



Partnerships Guide

A Guide to Strengthening Partnerships between Member
Organizations and Educational Institutions in Massachusetts

LeadingAge

Massachusetts

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LeadingAge Massachusetts

LeadingAge Massachusetts is dedicated to expanding the world of possibilities for aging by supporting the full continuum of mission-driven, not-for-profit providers of health care, housing, and services for older adults in Massachusetts. Our vision is to create an America that values older adults and those who serve them, fostering a community where diverse thoughts lead to common actions. Key initiatives include workforce development, which focuses on strengthening the workforce in the aging services field through training, resources, and support; public policy advocacy, where we analyze, communicate, and influence public policy related to aging services; and intergenerational programming, which promotes mutual understanding and respect among different age groups, enriching lives and strengthening community bonds. Additionally, *LeadingAge Massachusetts* collaborates with institutions like the University of Massachusetts Boston to improve the quality, affordability, and accessibility of long-term services and support through rigorous research and data analysis. The organization's commitment to diversity, equity, and inclusion ensures we value and honor the unique qualities, wisdom, and lived experiences of all people. Our initiatives benefit all age cohorts and enhance the mission of the organization, making a significant impact on the aging community in Massachusetts. Dedicated to improving the lives of older adults through comprehensive support, advocacy, and innovative programs, *LeadingAge Massachusetts* is doing the work to ensure that older adults receive the high-quality services and supports they need and deserve.

Project Mission

LeadingAge Massachusetts (MA) is dedicated to developing strategies to help its members attract, retain, and develop a strong workforce to meet the needs of their growing and diverse older adult populations. In the summer of 2024, intern Nicholas Lance Bradley joined in a Research and Data Management role to enhance these strategies. Nicholas created and conducted the *LeadingAge Massachusetts* Member Partnerships with Educational Institutions project, resulting in this guide.

This guide reflects *LeadingAge Massachusetts*'s commitment to workforce development. Nicholas's primary research question was: Do *LeadingAge Massachusetts* member organizations introduce younger individuals to careers in the aging field? He addressed this by identifying and understanding partnerships between members and academic institutions across the Commonwealth that expose students to aging services through surveys and interviews.

This guide includes a brief data key, phases one and two with their respective questionnaires, a summary of findings, conclusions, recommendations, success stories, and a directory. This tool serves as a guide and should not be considered as definitive for creating a new program.

Dear Reader,

Intergenerational programming is vital as it fosters mutual understanding and respect among different age groups, enriching the lives of all participants and strengthening community bonds. With an ever-growing aging population, the involvement of young people is needed more now than ever.

Through my research and data management role, I have had the privilege of contributing to initiatives aimed at strengthening the workforce in the aging services field in Massachusetts. This experience has been incredibly rewarding and has reinforced my belief in the importance of our mission.

Being part of such an important initiative benefits all age cohorts and enhances the mission of *LeadingAge Massachusetts*. The diverse perspectives and experiences shared through intergenerational programs create a more inclusive and supportive environment for everyone involved.

This organization has given impactful meaning to my work and has significantly contributed to my professional development. As I continue in my career, I am committed to fostering the relationships I have gained from my involvement with *LeadingAge Massachusetts*, always remembering that with community, WE are stronger.

I hope this guide serves as a powerful reminder that representation matters, opportunities are abundant, and the act of giving back, though often thankless, is profoundly impactful.

-Nicholas Lance Bradley

LeadingAge MA Summer '24 Intern

Survey and Interviews

The questions posed to respondents varied based on their survey answers. For this guide, the terms intergenerational programming, collaborators, *LeadingAge Massachusetts* member organizations, and younger individuals are defined as follows:

Intergenerational programming: volunteer, internship, and mentorship programming.

Collaborators: universities, individuals at educational institutions, university point of contact.

***LeadingAge Massachusetts* member organizations:** housing and services providers for older adults, organizations surveyed, organizations interviewed, member interviewees, individuals at member organizations, phase one respondents, phase two respondents, phase one participants, and phase two participants.

Younger individuals: students, volunteers, interns, college students, young adults, and young people. It's important to note that the target population for incentivizing younger people includes those who do not have a connection to an older adult or an initial interest in the aging field.

Data Key

The data and percentages in this guide differentiate *LeadingAge Massachusetts (MA)* member organizations that were surveyed and interviewed. Since only one collaborator was interviewed, their information was included as supportive data. Out of 200 *LeadingAge MA* member organizations, 36 were surveyed and 20 of those were interviewed. The formula below outlines how many participants are needed to make these findings statistically significant; however, it is not used substantively in the summary section.

