probably have been ended. This statistically would have been a casualty within a couple of years. He became this, he changed, he started using his middle name instead of his first name. He became Elmer, I forget what his first name was when he was in Florida, but he was Grandpa Elmer ever since and 10 years later he was still this lively character. Life of course transitions, she did graduate from high school and that's due explicitly to the intervention of the community itself. In one year she had a particular, particularly challenging year in the local high school, which is a little bit of a rough high school. And the whole community organized itself to provide a home schooling or community schooling according executive vice-president who had retired, he did the math and science part and the other retired school teachers did the other parts and there was someone that did music for her and they basically did her junior year in this space that they could create by themselves and it really wasn't even directed by the office at this point. It's coordinated of course, because we coordinate with the schools from the office point of view.

And then when Elmer died, another life of course transitioned. Marge was sustained through that as with every senior who dies. The whole community does the grieving together and it doesn't become a pathological issue. There is a process, but you move through it, and on average seniors have stayed living there without surviving spouse eight or nine years now. I guess it must be average nine.

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Speaker-8: Do you have any mortality lifespans statistics for the seniors compared to....

David Hopping: See the counterfactual, that's you know how do you establish compared to other self-selected seniors into intentional community or you know, I know, but it's...

Speaker-8: Still even just when [overlapping conversation] [00:33:04]...

David Hopping: Really wanted, yeah, right.

Speaker-8: Rate of other neighborhoods within the area [overlapping conversation] [00:33:07]...

David Hopping: Sure. Absolutely, it's one the agenda for many, many things are on the agenda.

Speaker-8: That there are more rates of, you know, quality of life. You know...

David Hopping: Yes. Well, we have looked at that through various, there have been many evaluation attempts and little fragments of research that don't have an overarching coherent plan to organize, and that's what I am working towards, but one off little studies have shown that it, one third of the seniors will report that their health actually improves coming. They got medicine and the rest either stayed the same or it's gradually declined. Recognize the baseline is that your health should be gradually declining anyway, so actually improvement is really remarkable. Now this is self-reported and so we haven't done, you know, the, but we are working on a jumping way ahead. We are working on a NIH, a proposal that will be geared toward studying the seniors and the effects of the seniors and their relationship networks there through some colleagues at the University of Chicago, and that's exactly the sort of question that intrigues me.

Let's distinguish now, from there I went to, okay if we are talking about new kind of organization capacity what's the old kind of organizational capacity. Basically professionals meet the challenge, they produce an outcome, here is the things that they do day-to-day. You can add volunteers to a program, that's not unheard off, it's nothing really particularly new and they can take the load off in some of the tasks. And I call that instrumental capacity to distinguish it from what can happen, when the professionals and even the volunteer roles start to recede into the background and the neighbors begin to take on the frontline of intervention, basically meeting those challenges. And of course it's a multi-standard process, which can be friends taking on mentors, even in some cases and this is gradually fewer and fewer of the total possible relationships will emerge as grandparent relationships. It's not everybody is the grandparent to every kid, but it's a lot. And then they of course don't experience it, I call it core capacity. They don't experience it simply as a challenge, but it's an opportunity for a meaningful engagement in later life.

So that was one little advance I made I think in terms of organizational capacity. I started taking the shot at doing a logic model out of that. I just dissembled all those structural

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elements, kind of sorted them a little bit and looked at the functions that they are supposed to be performing or seem to be performing so that we can start maybe putting, hanging some indicators and measures and constructs on these actual things. But I also wanted to recognize the fact that there is a mediating process through the social network that emerges that either, at least potentiates these direct service instrumental interventions, and maybe even become ideally in at least some cases, maybe in some communities. The lead community actually takes over as the, this will be a mature maybe five or six years into the process when the expertise is diffused amongst the people that actually live there. They get really good at recognizing ADD and what you can do and what the alternatives because the training keeps going. It starts out rough in the first two years and then you get some expertise really built in as a community. Eventually I said let's do this at another level here.

I am starting to see a pattern emerge. The pattern is what I call the field effects model. This is where you can poke the model in any place and you will get ripples throughout the whole thing. It's that complex and how do you grapple with that. Now this is maybe more ambitious at this point than I've realize, but on the inputs level you've got the staff and the residence reading up in the sense. You've got that whole site design and many aspects to it, material supports and that basic philosophy that sets the stage for people who come there. They know what they are signing up for and then you can do the program and have these raised activities of the program. It's really multilevel though, and this is what I was getting at with this, going to this level. You've got your instrumental capacity of the professionals doing their job, managing their housing properly, you can evaluate this level with fairly conventional techniques. Are the case workers and the therapist are doing the thing they are supposed to be doing? Are you actually getting adaptations or is it lagging for some reason? Is it safe and secure? Is it very direct and you can look also at transformative gains in terms of tracking family environment skills, CESD; you can do all these things with tools that are kind of on the shelf, off the shelf. But you are also working at the same time, oops, on this next level, let's do one level at a time.

