



American Planning Association
Planning Advisory Service
Creating Great Communities for All

P A S R E P O R T 6 0 3

INTERGENERATIONAL COMMUNITY PLANNING

Irv Katz and Matthew Kaplan, PHD

The American Planning Association will lead the way to equitable, thriving communities by creating unique insights, as well as innovative and practical approaches that enable the planning community to anticipate and successfully adapt to the needs of a rapidly changing world.

Since 1949, the American Planning Association's Planning Advisory Service has provided planners with expert research, authoritative information on best practices and innovative solutions, and practical tools to help them manage on-the-job challenges. PAS Reports are produced in the Research Department of APA. Joel Albizo, FASAE, CAE, Chief Executive Officer; Petra Hurtado, PHD, Research Director; Ann F. Dilleuth, AICP, PAS Editor. APA membership includes access to all PAS publications, including PAS Reports, *PAS Memo*, and *PAS QuickNotes*. Learn more at planning.org/pas Email: pasreports@planning.org

©December 2022 American Planning Association, 205 N. Michigan Ave., Suite 1200, Chicago, IL 60601-5927; planning.org. All rights reserved. No part of this publication may be reproduced or utilized in any form or by any means without permission in writing from APA.

ISBN: 978-1-61190-211-2

ON THE COVER

Astotin Lake Playground at Elk Island National Park in Alberta, Canada. Photo courtesy of Landscape Structures Inc.

ABOUT THE AUTHORS

Irv Katz is a Senior Fellow at Generations United, specializing in intergenerational planning and intergenerational housing. Having earned a master of social work degree in community organization and planning from Indiana University, he served in professional positions from the neighborhood level (advocate planner, settlement house director) to the metropolitan area level (CEO of a human services planning agency, president of major-metro United Way) and at the national level (United Way of America, National Human Services Assembly). Accomplishments include shaping a neighborhood subarea plan with city planners, embedding social services in public schools, creating a multi-sector youth commission, expanding an early childhood development mobilization to hundreds of communities, and reframing the language and imagery of human services. Katz was recognized for several successive years as one of the Power & Influence 50 by the *Nonprofit Times*.

Generations United is a nonprofit organization with a national and international following. Its mission is to improve the lives of children, youth, and older adults through intergenerational collaboration, public policies, and programs for the enduring benefit of all. For more than three decades, Generations United has catalyzed cooperation and collaboration among generations, evoking the vibrancy, energy, and sheer productivity that result when people of all ages come together. It regards and promotes generational diversity as a national asset that could be more fully leveraged. www.gu.org

Matthew Kaplan, PHD, is Professor of Intergenerational Programs and Aging in the Department of Agricultural Economics, Sociology, and Education at the Pennsylvania State University. Dr. Kaplan conducts research, develops curricular resources, and provides leadership in the development and evaluation of intergenerational programs. He has published numerous works advancing the field, focusing on intergenerational programs and practices from an interdisciplinary and cross-cultural perspective. His published books include *Intergenerational Contact Zones: Place-based Strategies for Promoting Social Inclusion and Belonging*, *Intergenerational Pathways to a Sustainable Society*, and *Linking Lifetimes: A Global View of Intergenerational Exchange*. He holds a PhD in environmental psychology from the City University of New York Graduate Center, studied intergenerational initiatives in Japan as a Senior Fulbright Scholar, and was a Visiting Fellow at the Oxford Institute of Population Ageing.

TABLE OF CONTENTS

EXECUTIVE SUMMARY 4

CHAPTER 1 THE CASE FOR INTERGENERATIONAL PLANNING 7

- What Is Intergenerational Planning? 9
- The Importance of an Intergenerational Approach 11
- Opportunities for Intergenerational Planning 14
- About This Report 14

CHAPTER 2 INTERGENERATIONAL AND AGE-RELATED INITIATIVES 16

- The Intergenerational Field 17
- Complementary Age-Related Initiatives 18
- Conclusion 23

CHAPTER 3 BUILDING AN INTERGENERATIONAL COMMUNITY PLANNING PROCESS 24

- Making the Case for Intergenerational Community Planning 26
- Establishing an Intergenerational Vision and Goals 27
- Engaging Young and Old in the Planning Process 28
- Documenting and Analyzing Age-Specific Community Conditions and Resources 32
- Conclusion 36

CHAPTER 4 STRATEGIES TO CREATE INTERGENERATIONAL COMMUNITIES 38

- Characteristics of Intergenerational Strategies 39
- Examples of Intergenerational Strategies 40
- From Planning to Implementation 46
- Conclusion 50

CHAPTER 5 A NEW FRONTIER 52

- Building on Existing Knowledge and Expertise 53
- Options for Local Action 54

APPENDIX: ADDITIONAL RESOURCES 58

REFERENCES 61

ACKNOWLEDGMENTS 64

EXECUTIVE SUMMARY

The population of the United States is aging. And while the percentage of children in the population is declining, the number of children is substantial and will remain so well into the future. By 2060, older adults and children together are projected to comprise more than 43 percent of the population, as compared with 38 percent in 2016. It is a scenario of old and young unlike any prior period in American history.

There is intrinsic value in the generations connecting. Yet, most in our society do not live and function in circumstances that allow for routine and sustained connections between young and old. Children attend age-segregated schools, adults work in environments without children and older adults, and many older people live in age-segregated housing. This age segregation of spaces allows age-based stereotypes to flourish, thereby making it more difficult for older adults and younger people to initiate or maintain relationships with each other and for many younger people to understand the aging process more fully.

Creating communities in which children, youth, and older adults engage with each other for their mutual benefit is becoming a societal imperative. This PAS Report explains the important roles that planners can play in achieving this aim—by crafting intergenerational community plans and initiatives that address the well-being of children, youth, and older adults in integrated ways. This applies to the built environment as well as to community supports: the social services, community resources, and opportunities necessary for the children, youth, and older adults of a given area to thrive, from basic health and nutrition to care for essential age- and stage of life-associated needs.

AN INTERGENERATIONAL APPROACH TO PLANNING

In the context of this PAS Report, “intergenerational” means interactions between those aged 18 and younger and those aged 65 and older, and, often, their adult caregivers. In contrast, “multigenerational” simply refers to more than one

generation being present in the same setting and does not address interaction between generations.

This focus on interactions between the youngest and oldest members of our communities does not exclude the generations in the middle, however. Whether as staff members of organizations that serve the young and the old, caregivers to children or older adults, young adult volunteers, neighbors, or other family members, they play significant roles in making and supporting connections between older and younger people.

Intergenerational community planning encompasses approaches to plans, policies, programs, places, partnerships, processes, and values that enable and promote interaction of children and youth and older adults to the mutual benefit of both groups—and the community as a whole. As presented in this PAS Report, it is the culmination and integration of study, practice, and a rich literature—cutting across disciplines focused on health and human services, education, sociology, community, and cultural studies—that attests to the many ways in which intergenerational engagement and support enriches the lives of young and old and helps address vital social and community issues.

With an intergenerational approach, planners are encouraged to focus on ways to address the needs, vulnerabilities, and interests of the young and the old in their communities—as well as ways to engage them in the planning process. Planners can look for commonalities or synergies between the two. What challenges does each group face, and how can we get to solutions that meet the needs of both? How can the strengths of one group complement the vulnerabilities of the other?

Intergenerational community planning also addresses the built environment. The objective is for planners to search for strategies that benefit younger and older residents concurrently. How do plans for streets and sidewalks affect conditions faced by young and old? How can proposals for housing facilitate constructive connections between young and old? What kinds of parks and public facilities can not only attract and engage age-diverse populations but also accommodate intergenerational programs and activities? How can accessibility of commercial facilities, public facilities, and human services be improved in ways that benefit young and old and strengthen connections between them?

As this PAS Report makes clear, local governments and residents benefit when communities are designed such that older people avoid isolation and danger because they relate to young people and their families, while children and youth receive the nurturing attention of older relatives and neighbors. In addition, the development and operation of public spaces and facilities for children and seniors—parks, schools, senior centers, child, and adult day care—become more cost effective and community friendly when they are developed jointly. And communities that are walkable, with safe and easy access to services and supports, foster health and fitness, support the environment, and are desirable places for all to live, regardless of age.

Intentionally considering and engaging the needs of old and young in community planning processes makes the practice of planning and planning outcomes more inclusive and equitable. Planners have a responsibility to engage underrepresented and vulnerable groups in the planning process to ensure their voices are heard in planning and designing their communities. Children, youth, and older adults are often left out of the planning process, and today's built environment is often designed in ways that do not sufficiently accommodate their particular needs and pursuits. By focusing on engaging these two populations and by crafting policies and plans that identify and address their needs, planners can ensure more equitable outcomes and create communities that serve every resident, regardless of age or ability.

THE INTERGENERATIONAL COMMUNITY PLANNING PROCESS

This PAS Report lays out the following elements of an intergenerational community planning process that can help planners design and develop a community that maximizes its intergenerational potential.

- **Making the case for intergenerational community planning:** Using a “case statement” approach to lay the groundwork for an intergenerational community planning effort.
- **Establishing an intergenerational vision and goals:** Engaging the community to establish the desired outcomes of the intergenerational community planning process.
- **Engaging young and old in the planning process:** Targeting public engagement efforts directly at children and youth, older adults, and those who care for them—and engaging these groups together.
- **Documenting and analyzing age-specific community conditions and resources:** Gathering and using data specific to children, youth, and older adults to identify and understand the special challenges they face and target intergenerational interventions to where they are most needed.
- **Identifying and selecting intergenerational aims and strategies:** Understanding the range of intergenerational aims, strategies, and actions and selecting the options that are most appropriate for the community.
- **Implementing intergenerational approaches:** Turning strategies into action through planning practices.

This PAS Report also explains how planners can find potential building blocks for an intergenerational community planning approach by looking to the intergenerational field, which seeks to understand the disconnect between the generations and institute solutions to it through a range of intervention strategies. Other important resources include existing government agencies and community initiatives focused on children and youth and older adults.

CREATING AN INTERGENERATIONAL COMMUNITY

Applying an intergenerational lens to community planning processes prepares planners for identifying intergenerational strategies most appropriate for the community and implementing those strategies through a range of plans, policies, regulations, programs, and other means.

This PAS Report describes the key characteristics of intergenerational strategies and offers examples of approaches drawn from various domains of intergenerational practice:

- **Community awareness and engagement:** A good starting point or complement to other community strategies,

these efforts seek to make people aware of intergenerational challenges and opportunities, as well as opportunities to participate. Examples include intergenerational festivals and other events and communications.

- **Intergenerational policies:** Considering the intergenerational dimensions of various issues that affect the well-being of children, youth, older adults, and caregivers can inform policy making at local, state, and national levels.
- **Intergenerational programs:** Intergenerational programs—periodic or sustained activities that are enriching for young and old together—may include youth entertaining or visiting older adult complexes, programs for older children and teens that allow them to learn from and teach older adults, and volunteer activities that engage youth and older adults together.
- **Intergenerational places and spaces:** Children and youth and older people need to come into contact with one another in regular and positive ways to gain understanding and appreciation for one another. Examples of intergenerational shared sites include facilities that house adult day care and childcare, or a childcare program located in senior housing. The intergenerational contact zone (ICZ) concept focuses on the creation of public spaces that accommodate the different interests and capabilities of young and old and engage them in activity together.
- **Intergenerational housing:** The prevalence of multigenerational housing is rising among the American public, and intergenerational housing is also gaining interest from older adults wanting to live among people of diverse ages and young adults and parents who can benefit from the experience and influence of older adults. This includes intergenerational residential facilities and campuses, intergenerational home sharing, intentional intergenerational communities, and housing targeted at “grandfamilies,” or households in which grandparents or other relatives are raising grandchildren (also called kinship care).

The report explores implementation approaches—including aspects of several familiar planning frameworks that have considerable overlap with intergenerational principles—to help planners create more inclusive, equitable, and livable communities for all residents.

A NEW FRONTIER

There is much to gain when the vulnerabilities—as well as the strengths—of the young and the old in our societies are intentionally considered and addressed in synergistic ways. Establishing the importance of interactions between the generations in plans and policies, and creating opportunities for those interactions in programs, practices, and the built environment, provides benefits not just for children, youth, and older adults, but for the entire community.

This PAS Report lays out the many potential avenues that exist for planners to bring a focused and intentional intergenerational lens to local planning practices. Over the long term, integrating intergenerational thinking into local planning practices and processes can create a community where the development of the built environment and the well-being of residents of all ages and generations comprise a well-functioning, mutually complementary ecosystem.

Children and youth, as well as older adults, are the proverbial canaries in the coal mines of our societies. Because those in the earlier and later stages of life have far more intensive need of systems and supports from government and the community, their health and happiness is particularly at stake when those systems and supports are not optimally designed or functioning. Capturing the synergies of solutions that address their needs and draw upon their assets will benefit all. By applying an intergenerational lens to the comprehensive planning process, planners can ensure that their communities will be good places for everyone to grow up and grow old.

CHAPTER 1

**THE CASE FOR
INTERGENERATIONAL
PLANNING**

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

Margaret Mead (2005), anthropologist

We divide up our communities and our activities by age—young people in schools, older people in retirement communities or facilities. We talk a lot about all the ways we need to help older people. But, perhaps, the old can help us. It's the experience of life in a multigenerational, interdependent, richly complex community that, more than anything else, teaches us how to be human.

Susan V. Bosak (n.d.), Legacy Project founder

The population of the United States is aging. At the same time, while the percentage of children in the population is declining, the number of children is substantial and will remain so well into the future. It is a scenario of old and young unlike any prior period in American history.

By 2034, the number and percentage of older adults are projected to outnumber children for the first time in U.S. history (Figure 1.1). By 2060, older adults and children together are projected to comprise more than 43 percent of the population, as compared with 38 percent in 2016.

There is intrinsic value in the generations connecting. Yet, most in our society do not live and function in circumstances that allow for routine and sustained connections between young and old. Children attend age-segregated schools, adults work in environments without children and older adults, and many older people live in age-segregated housing. This “age segregation of spaces” (Hagestad and Uhlenberg 2005) allows age-based stereotypes to flourish, thereby making it more difficult for older adults to initiate or maintain relationships with young people and for many younger people to understand the aging process more fully. It is through shared experiences and regular contact with those who are different from us in various ways, including age, that attitudes are changed and people learn to trust and welcome one another within a community.

Creating communities in which children, youth, and older adults engage with each other for their mutual benefit is becoming a societal imperative, one in which planners

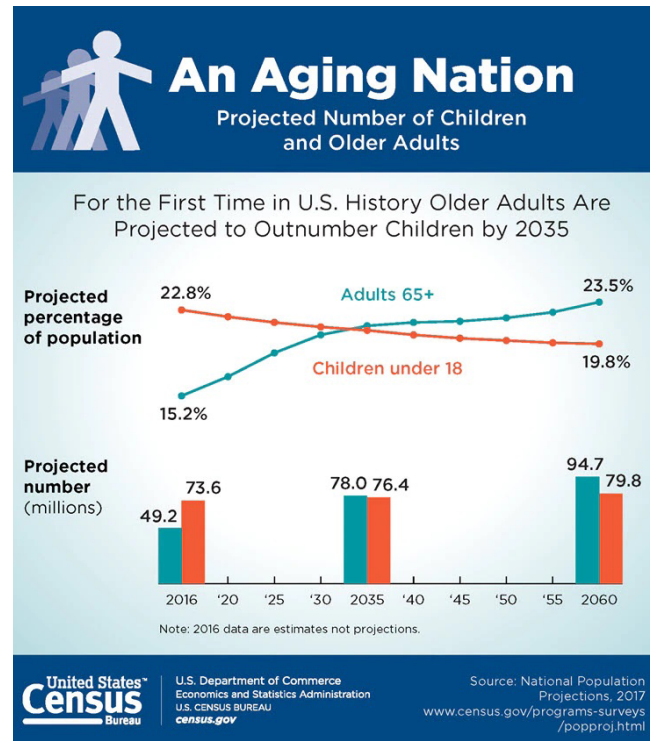


Figure 1.1. Population projections for children and older adults through 2060 (U.S. Census 2018)

have an important role to play—crafting plans and initiatives that address the well-being of children, youth, and older adults in integrated ways. This applies to the built environment as well as to community supports: the social services, community resources, and opportunities necessary for the children, youth, and older adults of a given area to thrive, from basic health and nutrition to care for essential age- and stage of life-associated needs.

WHAT IS INTERGENERATIONAL PLANNING?

In 2011, an American Planning Association briefing paper on family-friendly communities suggested going beyond traditional notions of planning to address “multigenerational planning—using smart growth and universal design to link the needs of children and the aging population” (Ghazalah et al. 2011). This PAS Report goes one step further and introduces the concept of *intergenerational* planning.

“Intergenerational” in this context means interactions between those aged 18 and younger and those aged 65 and older, and, often, their adult caregivers. In contrast, “multigenerational” simply refers to more than one generation being present in the same setting and does not address interaction between generations. The sidebar on p. 10 illustrates the difference between these concepts in the context of space.

This focus on interactions between the youngest and oldest members of our communities does not mean, however, that generations in the middle are excluded from consideration. Whether as staff members of organizations that serve the young and the old, caregivers to children or older adults, young adult volunteers, neighbors, or other family members, they play significant roles in making and supporting connections between older and younger participants.

Intergenerational community planning encompasses approaches to programs, policies, places, partnerships, processes, and values that enable and promote interaction of children and youth and older adults to the mutual benefit of both. As presented in this PAS Report, intergenerational community planning is the culmination and integration of study, practice, and a rich literature—cutting across disciplines focused on health and human services, education, sociology, community, and cultural studies—that attests to the many ways in which intergenerational engagement and support enriches the lives of young and old and helps address vital social and community issues.

As in the comprehensive planning process, intergenerational community planning involves a systematic approach,

including data collection and analysis, environmental scanning, securing input from experts and the public, creating a vision and goals, and developing solutions that are data-driven and feasible. But with an intergenerational approach, planners are encouraged to focus on ways to address the needs, vulnerabilities, and interests of the young and the old in their communities—as well as ways to engage them in the planning process. Planners can then look for commonalities or synergies between the two. What challenges does each group face, and how can we get to solutions that meet the needs of both? How can the strengths of one group complement the vulnerabilities of the other?

Accordingly, intergenerational community planning also addresses the built environment—but through an intergenerational lens. How do plans for streets and sidewalks affect needs and conditions faced by young and old? How can proposals for housing facilitate constructive connections between young and old? What kinds of public spaces and facilities (e.g., schools, recreation facilities, senior and child-care, social and health services) can most effectively serve a multigenerational public in ways that are cost effective and that foster intergenerational connections (e.g., shared sites that include programs that not only serve young and old, but also provide opportunities for mutually beneficial intergenerational encounters)?

The objective is for planners to search for strategies that benefit younger *and* older residents concurrently. In what ways, for example, do the challenges and potential solutions to affordable housing for young and old intersect? What kinds of parks and public facilities (e.g., schools, rec centers, senior centers, libraries) can not only attract and engage age-diverse populations but also accommodate intergenerational programs and activities? How can accessibility of commercial facilities, public facilities, and human services be improved in ways that benefit young and old and strengthen connections between them?

Planning has long addressed the physical and economic dimensions of communities, and, hearkening back to the planning field’s origins in public health, community health factors are increasingly falling within planners’ spheres of influence as important planning concerns. With the aging of the U.S. population, aging-friendly planning—as discussed in PAS Report 579, *Planning Aging-Supportive Communities* (Winnick and Jaffe 2015)—has become a concern of the profession. Thus far, though, planning has overlooked the importance of constructive interaction and interdependence between the generations that comprise our communities.

MULTIGENERATIONAL VERSUS INTERGENERATIONAL SPACES

Throughout this report, distinctions are made between “multigenerational” and “intergenerational” conceptions of community planning and development.

A *multigenerational* community or site is one where multiple generations are present. Community members, regardless of age or generational grouping, have access to community settings and opportunity for involvement in community activity. An *intergenerational* community or site is one that not only meets the needs and interests of multiple age groups but provides space and opportunity for them to engage one another, whether through recreation, education, or community planning and exploration activities (Kaplan, Sanchez, and Hoffman 2017).

In Figure 1.2, the image on the top represents a multigenerational orientation. This playground space is designed primarily with children’s play in mind. Adults are present, but they are outside the realm of the children’s activity flow. They are engaged in their own (largely passive) activities, which include observing and supervising the children’s activities.

