

**MAXIMIZING THE MOST
VALUABLE ASSETS IN OUR
HIGH SCHOOLS**

DEVELOPING COMMUNITY LEADERS

**ALIGNMENT
NASHVILLE**



LETTER FROM THE COMMITTEE

The Alignment Nashville Developing Community Leaders (DCL) program is a leadership course for high school students in the 9th-12th grades. The objective of DCL is to develop the leadership and interpersonal skills of students who are not traditionally viewed as leaders or positive assets in their schools. The main purpose of DCL is to provide these students with an opportunity to positively impact their school's climate and change their communities. The program is a two-year course that fuses college-level leadership development curricula designed by Phi Theta Kappa with service learning, an exciting, hands-on approach to education. The course integrates readings from the Humanities, experiential activities, films and contemporary readings on leadership, and meaningful community service with instruction and reflection. The goals are to (1) encourage positive interaction with others; (2) promote healthy behaviors and positive decision making; and (3) provide skills to combat negative peer pressure. The outcomes are: self awareness – recognizing strengths, needs and values; social awareness – appreciating diversity, respect for others; responsible decision-making – problem identification and situation analysis; self management – self motivation, goal setting and organizational skills; and relationship management – communication, working cooperatively, conflict management.

The DCL program is currently offered in nine of Nashville's twelve comprehensive high schools. For the 2009-10 school-year, approximately 550 students participated in DCL. Through the program, many of the schools offer Leadership I and II courses; Leadership II may be taken as a dual enrollment course, allowing students to receive college credit through Nashville State Community College and Volunteer State Community College.

This guide outlines resources that are available in the Nashville area to support educators and students in their respective roles in the Developing Community Leaders program.

Thank you for your continued support of Nashville's current and future leaders.

Sincerely,

Kelly Henderson
Developing Community Leaders Chair
Executive Director of Instruction, Metro Nashville Public Schools

Patrick Luther
Developing Community Leaders Committee, Vice Chair
Director of Prevention Education, Nashville CARES

ATTENTION COMMUNITY ORGANIZATIONS: If you would like to be included in future updates of this resource guide, please visit the Alignment Nashville website at www.alignmentnashville.org and click on the "Get Involved" link. You may also contact Melissa Jagers, Associate Director, at Melissa@alignmentnashville.org or (615) 585-8634.



ABOUT ALIGNMENT NASHVILLE

Alignment Nashville (AN) is a unique and scalable framework for developing community schools. The mission is to bring community organizations and resources into alignment so their coordinated support of Nashville's youth has a positive impact on public school success, children's health, and the success of our community as a whole.

In the past, over 175 nonprofit organizations worked in the schools and community individually, without direction or coordination. While each organization provided much-needed services, the problems facing public education and our children are far too complex for any single organization to address in isolation.

Alignment Nashville has developed processes for collaboration that align the resources of these organizations to the Metro Nashville Public Schools strategic plan and to community strategic plans, aligning the city's resources toward common goals.

Alignment Nashville was developed to ensure all the services children need are provided in an effective and efficient way complementing their education, health and well-being, and the goals of the public schools. Through community-wide collaboration among schools, non-profits, businesses, and the public sector, Alignment Nashville creates the synergy necessary for sustained improvement in public education and children's health. This collaboration provides the following advantages

- **Greater returns on investment** - by working together toward common goals, resources are leveraged, duplication is avoided, and efficiency is greatly increased.
- **Higher-quality services** - utilizing expertise from multiple organizations guarantees a broader perspective and a wiser approach.
- **Enhanced capacity** - very few organizations have the capacity to have community-wide impact. A collective effort enhances the impact of each of organization, while generating a much greater overall impact.
- **Leverage of local funding** - Alignment Nashville programs have demonstrated they can attract large national funding; increasing the impact of the local funding that played a role in building the pilot programs.

DEVELOPING COMMUNITY LEADERS COMMITTEE

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Nashville State Community College
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Belmont University
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Monroe Harding
Volunteer Tennessee

TEACHER CERTIFICATION PROCESS

Teachers selected to participate in the Developing Community Leaders program must first complete a short certification class from Phi Theta Kappa Honor Society. The Phi Theta Kappa leadership development course is a college level curriculum delivered primarily through community colleges. Metro Nashville high school teachers in the DCL program can become certified by special arrangements with Phi Theta Kappa. Only certified instructors may teach the course and order textbooks through Phi Theta Kappa. The course forms the foundation for the Developing Community Leaders program and all participating high schools must offer the course taught by a certified teacher.

When a high school teacher completes the certification course he or she is qualified by Nashville State Community College and Volunteer State Community College to teach the class as a college level course during the high school day. As a result, by agreement with Nashville State and/or Volunteer State, students who complete the second year of Developing Community Leaders or Leadership II, are eligible to receive college credit for the course.

To enroll in the certification course, teachers should make arrangements with the DCL coordinator at Metro Schools or community agency to attend a class. Classes are offered during the summer months at different locations around the country. In most cases, funds are provided to cover the expense for this certification with the principal's approval. In some cases, the DCL coordinator may arrange to bring certification course teachers to Nashville so that several teachers can receive certification together and as a cost saving method. The schedule of certification courses may be found at the Phi Theta Kappa website under Leadership certification.

“A teacher’s purpose is not to create students in his own image, but to develop students who can create their own image.”

--author unknown



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STATEMENT OF BEST PRACTICES

Program Overview: Metro Nashville Public Schools and the Alignment Nashville High School Committee created the Developing Community Leaders (DCL) program to “inoculate” the schools with positive student leaders in order to create a positive school climate. DCL is a year-long course, offered during the regular school day, for 9th-12th grade students at nine MNPS comprehensive high schools. The program targets “non-traditional” leaders, equipping and empowering them to effect positive change in their school and community.

Primary Components:

1. DCL provides intensive leadership training and development. Developing Community Leaders classes use college-level leadership development curricula produced by Phi Theta Kappa (www.ptk.org) to build and improve the students’ leadership skills. The courses integrate readings from the humanities, experiential exercises, films, and contemporary readings on leadership. The classes are offered as dual enrollment courses in most high schools, allowing students to earn college credit upon successful completion of the course(s).
2. DCL promotes diversity of thoughts, ideas, culture and values. Student selection is a key component of the DCL program. It is essential that the student selection process targets “non-traditional” student leaders, including students who are leading in negative ways. School counselors and administrators must understand and support this process through staffing, scheduling, and other issues that have the potential to impact successful student participation in the program.



DCL students at leadership event



DCL students participating in an icebreaker activity

3. DCL provides opportunities for students to lead and change their schools and communities. Since a primary outcome of the DCL program is student-led improvement in school and community climate, students must be provided with opportunities to serve and learn in meaningful ways.
4. DCL provides professional development and support for DCL teachers. Developing Community Leaders teachers must embrace the concept of student leadership and the ability of students to create positive change in their school and communities. The DCL teacher empowers students, building lasting relationships with them. DCL teachers must be certified by Phi Theta Kappa to deliver the curriculum, and they also must participate in service-learning training as determined by the DCL Committee in partnership with MNPS. DCL teachers from each school will meet regularly with members of the DCL Committee in order to share ideas and resources, creating a professional learning community of leadership development experts.
5. DCL provides opportunities for community organizations to collaborate and align their services in support of Nashville's high schools. Many community organizations in Nashville have highly effective leadership development and service-learning programs, and DCL provides a context for all of these programs to collaborate for maximum impact. Each year, the DCL Committee will produce an annual resource guide that will provide valuable information about community resources that they have determined to be aligned with the DCL program outcomes, as well as other resources needed by students and teachers to complete their service-learning projects.

