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**The impact of Intergenerational Programs on older adults
in Central Los Angeles and levels of resilience**

Community-Engaged Research Project

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Abstract

This research aims to discover how much the older adults in Central Los Angeles have benefitted from an intergenerational community program. In addition, how intergenerational learning has successfully addressed various needs of these older adults because of the COVID-19 pandemic. The need for intergenerational programs has grown significantly over the past two years, with many older adults experiencing loneliness, anxiety, and depression. Intergenerational Programs provide a sense of comfort, relief, and a place where they can feel needed. They also help the older generations think a part of society and give them a sense of purpose and feelings of value. Through various intergenerational activities, the younger generation takes in information that will help them develop their levels of resilience and social identities.

Keywords: intergenerational programs, social capital, resilience, interactions, intergenerational learning, engagement, Bresee Foundation, marginalization, stereotypes

How have older adults benefitted from an Intergenerational Program in Central LA?

We can learn so much from those who came before us. The topic I was interested in researching and doing a qualitative study on is how much older adults have benefitted from an intergenerational community program in Central LA. In addition, how intergenerational learning has successfully addressed various needs of these older adults that emerged because of the COVID-19 pandemic. This program provides opportunities for the elderly to build relationships with the youth through reading workshops, technical/financial literacy workshops, and more. Connecting one on one gives the elderly and youth a greater sense of belonging and purpose.

Community-based participatory research was an appropriate strategy for this research project because this knowledge can be co-produced by and for people in the community. According to Wallerstein (2011), “Community-based participatory research (CBPR) is a research approach that falls under the umbrella of community-engaged research and seeks to democratize research and promote health equity” (Wallerstein, 2011, Pg 1). In addition, “The key to closing equity gaps and resolving climate vulnerability is direct participation by impacted communities in developing and implementing these solutions and policies.” (Gonzalez, 2020, Pg 4). Working with the Bresee Foundation on each step of the research process laid the groundwork for a successful research project.

In this project, collaboration was with the Bresee Foundation. Located in Central Los Angeles and founded in 1982, the Bresee Foundation “was created by community leaders to address systemic disadvantages faced by residents” (Bresee Foundation 2022). Bresee offers a range of services, from youth and family services to gang prevention. They evolved from a grassroots after-school program to support potentially at-risk youth in Central Los Angeles into a

community organization providing families with the resources necessary to thrive. In collaboration with the City of LA's Community Investment for Families department, the Bresee Foundation offers families COVID-19 rent relief through the Emergency Relief Assistance Program (ERAP). (Bresee Foundation 2022)

The program I was mainly working with at the Bresee Foundation was their Intergenerational Program. The intergenerational program at the Bresee Foundation strives for older adults and middle schoolers to benefit through various activities. For example, "To reduce social isolation, older adults participated in technology training, financial literacy, fitness, and nutrition. (Bresee Foundation Website, 2022). In addition, "Most of the intergenerational programs are implemented to change stereotypes and attitudes between younger and older people, mostly with good results." (Dionigi, 2015, Pg 4). Programs such as this one are important because it is mutually beneficial for both middle schoolers and older adults to interact with one another. It also has the potential for each other to demystify stereotypes they had about their respective age groups.

A crucial part of this research project was acknowledging the marginalization of the people in this community. According to Gonzalez (2020), "This understanding is important because if concerted efforts are not to break-down existing barriers to participation, then by default marginalization occurs" (Pg 4). In addition, "ethics needs to be a critical part of the research process from the inception of your problem to the interpretation and publication of the research findings. (Hesse-Biber, 2011, Pg 3). Part of ethics is acknowledging your positionality compared to someone else's. There is an awareness of working with older adults who do not have as much access to resources as others, but they have a community wealth of knowledge and wisdom.

In collaboration with the Bresee Foundation, I strived to conduct myself in a manner that contributes to a successful working relationship. For example, according to (Lewis and Staub 2019), “The five qualities of a successful partnership are Communication, Coordination, Student engagement, Shared Vision, and positive outcomes.” Having a quality working relationship is essential as I navigate the course of my study and collaborate with my partner organization. I am confident that I will succeed and always consider the importance of ethics and professionalism when performing research and interviews.