Population Size: 200 *LeadingAge MA* member organizations

Confidence Level: 95%

Z: Z-score (1.96 for 95% confidence level)

Margin of Error €: 5%

n: sample size (36)

N: population size (200)

p: Estimated proportion of the population (0.5)

$$n = \frac{N \cdot Z^2 \cdot p \cdot (1 - p)}{(N - 1) \cdot E^2 + Z^2 \cdot p \cdot (1 - p)}$$

$$n = \frac{200 \cdot 1.96^2 \cdot 0.5 \cdot (1 - 0.5)}{(200 - 1) \cdot 0.05^2 + 1.96^2 \cdot 0.5 \cdot (1 - 0.5)}$$

$$n = \frac{200 \cdot 3.8416 \cdot 0.25}{199 \cdot 0.0025 + 3.8416 \cdot 0.25} \rightarrow n = \frac{192.08}{0.4975 + 0.9604} \rightarrow n = \frac{192.08}{1.4579} \rightarrow n = 131.75$$

Approximately 132 organizations need to be interviewed for data in future projects to achieve statistical significance.

Phase One

Online Survey

In the first phase, a five-minute survey using Survey Monkey was sent to all *LeadingAge Massachusetts* members regardless of their current partnerships and programming. Of 200 *LeadingAge MA* member organizations, 36 responded to the brief questionnaire over 3 weeks. The following pages serve as a guide, comprising the results from phase one.

35 *LeadingAge MA* organizations have partnerships with academic institutions including but not limited to internships, clinical training, volunteer opportunities, intergenerational programming, and other collaborations.



LeadingAge MA Member Partnerships with Educational Institutions

5-minute screening survey

Intro: As part of our strategic priority to strengthen the aging services workforce, *LeadingAge Massachusetts* is looking to identify the extent of partnerships between our members and academic institutions around the Commonwealth. We are interested in learning about all types of partnerships and collaborations with these institutions. Please take a few minutes to answer the following questions.

1. Does your organization have any relationships/partnerships/collaborations with educational institutions that involve students working/training/volunteering with your organization in any capacity? Yes No

2. If yes, please indicate what type of educational institution you are working with (please select all that apply)

Colleges/ Universities Yes No

If yes, please list the colleges/universities your organization works with.

High Schools Yes No

If yes, please name the high school your organization works with.

Vocational-technical schools Yes No

If yes, please name the Voc-tech schools your organization works with.

Pre-K/Elementary/Middle School Yes No

Other (please list)

3. Please indicate whether your partnerships/collaborations include any of the following types of programs (please check all that apply)

- Serving as a Clinical Training Site for CNAs, HHAs, RN/LPN, therapists’ social workers, etc.
- Hosting student interns
- Hosting student volunteers
- Intergenerational programming (programs where students and older adults may engage in programs together including but not limited to art, music, education, health/fitness)
- Technology Training and Support (students help older adults with technology use)
- Mentorship programs (older adults help to mentor students)
- Other (please describe):

4. Please feel free to share any additional information about your organization’s work with students that you think would be helpful:

5. Name of Community:

6. Name of contact who would be available to provide more information about your programs:

~end of survey~

Continue to the next page for phase two.

Phase Two

Individual follow-up Interviews

Among the 36 respondents, 20 member organizations and one collaborator participated in phase two follow-up meetings with Nicholas to discuss the survey results and explore additional programming information. These meetings, lasting 20–30 minutes each, were conducted over four weeks.

To limit interviewer error standardized interviewing techniques were employed. The following questions were asked exactly as worded. Incomplete and inadequate answers from respondents were probed for clarification and elaboration in a nondirective way. If respondents did not understand what was expected of them, clarity was provided. Answers were recorded without discretion. If respondents could not answer, a different point of contact was requested.

Due to the low involvement in phase one, a comprehensive sample was not collected. Except for one collaborator, the interviewed individuals represent a diverse mix of member organizations across the Commonwealth. To collect the most accurate data, two organizations had three interviewees, and one had two.

LeadingAge MA Member Partnerships with **Educational Institutions**

(follow-up interview questions)

Intro: This interview is to dive deeper into the collaborations/relationships between your organization and educational institutions. By participating in this follow-up interview, your organization is taking part in the initiative to expand intergenerational opportunities/programming between providers of housing and services for older adults and academic institutions. Any information deemed relevant to the following questions will be useful in understanding how an organization can assess its capacity to create similar programming.

Origin Story

1. How did your organization initially establish the partnership/What is the story/How long ago?
2. Who within your organization played a key role in initiating this collaboration (e.g., HR, nursing leadership, CEO)? What is their role/name/contact info if not yourself?
3. If aware, what tools (i.e. job sites) were used to assist in establishing this partnership?
4. What was the basis for establishing this partnership?