DEVELOPING COMMUNITY

Community resources are essential for DCL classes to fulfill their mission. Community volunteers can help students hone essential skills such as public speaking, while organizations and businesses are invaluable partners as students organize and complete their service learning projects.



DCL students discuss service-learning projects

DCL Fundamentals

- DCL is a two-year course that uses the college-level leadership development curricula developed by Phi Theta Kappa (www.ptk.org) to expand and improve the students' leadership skills. The course integrates readings from the humanities, experiential exercises, films, and contemporary readings on leadership.
- DCL classes are offered as dual enrollment courses, allowing students to earn college credit.
- DCL was offered at nine Nashville high schools for 2009-2010, including 11 classes of Leadership I and 11 classes of Leadership II.
- A primary outcome of the DCL program is student-led improvement in school and/or community climates. To achieve that goal, each class is responsible for one or more service-learning projects during the school year.
- The service-learning projects of each DCL class are initiated, designed, and carried out by the youth in that class with support from their teachers and expert community partners.

DCL Challenges

- The student selection process, guided by a trained teacher, is a critical factor in DCL success. If administrators treat the class as an ordinary elective, students may lack the necessary maturity to be successful – while students with leadership potential can get overlooked.
- Class size is significant. With too few students, the implementation of a service-learning project becomes difficult; with too many students, it's difficult to engage everyone.
- It's important to schedule DCL classes at an optimal time of day. For example, first-period classes at MNPS high schools now begin at 7:15 a.m., so a DCL class at that time can't mentor middle school students (who start school at 8:45 a.m.) or visit businesses that normally open at 8 a.m.
- Just like social studies, math or other subjects, DCL classes need an advocate at the district level. This person can play a vital role in communicating with principals, facilitating school-to-school coordination, creating professional development opportunities for DCL teachers, and finding resources to enrich the students' experiences.
- DCL teachers need master scheduling and planning periods.
- DCL teachers need regularly scheduled meetings to collaborate as a group. In addition to creating time for professional development, the meetings allow the teachers to share the successes and challenges that are unique to the DCL curriculum.

LEADERS PROGRAM



Service-Learning

Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Students may:

- (1) develop leadership, civic engagement and professional development skills
- (2) improve academic knowledge and performance, while enhancing problem-solving skills, ability to work in teams and planning abilities
- (3) cultivate greater ethic of service and connection to community.

Schools can:

- (1) increase confidence in the school system
- (2) combine academic development with civic and social responsibility
- (3) improve public relations.

Teachers may:

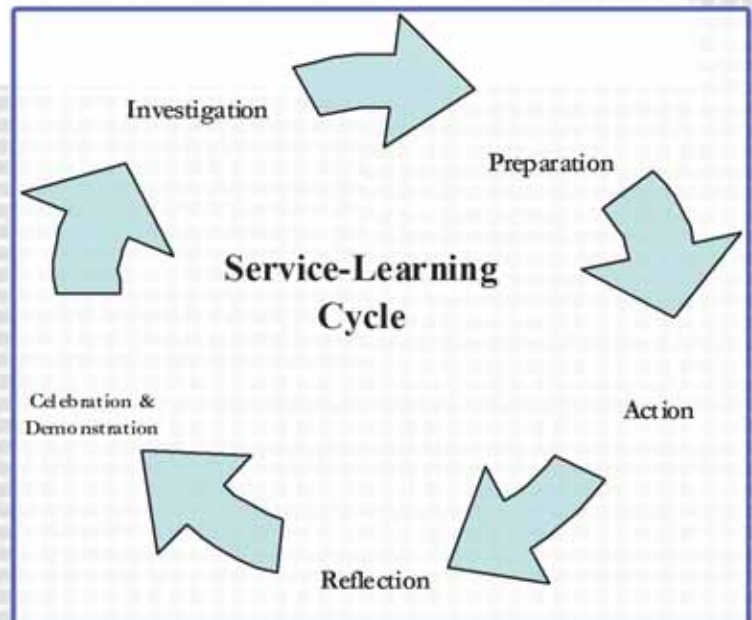
- (1) increase relevancy of education for students
- (2) improve communication and understanding among students
- (3) identify resources to enhance educational opportunities for students.

Communities can:

- (1) view young people as valued resources able to address community concerns
- (2) lend expertise in a particular issue area
- (3) collaborate in planning service-learning projects.

5 Core Components of the Service-Learning Cycle:

- o Investigation – youth research and learn about community issues
- o Preparation – youth utilize resources and assets to plan service
- o Action – youth provide meaningful service
- o Reflection – what?, so what?, now what? – intentionally structure to facilitate deeper thinking, problem solving and interpretation of the issues and the service provided.
- o Celebration and Demonstration – youth recognize accomplishments/educate others



Resources:

Learn and Serve America – www.learnandserve.gov
Volunteer Tennessee – www.volunteertennessee.net
National Service-Learning Clearinghouse – www.servicelearning.org

GLENCLIFF CASE STUDY



Glenclyff Developing Community Leaders student working on Recycling Project

Three students have completed the same activities during their first year of the Developing Community Leaders (DCL) class at Glenclyff High School. Now in their second year, all three have grown in uniquely personal ways.

Xavier Mendoza spoke softly as he recalled his transformation. "I used let someone else take the lead when we did projects in class," he said. "Now, I've started taking responsibility, and people actually follow me. I've learned how to lead."

Dejen Salih smiled with pleasure as she remembered how her horizons expanded. "I really didn't do anything like volunteering," she said. "I came to school just to graduate. Now I'm in tons of activities and programs, and it makes me feel better about myself."

Dosha Mintlow looked thoughtful as he explained his transition from popularity to leadership. "I'm in sports and I'm the senior class president," he said. "Those are leadership roles, but I really didn't know it until this class. I want to better my leadership skills, to become a real servant leader."

That kind of personal change is the goal as teacher Suzanne Link guides her students through the Leadership I and II classes. "A lot of times, they don't realize what they're getting into," she said about the students who are selected for the class. "They're reserved, in their comfort shell. Mid-year, they start finding their voice and they feel free to talk about everything. It's a process of self-discovering and understanding how other people perceive them. That gives them a looking glass: Do they want to make any changes?"

The three students remembered some standout lessons from their first year as they completed a variety of analyses to assess their values, personality traits and assets. Especially surprising to them was the comparison of the characteristics of a manager (who is concerned with procedure) and a leader (who is willing to take an educated risk to do the right thing).

For Dosha, it became a platform for growth: "You learn the basics like respect, being accountable or volunteering in the community. It's like taking baby steps to become a leader," he said. Dejen's most memorable lesson was learning to speak out in public: "I have stage fright, and the first time I was shaking," she said. Xavier learned to organize his life for success: "I had basic goals, like graduating, but I started setting smarter ones, like setting aside study time," he said.

Personal growth is intrinsically linked to community service in the DCL classes, and Dosha described the student-led process. "We brainstorm at the first of the year, and we had to go out into the community and see what they need," he said. "We walk around the school. We talked to the family engagement specialist for parent needs. We talked to other students, like an informal survey. We compiled a list of the ideas and decided what we want to tackle first. We prioritize what we can get done."

