

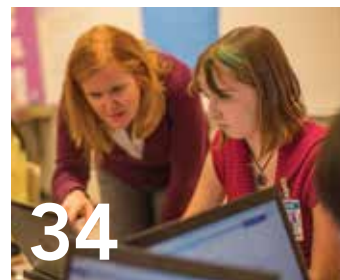
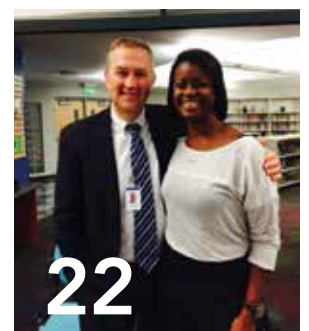
# ALL IN.

**ALIGNMENT NASHVILLE ANNUAL REPORT 2015**



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# How will we know when we get there?

**For more than a decade, organizations in Nashville have been working together to improve outcomes for children. The aim of Alignment Nashville has always been to improve the lives of children so that they can succeed in our schools. To accomplish this involves multiple strategies and tactics and systemic change.**

The problems facing our children and our community are wicked problems:

*"A wicked problem is a social or cultural problem that is difficult or impossible to solve for as many as four reasons: incomplete or contradictory knowledge, the number of people and opinions involved, the large economic burden, and the interconnected nature of these problems with other problems. Poverty is linked with education, nutrition with poverty, the economy with nutrition, and so on."<sup>1</sup>*

If we accept this logic, then school outcomes alone are not enough to tell us when we have been successful. To really know if we have been successful we need to measure and track our collective results. Doing so will lead us to an answer to the question, "How will we know when we get there?"

In the pages of this report you will see details on the Long Term Outcomes that have been identified by the Alignment Nashville Board of Directors. Each of the Alignment Teams (A-Teams) chooses one or more of the long-term outcomes to impact—and then they develop mid-term

and short-term outcomes that we know will lead us to those long-term outcomes and you will find the outcomes the

Teams are working to impact on their team pages.

Tactical plans for each A-Team include these

measures and the teams are tracking them over time. As a result, each team will be able to provide real and meaningful data in the long-term and, the data on the impact of all of the teams.

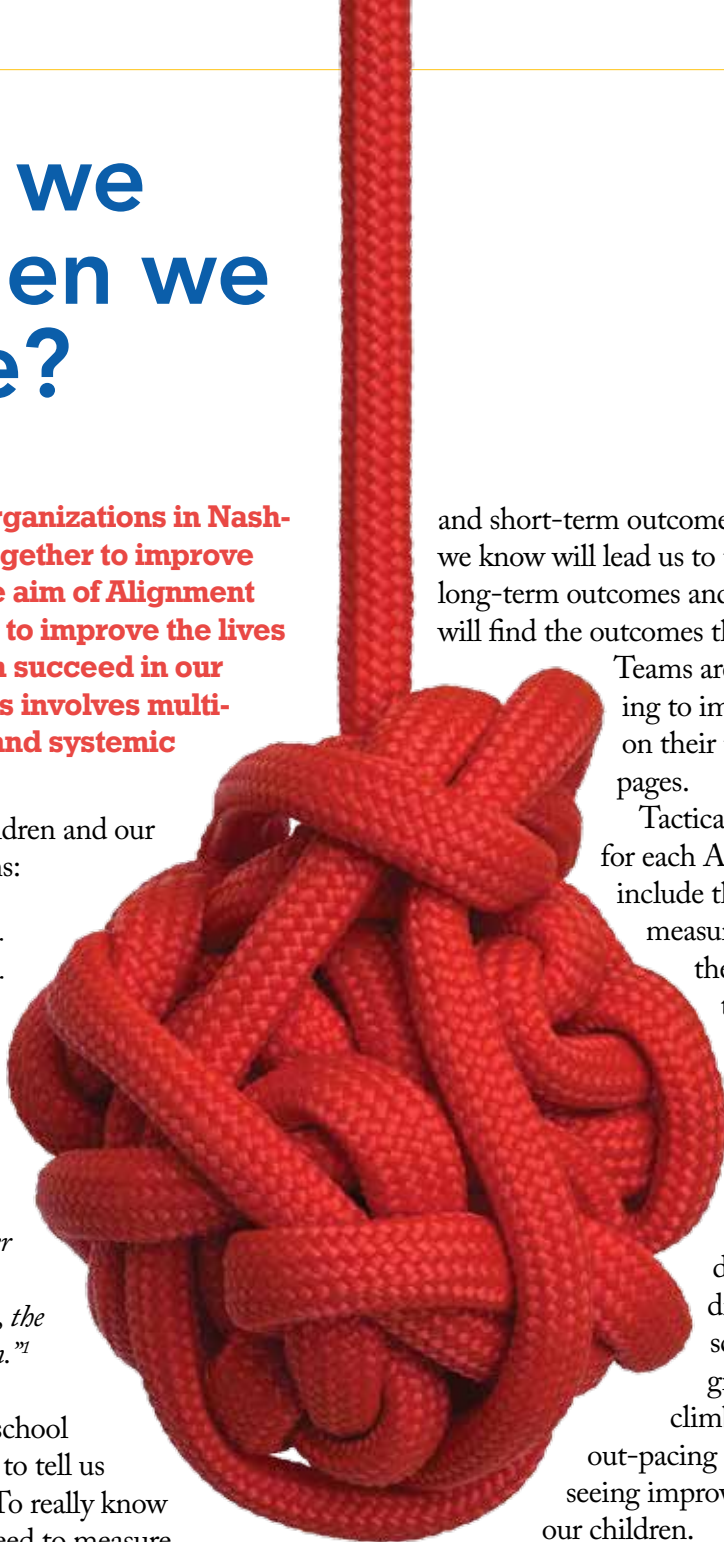
This year we celebrate the success of the efforts of dozens of organizations, hundreds of businesses, and our school district as the high school graduation rate continues to climb, academic achievement is out-pacing the rest of the state, and we are seeing improvements in the overall health of our children.

We are not there yet, but we are working together to get there and we have built a system that will let us know when we get there.

If you are reading this report and have not ever participated in a collaborative journey with others through Alignment, please join and help us get there. We hope everyone will be "ALL IN". You will find a link to get involved on the website [www.alignmentnashville.org](http://www.alignmentnashville.org).