In contrast, the image on the bottom represents an intergenerational orientation. This playground adds some design elements that provide opportunities for adults as well as children to be more engaged in the flow of activities occurring in this setting. Furthermore, all activity hubs are designed with the intent of providing park-goers with multiple options for intergenerational interaction, relationship building, and play within and across generational lines. This park is designed to make it easier for park users, across generations, to share time, space, and experience.

Community planning with an intergenerational lens leads to the creation of community settings such as parks, playgrounds, shopping malls, community centers, and purpose-built age-integrated centers that provide space and opportunity for multiple generations to meet, interact, build relationships, and, if desired, engage one another in community activity.

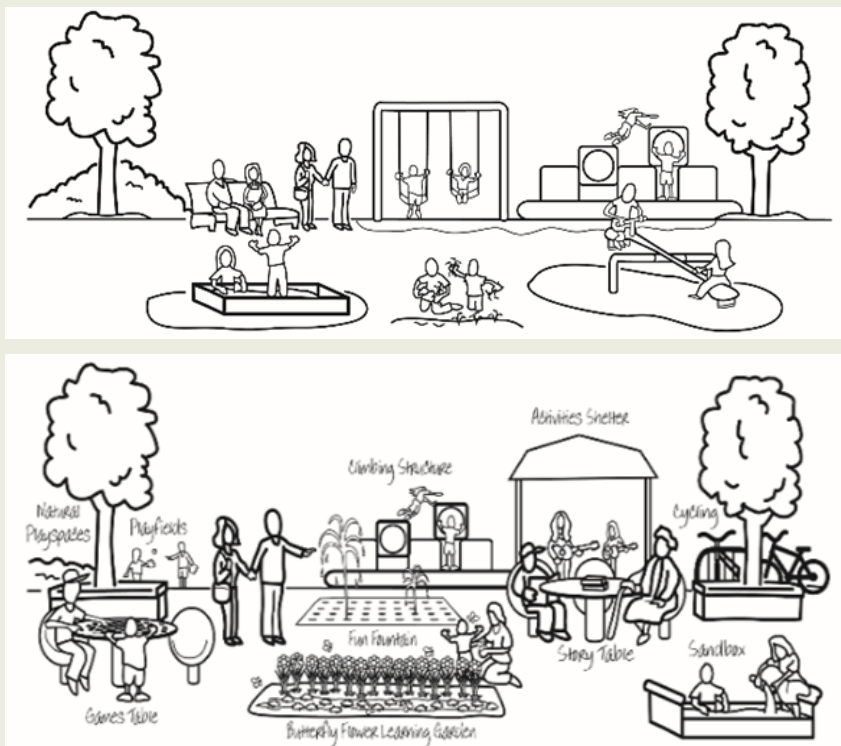


Figure 1.2. Park spaces designed with a multigenerational orientation (top) and an intergenerational orientation (bottom) (Thomas Laird)

THE IMPORTANCE OF AN INTERGENERATIONAL APPROACH

In their book, *Intergenerational Pathways to a Sustainable Society*, Kaplan, Sanchez, and Hoffman observe:

The community issues that affect people of different age groups intersect at many points, as do the programs and policies that address those issues. It is increasingly understood, for example, that both young people and older adults are likely to benefit from investments that lead to a stronger economy, strong schools, and safer communities. Yet many civic engagement opportunities are framed as mono-generational endeavors and driven by community development agendas that are cast either as child-friendly, youth-friendly, or elderly-friendly. (2017, 110)

In contrast, as described by the Annie E. Casey Foundation, in its publication, *Community for All Ages: Planning Across Generations*,

Communities for all ages are those that promote the well-being of children, youth, and older adults, strengthen families, and provide opportunities for ongoing, mutually beneficial interactions among age groups.... When resources are allocated to benefit an entire neighborhood, and not just one segment, competition is eased as resources are redesigned to benefit all ages. (Henkin et al. 2005, 4)

As these quotations suggest, there are several compelling reasons that planners should incorporate an intergenerational lens into their planning processes. Key is the potential synergies of planning for the young and old together.

The very young and the very old are both at stages of life where they require more of the resources and services of the community. Children need early childhood care and education, public schools, before- and after-school programs, recreation programs and facilities, character-building programs, and many other services. Similarly, older adults need places and programs to socialize and learn, opportunities to contribute (e.g., work and volunteer outlets that provide a sense of purpose), accommodations for age-related physical disabilities, and assistance with travel and the activities of daily living and special needs, among other services. As dependents, children and older adults can also experience special vulnerabilities due to family crises and disruptions,

hunger and malnutrition, inadequate housing or homelessness, abuse and neglect, abandonment, and death.

Communities draw on fees, tax dollars, and charitable contributions to provide these resources, services, and additional supports as a function of our collective concern and shared responsibility for the well-being of the very young and the very old. Doing so thoughtfully can create greater efficiencies and effectiveness in essential functions of local government and the community. However, a historical lack of attention to intergenerational considerations has resulted in the following shortcomings in our planning and societal support systems:

- **Limited or ad hoc attention to planning for the well-being of children and youth.** National legislation provides for a system that addresses the needs of the older adult population at the local level, but there is no comparable system for children and youth. As a result, any efforts to systematically address their development and well-being tend to be voluntary, issue-focused, and lacking in governmental authority and administration continuity.
- **Siloed efforts to address different populations' needs.** Local plans or initiatives that may exist for children and youth and for older adults are not connected with one another and do not address areas of commonality, such as family economic well-being, caregiving, and community supports and facilities that both groups need.
- **Generational needs and support considered conflicting, not complementary.** Budgeting of federal and state dollars is sometimes seen as “kids versus geezers”—who gets more than the other, which group has greater need, whose interests have more influence in the political system. But the well-being of children and older adults are equally important, and one should not be at the expense of the other.
- **Built environments not supportive of connections between young and old.** Our modern-day society is not designed to promote interactions between children and youth and older adults. Today, planning for ways in which young and old can connect organically in common spaces requires intention.

Intergenerational community planning entails consideration of the *synergistic* needs (vulnerabilities) and assets (capacities) of older and younger generations. The concept of intergenerational interdependence “places emphasis on how our lives—across generations—are inextricably linked” (Kaplan, Sanchez, and Hoffman 2017, 17–18). It is through

TABLE 1.1. RECIPROCAL NEEDS DIRECTLY LINKING THE GENERATIONS

Older Adults' Needs	Children's Needs
To nurture	To be nurtured
To teach	To be taught
To have a successful life review	To learn from and about the past
To share cultural mores	To have cultural identity
To communicate positive values	To have positive role models
To leave a legacy	To be connected to preceding generations

the connections between generations that the capacity for growth (and meeting other's needs) can find expression (Newman and Smith 1997). Using an intergenerational lens, planners can better integrate the well-being of young and old into planning for the community at large.

Table 1.1 highlights some of the reciprocal and interwoven needs of older adults and children. Systematically addressing the needs of the young and the old and creating communities that support their needs synergistically addresses challenges that affect people across the age spectrum (e.g., poor health indicators, lack of opportunity, limited access to community resources) and improves quality of life for all.

Ghazaleh et al. note the importance of the concept of intergenerational interdependence in the context of comprehensive planning for communities that are age-friendly, child-friendly, and family-friendly.

Planners need to craft a common vision that recognizes the interdependence of the generations. Particularly in the preparation of comprehensive and neighborhood plans, planners can use public meetings and planning documents to draw attention to the connections and help seniors understand that their political power can help shape communities more supportive of children and young parents—and that, in turn, will help them build a quality and comfortable community where they can age in place. (2011, 8)

Local governments and residents benefit when communities are designed such that older people avoid isolation and danger because they relate to young people and their families, while children and youth receive the nurturing attention of older relatives and neighbors. In addition, the development and operation of public spaces and facilities for children and seniors (Figure 1.3)—parks, schools, senior



Figure 1.3. Creating community facilities that bring the old and the young together provide synergistic benefits to both generations (Champion Intergenerational Center)

THE BENEFITS OF INTERGENERATIONAL PROGRAMS

Faculty and students from the Silver School of Social Work at New York University recently completed an extensive literature review of more than 70 studies on the benefits of intergenerational programs (Gonzales, Kruchten, and Whetung 2021). The review found a wide range of benefits for the following population groups:

Babies and preschool students:

- Higher levels of interactive play
- Improved abilities with cooperative play
- Improved empathy
- Greater social acceptance
- Better vocabulary and language abilities

Elementary school students:

- Enhanced reading and writing
- Improved task orientation, short-term memory, problem solving, and accountability
- Increased patience, sensitivity, compassion, respect, and empathy
- Reduced anxiety, sadness, and stress
- Improved mood management
- Healthier diets and nutrition, increased physical activity, less “screen time”

Middle school students:

- Improved academic performance
- Healthier family dynamics
- Improved peer relationships
- Decreased depressive symptoms
- Reduced substance use
- Reduced disordered eating
- Enhanced reasoning, problem solving, accountability, and conflict resolution
- Decreased bullying and victimization
- Clearer educational aspirations, occupational interests, and goals

High school students:

- Improved ego integrity, self-confidence, and purpose in life
- Improved emotions and mental health
- Enhanced physical health
- Increased levels of collective efficacy, social capital, and social cohesion
- Empowered to make changes in school and neighborhood

- Young adults and college students:
- Higher rates of civic engagement
- Entrepreneurial capabilities, occupational skills, and mastery
- Higher levels of self-confidence, efficacy, and sense of self
- Gained skills and knowledge for geriatrics and gerontology
- Learned and taught ways to improve the environment

Parents and adult children:

- Less worried about aged parents
- Happy about their civic engagement
- Older volunteers brought resources and skills back home to teach grandchildren and children in neighborhood
- Better family communication
- Older adults:
- Decreased social isolation
- Improved quality of life and purpose in life
- Improved self-worth, self-esteem, and empowerment
- Cognitive health improvement
- Reduced falls and frailty, increased strength, balance, and walking
- Learned new skills, leadership proficiencies, and knowledge

All ages:

- Reduced ageism and age discrimination among young and old alike
- Improved mental, physical, and cognitive health unique to each life stage
- Greater sense of belonging and connection with others of different ages
- More acceptance of people different from themselves

Staff, caregivers, and neighborhoods:

- Positive outcomes for administrators and staff, including improved mental health, increased sense of community, and more energy and purpose during long and hard workdays
- Respite for informal caregivers when a younger person cares for their loved one and they too report joy from the experience
- Decreased social isolation for family caregivers
- Increased neighborhood trust, social cohesion, and sense of community
- Benefits of shared site intergenerational programs and physical improvements extend to staff, families, organizations, and communities

centers, child, and adult day care—become more cost effective and community friendly when they are developed jointly. And communities that are walkable, with safe and easy access to services and supports, foster health and fitness, support the environment, and are desirable places for all to live, regardless of age.

OPPORTUNITIES FOR INTERGENERATIONAL PLANNING

This PAS Report lays out the many potential avenues that exist for planners to integrate intergenerational sensibilities and strategies into local planning endeavors. In preparation for a focused intergenerational community planning effort, planners can learn from the intergenerational field—those researchers, practitioners, institutions, and organizations that study aging, child and youth development, and related disciplines—to understand the disconnect between the generations and institute solutions to it. They can identify local building blocks of existing intergenerational efforts, as well as current child, youth, and aging-focused programs and initiatives in their communities, and they can draw on relevant planning paradigms that support the intergenerational community characteristics described above.

Planners can then work to bring a more focused and intentional intergenerational lens to local planning practices. They can gather demographic data for the young and the old and analyze intersections with indicators of disadvantage as well as access to adequate and affordable housing and necessary commercial and community supports. They can engage children, youth, and older adults in local planning processes to determine the specific needs of and barriers faced by these groups and find the potential synergies among them. They can embed in local plans and community efforts principles that foster meaningful connections between young and old, and they can establish such principles as foundational for all municipal functions, including land use, housing, transportation, public health, and social services. And they can identify and implement strategies that maximize the well-being of young and old and the sustainability and livability of their communities.

Intergenerational community planning can have particularly significant value for certain subareas within the greater community, such as areas with high concentrations of children in foster care, in single-parent households, or being raised by grandparents or other relatives; areas with older adults living alone, with chronic and disabling

conditions, and with limited mobility; and areas with lack of access to health and social services, commercial services, and public facilities. All of these areas represent neighborhoods in which an intergenerational community planning approach or specific strategies could have significant positive impacts on the well-being of the residents of the area and the community as a whole.

Further, intergenerational community planning has a significant equity dimension that planners must understand and act upon. The economic disparities between white people and people of color are well documented, and these disparities are more acute among people of color at both ends of the age continuum (Ng et al. 2014; NCSL 2021). Where multigenerational or intergenerational living occurs as a matter of economic necessity, where minor children are living with one parent or guardian, and where older adults are living alone or in an age-segregated facility, children and older adults of color experience physical, emotional, economic, and social challenges—and lack of corresponding supports and opportunities—more often and more significantly than white children and older adults do.

While strategies to increase connections between young and old can have positive effects for everyone in the community, those children, older adults, and families who most lack resources and opportunities because of their racial or ethnic backgrounds can most benefit from intergenerational approaches to community planning. An intergenerational lens can help focus attention and more direct strategies on those geographic areas and populations most affected by racial and economic disparities and with the least power and resources to turn around their personal, social, and economic circumstances.

ABOUT THIS REPORT

The purpose of this PAS Report is to make planners aware of the myriad benefits of engagement across generations. Becoming more aware of how our oldest and youngest generations engage with each other can highlight how these populations may be isolated—and how they could benefit from greater opportunities to interact. Bringing an intergenerational lens to traditional planning processes can help planners develop settings where the old and the young can find each other, interact, learn, and play together, creating communities that work better for all.

This chapter has defined the concept of intergenerational community planning, made the case for why it is an im-

portant practice for local planners to pursue, and introduced the components and strategies that planners can use to apply an intergenerational approach to local planning practice.

Chapter 2, **The Intergenerational Field and Age-Related Initiatives**, identifies building blocks that may be available in some communities to help planners lay the groundwork for an intergenerational community planning approach. It provides an overview of intergenerational actions and efforts that have emerged around the country, and identifies additional relevant age-based initiatives, including community-based plans for children and youth, similar kinds of plans for the aging and aged, and age-friendly community plans.

Chapter 3, **An Intergenerational Community Planning Process**, suggests how planners can apply the intergenerational community planning concept in their communities. The chapter addresses bringing an intergenerational approach to the comprehensive planning process through visioning, intentionally engaging young and old (and young and old together) in the planning process, and using demographic and other data to better understand the status and needs of the older and younger generations within a community.

Chapter 4, **Strategies to Create Intergenerational Communities**, identifies different approaches from the intergenerational field and the planner's toolbox to help planners integrate intergenerational considerations and strategies throughout planning practice and achieve intergenerational outcomes in their communities.

Finally, Chapter 5, **A New Frontier**, revisits and amplifies the key message of this report, and calls on the planning community to engage and address the assets that are our generations; to partner more fully with intergenerational practitioners and the constituencies of children, youth, older adults, and the generations between who care for them; and to plan and draw together the community's built and economic assets and aspirations with its human development and human capital assets and aspirations to create a community that is more livable and sustainable and in which more people flourish.

An appendix lists intergenerational community planning resources as well as additional age-related resources that can help inform intergenerational approaches.

CHAPTER 2

**INTERGENERATIONIAL
AND AGE-RELATED
INITIATIVES**

As explained in Chapter 1, the definition of intergenerational community planning is simple: planning for communities that enable and promote the interaction of children and youth and older adults for the mutual benefit of both—and of the community as a whole.

To help inform their application of an intergenerational lens to planning practice, planners can draw on more than a half-century of research and advocacy from allied professionals in the social sciences focusing on the young and the old, including the special needs of each—and the opportunities that can be realized from bringing them together.

This chapter describes the intergenerational field and identifies additional building blocks for intergenerational efforts represented by existing local initiatives for children, youth, and older adults. These sources of knowledge and connection can bridge planning for people and planning for place to create community in ways that benefit and engage young and old together. Planners can use these building blocks to prepare for integrating a more intentional and robust intergenerational approach to local planning practice.

THE INTERGENERATIONAL FIELD

As Sally Newman, PhD, a researcher associated with University of Pennsylvania and University of Pittsburgh, has observed,

Since the 1960s, gerontologists, psychologists, educators, and specialists in human development have been reporting on an increase in the number of elderly persons in our population, a growth in the number of age-segregated communities, and a decrease in consistent and frequent interactions among older and younger members of our families. (Newman 1989)

Through the years, researchers and practitioners have sought to understand the disconnect between the genera-

tions and institute solutions to it, resulting in a discrete area of study: the intergenerational field. Their studies cross a range of social science disciplines and practice specialties, including child development, youth development, aging, families, and related fields such as caregiving and health.

The intergenerational field has multiple components:

- **Academic study**, which provides a foundation of research, theory, and practice knowledge. Leading institutions in the intergenerational field, past and present, include Pennsylvania State University, Cornell University, University of Pittsburgh, and Temple University. Other colleges and universities in the United States and academics and researchers in other countries also contribute.
- **National organizations** undertake research on intergenerational issues and strategies and provide materials and training to enable local providers and communities to advance intergenerational approaches. Intermediaries such as [Gen2Gen](#) and Generations United are among the few examples in the United States. Gen2Gen, a program of [CoGenerate](#) (formerly Encore.org) is a campaign to engage adults 50 and older in efforts that benefit youth. [Generations United](#) is a national nonprofit organization that conducts research; provides training, technical assistance, and tools; and convenes and mobilizes those with intergenerational interests to advance intergenerational practices and policies.
- **State and local provider networks** of agencies involved in intergenerational programs function in various communities in the United Kingdom, the United States, Canada, and Japan. These networks help practitioners share knowledge and advance intergenerational practices and policies. In the United States, state intergenerational net-

works are rare, but the [New York State Intergenerational Network](#) and the [Hawai'i Intergenerational Network](#) are examples of active state intergenerational networks.

- **Local providers and practitioners**—the organizations and the people who develop and implement local intergenerational programs and activities—are the beating heart of the intergenerational field. They are the innovators and the boots on the ground, and their specific areas of effort run the gamut from community awareness efforts (e.g., consciousness-raising public intergenerational fairs) to developing and operating intergenerational programs and sites.

As the intergenerational field has matured, it has evolved from a focus on raising awareness and changing community attitudes to influencing the practices and policies of institutions and communities. It has also expanded beyond programs (e.g., older adults involved in a childcare program, older adults visiting with and mentoring youth, youth volunteering to help older adults learn new technology) to the pursuit of larger-scale, community-wide impact.

The intergenerational field is also increasingly interested in addressing the physical environment. Housing is one aspect. For example, strategies are emerging to reduce the social isolation and separation of older adults and young parents of minor children and to address the challenges of grandparents and other older relatives raising the children of absent parents. Housing developments and experiments have emerged, including housing complexes for older adults and young single mothers and their children, or apartments for grandparents raising grandchildren. Intergenerational co-housing and home sharing have also emerged as means of addressing isolation and disconnection, notably among college or graduate students and older adults.

Planners can learn much from the many resources documenting best intergenerational practices and programs produced by the numerous actors in this space. An appendix to this report shares some of these resources.

Intergenerational Community Efforts

Though the concept of intergenerational communities may be new to many planners, a number of U.S. communities have already established intergenerational programs and approaches. Twenty-seven of these places have been recognized as [Best Intergenerational Communities](#) by Generations United and MetLife Foundation. Ranging in scale from neighborhoods to counties, these are communities in which diverse constituencies and organizations have coalesced

to advance programs, policies, and opportunities that are intentionally inclusive of children, youth, older adults, and those that care for them.

Examining these places highlights several factors that can contribute to the development of an intergenerational identity:

- A core of local intergenerational practitioners or enthusiasts active in community leadership who weave an intergenerational thread into policies and plans across the community
- A local government that promotes intergenerational principles and practices
- The application of a local Community for All Ages (CFAA) planning process (see the sidebar on p. 19 for a description of this process), or an aging-friendly planning process, which, while focused primarily on options for the growing older adult population, typically advocates for intergenerational approaches

The sidebar on p. 20 describes the Best Intergenerational Communities program as well as Generations United's Programs of Distinction project, both of which provide additional examples of communities that planners can look to for examples of intergenerational efforts in action.