We are cultivating collaboratively with the residents, the system of the events and volunteering. You are promoting embeddedness in family and community and providing basically meaningful engagement opportunities and a sense of belonging. These are the outcomes, these are the goals and you can use, interchange I think basically. And there is closer ones, medial ones and further distal ones that you can aspire to, but really not claim a whole lot of direct credit for having achieved because it is such a field effect really when you get to far right I think. This is, you know, a tentative model and I am open to definitely encourage critics and corrections if you see it. But I think the basic structure that they are is multiple levels, where you can do your professional, you can enhance it with this, these direct activities, the program dimensions that can if they function as they should. You can, you should be able to see this in formal neighboring process emerging and an intergenerational relationships network, the culture of care and support. You should be able to sort of monitor those affects as well and know that you are being successful. It's just that you are working, it's like backing or sometimes it's like backing up double semitrailers into a parking spot. You've got only so many degrees

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of control and then the last trailer goes kind of where it goes, and that's the top level, it's kind of the last trailer, because by then it's really a community level effect happening largely behind the veil of intervention.

There are, and there is also kind of a fractal dimension to this whole thing meaning that it's self-similar, meaning that this intergenerational relationship network is itself a field effect within a collection of other domains of field effect. So, what you want to try to do, what I am trying to do to enhance the capacity of the community to know what it's up to and what its successes are, this developed techniques that let you look at this network in relationship to these other two turns out their field affects as well. And I will just look at these two to give you a quick idea of the kinds of approaches you can take.

This is not any kind of exhaustive perspective on how to go about doing this. This is just some examples. One is obviously network analysis. You can look at a sibling group. This is an actual sibling group. The large red dots are the kids, and you can see how they are connected to the blue squares which are seniors. The size of the figure is a reflex of how many over a, I think it was about a 12 year period. How many relationships were of these closes tutoring grandparent mentor close relationships were accumulated around and these kids or you can look at it from the perspective of any senior. You can do this, look at any ego network or family network or senior network and use that to put the ethnographic level, case level material in context and one of the things that, pardon...

Speaker-8: Yeah. Red dots are children.

David Hopping: Red dots are the children and the tiny red dots are the ones that didn't have a lot of connections as opposed to the larger red dots where it's directly proportional to how many lines you get drawn. This is, but again, not all of these were simultaneous, this is through the whole period of their growing up really. On average the kids have 3.8 I think, close relationships with seniors, reflecting that kind of earlier graph that I showed...

Speaker-9: What is the timing of that relationship?

David Hopping: Well this is a heuristic thing, but it's also pretty well known that, you know, that Irene and Brendon were, had a close relationship that maybe, you know, Fred did not have with Ms. Irene, but might have had. It's kind of self-evident when you are in the middle of it. But I also would say that it would be a really good thing to kind of pin down exactly how are we making that and maybe, you know, go for an alpha, you know, and have some different people making those. So, and really that raises a disclaimer and this is a early first cut. I can tell you how, we can talk more about how you develop this and how, where we would go. This is me exploring the possibilities of how we might do this and then we are in the middle of the process of actually implementing and especially when it get to talking about event in volunteer systems, they were all paper in big boxes for years and so I, in 1998 I took some of the papers out and I went through and I had calibrated the data. Now, I've got some electronic versions of recordkeeping that. I am installing so that some of these more advanced techniques are

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going to be tractable. So really you are looking at my sort of, you are looking at my workbook, notebook of how to, how to go about this and how to support this process. Those two smaller kids though, this is a very common process that it didn't hit me until I looked graphically. Those are the biological kids of the family. They have their extended network with their grandmas and grandpas. They always did. The ones that please up on these others, other relationships that actively go out and recruit and get connected are the foster kids. They just do it. It's a resource that when you put it there, they know how to use it and that kind of surprised me.

Speaker-8: That actually departments the work that you were made on civilians, the most valuable...

David Hopping: Yeah.

Speaker-8: State, you are working to say we need to provide mentors to the children and not for studying actual shows is that the children recruited...

David Hopping: Yes.

Speaker-8: And if there are no adults in the environment to recruit, they...

David Hopping: They are not doing it.

Speaker-8: Won't be resilient, you know.

David Hopping: Yeah.

Speaker-8: So the...

David Hopping: Absolutely.

Speaker-8: So, the opportunity was there and the children knocked.

David Hopping: Yeah. That's a good reading.

Speaker-9: So can you maybe say the biological children you are guessing that they, if you want to include their network you would see the connections just with biological, it was not that they are unconnected.

David Hopping: It's not that they are unconnected. This is a small slice of just, we are not looking at seniors connecting to seniors or kids connecting to kids. This is just one slice of that, because the kids are really dense and hard to see. So this is one, sort of an exploratory way of saying could we use this as a tool, yeah I think we can. If you look at their entire network it would probably be very comparable, because they have their grandmas and grandpas that they grew up with and the other kids don't see them quite so

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often, but they see these other seniors and they are building their own thing. Yeah, absolutely.

Speaker-8: This is it. Maybe, you know, this is the story but my suspicion would be that there is a similar network developing between pro-sociology in peers which is a very wonderful study that's published about networking analysis on peers, showing for example that sleep deprivation among peers was contagious and once you've gotten sleep deprivation that caused marijuana use and the other way around, but that actually shows the potency of peer networking. In this model you would have way more positive peer networking than would be normal in the adverse circumstances that the children would be placed in foster care...