Literature Review

For this community-based research project, I conducted a literature review focused on intergenerational programs and the outcomes that come out of them. According to Kuehne (2003), “Much of the intergenerational program literature is grounded in human development theory: cognitive, physical, and social-emotional growth.” (Kuehne, 2003, Pg 13). In addition, “This interdisciplinary framework is also recognized or utilized by many academic disciplines” (Kuehne, Pg 13; 2003). Grounding my research in a literature review will highlight the benefits of the Intergenerational program, which gives both sides cognitive, social, and emotional benefits. It will also benefit the Bresee Foundation, which can use the results from my survey to improve or change things in the intergenerational program based on the feedback.

Another of many essential theories in intergenerational literature is Erik Erikson’s theory of lifespan development. According to Kessler and Staudinger (2007), “As adults reach late adulthood, they encounter a life stage Erikson defines as generativity- a shift in focus from concern for one’s own life towards concern for younger generations” (Pg 10). In addition, “Older adults’ desire for generativity complements children’s and youth’s developmental need for autonomy and identity formation” (Kessler & Staudinger, 2011, Pg 11). In the

intergenerational program at Bresee, middle schoolers are still trying to figure out who they are and what their identities are. The older adults at the Bresee Foundation would be more than willing to pass down cultural wealth and experiences the youth can take something out of hearing.

Bridging Social Capital

In 2019, a study analyzed loneliness and depression among a rapidly growing population of older adults in Japan. According to Murayama (2019), “It creates the best possible environment for positive and long-lasting benefits, enforcing social capital and building a sustainable community which will reduce or prevent social isolation among older people” (Murayama, 2019). Conclusion thesis conclusion considers that few studies have investigated the benefits of social capital that those programs bring from interacting with children/teenagers and older generations. It certainly brings an uplifting sight, seeing as how there has been an ongoing-historical decline in social capital for years.

Resilience in the elderly

Despite coming from a lower socio-economic background or being viewed as “fragile,” elderly people have much resilience. According to Ramirez, “Resilience has been described as “bouncing back” or “rebounding after a loss” and is associated with positive growth in addition to overcoming a specific challenge” (Ramirez, 2007, Pg 1). Regarding older adults, “Older adults have sustained multiple losses over their lifetimes and thus may have accrued experiences in which they were resilient and recovered from the challenge experienced” (Ramirez, 2007, Pg 5). As a result, older adults are in a position to cope with everyday environmental and life stressors more than younger people. They have also had to adapt as they have aged, with their bodies and minds evolving throughout the years.

Multiple studies from researchers at universities and health centers have shown that older adults have internal resources built up over the years to help them cope with hard times. According to Reynolds (2010), “The process of coping with stress can create resilience, and older adults are likely to have increased coping strategies and resources to draw upon from their past experiences.” (Reynolds, 2010, Pg 2). For example, “An August 2020 survey from the Center for Disease Control (CDC) showed that adults aged 65 and older were less likely to have anxiety, depression, and trauma or stress-related disorder (TSRD) than people in younger age groups” (Vahia, 2020, Pg 12). Older adults are one of the most resilient groups in society; they have a lifetime of overcoming challenges and difficult situations. Their wisdom, positive attitudes, and life experiences contribute to their emotional regulation skills and reactions to everyday stressors.

Effects of COVID-19 on the elderly

When faced with physical distancing and social isolation during COVID-19, the elderly have been particularly vulnerable. In a qualitative study performed by researchers at the University of Washington, a survey examined older adults’ emotional distress, loneliness, social support, and resilience during the pandemic. According to Sams (2020), out of 501 older adults 65 years or older in the United States, “13% reported moderate depressive symptoms, 9% reported moderate anxiety symptoms, and 26% said they felt lonely” (Sams, 2020, Pg 3). In addition, “Those who reported loneliness also reported less resilience, less physical exercise and poor physical health” (Sams, 2020, Pg 3). Intergenerational programs such as Bresee’s would be an opportunity for both the elderly and youth to exchange their life experiences and offer each other advice or suggestions.

Benefits and need for Intergenerational Programs

People are growing more aware of the benefits of intergenerational programs for both older adults and young people. According to Granville (2002), “Intergenerational programs are tools that allow for the exchange of resources and learning among older and younger generations for the sake of individual and social benefits” (Granville, 2002, Pg 12). In addition, “There is a growing interest in intergenerational connectivity through intergenerational programs, which has emerged as a response to the demographic changes” (Granville 2002, Pg 15). With a growing population of youth and older adults, it makes sense for them to connect. The child has so much to gain from these interactions, and for the older adults, it gives them hope that this younger generation will succeed.

