

## **IRC MEETING MINUTES OCTOBER 8, 2014:**

### **English Language Learners in Montgomery County Public Schools: How to Help Them Succeed In and Out of School**

**Presenters:** Vicki Medina, Montgomery County Public Schools Division of ESOL / Bilingual Programs; Chris Dowell, Gaithersburg High School; Lily Echeverria, Catholic Charities

#### **MONTGOMERY COUNTY PUBLIC SCHOOLS**

Ms. Medina presented information on the role of the Division of ESOL /Bilingual Services and gave background information on the students currently enrolled in ESOL. The vision of the department is for students to master English in order to thrive in school, college, careers and as global citizens.

Enrollment trends:

As of 9/20/14, MCPS has 20,633 students enrolled in ESOL. 70% of these students are born in the U.S. For students born outside the U.S., the majority of students are from El Salvador, followed by Honduras.

Because the majority of students receiving ESOL services are native born, Ms. Medina suggested we could do work in that area – i.e. working with the parents at home to help teach them English and get their children ready to begin school .

Enrollment of ESOL students is highest in elementary school, followed by high school and middle school. However, the greatest needs for support are for students at the high school level.

MCPS is receiving a lot of students who have interrupted education. If they have 2 or more years of interrupted education, the students are given an assessment to determine if they qualify for METS (Multidisciplinary Education, Training and Support). There has been a 109% increase in the number of students receiving METS services from previous years. As of our 10/8/14 meeting, there are about 500 students in METS (at all grade levels) with additional students on a waiting list.

The Students Engaged in Pathways to Achievement (SEPA) program is a career-based instructional program for Spanish-speaking students who have experienced interrupted or limited formal education. Due to significant gaps in their schooling, SEPA students begin high school with academic skills that are several years below their grade level and are unlikely to meet the graduation requirements by age 21. SEPA students take specialized classes at Thomas Edison High School of Technology to develop their career readiness skills.

## **GAITHERSBURG HIGH SCHOOL**

Chris Dowell provided background information on the ESOL students enrolled at GHS.

As of the 10/8 meeting, GHS has the 2<sup>nd</sup> largest intensive English language center (behind Montgomery Blair HS) with 350 enrolled students.

GHS has the largest METS population (students with 2 or more years of interrupted education) with 75 enrolled students.

To meet the needs of the growing population of ESOL students, this year GHS created 30 new ESOL classes and hired 6 additional ESOL teachers.

The majority of help is needed with lower level students. The students need academic help (math, English, etc.), but also need mentoring support after school, at night, and on the weekends to help them with the acculturation process.

For many of the students, their parents work 3 or 4 jobs and often don't see their children.

It is a huge transition for kids coming from countries where they've only worked and have never been in school.

Many students struggle with issues around family reunification. For example, the students have been away from their parents for so long that they no longer feel a connection with them. Additionally, sometimes their parents have started a new family and they are living with siblings whom they've never know.

## **CATHOLIC CHARITIES**

Lily Echeverria provided information on the many services Catholic Charities offers to help immigrant families.

Catholic Charities teaches an 8 level ESOL program (from Spanish literacy to English grammar 5) for adults.

At their Gaithersburg office, Catholic Charities offers a variety of programs including job readiness workshops, financial education classes, and citizenship classes. Their immigration legal services team provides legal assistance to individuals seeking to apply for legal status in the U.S. The family support program works to teach families what resources are available to them so parents don't have to work 3 or 4 jobs and can have more time at home with their kids.

## **BRAINSTORMING**

There were a variety of groups represented at the IRC meeting – nonprofits, MCPS Board of Education members, representatives from the County Council, etc. The group spent the final minutes of the meeting discussing ways individuals and organizations can help ESOL students.

One reason ESOL students don't graduate is they don't achieve the Student Service Learning (SSL) requirement. Students need to be made aware of the many SSL opportunities in the County and invited to participate in them. For example, students can get SSL hours by volunteering at the Interfaith Works clothing center. Maura Dinwiddie of the City of Gaithersburg helps to coordinate SSL projects for Gaithersburg High School students and is always looking for a variety of opportunities for students other than manual labor.

Interfaith Works can help students get needed school supplies and clothes.

