

Dr. Martin Karp, Vice Chair

SUBJECT: INTERGENERATIONAL LEARNING

COMMITTEE: ACADEMICS, INNOVATION, EVALUATION AND TECHNOLOGY

LINK TO STRATEGIC

BLUEPRINT: SAFE, HEALTHY AND SUPPORTIVE LEARNING ENVIRONMENT

In the 2019 MAPS presentation under Pillar 1, the stated goal was that K Readiness through VPK Expansion will increase available high quality VPK classrooms across our District in 18 schools with the addition of 360 potential seats to serve incoming four-year old students. The purpose of this effort is to promote academic and social skills that will contribute to students' kindergarten readiness, which ultimately influences readiness for grade 3 and beyond. Implementation began at the start of this school year.

The District, according to the MAPS presentation, is also in the planning phase for an upcoming pilot program referred to as Pre-K Inspire. The enhancement of select prekindergarten programs is being prepared for implementation with innovative methods and project-based learning inspired by the Reggio Emilia philosophy that will help increase kindergarten readiness and promote pre-K enrollment. The purpose of Pre-K Inspire is to provide students with innovative and rigorous instruction that will meet students' individual needs to prepare young learners for 21st century learning and ensure kindergarten readiness.

The purposes of this item are to explore the creation of an intergenerational program matching seniors with pre-K students, and to consider using space in senior activity centers and/or living facilities for pre-K programs. An intergenerational program can provide a number of benefits including (1) bridging the gap between small children and seniors, (2) providing children with valuable life lessons and information, (3) increasing sensitivity, positivity and compassion, (4) improving the health and outlook of impacted seniors, (5) utilizing the skills of seniors that have laid dormant for years, and (6) generating space near schools that are unable to accommodate pre-K classrooms due to student populations at or above capacity.

In addition to sharing space, children and seniors could experience playing games and singing songs together. One intergenerational program exists in Seattle where it is not uncommon to see residents above the age of 90 using picture books and reading stories to young children. For children, they experience joy in spending time with elders and learn from those who have varied backgrounds and skills. For seniors, they benefit from social interaction thereby decreasing boredom, loneliness and depression. There is research to support such assertions. Pursuing an intergenerational program is worthy of strong consideration given our District's emphasis on life-long learning and its desire to improve the lives of our pre-K children.

This item has been reviewed and approved by the School Board Attorney's office as to form and legal sufficiency.

**ACTION PROPOSED BY
DR. MARTIN KARP:**

That The School Board of Miami-Dade County, Florida, authorize the Superintendent to:

1. Explore the implementation of intergenerational learning programs at senior activity centers and/or living facilities for the purpose of supporting the current pre-K initiatives; and,
2. Provide a response by the April 2020 School Board meeting.