Sydney Rogers, Executive Director Alignment Nashville



<sup>1</sup> Churchman, C. West (December 1967). "Wicked Problems". Management Science

# Alignment Nashville Board of Directors



**Christine Bradley, CHAIR**  
Vanderbilt University

**Tom Cigarran**  
Founder, Chairman Emeritus

**Amy Frogge**  
MNPS School Board

**Jesse Register**  
Director of Schools  
(retired July 2015)

**Honorable Karl Dean**  
Mayor, Metropolitan Nashville/Davidson County  
(term expired September 2015)

**Honorable Megan Barry**  
Mayor, Metropolitan Nashville/Davidson County  
(term began September 2015)

**Honorable Lonnell Matthews**  
Metro Council  
(term expired September 2015)

**Ralph Schulz**  
Nashville Area Chamber of Commerce

**Bill Paul, MD, MPH**  
Director, Metro Public Health

**Paul Haynes**  
Workforce Investment Board

**Kathy Nevill**  
Pencil Foundation

**Robert Fisher**  
Belmont University

**Kent Fourman (Operating Board Chair)**  
The General

**Joanne Pulles**  
HCA Foundation

**Jen Robinson**  
Littler Mendelson PC

**Beth Curley**  
Nashville Public Television

**Rev. Sonnye Dixon**  
Hobson United Methodist Church

**Aileen Katcher**  
Katcher Strategic Communications

**Vince Durnan**  
University School of Nashville

**Cheryl Carrier**  
Ford Next Generation Learning

**Doug Cahill**  
CCMP Capital Advisors

**Ron Samuels**  
Avenue Bank

**Joey Hatch**  
Skanska North America

**Kumar Kolin**  
Deloitte

**Mary Cavarra**  
Ingram Industries

**Chris Henson**  
Interim Director of Schools, Metro Nashville Public Schools



# Alignment Nashville Operating Board

<b>CHAIR: Kent Fourman</b>	The General
<b>Elyse Adler</b>	Nashville Public Library
<b>D'Yuanna Allen</b>	Metro Public Health Department
<b>Liz Atack</b>	Metro Nashville Public Library, Bringing Books to Life
<b>Olivia Brown</b>	Metro Nashville Public Schools
<b>Kathy Buggs</b>	Office of Congressman Jim Cooper
<b>Nicole Cobb</b>	Metro Nashville Public Schools
<b>Jackie Contreras</b>	Nashville Farmer's Market
<b>Kevin Crane</b>	Nashville Public Television
<b>Nancy Dickson</b>	Vanderbilt University
<b>Cel Franklin</b>	Metro Nashville Public Schools
<b>Maribeth Gambill</b>	Metro Nashville Public Schools
<b>Megan Godbey</b>	Metro Nashville Public Library
<b>Lyndsey Godwin</b>	Vanderbilt University
<b>Kathy Gracey</b>	Vanderbilt Mental Health Center
<b>Latissa Hall</b>	Metro Public Health Department
<b>Laura Hansen</b>	Metro Nashville Public Schools
<b>Anne Henderson</b>	Frist Center for the Visual Arts
<b>Tracye Henderson</b>	CE McGruder Family Resource Center
<b>Johnsie Holt</b>	Metro Nashville Public Schools
<b>Jon Hubble</b>	Metro Nashville Public Schools
<b>Flo Kidd</b>	Metro Nashville Public Schools
<b>Kyla Krengel</b>	Metro Nashville Public Schools
<b>DeeGee Lester</b>	The Parthenon
<b>Candy Markman</b>	Nashville After Zone Alliance
<b>Carol Martin-Osorio</b>	Nashville State Community College
<b>Cheryl Mayes</b>	Nissan North America
<b>Alison McArthur</b>	Metro Nashville Public Schools
<b>Katherine McElroy</b>	c3 Consulting
<b>David McNeel</b>	Consultant
<b>Marcy Melvin</b>	Centerstone
<b>Laura Moore</b>	Nashville Area Chamber of Commerce
<b>Kelly Noser</b>	Noser Consulting and Evaluation
<b>Phyllis Phillips</b>	Metro Nashville Public Schools
<b>Nicole Proffitt</b>	Metro Nashville Public Schools
<b>Carole Raley</b>	Marathon Petroleum Company
<b>Kecia Ray</b>	Center for Digital Education
<b>Judy Rye</b>	Martha O'Bryan Center
<b>James Snider</b>	Tennessee Student Assistance Corporation
<b>Megan Stack</b>	Catholic Charities of TN, Inc.
<b>Kevin Stacy</b>	Metro Nashville Public Schools
<b>Jay Steele</b>	Metro Nashville Public Schools
<b>Tina Stenson</b>	Metro Nashville Public Schools
<b>Spencer Taylor</b>	Metro Nashville Public Schools
<b>Aimee Wyatt</b>	Metro Nashville Public Schools
<b>Kimberlee Wyche-Etheridge</b>	Tennessee State University College of Health Sciences
<b>Ellen Zinkiewicz</b>	Nashville Career Advancement Center

**The Operating Board, which meets monthly, is composed of the chair and vice-chair of each Alignment Team. Each month, the Operating Board meets to review and approve A-Team Tactical Plans and Invitations to Participate™, ensuring A-Teams have measurable outcomes and are aligned with the overall vision of the community. During each of these discussions, cross-pollination occurs; the Pre-K A-Team's work, for example, is strengthened through the input and connection to the High School and Behavioral Health A-Teams.**

# 2015 Alignment Teams (A-Teams)

## **PreK**

Chairs: Phyllis Phillips and Flo Kidd, MNPS  
Vice Chair: Liz Attack, Nashville Public Library

## **Elementary**

Chair: Vanessa Garcia, MNPS  
Vice Chair: Carole Raley, Marathon Petroleum

## **Middle**

Chair: Jon Hubble, MNPS  
Chair: Laura Moore, Nashville Area Chamber of Commerce

## **Healthy Eating Active Living (HEAL)**

Chair: Ted Cornelius, YMCA of Middle Tennessee  
Vice Chair: Johnsie Holt, MNPS

## **High**

Chair: Aimee Wyatt, MNPS  
Vice Chair: Cheryl Mayes, Nissan North America

## **16-24**

Chair: Judy Rye, Martha O'Bryan Center  
Vice Chair: Megan Godbey, Nashville Public Library

## **Parent Engagement**

Chair: Molly Sehring, MNPS  
Vice Chair: Nancy Dickson, Vanderbilt University

## **Integration of International Families**

Chair: Kevin Stacy, MNPS  
Vice Chair: Samantha Perez,  
Metro Human Relations Commission

## **Learning Technology**

Chair: Doug Renfro, MNPS  
Vice Chair: Katherine McElroy, c3 Consulting

## **Children's Health Executive Oversight**

Chair: Bill Paul, MD, MPH, Metro Public Health Department

## **Adolescent Sexual Responsibility**

Chair: Lyndsey Godwin, Vanderbilt University—Carpenter Program  
Vice Chair: <vacant>

## **Healthy Starts**

Chair: D'Yuanna Allen, Metro Public Health Department  
Vice Chair: Cel Franklin, MNPS

## **Primary Care**

Chair: Kimberlee Wyche-Etheridge, MD, Tennessee State University  
Vice Chairs: Johnsie Holt and Reba Bryant, MNPS

## **Behavioral Health**

Chair: Kyla Krengel, MNPS  
Vice Chairs: Marcy Melvin, Centerstone and Kathy Gracey, Vanderbilt University

## **School Nutrition**

Chair: Spencer Taylor, MNPS  
Vice Chair: Jackie Contreras, Nashville Farmers Market

# Staff



## **Alignment Nashville**

**Sydney Rogers**, Executive Director  
**Melissa Jagers**, Associate Executive Director  
**Heather Chalos**, Chief Operating Officer  
**Glen Biggs**, Senior Associate Director  
**Lexi Morritt**, Associate Director  
**Matia Powell**, Community Engagement Coordinator  
**Jaleesa Johnson**, Alignment Team Coordinator  
**Marjorie Gatrell**, Finance Manager  
**Andrew Duffel**, Office Manager



