



Shared Steps. Common Ground.

# COMMUNITIES FOR ALL AGES



## Intergenerational Community Building: *Lessons Learned*

**June 2012**



The Intergenerational Center  
TEMPLE UNIVERSITY

**We are deeply grateful to the W.K. Kellogg Foundation whose generous grant enabled us to significantly expand this initiative.**

**Thanks to the following funders for their invaluable support of *Communities for All Ages*:** Annie E. Casey Foundation, Arizona Community Foundation, Ashoka, Baltimore Community Foundation, Broward Community Foundation, Foundation for the Mid-South, Helen Andrus Benedict Foundation, Kalamazoo Community Foundation, Northland Foundation, Orange County Community Foundation, The United Way of Westchester and Putnam.

**Special Thanks to:**

Susan Brown and Dick Goldberg for assisting in the editing of this report and Annette Earling ([www.zaza.com](http://www.zaza.com)) for graphic design.

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For additional information on *Communities for All Ages*, please visit our website at [www.communitiesforallages.org](http://www.communitiesforallages.org)

For information on training and consulting services, please visit: [www.TempleIGC.org](http://www.TempleIGC.org) or contact Corita Brown, [corita@templecil.org](mailto:corita@templecil.org)

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**June 2012**

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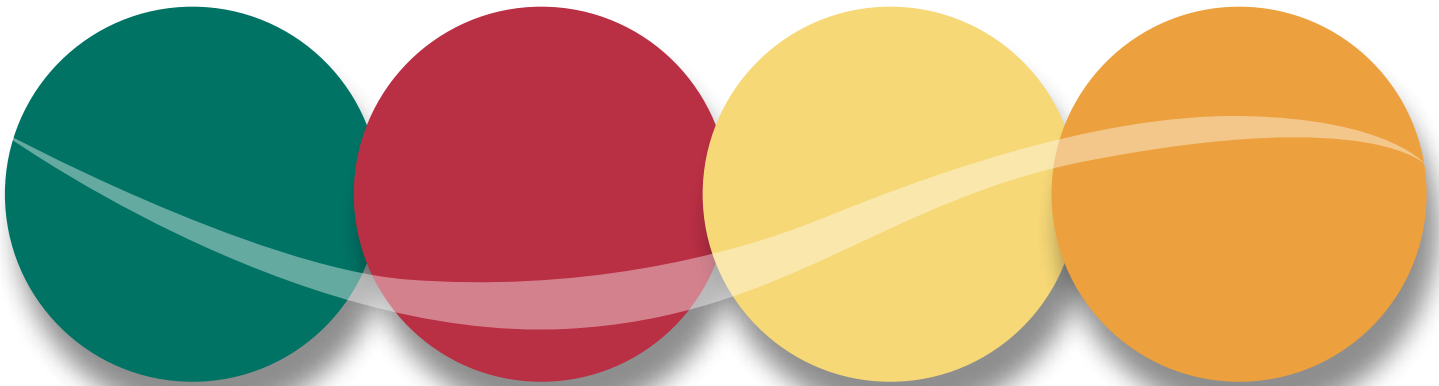
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### **A publication of**



The Intergenerational Center  
TEMPLE UNIVERSITY

1700 North Broad, Suite 412

Philadelphia, PA 19122

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# Communities for All Ages:

*Creating vibrant, healthy places for growing up and growing older*

## Imagine a community that has:

- Strong social networks that build connections across age, race, socio-economic classes and other traditional divides
- Facilities and public spaces that foster interaction across generations
- Opportunities for lifelong community engagement and learning
- Diverse and affordable housing and transportation options that address people's changing needs
- A physical environment that promotes healthy living and the wise use of natural resources
- An integrated system of accessible health and social services that supports individuals and families across the life course

In 23 communities around the country, we are seeing this picture come to life. *Communities for All Ages*, coordinated by The Intergenerational Center at Temple University and underwritten by an array of national and local funders, is a place-based community building effort that helps organizations and individuals break away from age-specific silos, create shared visions, engage in collective action, and expand social capital.<sup>1</sup>

*Communities for All Ages* is creating an inspiring new story about community change...about what happens in rural, urban, and suburban communities when organizations and residents of all ages intentionally come together to improve their communities.

It is about the recognition of our shared fate.

This report, designed for national and local leaders, service providers, and policy makers, describes strategies, challenges, outcomes, and lessons learned from this multi-site national initiative. The information is based on a cross-site evaluation conducted by the Center for Assessment and Policy Development from 2008-2012 for the W. K. Kellogg Foundation and insights garnered from technical assistance provided by The Intergenerational Center at Temple University. It demonstrates how intergenerational community building approaches can add value to community change efforts and promote interdependence among generations.



# Why Build Communities for All Ages?

Demographic shifts in America are having a profound effect on communities and the nature of age relations. The “graying of America” is narrowing the gap between the percentage of older adults and children/youth in the total U.S. population. By 2030 these groups will be roughly the same in size; each will comprise about 22% of the population. In addition, racial and ethnic diversity is continuing to increase. The percentage of African American, Hispanic/Latino, Native American, and Asian American youth will constitute the majority of young people by 2030 while over 70% of the older adult population will be White.<sup>2</sup> Many of us are uncertain how to take advantage of the opportunities being offered by this more robustly multi-generational and multi-cultural society.

How can we use these major demographic changes as an

opportunity to think and act differently... for the common good? How can we strengthen the social compact that reflects our commitment to each other? While there are many opportunities, there are also challenges. Age-segregated institutions, funding streams, and service delivery systems create silos that limit our ability to work together and encourage competition for scarce resources. Perceptions of older adults and youth as *problems* prevent us from mobilizing these groups as valuable resources who can support each other and contribute to their communities. And stress on families is increasing as members of different ages try to support each other in these tough economic times.<sup>3</sup> New policies and practices are needed that intentionally foster a sense of generational interdependence, promote lifelong contribution, and bring resources together to improve the quality of life for community members of ALL ages.



# What is *Communities for All Ages*?

*Communities for All Ages* is a vision, a lens, and a framework for creating communities that are good places for growing up and growing older.

The **VISION** imagines places which intentionally engage people of all ages in a broad range of civic, educational, cultural and other activities, draws on their assets, and provides quality supports over the life span.

The **LENS** is a way of thinking that values diversity and supports interdependence and shared fate — encouraging alliances rather than competition for resources that benefit people across the life span.

The **FRAMEWORK** is a way of acting — using collaborative, intergenerational, and effective community change strategies to improve the outcomes for *all* community residents, particularly vulnerable children, families and elders.

The *Communities for All Ages* model was developed in 2000 in response to major demographic changes and the growth in community building initiatives that identified themselves as “elder friendly” or “child/youth friendly.” Focus groups and a literature review revealed that people of different generations wanted many of the same things — a safe place to live, affordable housing, quality education, opportunities for lifelong learning and recreational activities, economic security, and a sense of belonging and purpose.

*Communities for All Ages* represents a new approach to community building that *intentionally* brings diverse age groups together to address issues that affect people at all stages of life.

In 2002, Arizona Community Foundation (ACF) partnered with The Intergenerational Center to test the *Communities for All Ages* framework. Six sites across Arizona were selected to participate in a three-year pilot initiative.