Intergenerational Programs impact all who participate, both young and old. According to Garcia, “Intergenerational Program activities promote satisfaction and quality of life in all parties involved and the concept of life-long learning” (Garcia, 2017). For instance, in the “Time after time” intergenerational program, 70 older adults reported enhanced confidence, self-esteem, and social skills, as well as enabling them to learn about others and feel connected to their community” (Teater, 2016). Published literature on intergenerational programs has shown how these programs promote favorable outcomes for all involved. It contributes to children’s learning and establishing life/moral values and continued cognitive stimulation/physical activity for older adults.

Older participants in intergenerational programs have led to an improved sense of self-worth, esteem, and well-being. For instance, according to an anonymous, more senior female participant from an Intergenerational Program, “The children/teenagers are getting a feel for how to share and listen in a conversation; I always talk about books, movies, plays, politics,

and take in different opinions” (George, 2011). In addition, the participant said, “it is good that we are helping them build that curiosity and skills so when they get older, they can do the same” (George, 2011). As a result, the children learn how to have conversations, and the elderly feel less lonely. As a result, it benefits their emotional well-being and sense of worth.

Studies suggest that enhanced cognitive activity can also be linked with Intergenerational programs. For example, In 2017, a 3-month quantitative study was conducted by the Avondale Intergenerational Program, which included “two or three on one guided interaction or conversations, with students leading the conversation and inviting the resident to engage with an item they had brought in” (Baker, 2017). Baker states, “Residents reported feeling happier, fewer feelings of loneliness, negativity, and boredom” (Baker, 2017). Despite being cognitively impaired, the engagement levels of the elderly participants went through the roof when the students visited them. This study is distinctive from others in that Intergenerational programs could benefit residents with cognitive impairments with the mental stimulation they are getting from the engaging interactions.

As both age groups age, exercising their motor skills and muscular strength becomes essential. In a 25-week intergenerational exercise training intervention conducted in 2021, Minghetti (2021) found that “Children in the IG program showed large benefits in building motor skills while seniors benefitted especially in psychosocial well-being and functional mobility necessary for everyday life” (Minghetti, 2021) In addition, qualitative data from the study indicates that “Intergenerational relationships in IG programs provide seniors more motivation to exercise when children are included and also increases the seniors level of self-esteem” (Minghetti, 2021). As a result, both groups physically, socially, and mentally benefit from being together and have something to give to one another.

Methodology

I created an anonymous online survey to understand how the Bresee foundation has successfully assisted the elderly in Central Los Angeles. Unfortunately, I could not collect data from the Bresee Foundation's intergenerational program participants due to unforeseen circumstances, but it can still prove effective. This online survey tool has the potential to capture the rich knowledge, experiences, and insights of community members coming from historically underrepresented communities. In addition, evaluating the effectiveness of the Bresee Foundation's intergenerational program through the online, anonymous survey will benefit both the Bresee Foundation and the people it serves. This includes how the Intergenerational Program at the Bresee Foundation has helped their resilience during COVID-19.

This survey has the potential to be conducted when they launch in the summer. Potential participant requirements will be that they must have had to receive services from the Bresee Foundation during the COVID-19 pandemic, are 65 years or older, and are part of their Intergenerational Program. In terms of distribution, the survey could be distributed through a QR code so people can scan it and take the survey. Questions on the survey will encompass how the Bresee Foundation has supported them during the COVID-19 pandemic. This also includes a balanced mix of quantitative and qualitative questions, from multiple choice and linear scale to open-ended questions.

In terms of engagement with the Bresee Foundation, I had excellent communication. According to Wallerstein (2011), "In CBPR, relationships between researchers and communities require commitment and trust, which may ebb and flow over time depending on contexts, events, and power relations" (Wallerstein, 2011, Pg 23). At first, they were open to collaborating on the

research project, and then things shifted. I could not collect data from the Bresee foundation, but they said I could independently develop materials for them.

During this collaboration with the Bresee Foundation, I strived to conduct myself in a way that contributes to a successful working relationship. For example, according to Lewis and Staub (2019), “The five qualities of a successful partnership are communication, coordination, student engagement, shared vision, and positive outcomes” (Lewis and Staub, 2019, Pg 12). Having a quality working relationship is essential as I navigate the course of my study and collaborate with my partner organization. I am confident that I will succeed and always consider the importance of ethics and professionalism when performing research and interviews.