## **Alignment USA**

**Sydney Rogers**, Executive Director  
**Anthony Johnson**, Lead Consultant  
**Regina Meadows**, Project Manager  
**Lwam Tecleab**, Support Coordinator

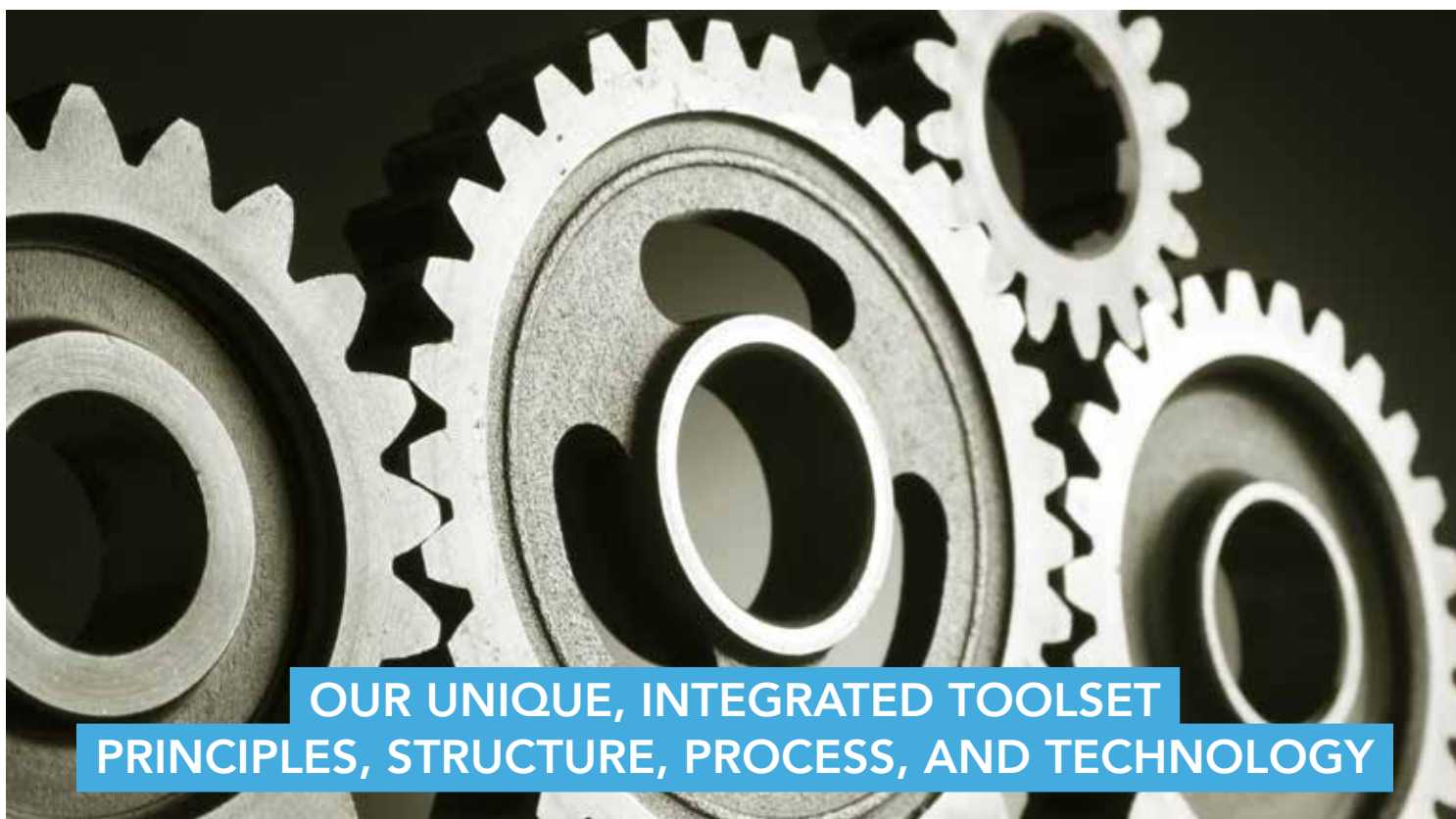


## **Nashville Ford Next Generation Learning Hub**

**Starr Herrman**, Consultant  
**Bethany Eldridge**, Project Manager



**Alignment Nashville is a 501c3 nonprofit organization that was created to align community organizations and resources so that 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.**



## OUR UNIQUE, INTEGRATED TOOLSET PRINCIPLES, STRUCTURE, PROCESS, AND TECHNOLOGY

### SO WHAT MAKES US DIFFERENT?

We believe that what sets Alignment Nashville apart is our unique, integrated toolset—Principles, Structure, Process, and Technology.

### PRINCIPLES

Alignment Nashville is guided by the following Principles, which were defined by the organization's founders in 2004.

1. The outcome of our work is to enable children to be successful.
2. Alignment with MNPS priorities is for the welfare of the community's children.
3. The work is designed to support the MNPS Strategic Plan.
4. The work is generational.
5. The work is focused on those who most need support in order to be successful.
6. While we are targeting academics we are focusing on the whole child.
7. The work is a comprehensive and multifaceted approach designed to enable student success.

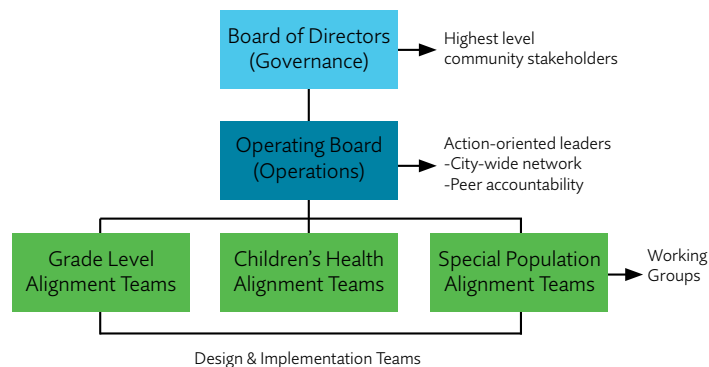
These Principles ensure that our work is focused on systemic change, or change that involves new ways of applying resources to underlying causes. Systemic change happens when an outcome or goal has been attained; the result is either that the cause of the problem is eliminated, or programs, policies, funding streams and/or services are permanently altered to reduce the impact of the problem on a long-term basis.

Examples of the Principles in action include:

- Social Emotional Learning (SEL)—the five SEL competencies, as defined by the Collaborative for Academic and Social Emotional Learning (CASEL), are woven into the work of each and every Alignment Team, demonstrating our commitment to Principle # 6 by focusing on the needs of the whole child.
- Each of AN's Long-Term Outcomes is supported by a multitude of A-Teams; for example, the long-term outcome "Increase high school graduation" is supported by Pre-K, High School, and Adolescent Sexual Responsibility A-Teams and more, demonstrating our commitment to a comprehensive and multifaceted approach (Principle #7).
- All of the AN school-focused A-Teams are directly supporting the strategic plan of Metro Nashville Public Schools (MNPS), demonstrating our commitment to Principle #3.