The early outcomes from the pilot project convinced ACF to expand its efforts and support a second round of grant-making for five new sites. In 2005, The Helen Andrus Benedict Foundation and the United Way of Westchester and Putnam in New York began a collaboration that has resulted in four *Communities for All Ages* sites. In 2008, the W. K. Kellogg Foundation awarded a grant of \$1.3 million to The Intergenerational Center to expand the number of sites in the national network and develop materials that could facilitate replication. By partnering with six new community foundations that

matched the Kellogg funds to support local efforts, the network expanded to 23 sites. Many of the original pilot sites remain in the network, with members mentoring new sites, and recently organizing an Arizona statewide *Communities for All Ages* network. This document is designed to share key lessons learned throughout the development and expansion of the national network.

***Communities for All Ages* represents a new approach to community building that INTENTIONALLY brings diverse age groups together to address issues that affect people at all stages of life.**



# COMMUNITIES FOR ALL AGES

## Site Map

### Key

- Urban
- Rural
- Education/Lifelong learning
- Health and Wellness
- Crime and Safety
- Housing

#### San Clemente, CA:

Los Mares (2010)

Las Palmas (2010)

Kalamazoo, MI Northside neighborhood (2010-2012)

Peekskill, NY (2007)

Port Chester, NY (2007)

Yonkers, NY (2007)

New Rochelle, NY (2010)

Proctor, MN (2010)

Moose Lake, MN (2010)

Itta Bena, MS (2009)

East Hattiesburg (2009)

Baltimore, MD: Highlandtown neighborhood (2010)

Ajo, AZ (2004)

Concho, AZ (2004)

Flagstaff, AZ (2009)

Pima County, AZ (2004-2012)

Yavapai County, AZ (2004-2010)

Sedona, AZ (2009)

Surprise, AZ (2009)

#### Three Neighborhoods in Phoenix, AZ:

Canyon Corridor, (2009)

Central City South, (2004)

Golden Gate. (2004)

Hallandale, FL: Palms neighborhood (2011)

(Dates describe when CFAA was active in the community. Sites without an end date are ongoing.)

# Our Approach

The twenty three sites that participated in *Communities for All Ages* engaged in a three-stage process with technical assistance from The Intergenerational Center at Temple University and local organizations. There were three general stages of the work: assessment, planning, and implementation. The intensity of activity in each stage varied depending on funding. Communities received initial grants of \$7000-\$10,000 for assessment and planning. They received implementation grants ranging from \$20,000-\$50,000 per year for up to 6 years, depending on the funder.

## Stage 1: Assessment

All sites developed a local *Communities for All Ages* team, including staff from organizations representing different constituencies (e.g. aging, education, libraries, family service, early childhood, faith-based, neighborhood associations), policymakers, and residents (including youth, adults and older adults.) Each team assessed the resources and challenges of its own community. The Intergenerational Center and the Center for Assessment and Policy Development created resources to help the teams in this process, including tools for multi-generational focus groups, surveys, community meetings, and asset mapping. Each team created a community profile that summarized its findings and identified major issues of concern to all generations, and presented that information to a multi-generational group of resident and organizational stakeholders for feedback.

## Stage 2: Planning

Based on its community profile and community feedback, each team determined an issue it would use as the “doorway” to enter the community change process. With assistance from The Intergenerational Center and Center for Assessment and Policy Development, teams developed action and evaluation plans to help guide their process. These supports encouraged a dual focus on well-being outcomes and community capacity outcomes.

## Stage 3: Implementation

The *Communities for All Ages* teams implemented a range of initiatives based on their assessment and planning work. While the issues and approaches varied by site, the teams were all encouraged to utilize four key strategies:

- Developing alliances across diverse organizations and systems
- Engaging community residents of all ages in leadership roles
- Creating places, practices, and policies that promote interaction across ages
- Addressing issues from a life span perspective

## Evaluation

A participatory cross-site evaluation was conducted to document the extent to which the network made progress toward well-being and community capacity outcomes. The evaluation was designed to elicit and share lessons that can strengthen the initiative’s work in the future. Communities actively participated in defining their own outcomes and in gathering information to track their progress and document their successes and challenges. They collected data via logic model reporting forms, organizational assessments, team composition forms, interviews, and focus groups. The participatory approach had both strengths and limitations. It helped some communities organize their work and keep their eyes on their goals. It was challenging to implement, particularly by volunteers with other CFAA, home, community, and work responsibilities. The fact that information was gathered from multiple sources (focus groups, surveys of participating organizations, reporting against logic models) adds to its richness. The fact that much of the information is qualitative and gathered by community volunteers hinders comparability and completeness.



# COMMUNITY LEVEL THEORY OF CHANGE

## KEY STRATEGIES

**Developing alliances across diverse organizations and systems**

**Creating places, practices, and policies that promote interaction across ages**

**Engaging community residents of all ages in leadership roles**

**Addressing issues from a life span perspective**

## POTENTIAL SHORT-TERM OUTCOMES

### EXAMPLES FOR COMMUNITIES & ORGANIZATIONS

Increased understanding of the assets and needs of people across the life span

New or expanded collaborations among cross-age advocates and system stakeholders towards improved outcomes for all generations

New or repurposed physical structures that promote intergenerational interaction

Expanded intergenerational opportunities for civic engagement, learning, and leadership development

Identification of necessary policy or practice changes

### EXAMPLES FOR INDIVIDUALS

Increased access to services & opportunities to learn and contribute

Increased participation in services & opportunities to learn & contribute

Increased connection and reduced isolation

Other early measures of increased well-being (tied to the issues being addressed in early CFAA activities)

Other behaviors that indicate an increased sense of shared fate and collective (shared) responsibility

## POTENTIAL INTERMEDIATE OUTCOMES

### INCREASED CAPACITY:

Demonstrated ability to address a specific community concern using intergenerational strategies and processes

More people who understand and can apply CFAA approaches

Mechanisms in place to ensure quality and sustain CFAA functions

More comprehensive life-span approaches; more cross-sector, cross-system and cross-age advocacy, collaboration, and implementation

More residents of all ages in leadership roles

Early policy and practice changes

### IMPROVED WELL-BEING:

Tangible improvements in targeted outcomes

More social connectedness

More civic participation among all generations

Demonstrations of an increased sense of collective (shared) responsibility across the life cycle (e.g. contributing time, money toward collective civic goals)

## POTENTIAL LONG-TERM OUTCOMES

**Improved well-being of children, youth, older adults, and families; increased social capital**

**Increased capacity of communities to address critical issues from a multi-generational perspective**

**Responsive & comprehensive systems that support all generations**

# Outcomes

*Communities for All Ages* is intended to produce two types of outcomes simultaneously: 1) contributing to improving residents' **well-being** in a particular issue area identified by the local CFAA team as important to residents of all ages; and 2) strengthening a **community's capacity** to apply cross-generational strategies and values to a range of community issues, making that approach part of "business as usual."

Stories and lessons, challenges, and ideas for broader application appear in the next sections of this report. The following are some of the most important accomplishments to date for both kinds of outcomes.

## WELL-BEING

Nearly all the CFAA communities chose to focus on improving health, increasing neighborhood safety, or enhancing education and lifelong learning. In addition, all the sites used CFAA strategies to expand social capital. The following are some examples of indicators of progress towards these outcomes.

### Health and Wellness

*Increased access to healthy, affordable food, and information about healthy eating:*

- New community gardens created in seven communities feed 30 to 80 low-income families per site and in many cases are overseen by both youth and older adults. In Canyon Corridor, refugees are responsible for planting and stewardship of the



garden. In some communities, young families plant and maintain gardens on residential properties of older adults and then share produce.

- New farmers' markets were established in East Jerusalem, Surprise, and Moose Lake. In some of these, more than one hundred residents of all ages are served weekly and EBT cards (food stamps) and senior vouchers are accepted.
- Multi-generational cooking and nutrition classes are held in Itta Bena, Canyon Corridor, Yonkers, and East Hattiesburg in collaboration with local universities, schools, Y's, senior services, and departments of health services.