COMPLEMENTARY AGE-RELATED INITIATIVES

As suggested above, communities that do not have intergenerational initiatives already in place still may host a number of potential building blocks for this approach, including community programs addressing the needs of age-specific populations. Planners should look for local initiatives with the following characteristics relevant for supporting intergenerational planning efforts:

- They take a generational, developmental, or age-span approach that addresses what is required to ensure the success and well-being of children and youth ages 0–18, or adults 65 years of age and older.
- They have community standing as the work of broad-based, inclusive coalitions of diverse stakeholder perspectives, including business, nonprofits, education, government, philanthropy, subject matter experts, and community members.
- They are comprehensive in scope, addressing a wide range of issues, needs, and proposed solutions, rather

THE COMMUNITIES FOR ALL AGES APPROACH

[*Communities for All Ages Intergenerational Community Building: Resource Guide*](#), a report produced by The Intergenerational Center at Temple University, posits a vision of “creating vibrant, healthy places for growing up and growing older” (Brown and Henkin 2012). It identifies six characteristics fundamental to intergenerational communities:

- Strong social networks that build connections across age, race, socioeconomic class, and other traditional divides
- Facilities and public spaces that foster interactions 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

The Community for All Ages (CFAA) approach begins with engaging a diverse group of sectors and stakeholders—including both young people and older adults—that collectively identify a shared intergenerational vision and values and proceed through a planning process of assessment, planning, implementation, and evaluation. This community engagement and mobilization process is distinguished by using an “intergenerational lens” throughout, focusing on interrelatedness and interactions across the generations and viewing young people and older people as participants and resources to one another and the community.

The CFAA process comprises the following stages:

- **Stage 1: Assessment.** Examining the resources and challenges of the community via focus groups, surveys, community meetings, asset mapping; producing a set of major issues presented to the community for feedback

- **Stage 2: Planning.** Developing action plans for the issues defined, with dual attention to well-being and community capacity building, focusing on outcomes that advance the well-being of young and old and build community capacity
- **Stage 3: Implementation.** Advancing these plans through four recommended outcomes:
 - 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 lifespan perspective

Stakeholders engaged in implementing this process may include a task force with representation from various sectors (e.g., aging, education, libraries, family services, early childhood, faith-based, neighborhood associations); organizations on the forefront of local diversity, equity, and inclusion efforts; policymakers; and residents (including youth, adults, and older adults).

Evaluation of CFAA efforts found that programs helped localities address a wide range of well-being outcomes, including improved health and wellness, safety, education and lifelong learning, and social capital. CFAA also bolstered community capacity through resident leadership and civic engagement, organizational alliances, infusion of intergenerational approaches within organizations, new physical spaces that promote intergenerational connectedness, and money and in-kind support.

The CFAA approach offers valuable processes, strategies, and outcomes. Planners can learn from this community-based approach and use these tools to introduce intergenerational thinking into local planning efforts.

INTERGENERATIONAL PROGRAMS AND COMMUNITIES OF NOTE

Generations United's [intergenerational program certification project](#), developed and launched in 2010 with support from the New York Life Foundation, annually recognizes outstanding intergenerational programs. The project's two designations, Program of Merit and Program of Distinction (Figure 2.1), recognize excellence while celebrating the rich diversity among programs, policies, and practices that increase cooperation, interaction, and exchange between people of different generations, allowing them to share their talents and resources, and support each other in relationships that benefit both the individuals and their community (Generations United 2021b).



Figure 2.1. Generations United's Programs of Merit and Programs of Distinction designations recognize outstanding intergenerational programs (Generations United)

The nature of the recognized programs and services vary widely. Examples include older adults mentoring or tutoring youth; housing where young and old interact routinely; childcare and education for youth where older adults are teachers, aides, and friends; senior living with on-site childcare; and facilities that regularly provide activities where children and older people interact, socialize, and play. Some focus on meeting a specific need; others seek to craft a wide-ranging, multifaceted intergenerational strategy or plan for the community.

The presence of such programs at the local level suggests energy for intergenerational action. As such, planners should identify these and other local intergenerational programs, along with the people and organizations involved with them, as good sources of interest and momentum for intergenerational community planning.

Along similar lines, in 2012 Generations United and the MetLife Foundation created the [Best Intergenerational Communities Awards program](#) to recognize places embracing intergenerational approaches to serve, empower, and engage residents of all ages. Over the program's six years it received applications from across the country and designated 19 winning communities, along with nine national finalists (Generations United 2017).

The program defined "intergenerational community" as a place that (1) provides adequately for the safety, health, education and basic necessities of life for people of all ages; (2) promotes programs, policies, and practices that increase cooperation, interaction, and exchange between people of different generations; and (3) enables all ages to share their talents and resources, and support each other in relationships that benefit both individuals and their community (Generations United and MetLife Foundation 2015). It recognized partnerships between local government, older adult living communities, schools, businesses, local cultural and community organizations and services, families, and community members of all ages as essential to intergenerational communities.

Planners can look to these communities for examples of the wide range of intergenerational efforts that are being employed across the country to bring the young and old together, benefitting not only these age groups but the entire community.

than a single community challenge or a few programs or strategies. Their intent is to affect the well-being of a population across multiple domains of their lives.

- They are driven by relevant objective data and knowledge as well as community perspectives and local expertise.

Planners can draw upon and learn from the following age-related initiatives and frameworks to support intergenerational planning in their communities.

Community Initiatives for Children and Youth

Many communities have looked to national models to structure their child and youth initiatives. Two of these are [Ready By 21](#) and [StriveTogether](#). Both aim to ensure safe and successful passage from cradle to career—“ready for college, work and life” (Forum for Youth Investment n.d.).

Community mobilizations for children and youth tend to address the following developmental domains (Hair et al. 2002):

- Educational achievement and cognitive attainment
- Health and safety (including risk avoidance and physical and mental health)
- Social and emotional development (including relationships and personal development)
- Self-sufficiency (at age-appropriate levels but focused primarily on older youth in terms of work and family responsibilities)

The [UNICEF Child-Friendly Cities Initiative](#), which focuses on the rights of children (including avoidance of exploitation, equal treatment regardless of ethnicity, and what children need from the built environment), emerged in 1996 (UNICEF USA 2021). Though the Child-Friendly Cities model is not widespread in the United States at this point, it parallels the World Health Organization-initiated Age-Friendly Cities and Communities approach referenced below.

An example of a local child and youth-related community initiative is [Growing Up Boulder](#), an effort begun in 2009 through a partnership of the Boulder Valley School District, the City of Boulder, and the University of Colorado to engage children and youth in the design and development of the community. Growing Up Boulder, which identifies as a UNICEF Child-Friendly City Initiative, is not only relevant because of its broad scope but also because it has engaged children and youth in city planning and design. For example, a “city as play” project at a mobile home park in Boulder, initially framed as “placemaking with children and

youth,” was expanded to engage all mobile home residents to elicit diverse ideas and visions for a more comprehensive redevelopment of the site (Derr, Chawla, and Mintzer 2018, 105; Growing Up Boulder 2021).

Initiatives that address the well-being and potential of all children are assets in approaching intergenerational community planning and prospective participants in the planning process. Similarly, initiatives focused on youth civic engagement and activism can serve as building blocks for intergenerational planning.

Community Initiatives for Aging

The local picture is different for the older adult population than it is for children and youth. The Older Americans Act (OAA), passed by Congress in 1965 and enacted in 1967, established a national infrastructure for the care and well-being of older adults. The 2020 Supporting Older Americans Act reauthorized those programs through 2024 and added intergenerational elements, including prioritization of co-located childcare and long-term care facilities, programs that connect older adults with civic participation and volunteerism opportunities, and kinship navigator programs that help older caregivers of children find needed resources and support (Generations United 2020). (Advocates for youth unsuccessfully sought adoption of a parallel act for youth, the Younger Americans Act, in the early 2000s. An alternative, the Federal Youth Coordination Act, passed in 2008 but lacked the scope, funding, and momentum of the OAA.)

Between the OAA and corresponding state legislation, there is a system of federal, state, and local policy and programs that provide for the well-being of older adults in communities across the country. Widening the protective picture are nonprofit organizations that represent, advocate for, and provide services that benefit older adults—notably the [National Council on Aging](#) and [AARP](#), which have been in existence since the 1950s, as well as local councils on aging. This makes ad hoc coalitions and initiatives less necessary with respect to the older adult population. Communities may still form stand-alone older-adult initiatives, however, often looking beyond service systems to focus on lifestyle options for the growing older adult population.

The United Nations adopted a resolution calling for principles for older persons in 1991. In 2007 the World Health Organization produced an age-friendly cities guide and then in 2010 established its [Global Network for Age-Friendly Cities and Communities](#). AARP’s [Network of Age-Friendly States and Communities](#) is the United States affiliate of this program, which in 2022 had grown to nine

THE AGE-FRIENDLY LIVING ECOSYSTEM FRAMEWORK

The Age-Friendly Living Ecosystem (AFLE) model is an initiative originally focused on age-friendly communities for older people that has, over time, placed increased emphasis on the importance of intergenerational connections.

This multistage research program is funded by the Scottish Universities Insight Institute and carried out by an international group of universities and organizations (SUII 2021). As currently framed, the AFLE project aims to “unpack the concept of an age-friendly, intergenerational eco-system to support and provide opportunities for people of all ages to come integrated together as valued and contributory members of society” (Fang et al. 2022).

Through a series of workshops and action research projects conducted in Scotland, elsewhere in the United

Kingdom, and in several other countries, the project leadership team is working on “developing an intergenerational model-of-practice with older people at the center but connecting across generations to lever opportunities and provide supports.” Figure 2.2 captures many of the ways in which an intergenerational orientation has been infused into the AFLE conceptual framework.

More information about AFLE projects, including international collaborators, summary posters of the six “virtual co-creation camps” conducted in 2020, graphic illustrations of program processes and frameworks developed by AFLE team members, and key thematic findings reports are available at [the AFLE website](#).



Figure 2.2. Intergenerational components of the AFLE model (Fang et al. 2022)

states, one territory, and 708 communities nationwide (AARP 2022).

The AARP program identifies eight domains of attention affecting the lives of older adults (AARP 2021):

- Outdoor spaces and buildings
- Transportation
- Housing
- Social participation
- Respect and social inclusion
- Work and civic engagement
- Communication and information
- Community and health services

Local “age-friendly” and “all-ages” planning efforts based on existing models may include intergenerational activities, particularly in relation to the domains of “social participation” and “respect and social inclusion.” Both of these domains encompass access to leisure and cultural activities and opportunities for older adults to participate in social and civic engagement with younger people as well as their peers. One example of how an age-friendly initiative can evolve to incorporate a more intergenerational approach is the Scotland-based [Age-Friendly Living Ecosystem](#) (AFLE) model, discussed further in the sidebar on p. 22.

As with the more broad-scope child and youth initiatives, those involved in aging networks and age-friendly initiatives represent potential intergenerational planning partners of the first order.

CONCLUSION

Though few communities have begun to systematically address the well-being of children and youth and the well-being of older people as overlapping, interdependent, and important for the well-being of the entire community, many potential building blocks for intergenerational approaches to planning exist.

All community actions that promote the interaction of old and young in programmatic offerings and the built environment, as well as the wide range of age-focused community initiatives for children, youth, and older adults around the country, can help support the integration of intergenerational community planning in local government. Planners may not be currently involved in, or even familiar with, age-focused initiatives. But seeking out such programs in their communities can provide valuable information on

the special needs and abilities of the very young and the very old—and the opportunities that can be gained by bringing them together. And cross-sectoral collaboration with the organizations and professionals that support the young and the old can offer planners important connections to these groups and individuals in their communities.

Equipped with these resources, planners will be better prepared to create policies, plans, programs, and places that nurture the relationships between people across generations. Chapter 3 explores how planners can apply an intergenerational lens to community planning processes.

CHAPTER 3

BUILDING AN INTERGENERATIONAL COMMUNITY PLANNING PROCESS

As explained in Chapter 1, there is much to gain when the vulnerabilities—as well as the strengths—of the young and the old in our societies are intentionally considered and addressed in synergistic ways. Establishing the importance of interactions between the generations in plans and policies, and creating opportunities for those interactions in programs, practices, and the built environment, provides benefits not just for children, youth, and older adults, but for the entire community.

Planners can apply an intergenerational community planning process to enhance connections between the “book-end” generations of children and youth and older adults. Over the long term, integrating intergenerational thinking into local planning processes can create a community where the development of the built environment and the well-being of residents of all ages and generations comprise a well-functioning, mutually complementary ecosystem.

Intentionally considering and engaging the needs of old and young in community planning processes makes the practice of planning and planning outcomes more inclusive and equitable. Planners have a responsibility to engage underrepresented and vulnerable groups in the planning process to ensure their voices are heard and they can participate in planning and designing their communities. Children, youth, and older adults are often left out of the planning process, and today’s built environment is not designed to accommodate their particular needs (Wood 2018; Servat and Super 2019). By focusing on engaging these two populations and by crafting policies and plans that identify and address their needs, planners can ensure more equitable outcomes and create communities that serve every resident, regardless of age or ability. And by engaging and considering the needs of the young and the old together, planners can further capitalize on the synergies that result to the benefit of all.

The following elements of an intergenerational community planning process can help planners design and develop a community that maximizes its intergenerational potential.

- **Making the case for intergenerational community planning:** Using a “case statement” approach to lay the

groundwork for an intergenerational community planning effort.

- **Establishing an intergenerational vision and goals:** Engaging the community to establish the desired outcomes of the intergenerational community planning process.
- **Engaging young and old in the planning process:** Targeting public engagement efforts directly at children and youth, older adults, and those who care for them—and engaging these groups together.
- **Documenting and analyzing age-specific community conditions and resources:** Gathering and using data specific to children, youth, and older adults and the facilities and services they use to identify and understand the special challenges they face and target intergenerational interventions to where they are most needed.
- **Identifying and selecting intergenerational aims and strategies:** Understanding the range of intergenerational aims, strategies, and actions and selecting the options that are most appropriate for the community.
- **Implementing intergenerational approaches:** Turning strategies into action through planning practices.

This chapter provides guidance to planners in building the case for intergenerational community planning, establishing an intergenerational vision and goals, engaging young and old in the planning process, and documenting and analyzing the community conditions affecting children, youth, and older adults and the resources available to them. The following chapter focuses on intergenerational aims and strategies and how planners can implement intergenerational approaches within their own communities.

STRATEGIES FOR AN INTERGENERATIONAL PLANNING APPROACH

When implementing an intergenerational approach to planning, planners can draw upon eight intergenerational strategies identified by Kaplan, Sanchez, and Hoffman in their book, *Intergenerational Pathways to a Sustainable Society* (2017):

- **Employing an intergenerational lens for building community.** Community issues that affect people in different age groups intersect at many points, as do the programs and policies that address those issues.
- **Tackling real-world issues in diverse community settings.** Intergenerational practices are often rooted in efforts to address human development issues, and they evolve to address community improvement goals that transcend age. Addressing the needs and well-being of people across age cohorts intersects with the built environment, the natural environment, and the geographic, ethnic, and other groups that comprise our communities.
- **Adopting an intergenerational orientation toward community participation and social inclusion.** In the intergenerational context, participation by children, youth, and older adults is essential and highly valued.
- **Prioritizing relationships.** An intergenerational approach to community development emphasizes the role of connections between residents in building capacity for community change and working toward the creation of a holistic society. Relationships are central, not only among

residents across age and all other differences but between residents and local government as the representative of the community.

- **Emphasizing interagency and cross-sectoral collaboration.** Intergenerational approaches bridge all sectors, local government agencies, and the diverse organizations of the nonprofit sector through inclusion, participation, and ownership of collaborative planning and implementation processes.
- **Tuning into the temporal component of community change.** Through the participation of people of different ages, there is value in exploring and understanding community history—the reasons for the way things have developed, whether good, bad, or neutral—and its implications for planning going forward.
- **Visioning and planning the future.** Events, such as “Futures Festivals” (see the sidebar on p. 33) and other methods help reveal threads of commonality within collective vision and direction for the community.
- **Connecting generations with and through the built environment.** Built environments should be planned and constructed to be responsive to intergenerational engagement goals by incorporating design flexibility to accommodate a mix of uses, in accordance with anticipated changes over time in user needs, abilities, and interests.

MAKING THE CASE FOR INTERGENERATIONAL COMMUNITY PLANNING

Planners may find that creating a clear and concise “case statement”—a brief document that lays out pertinent facts and the logic of taking an intergenerational, people-and-place approach to planning—is useful in laying the groundwork for an intergenerational community planning effort.

The case statement is particularly common in fundraising and organizational planning. It anticipates and addresses major points in support of the concept being advanced, as well as those that could become points of contention. It becomes the go-to source and foundation for descriptions of and arguments for a given idea—in this case, an intergenera-

tional approach to community planning. Though public-sector planners might be as yet unfamiliar with this tool, they can review guidance for nonprofit organization case statements and adapt this framework for intergenerational community planning efforts (see, for example, [Jones and Kasat n.d.](#); [Joyaux n.d.](#); [Feeding America 2002](#)).

Key points in making the case for an intergenerational approach to community planning include the following:

- The unique needs of children and youth and of older adults are significant and will be increasingly so as the combined numbers and percentages of the two groups rise to unprecedented levels in the coming decades. Society is aging, but the numbers of children remain large.

- Today's way of life (e.g., families separated by long distances, age-segregated and age-restricted housing) has disrupted the natural connections between young and old of generations past, and this will increase unless the trends separating the generations are slowed or reversed.
- The needs and challenges of young and old and those who care for them (families, guardians) are exacerbated by weak socioeconomic and neighborhood conditions, suggesting the interconnectedness of issues and solutions across boundaries.
- The way we have planned our communities has had disproportionate impacts on the health and well-being of children and older adults. They suffer from a lack of safe spaces for independent mobility, a lack of public spaces that address their needs, and a lack of opportunities for social participation. Anxiety and depression are on the rise in today's adolescents (NIHCM Foundation 2021). Older adults are living longer, but many suffer from loneliness and social isolation (National Academies 2020). We have an urgent need for a social recovery of our cities, and children and older adults must be centered in our response.
- The siloes separating attention to the built environment, the social environment, and the various functions of community (e.g., education, transportation, housing, recreation, social services, etc.) are institutional; effective governance and community-building needs to focus on the well-being of people across the diverse functions of agencies and organizations that serve communities. Community planning and the comprehensive planning process is well positioned to perform this bridging role.

Planners should create a team of interested parties and supporters of the intergenerational community planning concept and engage key constituencies and authorities in the conversation. Such entities could include mayors, city managers, city councils, or county boards; those in the child/youth- and aging-serving arenas; those identified with intergenerational and human development approaches, including United Way; community foundations or locally oriented private foundations; and business and civic leaders.

Once the idea develops and takes hold among a group of relevant civic actors, the next step is gaining the authority and support to proceed through buy-in by the planning commission or city or county council and relevant community groups. Strategic and enthusiastic supporters of intergenerational efforts should continue to be engaged in the process; consider creating a steering committee or task

force to help determine scope and context and provide ongoing feedback to the planning team.

If momentum for an intergenerational approach to community planning already exists, constructing a case for the concept may not be necessary. Even so, a case statement may still be useful for establishing a common understanding of this approach in preparation for visioning and goal setting.

ESTABLISHING AN INTERGENERATIONAL VISION AND GOALS

A vision represents what a community aspires to be. Consider what success would look like several years after a community—your community—had adopted and begun implementation of a plan that dramatically improved the well-being of children, youth, older adults, and those who care for them, particularly in areas where these populations are most challenged, hand in hand with corresponding community-enhancing improvements in the built environment.

Establishing an intergenerational lens for visioning and goal setting by integrating concepts such as “a good place to grow up and grow older,” “where young and old respect and support one another,” “where the built environment and economic and social resources enable people of all ages to prosper,” or “where young and old contribute and are valued members of the community” can enhance and deepen a broader community vision.

A series of intergenerational visioning activities was developed as part of the Age-Friendly Living Ecosystem (AFLE) initiative (see the sidebar in Chapter 2, p. 22). With an emphasis on “co-creating places and spaces that are welcoming and safe for people of all generations,” AFLE project collaborators held “co-creation camp” events in several locations in Scotland and in other countries.