Rob Thomas with the Montgomery County STEM (Science, Technology, Engineering and Math) Volunteer program has volunteers who speak Spanish and could offer academic support to students in STEM subjects.

Hal Garman, who leads the Gaithersburg Beloved Community Initiative (GBCI) at Asbury Methodist Village (AMV), described the intergenerational mentoring program they host at AMV for Gaithersburg Elementary students. He invited Chris Dowell to attend the next GBCI meeting to share information about the needs of the GHS ESOL students and see how GBCI might be able to help.

**IRC MEETING MINUTES JANUARY 17, 2013:  
Learn to Create or Expand Intergenerational Programs at  
Your Senior Service Center or Recreation Center**

**Presenters:** Grace Whipple, Gaithersburg Senior Center and Tony Edghill, Damascus Senior Center

**GAITHERSBURG SENIOR CENTER**

Grace Whipple, Director of the Gaithersburg Senior Center in Gaithersburg, Maryland, spoke of the many intergenerational activities sponsored by the Gaithersburg Senior Center. High school students earn student service learning credits performing clerical tasks at the Center, as well as talking and interacting with older adults. College students help older adults learn English and how to use computers, social media, and cell phones. Grade school through high school students entertained during the holidays. Seventy veterans were honored at a Veteran's Day event and the Gaithersburg high school color guard opened the occasion.

Large events at the Center have included an Active Aging Expo and the Gaithersburg School of Cosmetology students provided manicures for seniors. The Gaithersburg Senior Center hosted a pool party at Gaithersburg Aquatics Park and seniors from Asbury Methodist Village, Montgomery Village Foundation and Rockville Senior Center attended. Horseback riding involving Youth Services and Senior Services was an active, enjoyable activity for both ages. The center's AARP Chapter participates as tutors in the JCA Heyman Interages Center Grandreaders program.

Activities planned for the future include the following:

- outdoor activities
- whitewater rafting
- hiking
- philosophical discussions of controversial topics
- a possible flash mob!

Ms. Whipple noted challenges to intergenerational programs include different hours of operation for the Center and school hours. Another challenge is transportation—bringing one age participants together with the other is difficult.

**DAMASCUS SENIOR CENTER**

Anthony Edghill, Director of the Damascus Senior Center (DSC) in Damascus, Maryland, proudly spoke of the intergenerational activities at the Damascus Center and within the Damascus community. Students earn student service learning (SSL) credits by working the reception desk and snack bar. Ed Martin, High School Career Counselor, has a partnership with the Center; he is the head of the Development of Character and Careers (DOCCS) program and partners with the Center in intergenerational efforts. Damascus High School Culinary Arts students in the DOCCS assist in preparing an at-cost meal for the older adults which the Damascus Senior Center Sponsors INC (DSCSI) pays for most of the meal! The DOCCS students mix with the seniors at the tables. Between 20 to 30 students and 40 to 55 seniors have enjoyed this event.

Other programs include the following:

- A partnership between DSC and the Damascus High School Golf Team. The youth coach the seniors on their golf swing and how to putt at the Laytonsville Golf Course.
- Kelsey Pittman, a former Damascus High School Culinary Arts student, made cupcakes for the Seniors Event on Valentine's Day. Several students sat down with the seniors and provided entertainment.
- Woodfield Elementary School Students Choral Program went to the center for a birthday party, sitting down with seniors, singing and dancing.
- Seniors from the Center read to students at Woodfield and Damascus elementary schools.
- The Senior Center partners with Jimmy Cone for an ice cream social. Eighty seniors and 20 grandchildren participated in this event last year.
- Damascus Senior Center and DOCCS sponsored a Senior Prom from 2007—2010, 110 seniors and 20 high school students attended. Germantown Senior Program at Germantown Recreation Center, and Gaithersburg Senior Centers were invited to share in the program.
- A one-hour Community Service Concert for SSL Hours was performed for Damascus Seniors. Students from the Suzuki Fine Arts Performance Academy shared their musical talents with the seniors.

## **GENERAL DISCUSSION**

Transportation is a common challenge to recreation and senior centers developing intergenerational programs. One senior center director successfully handled this challenge by working with a school Principal. The school recruited parents to walk with children to the Senior Center. Parents of children in one of JCA Heyman Interages Center SHARE programs chip in to pay for a bus to the senior facility to spend time with seniors.