- More people of multiple generations are exercising, using new walking trails and a skate park developed around a hockey facility in Moose Lake.
- In Yonkers, Canyon Corridor, Itta Bena, and New Rochelle, residents of all ages participate in multi-generational family exercise classes; many of whom report they were not exercising before.

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*It's good to have them all [in the exercise class] at the same time. Some days you will be amazed at what people can do...some people are really big or old... but they can move! Some people are really small. But having them all together, you can see improvement...you have more comparison...and it's really fun."*

— Instructor of multi-generational exercise class  
Itta Bena, MS

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*Increased participation in physical exercise:*

- Residents of all ages in Itta Bena use Mississippi Valley State University facilities to exercise, a new opportunity for community members.





## Safety

### *Decreased levels of violence*

- Gang activity has decreased substantially in Las Palmas and Los Mares.
- Las Palmas, Los Mares, Flagstaff, and Central City South report decreased levels of crime and violence.
- Law enforcement in all four communities attribute decreasing crime levels in part to CFAA efforts.

### *Increased trust and connection between residents of multiple generations and law enforcement*

- Multiple generations in Las Palmas, Los Mares, Palms, Flagstaff, Canyon Corridor, and Central

City South are engaged in regular community/policing dialogues. As a result, there is increased reporting of crimes in two neighborhoods that had previously under-reported and additional Spanish speaking community police officers have been assigned to three neighborhoods, at the request of residents.

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*“After we started meeting regularly, there was a shooting in our neighborhood—a police officer shot a resident. This could have really escalated out of control, but instead, sixty residents of different ages and fifteen police officers showed up to talk and to listen to each other in a way that was respectful. That would have never happened before.”*

— CFAA Community Leader  
Central City South neighborhood: Phoenix, AZ

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**“I think there is less community fear. People are afraid when they are isolated and don’t know their neighbors. That more people can come out in the community and not be so afraid is a positive factor...I think the more you know, the less you are afraid.”**

### *Improved physical infrastructure*

Canyon Corridor developed a 47-unit multi-generational, smoke-free housing complex that includes certified safety features. The complex has hired a coordinator to engage residents of all ages in intergenerational activities, leadership development, and stewardship of the building's community garden.

## **Education & Lifelong Learning**

### *Increased school achievement among youth participating in CFAA activities*

- Approximately one hundred youth in the Las Palmas CFAA mentoring and tutoring initiative have improved their grades and school attendance.

- In two neighborhoods (Proctor and East Jerusalem) where few students have the opportunity to attend college, all CFAA youth leaders who graduated high school are now attending college. Staff and youth at these sites attribute these successes in part to their experience in CFAA.

### *Inclusive practices in parent education have successfully involved a broader range of caregivers*

- In Las Palmas, thirty parents and caregivers participated in a parent education program. Prior to CFAA, the city and the schools did not have effective strategies in place to involve some of the parents — particularly those who are Latino immigrants. In addition, sixty adult and older adult caregivers in Las Palmas and Los Mares took part in leadership training.





*Decreased isolation and increased sense of purpose among older adults volunteering in local schools*

- Older adults volunteers working as tutors and mentors for elementary, middle, and high school students in Kalamazoo, Moose Lake, Las Palmas, Itta Bena, and Peekskill report a range of individual benefits that research indicates likely contribute to healthy aging.<sup>4</sup>

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*“When I moved back I didn’t plan to do anything. I’m retired—I planned to sit on my porch. But [CFAA Leader] asked me to get involved with my community. We started working here with the children ...and [I] got back active in the community. There’s a lot to be done with the school and we are out here doing it and recruiting because this is our community.”*

— Older adult resident on CFAA team

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## **Social Capital**

*Increased trust and engagement across age, race, ethnicity, and class*

Multiple generations who worked on and participated in CFAA’s work and activities in all sites report increased trust and interaction with others across traditional divides such as race, ethnicity, class, and age.

Through more inclusive practices such as team building and leadership work as well as intergenerational arts, oral history, cross-age mentoring, intergenerational exercise, and community gardening, likely and unlikely personal connections were formed. All of the sites share stories of the ways in which younger people and older people celebrate their joys, and help each other in times of deep loss or major challenges.

Every community also has stories to tell about people at every age finding purpose through their CFAA work or connections. The skills and relationships that are built in these ways form a solid base of social capital in CFAA com-

munities. There is considerable research documenting the extent to which these kinds of benefits increase vitality and individual well-being.<sup>5</sup>

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*I think older people are afraid of young people... but when you mix them up together... it's not as scary, is it? Young people are like everybody else... just have to get used to them... have to reach out to them, embrace them.*

— Older adult resident

*For me at school, everything is crazy, I feel like crying sometimes, but now it's more like: calm down, relax, you're going to get this done on time ...that's what [older adults] have showed me—that you need to stay calm to get the job done... It amazes me how the elderly can be so laid back, because they've already lived long lives.*

— Youth resident

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## COMMUNITY CAPACITY

Evidence of positive outcomes in this area manifest themselves in the form of new and expanded collaboration, the infusion of the CFAA lens and approach into the policies and practices of organizations exposed to CFAA, new or expanded leadership and civic engagement, and the creation or expansion of multi-generational spaces and places. Data suggest the outcomes are as substantive as the well-being outcomes described above.

### Resident Leadership and Civic Engagement

*Expanded range of opportunities for people of all ages to contribute to their communities:*

All the sites have created a continuum of opportunities for people of different ages and cultures to engage meaningfully in their communities. These include the following:

#### Community planning:

- In almost all sites, residents of multiple generations assumed leadership roles in the assessment and planning phase of their work. (decision making, facilitation of focus groups, mapping resources, reviewing data, building participation).
- Intergenerational resident design teams worked with architects and public officials to plan new intergenerational spaces (Moose Lake, East Jerusalem, Las Palmas, Palms of Hallandale).

#### Bridging Leadership:

- Highlandtown created a Bridging Leadership group which is charged with working across age and race to develop culturally-appropriate programming for the needs of its aging White population, its younger Latino/Hispanic population and other groups in this neighborhood of rapidly changing demographics.

#### Advisory and decision-making roles

- Intergenerational advisory councils have been created by local governments in Peekskill, Flagstaff,

and New Rochelle as a result of CFAA efforts.

- Graduates of the Intergenerational Leadership Training program have been elected to leadership positions in housing associations in Highlandtown and New Rochelle.
- In San Clemente, a multi-generational group of community leaders from the Las Palmas CFAA team has joined the San Clemente Collaborative, a group that previously consisted only of service providers.

### Organizing and leading activities

- In Yonkers, kinship caregivers assumed responsibility for organizing weekly walking clubs for residents of all ages and served on the CFAA leadership team.
- In New Rochelle and Canyon Corridor, residents of multiple generations are teaching classes in technology, English language and physical exercise.

### Intergenerational advocacy

In part because of its ability to draw in many different

voices and interests, the *Communities for All Ages* approach and lens seem particularly useful for helping to advance a local policy change — something that is often particularly difficult for community change efforts to do.

- In Itta Bena, intergenerational leaders used their advocacy skills to gain increased access to university resources and to city resources for their health work.
- An intergenerational team from East Jerusalem met with representatives of the City of Hattiesburg to request that surplus weather radios be made available for low income older adults, and were successful after others had not been.
- Residents of the Palms of Hallandale neighborhood came together to advocate for a recording studio to be used by all age groups. The group received a \$85,000 grant from the Community Foundation of Broward to implement this project.
- Central City South has created and maintained a cadre of intergenerational leaders who are charged with staying on top of the local budget and policies that affect their neighborhoods, and advocating for important changes in the city's quality-of-life plan.