David Hopping: Oh yeah, absolutely. They encounter each other constantly and right, and sometimes there is cross linkages between kids. I'm going to zip through several years and you can see some patterns emerging. 1996, 1997, 1998, 1999, this is the total network of that, and I am sure this is probably 80% accurate, you know. So we will refine it. But you will see kind of, a bit of a, a two centers of gravity around these highly connected seniors, and one of them being Ms. Irene and the other is being similar career grade school teachers. They sort of have their centers of gravity reflecting I think -- and this is an empirical question that comes up, so let's check it out and that will require further investigation. And I think there was a bit of a, sense of a rift in the community happenings on other basis, and it would be interesting to see if this conforms to that. But the other thing that happens at about 2002, yet new seniors coming in and making their own way, feeling a little bit like there is the old guard and they've got the things locked up, but we are going to find a way to create our new network and what they ended up doing is just weeding it right back together. And that's an over simple statement but you get the sense. Here is the whole thing, 1994.

And even though seniors that were centers of gravity were closely interconnected. If you just look at the subgroups that they were sharing, so it's not like there were really was any kind of huge drift, it was just kind of a drifting. I've got some of the reasons why that might be, theoretic reason why that might be the case, but we are going to move quickly, because I think we want to conserve time for more conversation. Let's look at these systems first. You can list all the activities that go on in the, you know, in the community for a month, and who attended them and count them up and just do sums and basically, you know, we, that's how it's reported. To get a field effects view of how attendance at one effects attendance at the other, where the clustering is, whose, who goes to which kind of events, you can do a correspondence analysis which will spread these out so that when you plot the seniors, you will see that a senior that attended three senior copies, one enrichment kind of activity with younger kids, toddlers and went to the Halloween party would be positioned at that center of gravity. And you can situate all the seniors that way and all the kids and then you can see some emergent patterns, like there is some concentration on the little kids. What happens when the little kids are not little anymore and that whole program goes way. Well some of these seniors were kind of at a loss around 2001 and 2002 as it turns out. An intriguing story to follow down, but you wouldn't even see it without spreading this into correspondence analysis. Then it

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also underscores the importance of these particular events that work as quilting points in the fabric of the community. Reading the words of the Halloween maybe trips, start to pull people from all different centers of gravity, and hooking, systematically hooking the community back together so that people will routinely reencounter each other even if they tend to drift into kind of specialized areas that they like to work in.

So obviously implications for how you guide the programming in the event level. Similar kind of analysis you can do with a volunteer task of distribution, how do people create their portfolios. They can do anything, but each senior will have a package of things that they tend to do. The red ones are the things that don't involve kids speaking at the rotary, maybe working in the office. The green ones, you know, IGC, the intergenerational center, doing crafts, tutoring crossing guards with kids. Correspondence analysis sorts them this way and you get this kind of interesting bending arc from very external public kind of engagements down to the internal where you've got knitting and sewing and maybe driving kids around. Well that would be a green.

The green dots being the, no the seniors that do the kid oriented things as mainly their task are pretty stable in terms of this distribution. But the ones that don't spread themselves between, you know, external and internal and they all have in common the office. So as a network indicator of, the descriptive indicator you know on that level we talked about the betweenness centrality, not just how many connections but how many, how much of a crossroads is a particular point. And offices are very highly shared. It's off the chart in terms of how many people do that and other things. They work in the office and work internally or they work in the office and they go externally. If you were to get some volunteers from the local junior college that can do that office work much better than the seniors, so you say you know we don't need that volunteer task, we'll just handle it. That office goes away and the graph starts, there is a fragment. You only are going to see this if you take this kind of field affects correspondence analysis view. So I want to build that into the electronic version when they are tracking.

Speaker-9: What software did you use to view it?

David Hopping: For that, well that's a little animation I did in PowerPoint, but it's based on just, UCINET is the analysis and originally I used molecular modeling software to get a 3D graph, you know, I over killed on that.

Speaker-9: It looks great.

David Hopping: Thanks. Yeah, this is kind of an simulation, but it's real data format time and so I am working to build an app that will, you know, live on top of the Excel Spreadsheet that they routinely use so that at any point they can click a button and go to the volunteer committee meeting and say here is the deal, you know, here is what it looks like.

Speaker-9: So all this is really built in your, this is just kind Excel Spreadsheet done and then you are animating through the PowerPoint for our purposes...

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David Hopping: Well that, there is a few other layers of programs, of analysis that went into that before I got to this point. But I will be able to probably, I am sure I can do that. I can make into something that will just be very user friendly in the office and they won't know how it actually happens. They will just get used to reading the graph, because once you know how to read it it's not that complicated. You get the concept of looking at the whole thing.

Speaker-9: Probably which I mentioned and for the material that you have now in terms of data that you have now, are you already sharing that with the community or is that coming because I'm curious.

David Hopping: This is more and more in the process.

Speaker-9: Okay. How they are reacting to what you are sharing? Are they understanding the...