The Director of the Montgomery County Recreation Department recommended organizations with intergenerational programs submit requests for bus transportation in early, as the county's public schools transportation budget is decided early in August.

Tony Edghill noted parents carpool students to his center's programs.

A representative of Generations United noted that for the most part we look to seniors to drive intergenerational programs. She suggested we reach out to youth organizations to help drive programs from the youth end – not just schools but also home school associations, day care centers, etc. The relationship with schools was noted and the importance of confirming with the schools that they understand the value of intergenerational programs in the community.

## **IRC MEETING MINUTES NOVEMBER, 15 2012: Programs for Your Faith-Based Community**

### *RING HOUSE, A JEWISH COMMUNITY*

Deborah Rittenhouse is Activity Coordinator and Resident Artist, Ring House (a Jewish community) in Rockville. A member of the Charles E. Smith Life Communities, Ring House has 270 residents. Pre-K to high school students and some college groups participate with Ring House residents in intergenerational programs and activities. A collaboration with the C&T Technology Academy's Asian-American students gives music and dance performances for Ring House residents. These Asian American students are 2<sup>nd</sup> generation, study their faith on Saturdays and share these commonalities with 2<sup>nd</sup> generation Jewish residents. Ring House offers individual programs and activities but Ms. Rittenhouse wants to broaden outreach and do longer-term programs running six months or more.

Since January 2012, youth have visited Ring House on Sundays, bringing in technology products to work with seniors. Based on a previous summer intergenerational project, Ms. Rittenhouse did a summer intergenerational program with an Ohio intercity Montessori school and senior center project. The program was developed with the C & T students. An "Adaptive Stories" program at Ring House consisted of students interviewing residents and then creating expressive art pieces culminating in a presentation of poetry, songs, short stories, photomontage and collages. With community groups' help, an intergenerational garden is taking root at Ring House. Ms. Rittenhouse invited faith-based community participants to connect with Ring House in two other projects: Spring Planting for the Intergenerational Butterfly garden and teens and residents working together to create a touring photography show. Through its active intergenerational programs and community activities, the Ring House activities department, residents and youth are building reciprocal and "living history" relations.

### *ST. ELIZABETH CATHOLIC CHURCH*

Brian Werth, Director of Youth Ministry, Saint Elizabeth Catholic Church in Rockville, spoke about how St. Elizabeth's community fosters reciprocal relationships bringing together youth and older adults. One intergenerational program is a weeklong youth service camp comprised of students and seniors ages 11 – 70. St. Elizabeth's serves elders in homes and at a service facility, in part to meet the students' requirement of 24 service hours. St. Elizabeth uses two models for intergenerational ministry: a group-based model and an event-based model. The group-based model brings together youth and seniors from specific groups in the community, e.g., youth ministry and social concerns groups. This collaboration results in the "Souperbowl of Caring," collecting and delivering food items to a food bank, and working together on a coat drive (seniors in their 60's, 70's, and 80's) working with high school youth). The event-based model includes the entire church community of all ages (e.g. a yearly picnic, church retreat, and "Spiff Up" day where all ages work on groundskeeping). Mr. Werth noted two main challenges in achieving a multigenerational ministry bringing different age groups together. One challenge is building communication between the different age groups--Millennial (age 35 and younger) Generation Xers (age 35-50) and Baby Boomers (ages 50-65). Mr. Werth encouraged organizations to cast wider net in encouraging different age groups to work together. He read a quote about intergenerational involvement:

*"Teaching and learning styles, work ethic, conveying expectations and affirmation all need to be managed in different ways. No matter when you were born, it can be intimidating to work with and mentor a generation younger or older than you. However, when you understand how to communicate, clearly articulate your expectations, encourage ongoing formation in your faith community's spirituality and religious study, aid them in teaching with various techniques while affirming them in ways that speak to their gifts and talents, you will have a far stronger and vibrant faith community." (LifeTeen Blog: Multi-Generational Core Teams, February 29, 2012, [www.catholicyouthministry.com](http://www.catholicyouthministry.com))*