- In Las Palmas, a multi-generational group of Latino immigrants successfully advocated for a million dollar Safe Routes to School grant through the City Council.
- Burmese (Karen and Chin), Nepalese, Somali, Iraqi, Latino, and Burundi refugee elder community leaders participate in Canyon Corridor community planning and revitalization efforts, including creating safe parks, safe routes to school, and initiatives to expand healthy, culturally relevant food options.

### *Use of more inclusive practices in leadership development*

- 16 sites report increased multi-generational representation of residents from African-American, Latino and refugee communities across all issue areas within the context of the CFAA teams, community associations, community-wide events, and city council meetings.
- The Intergenerational Leadership Training has been conducted in Spanish with 55 Latino immigrant residents in Las Palmas, Los Mares, and New Rochelle and training is scheduled to take place in Port Chester and Highlandtown.

## Leadership For All Ages

In 2011, the Intergenerational Center at Temple University developed and piloted a Leadership For All Ages training curriculum in 8 communities: Highlandtown, Las Palmas, Los Mares, New Rochelle, Palms, Peekskill, Port Chester, and Yonkers. More than 160 community residents, ages 14–80, participated, and many are now stepping up as leaders, sometimes for the first time. Participants who completed a survey about their experiences report gaining key skills: new ways of connecting with people of different ages, having more confidence in speaking out on issues they care about, knowing better how to influence community decision-making, working with others on community change, and helping other people feel more connected to their community.

At the time of this report, 1/3 of participants had completed a survey on their participation. The current data available suggests that the leadership training is producing very positive benefits. Nearly all respondents report increased involvement in community events (96%), organizations of which they are a part (98%), advocacy/expressing their opinions to people in power (92%), and helping to develop solutions to community problems (90%). About half (54%) are

more politically active. Community officials notice. Some communities invited city officials to be part of the training as full participants. Some encouraged the participants to speak at a city council meetings. One tells the story this way: *“We got a lot of positive feedback from the Mayor and Commissioner. They were just blown away by the participants, that they were able to stand in front of them and speak about the leadership academy and encourage the commissioners, the Chamber, to help support CFAA. This was for many of them their very first public speaking and it was awesome.”*

The surveys also indicate other important benefits: 99% of participants who responded report building stronger connections with people of different ages, and 96% report building stronger connections with people of different racial/ethnic groups than their own. CFAA team members highlight those benefits as well: *“All the folks, the younger and older ones, and the ones in the middle, felt like it was an opportunity for them to hear and be heard.”* And *“they actually listened to each other and it helped them to view the world differently. The older folks were saying that now they’re able to listen to children and the younger folks felt that they got the respect that they always wanted.”*

## Organizational Alliances

*Increased collaboration of colleges and universities in community building efforts*

- In Flagstaff, Itta Bena, Canyon Corridor, and East Jerusalem, universities have integrated CFAA work into their service-learning courses and volunteer programs. Students work with residents of different ages to clean up neighborhoods and increase access to healthy foods, physical exercise, and health screenings.

*Increased involvement of faith-based institutions*

- In Port Chester, five churches have joined together to develop a community garden and distribute the food they grow each week. The churches have also participated in a cross-denominational, cross-cultural oral history project in order to build understanding among the White, Latino and African-American residents. In Itta Bena, members of a church partnering on the team wrote grants for the community garden and for training of lay members as health educators, and other churches supported planting and stewardship of the garden.

*Increased involvement of aging network*

- In Kalamazoo, an alternative middle school and a senior center partnered in both an afterschool and a summer program that focused on the arts and community service.
- In Yonkers, organizations serving older adults and kinship caregivers developed an ongoing partnership with the YMCA to promote healthy living in the Southwest section of the city.
- In New Rochelle, the senior center has partnered with a private special education school to offer multi-generational gardening and arts classes.
- In Peekskill, New York, the high school partnered with a nearby senior housing facility to create an intergenerational leadership academy.

## Infusion of Intergenerational Approaches within Organizations

The cross-site evaluation included a survey of organizations involved in CFAA in some way (on the CFAA team, as partners in implementing CFAA strategies, or in other ways). It found that a substantial number implemented policy or practice changes in their own organizations that they explicitly attribute to their experience with CFAA.

For example:

- More than half (56%) increased their input from community residents of all ages;
- Approximately half have added more supports for civic engagement for people of all ages, expanded ways to strengthen leadership among people of all ages, and adapted their volunteer opportunities to be more suitable for people of all ages;
- Nearly half changed their staff and/or board training to include more skill-building around engaging with people of all ages and cultures; 40% report paying more attention in their work to the needs of people of different age groups; and
- Approximately half report having more services to enhance the well-being of all generations and 42% report doing more intergenerational work.

When the organizations and institutions report making these types of changes both directly *and indirectly* as a result of exposure to CFAA, the reported percentages typically rise to 75-85%. In addition, nearly all of the organizations exposed to CFAA that responded to the survey (95%) reported that their understanding of the benefits of intergenerational approaches has increased. As well, 85% report that their capacity to apply an intergenerational approach has increased.

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*“Before CFAA it never occurred to us to include all ages in our approach to programs and activities. Including all ages in conducting and carrying out what we do helps to strengthen the whole community as well as the group.”*

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The influence of CFAA on organizations speaks well to the likelihood of longer-term benefits for communities and for the organizations and institutions that become involved. It also provides further evidence of the value-added of CFAA to helping communities make progress towards a specific goal while simultaneously increasing community capacities and resources which can then be applied to many other issues. This is one of the big win-win aspects of the approach.

## New Physical Spaces that Promote Intergenerational Connectedness

Many communities recognized they had few places where people of all ages interact with each other. Many added new ones as part of their CFAA work. These new intergenerational spaces are an important resource to CFAA communities and another means for strengthening capacities and fostering relationships among participants.

These projects include:

- The repurposing of an abandoned school in Ajo, AZ to create residential and work spaces for low-income artists and families, multi-generational art studios and technology/job training centers, as well as festival and performance space.
- A new park in Proctor, with an expected completion date of summer 2012. An intergenerational



leadership team worked with City Council and the Historical Society to develop the park's design and present it to the City Council.

- The development of a new multi-generational community center in the Palms neighborhood of Hallandale, Florida. Residents of all ages advocated for the center's placement in Forster Park and helped develop programming for this center.
- The repurposing of a church annex in the Canyon Corridor neighborhood of Phoenix as a "community life center" for residents of all ages to participate in resident-led classes, including multi-generational exercise classes, a leadership academy, and ESL classes for the local refugee and immigrant community. The center is currently exploring a partnership with the local university to build an additional community life center.

## Money and In-Kind Support

Funding for *Communities for All Ages* is designed to leverage additional dollars and in-kind support in each participating community. Many communities were able to leverage support from other funders, including

local government, which is impressive given the very difficult economic times in which these efforts were launched. This consistent pattern invites the conclusion that the strategy of helping a community connect and mobilize all generations is both politically savvy and cost-effective.

# Challenges

## Structural and Logistical

Several key structural and logistical challenges regularly impede intergenerational community building efforts: funding streams for youth, families and older adults are often separate and cannot be combined; organizations working with youth and older adults have few established systems to promote collaboration; and many institutions restrict interaction among multiple generations on physical premises (e.g. schools with strict regulations about volunteers and senior centers that discourage youth participation.) In addition, appropriate meeting times are limited due to the availability of youth afterschool hours and the preference of many older adults for day-time participation in community efforts.