To accommodate the elderly participants of the intergenerational program, I surveyed them in Spanish and included a message that talks about the nature/anonymity of their participation. I felt most of my participants should be comfortable participating in this research project. If there is a question they do not feel comfortable answering, they can always choose to skip it.

To grow an equitable and supportive partnership, I let the Bresee foundation and intergenerational program coordinator know that if there was anything they needed help with, just let me know. The intergenerational program coordinator, Emily, asked if I could develop activities for the elderly participants. In addition to the survey, I created seven fully fleshed-out intergenerational activities and a literature review chart. These material outputs allow the Bresee Foundation to assess better how the elderly in Central LA have benefited from their Intergenerational program. They can potentially implement these activities in the summer, and

the literature review chart shares what other Intergenerational programs have done and what literature there is on intergenerational interactions.

The goal of the intergenerational program is to “build relationships with the youth which give older adults a greater sense of purpose and connect them to society in ways they feel accepted” (Bresee Foundation 2022). It is also a chance to destigmatize stereotypes people may have of the elderly as weak when they are some of the most resilient people anybody will ever meet.

As I was navigating this research process, I constantly evaluated how I was doing in terms of ethics. One of the most critical aspects when performing community-based participatory research is” integrating ethics into the entire research process, from selecting the research problem to carrying out research goals and interpretation and reporting research findings “(Hesse-Biber and Leavy, 2011, Pg 82). I planned on making the elders aware that the study they will be participating in is anonymous through an introductory message on the survey before they answer each question. They also have the option to skip a question or to opt-out of the survey altogether. However, I feel that they should be comfortable with taking the survey.

Positionality

In investigating how the intergenerational program at the Bresee Foundation has supported older adults in Central LA, I also acknowledged my positionality. According to Wallerstein (2011), “A key strategy for mutual learning is the practice of cultural humility, in which all partners are reflexive about their positions of power, whether by race/ethnicity, education or community status” (Wallerstein, 2011, Pg 10). I am a U.S Citizen and an upper-middle-class Mexican-American student going to the University of California, Los

Angeles, the #1 Public University in the U.S. I come from a home where I have two parents and a brother that have loved and supported me. Unfortunately, many older adults from marginalized communities do not have access to resources as I do and are in different life circumstances than I am.

I became more conscious and aware of my positionality when I went to community college straight out of high school—surrounded by students of color from lower socio-economic backgrounds than me. My high school was primarily upper-middle and upper class Caucasian and Asian students who did not have to worry about receiving financial aid or making payments. Being exposed to these students and taking various courses at my community college in the social sciences made me reflect on my privileges and resources. It made me more grateful, and as a result, I looked to see how I could use my position of honor for the greater good. I served as co-chair for a campus organization called MEChA for two years. I worked to promote higher education, social justice, and community on campus. Having been around a diverse range of people from different socio-economic backgrounds, I believed I was well-equipped to succeed in conducting this study and working with older adults from marginalized communities in the Bresee Foundation's intergenerational program.

Data Collection

The online, anonymous survey output I created for the Bresee Foundation will gather data from participants in the Intergenerational program, asking them how the program has enhanced their quality of life and grown their resilience and self-esteem throughout the COVID-19 pandemic. This data will be collected potentially in the summer when the Bresee Foundation relaunches its program.

Data Analysis

Although I was not able to evaluate the outcomes of the elderly in south la participating in the intergenerational program at the Bresee Foundation, I still was able to generate valuable material outputs:

1. An intergenerational literature review chart intended to show the Bresee foundation the studies on intergenerational programs and their participants.
2. An online, anonymous survey intended to collect data from elderly participants to measure the program's outcomes.
3. Seven fleshed-out intergenerational activities.

These are intended for older and younger participants in the Bresee foundation's intergenerational program.

After conducting a literature review of the elderly participating in various intergenerational programs, I developed four themes from five different readings. These four main themes are improved quality of life over time, enhanced cognitive function/stimulation exercised through engagement with youth, enhanced physical function from participating in activities, and a sense of purpose and well-being.

Enhanced quality of life

According to Garcia, "Intergenerational program activities promote satisfaction and quality of life in all parties involved and the concept of life-long learning" (Garcia, 2017). For instance, in the "Time after time" intergenerational program, 70 older adults reported enhanced

confidence, self-esteem, and social skills, as well as enabling them to learn about others and feel connected to their community” (Teater, 2016).