Partnerships

Serving as a Clinical Training Site:

1. How long has your organization been involved in serving as a clinical training site?
2. What specific roles (e.g., CNAs, RNs, therapists) do students fulfill during their training at your site?
3. How do you assess the effectiveness of this partnership in terms of student learning and patient care?
4. How do you measure the effectiveness of this partnership in terms of resident participation?

Hosting Student Interns:

1. What departments or areas within your organization typically host student interns?
2. How do you match interns with appropriate mentors or supervisors?
3. Have you observed any positive impacts on your organization due to hosting interns?

~questionnaire continues next page~

Hosting Interns Without Formal Relationships

1. How do you handle inquiries from interns without formal relationships with educational institutions?
2. What criteria do you use to determine whether to host interns from various academic institutions?
3. Through which avenues do interns seek opportunities at your organization?

Intergenerational Programming

These questions do not explicitly focus on programming that does not involve formal internship or mentorship.

1. How does your organization define and structure its intergenerational programs?
2. What types of intergenerational activities have been most successful in your programs?
3. How do you measure the impact of these programs on both students and older adults?
4. What impact have these programs had on both older adults and students?
5. Are there any challenges you've encountered in implementing intergenerational initiatives?

Technology Training and Support:

1. Which technologies are commonly covered/requested in your training?
2. Have you seen improvements in seniors' digital literacy skills as a result of this collaboration?
3. Which technological devices do residents have access to at your facility?

Mentorship Programs

1. What criteria do you use to select mentors for students?
2. How do you ensure a positive and productive mentor-mentee relationship?
3. Can you share any success stories or outcomes from your mentorship programs?

Outreach

Regarding Schools and Teachers:

1. What specific challenges or constraints do schools and teachers face when collaborating with your organization?
2. How might your organization address the inconsistency issue over time? Are there any potential solutions?

3. Could you elaborate on the types of programs or initiatives that your organization conducts when collaborating with academic institutions?
4. What benefits have you observed from these collaborations?

Success with Residents and Training Site for Nurses/CNAs:

1. How do you measure the success of being involved with CNA/nursing training programs?
2. Can you share specific examples of how being a training site for nurses and CNAs has led to great current employees?
3. How do you pinpoint the mutual benefit of becoming a training site?

University Connection:

1. What specific activities or interactions have occurred between your residents and university professors?
2. How have these connections impacted the community and staff members?
3. Who do you seek out when wanting to establish a connection?

~questionnaire continues next page~

Strategic Priority and Wellness Initiatives:

1. What specific wellness initiatives are currently underway, and how do they align with your strategic priorities?
2. Are there any measurable outcomes or goals associated with these initiatives?

~end of questionnaire ~



Response Themes

This guide is the first step in acquiring accurate statistical data on partnerships between *LeadingAge Massachusetts* member organizations and educational institutions. To gain insights into these partnerships, follow-up questions were not scripted or uniformly asked, leading to interviewer-related variability. Further questioning was based on the interviewees' responses. The following themes emerged from the survey and interviews, prompting additional questions:

1. Budget
2. Staffing Requirements
3. Outreach
4. Location
5. Volunteer/Intern interest
6. Exposure to aging services careers
7. Resources
8. Arts/Humanities programming

LeadingAge Massachusetts organizations looking to develop new programming would benefit from evaluating their status on the aforementioned themes.

Common Programming

Based on the responses of those surveyed and interviewed, common collaborations were intergenerational including volunteer programs and internship opportunities. These collaborations include the following ten categories:

1. Music: Therapy, performance, rehabilitation
2. Arts and Crafts/Activities: Gardening, painting, technology, etc.
3. Clinical Training Sites: RN, CNA, LPN, Social work
4. Companionship/Buddy programming: Talks, visits, groups
5. Reading
6. Food Service: Dining, kitchen, gardening, dietary aid
7. Health/Fitness: Screenings, rehabilitation, housekeeping
8. Life Review
9. Mentorship: Maintenance, life review, scholar program
10. Administrative

LeadingAge Massachusetts organizations aiming to develop new programming would benefit from implementing pilot programs focused on the aforementioned categories.

Summary of Findings

This section summarizes the main findings of the *LeadingAge Massachusetts (MA) Member Partnerships with Educational Institutions* project. Out of 200 *LeadingAge MA* member organizations, 18% responded to the survey, 97% of respondents had programming, and 56% of those were interviewed. The percentages presented distinguish between the organizations surveyed and the organizations interviewed.