## Finding Common Ground

At any given moment, the drivers for change may be different among different generations. This requires a complex mix of both “caucus” work, where people work within groups of their age peers and collaborative work. Managing the “dance” of caucus and collaboration includes pursuing appropriate outcomes across the lifespan for identified issues (e.g. the Las Palmas CFAA group that secured funding for the park near the elementary school made sure it would benefit older adults as well as children and families) and building a collective leadership approach in which genera-



tions organize and advocate on each others' behalf.

## Time Investments

The time commitment from core people involved, like many community change efforts, can be a lot to ask of staff and volunteers. It takes extra time and effort to intentionally involve all ages and organizations from a variety of networks. Additionally, the dual focus on capacity and well-being means investment in team building and leadership training at the same time as planning meetings, realizing implementation deadlines, and pursuing goals tied to funding. This can be particularly challenging for

those with many other family, civic, and work responsibilities (many of whom, it turns out are younger adults—another good reason to include youth and older adults!) This challenge was not solved in CFAA, but people who stay with the work generally report that the benefits outweigh the costs in terms of time and effort.

## Moving Beyond Program

It has taken anywhere from months to years for organizational representatives and residents to digest the idea that CFAA emphasizes systemic change. It appears easier for many participants in the initiative to think in terms of developing discreet programs, as that is the framework with which they are more familiar.

# East Jerusalem Neighborhood

This is a story about how the creation of a Farmer's Market in East Hattiesburg, Mississippi contributed to improving the health of residents of all ages in that neighborhood and, at the same time, created new leadership, increased relationships and trust between younger and older people, brought new resources into the neighborhood, and increased both the value of residents' food dollars as well as revenue for local farmers.

The residents of the East Jerusalem neighborhood of East Hattiesburg, Mississippi have not had it easy, both historically and in recent years: not a lot of high paying work, nor much transportation to travel to better jobs, and little access to affordable and nutritious food. Residents without cars often add considerably to their grocery bills by paying others to drive them to a distant market. Previous efforts to make change in the community were often unsuccessful, and residents reported how tired and discouraged they were. The CFAA work has sparked something, however, that continues to grow...

How did they do it? The initial going was not easy. People came and went; though two key leaders remained throughout. Residents disagreed about priorities for the use of CFAA funds: jobs, a community center, youth development, and ways to reduce isolation were all on the table. In the end, the CFAA group used the development of a Farmers' Market as a means to address many wishes and concerns simultaneously. It engaged eight local vendors, both African-American and White farmers who had little prior contact, and who, together, located space in the walkable neighborhood for a Saturday market. The group collaborated with the Mississippi Department of Agriculture to coordinate efforts for farmers to receive an EBT (food stamp) machine for use at the market and to distribute vouchers to seniors for fresh food purchases (that ultimately achieved a 91% utilization rate.) A team leader and a group of older adults advocated successfully for a sales tax waiver from Farmers' Market purchases. And the team made sure

the market was consistent — because it was there every Saturday, it helped build residents' trust that this wasn't another "hit and run" community effort.

The CFAA approach helped the team identify a range of opportunities not typically present at Farmers' Markets. Young children have opportunities for physical exercise and play in "jumpers." They are supervised by teens in a paid workforce development program that makes special efforts to encourage their leadership. The teens also deliver

food to homebound elders and people with disabilities, and socialize with older adults at the market, many of whom are very isolated. Through a partnership with University of Southern Mississippi, older adults at the market are connected to nursing students who, for practicum credit, provide free follow-up home visits. The teens are mentored by a retired community resident who has been sharing

important life lessons about connection and resilience. One youth describes him this way:

*"He doesn't sit around, he lives life. He still does everything joyful, always has an uplifting spirit. When I'm down and I see him, it lifts me up."*

The team members are impressed by the relationships that are forming across generations, a pay-off they didn't expect until they saw it for themselves.

When we asked the community about costs, one of the East Jerusalem residents summed up her thoughts as follows:

*"You never have enough money or time, but I think you can't put a cost on helping youth and seniors get along because in 20 years...not even... we're in severe political crisis! The pot is shrinking and when the pot shrinks people don't often help each other. So I think these kinds of efforts have got to come."*

And in East Jerusalem, thanks to the dedication of many people and groups, some have.



# Las Palmas Neighborhood

Las Palmas is a low income neighborhood in San Clemente, CA comprised primarily of Latino immigrant residents who are currently working as domestic workers, gardeners, and service workers for their more affluent, predominantly White neighbors, many of whom are retired. Orange County Human Relations, with a long history of organizing and supporting residents' leadership, had worked to build young leaders in Las Palmas, but had never reached out to engage older immigrants there. The CFAA initiative helped them become more intentional about outcomes for people of every age, and they deliberately went knocking on doors to find the grandparents in the community and invite them into their community leadership team.

After conversations with youth, parents, and grandparents, it became clear that residents of all ages felt an urgent need to attend to community safety and to help families maintain positive authority over their children.

Children, particularly those more fluent in English than their parents, were taking on challenging adult roles in the families while their caretakers, both parents and grandparents, struggled to earn a living and negotiate unfamiliar systems.

The initial effort involved building supports for family caretakers so they could regain their authority in the family, and better encourage their children's school success with the expectation that children would then be less inclined to gang activity. Parents and grandparents converted a storage room in the public housing building into a "homework" club for youth and recruited retirees from other neighborhoods to volunteer as mentors and tutors for their children. In a community with anti-immigrant activism organized primarily by older White residents, it was particularly powerful for the Latino residents to develop positive relationships with older White adults. One resident leader puts it this way:

*"When I went to City Hall, a man yelled at us and told us not to talk in Spanish and said how we all should be deported. This brought out such an intense feeling in me. I felt impotent. But they [older adult, White allies] and the mayor responded to this and then I felt—I have to keep moving forward. There was sup-*

*port there. They said to respect us and that helped me feel better and safe to go on with our work...Speaking in public was really hard work, but [later on] I did it and it was a great experience."*

Over time, they also implemented the CFAA leadership training curriculum with children, parents, and grandparents in Spanish, which they now strongly recommend even for communities not doing CFAA.

The approaches worked. CFAA work is affecting individuals and simultaneously changing behaviors of local institutions — law enforcement, schools, and local government. Parents are now more active in the PTA and in communicating with school staff. Police are more of a presence in the community. Residents of multiple generations are more likely to call them to report criminal or violent behavior, and police report that gang violence has decreased. There are regular meet-

ings among the Sheriff's Department and residents to discuss community needs and maintain relationships. More than forty residents of different ages have been trained as community leaders or leaders in their families and now participate in a city-wide collaborative previously comprised solely of social service providers. Intergenerational advocacy efforts have succeeded in securing a million dollar grant to support infrastructure changes in and around the local elementary school park. The lead organizer from Orange County Human Relations describes the power of their intergenerational approach:

*There were many anti-immigrant groups at the [city council] meetings protesting. They opposed [awarding the grant]. So we went in front of city council with residents from age 12 to age 82. It was a lot for the city council to oppose, because it was for all residents, for seniors, for children...we made our point very strongly. Some people in the community said to the groups opposing us: 'you should be ashamed to talk to children that way.' Yes, in the past it was easy for them to block any initiative from the Latino community because we had no rights, but in this case, they couldn't because there were children and seniors there and they expressed their voice."*



# Moose Lake, MN

Hockey is a pretty important sport in Moose Lake, a town of about 2300 people in Northern Minnesota. In fact, it has its own hockey arena, an important community asset. The arena has aged, however, and stands vacant during six months of the year. As CFAA was getting started in Moose Lake, the Hockey Association and the city government were struggling to find common ground about whose responsibility it was to maintain the facility and where funding might come from to do so. Another big challenge was the deteriorating infrastructure of the local school. Parents and teachers had tried for the last three years to pass an amendment that would allocate a larger portion of the tax base to school improvement, but a large retired population had consistently blocked its passage as they felt that the school issues did not affect them. One resident described town life before the initiative this way:

*“It seemed so divided...it was the young and the old, the lake people [mostly retirees] and the town people [more families]”*

At the same time, Moose Lake also had a number of community assets directly related to CFAA’s lens and approach. They were among the communities receiving support from the Age to Age Initiative of the Northland Foundation which had a year’s investment in building relationships and action planning among youth and older adults. CFAA added a broader life span approach to the work in Moose Lake and helped organizations become allies as opposed to competitors.