**"I want to better my leadership skills to become a real servant leader."
-- Dosha Mintlow, DCL student**

TRANSFORMATIONS THROUGH SERVICE



The activities at Glenncliff have ranged from simple acts of kindness to community impact. The DCL students delivered Valentine cards to a retirement home "to show them that people still care about them," Dosha said. Xavier's favorite is the DCL school-wide recycling project to collect paper, cardboard and aluminum cans in all offices, locations with printers or copiers, and more than 30 classrooms. "We have shifts and schedules to pick up the paper and take it to the recycling bin," he said. "It helps the community and the environment." Dejen's personal challenge is the DCL commitment to maintain the school's marquee. "It's the hardest thing because you have to climb the ladder, and I'm a little afraid of heights," she said. "You put new events up there and let the students know what's going on."

The students also organized a food drive for the Second Harvest Food Bank. They created the operational structure, established a class competition, posted signs and made daily announcements to advertise, conducted daily counts, and oversaw entire operation from start to finish. Outside the school, the DCL class worked with Big Brothers Big Sisters to mentor students at nearby Wright Middle School. Upcoming projects include beautification of the school courtyard, a clean-up day in a Nashville cemetery and working with Habitat for Humanity.

These kinds of activities bring the curriculum to life as students discover their leadership skills. "When we do a project, we choose who will lead and then we build a 'scaffold' of the other responsibilities," Link said. "They need to know where their challenges are and where their strengths are. They can be good at a certain thing and lead; in other things, they can follow and learn."

As the DCL students assume responsibility for community impact, they also learn to reassess their own future. "I really didn't plan for college; I just thought I'd get around to it someday," said Xavier, who now plans to attend Lipscomb University to study psychology. Dejen found a new source of support from Mrs. Link, and now wants to attend Tennessee State University for business or medical-field studies. Dosha hasn't chosen a school, but he

has a new set of plans. "I thought I would play football, but what if that didn't work out? You have to set goals."

Link has watched her students develop the necessary skills to change their own lives while changing their community. "They're still continuing that growing process," she said. "What will be really neat will be to see the next year after graduation and how they will use their skills in the real world."



Glenncliff Developing Community Leaders students working on Coming Home Banner

PUTTING THE “I” IN COMMUNITY

In just one year, Keayana Robinson’s life changed forever.

Now a senior, Keayana was in 11th grade last year when she was selected to enroll in the Developing Community Leaders (DCL) class at Maplewood High.

“My English teacher referred me,” Keayana said. “It was nice to think someone saw something in me because I used to ‘shelter’ my leadership skills. That’s definitely negative peer pressure, and people do it unconsciously. Now, it’s okay to show that’s who I am, that I can lead a crowd in a better direction. It gave me validation and confidence, and it brought out the ‘me’ that I had locked up a long time ago. People say I have a look on my face that shows I care; everybody can have that look.”

Keayana’s story isn’t an isolated anecdote. Among others, classmate Tyresha Gray reports a similar transformation in her skills and personal confidence when she referred for the class last year.

“At first I thought, ‘Why me?’ But when I got in the class, I knew why I was chosen,” said Tyresha, also now a senior at Maplewood. “I had been told I was a leader but this was the first time anyone did something for me. It’s hard work, and a lot of it is behind the scenes. If you have to be the center of attention, it’s not the class for you.”

Working with Maplewood’s “block” schedule where double-length classes allow students to complete a year’s course in one semester, Keayana, Tyresha and nine other classmates were able to complete both the DCL I and the DCL II classes in 2008-2009. The students began with a series of self-discovery and introspection exercises.



Keayana Robinson and Miguel Perez on stage during Maplewood’s 2009 COMMUNITY Awareness Block Party

“We read *The 6 Most Important Decisions You’ll Ever Make: A Guide for Teens* by Steven Covey, and we didn’t just read it; we really broke it down,” Keayana said. “And we took a leadership test, and we didn’t just take it but really broke it down. Like if you’re an extroverted leader, what does that mean and what do you do? In the first semester, we worked on developing ourselves but we were grouped with opposite leadership styles so we learned to work with different kinds of people.”

But the point of the college-level leadership development curriculum used in the class goes far beyond personal improvement. In fact, DCL students are charged with improving their schools and community through service-learning projects that make a lasting impact. At Maplewood, that project bloomed into a seven-hour COMMUNITY Awareness Block Party held in May on the first Saturday after the end of the school year.

“We were trying to decide how to better our community, and we had flip charts and words on the wall to brainstorm the aspects of East Nashville,” Keayana said. “Tyresha had the idea first, and we thought, ‘That’s crazy.’ And then we thought, what better way to combine all the things we were talking about and show what people can do if they work together? We wrote a 15-page proposal for the project. It was all student-led; the teacher just provided guidance.”

Even with a fully developed concept, the actual planning took hours and hours of student time. The three seniors in the class built a website for the event, while other students divvied up the remaining duties such as finance and publicity. And they quickly learned that leadership involves hard work.

“The business part is so serious; you have to be on point for everything” Tyresha said. “There was a lot of paper work and calling and meeting that we didn’t know about. We had to arrange the street closures, the insurance, permits for vendors, pay the park and rent chairs. We didn’t know what we were getting into but somehow we got it done.”

With a final budget of less than \$500, the students mobilized all the free resources they could find. Keayana, for example, borrowed the stage equipment from her church, and the performing groups were recruited by friends and friends of friends.

MAPLEWOOD CASE STUDY

"We stayed every day after school for the last two weeks," Keayana said. "It came down to the wire; just days before the party, we only had a few nonprofits signed up. But then everyone started calling us; we had 22 nonprofits come and we went from two to 10 food vendors."

All the performances and informational displays were focused on the students' three goals: Awareness, Unite, Mobilize.

"Aware: We wanted people to realize the services that are available to them in East Nashville," Keayana said. "Unite: With the food and performances, people of different races could come and realize the value of others and be willing to help or to be friends. Mobilize: We wanted other teens to see that students could plan a block party in just four months. People could see that and feel empowered."

By all counts, the block party was a huge success. Nashville Mayor Karl Dean opened the day with a call to service, and more than 300 people – not including organizers and booth workers – enjoyed the information, musical performances and good food.

Both Keayana and Tyresha can reel off a variety of lessons learned.

"You have to stay focused," Keayana said. "That was hard because some students got discouraged so easily and let it push them down. Our teacher encouraged us by reminding us of all the people we could help. We had to make decisions and stick to them. We buried the word 'can't.'"

"I'm much more appreciative of the nonprofit organizations," Tyresha said. "Now I understand all the hard work they do. These type organizations do the things to change the things that need to be addressed."

Both girls have changed their future plans after their DCL experience. Keayana plans to attend Belmont University or Middle Tennessee State University to major in English and minor in journalism. Tyresha wants to attend Fisk University to



Mayor Karl Dean attends Maplewood's 2009 COMMUNITY Awareness Block Party sponsored by the Maplewood High School DCL class

major in political science and then study law.

"I didn't know anything about political science before this class," Tyresha said. "Elected office may be in my future, but not too high up – I want to have contact with real people."

The hard work of transforming students who come from less-than-ideal circumstances into community leaders has been a labor of love for teacher Marci Garner.

"It's so hard for them to understand they don't need to be comfortable with mediocrity," Garner said. "They've been in this climate so long they don't know it's not the best. If they see a situation that's not good, they just shrug and accept it."

The DCL class gives Garner the opportunity to break that cycle.

"I have one student who's a natural leader," she said. "If she is doing her work, all the students around her are doing their work. If she's cracking jokes, everyone is cracking jokes. It's taken me from August to November to make a breakthrough. She really does want to lead in a positive way."

IT TAKES ALL OF US BUILDING THE VILLAGE

CommunityNashville, founded in 1927 as The National Conference of Christians and Jews (NCCJ), is a human relations organization dedicated to fighting bias, bigotry and racism.