### **THE VILLAGE AT ROCKVILLE (A NATIONAL LUTHERAN COMMUNITY)**

Jason Gottschalk, Director of Life Enrichment, The Village at Rockville (A National Lutheran Community) spoke about The Village's intergenerational programs and activities. Programs focus on older adults serving youth, youth serving adults, extended families serving together or living together (aging in place with other age groups). Bringing different ages together dissolves stereotypes and brings a sense of purpose to elders. Mr. Gottschalk noted it is okay to start small with a one-time event, as this can lead to ongoing programs. Mr. Gottschalk noted different ages can communicate with distance contact (e.g. SKYPE). He highlighted several intergenerational programs at The Village. A fixed-length project called the "Bridge" project includes an outdoor garden, teaching middle school and elders for a semester. In "My Life Story," students write senior stories, do performance projects (e.g., partnering music programs with Georgetown Day School), and engage seniors to plan and participate. Mr. Gottschalk spoke to the worth and purpose resulting from involvement in service projects. The Village participates in the Walk to End Alzheimer's, shoe box collections with Prince of Peace Lutheran, and a monthly game day. Social events sponsored by The Village that involve different ages include a walking program, the Poolesville High School senior prom, and theme parties with entertainment for children and seniors.

### **MILLIAN UNITED METHODIST CHURCH**

Marguerite Eimer, Chair of Millian UMC Outreach Committee, also Chair, Community Partners of Aspen Hill and Wheaton, spoke about her Church's opportunities for youth and adults to come together. Millian Church's intergenerational programs serve but are partially faith-based and partly served the wider community. The Church community has 150 active members, most of whom are older and a few of whom speak Spanish. The Church is located in a community of Spanish-speaking families. A food pantry serves the community and local schools' clients of Linkages to Learning. At the food pantry, the Church provides activities for the families, including WIC, help with accessing information, a seminar on legal rights and immigration, the Latino Health Initiative on health issues.

Millian is one of the Community Partners of Aspen Hill and Wheaton; other partners include churches, ARC of Montgomery County, Latino Health Initiative, seminar on legal rights and immigration, the County library, and County police. The Outreach Community partners with five area churches. The intergenerational programs benefit both adults and youth as they both have knowledge to share. Teens do crafts and engage in physical activity. Student Service Learning brings in students who have leadership opportunities, work with all ages, and give of self. A Teen café draws youth into activities. Youth attend Work camps in West Virginia, working with elders to build houses. Youth and adults pair on fund raising efforts. Bringing

ages together is a win-win. Youth and elders prepare bread and soup at the Montgomery Avenue women's shelter, and the Church sponsors an Easter egg roll and fall festival for community. The Church also has established a teen café, where teens make food for a shelter, help with the food pantry, and plan and teach crafts for the county summer lunch program at Millian.

### *General Q&A*

Attendees spoke of the importance of prepping schools as a component of a successful intergenerational program. Michele Bulatovic of JCA Heyman Interages Center spoke about introducing Aging Awareness in youth groups and schools. The possibility of holding Disability Awareness was also raised as added service intergenerational organizations should provide as youth may not have experienced a relationship with an adult with disabilities. Michele noted Shared sites (mixed-use facilities) can serve to bring different age groups together. An example of a shared site is the Easter Seals facility, which houses both a group for seniors and a child care center. A question was posed as to whether or not there is a need for programs in assisted living facilities. The answer offered by another attendee is yes, with boomers aging in the next 20 years. The Interfaith Works representative indicated their jobs base includes persons of all faith. A speaker summed up the surprises he's encountered in running intergenerational programs: the negative Fear factor (different generations who've not been connected before and the need to establish a broader base). The last word: "Start small without high expectations."

## **IRC MEETING MINUTES MARCH 26, 2012: Bringing People Together: Sharing Successes & Challenges of After School Programs**

On March 26, 2012, representatives of Montgomery County public and private organizations with an interest in youth development and after school programs attended the second 2011-2012 Intergenerational Resource Center meeting at the JCA Heyman Interages Center. Approximately thirty people attended the meeting.

Betsy Roush, program coordinator at the JCA Heyman Interages Center, spoke about Interages' BRIDGES program, which serves 3<sup>rd</sup> through 8<sup>th</sup> graders. Volunteers age 50 or better mentor students in this program, held weekly from October to May. Students in the BRIDGES program read, talk, and play with their mentors. Because BRIDGES students' first languages are not English, they may experience a social handicap and benefit from having a caring adult in their corner. Ms. Roush pointed out the intergenerational benefits of having older adults paired with students: participating in intergenerational programs helps older adults understand what the schools are like today, and students benefit by having a caring adult and an opportunity to integrate into the community.