In addition to continuing a number of intergenerational activities developed out of the Age to Age Initiative, the Moose Lake CFAA Team decided to work on restoring the Hockey Arena as a safe and attractive place for people of all ages and increasing its utilization by the community during off season months. People in Moose Lake credit this approach for bringing in additional resources to improve both the Arena itself plus some land around the arena with walking trails, a pavilion, and other amenities intended to promote health and wellness.



This has happened because the team helped the Hockey Association and city government get past their impasse, which opened the gates for other groups to get involved as well. The city owns the property and the hockey association pays them rent to use it. The CFAA team pulled together an intergenerational group and made the case to the city that the arena was dangerous, due to the fact that it was in dire need of repair. Neither the older people who attend games nor the younger people who play games there would be safe. That approach got the attention of the city.

The group has also engaged inmates from the minimum security prison in nearby Willow River, as well as other people from the community, to paint the inside of the arena and clean up the grounds outside. The youth that play hockey in the arena finished the interior clean-up. An intergenerational group from the CFAA team met with an architect to draw up plans for a pavilion that houses the Farmers’ Market, and many retirees involved with the project used their fundraising and planning skills to leverage new funds. Planning has also begun to build a dock for public use and a skate park.

The efforts have had many other unexpected benefits. Many of the older adults involved have begun volunteering at the school as literacy tutors, community gardeners, and genealogy teachers. This year the referendum for increased funding for school operation passed for the first time in seven years, while failing to pass again in three surrounding towns with no intergenerational initiatives. The school superintendent described it this way:

*“I think a lot of people [that helped pass the referendum] were involved in some way volunteering here...I haven’t measured, but I think the things happening in the community involving the different generations played a positive result. We’re in many respects an aging community, and how do you get seniors to put an emphasis on education when their kids are out of the system? I think having folks involved in the school working with our kids they saw the value and that it’s worth it.”*

# Lessons Learned

## **1 CFAA's dual focus on promoting well-being across the lifespan and building community capacity appeals to many groups and increases the likelihood of long term impact.**

Pulling a group together to work on a specific set of outcomes for people of all age groups who are affected by the issue is, on its face, appealing to a lot of people and groups. It offers hope of making allies out of competitors for public attention and public resources. Strengthening a community's capacities in terms of resident leadership, lifelong civic engagement, collaboration, and other aspects of social capital promotes collective action.

In addition, some of the power of CFAA comes from the fact that all of its core values and strategies are aligned, creating an "interactive" effect. For example, the focus on specific issues, leadership training, and civic engagement all promote collective and individual action among multiple generations. In the issue work, the focus is on producing outcomes for people of all ages; the leadership training focuses on building skills and capacities for collective, multi-generational leadership; and the civic engagement work helps all people contribute to the intended outcomes and build their leadership capacity. At every point, the work is intentional about building trust, a sense of shared fate, and responsibility across ages, as well as across other potential or current divides.

## **2 The intergenerational approach is particularly effective as an entry point to bridging historical divides (town/gown; race/ethnicity, class).**

CFAA activities and supports contribute to new connections among people of different ages. This was anticipated, given the emphasis on intergenerational connection. One

unexpected outcome, however, was that they also began opening some long-closed doors in the community, such as town/gown divides. For example, Mississippi Valley State University took some of its resources into Itta Bena in new ways. The CFAA team invited the university family to participate in various activities, opening communication between the university and the residents. Many residents are now taking advantage of the school's fitness center and other resources. Although this was not the first time that an attempt was made to bridge the gap between the two entities, this is the first time that it seems to be work-



ing. As in Itta Bena, many long-standing town/gown stressors exist in the Southside neighborhood of Flagstaff, AZ where the CFAA initiative is building relationships between residents and the Arizona State University students, faculty, and administration, often for the first time. There are other similar stories...Ajo, Highlandtown, Port Chester, Canyon Corridor, Moose Lake, and

Proctor groups, among others, put in place history, arts, crafts, genealogy or other activities to engage people of all ages — most with a cross-race or cross-culture lens. These kinds of developments are likely not sufficient alone to bridge deep divisions across race/ethnicity, but it does appear that asking people to come together across ages seems to be a promising way to begin.

## **3 The CFAA approach demonstrates and broadens the concept of collective impact.**

The idea of working on community change through the lens of "collective impact" has sparked a lot of recent interest among practitioners and funders. Kania and Kramer's article *Collective Impact*, argues that "large scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated interventions of individual organizations."<sup>6</sup> Kania and Kramer define collective



impact types of collaborations as: “long-term commitments by a group of important actors from different sectors to a common agenda for solving a specific social problem. Their actions are supported by a shared measurement system, mutually reinforcing activities, and ongoing communication, and are staffed by an independent backbone organization.”

*Communities for All Ages*, though created well before the article on collective impact was written, does, in fact reflect the core components of this approach to community change, and provides an example about what collective community change work looks like on the ground. The development of a CFAA team of residents and organizations and the engagement of a local funding partner has helped create long-term commitments from a range of important actors across sectors around a particular issue. The cross-site evaluation work has contributed to the beginning of a shared measurement system — emphasizing particular types of outcomes at the individual, organizational, and community capacity levels. One of CFAA’s centerpieces has been the use of mutually reinforcing activities — as the stories of Moose Lake, East Jerusalem and Las Palmas illustrate. Ongoing communication has been a key to CFAA, as in any successful community change initiative. And the idea of asking one of the organizations to serve as a “collaborative agent” rather than just a fiscal agent for the grant (a concept that CFAA learned from the Discovery Initiative of the William Caspar Graustein Memorial Fund) has provided some of the functions that Kania and Kramer note for an independent backbone organization.

CFAA also provides lessons about what it takes to create collective impact that perhaps augment some of what is currently known. For example, CFAA’s experience suggests that engagement of people of all ages in a community helps spur collective impact. It does this particularly by increasing social capital, which supports cross-sector advocacy efforts on the issue being addressed. Also, an additional function

we found to be a “condition of success” was facilitative capacity, demonstrated by the ability to convene and provide a welcoming environment for many different groups, organize within and across different constituencies, negotiate differing priorities, needs or constraints, and ameliorate conflicts if they occur. Sometimes those capacities rest with the collaborative agent, sometimes with an intermediary or a local funder, and sometimes with 2 or 3 individuals on the CFAA team.