Higher participation rates may develop if the target population understands the benefits of involvement, such as staff augmentation or organizational profit.

The primary research question is: Do *LeadingAge MA* member organizations introduce younger individuals to careers in the aging field? The project sought to provide answers to this question by answering the following sub-questions:

1. What type of intergenerational programs, if any, are offered by *LeadingAge MA* member organizations?

For convenient reference, the intergenerational programming offered by 35 *LeadingAge Massachusetts* member organizations is numbered from 1 to 10 under the Common Programming section on page 20: Music, Arts and Crafts/Activities, Clinical Training, Companionship/Buddy, Reading, Food Service, Health/Fitness, Life Reviews, Mentorship, and Admin. These programs are run at the 35 *LeadingAge MA* member

organizations that participated in the *LeadingAge MA* Member Partnerships with Educational Institutions survey. Furthermore, out of the 35 organizations, 86% have at least two of the above-listed programs at their organization.

2. Do *LeadingAge MA* members provide internships, volunteer opportunities, or mentorship programs? If so, what outreach methods do they use?

The survey showed that 18% of all *LeadingAge MA* member organizations have intergenerational programming. This includes volunteer, internship, and mentorship programming. Outreach varied across organizations. Interviewees stated that their outreach consisted of word-of-mouth recommendations, previous employment connections, networking events such as career fairs, conferences, job sites, lectures, student outreach, flyers, and educational institution walk-ins.

3. What challenges arise when creating intergenerational programs between housing and services providers for older adults, and academic institutions?

The common thread among challenges faced lies in outreach. The subcategories of outreach include budget, program longevity, staffing, university enrollment, applicant levels, and location. Additionally, 80% of organizations interviewed identified their primary challenges as incentivizing young people and having sufficient staff to oversee the programs.

4. Are the primary challenges the main reasons for a program closure? If so, how can these issues be addressed?

According to phase two participants, a primary challenge is raising awareness of opportunities in the aging field among younger people. Additionally, limited budgets hinder the ability to incentivize this cohort. These financial constraints prevent consistent monetary incentives for interns or volunteers, impede outreach initiatives, and reduce the likelihood of program sustainability.

5. How can these shortcomings be leveraged to develop an intergenerational program at a *LeadingAge MA* organization that currently lacks such initiatives?

LeadingAge MA member organizations can address these challenges by collaborating with academic institutions, utilizing social media and digital platforms, seeking grants and donations, implementing a cost-sharing model, creating non-monetary incentives, engaging retired professionals, and creating pilot programs that are community-based with accessible transportation.

6. What are the impacts and effectiveness of intergenerational programs on both older adults and younger generations? Are specific measurement tools used to assess these outcomes? If so, what are they and who uses them?

All interviewees (100%) stated that intergenerational programming brings a sense of purpose to *most* of their older adults. These programs not only provide companionship but also give participants a positive reason to look forward to the next day. Additionally, phase two respondents reported that both older adults and younger participants were positively impacted by their volunteer or intern programs. Notably, 62% of phase two respondents mentioned that they had volunteers or interns return after graduation.

With the exception of five organizations in phase two, the effectiveness and impact of these programs were measured using various tools, including observation, reflections, surveys, exit interviews, resident check-ins, attendance records, progress reports, academic reports, and volunteer/intern return rates. These tools were implemented by program coordinators, academic instructors, and the volunteer/interns themselves.

7. Which intergenerational programs provide a sense of purpose for both older adults and volunteers/interns?

The programs that were most effective in providing a sense of purpose to all participants included a form of art i.e. music programs or a companionship component.

8. What should the ideal relationship between housing and services providers for older adults and academic institutions look like?

LeadingAge MA member organizations should establish a HIPAA-compliant, open-door relationship with educational institutions. This could involve having a dedicated staff member or liaison conduct quarterly outreach visits to local academic institutions.

Educational institutions, in turn, should actively seek ways to engage with their local communities regarding housing and services for older adults. This could include school-wide projects that explore how various subjects intersect with the aging field.



Conclusions

Lack of awareness among younger people leads to low exposure rates for opportunities offered by *LeadingAge Massachusetts (MA)* member organizations. Building strong relationships between local schools and aging services providers can enhance community engagement, provide valuable learning experiences for students, and improve services and the quality of life for older adults.

This research highlights the success and needs of *LeadingAge MA* organizations and the aging field at large. By focusing on intergenerational programming, these organizations can assess their community involvement and outreach, aiming to create successful programs that support their mission.

Insights from member organizations show that collaborations with educational institutions are crucial for exposing students to opportunities in aging services. These partnerships consistently strengthen the aging field workforce.