David Hopping: Well it's kind of mixed. I mean most of the newer seniors are very delighted to be more and more incorporated into the decision making process. Some of the very early ones, it was kind of run from the office initially and it kind of had to be because it was chaos and they were managing the chaos, and the Illinois Foster Care System was in crisis at that time. So there was reason to kind of just like here is, so some of the very original seniors kind of missed the days when it was, you know, things were just handled and you knew, I don't know. I admit probably reading too much into it, mostly it's very well received and as they get, as they realize what it really means, they can write their own, they were writing grants, you know, to do activities and said, of course they could do it. They have spent their careers, you know, running organizations and now they are retired because they retired just make it stupid, so okay. And it's not that anybody really thought that, it's just by default you don't think to go there for resources, actual tangible resources.

So let me just do a final little exercise where I can kind of build a sequence and ask what comes in next, alright. This is going to be again the cartoon. Imagine we have this sort of trinity of child family and community and community begins to get stressed and the family begins to get stressed and the child begins to get stressed and maybe at some point the family goes critical and the child was hyper simple, right. It's not the only way it can go. But suppose that's, let's just follow that track. 19th century, basically that meant going to an orphanage, an institution, a children's home, home for little wanderers whatever those were. So the outcome is the child and the program. That got softened in the 20th century with the cottage movement, where instead of the big buildings you got family like environments and then a lot of effort went into program to make this as family like as possible. But there is a ceiling on where you can go with that in an institution. It's not necessarily completely irrelevant for some populations of kids as Brian was talking about yesterday, but let's look at what happened. Subsequently in the 20th century, the dominant paradigm became outplacement into families.

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Instead of trying really hard to make it family like, just get some families, you know, and add them as a layer of programming. Now the problem with that is that you don't have the same kind of control as you did, but you are starting to move across the veil here. You can support the family with your programs, but they are kind of on their own. And you are totally taking whatever you get with the community level at this point.

So don't, so add the community as a layer and that's kind of the paradigm here. It's really simple on that way, but you can't really, I mean these are not program innovations. They are paradigm shifts I think and how you go about setting up the context for programming, one, two and three. In theory, in principal and in reality any of them can work to produce good child outcomes. But they all can be enhanced in different ways, okay.

The question that emerges to my mind that is, what would number four be. It wouldn't just be, probably not just adding another layer, because what really is happening, stepping back again to a real theoretical level as you have opened up the space as I eluded earlier in which the kinds of programming that can occur can operate. You've opened up the space of the sheer dimension of potential intergenerational relationships that can emerge that's an opening. The time horizon on those relationships is open, so you are opening the spaces way and moving through that paradigm to level-3 is one way of getting this space opened up. You've opened up the space between the state and the family where this is the problematic collision and in between we were talking earlier about other ways that space might be opened up, so that a little bit more human interaction and deliberation and exchange negotiation can happen as the interventions, you know, transpire.

And then finally, and this occurred to me just the other day, just yesterday. In listening to the conversations about how difficult it is to take a technique, that's developed in a kind of laboratory setting where the noise of real life side is controlled for, then you bring it back into the noisy world and you have to deal with that noise. Maybe one of the things that's happened is the space, by just recognizing that we know that relationships representing. We don't have to prove that or control for it or you know work into the program. Why don't we just do it, set it up, there is the relationships. We get that part handled. Everybody in the community has signed up to this project, there is no noise from that point of view, and within that space now start looking deliberately at these various techniques of intervention in this kind of space. It's not so noisy, but it's also not allowed. And the other source of variation of course is all the various places that we have, they have tried in one way or another replicate or innovate or emulate the model, hope that was being in Illinois. The first was in Massachusetts, where they tried to replicate but basically outsourced the housing and the services and weren't able to implement a required volunteer program, but still it's very successful an award programming Tree House in Massachusetts. In Southern California, there is a residential school for foster youth that had a lot of property and started adding seniors as permanent residents and that's working well for these older youth and maybe that's one of the number fours that could happen, you just go directly from one to four, add the community in.

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Santa Rosa, in Central California. Group Home Foster, it's a long-term foster care is the model, but they have added seniors. Oregon, just opened in June in Portland, Bridge Meadows, very close replication of what meadows. They do have a partnership for the housing management and the services, but they do have the full core program with the in-house in this, in this part, in North Portland. And they are about three quarters full with residents and will be, it will be interesting to see how we can coordinate using a larger framework that make sense to everybody let's, and we meet every couple of weeks online to coordinate exactly what are we going to measure, how are we going to track these kids, what are the profiles going to look like, what do we looking for in terms of really how do we define what the grandparent relationship is so that we are talking in the same, in the same terms, and this will happen with the other sites that are also in development further back in the pipeline. Some of them are actually addressing other populations. Adults with developmental disabilities, what happens when your Down syndrome kid is 45 and you are 80, you know. So, that's happening in the South Carolina, around Hilton Head area. And then in the New Orleans, is a wounded warrior program basically, that trends had come back and are very isolated, anybody that's isolated, anybody where socialized relation is a challenge, is a potential issue. Potentially this model could be adapted to support those vulnerable populations or families with deployed veterans. We will see what actually emerges in New Orleans. Those are the major variations and those are the sites that we are working with and that's the challenge and the ambition that I am dealing with.

Speaker-9: Is it something about [indiscernible] [01:00:14], something about Denver, something about...