## **4 Intergenerational community building is most successful when it engages individuals from ALL stages of life (not just young and old) and intentionally focuses on fostering meaningful relationships from the outset.**

Intergenerational programs typically bring children and youth together with older adults in mutually beneficial experiences. The unique nurturing relationships that often develop when these “bookend” generations are connected are powerful and can contribute to both positive youth development and healthy aging. Increasing participation from these two groups, including overlooked segments of these populations, such as youth who have dropped-out of school, kinship caregivers, and older immigrants and refugees, is critical. Moving beyond programs to create and sustain community change, however, also requires the involvement of all



ages and backgrounds. People trying to find employment, parents struggling to work and support multiple generations, and many others need to be at the table as well. One of the benefits of a lifespan approach to community building is that it reduces the “aging out” of all residents: youth can stay involved, even after they graduate high school or college and adults can move in and out of roles as their family and work responsibilities change over time.

It is clear from our experience that authentic participation of residents of multiple age groups in collaborations with organizational representatives requires *intentionality and effort*. Investing time in team-building activities, designing meetings that take into account the needs and interests of different age groups, and offering intergenerational leadership training early in the process are all effective strategies. There are also a range of models for strengthening intergenerational collaboration: some groups developed same age cohorts that they then integrated into an intergenerational group, while others begin with a mixed age group. No one approach fits all.

## **5 Multi-generational spaces hold great promise for building social capital and creating a tangible representation of the CFAA vision.**

Creating or expanding a place serves as a tangible result of CFAA's work — sometimes even before progress towards health, education and life-long learning, safety or another issue can be seen. The place or space also often contributes to civic pride, a sense of history and a sense of place. The work that a community does to create or expand the new place or space serves as a microcosm of what *Communities for All Ages* is, and what it takes to use an intergenerational lens and strategies to make a change. Creating an intergenerational place or space raises a number of important questions the answers to which could suggest solutions for wider application. For example:

- How do we make this place/space accessible and attractive to people of all ages in terms of location, design, programming/offerings, hours, etc?
- What opportunities can we include that intentionally promote intergenerational connection, not just parallel age use? Will staff be cross-trained?
- How can we collaborate across organizations and residents to finance and sustain this place/space?

- How can this place/space contribute to the issues we are working on — health, education, safety, etc.?
- What functions are required to develop, finance, use, and sustain this space/place? How will those functions get done over time? How can we institutionalize them?

## **6 Organizations can open themselves to genuine multi-generational community engagement through a multi-level approach that includes:**

- 1) increasing understanding of how generational differences impact communication, problem-solving approaches, values, and the ways in which people want to contribute to their communities;
- 2) shifting from viewing older adults and youth as clients with problems to partners with resources;
- 3) changing board structure to include stakeholders who represent different ages;
- 4) offering a continuum of civic roles that are flexible, compelling, and responsive to the motivations and preferences of different age groups;
- 5) seeking out organizational partners who understand the value of collective impact and are open to engaging diverse residents in meaningful roles to achieve sustainable community change; and
- 6) developing explicit outcomes for all ages when planning interventions.

# The Arizona CFAA Network

The story of *Communities for All Ages* in Arizona offers a lot of insight into what this initiative can look like over time, and how to sustain its lens, specific contributions, and benefits. It is a story about how several “pioneer sites” that began CFAA in 2003, with support from the Arizona Community Foundation, helped create a statewide CFAA network that is now sustaining the work.

Eva Olivas, one of the co-coordinators of the statewide network, believes one key to sustainability is to embed the values, principles and strategies of CFAA throughout the work of the participating organizations. Her organization, Phoenix Revitalization Corporation (PRC), *“incorporated this initiative into our mission statement and corporate values...into every special event and piece of work we do. It’s a question on the evaluation of everything we do. At the end of the day, [are we making] something happen that changes conditions for people of all ages?”* To contribute to changing conditions, one of PRC’s signature CFAA efforts has been to run leadership academies for people of all ages in 13 neighborhoods of South Central Phoenix. Those leaders monitor and become involved in decisions likely to affect their neighborhoods in the areas of development, housing, safety, access to health care, and many other issues.

Ms. Olivas points to the challenge of messaging the CFAA concept. *“At first, the idea is overwhelmingly complicated... [true for us in the beginning] and just one day, the light bulb goes on and you get it. **CFAA isn’t a program, but a way of being. It’s about community change — about how we look at things... a way of including everybody.** When we are going to take action, design a program, or change a policy...have we considered the needs of people of every age? How can we help other*

*stakeholders change how they do business?”*

In 2011, the Arizona Community Foundation decided to transfer responsibility and resources for the CFAA initiative to three of the pioneer communities who had been serving as mentors to new sites. Currently there are eight communities actively engaged in the statewide network in Arizona. At their meetings, the sites discuss the issue of sustainability. They have identified challenges and made recommendations to address them. One challenge is management and staff turnover in the organizations that have the most history with CFAA in each community. To make sure that the

CFAA lens and approaches remain part of the culture of those organizations, they recommended adding more information about the CFAA lens and approaches to new employee orientations for community organizations that are taking the lead on sustaining CFAA, and holding education sessions about CFAA more regularly for current leadership and staff of each organization. The statewide network prepared a pre-

sentation describing CFAA, with lots of graphics and information about the network’s accomplishments and goals, to make it easier for each organization to share that information with incoming and current staff. One group had good success opening up their advisory group to new stakeholders who then learned about the approach and signed a pledge to consider intergenerational approaches whenever possible. Forty new stakeholders participated and signed the pledge. The network added this idea to their CFAA toolkit — including the form. They also agreed to create state-wide materials to let more people know about CFAA — a video, a network website, and other materials, which they plan to use in presentations around the state.



# Moving Forward

The *Communities for All Ages* initiative has demonstrated the *promise* of intergenerational community building—*people of all ages working together to solve problems in ways that benefit multiple generations*. It has put this idea into action in small towns and urban neighborhoods across the country. Though the accomplishments are impressive, particularly considering the relatively limited resources that were invested and the short timeline, there is much more to do to deepen and broaden this work...to make it *business as usual*. Efforts to sustain and grow current CFAA sites are ongoing. Resource materials and technical assistance will soon be available for communities interested in replicating this community building process. But how can this concept be taken to scale? What will it take to embed the notions of *generational interdependence, reciprocity, and collective responsibility* into the way we live and work?

Opportunities for moving forward are limitless. They include:

- Applying the CFAA lens to local and national initiatives that focus on specific issues such as education, age-friendly communities, affordable housing, immigrant integration, health, and environmental sustainability;
- Expanding the engagement of multiple generations in leadership development and advocacy efforts;
- Creating and integrating formal and informal intergenerational networks of care to better support caregiving families at all stages of life;

**“Building a sense of continuity from past to future helps people navigate the present with greater awareness of their choices”  
— Judith Landau**

- Training health and human service practitioners to address issues from a life course perspective;
- Developing policies that benefit multiple generations rather than pitting age groups against each other;
- Removing policy and practice barriers that make it hard to provide supports simultaneously to people of all ages or to embed intergenerational practices in that work;
- Providing funding incentives for communities to intentionally develop collaborative efforts that engage and address the needs of residents of all ages; and
- Creating more multi-generational shared spaces (e.g. community centers, parks, playgrounds, schools) that provide recreational, educational, and socialization opportunities for all age groups.

The effects of the economic downturn have taken their toll—particularly in vulnerable communities. Now more than ever we need to cross

traditional boundaries and find common ground. We need to move from silo-ed problem-solving to shared solutions, leveraging the collective power of individuals and families to create and sustain long-term change. This will not only improve outcomes for current generations, it will ensure a better future for those who follow.