Enhanced Physical Function

As both age groups age, it is critical to exercise their motor skills and muscular strength. In a 25-week Intergenerational exercise training intervention conducted in 2021, Minghetti (2021) found that “Seniors benefitted especially in psychosocial well-being and functional mobility necessary for everyday life” (Minghetti, 2021) In addition, qualitative data from the study indicates that “Intergenerational relationships in IG programs provide seniors more motivation to exercise when children are included and also increases the seniors level of self-esteem” (Minghetti, 2021). As a result, both groups physically, socially, and mentally benefit from being together and have something to give to one another.

Active Cognitive Function

In 2017, a 3-month quantitative study conducted by the Avondale intergenerational program included “2 or 3 on one guided interaction or conversations, with students leading the conversation and inviting the resident to engage with an item they had brought in” (Baker, 2017). As a result, Baker states, “Residents reported feeling happier, fewer feelings of loneliness, negativity, and boredom” (Baker, 2017).

Greater sense of self-esteem/self-worth

According to an anonymous older female participant from an intergenerational program, “The children/teenagers are getting a feel for how to share and listen in a conversation; I always

talk about books, movies, plays, politics, and take in different opinions' ' (George, 2011). In addition, the participant said, “it is good that we are helping them build that curiosity and skills so when they get older, they can do the same” (George, 2011).

Results

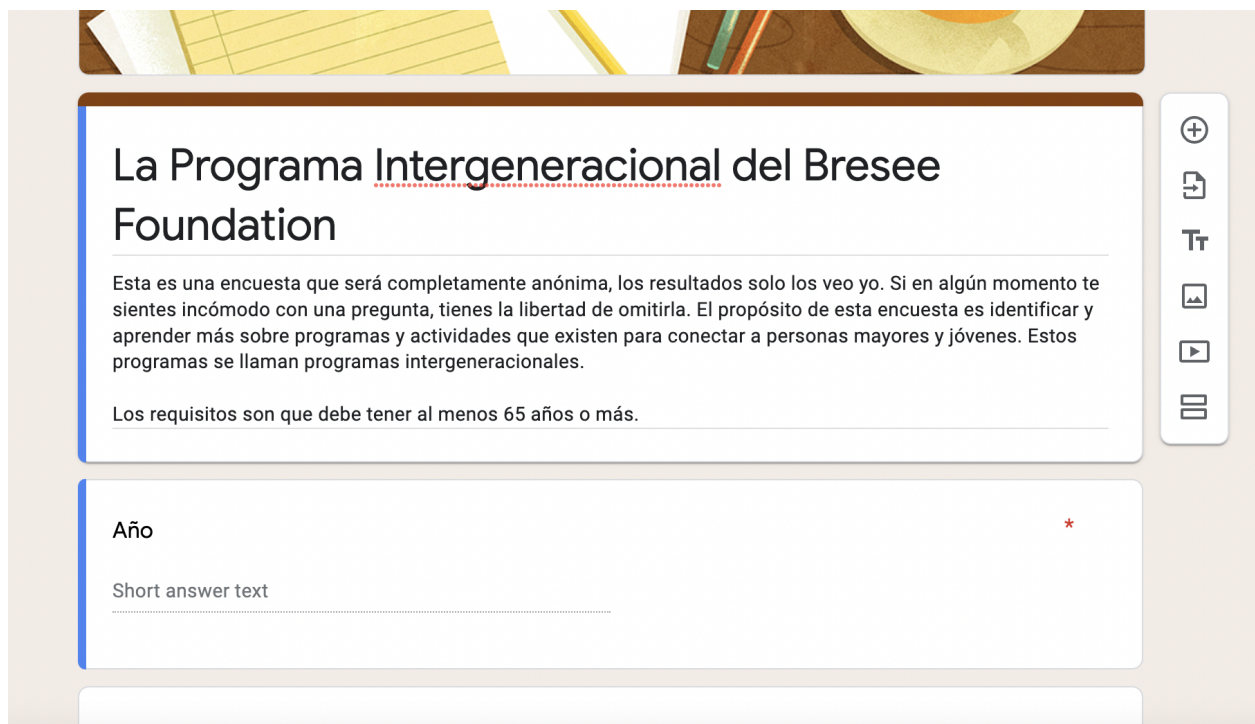
I wasn't able to collect data from participants of the Bresee Foundation, but I collected data elsewhere. The literature review chart I developed captures the intergenerational literature of various intergenerational programs and studies. The online, anonymous survey tool collects data from Bresee's intergenerational program participants and measures how much they benefited from it. Lastly, the seven-fleshed out intergenerational program activities with outcomes I developed serve as part of the intergenerational program. The Bresee foundation will be relaunching this summer, and these outputs all have the potential to be implemented.