David Hopping: In New Orleans there is the, the initiative in New Orleans that we are working with is negotiating for part of a basis being decommissioned. It's part of a larger project and they want a corner that would be housing, very similar to what we did Chanute, in the air force base in Illinois, except that the population that will be the focus, so will bring seniors or maybe retired military, but any seniors will be in the program and wounded veterans, maybe disabled veterans, Iraq and Afghanistan veterans, and they are also considering maybe not having it'll be quite so concentrated but, you know, you want the diversity because you're looking for a normal neighborhood not a campus that serves a population so to speak.

So families with deployed military could, you know, stand to use a little social support as well and so we are still figuring out exactly what the composition will be and there is a few different business plans floating there and also in the, for the DD, Developmentally Disabled population and we were working in Champaign actually on potentially putting that kind of a model together in sort of tandem with Hope Meadows. These are little bit further out in the timeline, because they all involve real-estate development which is something that Sociologists are not particularly trained in. So there are a lot of learning curves that I am climbing up these days, yes.

Speaker-10: Are there any sites, websites besides the development there, it's only required on a development front?

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David Hopping: Well in Oregon five out of the six families and there will be eventually eight are relative adaptations. So it's more like stabilizing an alternative family of origin situation. And in Medford, Oregon that's the southern, the blue dart [phonetic] [01:02:18] in the southern part of Oregon. This is being grafted on, the ideas that you can graft this on to a post-METH treatment for moms with kids that's already been innovated, innovative in the sense of keeping the moms in the foster kids close in their residential, you know, they will be in foster care and their mom will be in treatment and then they will be back together in another residential setting. But then what happens, did they've go back to their community or you know they will, or do you try to continue this on and emerge them into society through a Hope Meadows kind of community, although it will be little different. But again it's, you know you are going upstream. It's not just kids that have, families that have failed but it's the part, I see it maybe number four is basically moving this to somehow address preservation instead of, you know, fixing things after they are broken. I am not sure first and then...

Speaker-11: I have a couple of questions, one was, have you reviewed or has been involved with the cohousing intentional community into generational cohousing, literature programs or site design information, you've mentioned that [overlapping conversation] [01:03:32]...

David Hopping: Absolutely, yes. And cohousing is one of the conversations we are having. We've had, some of our folks have gone to Colorado where the Silver Sage Community is, I think the senior cohousing. Cohousing tends to be a lifestyle kind of thing and this is more, the proposition is that instead of just sharing a concern for green or whatever it happens to be pull people together in the causing, it's the social purpose that would pull them together. I am really intriguing that model because right now, Hope Meadows is a rental model. So, you basically do have a housing manager process that's going on, and you have that much more authority in your relationship. Couldn't you actually raise the capital to build out from the people that are going to live there, they wouldn't necessarily own the land that would be, maybe a land trust or maybe donated. It's surprising how many people come to us and say we've got some land, you know, we want to build this. This happens to be way in the back in Sisque Mountains but, you know, there is always something about the land. But I mean, land isn't the challenge, it's building a whole plant unit development from the scratch, but the cohousing they know how to do it, it's true. And they also have a sensibility about what it would mean to live collaboratively and some good models about actually doing it, yeah.

Speaker-11: It sounded like, you know, who knows that there is some sort of apartments or...

David Hopping: There is an intergenerational center which is, one of the houses were set aside to be the place for after school activities and so on, and senior copies in the morning when the kids are out to school, that became a little chaotic especially as the kids got older. So now there is two, there is one where the seniors pretty much can count on a quiet space and that's a good place for homework and then you can go down the street to

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do the crafts and go out into the playground. Where for the seniors who are getting very old and it's difficult to stay in these houses built by the military for young families with the stairs and so on, we are building a new, and we are calling it a Hope House. It's a new multi-apartment with a common space, and a space for caregiver in case that's needed. We are locating that right between the two intergenerational centers right behind the playground. We are bringing it right to the heart so that aging in place means, you know, you come to dedicate 20 years with Hope Meadows and now you are frail, you move right, you know, and I can move off that way, you are going to move right to that center of the action. That's probably something that we will be replicating in all the sites.

Speaker-11: How have communities dealt with the obvious problem that's issues with culture [indiscernible] [01:06:03] really is dealt with, well I mean you have these problems, that's why you are actually out here [indiscernible] [01:06:09]...

David Hopping: When they come up...

Speaker-11: When they come up with issues having to transfer as long as....

David Hopping: Right. Well you have to just kind of get out of the box on the right foot too, because changing expectations later is always difficult. So there was definitely and always has been a strong emphasis on diversity and cultural awareness like history a month is, you know, routine and it's a big, it's one of the big, we do the whole, we do a whole week, we are leading up to the celebrations. There is all sorts of, well the input comes from the community itself and so whatever feels important to include and some people feel very strong, you know, on inclusion on others, the Jewish, you know, the small Jewish contingent but, you know, that could be easily get kind of swamped by the fact that South Central Illinois, this is re-central Illinois, this is a Christian country and you know things kind of drift towards that mode, but yes we can be sensitive and celebrate all the holidays. So, but this is where the staff leadership actually needs to say here is kind of the baseline and you can't push back. There is a role for managing because you really do have a fiduciary responsibility for the well-being of these kids that you've taken on is, you know, kind of a proxy agent of the state. It's just mostly post adaption, so that's where it gets tricky. You can't just say here is the deal, you are not doing this. Well you can actually, but you, but that's the really, that's the real challenge is negotiating that space between the professional and the community. So it's not just avail and a drop-off point, but it's kind of a, there is some depth to it and room for deliberation and negotiation.