Although the sample size limits the statistical significance of this project's results, the findings can inform future research. A more comprehensive study with additional time and participation would provide a more accurate depiction of member organizations' intergenerational programming. To capture more responses, a more aggressive survey outreach tactic is recommended.

The following recommendations serve as tools for developing intergenerational programming at *LeadingAge Massachusetts* organizations. Please use these recommendations with discretion, as some may not be applicable in all situations.

Recommendations

To develop an intergenerational program at a *LeadingAge Massachusetts* organization and effectively address and leverage the identified challenges, consider the following recommendations:

1. Enhanced Outreach and Awareness Campaigns:

Collaborate with Academic Institutions: Partner with universities and colleges to create awareness about opportunities in the aging field. This can include guest lectures, career fairs, and informational sessions.

Utilize Social Media and Digital Platforms: Develop targeted campaigns on social media to reach younger audiences and highlight the benefits of intergenerational programs. Include stories and testimonials from older adults to represent and engage the older cohort effectively.

2. Budget Optimization and Fundraising:

Seek Grants and Donations: Apply for grants specifically aimed at intergenerational programs and aging services. Engage with local businesses and community organizations for donations and sponsorships.

Cost-Sharing Models: Collaborate with academic institutions to share costs related to program development and implementation.

Recommendations

Fundraising Initiatives: Collaborate with academic institutions on fundraising events that involve older adults i.e. grandparent sponsor or queer prom.

3. Incentivization Strategies:

Non-Monetary Incentives: Offer certificates, academic credits, or recognition awards to interns and volunteers. Highlight the professional and personal growth opportunities these programs provide.

Flexible Scheduling: Provide flexible volunteering or internship schedules to accommodate the busy lives of younger participants.

4. Staffing Solutions:

Volunteer Recruitment: Engage retired professionals or community members as volunteers to support program oversight and mentorship roles. This approach adds value to older adults in a cost-effective way by utilizing their available skills and giving them newfound sense of purpose.

Application Process: Implement an application process with checks and balances to ensure only individuals committed to making a positive impact are selected. Emphasize the importance of consistency and maturity, as these qualities are crucial for effectively engaging with a population that values stability and reliability.

Recommendations

Internship Programs: Develop internship programs that provide students with hands-on experience in program management. Design these programs to align with the interests of both older adults and younger participants, leveraging the students' capabilities. Emphasize the importance of incorporating arts-based activities, such as music, to enrich the programming and enhance the overall experience for all involved. Additionally, widen the scope of opportunity to include people from backgrounds that would otherwise be marginalized, ensuring a more inclusive and diverse representation in the field.

5. Program Longevity and Sustainability:

Pilot Programs: Start with small-scale pilot programs to test and refine the approach before scaling up. These programs allow room for little to no budget and volunteers to participate, making them a cost-effective and flexible way to experiment and learn. Additionally, these pilot programs can be structured as a club that meets monthly for brunch, fostering a sense of community and regular engagement among participants.

Continuous Evaluation: Implement regular assessments and feedback mechanisms to ensure the program meets the needs of both older adults and younger participants. Utilize a consistent tool to measure the impact and effectiveness of the programming.

Recommendations

Outreach Liaison: Dedicate one individual to building and maintaining relationships between the organization and educational institution. This liaison can conduct walk-ins at educational institutions to promote the organization's opportunities. Having a dedicated staff member, volunteer, or intern for outreach will enhance exposure to intergenerational opportunities and raise awareness in the aging services field.

6. Location and Accessibility:

Community-Based Programs: Develop programs that are easily accessible to both older adults and younger participants, possibly within community centers or local schools. This eliminates or lessens the need for transportation for abled-bodied individuals.

Transportation Solutions: Transportation can be challenging for both young and older cohorts, especially if they are unable to drive or have limited access to public transportation. Partner with local transportation services to provide easy access to program locations. Partner with educational institutions for field trip days, allowing them to transport students to and from the organization. This arrangement eliminates the need for older adults to leave the facility and ensures convenient transportation for students.

Recommendations

Rural Area Solutions: For organizations in rural areas with little to no access to universities and other educational institutions, consider leveraging online platforms to offer virtual programs and workshops. Additionally, collaborate with local libraries, community centers, and businesses to create satellite locations where participants can gather and access resources.

7. Diversity:

Linguistic Inclusivity: Ensuring linguistic inclusivity in intergenerational programming is crucial for maximizing participation and engagement. The Commonwealth's diverse older adult population speaks a variety of languages, including but not limited to Russian, Spanish, Arabic, and Mandarin. Therefore, it is essential to provide language support to foster an inclusive environment where all participants feel welcome and understood.