Participants included researchers, people working in communities, older and younger people, and anyone else with an interest in the work (Scrutton 2020). They were tasked with the following instruction: “Create an image for what you think an age-friendly and intergenerational community looks like.” With prompts—such as “Is it a virtual or physical place/space?” “Does it stimulate your senses?” and “What does it sound, feel or smell like?”—participants produced a wide array of landscape images (Fang et al. 2022). Such an imagination-prompting, intergenerational visioning exercise could be a key component in generating innovative conceptions of what it means to create an intergenerational gathering place.

Goals and objectives for an intergenerational community planning process should incorporate intergenerational aims, a wide range of which have been developed through intergenerational research and practice. An appendix to this report lists helpful resources from the intergenerational, children and youth, and aging fields, including age-related resources from APA.

Intergenerational goals might include creating intergenerational connections on a sustaining basis; for example, by designing and situating housing, walkways, community facilities, and public spaces to be regularly shared by all generations. Another goal may be employing cross-functional and multisector strategies that create intergenerational solutions to needs and challenges of community residents and the built environment; for example, by developing and operating a shared facility for multiple local government entities and nonprofit organizations, or by engaging businesses, public entities, and nonprofit agencies in clustering resources and coordinating transportation for ease of access by people of all ages and abilities.

Achieving changes to foster intergenerational well-being (e.g., intergenerational housing, shared sites for community services, the layout and design of walkways and roadways) may require new levels of collaboration and partnerships among and across sectors. All are part of an expanded vision of community and should be reflected in the vision and goals of an intergenerational community plan.

Visioning and goal setting serve double duty in intergenerational community planning. In addition to establishing the desired outcomes of the planning process, they also commence public engagement in the planning process. If visioning efforts engage young and old together and along with other stakeholders (e.g., family members and other caregivers, organizations for children, youth, and older adults), as described below, these exercises begin to focus all participants on the interdependence of children and youth, older people, and the entire community.

ENGAGING YOUNG AND OLD IN THE PLANNING PROCESS

In planning with an intergenerational community focus, public participation of young people, older adults, and organizations that represent them is fundamental. Beyond seeking and obtaining input from age-diverse groups of residents, caregivers, and the service systems that support them, participatory community assessment, visioning, and planning

activities must integrate an intergenerational communication and collaboration component. Such participatory processes help planners identify concerns and gather community improvement ideas voiced by different generations.

Planners can also use an intergenerational lens to open up minds to different people's needs and perspectives. It can be a great starting point to talk about all of the different dimensions of equitable planning, as aging is a universal human experience, and provide an opening to think about other intersections such as race, ethnicity, and gender.

The following are important considerations in the design and implementation of a community engagement process:

- Participation representative of community diversity, with more in-depth engagement of groups most affected by human needs, human development, and community development challenges.
- Accessibility in all its forms, e.g., geographic distribution of in-person events, physical accessibility, accessibility for those who are hearing or visually impaired, and alternatives to use of technology for those who lack access.
- Staffing by planners and other professionals skilled in facilitating outcome-oriented collaborative processes in which choices are narrowed and decisions are made.
- A culture of focused, knowledge-driven decision making, finding the nexus of aspiration and practicality, collective rather than special interests, and consensus building.
- Consideration of both the entire community as well as specific parts of the community where greater challenges and opportunities are found.
- Communication, communication, communication: establishing means of communicating progress and findings along the way regularly and frequently to gain and sustain a sense of engagement and ownership across the community.

Designing an intergenerational community that addresses people and place in concert calls for the expertise of those who represent children, youth, older adults, human development, and intergenerational connections. Again, creating a targeted intergenerational community engagement strategy and assembling a task force representing these stakeholders will help. Such groups may include United Way, human services planning bodies, area agencies on aging, interfaith human service coalitions, foundation alliances or specific foundations, commissions on children and youth, coalitions of neighborhood associations, and state agencies

with responsibility for the well-being of children, youth, and older adults. Seeking to engage representative groups and organizations with broad scope helps to ensure that engagement is both representative and manageable, though planners should seek input from all relevant entities.

The use of commercial and public media, dissemination of information directly to interested and engaged parties, and ample use of networks of the entities and coalitions represented on the task force will help ensure a broad base of exposure to information about the process and its progress. Opportunities for stakeholder input may include hearings and forums, planning charrettes, interactive social media opportunities, surveys or polls, and other methods that provide opportunities for all residents, particularly young and old, both across the community and in more challenged populations or areas, to have their say.

In addition to these representative groups, it is vital to engage children and youth and older adults directly in the planning process, as well as provide opportunities for them to engage in the process together.

Engaging Children and Youth in the Planning Process

Children and youth bring useful knowledge and perspectives into the planning process. Research highlights various ways in which children can make meaningful contributions as co-planners (Freeman and Cooke 2020), co-researchers (Johnson, Hart, and Colwell 2017), effective advocates for community change (Gallagher 2004), and “active participants rather than recipients of interventions and action” (Johnson 2014, 28).

There is a solid body of literature on participatory methods for engaging children and youth in environmental design efforts. For example, the book *Placemaking with Children and Youth: Participatory Strategies for Planning Sustainable Communities* (Derr, Chawla, and Mintzer 2018) lays out a wide range of participatory methods for engaging children in hands-on education and community planning. This includes walking tours, murals, photography, videography, drawings, collage-making, storytelling, role-playing, puppet shows, child-led tours, creative uses of maps, interviews, surveys, and innovative uses of technology.

An ostensible focus on children in engagement does not guarantee, however, that the voices of participating youth will be heard or respected in project-related planning and decision-making. As Roger Hart (1992) noted in his influential essay on children’s participation, various frameworks for community engagement are sometimes clothed as youth

participation but in effect relegate youth to passive roles. This includes projects that are entirely designed and run by adults, with children and youth in predetermined roles, often with limited information and little or no opportunity to provide input on which issues are addressed and how causes and interventions are framed. Hart characterizes such experiences as nonparticipatory, with children often playing tokenistic and decorative roles. In contrast, “true participation,” whether adult-initiated or children/youth-initiated, involves shared decision-making with children and youth (Hart 1992; Botchwey et al. 2017). This is consistent with Camino and Zeldin’s framing of youth civic engagement as being able to influence choices in collective action (2002, 214).

As for what this means for authentic public engagement processes,

Planners must expand their engagement objectives in settings where youth are present but not included. In the context of community meetings where youth are often in attendance but distracted or encouraged to behave, planners can direct youth-focused planning discussions and activities. Planners must explore new styles and techniques of engagement that cater to youth. These could include creative exercises, including PhotoVoice or gamification, that appeal to youth. Last, planners must listen when youth are exercising the right to express themselves. Youth have much to teach planning practitioners about their neighborhoods and play spaces. (Botchwey et al. 2019, 265)

Engaging Older Adults in the Planning Process

At the other end of the age continuum, older adults also have many important contributions to make to the participatory planning process. They are a source of information and perspective about local history, cultural traditions, prior community planning decisions both good and bad, and social norms. Their lifespan perspectives can help inform community planners and developers about diverse needs, assets, and aspirations of residents.

This aligns with the intergenerational community planning emphasis on *tuning into the temporal component of community change* (noted in the sidebar on p. 26). First, through dialogue about community history, participants gain an increased understanding of one another’s lived experience as well as family and cultural lineage that they might have in common. When participants share their personal narratives of local history and experience, they learn of collective histories and shared concerns about the quality of life

in their communities. This can also surface information on how the community has functioned and changed over time. Simple conversational prompts—such as “What worked when you were growing up? What didn’t work? What might we want more of today?”—can draw attention to current community issues and help inform forward-looking intergenerational community visioning and planning initiatives.

And children can be prompted to engage with older adults to become active co-explorers of the past:

...children might be asked to find out who used to live in our community. How did people live, work, and play in the days of our grandparents? Here again are opportunities to seek out older adult citizens and hear their stories, look at artifacts or documents from a less technological age, and visit historical sites. By comparing and contrasting this new information with their knowledge of today’s community, children can think critically, using Venn diagrams, creating simple graphs, charting data collected from interviews or photographs, or sifting through boxes of items from different eras supplied by some museums that can be brought to school and shared. (Kaplan and Larkin 2021, 229)

Older adults may be rich in social capital, as they have had lifetimes to develop relationships with neighbors, other community members, different social networks, and local businesses and institutions. They also have distinct sets of skills and expertise rooted in generational experiences (e.g., how to grow food when circumstances require it, such as during food shortages in World War II). It is also worth noting the rising power of older adult advocacy, which is in stark contrast with child and youth advocacy in one key aspect: older adults vote, children don’t.

As with working to engage children and youth in the planning process, it is helpful to tune into issues and opportunities that align with older adult participants’ broader civic engagement interests, including ways to maintain and expand their social networks and pursuits related to lifelong learning, active aging, and volunteering.

Providing Intergenerational Engagement Opportunities

Planners can promote intergenerational connections in community planning contexts through processes that engage older and younger participants as co-learners, co-discoverers, and co-producers of new inquiry and actions that relate to their community-related interests, hopes, and

concerns. Participants first learn about one another, including how they view and experience their shared community. Through intensive discussion and, in some cases, negotiation, they are then challenged to bridge their generation-centric perspectives and capabilities and generate integrative ideas and plans for community development that reflect shared priorities for community improvement. Adding an intergenerational engagement component to community planning efforts creates new opportunities for residents of all ages to engage with design professionals who could help in turning their collective hopes and visions for the future of their communities into reality.

One way to jumpstart intergenerational planning conversations is to simply ask participants to share their notions of the “ideal” community. Through the ensuing dialogue, multigenerational groups of participants can identify preferences that they have in common—such as healthy foods, access to nature, recreational facilities, good schools, community facilities, and safe neighborhoods (van Vliet 2011)—as well as differences in how they view and use community settings.

When planners are facilitating such conversations, they should introduce terms such as “community” in multidimensional ways. This entails encouraging participants to consider the social, constructed, and natural environments of their surroundings.

It is important to emphasize the human side of community. This can be done by asking participants to actively discuss and explore questions such as, “What constitutes a ‘livable community?’” Together, with guidance, the young and the old can entertain different points of view in answering follow-up questions such as:

- What should a “livable community” have in it?
- What can we do to make our community more “livable” for all residents in the community?

Such an approach encourages participants to move from being immersed in their own notions and experiences of community (“my community”) to adopting a broader conception of community that integrates diverse perceptions, experiences, and hopes for the future (“our community”). A focus on community life gives participants incentive to come together and provides fodder for conversation, two-way learning, and, hopefully, consideration of ways to improve quality of life for all residents.

Intergenerational community visioning programs can use multimedia tools and techniques—such as festivals, models, murals, maps, theatre arts, and interactive web-

THE HOW OF ENGAGING CHILDREN, YOUTH, AND OLDER ADULTS

While many older people and perhaps some young people may contribute to existing local planning efforts, these frontline stakeholders for intergenerational community planning are populations for which special engagement approaches are likely necessary. Fortunately, a wealth of resources can offer guidance for planners in this area.

Locally, those resources include organizations that address the well-being of children, youth, older adults, caregiving families, and caregivers from the community; community institutions and service providers of and for these populations (e.g., school systems, child- and youth-serving organizations, area agency on aging and other infrastructure for older adults, and entities that advance diversity, equity and inclusion); and universities, businesses, and civic entities with relevant influence and expertise.

Planners can engage leaders from these sectors to:

- Help them understand the intent of engaging these communities in the planning process
- Determine, with them, what kinds of information would be most instructive to gather from stakeholder populations
- Consider what methods of engagement are most feasible and promise the most useful information
- Brainstorm how planning processes would be most effectively designed to promote intergenerational involvement (i.e., young people and older people engaging together, rather than on parallel tracks)
- Integrate all resulting ideas and suggestions into a comprehensive community engagement process

In addition, there are many published resources available offering guidance on youth and older adult engagement. Using the resources listed below, planners can craft their own public engagement approaches that integrate the participation of the young with the old to capture the synergy of intergenerational community planning.

For youth engagement:

- [A Framework for Effectively Partnering with Young People](#) (Annie E. Casey Foundation, 2019)
- [“Building a Participation Ladder with Youth”](#) (*Journal of the American Planning Association*, 2020)
- Toolkit For Youth Inclusion In Democracy, Human Rights, And Governance: [Cross-Cutting Considerations: Civic Participation](#) (Youth Power 2, n.d.)
- [Young People’s Participation and Civic Engagement](#) (Generation Unlimited and Decent Jobs for Youth, 2020)

For older adult engagement:

- “Civic Engagement” in [Aging with Health and Dignity: Diverse Elders Speak Up](#) (Diverse Elders Coalition, 2017)
- [Social Engagement Innovations Hub](#) (engAGED: The National Resource Center for Engaging Older Adults, n.d.)
- [2021 AARP Livable Communities Workshop: Engaging Older Adults](#) (AARP, 2021)
- [“Older Adult Engagement Practices for Age-Friendly Cities”](#) (URBANAGE, 2022)

sites—to engage residents in reflection and discussion about local quality of life issues, concerns, and ideas for community improvement. Such initiatives typically involve some variation of the following four-step process:

1. The program facilitator asks a multigenerational group of participants simple questions, such as: “If you could have this community (or community site) be any way you wanted, what would it be like?”
2. Participants then record their responses in written, pictorial, theatrical, or any other form.

3. Participants then share their respective visions with one another.
4. Participants work together to develop an integrated vision for improving their community (or community site).

By the fourth step, ideally, participants will have gained a sense of how their relative cohort-rooted experiences impact their respective views and visions for the community. This awareness contributes to a greater readiness to discuss, debate, and eventually generate a negotiated vision for the future of their community (Kaplan, Sanchez, and Hoffman 2017).

The sidebar on p. 33 provides an example of an intergenerational community engagement event framed as a “Futures Festival” happening: a structured, participatory public event with diverse constituents featuring brainstorming and visioning. This project generated intensive intergenerational communication and negotiation at the front end of the engagement process, resulting in an age-integrated and widely supported vision for the future development of a community park. Planners can serve as group facilitators during such events and provide participants with additional opportunities to share, develop, and integrate their ideas into the broader, “official” community planning process (Kaplan 2001).

Another intergenerational placemaking model, developed by Penn State Extension, is called “[One Community—Many Generations](#)” (OCMG). As described in the sidebar on pp. 34–35, the OCMG model uses community assessment surveys to collect multigenerational input that can be used to jumpstart intergenerational conversations about “community livability.” Not only is there a focus on identifying and addressing the needs and interests of multiple generations, but the emphasis, in latter stages of the OCMG model, is on facilitating deep dialogue across generations. The process aims to discover the extent to which common concerns, interests, and visions for community life can be leveraged to create joint recommendations and opportunities for collaborative community planning and collective action.

Several professionals involved in community planning and development projects have found ways to use maps as effective tools for stimulating intergenerational conversations and efforts to better understand and improve their local communities. As noted by Phil Stafford, an anthropologist at Indiana University who studies the life world of older adults,

Mapmaking and maps seem to have a wide appeal across the generations. Perhaps it’s our fascination with our personal place in the universe—“this is my home”—that motivates this interest. Perhaps it’s the visual, non-linear nature of maps that draws upon our right-brain, creative side, and connects with bodily experience. Whatever the reason, maps and mapmaking can provide fertile material for discussions of community life and neighborhood improvement. (Stafford 2020, 286)

Stafford distinguishes between having children and older adults work on their own maps versus having them

work together to create joint maps that reflect their respective map-making skills and community orientations.

Older adults can learn about the world of children from their maps. Children can learn about the way older people experience the world from their maps. [M]aking maps together challenges two generations to represent their common worlds to a larger audience. (287)

Maps can also be used to draw attention to patterns of community change with negative quality of life implications. For example, Isami Kinoshita, a professor in the Department of Landscape Architecture at Chiba University in Japan, developed a “three generation maps” method to track and study community change and continuity with regard to safe play spaces for children in an urban residential area of Tokyo (Kinoshita 2009). The “play maps,” developed as part of an action research project that Kinoshita initiated in 1981 and followed up in 2005, proved to be “an effective approach for engaging people of different generations and encouraging them to pay more attention to environmental changes that have an impact upon children’s play and to take actions to improve the neighborhood for and with children” (Kinoshita 2009, 53).

DOCUMENTING AND ANALYZING AGE-SPECIFIC COMMUNITY CONDITIONS AND RESOURCES

Documenting community conditions and trends is foundational to local plan making. Children, youth, older adults, and the households that care for them often endure greater disadvantages and challenges than others in the community. Intergenerational community planning efforts focus on documenting and understanding those challenges while engaging those who are most affected. In doing so, strategies can be identified and implemented that improve both the built environment and community support for these vulnerable populations, creating better communities for all in the process.

Planning through an intergenerational lens includes the following elements for data collection and analysis:

- Demographic and other factors indicative of challenges facing children, youth, older adults, and intergenerational and multigenerational households
- Information about community resources available (or lack thereof) that provide recreational and social outlets and address the needs and challenges faced by children,

FUTURES FESTIVALS: COLLECTIVE ENGAGEMENT FOR SHARED COMMUNITIES

In 1987, the Center for Human Environments, an environmental research and development center based at the City University of New York Graduate Center, developed an intergenerational special events model for generating age-integrated visions for the future development of community sites and using multiple media platforms—such as murals, models, photographs, and performances—to share these ideas for future community development with the public and officials.

These “[Futures Festivals](#)” served as beginning points for activating community interest and engagement across generations in local planning and development endeavors (Kaplan et al. 2004). At the beginning of each event, multi-generational groups were formed, and participants were tasked with sharing their preferences and visions for future development. This was followed by intensive discussion and the creation of agreed upon, age-integrated visions for future site development and the creation of murals or models that conveyed these preferences for future development. Futures Festival-type projects have been implemented in over 10 neighborhoods on the East Coast (including Mount Vernon, East Harlem, and Long Island City in New York) and in Hawai‘i (including the Oahu neighborhoods of Waikiki, Downtown Honolulu, Ewa, and Kaneohe).

One such project was the “Kaneohe All Ages Park” community visioning and model-building event. This took place in Kaneohe, a small community on the windward side of the Hawai‘ian island of Oahu, with local youth and older adult volunteers participating in an afterschool program called “Visions of Kaneohe.” The focus of this project, which was sponsored

by the Hawai‘i Intergenerational Network, was on generating recommendations for the future development of a local park that was slated for review and redevelopment by the local parks and recreational agency. Project participants decided to construct a “Kaneohe All Ages Park” model to represent their jointly developed vision for redevelopment of this local park.

Before creating a model of what their local park might look like if it was designed for people of all ages, program participants laid out their respective recreational needs and engaged each other in a negotiation process. At first, the children were adamant in their insistence that the park be designed as a skate park. However, they soon caught on to the fact that the park was not only for them and that the discussion needed to be one of give-and-take with the adult participants.

One child asked, “Do you think skateboarding is something you might like to do?” A senior responded, “No.” Another child questioned, “What would it take to get you to support a skateboard park-type facility?” This marked the beginning of a collaborative planning process where the participants did more than promote their initial, generation-centric ideas. They listened, negotiated, and worked together to develop an integrated park design for which all parties advocated passionately and effectively at several public community planning meetings. The final park design featured a skatepark as well as additional elements suggested by older adult participants, including a picnic area, a gardening site, and a shuffleboard court.

youth, older adults, and intergenerational and multigenerational households

While intergenerational solutions can be relevant anywhere in a community, these analyses can help identify underserved, underresourced areas where intergenerational strategies could have the most impact, especially if implemented in concert with community development strategies that address the built environment.

Table 3.1 (p. 36) lists relevant data for the demographic analysis. Much of this information is available through the

U.S. Census, whether the decennial census or the American Community Survey. A spatial analysis of these indicators will identify the geographic areas where there are concentrations of children and older adults with few resources and little support available to enable them to address the challenges of the circumstances that affect them.

Planners should also conduct a resource scan to inventory public and nonprofit services and institutions that address the needs, enhance the well-being, and open up opportunities for the children, youth, and older adults living in a defined area. Table 3.2 (p. 37) lists important data for

ONE COMMUNITY—MANY GENERATIONS

Many planners would like to engage community members in an all-age-inclusive community assessment and planning process, but do not have the resources or expertise to develop such strategies to capture information for use in a decision-making process.