And in a different state it would be different. If this was in Texas it would be about, you know, Hispanic sensitivity and if it's in Oregon it's going to be, you know, there is Indians too and who knows what the, so the principle, so our job, for us on the point of you of generations of our development corporation, separate 501C3 from this organization. We are in business, you know, I am the managing director of this entity which was funded by Kellogg Corporation to respond to the request for application assistance. This is where we have to write those manuals in such a way that they are

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universally applicable and then use as many case studies as possible to make your point to bring at home, yeah.

Speaker-10: Just first thought, I chose this workshop because I didn't know anything about this. My rule is always go to something that you know, some, nothing is about so it might be inspired by the knowledge, I mean, that thing was a gratitude being here is you know...

David Hopping: Well, thank you.

Speaker-11: Well its interesting playing with the entire model...

David Hopping: Well, thank you.

Speaker-11: And yeah, it is also hopeful and it is freaking brilliant science that's just knocked my socks off. I have also sorts of other thoughts, there is an exclusive literature coming out of behavior analysis that is highly relevant...

David Hopping: Which we were alluding to the other day, yesterday I have.

Speaker-11: So for example in just watching your slides which by the way the entire presentation was beautiful.

David Hopping: Thank you.

Speaker-11: It wasn't that quite knowledgeable.

David Hopping: Well I know, yeah. I ended a near death experience with PowerPoint and this is something that we want to say.

Speaker-11: As the pictures were unfolding my training and behavior analysis I was watching the mathematical formula of what's called the matching ball that predicts human behavior in families, in classrooms and in the whole communities, okay it's a saturation of future mathematical formula. And what you are seeing here is the density of the richness of reinforcement for pro-sociologists, are coming from multiple sources and its intergeneration and the children are reinforcing the adults through sociology and the adults are reinforcing the children for sociology and then within their own social networks that you were showing that actually can be measured in your time.

David Hopping: We really have to keep talking about it.

Speaker-11: And the other thing about this is the idea of what you are creating is a dashboard that provides a constant feedback to kind of keep the norms of the community going and stable, you know, it's really important for the entire process.

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David Hopping: Yeah that's more of an aspiration at this point than a reality but I am working hard on it and it sounds like there is some more elements that can go into this dashboard and...

Speaker-11: It could almost be there.

David Hopping: Yeah it's really, however often the data gets entered, you immediately have the feedback and that can be...

Speaker-11: This also solves the entire problem, I mean this Accenture of slapping the face of our federal and state policies of age segregation which is the stupidest thing from developmental theory and from...

David Hopping: From real-estate development it's also a headache I'll tell you.

Speaker-11: Yeah. So, and this minute I was thinking of the studies, the value where this sort of intergeneration larger community and the entire structures that they have. It's useful to pay attention to the multiple interlocking contingencies that they have in their culture because I think they are starting to replicate that but looking at it from...

David Hopping: So it looks for some other places where it hasn't really ever disintegrated in the first place, right?

Speaker-11: Exactly, I mean, how interesting they developed these cultures completely intentionally designed in the year 2011 onwards.

David Hopping: I didn't know about that piece of it, yeah. I read my dates and gears but...

Speaker-11: You know, this is just, we should get more publicity about this. We need to have a bigger workshop that...

David Hopping: Well we have a conference coming on the aging side of it in November in Champaign and you're all invited to come to that. It'll be staying connected as we age and that's the conference.

Speaker-11: I wanna move there.

David Hopping: Well let's just make one where you are and then you don't even have to move, you know.

Speaker-10: Well I was thinking that this is something that I think would benefit more populations than are currently being served...

David Hopping: I think you are right.

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Speaker-10: I was wondering how this has been incorporated in existing communities.

David Hopping: Well maybe that's a report and I've, for a quite a while I thought that that's probably the whole grail and this is, if you can actually retrofit it at the someplace, some sequence it's going to be you know as complex as this is compared with anything before it'll be another paradigm shift of complexity to do it. But I think there is, and you probably have to choose the place where you can do it you know somehow. But we haven't gone out to find the places. There has been such a flood that we've been doing our best to just keep up with the demand, even though it's such a high bar to pull this off that almost everybody, you know, 80% will just gets timed at some point. So that would be absolutely, so I am going to look into, I'm sorry first...

Speaker-12: One question, so you talked about for instance the comfort that came up when that intergenerational space became too noisy and that the decision was made to split it into two you know and then there were other things that you kind of mentioned that was conflict and then decisions were made and changes were made. Now I am interested in how the conflict is handled in a way that it's positive and the communities able to work it through as oppose to this?

David Hopping: Yeah, and there is no simple answer to that, but there is an interesting observation in the sense that historically the program moved from a fairly close controlled model by necessity towards this more inclusive collaborative deliberation model. And I think that just in doing that a lot of the conflict that emerges in gossip and behind the scenes and grudges that never get resolved because of the kind of tight lid on the community, once that's lifted a lot of those conflicts just kind of resolve themselves, so now that's not a total answer because you really do need some skills in bringing people together and that's a whole separate skill set that you look for when your are executive director.