## STRUCTURE

The Alignment Structure provides varying levels of involvement and leadership, engaging a wide range of stakeholders in different ways. This structure also provides sustainability, ensuring broad involvement that insulates the organization from changes in leadership in any one stakeholder group.



## PROCESS

Alignment Nashville's design and implementation Process ensures that Alignment Teams are making progress toward systemic change. Alignment Nashville staff, who are ICA-trained facilitators and experts in the collaborative process, guide the A-Teams through each phase of the Process. Each A-Team first creates a Tactical Plan (1) to align to common goals to address a community issue, then uses the Invitation to Participate™ (2) process to align resources and engage the broader community in the effort. The A-Team provides oversight for implementation of the initiative (3), and gathers data to determine the impact and need for scale-up (4). Finally, if the effort has achieved the desired impact and systemic change, then it is institutionalized (5) either in the community or the school district.



## TECHNOLOGY

ComCoefficient (ComCo) is the Technology tool developed by Alignment to power the Principles, Structure and Process. ComCo is an online portal that allows A-Team members, community partners and Alignment staff to collaborate, measure and report progress, capture knowledge, and more.

## FUNDERS

The work of our A-Teams—highlighted in this report—is made possible by the visionary funders of Alignment Nashville, who understand the importance of funding a backbone organization to provide systematic integration of the Principles, Structure, Process, and Technology.

- Belmont University
- Ford Motor Company Fund / Next Generation Learning
- HCA Foundation
- Ingram Charities
- Marathon Petroleum
- Memorial Foundation
- Metro Nashville Government
- Metro Nashville Public Schools
- Nashville Area Chamber of Commerce

Thank you to these additional sponsors that have provided financial support for Alignment Team initiatives (Social Emotional Learning Conference, Adolescent Sexual Responsibility Conference, and Parent University):

- Academy Sports and Outdoors
- Autism Tennessee
- Blue Cross Blue Shield of Tennessee
- Centerstone
- DAHeMe Solutions
- Delek Fund for Hope
- Freeman Webb
- Gilead Sciences, Inc.
- Golden Rule School
- Headspace
- Isha Foundation
- KidLink Treatment Services
- Mental Health America of Middle Tennessee
- Mental Health Cooperative
- Metro Nashville Public Schools
- Responsive Classroom
- Rolling Hills Hospital
- Sexual Assault Center
- STARS Nashville
- Tennessee Association of Alcohol, Drugs, and other Addiction Services (TAADAS)
- Tennessee Suicide Prevention Network
- Tennessee Voices for Children
- Tomorrow's Leaders for Change
- Trevecca Nazarene University
- Tristar Skyline Madison Campus
- Vanderbilt Behavioral Health
- WalMart
- Youth Villages

# Long Term Outcomes

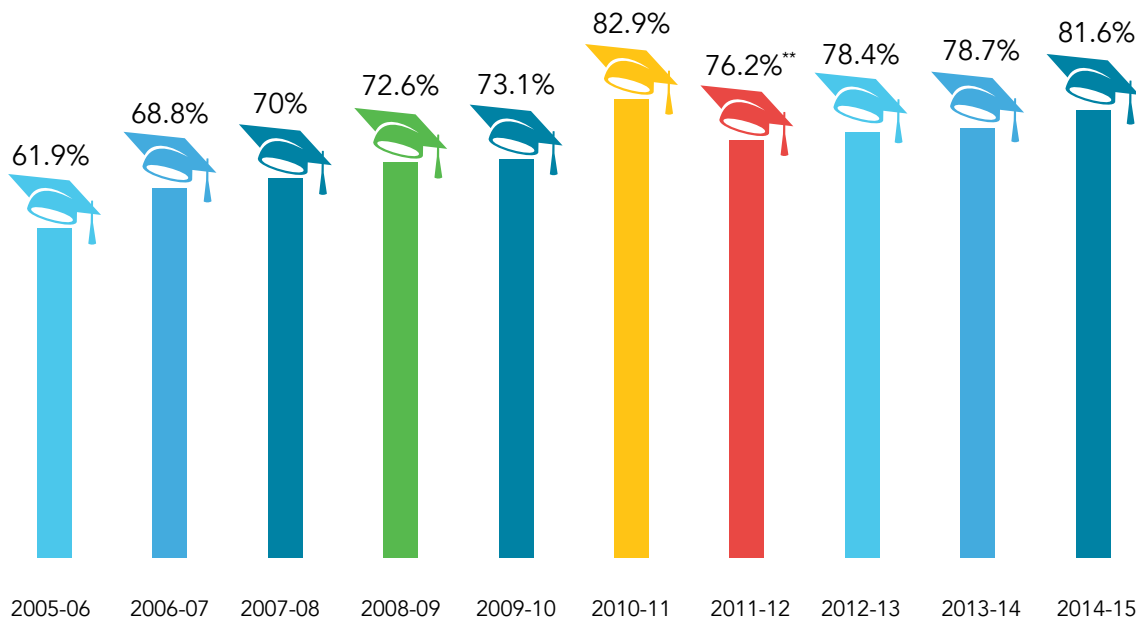
## ALIGNMENT NASHVILLE PRINCIPLES



Each Alignment Team represents a piece needed to solve the puzzle of these long-term outcomes for our community. As stated in our Principles, a comprehensive, multi-faceted approach is necessary to ensuring generational change that focuses on those who most need support.

## INCREASE HIGH SCHOOL GRADUATION RATES

MNPS graduation rates have increased to 81.6%, representing a 20% increase over the past 10 years.



\*\*state changed calculation from a 5-year to a 4-year graduation rate source: Tennessee Department of Education, State Report Cards 2005-2015

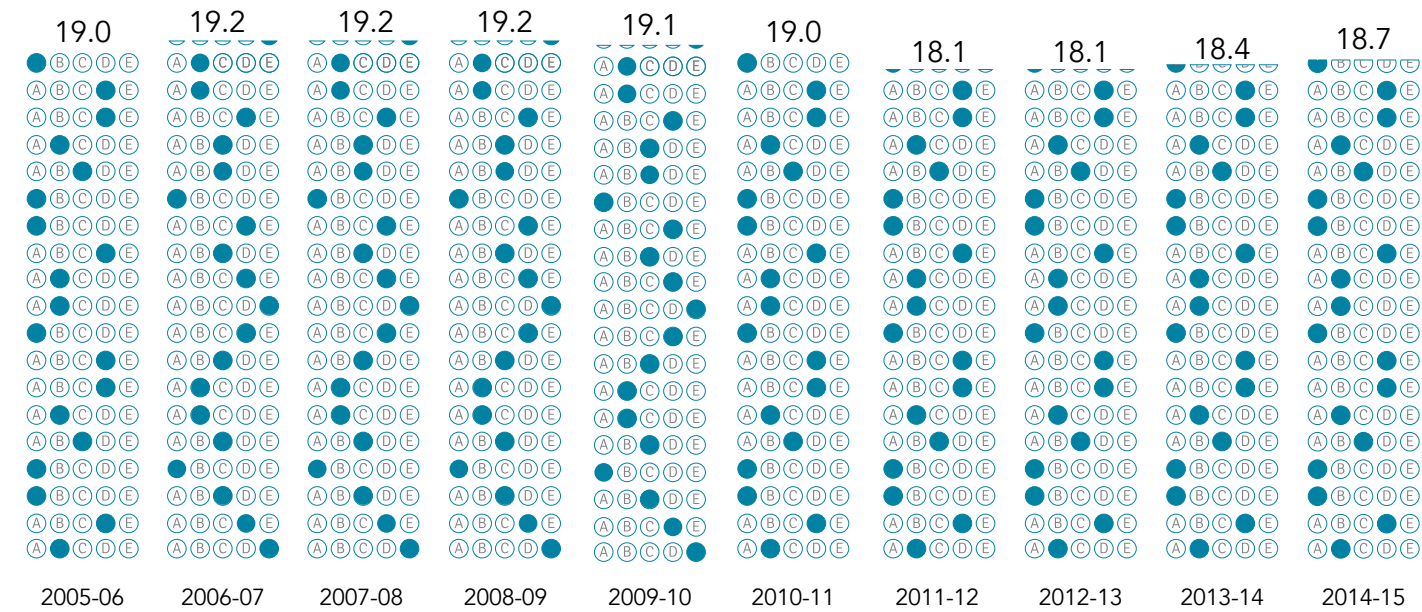
The following Alignment Teams are providing a piece of the puzzle to increase high school graduation rates:



- PreK/iTrails
- PreK/Kindergarten Readiness Partners
- Middle School/Service learning
- Middle School/Extracurricular activities
- Middle School/Technology ready
- Middle School/Predicted to score 21 on ACT
- Middle School/Ready for High School
- High School/Academies of Nashville
- High School/Partners in ACT Prep
- Integration of International Families/Linking Educating & Advancing Families
- Behavioral Health/ExSEL
- Behavioral Health/SEL Conference
- Adolescent Sexual Responsibility/ASR Conference
- Healthy Starts/Healthy Start Resource Guide

INCREASE COLLEGE READINESS/INCREASE CAREER READINESS

ACT scores in the district are rising again after briefly dropping in 2011 (due to change in state policy that required all students to take the ACT).



source: Tennessee Department of Education, State Report Cards 2005-2015

The following Alignment Teams are providing a piece of the puzzle to increase college and career readiness:

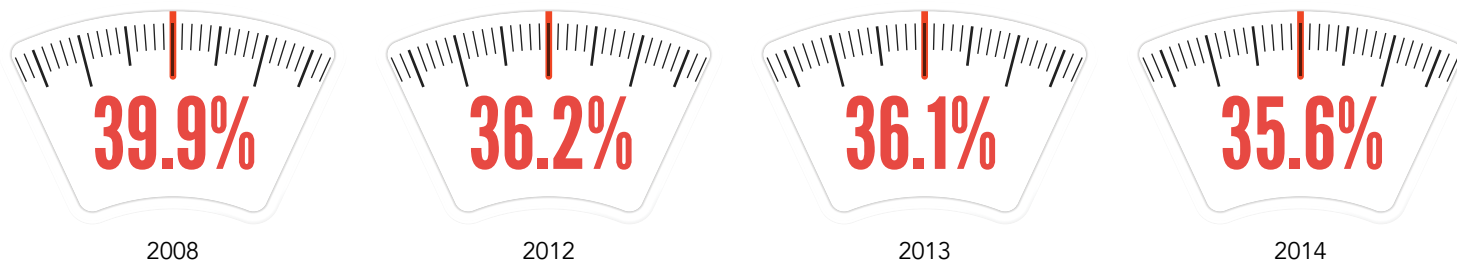


- Middle School/Service learning
- Middle School/Extracurricular activities
- Middle School/Technology ready
- Middle School/Predicted to score 21 on ACT
- Middle School/Ready for High School
- High School/Academies of Nashville
- High School/Partners in ACT Prep
- Learning Technology/Anytime Access for All
- Learning Technology/Blended learning environments

## CHILDREN'S HEALTH AND WELLNESS

### Childhood obesity rates in Davidson County

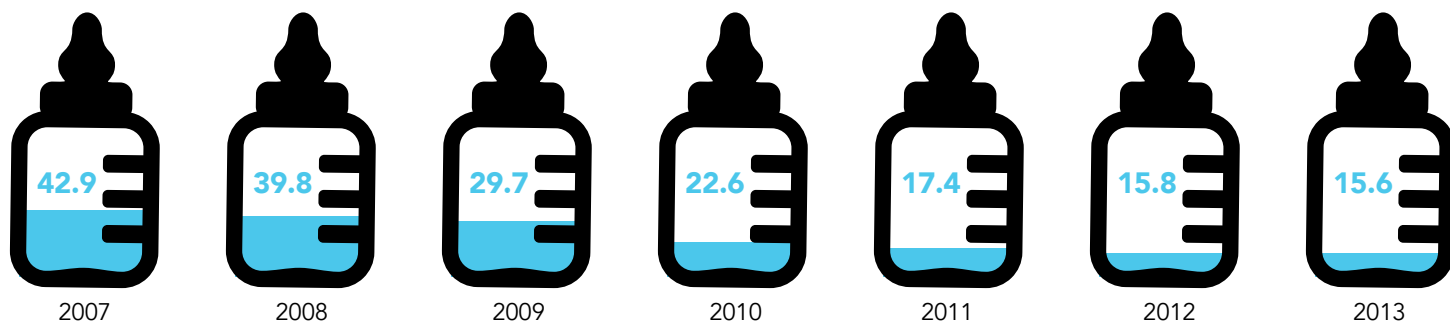
The number of children who are overweight or obese is declining; however, Davidson County still lags behind the state and national averages.



source: HealthyNashville.org, Tennessee Department of Health

### Teen birth rates in Davidson County

The incidences of births among females aged 15-17 have dropped dramatically since 2007; however, since teen birth is of concern for the health outcomes of both the mother and the child, we will continue to focus on decreasing this rate.



live births/1,000 females aged 15-17

source: HealthyNashville.org, Davidson County Health Department

### Infant mortality rate in Davidson County

Infant mortality rate is a widely used indicator of the overall health status of a community. The leading causes of death among infants are birth defects, pre-term delivery, low birth weight, Sudden Infant Death Syndrome (SIDS), and maternal complications during pregnancy. The Healthy People 2020 national health target is to reduce the infant mortality rate to 6 deaths per 1,000 live births.