Lynn Sobolov, program manager at the Collaboration Council, spoke about the Excel Beyond the Bell program, which is a collaboration between several organizations. Working together with a shared vision gives the breadth and depth that helps the collaborative programs succeed, enables quality professional development, and provides joint funding opportunities. The Recreation Department, Montgomery County Public Schools, and the Collaboration Council work together at three middle schools: Argyle, Clemente, and Loiderman, targeting students with need but also open to other students. Excel Beyond the Bell offers such activities as zumba, books and boxing, basketball, arts, study and homework help. At times there is difficulty in finding volunteers; one reason may be that the volunteers aren't used to older (middle school) students. Younger volunteers can earn Student Service Learning hours.

Karen Cole, Executive Director of MCCPTA Educational Programs, Inc., highlighted the purpose of EPI programs, which is to provide powerful, joyful enrichment. The goal is to encourage curious, active minds and intellectual enrichment, and provide students with great experiences and an environment that may encourage passions to develop. Three programs under EPI are Foreign Language in Elementary Schools (FLES); Hands on Science, which offers Pre-K through elementary school programming; and Big Learning, which has creative design and engineering programs at the elementary and middle school levels. EPI also has family workshops available. Since Big Learning works at both Strathmore Elementary School and at Loiederman Middle School, the organization was able to arrange an educational exchange between the two student groups.

Alison Pearce, Director of Big Learning, Inc., noted that afterschool programs serve to pique interest in things that are not necessarily a part of classroom learning. In Big Learning programs, students are invited to experiment and take risks, not to master activities. Ms. Pearce talked about three Big Learning modules at the elementary school level: Toymaking, Building Big and Small and EcoKID, all of which involve creative engineering experiences in different spheres. One challenge and opportunity Ms. Pearce noted in after school programs is lack of knowledge of student's behavior experiences during classroom hours, giving students a "clean slate." Another challenge is in finding enough teachers and volunteers.

## **IRC MEETING MINUTES SEPTEMBER 2011: Finding Grants in Maryland**

In September, the Heyman Interages Center hosted the first Intergenerational Resource Center (IRC) meeting of the year, with Mr. Eric Brenner, Director of the Maryland Governor's Grants Office, as the featured speaker. He discussed options for seeking program funding, especially in these challenging fiscal times.

Mr. Brenner is the first person to hold his position here in Maryland, which he modeled after a similar office he developed for the Governor of Illinois. Only five States have a Governor's Grants Office. Mr. Brenner's work has focused on the creation and implementation of public policy in a number of areas, including human services, health care, and community revitalization. In addition to serving as Director, Mr. Brenner has served as the National Governor's Association (NGA) representative on the NGA's Policy Academy on Engaging Older Adults. Intergenerational issues were part of the discussion in the Policy Academy.

Key points/web links: Mr. Brenner spoke of the work of the Governor's Grants Office and of funding information and training sources available in Maryland. The Governor's Grants Office website ([www.gov.state.md.us/grants](http://www.gov.state.md.us/grants)) shows funds as they come in to Maryland as well as information on 23 counties, Baltimore City, and local contacts. Federal money generally funds the State and the State in turn awards funds at the County level (e.g. public schools). In addition, the website has a link on its homepage to Maryland private foundations, where information on foundations' tax filings can be found. The Urban Institute maintains the information at this link.

Mr. Brenner suggested sources for researching grant funding. One source is the Foundation Center in Washington, D.C. ([www.foundationcenter.org/washington](http://www.foundationcenter.org/washington)). The Foundation Center allows research for a fee; the Rockville Public Library maintains a cooperative collection and one can research Foundation Center information for free. The grants person at the Rockville Public Library is the person to see about searching the Foundation Center data.

Another source of funding information, [www.USASpending.gov](http://www.USASpending.gov), shows within 30 days of award, which organizations are receiving federal grants, contracts, and subcontracts.