We are fortunate to just hire an executive director now for, that's really through the transition of the entrepreneurial model to an actual board that actually runs things and hires the director and so on. That was a Unitarian minister and he had brought some pastoral skills to it, so yeah, and then besides collaborating with other researchers onsite and in other universities where this is my beta version of how we meet every Tuesday and we have an agenda and we talk about research and where we can, how we can standardized child profiles and so on. I'm building another one which will be across sites to talk about exactly those kind of issue sort of the program directors and community members can have an open forum to say, you know, this is great, you should try this where, you know, we had this conflict but it's amazing how we were able to use this. There is a, and I can't think of a name now, there is kind of a tradition that came from Europe about how you actually organize a community for this kind of deliberation around real hot issues, it's got a very funky name socio something but, anyway again a space in which you can try out techniques, you know, kind of not exactly laboratory but not exactly noisy environment, and I'm really looking forward to the collaborative, you know, to having these collaborative spaces in these collaborative communities really take on. So it's not my job to figure it all out, you haven't had a chance.

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Speaker-12: I think it's wonderful what you've done, I think some of us spoke about this it might be realistic to try to replicate this is some relationships [indiscernible] [01:16:44].

David Hopping: Oh yeah.

Interviewer: So I wondered if you all had thought about how can you replicate pieces of this already made community, so I'm thinking it at very end where I work in, there is a lot of high risk population and what I'm curious to say again is community. So how can you get more respect, how can you get more younger generation involved with these children and can you thought about that?

David Hopping: Well we think about it. Well we're doing five other things that have to be done first but I really would love that conversation to have a life of it's own and encourage other people not to think that here is way that you're replicate and we have to follow the steps but let's really innovate about what elements might be adaptable and really to go back a little bit to hear, those red dots are mostly innovations and some of the blue dots are off the chart innovations, they're just ideas in the blue sky. So yes, absolutely that's...

Speaker-12: Here is this financial mechanism that's accessible called community development corporations.

David Hopping: Yeah CDCs, you usually can't get one of these going without connecting with the local CDC, it's just you can't negotiate the public housing finance world which is just amaze and when you finally put the pro-forum spreadsheet together that puts outlines up all the inputs and sources and uses of the, it's like 6 pages deep and it's cross linked with...

Speaker-12: It looks like the Wall Street.

David Hopping: It looks, yeah, yeah.

Speaker-12: [Overlapping Conversation] [01:18:13].

David Hopping: Absolutely yeah.

Speaker-12: It could be interesting to do some sort of [indiscernible] [01:18:18] that you are trying.

David Hopping: Well that's another advantage is that if we get our act together...?

Speaker-12: Well I mean that's kind of the beauty of this is that you're working with both ends of the age spectrum but it still finding some way to actively incorporate everybody in the middle but you just the things that you talked about today in terms of outcomes for seniors and seniors, at least improvements in health improvements...

David Hopping: Right exactly.

Interviewer: Their own sense of mental stability and livelihood and...

David Hopping: Well absolutely, so we need to get very clear about how we're going to track now so that it's not a burden so it happen in the administrative daily kind of dashboard kind of way, there will be levels, some things will be dashboard some things will be periodically you do the work and bring it up to date, but if we can keep everybody kind of on the same page with the research agenda through this collaborative process the games will be huge because, yeah.

Speaker-12: I mean what's possible here in more of series of interruptive times series designs replicated or staggered across science. And there is also the possibility while we've been focusing, while the focus was on the children when we're looking at the five directional, five generational issues so for example if one of the folk's eye is to increase new intergenerational connections there been some incredibly good studies and there are some other potential ones using kids as mediators of improving the health of elders.

David Hopping: Oh wow!

Speaker-12: Say for example there is an Emirates University experiment with fifth graders took home blood pressure or monitors in their neighborhood and found elderly people did the blood pressure thing as a screening thing and then got those folks engaged in, thanks to reduce of hypertension.

David Hopping: Hypertension, yeah.

Speaker-12: We're plotting a similar one in Manitoba where youth will be finding folks over 50 is give them information and a free coupon for vitamin D supplementation and we got vitamin D efficiency predicts false and we calculated that if we could give the kids to find all of those folks to Manitoba we set it reduce series falls by about 11, 1,500 per year which would say a vast amount of money. So this is just an amazing laboratory.

David Hopping: Let me mention one feature of this graph which is, there are few seniors that connect across these groups, it's called the couple of words where a structural holes in the graph or also calls is bridging social capital that they have by virtue of being in these structural positions. There is some research to suggest that occupying a position like that in a network is protective for health and morbidity and mortality as well. So again, there is so many ways we can take the next step beyond this to design research protocols but we haven't.

Speaker-12: I just [indiscernible] [01:21:37] field I think that one of the preliminary case is there, is that, an idea with your [indiscernible] [01:21:44], but it is the fact that the harder [indiscernible] [01:21:50] applied family indication model or model where you have this place where deep in and it keeps very appropriate for that kind of situation.

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And I think you had mentioned and maybe collaborated on it, an example of how this kind of model was applied in earlier stage and so in essentially a family preservation...

David Hopping: Right the Oregon, the Oregon instance?