To address this need, Penn State Extension's Leadership and Community Vitality team developed the [OCMG](#) (One Community—Many Generations) intergenerational community engagement model. OCMG uses an interactive community assessment tool and an engaging public planning process to help communities build age-inclusive, livable communities and initiate community action plans.

The assessment package consists of a community survey, guidebook, and training materials that a community can use to gather feedback about livability from residents across generations. A 2020 AARP Community Challenge Grant enabled the Penn State Extension team to develop preliminary OCMG materials (including the community livability assessment tool) and conduct a pilot of the program in Susquehanna Depot, Pennsylvania.

The basic framework of the OCMG model involves helping participants across generations to:

- **Become aware** of each other's views and experiences tied to the geographical area in question
- **Discuss similarities and differences** in each other's ideas for community improvement
- **Identify the community sites that participants can agree** are in most need of intervention
- **Choose one priority site (or issue)** to be the focal point for an intergenerational action project
- **Plan and implement the project** with the assistance of local planning agencies and community organizations

The OCMG community livability assessment is structured around six broad indicators of community livability and inclusion:

- **Quality of place:** Entertainment opportunities, places to meet and socialize, quantity and quality of playgrounds, parks and trails, historic and cultural attractions, festivals and events, shopping options, restaurants, and overall perception of community
- **Diversity and inclusion:** Cultural and ethnic diversity of residents, balance between longstanding versus newer

residents, family composition (e.g., families with young children), and age diversity (proportions of children and youth versus older adults)

- **Business and economy:** Job opportunities and features of the downtown/business area (including appearance, hours of business, and variety of restaurants and shops)
- **Housing:** Appearance, affordability, and accessibility (including for people with disabilities)
- **Community services:** Services related to healthcare (medical providers, fitness options, counseling, dentists, long-term care, access to healthy foods), education (public and private schools, lifelong learning courses), clubs and civic organizations, libraries, activities for seniors, access to government and municipal offices, and wi-fi/cell service
- **Transportation:** Access, safety, and convenience of transportation options, bike lanes, sidewalks and walking routes, public transportation, and taxi/ride-sharing services

The assessment can be customized to address community-specific concerns and capture feedback on issues and sites that may have been highlighted in previous community planning endeavors.

The key to getting a large and diverse sample of community residents to fill out the assessment is tied to the first phase of any OCMG initiative: creating a diverse and active Coordinated Community Committee with a central, identified leader or project champion. In the Susquehanna Depot pilot project, this committee—consisting of local agency officials, community organization staff and volunteers, arts council representatives, members of senior centers and youth clubs, and other community stakeholders—functioned as the project driver. The project champion was a community revitalization coordinator employed by the host borough. Committee members provided needed direction and assistance in planning and conducting a participatory community assessment event in which residents across generations were invited to walk or drive around the designated study area. Residents used the customized community assessment survey (available on handheld devices and as a paper survey) to record their community perceptions in the assessment categories listed above.

In subsequent phases of the OCMG pilot project, Penn State Extension educators assisted in analyzing survey results and working with an expanded group of community "shareholders," meaning that they not only had a stake in outcomes but could also bring access to resources for project imple-



Figure 3.1. Stone benches and a checkerboard table offer opportunities for intergenerational activity in Susquehanna Depot, Pennsylvania (Beth Matis Tingley)

mentation. The analysis then informed a series of “community priorities identification” and “strategic doing” processes. The community assessment results were used to frame local development-related conversations and plans aimed at simultaneously addressing concerns and priorities articulated by local youth, young adult, and older adult survey respondents.

A thread of discussion throughout the planning process was attuned to identifying opportunities for creating “intergenerational spaces”: areas designed to (1) provide access for a generationally diverse population, and (2) enable and encourage intergenerational interaction and joint activities that align with respondents’ interests and priorities for community improvement.

According to leaders engaged from Susquehanna Depot, the OCMG initiative helped to bring together various organizations and individuals who would otherwise have been identified as “independent and autonomous.” The commu-

nity now functions much differently than before the program, with many of the otherwise independent organizations now working together and leveraging precious community assets for integration into jointly envisioned projects.

One such project involved installing two stone benches and a checkerboard table in downtown Susquehanna Depot (Figure 3.1). These benches allow people to gather, interact, or wait for shoppers. The borough has also established a design committee that is looking at additional projects that will include and or create other intergenerational spaces, including an intergenerationally themed mural and an intergenerational gardening space adjacent to a nature path that winds alongside a local riverbed.

Through the OCMG process, community leaders gained a better understanding of the value of inclusive planning and ways to create intergenerational interaction. In the words of the Susquehanna Depot borough community development coordinator, “We now have the younger generation and legacy generation working on the same project, and with great excitement. This process will not only yield us a community that realizes they are able to come together and solve their own problems and champion their town, but I am sure it will also yield us ideas that will keep us busy for at least the next decade.”

Penn State Extension has created a OCMG [guidebook](#) that describes the four-step process a community can follow to engage citizens of all ages in a data gathering event and an action planning forum. Planners may request use of the OCMG package in exchange for completing a questionnaire about their project. Collected information on OCMG-inspired projects will be shared on the Extension website for other communities to review or emulate.

this scan. The availability of such resources within identified areas of underserved children or older adults or easily accessible by foot or public transportation can be compared with demographic data and indicators of built environment conditions to assess whether an area has the components of social infrastructure that give children, youth, and older adults and those who care for them access to resources and supports that will help even the most challenged among them to thrive.

Data on the resources listed in Table 3.2 may be kept by various local government departments, library systems,

school systems, United Way (which is often the home of [211](#), a telephone information and referral service available in many communities), local community or human service councils, information and referral providers, and others. Gathering data from different city, county, or state governments and agencies can be complex; developing relationships with county or state child welfare, older adults, public assistance, employment, and other functions can help. Relevant data sources may differ from community to community, and some creativity may be required to develop datasets for information not yet collected or assessed. Usage data for exist-

ing resources can be especially helpful; for example, waiting lists, capacity versus use, or demographic characteristics of those using services. Planners may also consider engaging local universities, students, and area residents to document resources in targeted neighborhoods or asking volunteers to inventory resources in the areas in which they live.

By carefully targeting data collection and analysis efforts, planners will have a solid foundation for understanding the needs and support gaps for the young and old in their community, and for assessing and implementing strategies and approaches to create places that address those needs synergistically, in ways that benefit the community as a whole.

CONCLUSION

To help create communities that support the interaction of young and old together, planners can apply an intergenerational lens to local planning processes. Building a case statement for intergenerational community planning and working with residents and stakeholders to establish an intergenerational vision and goals sets the stage for an inter-

generational community planning process. In engaging the community in this process, planners must focus on these two key groups—children and youth, and older adults—that are often left out of traditional planning processes. And unique to the intergenerational approach, bringing these two groups together can create the synergies and insights needed to fully integrate the needs and capitalize on the assets and opportunities provided by the old and the young to make communities more equitable, livable, and sustainable for all.

Planners can assess demographics, conditions, and needs to determine solutions and strategies through an intergenerational lens as a part of comprehensive or other area-wide planning processes. They can analyze this information to identify neighborhoods with concentrations of children, youth, and older adults that lack the elements of a community for all ages: strong social networks, supportive facilities and public spaces, community engagement and learning opportunities, affordable housing and transportation options, a healthy physical environment, and accessible health and social services.

Planners can integrate these findings with the visions, goals, needs, challenges, and opportunities gathered from an intergenerationally focused community engagement strategy

TABLE 3.1. DATA FOR INTERGENERATIONAL ENVIRONMENT SCANS

Type of Data	Data Sources
Populations of children, youth, older adults by race and ethnicity	U.S. Census (Decennial, American Community Survey)
Educational attainment, dropout rate	U.S. Census (Decennial, American Community Survey); State Department of Education
Household income	U.S. Census (Decennial, American Community Survey)
Children, youth, and older adults living in or just above poverty	U.S. Census (Decennial, American Community Survey)
Children, youth, and older adults receiving Social Security or Medicaid	U.S. Census (Decennial, American Community Survey)
Grandfamilies and kinship care (children living with grandparents or other adult relatives)	U.S. Census (Decennial, American Community Survey)
Children in single-parent households or living with teen parents	U.S. Census (Decennial, American Community Survey)
Older adults living alone	U.S. Census (Decennial, American Community Survey)
Children in foster care	State department of human services
Older adult residential developments	Internet
Children in the criminal justice and child welfare systems	State department of human services
Housing costs and conditions (e.g., substandard, lacking adequate plumbing, presence of lead or asbestos)	U.S. Census (Decennial, American Community Survey)
Access to private and public transportation	U.S. Department of Transportation; state department of transportation; local transit agencies; metropolitan planning organizations

TABLE 3.2. DATA FOR AGE-SPECIFIC AND INTERGENERATIONAL RESOURCE SCANS

Type of Data	Data Sources
Educational resources by age (programs for older adults as well as children and youth)	State department of education; internet search
Recreation by age; programs, facilities, and outdoor spaces	Local department of parks and recreation
Dependent care for children and for older adults	State and local affiliates of Child Care Aware and Area Agency on Aging
Health—health and wellness promotion, direct health care, rehabilitation	State and local department of health
Culture—arts, libraries, music	Local arts council
Social services, including access points (i.e., services for young and old that help people navigate the maze of public and nonprofit services)	Local information and referral provider; local 211 provider
Workforce development, employment assistance	State and local workforce development agencies
Community engagement—organizations and opportunities to allow for active citizenship where they live and in the greater community	Local volunteer centers; Coalition of Neighborhood Associations
Housing assistance—help accessing affordable housing, help to repair or maintain housing	Local 211 provider
Commercial services—e.g., banking, groceries, clothes, hardware	Local planning department; geo-mapping resources
Programs and sites that foster connections between young and old	Local intergenerational network; internet search

to generate strategies and approaches to address these needs and achieve the vision of places where all residents, especially the young and the old, can prosper and thrive. The next chapter of this report dives into the wide range of intergenerational strategies and approaches and offers guidance to planners on integrating them within their communities.

CHAPTER 4

**STRATEGIES
TO CREATE
INTERGENERATIONAL
COMMUNITIES**

As described in the previous chapter, the intergenerational community planning process includes building the case; establishing an intergenerational vision and goals; engaging children, youth, and older adults, along with representative stakeholders; and gathering and analyzing background data on the very young and very old and the availability of relevant resources to address their needs and challenges. Applying this intergenerational lens will prepare planners for perhaps the most important step: identifying intergenerational strategies most appropriate for the community and implementing those strategies through a range of plans, policies, regulations, programs, and other means.

This chapter describes the key characteristics of intergenerational strategies and offers a range of examples of such approaches. It explores implementation approaches—including aspects of several familiar planning frameworks that have considerable overlap with intergenerational principles—to help planners create more inclusive, equitable, and livable communities for all residents.

CHARACTERISTICS OF INTERGENERATIONAL STRATEGIES

An intergenerational orientation to planning touches on many aspects of how we live, learn, and grow in community contexts. The following are important areas of potential focus for intergenerational strategies and approaches:

- Physical, emotional, and mental health
- Education, learning, and cognitive functioning
- Social and civic development and engagement
- Economic self-sufficiency and self-agency
- Connection with the physical environment: mobility and spaces to exercise, recreate, socialize, and enjoy nature
- Housing that is adequate, affordable, and accessible
- Commercial, health, and social services accessible to all, including those with limited transportation options
- Personal and community safety

Planning with an intergenerational lens must consider both the design of the physical environment and policies and

programs for building and reinforcing relationships across generations. Addressing intergenerational concerns in concert with built environment conditions and strategies is key. It is vital to consider the unmet needs of children, youth, and older adults—along with opportunities for them to thrive—but not only in terms of resources and supports (e.g., social services, health care, child and adult day care, safe places for youth to hang out). Planners must also consider changes in the built environment and municipal services to facilitate the creation of and access to such resources.

Intergenerational community planning strategies should seek to achieve the following aims:

- Meeting the needs of children, youth, and older adults through common or linked strategies: e.g., a shared site for a senior center and a childcare center, older adult learning in cooperation with a public school or community college, or housing that accommodates and allows connections between children and older adults.
- Bridging community functions and sectors to meet the needs of children, youth, and older adults: e.g., incorporating action and sponsorship by philanthropy, nonprofits, business, and other sectors as well as government, and calling upon independent entities to join forces in joint developments and programming (e.g., parks authority, school system, nonprofit senior center).
- Strengthening the well-being of children, youth, older adults, and the families that care for them while strengthening the effectiveness and functioning of the economy and the built environment.

An intergenerational approach to local planning creates added value by interweaving the goal of improving the lives of children, youth, older adults, and connections among generations seamlessly with the goal of strengthening the built environment, vision, and competitiveness of the community as a whole to create a future in which both people and place thrive. One example of such a community is San Diego County, as described in the sidebar on pp. 41–42.

San Diego County provides a good example of how a local government can become active in working to create intergenerational communities, and planners can consider how this approach might translate to their own communities. But intergenerational community building can and often does happen outside of formalized governmental efforts. The sidebar on p. 43 describes how a set of small rural Minnesota communities connected with a local foundation to make change happen. Planners can be on the lookout for similar opportunities to engage local philanthropic entities and community groups in efforts to plan and design intergenerational communities.

EXAMPLES OF INTERGENERATIONAL STRATEGIES

The identification and selection of intergenerational strategies for a community will be affected by a variety of factors and inputs. Planners should draw on research, local history, the experiences of other communities, the building blocks of age-focused and intergenerational approaches described in Chapter 2, and input from the intergenerational approach to public engagement described in the previous chapter, including the lived experiences of children and youth, older adults, and caregivers in their communities. Planners can consult the body of knowledge produced by the intergenerational field (see the Appendix for a list of resources) for potential approaches to employ in their intergenerational planning processes.

When applying an intergenerational planning lens at the neighborhood level, planners can think in terms of reimagining the area as an “intergenerational village.” Based on the composition of the population (e.g., higher-than-average presence of low-income seniors aging in place, children in foster care, grandparents or other older relatives raising children, multigenerational households, teen parents raising children, households with elderly relatives) the village might have the following features:

- Walkways and streets redesigned to facilitate walking

and universal access to community facilities and commercial nodes

- A mix of facilities for health care, social services, child and youth development, and senior services, based on the needs and resources of the area, that maximizes use of facilities and spaces to serve people across the age span concurrently
- Affordable housing for older couples and singles, families raising children, and multigenerational households that is integrated with other housing
- Community or service organizations and community centers to foster social networking across the age span and intergenerationally
- Commercial and community resources (e.g., grocery store, bank, health center, community center) concentrated in nodes to ensure their viability and access by residents to multiple resources
- Recreational spaces and walkways that connect different aspects of the community and make intergenerational interaction a daily occurrence
- Green spaces to enhance resiliency and foster a sense of community identity and shared space (Klinenberg 2008)
- Free programs and activities in parks and public spaces that encourage intergenerational interaction and engagement
- Opportunities for social participation and community leadership (e.g., block clubs, local advisory councils)

Whether applied at the neighborhood level or community wide, these features create more livable communities for young, old, and all community residents. Planners can explore a range of different intergenerational efforts—from building awareness to creating policies, programs, and places—to implement in their own communities.

Community Awareness and Engagement

A good starting point and complement to other community strategies, community awareness and engagement efforts seek to make people aware of intergenerational challenges and opportunities, as well as opportunities to participate. Examples include hosting intergenerational festivals and other events and communications. They also include the approaches discussed in Chapter 3: tailoring civic engagement opportunities so that age-diverse groups of residents can collaboratively learn, plan, and contribute to dialogue and decision-making related to community development; establishing intergenerational task forces or coalitions as a part of an intergenerational community planning process;

SAN DIEGO COUNTY—A BEST INTERGENERATIONAL COMMUNITY

San Diego County has demonstrated its commitment to being a good place to grow up and grow old by employing practices and policies that stimulate connection, cooperation, and collaboration across generations.

One of the most significant characteristics of the San Diego approach from very early on was the designation of a person in county government to be responsible for fostering intergenerational thinking and action across county agencies. The idea to create this position arose from the county's biennial Aging Summit in 2002. Two major ideas emerged: first, that bringing children and older adults together is desirable and mutually beneficial, and second, that the County should consider making it someone's job to spearhead and coordinate such efforts. County leadership agreed, and the first Intergenerational Coordinator position was created in the department that serves older adults and persons with disabilities: Aging & Independence Services (AIS), which is the designated Area Agency on Aging for San Diego County.

Fostering [intergenerational connections](#) is integral to the functioning of county government, as is evidenced in the far-reaching community vision and strategy [Live Well San Diego](#). It is a structure through which "organizational leaders and community members gather regionally to identify priority needs, plan community improvements, and conduct activities to improve the health, safety and overall well-being of residents and their communities" (San Diego County n.d.a, n.d.c).

Demonstrating the County's commitment to the ideal of helping residents of all ages to be healthy, safe, and thriving, four additional Intergenerational Coordinator positions were added in 2013–2014. The work of this team has been impacted by the COVID-19 pandemic, but it is hoped that they will have the ability to focus on intergenerational priorities again as community conditions improve.

Over the years, many programs and activities have engaged and celebrated the generations in San Diego—such as young and older adult leadership initiatives, intergenerational games, mentoring, intergenerational gardens, technology and cooking classes, and art, math, reading and jazz clubs. However, [Live Well San Diego](#) also wields influence in the use of funding. AIS, for example, manages Older Americans Act funding and funding for kinship care programs and services. There have also been grants available for intergenerational priorities, including a substantial Centers for Disease Control Healthy Works grant, which helped finance Safe Routes to

School, Breakfast in the Classroom, community gardens, and other community engagement efforts.

County planning departments and other agencies are partners at the table for Age Well San Diego, the county's age-friendly community building initiative (San Diego County n.d.b). Among the points of intersection between intergenerational efforts and planning are the following:

- **Complete streets for all ages.** The Age Well Transportation Team collaborated with SANDAG, the regional transportation agency, in the development of a draft guide, designed for urban planners, that details strategies for creating complete streets that meet the needs of people of all ages (including opportunities for community gathering, wayfinding signage, and more). The Department of Public Works is also involved in this effort.
- **Intergenerational solutions to affordable housing.** The San Diego County Housing and Community Development Department and the Planning and Development Services agency have participated in the Age Well Housing Team in exploring affordable housing and intergenerational shared housing arrangements. Initial efforts are focusing on educating the community.
- **Zoning to promote intergenerational connections.** The *Age Well Action Plan* includes goals to create "zoning ordinances which encourage intergenerational housing and inclusion of shared social space (garden, pathways, performance spaces)" (San Diego County 2018). The Age Well team is working with Planning and Development Services on creating more mixed-use zoning, which could increase opportunities for intergenerational housing located close to services, churches, and organizations that host relevant programs and services and sites where more informal intergenerational interactions can occur (e.g., cafes).
- **Parks for all ages.** As part of Age Well San Diego efforts, representatives from AIS have provided input to the County Department of Parks and Recreation (DPR) for creating park spaces that are friendly to all ages and foster intergenerational connections. In addition, a collaborative partnership between AIS, other departments within the County of San Diego Health and Human Services Agency, and DPR has resulted in the creation of successful enrichment activities for kinship families. One such event, "Gramping," provides grandparents raising their grandchild-

dren and other kinship caregivers the opportunity to go camping with the children in their care at county park sites (Figure 4.1, p. 42).

One of the earliest Best Intergenerational Communities recognized by Generations United and the MetLife Foundation, San Diego County continues to distinguish itself with its commitment to taking an intergenerational approach to addressing community needs through policy, planning, and partnerships. While initially focusing primarily on developing and implementing County-sponsored programs, the Intergenerational Coordinators have expanded their reach and now place a greater emphasis on community training and technical assistance regarding intergenerational work. The inclusion of intergenerational concepts and goals in broad County-based planning documents underscores the success intergenerational advocates have had in helping elevate intergenerational approaches as a powerful tool to strengthen communities.



Figure 4.1. “Gramping” kinship family camping event in San Diego County (LiveWell San Diego)

and incorporating intergenerational community language and aspirations into local comprehensive plans, aging-focused functional plans, and subarea plans for districts or neighborhoods with high concentrations of children, youth, and older adults.