The literature in the table below showcases the various types of intergenerational literature that I was reading. Each had a unique study conducted on the youth, elderly and intergenerational programs. The readings also helped me develop the four common themes I came up with.

Intergenerational Literature Review Chart

Author(s) and Year	Methods	Purpose of study	Sample	Research type
Garcia (2017)	Intervention	Identifying the elements of empirically based interventions (EBI) in the field of Intergenerational work.	Older adults 65+ and younger generation. (Teenagers, children)	Quantitative
<u>Teater</u> (2016)	Intervention	Understanding how intergenerational participants can be engaged in participatory design processes.	Older adults 65+ and younger generation (teenagers, children)	Quantitative
Baker (2017)	Intervention	Evaluating the outcomes of connecting students with elders who have cognitive impairments in meaningful activities.	Older adults 65+ and younger generation (teenagers, children).	Quantitative
<u>Minghetti</u> (2011)	five-armed intervention study	Evaluating how intergenerational exercise possesses the potential to promote physical activity in seniors and children.	Older adults 65+ and younger generation (children)	Quantitative
George (2011)	Intervention	Examining the quality of life of the elderly in intergenerational programs.	Older adults 65+	Quatitative

The online, anonymous intergenerational survey I produced below allows the Bresee Foundation to assess its program effectively. What is going well, what is not, and what could be done to improve the program? In addition, it will enhance the experiences of their participants and their happiness.



The image shows a digital survey form with a header banner featuring a collage of stationery items like a notepad, pens, and a coffee cup. The main title is "La Programa Intergeneracional del Bresee Foundation". Below the title is a paragraph explaining the survey's anonymity and purpose. A second paragraph lists the requirements for participation. The form includes a text input field for the question "Año" (Year), which is marked as required with a red asterisk. A vertical toolbar on the right side of the form contains icons for adding, deleting, and editing content, as well as a list view icon.

La Programa Intergeneracional del Bresee Foundation

Esta es una encuesta que será completamente anónima, los resultados solo los veo yo. Si en algún momento te sientes incómodo con una pregunta, tienes la libertad de omitirla. El propósito de esta encuesta es identificar y aprender más sobre programas y actividades que existen para conectar a personas mayores y jóvenes. Estos programas se llaman programas intergeneracionales.

Los requisitos son que debe tener al menos 65 años o más.

Año *

Short answer text

Año *

Short answer text

Etnia *

Short answer text

¿Cuánto tiempo has estado en Bresee? *

2 years

1 year

3 years

Other...

¿Cuánto tiempo has estado en Bresee? *

Intergenerational Activities Chart

Intellectual/Cognitive activities	Social-emotional activities	Physical activities	Outcomes
Tech lessons- Typing on a keyboard, writing an email. Using a mobile device and navigating it	Oral History- Elderly giving an oral history lesson to teenagers/children, different theme every time.	Seniors playing badminton	These activities give seniors a fun opportunity to interact with youth, while also fulfilling their social and emotional needs. They also exercise their cognitive abilities and learn how to better navigate the world of technology.
Reading Buddies	Playing Mario kart on Nintendo switch.	Hiking/Swimming with Aerobics	The purpose of these activities would be to provide seniors an opportunity to have fun while also engaging their physical and cognitive abilities.
Listening to music/sharing music tastes	Painting, making arts and crafts	Walking to the park	The outcome of these activities would allow seniors to be active and social, with possible adjustments made as needed to be accommodating.

This is the Intergenerational Activities chart I made, showcasing the different types of activities the Bresee Foundation can implement in their program and the outcomes that they would respectively bring. These activities have the potential to be executed when the program relaunches in the summer.

Discussion

The online, anonymous survey output I created for the Bresee Foundation is intended to gather data from participants in the intergenerational program. Questions include asking them how the program has enhanced their quality of life and grown their levels of resilience and self-esteem throughout the COVID-19 pandemic. This data will be collected potentially in the Summer when the Bresee Foundation relaunches its program. Even though I couldn't conduct

the survey, I still gathered data by reading different literature on Intergenerational programs, coming up with standard themes, and developing a literature review chart.