Speaker-12: Yeah, yeah, yeah and I think that sometimes that would be maybe the paradigm shift where that will be...

David Hopping: There is actually another site that doesn't want to be publicly outdid yet because of the delicacy of negotiations around land use and so on political but that's a longest that was 20 year old program where vulnerable young moms basically sign up for what is ostensibly an education track but it's basically learning to be parents, so lot of them have a H out of foster care and never really learned, you know, weren't parented properly and don't know how to be a parent and now they have a toddler and they're pregnant.

So it's a three year program that they say and why not just bring if you could work out the real-estate part of it brings seniors and build the community around them. So that's truly the front end intervention in that model and also with the direct we met, and there is one and actually in Virginia just looking at from the incarcerated moms who are being reunited with their kids how do you get them back into society, yeah not every mother who is committed every kind of crime but you know there is got to be a lot for whom this would be really appropriate.

Speaker-11: Well just on isolation point alone they definitely participated as a mom.

David Hopping: Yeah exactly.

Speaker-11: That would be huge.

David Hopping: Right exactly. And then of course you're going to work with the local person way in advance of a discharge and make it a smooth transition instead of stepping off the bus with 20 bucks in your hand.

Interviewer: Right.

Speaker-12: Just one more little question, so are there examples of this where place isn't being called are demand where communities or networks that created where we don't have the entire capacity, Illinois example is the architecture of the community [indiscernible] [01:24:05] and how people by virtue of space are made to interact...

David Hopping: Yeah.

Speaker-12: Is that an elemental part of a...

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David Hopping: I would consider one of the core things but we keep trying to boil those essential principles down to fewer and fewer to accommodate more and more innovation but I think that contiguity is probably important. You need to know that everybody in the neighborhood that you're, four year old might want or to, is a good place for them to count and that's kind of a core thing. And then you really need to build if you're going to build these universal design this is where you basically have, you build the house in such a way that if you were disabled you would perfectly comfortable and if you were not you wouldn't really notice that the house wasn't any different from a nice house with threshold tower, I mean I like it's a real threshold tower. So that's the challenge, and flexibility I think maybe it's another, you need to be able to change the composition of the whole neighborhood, so you're going to need some kind of rental component so that you can have a little bit of flexibility. This might be a senior couple for a couple of years but now you need to move in a family which is a single mom and a child maybe that apartment, they can't be senior housing that's locked into section 202 funding from her, and so you can't move, yeah the space is important. I think the one thing that we haven't explored as much as we probably need to and it's come up in terms of Nimbi effect in say Portland is the integration of this community which needs to be as normal as possible with what's right, next around it and what kind of a citizen is it for the village.

If this just fell into their lap again by coming to the rescue of rental which was looking at, they are looking, steering into this when the air force moved out to a company town, so they did something nice and they were well appreciated for it, there was no Nimbi and now they're pretty highly regarded within the community but again this is not going to fall into your lap everywhere and it's going to be another dimension as we worked out and maybe there are some places where you just don't do it, let's just go over there and do it.

Speaker-11: Is there, is there any, I don't know bold mechanism that you would follow with kids who kind of age how it might be.

David Hopping: One of the next things that, it's one of the hot topics on this form of this collaborative research form. Let's do that little more deliberately than we have, I mean they do check in, the Facebook is already doing it I mean if you probably could connect everybody at some point through Facebook connections they really do use it the kids especially but not in a way that's just structured as you would really like to know what really does become these kids afterwards. So that's, and my list of priorities of things that need get researched, the aging is important but I mean that's pretty much for me a person had to be pretty much to talk, so we'll see what we can do about writing that and getting but I want to basically invite everyone, I don't know how mechanically to do it but this is an open research network that I'm trying to collaborative that I want to build. And so if you want to be able to just browse on this side and chip in to a conversation start something it's Google side, just basically you build the site it's very simple, it's just a bid of course we're looking it funding for taking it up to the next level of sophistication to really support collaboration across sites and across academics but we have a child psychologist in University of Chicago or gerontologist in the University of Tennessee or you know the program director in Oregon is a PhD child development psychologist and

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us in Illinois but it's, again I said it's bade we haven't really brought a lot of people and I think the things are worked out enough that it's stable that we could have more conversations and explore more topics like this is just continuously, so...

Speaker-11: What's the name of community?

David Hopping: So the name of, well Generations of Hope, if you, I guess you just really need to email me at this point I wasn't prepared to sort of, that occurred to me wow, this is the room that you want to talk to about conducting dang, so it's dhopping, maybe I can write this on the slide or something, dhopping@generationsofhope.org is my email. Generations of Hope let's see if I can pop to the home screen here and go down, well yeah so generationsofhope.org is the email, I'm at Generations of Development corporation in Champaign and maybe this will I may to just write that email like write, no it won't. Okay, I'm defeated by...

Interviewer: generationsofhope or?

David Hopping: generationsofhope.org and then I'm David Hopping, so it dhopping and you'll get me and I might be in the directory for the mailers they didn't do that part. And the website is generationsofhope.org and maybe I'll, since I manage that too I'll put something on the front page of that just sort of like from the conference go here and that'll make it easier. You don't have to remember anything just go to our website and I'll add something to steer you to this other, and I look forward to lots of cool conversations.