Intergenerational Policies

Considering the intergenerational dimensions of various issues that affect the well-being of children, youth, older adults, and caregivers can inform policy making at local, state, and national levels. According to Generations United (2021c):

... public policy should meet the needs of all generations and...resources are more wisely used when they connect generations rather than separate them. We promote an intergenerational approach to framing public policies that impact children, youth, and older adult issues.

Policies crafted with an intergenerational lens enable people from different generations to be present in a setting at the same time and place; to engage one another in ways that are mutually beneficial and consistent with the goals of that setting, whether related to education, caregiving, recreation, artistic expression, or some other domain of communal life;

and to voice their experiences, needs, and aspirations (Generations United 2021c).

Examples of intergenerational policy approaches a local government might take include the following:

- The local government will perform planning, city services, and functions that affect the well-being of residents across the lifespan, with particular attention to the book-end generations (children and youth, older adults) and those who care for them
- Planning for and delivery of municipal services, as well as private and nonprofit services that local government influences, will foster interactions between and connections across generations in everyday life
- The local government will pursue intergenerational principles across the greater community, but will more deliberately foster intergenerational community building and well-being in neighborhoods where greater racial and economic inequities exist and the resources for young and old and connections between them are less plentiful
- The local government will foster a sense of place, opportunity, livelihood, commerce, service, and well-being across generations as a fundamental principle in developing and redeveloping neighborhoods and other local areas

INTERGENERATIONAL APPROACHES IN NORTHERN MINNESOTA

The Northland Foundation, a foundation based in Duluth that serves seven rural northeast Minnesota counties and all or parts of five Tribal Nations, was one of 25 community foundations that received a grant of \$25,000 from the Kellogg Foundation in 2007 to conduct research on the needs and desires of older adults.

The research revealed that older adults in the region served by Northland wanted more opportunities for civic engagement, and their concern for the children and youth in their community was identified as a priority area where they wanted to put their efforts. The community foundations were ultimately challenged to raise significant funds to plan and implement relevant strategies.

Despite the recession of 2008, Northland raised \$500,000 to launch the *AGE to age* intergenerational initiative that year in collaboration with area communities. The concept: connect young people with older adults to build friendships and community—in other words, bring the generations together as a community-building strategy (Northland Foundation 2013).

AGE to age became a Kellogg Foundation-supported Communities for All Ages (CFAA) program in 2012, which allowed it to deepen community involvement and planning in two communities: Proctor and Moose Lake. Through CFAA, these communities received technical assistance

from the Intergenerational Center at Temple University and participated in a network of CFAA communities. Since 2012, *AGE to age* has been recognized as a Program of Distinction by Generations United.

Leadership in Proctor and Moose Lake visualized tangible ways to manifest their lasting commitment to intergenerational connections. It took several years for these communities to get what they wanted off the ground, but the results are inspiring. The Proctor community created an intergenerational trail. In Moose Lake, the community built an intergenerational garden, which sported enlarged pages of children's stories, and a public pavilion that hosted a farmers' market as intergenerational gathering places (Figure 4.2).

Eighteen communities in Northeast Minnesota are now a part of the *AGE to age* network, each working on its own strategies. These are all small communities and their initiatives are modest, but they have attracted investment from local governments and several state and national foundations. The Northland Foundation nurtures these efforts, but the energy is all local.

The *AGE to age* communities in Minnesota demonstrate that intergenerational planning can occur in smaller communities—in this case, driven by philanthropic support, local residents and community organizations, and local government involvement.



Figure 4.2. The Moose Lake pavilion (left) and garden (right) provide intergenerational gathering places for this small community (Moose Lake *AGE to age*)

Establishing intergenerational policies at the local level paves the way for supporting implementation actions, including changes to the built environment and programmatic changes that address the needs and assets of young and old concurrently and synergistically to the greater benefit of each.

Intergenerational Programs

Intergenerational programs—periodic or sustained activities that are enriching for young and old together—may exist formally in a community, though there may also be less formal intergenerational programs, such as periodic intergenerational activities at various community facilities or through community-based and faith-based networks. These are the most common intergenerational efforts.

Examples of intergenerational programs include youth entertaining or visiting older adult complexes; programs for older children and teens that allow them to learn from—and teach—older adults, such as through mentoring, tutoring, career coaching, or technology advising; volunteer activities that engage youth and older adults together; and joint specialized programs that are talent, interest, or issue oriented, such as intergenerational orchestras or choirs, environmental action groups, games groups, interactive young and older artists activities, or theater groups. One such program developed by the Intergenerational Schools in Cleveland, Ohio, brings middle-school students to a senior living facility to participate in a book club with residents (Figure 4.3). Both groups benefit from the sharing of ideas



Figure 4.3. Intergenerational programs, such as this book club for middle school students and retirement home residents in Cleveland, Ohio, provide benefits for both groups (Intergenerational Schools)

and perspectives, and some students have taken the opportunity to develop closer relationships with the residents (Intergenerational Schools 2019).

Intergenerational Places and Spaces

Children and youth and older people need to come into contact with one another in regular and positive ways to gain understanding and appreciation for one another. Intergenerational places and spaces reflect intentionality in allowing such connections to develop. A classic example of an intergenerational shared site is a facility that houses adult day care and childcare, offering spaces and amenities that young and old experience together (e.g., intergenerational gardens), or a childcare program located in senior housing.

Providence Mount St. Vincent in Seattle provides an instructive example of a shared site consisting of an early childhood care and education center within a retirement community. Several features of Providence Mount St. Vincent are conducive to promoting a “feeling of community” (McAlister, Briner, and Maggi 2019). The center is structured as a series of “neighborhoods” and throughout the facility a wide variety of activities occur on a regular basis; this includes cooking, arts, music, games, exercise, storytelling, nature exploration, and sports activities. A policy provides residents and their families with flexibility for visiting classes.

Other intergenerational shared sites can include intergenerational community facilities and public spaces, such as a building that houses a school and senior center, a recreation facility with a combination of child and youth and older adult spaces, or a park or trail designed and programmed to engage both young and old concurrently.

Planners can also draw upon the concept of the intergenerational contact zone (ICZ) to plan and design spaces that better promote interactions between the young and old. The ICZ concept focuses on the creation of public spaces that are designed not just to accommodate the different interests and capabilities of young and old but to connect people across generations and to engage them in activity together. Sometimes called “intergenerational activity hubs,” these spaces range from walkways that young and old may share to shops, restaurants, cultural facilities, and public spaces where they encounter one another (Kaplan et al. 2020).

ICZs have the following characteristics:

- Intentional focus points or nodes for intergenerational interaction as well as pathways for comfortable exits from such interactions

ELLEBJERG SCHOOL GARDEN, COPENHAGEN, DENMARK

As described in the report *Age Integration in the City and the Suburbs*, published by the Danish Ministry of Immigration, Integration and Housing, the Ellebjerg School Garden, in Copenhagen, Denmark, provides an example of how converting an unused green area into a garden can serve as a strategy for creating better connectivity between areas designated for older adults and children (Terroir, arki_lab, and Simpson 2016, 87).

The garden, which is positioned between a school and an adjacent senior center in a segmented area of an urban community, also helps to connect this area to the wider community. The pathway along the garden is conceptualized as a potential “intergen activity route” (Figure 4.4). One component of plans for future development of the area is to replace the pond located in the middle of the garden, which is considered a problem by the school, with an amphitheater which would provide a social event space for intergenerational gatherings.



Figure 4.4. Plan sketch of Ellebjerg School Garden with amphitheater and raised garden beds along a new path offering opportunities for intergenerational interactions (arki_lab)

- Spatial features (e.g., artwork, photos, and other artifacts) that serve as catalysts for intergenerational understanding and engagement
- Accessibility (universal design), safety, comfort, and convenience
- Equity and fairness regarding access and usage by different generations, as well as accommodation of activities consistent with cultural traditions and local heritage
- Flexible design to accommodate changes over time in user needs, abilities, interests, concerns
- Space designed to accommodate unstructured as well as structured intergenerational encounters and offer choice in how individuals use the space and engage others in these settings (e.g., in a park some people may prefer their interaction to be passive, like sitting and watching children play)
- Consideration of temporal (daily, weekly, yearly) patterns by different generations in how space is used (e.g., students are in school during the day while many older adults tend to engage in senior center activities during that time; annual school and vacation calendars)
- Opportunities for users to contribute meaningful input into design, development, and evaluation

The ICZ can be used as a conceptual framework that connects intergenerational programming to the planning and development of community environments. It considers how social and environmental factors affect how intergenerational spaces develop over time, how they function, and how they are perceived, used, and modified by the inhabitants of these spaces. The sidebar on this page provides an example of how planners in Copenhagen, Denmark, incorporated ICZ framing and objectives into plans for a community garden area located between a school and an adjacent senior center.

When planning for intergenerational places and spaces, some might express concern about the potential for intergenerational tension or conflict—for example, whether changes in the socioeconomic makeup of a neighborhood might pit new, younger residents against long-time, older residents.

To counter such concerns, planners can look to the strategies highlighted in this report for promoting positive forms of intergenerational communication, meaningful relationships, and collaboration on community improvement-oriented initiatives. As part of the intergenerational community planning process, older and younger participants share many aspects of their lives, including how they feel about where they live, how they spend their time, their civic

engagement pursuits, and their ideas and passions for community improvement. In the process, they get to see beyond each other's age group (and the age-based stereotypes that often lead people to pre-judge one another in negative ways) and get to know one another as caring, civically engaged neighbors who have much to contribute to the lives of others.

Another way to mitigate potential tensions in settings designed to function as multigenerational activity hubs is to ensure all stakeholders and age groups are fully engaged in the process as co-creators, responsible for helping to design, develop, and manage the sites in question. When designed to meet the needs and interests of age-diverse groups of inhabitants and create opportunities for positive forms of intergenerational engagement, shared spaces encourage and support contact across generations.

Intergenerational Housing

The prevalence of multigenerational housing is rising among the American public, as young adults continue living with middle-aged or older parents and older adults move in with their adult children. The number of people living in multigenerational households has quadrupled since 1971, reaching 59.7 million in March 2021 (Cohn et al. 2022). Intergenerational housing is also gaining interest as an option for older adults wanting to live among people of diverse ages and young parents who can benefit from the experience and influence of older adults. A growing number of intentional intergenerational communities are being developed in the United States and elsewhere, as described in the sidebar on pp. 47–48.

These housing types also include intergenerational buildings and campuses (e.g., college students living in senior housing and older people living on college campuses) and intergenerational home sharing and home-sharing matching services (Marcus 2019; Martinez et al. 2020). Intergenerational housing also includes housing targeted at “grandfamilies,” or households in which grandparents or other relatives are raising grandchildren (also called kinship care). The sidebar on p. 49 provides more information on this growing population and its special challenges and needs.

FROM PLANNING TO IMPLEMENTATION

Planners are responsible for community visioning and plan making that establishes goals, policies, and objectives to help communities achieve those visions. They are also responsible for additional areas of intervention to help

implement plans (Klein 2011), including the drafting of standards, policies, and incentives; the regulation of development work; the identification and prioritization of public investment needs; and the coordination and management of partnerships and programs.

Planners can integrate and implement the different types of intergenerational strategies and approaches described above in a number of different ways.

Standards, policies, and incentives. Planners can update regulations and design guidelines to allow for built environment improvements that align with and support small area intergenerational strategies. These might include the following:

- Sidewalk standards that allow movement by foot and assistive device to provide access to commercial and community services and facilitate connections across generations
- Zoning and housing regulations that allow for campus-like settings of mixed older-adult, family (with children), and multigenerational housing and public spaces
- Zoning and housing regulations that allow for housing designed for nuclear families to be adaptively modified for multigenerational or extended family living, for example by allowing the addition of accessory dwelling units (Spevak and Stanton 2019)
- Standards for all public-sector functions that encourage shared development and use of space by different government and community entities (e.g., a school, community center, senior center, and childcare co-located in a single building or campus) and authority to bridge functions, funding streams, authorities, and sectors to maximize efficiency and effectiveness of strategies
- Design guidelines that promote walkability and alternative transportation, and promote public-space amenities that benefit the very young and very old (playgrounds, plentiful seating, public restrooms)

Development review. Planners often have opportunities to influence the outcomes of development or redevelopment projects. When reviewing and making recommendations on development applications and project plans, they can encourage the following practices to support intergenerational spaces, as appropriate:

- Application of relevant development standards in common open spaces (e.g., universal design) as well as internal spaces

HOUSING THAT BRIDGES GENERATIONS

In 2004, a group of nonprofit and mental health professionals in Portland, Oregon, began exploring the idea of an “intentional intergenerational neighborhood” based on a concept developed by Dr. Brenda Eheart in Illinois. The intent: to connect foster families with older adults in the same community, all sharing in the well-being of the foster care and adoptive children.

The team began planning an urban community in North Portland, founding the nonprofit, [Bridge Meadows](#), in 2005. Today there are three Bridge Meadows multifamily intergenerational rental communities—one in North Portland; one in Beaverton, west of Portland; and one in Redmond, in the rural central region of Oregon.

The North Portland site opened in 2011. The 2-acre campus features intermingled family and older adult housing, with shared indoor and outdoor spaces and practices and programming that intentionally connect children, their families, and older residents (Figure 4.5). By design, Bridge Meadows is part of the surrounding community; neighborhood associations and other community groups use its meeting rooms and its residents frequent neighborhood parks.

Connection and safety are pillars of Bridge Meadows. To foster informal interaction, homes for families and older adults are intermixed. They open onto a central courtyard where children play and residents of all ages interact informally (Figure 4.6). A community garden incorporates structures that enable all ages to participate in gardening. Sidewalks crisscross the site and connect various gathering places.

A large community room with an attached kitchen and a variety of smaller gathering spaces provide indoor spaces for

residents to share weekly community dinners and activities, such as art classes, and reading groups. Mailboxes are in the lobby of the main building, making interaction across generations a daily fact of life.

Site details:

- Designed to fit into the neighborhood and serve as a hub for community classes and activities (e.g., Tai Chi, mental health training)
- 36 total units with energy efficient appliances: nine family townhomes (four-bedroom/1700 square feet, with garage) and 27 elder apartments (four two-bedroom/800 square feet and 23 one-bedroom/600 square feet)
- 18 of the elder apartments are in a large L-shaped building; the remaining nine are scattered within 3 triplexes mixed among family housing
- All units surround a shared interior courtyard, with family townhome and triplex back doors opening into the courtyard

Gathering spaces:

- Lobby with mail room and Bridge Meadows offices
- Five 600-square-foot rooms spread throughout the buildings, used for art classes, informal gatherings, celebrations, movie-watching, etc.
- One large community room, with a community kitchen with recycled wood pallet wainscoting
- Community garden space with garden boxes and a small orchard of fruit trees



Figure 4.5. Bridge Meadows' common space, populated by all ages (Bridge Meadows)



Figure 4.6. Site layout, Bridge Meadows (Bridge Meadows)

Location:

- Situated on bus lines with frequent service to downtown
- Two large parks within a quarter-mile of the site
- Grocery stores, pharmacies, and restaurants nearby
- Nearby community centers provide swimming, health, and fitness classes

Intergenerational features:

- Sidewalks traverse family and elder housing
- Senior and family housing is integrated
- Gathering spaces are used for intergenerational programming
- Universal design principles are applied throughout, including elevator access in the large building

Green features:

- Solar panels for hot water heaters included on triplexes
- Bioswales manage stormwater on the south side of the property
- Low VOC paint used throughout

- Placement of commercial and community facilities that maximize the potential for walkability and nonvehicular forms of transportation
- Design of housing and common spaces that allows for interaction across generations

Public investments. Planners often have some input into how public dollars are spent, whether through involvement with the capital improvements planning process, making recommendations for capital improvements in various plans or studies, or advising on or administering grant projects or programs. Planners can advocate for:

- Investments in pilot transportation and public space planning efforts that foster walkability and use of vehicles other than private automobiles
- Public investments that leverage private investments in retrofitting and developing new intergenerational housing options
- Piloting partnerships with senior housing developers and providers to develop models of intergenerational living and models of senior housing integrated with the community

In addition to the two Bridge Meadows sites and the original “intentional neighborhood” of [Hope Meadows](#) in Rantoul, Illinois, there are kindred developments in New Orleans (Bastion), Washington, D.C. (Genesis), Tampa, Florida (New Life Village), and Easthampton, Massachusetts (Treehouse Community). There are also sites in development in Spokane, Washington (Building Ohana), the Puget Sound, Washington, region (Many Lights Foundation), and Bluffton, South Carolina (OSPREY Villages).

More information about Hope Meadows, the Illinois community that has served as a model for Bridge Meadows and many other intentional, intergenerational communities in which older adults commit to “intentional neighboring” as a way to support vulnerable individuals and families in challenging circumstances, may be found in Eheart’s book, *Neighbors: The Power of the People Next Door* (Eheart 2019).

- Funding from public and philanthropic sources to invest in public spaces, walkways and trails that encourage outdoor physical activity, beautify the area, provide amenities for the young and the old, and connect people across generations

Programs and partnerships. Planners engage with a wide range of stakeholders and community groups in their daily work, and they can also establish cross-sector collaborations with different agencies and organizations to help promote and support community goals and improve local quality of life. To support intergenerational planning efforts in their communities, planners can:

- Establish agreements or partnerships with representative groups of key sectors (e.g., council of foundations, corporate sector alliance, coalition of neighborhood associations, community development corporations) for sharing of expertise and resources in effecting intergenerational solutions
- Engage housing and community development experts from both the public and private sectors to identify models of housing and community that foster connec-

GRANDFAMILIES: SPECIAL CIRCUMSTANCES, SPECIAL ATTENTION

Grandfamilies—households in which grandparents or other relatives are raising grandchildren (also referred to as “kinship care”)—warrant specific attention in our communities. This is due to the complex mix of issues affecting children in the care of relatives other than parents and the equally complex array of issues affecting older adults, in both cases exacerbated by economic factors.

A grandparent or other relative is a desirable option when a parent is not available to raise a child. Sadly, the circumstances that can leave children parentless are numerous, including death, abandonment, incapacity (due to drug dependency or other circumstances), abuse, neglect, and other challenges. When local child welfare authorities are involved, they will place such children with a relative if at all possible. This allows for continuity of familial connections and avoids placement in foster care with nonrelatives or in a group home or other facility.

A few relevant statistics (Generations United 2021d):

- Nearly eight million children live in households where a relative other than their parent is head of the household.
- Nearly 34 percent of children in foster care in 2020 were being raised by relatives, up from 26 percent in 2010.
- The average monthly Temporary Assistance for Needy Families (TANF) child-only grant payment for one child in 2011 was \$249, while the average licensed foster care monthly maintenance payment in 2011 was \$511.
- Black, American Indian, and Alaska Native children are more likely to live in grandfamilies than the general population. While 14 percent of all U.S. children are Black, 25 percent of children living in grandfamilies are Black, and 23 percent of children in foster care are Black. And while one percent of U.S. children are American Indian and Alaska Native, eight percent of children in grandfamilies are American Indian and Alaska Native, and two percent of children in foster care are American Indian and Alaska Native.

Grandfamilies typically exhibit love and resilience but also face challenges: aging caregivers and children at different stages of development who are dealing with loss and dislocation, both of whom must adjust to their new circumstances. The issues faced by these households can be exacerbated by legal issues (e.g., custody, parental rights, access to public benefits) and economic pressures (e.g., the

older adult having to use retirement funds to support the family, the need to relocate and incur higher housing costs to accommodate children).

The lot of grandfamilies and the well-being of the communities in which they live can be improved through the application of the intergenerational strategies referenced in this chapter and throughout this report. Appropriate strategies will depend on local conditions, such as the availability or absence of affordable housing that can accommodate households with young and old living together, the presence or absence of support services needed by children and older adults, the walkability of the built environment and availability of public transportation, and the accessibility of schools, parks, and community infrastructure. All intergenerational approaches in the planner’s toolbox can be considered.

Engagement of grandfamilies is an essential element of addressing the needs of this special population. This includes reaching out to grandfamilies to identify and provide for their complex needs, engaging their voices in local community efforts, and shaping relevant public policy at all levels. Engagement also includes connecting grandparents with the expertise and services to better navigate their circumstances and the needs of the children in their care, including custody issues, access to public benefits for children, effects of late-in-life child rearing on the older adults’ well-being, and benefits, recreation, and developmental opportunities for children.

For more information, see Generations United’s series [The State of Grandfamilies](#).