2007	8.0 deaths/1,000 live births
2008	6.7
2009	7.7
2010	7.6
2011	7.5
2012	7.1
2013	7.7

The following Alignment Teams are providing a piece of the puzzle to improve children's health and wellness:



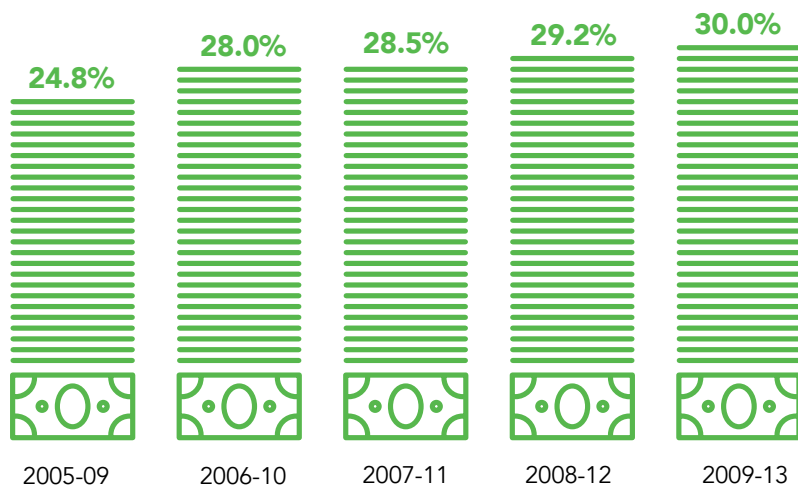
- CHEO/Coordinated School Health
- Adolescent Sexual Responsibility/ASR Conference
- Healthy Starts/Healthy Start Resource Guide
- Primary Care/Asthma & Vision
- Behavioral Health/ExSEL
- Behavioral Health/SEL Conference
- School Nutrition/Farm to School

## COMMUNITY PROSPERITY

**Children living below the poverty level**

This indicator shows the percentage of people under the age of 18 who are living below the federal poverty level. Children in poverty are more likely to have physical health problems as well as behavioral and emotional problems. Children in poverty also tend to exhibit cognitive difficulties, as shown in achievement test scores, and are less likely to complete basic education.

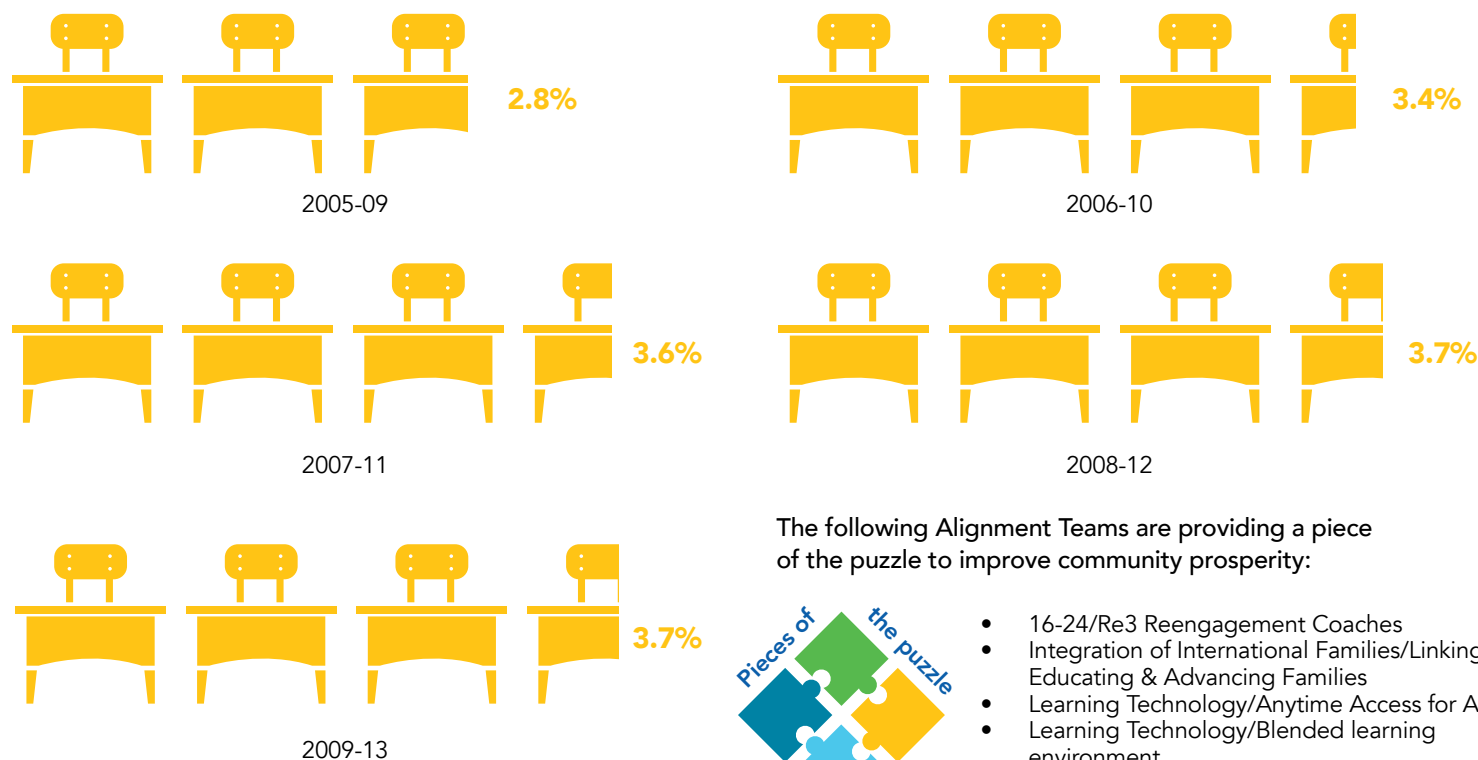
Each of the previous long-term outcomes contributes to the overall prosperity of our community. While the measures below do not show recent improvements, we know that these are important indicators to watch as we continue to work to increase high school graduation rates, college & career readiness rates, and children's health & wellness. We believe that through the collective impact approach, these outcomes will work together to lead to a more prosperous community for all Nashvillians.



Source: HealthyNashville.org/American Community Survey

**Youth not in school or working**

This indicator shows the percentage of youth, aged 16 to 19, who are not enrolled in school and not working. Youth who are not in school and are not employed face both short- and long-term barriers to career success. Prolonged unemployment increases the likelihood that individuals will earn lower wages or face more periods of unemployment throughout their lives. Economic prospects for youth can be improved by increasing high school graduation rates, increasing access to post-secondary education, and providing career counseling services to students as well as youth who have either completed or dropped out of school.



The following Alignment Teams are providing a piece of the puzzle to improve community prosperity:



- 16-24/Re3 Reengagement Coaches
- Integration of International Families/Linking Educating & Advancing Families
- Learning Technology/Anytime Access for All
- Learning Technology/Blended learning environment

Source: HealthyNashville.org/American Community Survey



# The Invitation to Participate™ Attracts Unusual Suspects and Leads to Deeper Partnerships



The work of our Alignment teams relies on support from the community. The Invitation to Participate™ (ITP) fuels community engagement by casting a wide net that invites new ways to collaborate and creates opportunity for innovation.

The Elementary A-Team witnessed this first hand when it released an ITP to support its character education initiative FACE (Fun Adventures through Character Education) summer camp. Marathon Oil instantly realized a connection between the initiative and their focus to promote a culture of environmental stewardship. Without the power of the Invitation to Participate, it is likely that the Elementary A-Team would have never known about the resources Marathon Oil could provide, and Marathon Oil would have never known about FACE Camp.

The ITP is also the gateway to deeper engagement. Marathon Oil connected with Alignment Nashville through the Invitation to Participate. Since then,



Jennifer Tlumak Westerholm,  
Executive Director for Urban  
Green Lab

the company has become a champion of Alignment Nashville and connecting resources to Metro Schools. The company has representation on both the Elementary A-Team and Operating Board.