Through its Building Bridges program, CommunityNashville offers three opportunities for high school students:

- AnyTown is a life-changing, weeklong human relations and leadership program.
- MiniTown is a three-day, multi-school leadership retreat to build and foster more respectful and inclusive school environments.
- UniTown is a three-day leadership retreat that works within one school to promote tolerance and inclusion, and to develop youth-led social action programs.

More and more community organizations are advancing their mission by working with one of the Alignment Nashville committees. For Community Nashville, the key committee was Developing Community Leaders (DCL).

"The more we learned about Alignment, the more we became involved with the DCL Committee and had opportunities to showcase our workshops, leadership programs and organization," said Anthony Johnson, who was Vice President of Program Services when CommunityNashville began to participate in 2007. "These meetings promoted a wonderful synergy of opportunity and connection. Moreover, they required us to shift our thinking from an individual big picture – what's in it for me? – to a collaborative big picture – how can we use our product and services to support all of us?"

CommunityNashville responded to one of the first Invitations to Participate from the DCL Committee, which led to a UniTown retreat at Glencliff High School. It was a new and welcome way for CommunityNashville to reach its intended audiences. "The structure allows easy entry into the school system because the organization has been vetted," Johnson said. "There's no 'cold sell.' The school benefits because the organizations have an opportunity to share their expertise."

CommunityNashville also benefited because more work in the schools helped the organization hone its techniques. "We learned invaluable lessons on how to engage a school and work with them to achieve results that were beneficial to each of us," Johnson said. "Our programs became more effective for everyone involved. Our students learned more and



DCL students participate in a leadership development activity

COMMUNITY ORGANIZATION CASE STUDY



DCL students define leadership, service, and unity

were able to demonstrate and articulate their growth in more meaningful ways. We became very skilled in developing programs that specifically addressed the school's needs."

Another indirect advantage of participating in the DCL committee was the opportunity for more diverse funding. Alignment Nashville isn't a funding organization, but other groups recognize the value of non-profits that work for the common good through the Alignment process. "We made a commitment to having the program because we recognized its value, and we took the risk to fund the initial programs outside of Alignment," Johnson said. "Our tenacity and involvement paid off when we were able to procure funding for two UniTowns from the Healthways Foundation through Alignment's support."

However, Johnson puts the greatest value on the inclusive process of the DCL Committee. "It provides a common ground for organizations that want to be more involved in the school landscape," he said. "As a committee member, you're at the table, you learn the process, and you meet with other organizations in a different environment. You develop and nurture relationships."

We quickly became 'in the know' and positioned to take advantage of opportunities when they became available, versus learning about them after the fact. Due in large part to working with Alignment, we were able to serve young people from every public high school in Nashville. That is amazing on its own; however, when it's extrapolated to leveraging and solidifying funding, energizing board members, and demonstrating our commitment to our mission – it's outstanding."

The process will continue to improve as the DCL Committee continues to find more opportunities for teachers, students and community organizations to work together. "We are better together; I would keep reminding myself at every level of the process," Johnson said. "It's good stuff, a structure that works to help young people's lives by working collectively."

SKILLS PROFILE

Students participating in the Developing Community Leaders classes will be able to demonstrate the following career and college readiness skills:

LEADERSHIP SKILLS

1. Develop a fundamental understanding of leadership and the skills manifest in effective leaders.
2. Identify their personal leadership orientation and philosophy.
3. Demonstrate effective techniques and strategies for articulating a vision.
4. Demonstrate an understanding of the steps involved in setting goals.
5. Demonstrate comprehension of the elements and processes involved in decision making.
6. Describe the link between effective time management and effective leadership.
7. Identify the elements of effective team building.
8. Discuss the roles of empowering and delegating as effective leadership skills.
9. Discuss the role of a leader in initiating change and helping others to adjust to change.
10. Describe the various types of conflict and discuss the role the leader can play in managing conflict.
11. Discuss the complexities inherent in ethical leadership.
12. Define and evaluate the servant-leader's role in leadership.
13. Develop their personal leadership ability.



Developing Community Leaders Teachers at Professional Development Workshop

WRITING SKILLS

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
4. Create a logical progression of ideas or events, and convey the relationships among them.
5. Choose words and phrases to express ideas precisely and concisely.
6. Use technology as a tool to produce, edit, and distribute writing.
7. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
8. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
9. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.
10. Establish a substantive claim, distinguishing it from alternate or opposing claims.
11. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.

SPEAKING AND LISTENING

1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.
2. Present information, findings, and supporting evidence clearly and concisely.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.
4. Demonstrate command of formal Standard English when appropriate to task and audience.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.
7. Ask relevant questions to clarify points and challenge ideas.
8. Respond constructively to advance a discussion and build on the input of others.

MATHEMATICS

1. Compare numbers and make sense of their magnitude.
2. Draw statistical conclusions involving population means or proportions using sample data.
3. Use mental strategies and technology to formulate, represent and solve problems.
4. Manipulate simple expressions.
5. Interpret an expression that represents a quantity in terms of the context.
6. Understand a problem and formulate an equation to solve it.
7. Interpret data displays and summaries critically; draw conclusions and develop recommendations.
8. Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.



DCL students prepare presentation on the service-learning cycle

ADVENTURE SCIENCE CENTER

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www.adventuresci.com

Adventure Science Center (ASC) ignites curiosity and inspires the lifelong discovery of science.

How Adventure Science Center helps develop community leaders: ASC holds 10-12 weeks of summer camp for rising K-6th graders. There is opportunity for high school students to serve as camp assistants and to be mentors to the younger children. We would be particularly interested in youth with high interest in STEM.

ASC also holds:

1. Fall break camp
2. Spring Break Camp
3. President's Day Camp
4. MLK Day Camp

Please contact Jeri Hasselbring for other service learning assistant opportunities.

Service-Learning Opportunities: Organization can provide support and resources to help students and teachers with their service learning projects.

Volunteer Opportunities: High school youth can become ASC summer volunteers serving in a variety of capacities: learn and demonstrate science principles to the general public; interact with visitors; customer service; assist the office staff; etc.

BELMONT CENTER FOR SOCIAL SERVICE

Contact: Tim Stewart, (615) 460-5431

tim.stewart@belmont.edu

Director of Service-Learning

Belmont University, 1900 Belmont Blvd.

Nashville, TN 37212

www.belmont.edu/csesl

Belmont's Center for Social Entrepreneurship and Service-Learning (CSESL) seeks to empower and engage students, faculty, staff and community partners through various programming including training, service-learning, assessment and research activities to impact social change through innovative approaches and projects.

How Belmont helps develop community leaders: Belmont's vision statement puts service and learning at the heart of a Belmont education. Our campus sits at the intersection of several culturally diverse neighborhoods. Our city is a home to a multi-ethnic and economically stratified population. By learning through service with this great variety of people in our community, our students are challenged to take risks, to find out community needs and current systems addressing those needs, to explore ways of improving community life, and to build personal and academic skills in the process.

BIG BROTHERS

Contact: Mallory Craft

Program Coordinator

Big Brothers Big Sisters, 1704 Charlotte Avenue, Suite 130

Nashville, TN 37203

www.bigbrothersbigsisters.org

The mission of Big Brothers Big Sisters is to help children reach their potential through professionally supported, one-to-one relationships with mentors that have a measurable impact on youth.