Figure 4.7. Grandfamilies are loving and resilient but face challenges that warrant special attention (Derek A. Young/Flickr (CC BY-NC 2.0))

tions across generations, accessibility to services, and other elements

- Encourage cooperative ventures between public transit authorities, private transportation providers, and nonprofit entities with vehicles to increase transportation opportunities within targeted neighborhood areas

The resulting approach to planning is both human centered and community centered. It bridges the needs of different age cohorts and the solutions to those needs. It is driven by data and professional methods. It supports increased connections between the generations and more investment in social infrastructure—resulting in more shared spaces and places, more pride of place, and more commitment to the well-being of people and place.

Intergenerational Elements of Planning Frameworks

Though for some planners applying intergenerational principles to community planning may be venturing into unfamiliar territory, they may not have far to look for relevant approaches. Many planning frameworks that have emerged in the past several decades—new urbanism, sustainability, smart growth, universal design, aging in place, multigenerational planning, and healthy communities—offer principles and strategies that overlap with those of intergenerational community planning.

Planners who are already familiar with these planning frameworks can explore how they can use these principles in their planning practices to support “vibrant places for growing up and growing older” (Henkin, Brown, and Leiderman 2012). Planning that supports connections between and activities for the young and the old results in communities that are more livable for all.

- **Universal design** intends for the built environment to be designed and equipped so that it is readily accessible to all people, regardless of ability. Universal accessibility is a critical consideration for small children (and their caregivers) and older adults, as two in five adults aged 65 and older have a disability (CDC 2020).
- Accessibility is also a factor in terms of proximity to resources and commercial facilities and the ease of getting to them. **New urbanism** calls for more compact development, which can result in needed resources being available by foot, stroller, walker, or wheelchair by families with small children and older adults (CNU n.d.). **Sustainability** calls for less reliance on carbon-emitting

and other vehicles, favoring walkability, closer proximity between where people live and where they access services and provisions, and more efficient use of natural resources in facility construction and operations.

- **Aging in place** and **multigenerational planning** recognize social and demographic trends—the growing elderly population and the diverse needs and interests of different generations—and suggests needed changes in our thinking about the built environment, including more and diverse types of affordable housing, public spaces and facilities, and mobility options that benefit people across generations.
- The **healthy communities** framework seeks to address issues such as designing the built environment to support better health, improving public and community health networks, understanding and addressing the root causes of health disparities, and considering the social determinants of health in community outcomes (RWJF n.d). This framework draws on the [social determinants of health](#), five critical factors that affect a wide range of health and quality-of-life risks and outcomes: health care access and quality, education access and quality, social and community context, economic stability, and neighborhood and built environment (U.S. DHHS ODPHP n.d). These factors echo the desired characteristics of intergenerational community and can be applied to children, youth, older adults, and the connections between them.

Planners can leverage the principles and approaches promoted by these planning frameworks to support and strengthen intergenerational planning efforts. And likewise, they can bring an intergenerational lens to these planning frameworks to further improve the community outcomes that result.

CONCLUSION

Intergenerational approaches will become ever more important in the face of coming demographic changes—the unprecedented rise in the combined populations (as a percent of the total population) of children, youth, and older adults—and the increasingly segregated lives of young and old generations, even as family caregivers and the community itself devote much of their energies to helping people at both ends of the age continuum. The untapped potential of intergenerational approaches to life and community can benefit all members of a community, especially those with

the least access to life's opportunities and the community's resources. Thinking and acting across generations for the mutual benefit of young and old is a socioeconomic and demographic imperative. Planners can bring an intergenerational lens to much of the work they do.

It should now be clear that implementing intergenerational strategies and approaches benefits more than just the young and the old within a community. Applying an intergenerational lens to local planning processes recognizes the interrelatedness of challenges that many residents experience and opens the door to solutions that connect across domains and generations. The final chapter of this report sums up this message.

CHAPTER 5

A NEW FRONTIER

Today's demographic and societal conditions and forecasts of the future underline the importance of bringing a new intergenerational lens to local planning. We will soon experience a new and challenging demographic reality—the unprecedented rise in the combined populations of older adults and children and youth. This will affect many aspects of life, including the physical accessibility of spaces and places, the percentage of the population in the workforce, demands on community services including healthcare, education, and recreation, and it therefore requires substantial attention.

At the same time, while some efforts are underway to support the special needs and concerns of these growing population groups, our communities and systems are not designed or operated for these groups, nor do they take advantage of the potential synergies of considering the needs and concerns of the young and the old together. Key issues include the following:

- “Age-friendly” and “all-ages” approaches that focus primarily on aging-friendly strategies, with little or no systematic attention to the well-being of children and youth or connecting young and old for their mutual benefit
- The current approach of addressing the development and needs of children and youth, older adults, and their caregivers on separate tracks when their needs are overlapping and interrelated
- Planning for human development as undertaken primarily by nonprofit and community-based efforts, and planning for the built environment as undertaken by local government, which overlooks the inherent interdependence of people and place and the necessity of cross-sectoral collaboration when working to achieve a desirable quality of life for the community

These factors deserve thoughtful consideration and attention, and highlight the importance of planning for community well-being, including constructive connections across generations, in tandem with community physical and economic development. Planning practice can help build strong communities across generations by contributing to connections between old and young,

BUILDING ON EXISTING KNOWLEDGE AND EXPERTISE

As described in this PAS Report, an intergenerational planning approach can be developed using building blocks already present in a community. Institutions and officials who serve children, youth, older adults, and family caregivers can be called upon to share critical knowledge. Potential resources for planners include the following:

- Studies of and plans for children and youth with strategies for action, as described in Chapter 2; if such studies or plans are not present, local leaders and experts on needs, services, and systems for child and youth development represent sources of similar knowledge
- Studies of and plans for older adults and age-friendly and all-ages communities; again, if such plans are not present, aging system resources (e.g., area agencies on aging) and other leaders and experts on aging populations represent important knowledge sources
- Resources, initiatives, and plans focused specifically on intergenerational aims (e.g., an intergenerationally focused “Community for All Ages,” local intergenerational programs and champions)
- Resources developed by the intergenerational field, including [Generations United](#) and the academic institutions and organizations mentioned in this report (see the Appendix for a list of such resources)
- Studies by local human services or social planning coordinating bodies, task forces, and standing entities (such as United Way or community planning councils) that

shed light on the needs of children, youth, older adults, and family caregivers, particularly those in underresourced areas or in vulnerable population groups (e.g., low-income children and older adults, people of color, non-English-speaking people, those with learning and other disabilities, immigrants and migrants)

Finally, planners must seek out the insights of community members—young, old, and those who care for them—and the organizations and institutions that are a part of their lives. The intergenerational ethos places particular value on engagement of the generations in planning for the community they share. The engagement of young and old together contributes to building community connections across generations, creating a shared sense of ownership of the plan and of the community itself. Gathering such knowledge is a never-ending and dynamic process and our understanding of this information may change over time, as evidenced by findings from the COVID-19 pandemic and its impacts on older adults, discussed in the sidebar on p. 55.

OPTIONS FOR LOCAL ACTION

As this report suggests, there are multiple ways to go about making a community more intentionally intergenerational. Whether it is through a voluntary community-driven coalition (e.g., an intergenerationally focused Community for All Ages initiative), creating local government staff positions that focus on intergenerational coordination, establishing intergenerational standards and assessing government programs against those standards, or integrating intergenerational approaches into comprehensive or other local government planning, all are steps in the right direction. Opportunities can also come from unexpected sources, as described in the sidebar on p. 56.

Planners can consider the following questions in evaluating local actions as to the robustness of their intergenerational approach and the potential impacts they may have on the community:

- Does the approach acknowledge, document, and address the demographic realities of a rapidly growing older adult population and a declining but still very significant population of children and youth?
- Does the approach integrate human development and community development issues with strategies that bridge traditional silos of attention that children and

youth, older adults, physical development, and human development customarily receive?

- Does the approach equally address the needs and well-being of children and youth (including desirable connections with older adults) and the needs and well-being of older people?
- Does the approach consider where needs and opportunities for children and youth and for older adults overlap to their mutual benefit and offer intergenerational strategies, such as shared development and use of facilities, programs, and resources (e.g., education, recreation) not previously shared by multiple generations?
- Are those who address human services needs in the community engaged with local planners in all processes that address how people come together in places?

Of all the approaches to fostering intergenerational connections mentioned in this report, two go further than the others: a Community for All Ages-type initiative (see the sidebar in Chapter 2, p. 19) and an intentional application of an intergenerational lens to comprehensive and other local planning processes. Both consider and cultivate relationships between the young and old; seek solutions that benefit young, old, and the community as a whole; and connect human development and built environment development aims.

The application of an intergenerational lens to local planning processes has significant benefits:

- It integrates intergenerational considerations into established, legislated planning cycles, versus the vagaries of voluntary, community-based processes for which initial partners may move on to other priorities or funding may run out.
- It establishes intergenerational goals, policies, and objectives in comprehensive and other local plans adopted by local officials and backed by the authority of local government, opening up further options for implementation and funding.
- It enables local planning staff to add intergenerational considerations to the community issues that they plan for and to which they can apply data-gathering processes and analytical tools and skills that might not be available to other organizations or community groups.

The basic actions planners can take to integrate intergenerational sensibilities and strategies into local planning endeavors include the following:

INTERGENERATIONAL CHALLENGES IN PANDEMIC TIMES

Early in the COVID-19 pandemic public health officials thought that keeping young and old apart was necessary because older people were so much more vulnerable to the virus (Figure 5.1). But there were lessons to be learned, even on the intergenerational front, as the pandemic played out. Among them:

- Keeping older people apart from those of other ages did not protect older people from infection and death. It concentrated the incidence and effects of the disease in long-term care facilities and other developments inhabited primarily by older adults (Dykgraaf et al. 2021).
- There were (and are) circumstances where children, youth and older people live together by necessity or choice—extended families and other multigenerational households. The degree to which the virus affected these and other households is correlated with access to Internet and digital technologies (Li 2022) and socioeconomic circumstances (e.g., limited access to information, personal protective equipment, testing, and vaccines; crowded housing; food insecurity; lack of adequate income) (Karmakar, Lantz, and Tipirneni 2020).
- Despite pandemic-induced fear of exposing older adults to the virus through contact with children, youth and others, multigenerational living rose during the pandemic (Generations United 2021a). Bringing older relatives into the household, family belt-tightening, and young adults returning home were among contributing factors that gave multigenerational living an added boost during the pandemic.
- With the closure of many public spaces and community-based facilities that house intergenerational programs, such as senior centers, libraries, and recreation centers, many in-person intergenerational programs were put on hiatus. However, some facilities with large atriums and outdoor spaces—and access to resources and professionals with the know-how for modifying these spaces to accommodate physical distancing requirements—were able to continue with many of their in-person intergenerational program operations (Generations United 2021c).
- Out of necessity, many intergenerational practitioners and specialists have found creative ways to draw upon virtual platforms to connect generations across physical distance. There has been an upsurge in people using online platforms for sharing family stories, such as [StoryCorps](#)

[Connect](#) (StoryCorps 2020); playing computer games that include features conducive to family play (Zang 2020); jointly attending free virtual tours to famous arts and cultural institutions (Kaplan 2020); and building intergenerational relationships in other contexts, such as for companionship, tutoring, mentoring, dancing, singing, exercising, pen pal friendships, and volunteering (Generations United 2021e; Dhar n.d.).

Such innovative and resourceful high-tech and low-tech strategies for pivoting away from in-person engagements (due to concerns about virus transmission), while still engaging socially isolated younger and older individuals, has expanded our ways of thinking about intergenerational “contact” and what is considered “meaningful” engagement. Though these initiatives have taken root during the pandemic, they clearly have further applications in engaging socially and physically isolated older adults and helping families build and maintain social bridges that transcend physical distance.

Virologists, public health leaders, and others warned that a pandemic was due, and the science indicates that there will be more epidemics and pandemics to come. One of many lessons from the pandemic of the early 2020s is that we must gear responses to future public health crises to how people live and how they relate across generations.



Figure 5.1. The COVID-19 pandemic challenged how we care for and engage with older adults (Gilbert Mercier/Flickr (CC BY-NC-ND 2.0))

FRIENDSHIP BENCHES

The impetus for some of the most compelling intergenerational planning ideas have come from unexpected sources. Take the idea of incorporating “friendship benches” in public parks staffed by trained grandmothers as a means for providing mental health-related support for residents (Figure 5.2). This idea came from Dixon Chibanda, one of only 13 practicing psychiatrists in Zimbabwe, a country with 15 million people. Dr. Chibanda’s inspiration and efforts are chronicled in his 2017 TED Talk, “[Why I Train Grandmothers to Treat Depression](#)” (Chibanda 2017).

The idea of the “friendship bench” reinforces the value of being able to apply an intergenerational lens to address high-priority, persistent community challenges, such as the need for additional mental health services and supports, as was the case in Zimbabwe.

For more information about this unique and fast-growing intergenerational model for creating safe and supportive spaces for people struggling with mental health issues, see the [Friendship Bench website](#).



Figure 5.2. Zimbabwe’s Friendship Benches program provides mental health-related support for residents by bringing the young and old together (Friendship Bench Zimbabwe)

- **Establish in local plans and community efforts principles that foster meaningful connections between young and old.** For example, an intergenerational principle in the comprehensive plan might read, “Plans for public facilities and programs of all sorts shall consider the needs of children, youth, families, and older adults concurrently, maximizing use of shared and multigenerational sites when feasible.”
- **Establish intergenerational principles as foundational for all municipal functions,** including sectors such as public health, housing, land use, and transportation. An intergenerational principle for housing might read, “Housing development and redevelopment shall foster connections across generations.”
- **Integrate intergenerational issues and strategies in comprehensive or master planning.** As described in Chapters 3 and 4, this approach begins with establishing a vision and goals that center intergenerational aims; takes particular care in engaging young and old together in planning processes to tap into their needs and knowledge and to build buy in; dives deeply into demographic data and trends relative to children, youth, and older adult age-population cohorts as they intersect with indicators of disadvantage and access to housing and community resources; and culminates with strategies that maximize the well-being of young and old and the sustainability and livability of their communities.
- **Leverage existing planning frameworks** (e.g., universal design, new urbanism, sustainable development, smart growth, healthy communities) with intergenerational planning to develop strategies that achieve multiple desirable ends, including more informal as well as formal intergenerational connections.

Local governments routinely plan for the many diverse aspects of the physical environment (e.g., land use, housing, commercial and industrial development, recreation, infrastructure) in ways that work together and serve the population and its institutions. As noted in this report, equally important to community functioning are corresponding systems in the social environment—the elements that help us develop, thrive, and deal with personal and family challenges, such as education, health care, and supports for children and older adults. But these systems are often addressed by communities apart from physical planning and in separate silos.

Applying an intergenerational lens to comprehensive planning—integrating issues related to the care and well-

being of children and youth and of older adults, along with the family members who care for them, into the local comprehensive planning process—can help overcome this disconnect between the built environment and social service systems, both of which are necessary for us to develop and thrive individually and as communities. In bridging this divide, intergenerational community planning can consider in tandem what all people need from their physical and social environments and what the community as a whole needs to function most effectively, creating more inclusive and equitable outcomes in which personal and family well-being and improving the built environment go hand in hand.

Children and youth, as well as older adults, are the proverbial canaries in the coal mines of our societies. Because those in the earlier and later stages of life have far more intensive need of systems and supports from government and the community, their well-being is particularly at stake when those systems and supports are not optimally designed or functioning. Capturing the synergies of solutions that address their needs and draw upon their assets will benefit all.

Integrating intergenerational principles and processes within the comprehensive planning process can help planners create communities that are “good places to grow up and to grow old.” For the benefit of all the community members they serve, planners should embrace this opportunity to delve into the interrelatedness of the different phases of our lives, raise awareness of a more holistic way of approaching community development, and apply their creative talents to developing the civic ecosystems of tomorrow.

APPENDIX: ADDITIONAL RESOURCES

Planners can gain knowledge and inspiration from existing resources and toolkits for children and youth, older adults, and intergenerational planning initiatives. The strategies they advance range from mobilizing leaders and organizations and setting goals for human development and well-being to exploring ways in which key community sectors and functional areas could more effectively benefit the populations addressed.

INTERGENERATIONAL PLANNING RESOURCES

Intergenerational planning is on the frontier of community planning and the intergenerational field. In addition to the guidance provided in this report, readers interested in a broad view of intergenerational planning may wish to consult these valuable resources.

- [*A Short Guide to How to Design Intergenerational Urban Spaces*](#) (2017). This guide, created by Copenhagen-based urban design studio arki_lab and published by the Danish Ministry of Immigration, Integration and Housing, provides participatory process and design recommendations for fostering intergenerational interaction in urban public spaces.
- [*Age-Inclusive Public Space*](#) (2020). This book, edited by Copenhagen-based architects Dominique Hauderowicz and Kristian Ly Serena, addresses the role of public spaces in connecting generations.
- [*The Best of Both Worlds: A Closer Look at Creating Spaces that Connect Young and Old*](#) (2020). This report from Generations United identifies four key phases in the development and operation of shared sites and shares lessons learned from shared sites around the U.S.
- [*“Building Communities for All Ages: Lessons Learned From an Intergenerational Community-Building Initiative”*](#) (2014). This *Journal of Community & Applied Psychology* article by Corita Brown and Nancy Henkin synthesizes experiences and insights derived from a range of Community for All Ages mobilizations.
- [*Creating an Age Advantaged Community*](#) (2016). Generations United produced this toolkit to help communities become age-friendly across generations.
- [*“Designing Intergenerational Space Through a Human-Development Lens”*](#) (2019). This *Journal of Architectural and Planning Research* article by Neda Norouzi, Shannon Jarrott, and Habib Chaudhury examines ways in which the built environment of intergenerational facilities can influence children’s development as well as older adults’ health and well-being.
- [*Intergenerational and Age-Friendly Living Ecosystems*](#) (2022). This project, funded by the Scottish University Insight Institute, used a community-based participatory, people-centered multimethod approach to develop an intergenerational “age-friendly living ecosystem” model that can inform the creation of inclusive and integrative age-friendly environments.
- [*Intergenerational Community Building: Resource Guide*](#) (2012). This report by Corita Brown and Nancy Henkin, published by the Intergenerational Center at Temple University, provides guidance for mobilizing a community to engage and be inclusive of children, youth, and older adults.
- [*Intergenerational Contact Zones: Place-Based Strategies for Promoting Social Inclusion and Belonging*](#) (2020). This collection of 27 chapters, edited by Matthew Kaplan, Leng Leng Thang, Mariano Sánchez, and Jaco Hoffman, introduces novel ways of thinking about, planning, and designing community settings that serve as spatial focal points—intergenerational contact zones—for increasing opportunities for social connections in communities.
- [*Intergenerational Pathways to a Sustainable Society*](#) (2017). This book, edited by Matthew Kaplan, Mariano Sánchez, and Jaco Hoffman, provides practitioners with theoretical and practical knowledge on how to design public space to meet the needs of people of all ages.

- [Intergenerational Space](#) (2015). This book, edited by Robert Vanderbeck and Nancy Worth, explores the nature of contemporary generational divisions and ways in which particular kinds of spaces and spatial arrangements can facilitate or limit intergenerational encounters and involvement in each other's lives.
- ["Intergenerational Cities: A Framework for Policies and Programs"](#) (2011). This *Journal of Intergenerational Relationships* article by Willem Van Vliet draws from practical examples of intergenerational initiatives and programs from around the world to identify benefits and challenges of synergistic efforts to create livable cities for all ages.
- ["Recreating the Common Good: Intergenerational Community Action"](#) (2005). This doctoral dissertation from Abigail Lawrence-Jacobson, University of Michigan, Ann Arbor, describes a participatory action research project, developed and piloted at the University of Michigan, in which undergraduate students and older adult residents in an assisted living facility developed and conducted a series of novel intergenerational community service projects.

ADDITIONAL AGE-RELATED RESOURCES

Though not specific to intergenerational approaches, planners can learn from resources that address multigenerational approaches as well as approaches focused on children, youth, and older adults.