Urban Green Lab has a similar story. The organization responded to the Behavioral Health A-Team's ITP to provide programming focused around social emotional learning for the ExSEL Pilot at Jere Baxter Middle Prep. "Working with Alignment Nashville has opened up opportunities to forge lasting relationships with Nashville schools," says

Jennifer Tlumak Westerholm, Executive Director for Urban Green Lab. "We've brought sustainability education to Jere Baxter Middle schoolers on water, food, waste, and energy—and what they can do in their own communities to live healthier and save resources!"

**"Joining the School Nutrition Alignment Team has connected Urban Green Lab with educators, community-based organizations, local farmers, and others with a stake in our kids' health and nutrition. Together, we can accomplish so much!"—Jennifer Tlumak Westerholm**

Jennifer has strengthened the engagement of Urban Green Lab by joining the School Nutrition A-Team to support the work of bringing local produce to Metro Schools. "Joining the School Nutrition Alignment Team has connected Urban Green Lab with educators, community-based organizations, local farmers, and others with a stake in our kids' health and nutrition," said Westerholm. "Together, we can accomplish so much!"

# Participating Organizations

**Thank you to these organizations for responding to an Invitation to Participate™ in 2015 and becoming a Participating Organization with Alignment Nashville.**

ACE Mentors of Middle Tennessee  
Adolescent Healthy Futures Program  
Advent  
Adventure Science Center  
American Lung Association  
Arts Alive Tennessee/Trash to Treasure Development Corporation 501 c3  
Aspire  
Asthma, Allergy and Sinus Center  
Austin ISD Department of Social and Emotional Learning  
Austin Peay State University  
Autism Tennessee  
Barge, Waggoner, Sumner and Cannon  
Belcourt Theatre  
Belmont University  
Book 'Em  
Bringing Books to Life  
Capstone Pediatrics  
Casa de la Cultura Latino Americana  
Center for Refugees and Immigrants of TN  
Center for Safe & Supportive Schools at Vanderbilt  
Center on Great Teachers and Leaders  
Centering Pregnancy® at Meharry  
Centerstone  
Chaney Mosley  
Cheekwood  
Cheryl Mayes  
Children's Kindness Network  
College of Health Science  
Community Food Advocates  
Conexion Americas  
Country Music Hall of Fame and Museum  
Creative Genius In You  
CWJC Middle TN  
DAHeMe Solutions  
Delek Fund for Hope  
Department of Music Trevecca  
Elephant Sanctuary  
Emma, Inc.  
End Slavery Tennessee  
EOA Architects  
ESL to Go  
Evolution Event Solutions, LLC  
Exchange Club Family Center  
FocusWorks Consulting Group  
Ford Motor Credit Company  
Freeman Webb  
Frist Center for the Visual Arts  
Golden Rule School  
GoNoodle  
Goodwill Industries  
Governor's Children's Cabinet  
Green Door Gourmet  
Hands On Nashville  
Tristar Skyline Madison Campus  
HCA (Hospital Corporation of America)  
Healthways  
Healthy Beginnings  
Healthy Start of Nashville  
Healthy Starts Alignment Team  
Hope Clinic For Women  
Hope Community Development Corporation  
HST Interior Elements  
HUGS Program  
Inglewood Elementary PTO

Inquiry Adventures  
Isha Foundation  
Jere Baxter Middle Prep  
John Trotwood Moore Middle School  
Junior Achievement of Middle Tennessee  
Juvenile Court of Metropolitan Nashville  
KidCentral TN  
Krystal Clark  
Learner's Edge Consulting  
Lions Quest Lions Clubs International Foundation  
Lipscomb University  
Lipscomb University College of Nursing  
Lipscomb University School of Nursing  
Love Helps  
Loving Life Foundation  
Mano.amiga  
Martha O'Bryan Center  
Meharry Medical College  
Mental Health America  
Mental Health Cooperative  
Mercy Ministries of America  
Metro Action Commission  
Metro Arts (Metro Nashville Arts Commission)  
Metro Nashville Health Department  
Metro Nashville Public Schools  
Mid Cumberland Child Care Resource and Referral  
Middle Tennessee Council Boy Scouts of America  
Middle Tennessee State University  
Mindfulness in Nashville Education  
MNPS Support Services/Community Achieves  
Monroe Carell Jr Children's Hospital at Vanderbilt  
MPHD Fetal Infant Mortality Review  
Music City Birthing Project  
NABA INC. NASHVILLE  
Nashville Adult Literacy Council  
Nashville Ballet  
Nashville Career Advancement Center  
Nashville CARES  
Nashville Farmers' Market  
Nashville Financial Empowerment Center  
Nashville International Center for Empowerment  
Nashville Opportunities Industrialization Center, Inc.  
Nashville Public Education Foundation  
Nashville Public Library  
Nashville Public Library/T.O.T.A.L.  
Nashville Public Television  
Nashville Salutes  
Congressional Medal of Honor Foundation  
Nashville Sports Council/ Music City Bowl Inc.  
Nashville Symphony  
Nashville Technology Council  
Nashville Zoo  
National Hook-Up of Black Women, Inc.  
National Museum of African American Music  
Neighborhood Health  
New Directions Counseling and Consulting  
New Transitions, Inc.  
Nurses for Newborns of Tennessee  
Oasis Center  
Park Avenue Church ESL  
Park Center  
PFLAG Nashville  
Prevent Child Abuse Tennessee  
Project BRAIN  
Project Safe Center  
Rager Adolescent Health

Responsive Classroom  
Room in the Inn  
Safe Haven  
Salvation Army  
Sexual Assault Center  
Shade Tree Early Pregnancy Program  
Share A Book  
Social & Emotional Learning Broadcast  
STARS  
Street Theatre Company  
Stronger Than My Father, Inc.  
TAADAS  
Teach for America  
Technology Council  
Tennessee College of Applied Technology Nashville  
Tennessee Early Intervention Systems  
Tennessee Electronic Library  
Tennessee Justice for Our Neighbors  
Tennessee State University  
Tennessee Student Assistance Corporation  
Tennessee Suicide Prevention Network  
Tennessee Voices for Children  
The Bullying & School Safety Foundation  
The Discovery Center  
The Family Center  
The Holiday Inn Vanderbilt  
The Larry Keeton Theatre & The Senior Center for the Arts  
The Nashville Shakespeare Festival  
The Parthenon  
The Tennessee Credit Union  
The Turnip Truck  
Thomas Miller and Partners  
Thrive Education  
TN Voices for Children  
Tomorrow's Leaders for Change  
Trash to Treasure Development Corporation  
U.S. Army Corps of Engineers  
United Way of Metropolitan Nashville  
United4Hope  
Universal Robotics, Inc.  
University of Tennessee Agricultural Extension Service  
University of Virginia Social Development Lab  
University School of Nashville (USN)  
Urban Green Lab  
Urban League  
UT/TSU Agriculture Extension Davidson County  
Vanderbilt Medical Center  
Vanderbilt University  
Vanderbilt University Pediatric Community Health Rotation (1st and 2nd year residents)  
Vanderbilt University School of Engineering  
Vanderbilt University School of Medicine  
Vanderbilt University School of Nursing  
WIC Program  
Willis North America Inc.  
Y-Build  
YWCA  
You Have The Power  
Your Self Series  
Youth Villages



**ALIGNMENT**



**TEAMS**

**COLLECTIVE IMPACT REPORTS**

## COLLECTIVE IMPACT REPORT

# Pre-K Alignment Team

## THE NEED

**Each year, about 1,000 families who request Pre-K services for their child will not have an opportunity to attend a Metro Nashville Public Schools Pre-K Program.**

High quality early education provides significant long-term benefits. However, many of Nashville's children will not have the opportunity to participate in a Pre-K program. Students who attend preschool get promoted from kindergarten to first grade at twice the rate of peers who don't, and have better first-grade academic records. The vision of the Pre-K Alignment Team is that **ALL CHILDREN ARE READY FOR KINDERGARTEN**.