The themes I developed through the literature review show the Bresee Foundation's intergenerational program and what kinds of outcomes are produced when the elderly and youth interact. Even though data and results weren't evaluated from their program specifically, it gives them a glimpse at what could be.

Similarities/Differences with other studies

In Dionigi (2015), those intergenerational researchers investigated the positive and negative effects of aging stereotypes. They presented findings on the impact of stereotypes on aging and health outcomes related to older adults, such as mental and physical functioning. When compared to the results of my study, I acknowledge but don't go into stereotypes of the elderly and aging. However, I mention that intergenerational programs give the elderly an opportunity to exercise their cognitive function and strengthen their mental memory, which can help the aging process.

Another piece of literature I can compare to my study is Ramirez (2007) which covered the strong resilience of the elderly and how Intergenerational programs can serve to boost their strength and other social-emotional needs. This can relate to my results in that the elderly develop an improved quality of life over time through the intergenerational programs, thus showing their resilience daily. Murayama (2019) investigated the degrees to which intergenerational programs affect the social capital of all generations in a community. This relates to greater self-esteem and self-worth, as I mentioned earlier about intergenerational

program participants. Being able to contribute knowledge and wisdom to the next generation shows the elderly that they still have a purpose.

Implications of Results

These results imply that the outputs I developed can contribute to the intergenerational program's growth and success as a program. It's also important to keep in mind the different populations each Intergenerational program works with, the number of resources, and the level of continuity/trust they have. That's why I made my survey in Spanish, with the option to switch to English if they would like.

Limitations

In this section, I will discuss the limitations of my research project. First, I'd like to acknowledge that it wasn't an ideal time for my community partner to have me come in and collect data from their intergenerational program participants on the survey tool I created. I was also not able to do participant observation either. However, they said I could still develop materials for the Intergenerational program. As a result, my research project evolved, and I started working independently on outputs for their intergenerational program.

Future Research

For potential research opportunities in the future, I would be interested in identifying and measuring the different stereotypes that the youth and elderly have of each other and how those can be broken. Some may prefer to work with children instead of teenagers, and some teenagers may prefer to work with some other older person or not at all. The following steps for my community partner would be to utilize the three material outputs I developed when they relaunch their Intergenerational Program this upcoming summer.

Overall, in developing these outputs, I gained a better sense of what intergenerational programs are capable of. I believe the materials I developed will be precious for the Bresee Foundation. As I've been doing this research, I've also learned that part of creating an intergenerational program is continuity and building trust in relationships with the people. Building trust in relationships can increase the longevity of the program. As a result, it will only strengthen the community and relationships between everyone involved.

Acknowledgments

Lastly, I'd like to acknowledge my amazing classmates, T.A Shweta Sundar and Dr. Bemmy Maharramli, for being supportive and always creating an environment conducive to our learning and growth as novice community-engaged researchers.

Appendice- Study Information Sheet

My research project was done in partnership with the Bresee Foundation. It looked at how the older adults in Central Los Angeles have benefitted from an intergenerational program. In addition, how it addressed needs that have come up during the COVID-19 Pandemic. The mission of the intergenerational program is to improve the overall quality of life for older adults and close the gap in relations between themselves and the youth. This program provides opportunities for the elderly to build relationships with the child through reading workshops, technical/financial literacy workshops, and more. Connecting one on one gives the elderly and youth a greater sense of belonging and purpose.

Community-Based Participatory Research Method and Ethical Research Practices

My Community-Based Participatory method is grounded on a literature review. I also developed an online, qualitative anonymous survey on google forms. My goal for this survey was to confirm the benefits of Intergenerational programs and result in a greater level of community awareness. In terms of Ethics, I informed participants on the survey that this data will be entirely confidential and that no one else but myself and the organization will be able to look at the data. The Bresee Foundation and I are committed to ethical practices in our research process. To ensure this is done, I will inform my participants of the nature of this study and assure them that it is entirely anonymous. They also have the right to withdraw from the research and respond to survey questions as much or as little as they would like.

The results of this research can improve the Intergenerational program, increase awareness about these programs in general and benefit all current/future participants in this

program. If participants have any questions about the study and how it could potentially be shared with the community, I will happily answer any questions.

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