Mr. Brenner's office offers free training on grant writing, with details on upcoming trainings on their website. In addition, the Foundation Center is offering free grants writing training at the Rockville Library during the fall. For details on the Rockville training session, visit their website.

## **IRC MEETING MINUTES APRIL 28, 2011:**

### **Villages**

The Montgomery County Intergenerational Resource Center hosted by Interages featured guest speakers Ken Hartman, Bethesda-Chevy Chase Regional Services Center Director, and Jillaine Smith, Neighbors Assisting Neighbors Board member. Ken and Jillaine shared information on the successes and challenges of “villages” within Montgomery County.

Ken Hartman serves as villages liaison to Montgomery County departments. Ken described a village as a grassroots organization that provides critical neighbor to neighbor services. Services may include transportation, coordination and dissemination of information, access to contractors, grocery shopping, and social programs. Villages provide a way for people to get out of their homes, meet neighbors, and get involved in their community. Some villages require annual fees and have paid staff while others are exclusively volunteer-managed. Mr. Hartman suggested it takes one to two years to organize, with a strong core group and events such as teas or speaker series needed to promote buy-in.

Jillaine Smith, Board member of Neighbors Assisting Neighbors, gave a history of the village created in the Bannockburn area – a couple who needed help and wanted to “age in place” were the village founders. Jillaine stated that those persons forming a village need to be aware of the culture of the neighborhood. She suggested one way to get started might be to conduct a house-to-house survey to determine what each neighbor can provide and what each neighbor’s needs are. Bannockburn volunteer coordinators each assess ten to twenty homes and there are fifteen coordinators at present.

For more information on how to start a village in your community, you can access “Village Blueprint: Building a Community for All Ages” online at [www.montgomerycountymd.gov/rsc/bcc](http://www.montgomerycountymd.gov/rsc/bcc). This “how-to” manual can also be found at all Montgomery County libraries.

## **IRC MEETING MINUTES OCTOBER 21, 2010: Student Service Learning Programs**

On October 21, 2010, our guest speakers Pam Meador of Montgomery County Public Schools (MCPS) and Lucy Vitaliti of Montgomery College, shared information on "Student Service Learning" (SSL) programs at MCPS and Montgomery College, respectively.

Pam Meador began the presentation with some background on the MCPS student service learning requirement. The State of Maryland issued a mandate for student service learning as a graduation requirement, giving each county the latitude to implement student service learning in its own way. The intent of the mandate is that the students' service will lead to a lifelong contribution to the community.

As of 2011, students are required to complete 75 hours. They may begin after Grade 5 and continue through senior year, if they choose. In the county there are approximately 76,000 students working on their service requirement at any given time. A total of 80 service learning coordinators are located in the county's middle schools and high schools with Pam serving as the central coordinator.

SSL can take place in the community or in the schools (clubs, charitable events) IF the activity fits the requirement of the student service learning program. Community organizations seeking a match with a student must be approved for SSL and provide assurance of safety, adequate supervision, and meaningful work. The expectation for students is that they will share talents, acquire new skills, and develop responsibility toward the community. Students complete pre-service work to learn about the organization they will be working with as well as how to behave in a work environment. Following their service, they complete a reflection on what they learned and what they liked.

Lucy Vitaliti spoke on the SSL program at Montgomery College. She stated that the SSL is NOT a requirement for graduation, but it is required for some courses. SSL assignments must relate directly to course objectives. For semester-long courses with SSL, the student must have at least 12 hours on site. Students completing SSL experience hand in journals, essays or other form of reflection on their experience. Students are encouraged to be "in" their service environment, to ask supervisors at their service site about jobs, to think about careers and to list their SSL experience as a job on their resumes.

Organizations wishing to be matched with students should contact Pam Meador at [Pamela\\_A\\_Meador@mcpsmd.org](mailto:Pamela_A_Meador@mcpsmd.org) or Lucy Vitaliti at [lucy.vitaliti@montgomerycollege.edu](mailto:lucy.vitaliti@montgomerycollege.edu).

## IRC METING MINUTES SEPTEMBER 29, 2010: Trends in Intergenerational Programs

On September 29, 2010, Sheri Steinig, Special Projects Director and Leah Bradley, Project Specialist at Generations United, shared information on “The Latest in Intergenerational Programs, Nationally and Internationally,” at Interages’ first 2010-2011 Montgomery County Intergenerational Resource Center meeting.