How Big Brothers Big Sisters (BBBS) helps develop community leaders: In our One-to-One Mentoring, the BBBS training manual, given to volunteers, addresses Character Education

Character Education and strategies to incorporate character development with their "Littles". In addition, BBBS sends out a monthly newsletter to volunteers that addresses MNPS' "Character Counts" and provides them with relevant activities, resources and information on the pillar of character development that coincides with MNPS' Character Counts curriculum.

Service-Learning Opportunities: Big Brothers Big Sisters gives high school students a service learning opportunity by aligning with specific high school AVID or DCL classes and allowing those high school students to demonstrate what they've learned in their DCL/AVID classes to an elementary or middle school-aged child by mentoring that child once a week.

UNIVERSITY ENTREPRENEURSHIP AND LEARNING

Service-Learning Opportunities:

1. Partnering with Belmont Service-Learning students – Please contact Tim Stewart, Director of Service-Learning, for more information about the possibility of collaborating with Belmont service-learning classes.
2. Consultation and Service-Learning Resource Library – Tim Stewart, Director of Service-Learning, is available to consult with DCL teachers and students interested in establishing or refining service-learning projects. In addition, the Belmont Service-Learning website has a page of links to resources that might prove helpful, <http://www.belmont.edu/sl>

Volunteer Opportunities: In addition to Service-Learning projects, Belmont students are involved in numerous community service opportunities in the community. Please contact Tim Stewart, Director of Service-Learning, for additional information.

Charity Opportunities: Belmont students are also engaged in a wide variety of philanthropic efforts. Please contact Tim Stewart, Director of Service-Learning, for information about possible partnerships with Belmont student groups.

BUILDING BRIDGES A PROGRAM OF OASIS CENTER

Contact: Tasha Fletcher
tfletcher@communitynashville.org
Program Assistant and
Youth Advisory Council Coordinator
Building Bridges, 1704 Charlotte Avenue, Suite 200
Nashville, TN 37203
www.communitynashville.org

The mission of Building Bridges is to fight bias, bigotry and racism through education and advocacy.

How Building Bridges helps develop community leaders:
Building Bridges provides programs whose goals are to overcome biases and prejudices among area youth without sacrificing individual or group identities of faith, culture, or gender and to produce anti-oppression programs within their schools.

Service-Learning Opportunities:

1. Counselor at MiniTown is a three-day, multi-school leadership retreat to build and foster more respectful and inclusive school environments.
2. Counselor at AnyTown is a life-changing, weeklong human relations and leadership program.
3. Counselor at UniTown is a three-day leadership retreat that works within one school to promote tolerance and inclusion, and to develop youth-led social action programs.

Volunteer Opportunities:

1. Assist with agency mailings, filing, and/or other office duties.
2. Assist with education, development, or outreach activities.

BIG SISTERS

Volunteer Opportunities: Big Brothers Big Sisters is an agency that, aside from the High Schools Bigs program outlined above, seeks out caring mentors, 18 years of age or older, to mentor a child once a week (or 4-8 hours per month) in either our Site-Based Program (visiting a child one-on-one at a school/afterschool site only) or our Community-Based Program (picking up a child from their home and spending one-on-one time together outside of the school setting). Our volunteers are required to undergo background and reference checks and are then interviewed before being matched with a child. Volunteers must also have their own transportation to be a Big Brother or Big Sister.

Charity Opportunities: Big Brothers Big Sisters is a non-profit organization that accepts both personal and corporate donations to help support our one-on-one mentoring relationships. BBBS also hold charity events throughout the year such as the Jack in the Box Bowl for Kids Sake, Team Rio running for BBBS in the Country Music Marathon, TOWA Golf Scramble, Music City Birdies for Brothers and Sisters Celebrity Pro-Am, the Franklin Wine Festival, Big Brothers Big Sisters Annual Picnic, Arby's Charity Golf Tournament and Breakfast with Big Brothers Big Sisters. For more information about charity opportunities, please call (615) 329-9191.

FRIST CENTER FOR THE VISUAL ARTS

Contact: Anne Henderson, (615) 259-4866 ext. 223
ahenderson@fristcenter.org
Director of Education
Frist Center, 919 Broadway
Nashville, TN 37203
www.fristcenter.org

The mission of the Frist Center for the Visual Arts is to present and originate high quality exhibitions with related educational programs and community outreach activities. The vision of the Frist Center is to inspire people through art to look at their world in new ways

How Frist helps develop community leaders: Secretary of Education Dr. Arne Duncan recently issued a letter* to school and community leaders emphasizing "the important role that arts education plays in providing American students with a well-rounded education. The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively." With this in mind, the Frist Center is pleased to offer a variety of meaningful arts learning opportunities for students and faculty.

1. Free Admission for Students 18 and Younger. The Frist Center offers a variety of options for pre-K–12 school visits, including docent-guided tours, self-guided tours, and art making activities. School tours of selected exhibitions support the Tennessee Curriculum Standards by introducing themes that are relevant to visual arts, language arts, and/or social studies curricula.
2. Bus Transportation Subsidies. To defray the cost of bus transportation, subsidies of up to \$50.00 are available on a first-come, first-served basis to public schools in Tennessee.
3. Teacher Resources. Available free of charge, teaching packets contain lesson ideas, curriculum connections, and color art reproductions for selected exhibitions at the Frist Center.
4. Professional Development. Exhibition-related teacher workshops provide information and resources about connecting the art on view to the classroom curriculum. Teachers may sign up independently for workshops, or you may contact us about coordinating a professional development program for your staff at the Frist Center.
5. Free Family Programs. In addition to free admission for students 18 and younger, the Frist Center regularly offers free opportunities for families to engage with art, including a monthly Kids Club art class for 5–10 year olds and family days for the entire family.

Additional information about the Frist Center's teacher and school programs is available at www.fristcenter.org.

Search on www.ed.gov for full text of Secretary Duncan's letter."

Service-Learning Opportunities: Organization can provide support and resources to help students and teachers with their service learning projects.

GIRL SCOUTS

Contact: Megan Davis, (615) 383-0490
Program Coordinator
Girl Scouts of Middle TN
4522 Granny White Pike
Nashville, TN 37204
www.gsmidtn.org

Girl Scouts of the USA enjoys a rich heritage that is nearly 100 years old and is the largest female-serving organization in the United States. Through Girl Scouting, girls learn skills that will serve them the rest of their lives such as leadership, self-esteem, ethics and values, and a commitment to service. Girl Scouts' mission is to build girls of courage, confidence and character who make the world a better place. Girl Scouts of Middle Tennessee serves 14,000 girls and more than 6,000 adult volunteers throughout our 39-county region.

How Girl Scouts helps develop community leaders: Girl Scouts provides after-school troops, summer residential camps and programs in financial literacy, leadership, arts, healthy living and science, technology, engineering, environmental and math.

Service-Learning Opportunities: Girl Scouts of Middle TN offers the following service learning opportunities:

1. Gold Award: This is the highest honor a Girl Scout can earn. A Gold Award project

OF MIDDLE TN

requires specific prerequisites as well as a girl-developed and -led project of more than 60 hours. Not only are Gold Awardees honored annually at a banquet in Nashville, Gold Awardees who enter the military are automatically promoted one rank, and many universities and scholarships recognize the impressive achievement of Gold Awardees. For more information, search 'Gold Award' on www.girlscouts.org.