Cultural and Identity Representation: Including older adults and young people in intergenerational programming with a diverse mix of sexualities, identities, and cultures is essential. Promoting and accepting these differences not only enhances participation but also fosters an environment that reflects the rich diversity of the Commonwealth and the nation. Implementing pilot programs that genuinely target diverse groups can further ensure that all voices are heard and represented.

Economic Accessibility: Ensuring that intergenerational programming is accessible to low-income participants is crucial. By providing affordable or free activities and resources, we can ensure that financial barriers do not prevent participation. This approach not only promotes inclusivity but also enriches the community by allowing everyone, regardless of economic status, to benefit from and contribute to the programs. Simple yet impactful programs like life reviews, where students interview older adults about their lives, offer meaningful companionship and are highly cost-effective.



Success Stories

The following three success stories from *LeadingAge* member organizations highlight the success of their intergenerational programming. These stories demonstrate the mutual benefits for both students and older adults, as well as the advantages for member organizations, underscoring the importance of strengthening outreach efforts with educational institutions. Please note that these stories have been shortened and edited for this guide and are not presented verbatim.



Growing the Farm: A Story of Intergenerational Connection

At our organization, the “Growing the Farm” program pairs residents with farmers to plant, grow, maintain, and harvest vegetable gardens. After COVID-19, a young man from Green City Growers, an urban farming nonprofit and our partner, began working in our garden.

One resident, Regina, who had never gardened due to a bee allergy, became curious about this young man’s visits. Despite her allergy, Regina started working with him weekly, learning the art of gardening. This intergenerational activity provided companionship and knowledge, which Regina described as having “brought her back to life.”

The young man, who had little contact with older adults before, formed a special bond with Regina. He once told her, “I don’t really have much contact with older adults, but I like you.” Through this relationship, Regina found a new sense of purpose until she passed away. Their story is a testament to the transformative power of intergenerational programs.

-Christine Nagle

Goddard House

Unseen Stories: Bridging Generations Through Life Reviews

During COVID-19, our organization faced the challenge of pausing active programs with universities due to safety concerns. To maintain intergenerational connections, we launched a program where students conducted life story interviews with our residents via Zoom.

The program was a remarkable success. Residents, who were feeling isolated, cherished these virtual interactions. We set up iPads and left the students and residents alone for an hour to have uninterrupted conversations over three sessions. The students recorded these sessions and created flash drives for the residents' families, often uncovering stories that even the families had never heard before.

One resident, who was 100 years old at the time and has since passed away, asked me to watch the final video with her. As we watched together, I could see her delight. Knowing that young people were genuinely interested in learning about their lives was heartwarming for the residents. It made them feel seen and valued, reinforcing the message that their stories and experiences were important enough to be shared and remembered.

-Debbie Scionti

D'youville Life and Wellness Community

A Journey of Cultural Discovery at Hale House

In collaboration with Boston University (BU), our organization created an eight-week intergenerational program. Inspired by an email from a BU professor, two students helped design and execute this engaging activity. Residents chose their dream destinations and received fake airline tickets, setting the tone for immersive experiences.

Each week, a different country was featured, with rooms transformed into vibrant representations of these destinations. For instance, when France was chosen, the room had French-themed decorations, iPads mimicked plane experiences, facts about France were displayed, and French cuisine was served.

The program covered a diverse range of countries, bringing new adventures each week, from Tokyo's bustling streets to Italy's serene landscapes. The meticulous attention to detail ensured authentic experiences, bringing joy and excitement to the residents. The collaboration with BU students added a dynamic element, bridging generations and creating lasting memories. This program stands as a testament to the power of creativity and collaboration in enriching the lives of residents, leaving everyone with a deeper appreciation for diverse cultures.

-Catherine Logan

Hale House

Organizations Directory

The following directory is a networking tool for developing intergenerational programming at *LeadingAge Massachusetts* organizations. This is an internal directory composed of the member organizations with significant collaborations. Noted program types include volunteer and internship programming. Please use these contacts with discretion, as some may not be applicable in all situations.



Organizations Directory

Alliance Health and Human Services

- **Point of Contact:** Al Bailey, Director of Talent Acquisitions, A Bailey@AllianceHMS.org, (508) 740-7103
- **Location:** 720 Boston Post Rd E, Marlborough, MA 01752
- **Noted Program Types:** CNA Training, Administrative, Food Service
- **Noted Collaborations:** University of New Hampshire (Durham), Endicott, University of Colorado, Fairfield University, Brandeis

Armenian Nursing & Rehabilitation Center Inc.