## Endnotes

- 1 The term social capital was coined by social scientist James Coleman to describe community ties, and Robert Putnam further popularized this research in his book, *Bowling Alone*. Social Capital is characterized by three main conditions: **Efficacy** (belief in the ability to make a difference in a variety of social contexts), **Trust** (assured reliance on the character, ability, strength or truth of someone or something) and **Engagement** (to take part...doing something for another without immediate expectation of return.) There are three main types of social capital: **Bonding** — close connections with friends, families and neighbors that give a sense of belonging and help people get by, **Bridging** — broader connections with people from different social circles that help people expand opportunities and **Linking** — connections to organizations and systems that help people gain resources and bring about change.
  - 2 U.S. Department of Health and Human Services: National Institute on Aging (2006). *Dramatic Changes in US Aging Highlighted in New Census, NIH Report*. Retrieved from <http://www.nia.nih.gov/newsroom/2006/03/dramatic-changes-us-aging-highlighted-new-census-nih-report>
  - 3 Generations United (2011). *Family Matters: Multigenerational Families in a Volatile Economy*. Retrieved from: <http://gu.org/LinkClick.aspx?fileticket=L3k2KbjdsqY%3d&tabid=157&mid=606>
  - 4 Hinterlong, J. & Williamson, A. (2006). *The Effects of Civic Engagement of Current and Future Older Adults*. *Generations* 30(4)
  - 5 Halpern, D. (2009). *Capital Gains*, *RSA Journal*: Autumn , 2009: 10-15. [Also available: <http://www.thersa.org/fellowship/journal/features/features/capital-gains>]
- In his article *Capital Gains*, David Halpern describes a range of evidence that communities with a good ‘stock’ of social capital are more likely to benefit from lower crime figures, better health, higher educational achievement, and better economic growth.
- 6 Kania, J. & Kramer M. (2011). *Collective Impact*. *Stanford Social Innovation Review* 9 (1)
  - 7 Landau, J. (2010). *Communities That Care for Families: The LINC Model for Enhancing Individual, Family and Community Resilience*. *American Journal of Orthopsychiatry* 80 (4)
- Tavernise, S. (2012). *Whites Account for Under Half of Births in US*. *New York Times*, May 12. Retrieved from <http://www.nytimes.com/2012/05/17/us/whites-account-for-under-half-of-births-in-us.html?pagewanted=1&r=2>

# The Intergenerational Center at Temple University

Created in 1979, The Intergenerational Center at Temple University brings generations together to address critical community concerns and promotes lifelong civic engagement. As an international leader in the intergenerational field, the Center:

- *develops innovative intergenerational program models* and initiatives that foster cross-age relationships and address critical community concerns;
- *builds the capacity* of community residents, organizations, institutions, government agencies and funders to utilize intergenerational approaches to enhance their effectiveness; and
- *conducts evaluation and research* that identifies promising practices and generates new knowledge.

Rather than focusing on just one issue, we have demonstrated the effectiveness of intentionally using an intergenerational lens to confront many of the pressing challenges that face individuals, families and communities. Our programs and initiatives, both national and local in scope, engage culturally, economically, and age diverse populations in a spectrum of civic and leadership roles that support children and youth, help caregiving families, foster immigrant integration, and build community capacity.

The Center's national training and technical assistance services have helped thousands of community groups, resident leaders, non-profit organizations, foundations, and government agencies infuse intergenerational strategies into their activities, programs and services and promote opportunities for lifelong civic engagement. We offer training and technical assistance in the following areas:

- Intergenerational Community Building
- Intergenerational Resident Leadership
- Developing a Community for All Ages
- Developing Successful Intergenerational Programs
- Promoting 50+ Civic Engagement
- Intergenerational Mentoring
- Engaging the Skills and Experiences of Immigrant Elders in Ethnic-Based Community Organizations
- Understanding Generations in the Nonprofit Workplace

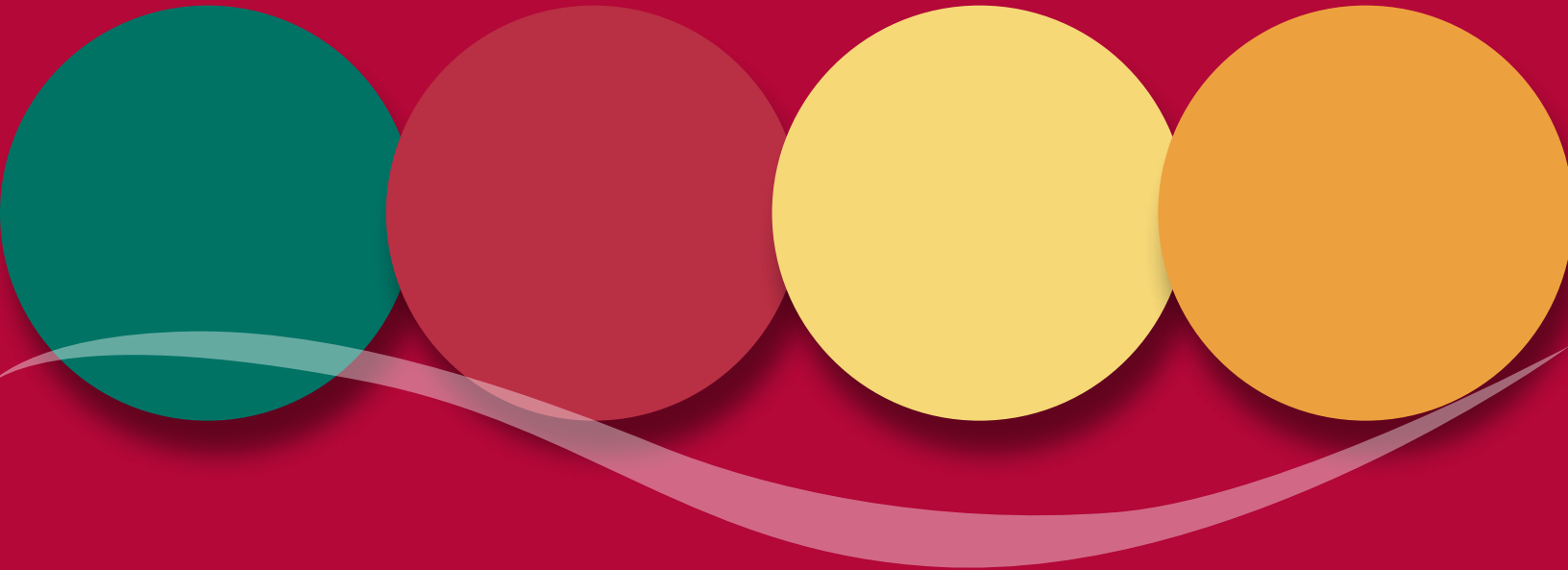
In 2011 the Center was awarded the inaugural Eisner Prize for Intergenerational Excellence and the Migration Policy Institute's E Pluribus Unum Award for exceptional programs promoting immigrant integration.

For more information on The Intergenerational Center, go to [www.templeigc.org](http://www.templeigc.org)

**“Somehow we have to get older people back close to growing children if we are to restore a sense of community, a knowledge of the past, and a sense of the future”**

**— Margaret Mead**





**The *Communities for All Ages* National Network**

is coordinated by **The Intergenerational Center** at **Temple University** with support from **W.K. Kellogg Foundation** and Ashoka, and local support from Arizona Community Foundation, Baltimore Community Foundation, Broward Community Foundation, Foundation for the Mid-South, Helen Andrus Benedict Foundation, Kalamazoo Community Foundation, Northland Foundation, Orange County Community Foundation, and United Way of Westchester and Putnam.