2. **Take Action Projects:** In Girl Scouts, community service projects are amped up to create lasting change, not just a one-time act of kindness. Such projects consist of three steps: Discover, Connect, Take Action. First, projects must promote cooperation and team building. Second, girls feel connected to their communities—they recognize they are part of a larger community and the importance of building diverse, supportive, social networks for their personal and leadership development. Finally, girls become resourceful problem solvers—they use their knowledge and skills to set up and implement creative and effective "action plans," locate tools/resources they need, and know when, where, and how to enlist help from others. Details about Take Action projects can be found in each Girl Scout Journey workbook.

Volunteer Opportunities: Girl Scouts of Middle, TN offers the following volunteer opportunities:

1. **Leader in Training:** Interested in working with younger girls? See yourself as a teacher or camp/dorm counselor? L.I.T.s are trained to work alongside an adult leader, acting as a support to the leadership team for a troop of younger girl scouts.
2. **Program Aide:** Girls are trained to use resources, how to work with girls with special needs and how to put together a complete program for a specific group of girls. This is great experience for future event planners and marketing execs.
3. **Program Intern:** Girl Scouts of Middle Tennessee "employs" one or two volunteer interns to work in our Nashville office to develop and implement existing council-sponsored programs.
4. **Teen Program Planning Board:** Join an online group of teen girl scouts to give input throughout the year on council-sponsored programs. Let your voice be heard! **Teen Board Member:** Four high-school Girl Scouts are voting members of the Girl Scouts of Middle Tennessee's Board of Directors. This group meets bi-monthly to create policy and oversee finances for the council's 39 county jurisdiction.

MEHARRY MEDICAL COLLEGE

FAMILY AND COMMUNITY MEDICINE

Contact: Vicente Samaniego, (615) 327-5997

vsamaniego@mmc.edu

Program Manager

Meharry Medical College

1005 Dr. D. B. Todd Jr. Blvd.

Nashville, TN 37208

www.nupace.mmc.edu

Meharry Medical College (MMC) exists to improve the health and health care of minority and underserved communities by offering excellent education and training programs in the health sciences; placing special emphasis on providing opportunities to people of color and individuals from disadvantaged backgrounds, regardless of race or ethnicity; delivering high quality health services; and conducting research that fosters the elimination of health disparities.

How Meharry Medical College helps develop community leaders: The main focus of the Nashville Urban Partnership Academic Center of Excellence (NUPACE) is to Prevent Youth Violence main focus is to promote an academic/ community partnership that integrates prevention science with community action in order to reduce violence among youth 10-24 years of age in Nashville/ Davidson County TN. The community component of this program is the Nashville Community Coalition for Youth Safety (NCCYS), which is a group of community members that contribute their expertise and experiences in order to ensure that the important research questions related to reducing violence are thoroughly studied. Additionally, they are all committed to sharing the responsibility of decision making for all research, surveillance, programmatic and strategic planning activities for NUPACE.

Service-Learning Opportunities - NCCYS Work Groups: Leadership students have opportunities to provide research, design and feedback to existing working groups designed to increase youth safety in Nashville.

1. Caring Adults/Mentoring Work Group - Meets monthly to discuss ways to ensure that all youth have caring adults that will guide and advise them at all levels of needs by developing tools that create a good match between mentor and mentee. We are currently working on "community conversations," where we bring together youth and adults in a specific area of Nashville to discuss ways to reduce youth violence in the community. We provide "mini-grants" to individuals that want to take on a specific intervention.
2. Safe Places Work Group - Meets monthly to discuss ways that ensure all youth have Safe Places through partnerships with local community agencies to close the gap between services currently available and the needs of our youth. We are currently working with local middle schools to create a "safe place card"- a program in which are important numbers specific to that school are laminated on the back of student's school ID (e.g., counselor, crisis hotline, youth services).
3. Job Training/Placement Work Group - Meets monthly to discuss ways to ensure that all youth know what is needed to find employment, job shadowing and/or job placement by looking at barriers to employment for youth and finding ways to overcome those barriers w/ youth input & agency participation. We are currently working on the annual summer youth jobs and activities fair which brings together different vendors with summer youth opportunities including internships, volunteer experience, and employers that hire youth.

Volunteer Opportunities:

1. Job Readiness Trainings
2. Summer Youth Jobs and Activities Fair

MONROE HARDING

Contact: Pamela Lee, (615) 298-5573, ext. 103
PamelaLee@monroeharding.org
Director of Residential Services
Monroe Harding, 1120 Glendale Lane
Nashville, TN 37204
www.monroeharding.org

Monroe Harding partners with at-risk youth and families to provide a bridge toward independence and success. This mission is accomplished through programs in elementary schools, foster care and adoption services, residential housing and a center for youth aging out of state custody.

How Monroe Harding helps develop community leaders: Project SHARE helps keep elementary students engaged in school by matching at-risk students with adult mentors. RSI provides an array of therapeutic foster care and adoptions services for children of all ages. On-campus and Independent Living residential programs include progressively independent levels of living experiences. Youth Connections is the resource center for those who are between the ages of 18 and 23 and have previously been in foster care. The center provides educational opportunities for housing, employment, well-being, education, financial literacy and an on-site thrift store.

Volunteer Opportunities: There are many great ways for groups and individuals to be involved in the volunteer activities of Monroe Harding. A few are listed below, but we are always creating new opportunities and would love to hear some of your ideas:

1. **Work Days** - Many volunteer groups spend a day together on campus assisting with yard work, painting, cleaning and other facility needs. These can be scheduled during the week or weekends throughout the entire year.
2. **Adopt-a-cottage** - Volunteer groups or individuals are assigned a cottage on campus for which they provide birthday parties, holiday activities, special Saturday picnics and other creative events for the residents. Many volunteers who adopt cottages also purchase special items to help decorate or enhance the cottage. This is an ongoing project.
3. **Wish List Drives** - Many groups will create opportunities to do a "drive" for the youth of Monroe Harding. Popular drives include Back-to-School supplies, Gift Cards and Phone Cards, cold and flu remedies, food drives, and Money Trees (sometimes designated for special needs).

Charity Opportunities: Monroe Harding offers the following charitable opportunities:

1. Host a table at the Bridge to Success Awards Luncheon honoring volunteers;
2. Become a garden sponsor or attend the Seeds of Hope Garden Tour; and
3. Help plan or attend the annual Laughter for the Children comedy night.

NASHVILLE CARES

Contact: Misty Ellis, (615) 259-4866 ext. 223
Mellis@nashvillecares.org
Survivor Club Program Coordinator
Nashville CARES, 501 Brick Church Park Drive
Nashville, TN, 37207
www.nashvillecares.org

Nashville CARES is Tennessee's largest and oldest HIV service agency. Their aim is to prevent the spread of HIV through prevention education, provide supportive services to people living with HIV and their families, and to advocate for responsible public policy regarding issues impacting the epidemic.

How CARES helps develop community leaders: Nashville CARES provides Survivor Club® (SC) education certification programming for local area teenagers who hope to reduce the spread of HIV among their families, friends and peers. They do this through one on one, group and media programming addressing behavioral change determinants which they learn through SC certification. Among the skills they learn are: HIV knowledge, attitude, beliefs and behaviors that put themselves and others at risk for HIV infection and how to impact them; one on one educational skills; group presentation skills; public health intervention documentation; HIV counseling and testing skills; program organization and development; media development; community mobilization; life skills regarding values, safer sex, and decision making.

Service-Learning Opportunities:

1. **Certified HIV Prevention Peer Educator** - 24 hour certification training; 8 hours of follow up support; intervention development support; incentives for accomplishment of goals and objectives; multi-year availability.
2. **Certified HIV Counseling and Testing Specialist** - 20 hours of certification training; 10 hours of shadowing; 2 hours of continuing education; 12 hours of emergency room shift work; 5 hours of individual level counseling; multi-year availability.