Generations United defines an intergenerational program as a program that **INTENTIONALLY** brings together generations to build relationships. Intergenerational programs are defined by the direction of service: for example, older adults serving younger generations; younger generations serving older adults. Recent research on the benefits of intergenerational programs show participating older adults reported more physical activity and higher self-esteem. Youth participating in the programs were less likely to use drugs or have behavior problems. They also showed a higher level of social development, higher level language skills, and higher reading scores.

Leah Bradley and Sheri Steinig also spoke about several national and international trends in intergenerational programs. They indicated the trends are taking place in response to society.

- The first trend—**Families**—includes programs for grandfamilies, caregiver support, oral history, and preserving culture. A program started in Sweden by one man—Granddads—is now comprised of 1,182 men working in classrooms not as tutors or mentors but as supportive persons in youth’s lives.
- The second trend--**Health and Nutrition**—includes programs to address healthy eating and positive lifelong health habits by all ages. Intergenerational gardens are popular in building relationships and at the same time promoting healthy choices.
- The third trend--**Performing and Visual Arts**, includes intergenerational visual arts, dramatic arts, and other opportunities for youth and older adults to engage in activities together. One example is Ages on Stages (Baltimore) which performs intergenerational, contemporary dramatic skits.
- The fourth trend--**Technology** includes use of social media and intergenerational efforts to help bridge technical knowledge gaps. Computer centers are being located in adult living environments, with youth providing technology assistance to older adults. Some senior centers are using Wii in concert with younger generations. Library open houses are making facilities and equipment available so that youth can help older adults on technology devices and applications.
- Lastly, **Shared sites**--another trend, involves co-location of youth and older adult programs. Shared sites are cost effective and provide easy opportunities for intergenerational engagement. Transportation sometimes required in programs to bring the generations together is not an issue when sites are shared. Generations United has undertaken a mapping project to identify shared sites across the country. Examples of shared sites are a kindergarten classroom in a nursing home and a senior center located in a school building.

## **IRC MEETING MINUTES APRIL 21, 2010: Building Partnerships Between Youth Groups and Adult Living Facilities**

On April 21, representatives from over 25 participated in Interages' workshop "Building Partnerships Between Youth Groups and Adult Living Facilities." The focus of the workshop was to educate new groups about SHARE programming, and to encourage more intergenerational matches to form between youth groups and adult care facilities.

Interages' Project SHARE (Students Help and Reach Elders) enriches the lives of health-impaired seniors in nursing homes, assisted-living facilities, and adult day care centers by linking them with children from pre-school through high school in a number of interactive ways. SHARE focuses on what people can do rather than on their limitations. The program works towards dispelling negative age-related myths and stereotypes and raising the self-esteem of both young and old participants. Students encourage and work with senior participants in all the activities at senior facilities.

Jeanne Reilly, SHARE Program Coordinator, provided a brief overview of the history of our program. She then demonstrated a variety of the types of activities she uses at SHARE sites, answered workshop attendees' questions, and engaged the group in a lively balloon relay example of a fun, movement-encouraging exercise for all ages and abilities. Each attendee received three sample lesson plans (one for each student age group) from Jeanne's "stockpile."

Jeanne then introduced several SHARE partners who joined us for a panel discussion: Debbie Sekuler from Darnestown Elementary School and Helen Reichenbach from Collingswood Nursing Home; Carol Bowling from St. Mary's School; and Lila Paig from the Gaithersburg Youth Center. Panel members described their version of SHARE, highlighting why each believes it is important, and what the benefits are and what challenges they have been faced with in holding the SHARE sessions. Challenges noted included transportation for children, recruiting more school groups in today's climate of budget cutbacks, and difficulties in gathering senior participants due to their disabilities. Each organization also spoke eloquently about the joy and the relationship-building they observe among all participants during SHARE gatherings, and all concurred that this programming is essential to their constituents (students and older adults alike).

The workshop wrapped up with an opportunity for attendees to spend a few minutes discussing possible partnerships with their neighboring groups and facilities. Jeanne encouraged all participants to create their own programs, whether they start small with yearly or monthly activities, or whether they are able to conduct weekly activities.