- **Point of Contact:** Connie Mabil, Director of Social Services, cmabil@armenian-nursing.org, (617) 522-2600 ext. 1104
- **Location:** 431 Pond Street, Jamaica Plain, MA 02130
- **Noted Program Types:** Social Work
- **Noted Collaborations:** Boston College and Dexter Southfield High School

Organizations Directory

Berkeley Retirement Home & Nursing Center

- **Point of Contact:** Ann Rosas, Administrator, arosas@berkretirement.com, (978) 682-1614
- **Location:** 150 Berkeley Street, Lawrence, MA 01841
- **Noted Program Types:** Womens Advisory Board, Music, Activities, Administrative, Life Review, Maintenance, Housekeeping, Dietary Aid, Social Work
- **Noted Collaborations:** Lawrence High School, Notre Dame Cristo Rey High School

Berkshire Place

- **Point of Contact:** Ed Forfa, Executive Director, eforfa@berkshireplace.com, (413) 445-4056 ext. 100
- **Location:** 89 South Street, Pittsfield, MA 01201
- **Noted Program Types:** CNA Training, Social Work, Rehabilitation, Health/Fitness
- **Noted Collaborations:** Berkshire College

Organizations Directory

Bethany Health Center

- **Point of Contact:** Catherine Sabatini, Program Director, catherine.sabatini@csjboston.org, (508) 270-8634
- **Location:** 97 Bethany Road, Framingham, MA 01702
- **Noted Program Types:** Arts and Crafts/Activities, CNA, LPN Internships, RN Internships, Companionship
- **Noted Collaborations:** Mother Regis, Keefe Technical High School, Little Footprints, Framingham High

Brookhaven at Lexington

- **Point of Contact:** Kim Pratt, VP/CHRO, kpratt@brookhavenatlexington.org, (781) 372-0276
- **Location:** 1010 Waltham Street Suite 600, Lexington, MA 02421
- **Noted Program Types:** Technology, Service Learning, Companionship, Clinical Training, Life Long Learning Institute, Food Service, Life Review, Africano (group)
- **Noted Collaborations:** Bentley University, Minutemen High School, Tufts University, Lexington High School, Girl Scouts

Organizations Directory

Christopher Heights Northampton

- **Point of Contact:** Crystal Cote-Stosz, Executive Director, ccotestosz@christopherheights.com, (413) 570-4203
- **Location:** 50 Village Hill Road, Northampton, MA 01060
- **Noted Program Types:** CNA Training, Mentorship, Activities
- **Noted Collaborations:** Smith Vocational High School

Colony Retirement Homes

- **Point of Contact:** Marianne Delorey, Executive Director, mdelorey@colonyretirement.com, (508) 755-8350
- **Location:** 101 Chadwick Street, Worcester, MA 01605
- **Noted Program Types:** CNA Training, Health/Fitness, Companionship/Buddy programming, Activities
- **Noted Collaborations:** Massachusetts College of Pharmacy and Health Sciences (MCPHS), University of Massachusetts Medical School, Worcester State University, Bancroft School

Organizations Directory

Massachusetts College of Pharmacy & Health Sciences (MCPHS) (collaborator)

- **Point of Contact:** Cheryl Babin, Associate Director of Clinical Education, Associate Professor of Physical Therapy, cheryl.babin@mcpchs.edu, (508) 373-5729
- **Location:** 10 Lincoln Square, Worcester, MA 01608
- **Noted Program Types:** PT, Pharmacy, Optometry, Dental Hygiene, Nursing, Acupuncture (internships)
- **Noted Collaborations:** Colony Retirement Homes

Cooperative Elder Services

- **Point of Contact:** Tony Dellovo, Chief of Philanthropic Investment, t.dellovo@elderdayservices.org, (508) 265-4058
- **Location:** 2352 Main St., Suite 108, Concord, MA 01742
- **Noted Program Types:** Companionship/Buddy programming, Health/Fitness, CNA Training, Activities
- **Noted Collaborations:** Shawsheen Valley Technical Highschool, Assabet Valley Regional Vocational Technical High School

Organizations Directory

D'Youville Life and Wellness Community

- **Point of Contact:** Debbie Scionti, Director of Mission & Values, dscionti@dyouville.org, (978) 569-1000 ext. 2030
- **Location:** 981 Varnum Ave, Lowell, MA 01854
- **Noted Program Types:** Austin Scholar Program, Life Review, Activities
- **Noted Collaborations:** Merrimack College, Greater Lowell Vocational School, Middlesex

Edgewood Retirement Community, Inc.