Volunteer Opportunities:

1. Build food bags for clients.
2. Become a member of a client care team.
3. Assist with agency mailings, filing, and/or other office duties.
4. Assist with education, development, or outreach activities.

Charity Opportunities:

1. Develop A Walk Team and raise money for the Annual AIDS Walk.
2. Host or participate in the annual Dining Out For Life fundraising event.
3. Assist with promotion of CARES' Nashville has AIDS campaign.

NASHVILLE TOOLS FOR SCHOOLS

Contact: John Carpenter, (615) 584-7078
jcarpenter@carpenterwright.com
Program Coordinator
Nashville Tools for Schools
Nashville, TN 37207
www.nashvilletoolsforschools.com

Nashville Tools for Schools wants to give each and every student in the Metropolitan Nashville Public Schools the best education possible. That means each and every student deserves the proper supplies and equipment needed for a quality education. Nashville Tools for Schools is committed to construction projects within our public schools, projects such as building desks or installing shelving, projects which empower our schools children and protect our schools resources.

How Nashville Tools for Schools helps develop community leaders: Nashville Tool for Schools (NTS) builds furniture for schools and does small repairs. NTS plans to start doing cluster groups and hopes to involve students in the process. Students are not only involved in identifying needed projects, but can also be involved in the planning and execution of the projects.

Service-Learning Opportunities: Nashville Tools for Schools provides students with an opportunity to identify projects within their school or cluster that would require a project plan to be developed. The student(s) would then have the opportunity to take the plan and locate the appropriate resources to complete the project. Projects range from simple cosmetic improvements to complete renovations.

Volunteer Opportunities: Students have the opportunity to volunteer for a variety of projects according to their strengths, interests and skills.

OASIS CENTER

Contact: Deniece Ferguson, M.S.
Youth Engagement and Action Program Manager
Oasis Center, 1704 Charlotte Avenue, Suite 200
Nashville, TN 37203
www.oasiscenter.org

To promote youth leadership in civic, school, and/or community affairs in Nashville, TN. We believe youth are important but often overlooked stakeholders in our city. With the right support and opportunities, youth can and do play important roles in solving community problems.

How Oasis Center helps develop community leaders (description of grants):

Size of grants: \$100 - \$2000

Grants will fund projects in which middle and/or high school aged youth have opportunities to:

1. Take leadership in contributing to the wellbeing of the community through volunteering or community action projects; and/or
2. Take leadership in promoting mutual respect and understanding between people, such as youth and their peers, teachers and students, people from differing neighborhoods or backgrounds, youth and law enforcement officers; etc.

They are especially interested in projects that promote alternatives to violence in our community and/or the success of public schools and public schools students. Grant decisions will be made by a committee of youth leaders recruited by Oasis Center. The group will evaluate grant proposals according to:

1. How well the project promotes alternatives to violence and/or greater understanding and respect between people, OR
2. The degree to which the project helps Nashville public school students and public schools succeed, and
3. Degree to which the project supports and encourages youth (aged 11 to 21) to take leadership, and
4. The perceived likelihood that the project will achieve its stated goal(s).

Grants will be made on a rolling basis and replies will be provided in writing within 60 days of the date of submission.

Service-Learning Opportunities: Depending on project/grant approval.

Volunteer Opportunities: Depending on project/grant approval.

TENNESSEE VOICES FOR CHILDREN

Contact: Kashonda Babb, (615) 269-7751

kbabb@tnvoices.org

Youth Coordinator

Tennessee Voices For Children, 701 Bradford Avenue,

Nashville, TN 37204

www.tnvoices.org

TVC was founded by Tipper Gore in 1986 at a time when there was a great need for more mental health services in Tennessee for children and youth. Focusing on improving the coordination and delivery of children's mental health services, this statewide coalition grew into an influential statewide non-profit organization with offices in each region of Tennessee.

How Tennessee Voices for Children helps develop community leaders: The Youth In Action Councils give youth a voice to speak out against the stigmas of mental illness among their peers. Among the skills they learn are: Personal, social and moral development, vocational and life skills, effective communication with peers and adults, community development, and how to identify and access a variety of supports.

Service-Learning Opportunities:

1. Peer to Peer mentoring opportunities – monthly Youth in Action Council meetings focusing on skill building, information, development of training and advocacy materials to be used in presentation, videos and other public awareness campaigns.
2. Advocacy projects – school and community projects focusing on increasing knowledge and understanding for everyone about mental health.

Volunteer Opportunities:

1. Annual Children's Mental Health Week event in April
2. Participation in State wide Youth Task Force meetings
3. Participation in various speaking opportunities at conferences, trainings, and town hall meetings

THE PARTHENON

Contact: DeeGee Lester, (615) 862-8431

DeeGee.Lester@nashville.gov

Program Coordinator

The Parthenon, 2500 West End Ave.

Nashville, TN 37203

www.nashville.gov/parthenon

The Parthenon is the world's only full-scale replica of the ancient temple in Athens, Greece. The Parthenon is a valuable educational visual tool for a number of subject areas including world history, theater, language arts, visual arts, math, philosophy, architecture, and democracy/leadership.

How The Parthenon helps develop community leaders:

Since the beginning of the DCL program, the Parthenon's participation has included serving as a site for team-building workshops, site of an annual year-end reception for DCL participants (during the Maplewood/Antioch years) featuring speakers such as John Seigenthaler; a First Amendment high school program featuring panelists Gene Polisinski (First Amendment Center) and Civil Rights/Sit-Ins leader Rev. James Lawson; special tours of the Parthenon and in-class presentations on networking and project development. The Parthenon is willing to work with individual students on leadership projects that focus on the arts, mathematics, and mentoring young students in leadership programs. Bring ideas to us.

1. With advance scheduling, DCL classes may also request a spring or fall "philosophy on the porch" program. These program focuses on the foundations of democracy in ancient Greece, the Parthenon offers tours of the Parthenon with an emphasis on the democratic ideal, a participatory citizenry, and the ideals of leadership developed in the ancient world.
2. The Parthenon education director also offers in-class presentations on networking, developing projects, and project "branding." These in-class presentations have been developed through the director's experience as an editorial assistant on management/leadership textbook projects with professors from Vanderbilt University's Owen School of Management as well as continuous education in leadership within the museum field.

The Parthenon also provides the following:

- A. Learning Is for Everyone;
- B. Youth Service America;
- C. Nashville Inner City Ministries
- D. Nashville RBI (Reviving Baseball in Inner Cities)
- E. Youth Life Learning Centers
- F. Mentor TennisSee
- G. Youth Encouragement Services

Service-Learning Opportunities: Organization can provide support and resources to help students and teachers with their service learning projects.

T.O.T.A.L. NASHVILLE PUBLIC LIBRARY

Contact: Monica McLaurine, Elyse Adler
Program Coordinators
Nashville Public Library, 615 Church Street
Nashville, TN 37219
www.library.nashville.org

Nashville Public Library is a distributor of information to the general public. They provide informational resources and programs to students, their parents and the school communities. Character education resources are on display at various library locations.

How Nashville Public Library helps develop community leaders: T.O.T.A.L. is a select group of high school students that advocates for the library in the Middle Tennessee community, designs programs for teens and represents the library at community events.