APA Publications

- [APA Policy Guide on Aging in Community](#) (2014). This policy guide offers recommended policies for planning, including actively involving older adults, ensuring a range of affordable housing options for older adults, and using land use and zoning to create welcoming communities. A "talking points" supplement to the policy guide summarizes the six guiding policies presented in the policy guide and offers examples of challenges and actions that can be taken in key policy areas.
- [APA Policy Guide on the Provision of Child Care](#) (1997). This policy guide cites several policy positions relative to the planning field and childcare. Among them: include childcare in local planning policies and eliminate zoning barriers to regulated group and family childcare.
- [Family Friendly Communities Briefing Papers](#) (2011). These papers bridge different aspects of planning and community concern that affect the well-being of families,

- including economic development and health. One of the papers in the series, "[Using Smart Growth and Universal Design to Link the Needs of Children and the Aging Population](#)," highlights relevant issues including new coalition opportunities, the importance of civic participation and engagement, and the use of smart growth and universal design principles (Ghazaleh et al. 2011)
- ["Fostering Social Interaction for All Ages"](#) (2018). This *APA Blog* post addresses the dangers and costs of social isolation, particularly (but not exclusively) among older people and offers several resources and strategies for preventing or overcoming social isolation in a community.
- ["Planning for the Needs of an Aging Population"](#) (2021). This *Planning* article shares insights from three experts in aging to answer the most pressing questions facing communities today.
- [Planning Aging-Supportive Communities](#) (2015). This PAS Report focuses the spotlight on planning for aging in the community in the areas of housing and community development, mobility and older adults, public health, public services, and the growing older adult population.

Children and Youth

- [Child Friendly Cities and Communities Handbook](#) (2018). This resource lays out the concepts of the UNICEF child-friendly communities' approach.
- [Forum for Youth Investment](#). This organization seeks to create systems that prepare youth to be "[Ready by 21](#)—ready for college, work, and life"; its "[Readiness Projects](#)" offer reports and resources addressing environments to promote thriving youth, ecosystems for learning and development, and youth workforce initiatives.
- [StriveTogether.org](#). This community model for enhancing the well-being of children and youth offers several resources for practice.

Aging

- [AARP Livable Communities](#). This AARP website offers resources and guidance to help communities become more livable for older adults and people of all ages. See especially [Where We Live: Communities for All Ages](#) (2016–18), a series of three reports sharing ideas that make communities great places to live for people of all ages, and [Creating Parks and Public Spaces for All Ages Guide: A Step-by-Step Guide](#) (2018), a guide to creating and improving green spaces and public places.
- [Aging Power Tools: A Curated Selection of Resources to Promote Stronger Age-Friendly Communities](#) (2013).

Commissioned by Grantmakers in Aging and the Pfizer Foundation, this report offers an eight-step framework to help launch or broaden age-friendly initiatives.

- [*Global Age-Friendly Cities: A Guide*](#) (2007). Produced by the World Health Organization, this guide suggests how communities can become aging-friendly as a part of a global movement.

REFERENCES

- AARP. 2021. [The 8 Domains of Livability: An Introduction](#). AARP Livable Communities.
- . 2022. [AARP Network of Age-Friendly States and Communities](#). AARP Livable Communities.
- Bosak, Susan. n.d. [“Benefits of Intergenerational Connections.”](#) *Across Generations Guides*. The Legacy Project.
- Botchwey, Nisha D., Nick Johnson, L. Katie O’Connell, and Anna J. Kim. 2019. [“Including Youth in the Ladder of Citizen Participation.”](#) *Journal of the American Planning Association* 85(3): 255–70.
- Brown, Corita, and Nancy Henkin. 2012. [Intergenerational Community Building: Resource Guide](#). Communities for All Ages. The Intergenerational Center, Temple University.
- Camino, Linda, and Shepherd Zeldin. 2002. [“From Periphery to Center: Pathways for Youth Civic Engagement in the Day-to-Day Life of Communities.”](#) *Applied Developmental Science* 6(4): 213–20.
- Centers for Disease Control and Prevention (CDC). 2020. [Disability Impacts All of Us](#).
- Chibanda, Dixon. 2017. [“Why I Train Grandmothers to Treat Depression.”](#) *TEDWomen 2017*, November. YouTube.
- Cohn, D’vera, Juliana Menasce Horowitz, Rachel Minkin, Richard Fry, and Kiley Hurst. 2022. [“Financial Issues Top the List of Reasons U.S. Adults Live in Multigenerational Homes.”](#) Pew Research Center, March 24.
- Congress for the New Urbanism (CNU). n.d. [Who We Are: The Movement](#).
- Derr, Victoria, Louise Chawla, and Mara Mintzer. 2018. *Placemaking With Children and Youth: Participatory Strategies for Planning Sustainable Communities*. New York: New Village Press.
- Dhar, Aanchal. n.d. [“10 Articles Connecting Generations During the Pandemic.”](#) *Thrive Global Newsletter*.
- Dykgraaf, Sally Hall, Sethunya Matenge, Jane Desborough, Elizabeth Sturgiss, Garang Dut, Leslee Roberts, Alison McMillan, et al. 2021. [“Protecting Nursing Homes and Long-Term Care Facilities From COVID-19: A Rapid Review of International Evidence.”](#) *Journal of the American Medical Directors Association* 22(10): 1969–88.
- Eheart, Brenda. 2019. *Neighbors: The Power of the People Next Door*. Belong Press.
- Fang, Mei Lan, Judith Sixsmith, Alison Hamilton-Pryde, Rayna Rogowsky, Pat Scrutton, and AFLE Project Team. 2022. [Intergenerational and Age-Friendly Living Ecosystems \(AFLE\)](#). Dundee, UK: University of Dundee.
- Feeding America. 2002. [“Creating Your Annual Case Statement.”](#)
- Forum for Youth Investment. n.d. [Ready by 21](#).
- Freeman, Claire, and Andrea Cooke. 2020. *Concise Guide to Planning: Children and Planning*. Lund Humphries.
- Gallagher, Clair B. 2004. [“Our Town’: Children as Advocates for Change in the City.”](#) *Childhood* 11(2): 251–62.
- Generations United. 2017. [Programs: Best Intergenerational Communities Awards](#).
- . 2020. [“Intergenerational Opportunities in the Older Americans Act 2020 Reauthorization.”](#) May.
- . 2021a. [Family Matters: Multigenerational Living Is on the Rise and Here to Stay](#).
- . 2021b. [Intergenerational Program Certification](#).
- . 2021c. [Public Policy](#).
- . 2021d. [Reinforcing a Strong Foundation: Equitable Supports for Basic Needs of Grandfamilies](#). State of Grandfamilies Report 2021.
- . 2021e. [“Staying Connected While Staying Apart: Intergenerational Programs in the COVID-10 Pandemic.”](#) February.
- Generations United and MetLife Foundation. 2015. [2015 Best Intergenerational Communities Awards](#).
- Ghazaleh, Rana Abu, Esther Greenhouse, George Homsy, and Mildred Warner. 2011. [“Using Smart Growth and Universal Design to Link the Needs of Children and the Aging Population.”](#) *Family-Friendly Briefing Papers* 2. Chicago: American Planning Association.
- Gonzales, Ernest, Rachel Kruchten, and Cliff Whetung. 2021. [“Fact Sheet: Intergenerational Programs Benefit Everyone.”](#) Generations United.
- Growing Up Boulder. 2021. [Growing Up Boulder: Boulder’s Child- and Youth-Friendly City Initiative](#).

- Hagestad, Gunhild, and Peter Uhlenberg. 2005. "[The Social Separation of Old and Young: A Root of Ageism](#)." *Journal of Social Issues* 61(2): 343–60.
- Hair, Elizabeth C., Kristin A. Moore, David Hunter, and Jackie Williams Kaye, editors. 2002. "[Youth Development Outcomes Compendium](#)." *Child Trends*. Edna McConnell Clark Foundation.
- Hart, Roger. 1992. "[Children's Participation: From Tokenism to Citizenship](#)." *Innocenti Essays* 4. UNICEF International Child Development Centre.
- Henkin, Nancy, Corita Brown, and Sally Leiderman. 2012. *Intergenerational Community Building: Lessons Learned*. Communities for All Ages. The Intergenerational Center, Temple University.
- Henkin, Nancy, April Homes, Benjamin Walter, Barbara R. Greenberg, and Jan Schwarz. 2005. *Community for All Ages: Planning Across Generations*. Elders as Resources Intergenerational Strategies Series. Baltimore: The Annie E. Casey Foundation.
- Intergenerational Schools. 2019. "[Boundless Learning in the Buckeye Neighborhood](#)." *Blog*, October 29.
- Johnson, Vicky. 2014. "Change-Scape Theory: Applications in Participatory Practice." Pp. 94–108 in *Citizenship and Intergenerational Relations in Children and Young People's Lives: Children and Adults in Conversation*, edited by Joanne Westwood, Cath Larkins, Dan Moxon, Yasmin Perry, and Nigel Thomas. Palgrave Macmillan.
- Johnson, Vicky, Roger Hart, and Jennifer Colwell. 2017. "[International Innovative Methods for Engaging Young Children In Research](#)." Pages 335–56 in *Methodological Approaches. Geographies of Children and Young People, Vol. 2*, edited by Tracy Skelton, Ruth Evans, and Louise Holt. Singapore: Springer.
- Jones, Tim, and Rakhi Kasat. n.d. "[How to Write a Great Case Statement](#)."
- Joyaux, Simone P. n.d. "[Telling Your Story: The Case Statement](#)."
- Kaplan, Matthew. 2001. "[The Futures Festival: An Intergenerational Approach to Community Participation](#)." Penn State Intergenerational Program.
- . 2020. "[Strategies for Engaging Older Adults in This Era of 'Social Distancing'](#)." Penn State Extension, April 22.
- Kaplan, Matthew, Frank Higdon, Nancy Crago, and Lucinda Robbins. 2004. "[Futures Festival: An Intergenerational Strategy for Promoting Community Participation](#)." *Journal of Intergenerational Relationships* 2(3/4): 119–46.
- Kaplan, Matthew, and Elizabeth Larkin. 2021. "[Building Community: Intergenerational Projects with Young Children](#)." Pages 223–39 in *Intergenerational Bonds: The Contributions of Older Adults to Young Children's Lives*, edited by Patricia A. Crawford and Mary Renck Jalongo. London: Springer Nature.
- Kaplan, Matthew, Mariano Sánchez, and Jaco Hoffman, editors. 2017. *Intergenerational Pathways to a Sustainable Society*. New York: Springer.
- Kaplan, Matthew, Leng Leng Thang, Mariano Sánchez, and Jaco Hoffman, editors. 2020. *Intergenerational Contact Zones: Place-Based Strategies for Promoting Social Inclusion and Belonging*. New York: Routledge.
- Karmakar, Monita, Paula Lantz, and Renuka Tipirneni. 2020. "[Association of Social and Demographic Factors With COVID-19 Incidence and Death Rates in the US](#)." *JAMA Network Open* 4(1): e2036462.
- Kinoshita, Isami. 2009. "[Charting Generational Differences in Conceptions and Opportunities for Play in a Japanese Neighborhood](#)." *Journal of Intergenerational Relationships* 7(1): 53–77.
- Klein, William. 2011. "[The Five Strategic Points of Intervention](#)." *PAS QuickNotes* 31. Chicago: American Planning Association.
- Klinenberg, Eric. 2018. *Palaces for the People: How Social Infrastructure Can Help Fight Inequality, Polarization, and the Decline of Civic Life*. Broadway Books.
- Li, Fei. 2022. "[Disconnected in a Pandemic: COVID-19 Outcomes and the Digital Divide in the United States](#)." *Health & Place* 77(September): 102867.
- Marcus, Jon. 2019. "[Have a Spare Room? Try Renting It to a Grad Student](#)." *AARP Home & Family*, October 25.
- Martinez, Laura, Raza M. Mirza, Andrea Austen, Jessica Hsieh, Christopher A. Klinger, Michelle Kuah, Anna Liu, et al. 2020. "[More Than Just a Room: A Scoping Review of the Impact of Homesharing for Older Adults](#)." *Innovation in Aging* 4(2): igaa011.
- McAlister, Jennifer, Esther L. Briner, and Stefania Maggi. 2019. "[Intergenerational Programs in Early Childhood Education: An innovative Approach that Highlights Inclusion and Engagement with Older Adults](#)." *Journal of Intergenerational Relationships*, 17(4): 505–522.
- Mead, Margaret. 2005. *The World Ahead: An Anthropologist Anticipates the Future*. The Study of Contemporary Western Cultures, Volume 6. Edited by Robert B. Textor. Berghahn Books.
- National Academies of Sciences, Engineering, and Medicine. 2020. *Social Isolation and Loneliness in Older Adults: Opportunities for the Health Care System*. Consensus Report.
- National Conference of State Legislatures (NCSL). 2021. [Disproportionality and Race Equity in Child Welfare](#).
- Newman, Sally. 1989. "[A History of Intergenerational Programs](#)." *Journal of Children in Contemporary Society* 20(3–4): 1–16.
- Newman, Sally, and Thomas B. Smith. 1997. "Developmental Theories as the Basis for Intergenerational Programs." Pages 3–22 in *Intergenerational Programs: Past, Present, and Future*, edited by Sally Newman, Christopher R. Ward, Thomas B. Smith, Janet O. Wilson, James M. McCrea, Gary Calhoun, and Eric Kingson. Washington, D.C.: Taylor & Francis.

- Ng, Judy H., Arlene S. Bierman, Marc N. Elliott, Rachel L. Wilson, Chengfei Xia, and Sarah Hudson Scholle. 2014. "[Beyond Black and White: Race/Ethnicity and Health Status Among Older Adults.](#)" *American Journal of Managed Care* 20(3): 239–48.
- NIHCM Foundation. 2021. "[Infographic: Youth Mental Health: Trends and Outlook.](#)" February 22.
- Northland Foundation. 2013. [AGE to age Lessons Learned: A Strategic Approach to Engaging Older Adults and Youth Within a Community.](#)
- Robert Wood Johnson Foundation (RWJF). n.d. [Our Focus Areas: Healthy Communities.](#)
- San Diego County (California). n.d.a. [About Live Well San Diego.](#) Live Well San Diego.
- . n.d.b. [Age Well San Diego.](#) Live Well San Diego.
- . n.d.c. [Intergenerational Efforts.](#) Live Well San Diego.
- . 2018. [Age Well San Diego Action Plan.](#)
- Scottish Universities Insight Institute (SUII). 2021. [Intergenerational Placemaking: Developing an Age-Friendly Ecosystem.](#)
- Scrutton, Pat. 2020. "[Age-Friendly Living Ecosystem.](#)" EPALE (Electronic Platform for Adult Learning in Europe), European Commission. June 18.
- Servat, Caroline, and Nora Super. 2019. [Age-Forward Cities For 2030.](#) Milken Institute Center for the Future of Aging.
- Spaak, Eli, and Melissa Stanton. 2019. [The ABCs of ADUs: A Guide to Accessory Dwelling Units and How They Expand Housing Options for People of all Ages.](#) AARP & Orange Splot LLC.
- Stafford, Philip B. 2020. "Everyone Can Make a Map: Multigenerational and Intergenerational Explorations of Community." Pages 286–97 in *Intergenerational Contact Zones: Place-Based Strategies for Promoting Social Inclusion and Belonging*, edited by Matthew Kaplan, Leng Thang, Mariano Sánchez, and Jaco Hoffman. New York: Routledge.
- StoryCorps. 2020. "[StoryCorps Launches StoryCorps Connect, Bringing Individuals Together to Conduct and Record Remote Conversations with Loved Ones Across Generations.](#)" Press release, April 9.
- Terroir, arki_lab, & Simpson, D. 2016. *Age Integration in the City and the Suburbs.* Copenhagen, Denmark: The Danish Ministry of Immigration, Integration and Housing.
- UNICEF USA. 2021. [Child Friendly Cities Initiative.](#)
- U.S. Census Bureau. 2018. "[Older People Projected to Outnumber Children for First Time in U.S. History.](#)" Press release, March 13.
- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion (U.S. DHHS ODPDP). n.d. [Social Determinants of Health.](#) Healthy People 2030.
- Van Vliet, Willem. 2011. "[Intergenerational Cities: A Framework for Policies and Programs.](#)" *Journal of Intergenerational Relationships*, 9(4): 348–365.
- Winnick, Bradley H., and Martin Jaffe. 2015. [Planning Aging-Supportive Communities.](#) Planning Advisory Report 579. Chicago: American Planning Association.
- Wood, Jenny. 2018. "[Urban Planning is Failing Children and Breaching Their Human Rights— Here's What Needs to Be Done.](#)" *The Conversation*, December 12.
- Zang, Eyu. 2020. "The Virtual Environment as Intergenerational Contact Zone: Play Through Digital Gaming." Pages 203–13 in *Intergenerational Contact Zones: Place-Based Strategies for Promoting Social Inclusion and Belonging*, edited by Matthew Kaplan, Leng Leng Thang, Mariano Sánchez, and Jaco Hoffman. New York: Routledge.

ACKNOWLEDGMENTS

The authors extend hearty thanks to the American Planning Association for recognizing how this work builds upon the planning field's endeavors to envision communities as multigenerational and for all ages. Special thanks to David Rouse, FAICP, former APA Research Director; Sagar Shah, AICP; and Ann Dillemath, AICP.

This project would not have been possible without the support and inspiration of Generations United and the intergenerational field. Special thanks to staff and fellows of Generations United, beginning with Executive Director Donna Butts and including Sheri Steinig, Danica Darriennic, Emily Patrick, Nancy Henkin, Bruce Astrein, Michael Marcus, and Anita Rogers.

Thanks are also due to those who reviewed draft manuscripts of this report and shared their expertise and feedback: Sagar Shah, AICP, APA; Aleksandra Gomez, APA; Karen Kali, AICP, AARP Public Policy Institute; Amanda O'Rourke, 8 80 Cities; Pam Plimpton, San Diego County; and Mildred Warner, PhD, Cornell University.

We are grateful for our many colleagues who have generously shared their insights and work in the realm of intergenerational community planning, including Mariano Sanchez, University of Granada, Spain; Dominique Hauderowicz, dominique + serena, Copenhagen; Nancy Henkin, Generations United Senior Fellow and developer of the Communities for All Ages intergenerational framework; Ernest Gonzales, director of New York University MSW Program and Center for Health and Aging Innovation; Derenda Schubert, executive director of Bridge Meadows; Linda Falcone, Neal Fogle, John Turack, and Peter Wulforth, developers of Penn State Extension's One Community—Many Generations model; and Mei Lan Fang of the University of Dundee, Judith Sixsmith of the University of Dundee, and Alison Hamilton-Pryde of Heriot-Watt University, co-leads for the Age-Friendly Living Ecosystems international initiative.

Finally, we thank the many intergenerational communities, programs, and initiatives that demonstrate every day how intergenerational connections improve lives and communities and have helped build the body of knowledge and experience on which all of today's intergenerational work is based.

DIVE DEEPER

with these related PAS resources.



Planning Aging-Supportive Communities PAS Report 579

The population of the United States is aging at a pace historically unprecedented. Read this report for guidance on how planners can help their communities address issues, opportunities, and challenges related to the housing, mobility, and public services needs of older adults.



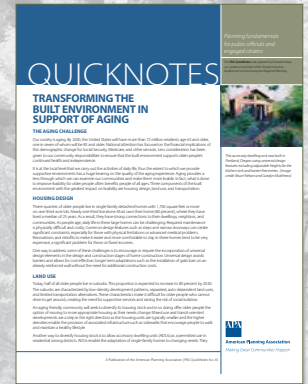
Planning for Dementia-Friendly Communities PAS Memo Nov/Dec 2021

In the United States, about one in 10 older adults — roughly five million people — have some form of dementia, and that number is growing. Read this article to learn how to incorporate dementia-friendly approaches in planning for transportation, housing, public space, urban fabric, and social services.



Human Investment Planning PAS Memo July/Aug 2011

Human investment planning ensures all community members are able to reach their full potential and have equal access to the benefits resulting from community investment. Read this article for guidance on how planners can identify and address social concerns and service needs to help everyone thrive.



Transforming the Built Environment in Support of Aging PAS QuickNotes 45

The extent to which our built environments support aging has a huge bearing on the quality of the aging experience. Share this briefing paper on how reconsidering housing design, land use, and transportation can improve livability for older people while benefiting people of all ages.

APA members and PAS subscribers get full access to the PAS digital toolbox. Learn more at planning.org/pas.