- **Point of Contact:** Jennifer Faro, Community Engagement Director, jfaro@edgewoodrc.com, (978) 725-4119
- **Location:** 575 Osgood Street, N. Andover, MA 01845
- **Noted Program Types:** CNA Training, Mentorship, Arts and crafts/Activities, RN Internships, Reading
- **Noted Collaborations:** University Massachusetts Lowell, Essex North Shore Agricultural & Technical School, Merrimack College, Braintree School

Organizations Directory

Glenmeadow

- **Point of Contact:** Kathy Martin, President/CEO, kmartin@glenmeadow.org, (413) 567-5977
- **Location:** 24 Tabor, Longmeadow, MA 01106
- **Noted Program Types:** Arts and Crafts/Activities, Companionship/Buddy Programming, Life Review, Clinical Training, Activities, Health/Fitness
- **Noted Collaborations:** Springfield College, STCC, Bay Path University, Longmeadow High School, Square One

Goddard House

- **Point of Contact:** Christine Nagle, Director of Community Partnerships, cnagle@goddardhouse.org, (617) 731-8500
- **Location:** 165 Chestnut Street, Brookline, MA 02445
- **Noted Program Types:** Music, Arts and Crafts/Activities, Companionship/Buddy Programming, Life Review, Health/Fitness, Food Service, Mentorship
- **Noted Collaborations:** University Massachusetts Boston, Berkely School of Music, Lesley University

Organizations Directory

Good Shepherd Community Care

- **Point of Contact:** Mindy Gregory Sieber, Volunteer Program Supervisor, msieber@gscommunitycare.org, (617) 969-6130
- **Location:** 160 Wells Avenue, Newton, MA 02459
- **Noted Program Types:** Arts and Crafts/Activities, Companionship/Buddy Programming, Heartplay, Clinical Training, Activities, Health/Fitness
- **Noted Collaborations:** Brandeis University, Lesley University, Boston University, Regis College, Simmons University, University Massachusetts Amherst, Newton High School



Organizations Directory

Hale House

- **Point of Contact:** Catherine Logan, Activities Director, clogan@halebernard.org, (617) 536-3726
- **Location:** 273 Clarendon Street, Boston, MA 02116
- **Noted Program Types:** Music, Arts and Crafts/Activities, Buddy Programming, Clinical Training, Health
- **Noted Collaborations:** The Learning Project, Park Street School, Montessori, Xaverian, Boston College, New England Conservatory, Northeastern, Harvard, MIT

Hearth Inc.

- **Point of Contact:** Nimo Hashi, Director of Supportive Housing, nhashi@hearth-home.org, (617) 456-3608
- **Location:** 1640 Washington Street, Boston, MA 02118
- **Noted Program Types:** Music, Arts and Crafts/Activities, Companionship/Buddy Programming, Activities, Health
- **Noted Collaborations:** Northeastern, Boston University

Organizations Directory

JML Care Center

- **Point of Contact:** Colleen Pino, Executive Director, cmpino@capecodhealth.org, (508) 457-4621
- **Location:** 184 Ter Heun Dr, Falmouth, MA 02540
- **Noted Program Types:** Music, Arts and Crafts/Activities, Clinical Training , Health/Fitness, Food Service
- **Noted Collaborations:** Upper Cape Tech, Falmouth Academy, Cape Cod Community College

NorthHill

- **Point of Contact:** Dana Finizio, Director of Human Resources, dfinizio@northhill.org, (781) 433-6205; Karen Ananian, Recruiting Manager, kananian@northhill.org
- **Location:** 865 Central Avenue, Needham, MA 02492
- **Noted Program Types:** Music, Arts and Crafts/Activities, Clinical Training, Companionship/Buddy Programming, Food Service, Health/Fitness, Mentorship
- **Noted Collaborations:** Lincoln Tech, Babson College, Olin College, Perkins School for the Blind, Massachusetts Horticultural Society. Massachusetts Cultural Council, Needham Public Schools, New England Conservatory

Contributor Profile

This qualitative research was conducted by *LeadingAge Massachusetts* summer intern, Nicholas Lance Bradley. Nicholas is a second-year PhD student in Gerontology at the University of Massachusetts Boston, with research experience in intergenerational programming, media representation for older adults, and older adult LGBTQIA+ issues. Over an 8-week period, he created, conducted, and led the LeadingAge Massachusetts Member Partnerships with Educational Institutions project. This guide is a result of his work in the Research and Data Management role at LeadingAge Massachusetts. To connect with Nicholas, please contact him at the address below:

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Cell: (562) 536-1765



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