Volunteer Opportunities: Nashville Public Library offers the following volunteer opportunities:

1. Program Assistant – assist with programs offered to the public
2. Special events – assist staff when signing customers up for library cards, assisting with marionette shows and other duties as needed.
3. Children's Tour Leader – tour guides are needed for Monday and Thursday mornings for groups of young people to tour library or Children's Department.
4. Homework Helpers and Assistants
5. College Readiness (Computer Lab) Volunteer – assist fellow youth with how to navigate the internet when searching for post secondary education options and exploring life skills needed while in post secondary schools.
6. Interviewing Skills (Computer Lab) Volunteer – assist fellow youth with job searches and resume help.
7. Ellison Die Cuts Volunteer – cut out shapes/animals for story times using the Ellison Die Cut machine.
8. Subject Bibliography Volunteer – update online subject lists used by staff and the public
9. Slideshow Volunteer – help develop fun slideshows for the Teen Center
10. Shelf "Straightener" Volunteer- assist with keeping the library organized by picking up stray books and sorting them.

VOLUNTEER TENNESSEE

Contact: Melia Arnold, (615)253-1426, Melia.Arnold@tn.gov
Director, Community Service-Learning Initiatives
Volunteer Tennessee, 312 Rosa L. Parks Avenue, 12th Floor,
Nashville, TN 37243
www.volunteertennessee.net

Volunteer Tennessee is the 25 member bipartisan citizen board appointed by the Governor to oversee AmeriCorps and service-learning programs and to advance volunteerism and citizen service to solve community problems in the Volunteer State. Volunteer Tennessee's mission is to encourage volunteerism and community service.

How Volunteer Tennessee helps develop community leaders: Volunteer Tennessee promotes a teaching and learning methodology called service-learning, which combines hands-on learning with meaningful service in the community. Volunteer Tennessee works in partnership with the TN Department of Education and Lions-Quest to provide service-learning training to educators across the state. Research shows that service-learning is especially effective in improving grades, attendance and behavior among at-risk youth. With Tennessee's graduation rate currently at 82 percent, service-learning is a great low-cost strategy to keep students focused and in school.

Volunteer Tennessee also administers funds to support AmeriCorps programs across the state. Annually, more than 350 AmeriCorps members give a year of service in exchange for a nominal living allowance and an education award that can be used towards college expenses. Tennessee AmeriCorps members are mentoring youth, caring for frail senior citizens, improving access to health services, building affordable housing, and eliminating pollution in our state's parks and streams.

Volunteer Tennessee organizes and implements the Governor's Volunteer Stars Awards, which is a statewide program to recognize one adult volunteer and one youth volunteer from each of Tennessee's 95 counties.

Service Learning Opportunities: Organization can provide support and resources to help students and teachers with their service learning projects.

Volunteer Opportunities: Organization can provide support and resources to help students and teachers with their volunteer projects.

YMCA

CENTER FOR ASSET DEVELOPMENT

Contact: Susan Ragsdale and Ann Saylor, (615)262-9676

Directors

YMCA Center for Asset Development, 1000 Church Street, Nashville, TN 37203

www.TheAssetEdge.net

The YMCA Center for Asset Development's mission is to empower youth and adults to live authentic lives of character, service and leadership.

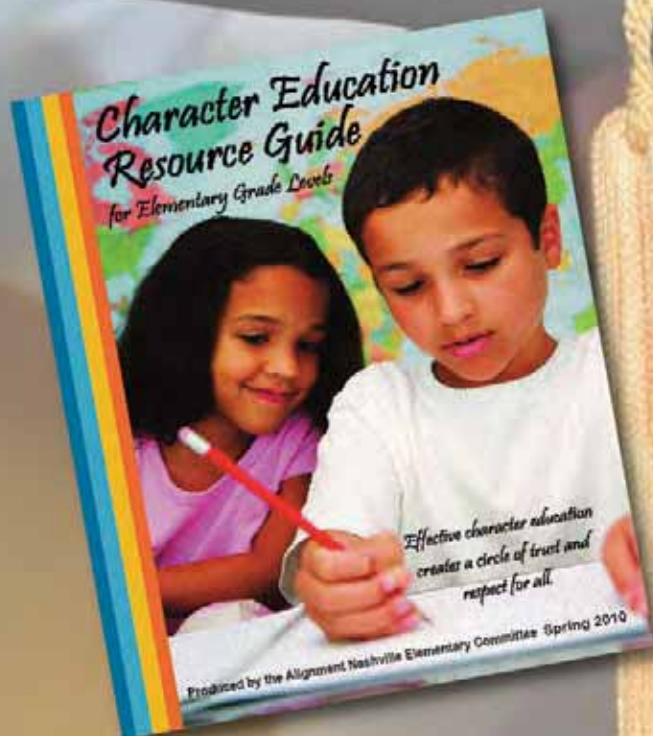
How YMCA Center for Asset Development helps develop community leaders:

YMCA Center for Asset Development empowers youth and adults to play with purpose, helps make youth programs explode with meaning and encourages all of us to take time for self. The Center for Asset Development offers the following:

1. Free downloads at www.TheAssetEdge.net:
 - a. Youth/Adult Partnerships, a guide for getting started
 - b. Ideas for Building Assets
 - c. Reading for Life – asset based reading list for 3-5 year olds
 - d. Activity samples from Susan Ragsdale & Ann Saylor's books: Great Group Games, Ready to Go Service Projects, and Building Character from the Start.
2. Free monthly e-newsletter – sign up by emailing Ann@TheAssetEdge.net
3. Free blog with resources, grants, best practices and scholarships for schools and youth organizations. (Updated 3-4 times weekly)
4. Free opportunity to showcase your leadership and service-learning achievements. Just email Ann@TheAssetEdge.net and we will share your stories on our blog for readers in Davidson County and around the country.
5. School Workshops – see our full list of workshops and in-services at www.TheAssetEdge.net.
 - Caring School Climate Retreat is a 1-2 day retreat designed for diverse school leaders to come together in a setting focused on improving school climate. Respect, support, diversity and tolerance are just a few of climate indicators explored during this interactive retreat. As the group builds relationships, they will envision their school at its best and begin an action plan to address school concerns and issues.
 - Growing Kids through Literacy, Creativity and Play helps educators and mentors explore creative and playful methods for teaching character and literacy from the new book, "Building Character from the Start: 201 Activities to Foster Creativity, Literacy, and Play in K-3".
 - Great Group Games: Building Relationships is a 1 ½ hour workshop that leads participant through the first three stages of developing a group. It focuses on building solid relationships, creating a safe space and a fun environment that will bring youth back!
 - Great Group Games: Building Teams is a 1 ½ hour workshop that leads participant through the last three stages of developing a group, moving youth from individuals to a functioning team.
 - Youth-Adult Partnerships. Youth and adults side-by-side, working in partnership, teaching and learning from each other. We don't see this often, do we? There are too many looming battles of language, hobby, dress, music and style. Learn how you can promote and build partnerships with adults and youth around you!
 - Points of Light Youth Leadership Institute - The Center for Creative Leadership and the Points of Light Foundation's highly interactive training teaches young people vital service-leadership skills through games, movie clips and group discussions. Through challenging team-building exercises, teens learn to identify community problems, set goals, plan projects, and solve complex problems. The curriculum culminates in a service project, created and implemented by the participants, and a final graduation ceremony.
 - Stop the Chaos is an introductory workshop or retreat to focus on building one's own assets and capacity to do youth work for the long haul. Participants learn their own personality stress types and the tools they need to deal with how they personally respond to stress. In additions, they examine their life landscapes and determine individual actions towards wholeness as well as write a personal mission statement.

Service-Learning Opportunities: Organization can provide support and resources to help students and teachers with their service learning projects.

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