## THE TACTICS

To ensure that all children are ready for Kindergarten, the Pre-K A-Team has developed a two-pronged approach to equip both parents/caregivers and early childhood educators to best prepare children for success in kindergarten and beyond:

1) iTRAILS.org - Teaching Readiness skills to All families Integrating Lessons and Strategies—is Nashville's kindergarten readiness home page. The site and its development were made possible through a generous grant by the Healthways Foundation. This resource is a helping hand to parents and caregivers, community centers, home school programs, day care providers and early childhood educators while also providing supplemental resources to those enrolled in a Pre-K program.

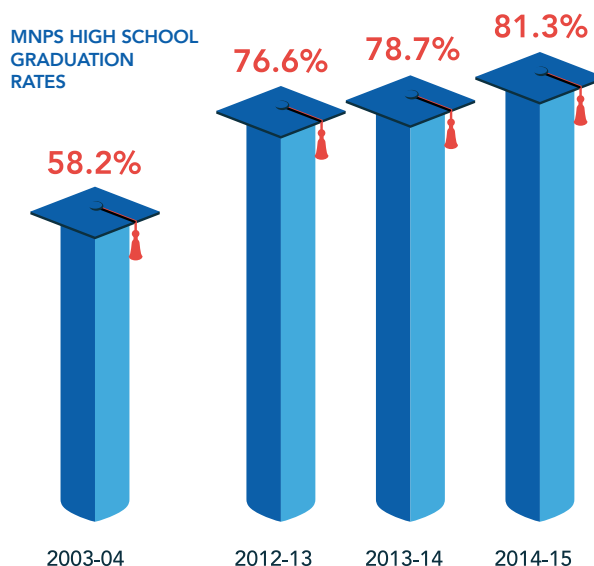
2) The **Circle of Support** resource guide was first developed in 2008 as a way to provide comprehensive information and support to early childhood educators across Davidson County. In 2015, the team created a new and improved resource guide including the most up-to-date resources and best practices as well as an expanded community resources segment populated by kindergarten Readiness Partners engaged through the Invitation to Participate process. This guide has been designed to be useful to both teachers and community early childhood educators in preparing students for entry into Metro Nashville Public Schools. The updated Circle of Support will be featured as an easy to access, downloadable tool for early childhood educators on iTRAILS.org.

## OUTCOMES

### LONG TERM OUTCOME:

 **Increase high school graduation rates**

The 2014-15 graduation rate hit 81.3%, up from 78.7% in 13-14, 76.6% in 12-13 and 58.2% in 2003-04.



The Pre K Alignment Team knows that it will be some time before they are able to see the difference the iTRAILS/KRP initiatives are making in increasing the graduation rates of participating students. However, it is important to note that iTRAILS, along with many other varying initiatives and solutions, are pointed toward the same long term result and harnessing the power of collective impact to achieve our community's long term goals.

### MIDTERM OUTCOMES:

1. 25% of entering kindergarten students indicate that they participated in iTRAILS.
2. 75% of students who indicate participation with iTRAILS will score at or above median kindergarten assessment scores (to be measured annually).
3. Increase MNPS Median kindergarten assessment scores by 5%.

The Pre-K Alignment Team, as we move into the third year of iTRAILS, will work with Metro Nashville Public Schools to determine the best way to measure and monitor students who have participated in iTRAILS as they move into MNPS kindergarten classrooms and beyond. We want to monitor participation in iTRAILS to additionally determine the impact this participation has had in overall kindergarten readiness, as well as the ability to maintain any head start gained by this participation as compared to their peers.

Additionally, the Pre-K Alignment team will partner with MNPS to determine the most effective ways to monitor the effectiveness of the Circle of Support resource guide. We want to show a correlation in the support it provides to early childhood educators and student, classroom and school success.

## SHORT-TERM OUTCOMES:

### Achievements:

- 10% increase in knowledge and understanding of transition to kindergarten among preview families
- 10% increase in knowledge and utilization of available services and resources for parents of Pre K age children among preview families.
- 20% increase in number of MNPS Pre-K partnerships

### Additional outcomes to be measured:

- Increase MNPS and community early childhood educators' awareness of available in and out of school resources by 20%.
- The Pre-K Alignment Team will distribute the 2015 Circle of Support resource guide in Fall 2015 and will begin to monitor progress toward this outcome.

## THE IMPACT

- iTRAILS was able to engage 100 'preview' families to pilot the site in its first year
- Focus groups of community early childhood educators and parents in Nashville have been engaged throughout the creation and implementation process to allow iTRAILS to best serve families and educators
- 120 + iTRAILS 'followers' in the Nashville area and beyond to receive the iTRAILS blog and site updates
- Metro Nashville Public Schools continues to utilize iTRAILS as the kindergarten readiness homepage for families with early children and as an ongoing resource and toolkit for MNPS early childhood educators



The Pre-K A-Team visited the Napier Elementary Pre-K site.

## THE REACH

### iTRAILS:

- Included in the NashvilleNext recommendations for Education and Youth, a plan created by Nashvillians for Nashville's prosperity and well-being for the next 25 years.
- Featured as an early childhood collective impact initiative at the National League of Cities' Congress of Cities in Nashville, November 2015.
- Featured in local news media through two articles in the Tennessean and a feature story on Channel 4 / WSMV.
- Featured on the Nashville Area Association for the Education of the Young Child (NAAEYC) webinar to Early Childhood Directors statewide in September of 2015.
- Can be accessed at [www.itrails.org](http://www.itrails.org) and is also available

through a link on the Metro Nashville Public Schools (MNPS) Pre-K Department page.

- MNPS Elementary Schools, Nashville Public Library and various organizations and agencies around Nashville display information and take-away flyers for iTRAILS.org.

### Circle of Support:

MNPS leadership featured Circle of Support at a Fall 2015 teacher in-service and included an educational segment around this tool.

Nashville Area Association for the Education of Young Children (NAAEYC) will feature the Circle of Support in their newsletter as a useful tool for community early childhood educators.

## WHAT'S NEXT

The Pre K Alignment Team will continue to keep the iTRAILS.org site updated and look for ways to make even more families and educators in the Nashville area aware of this great resource. Additionally, the A-Team is looking for partnerships to transform the Community Events segments of the site and will likely roll out a new events page for 2016.

## Pre-K Alignment Team

Phyllis Phillips, CHAIR, Metro Nashville Public Schools  
Flo Kidd, CHAIR, Metro Nashville Public Schools  
Liz Atack, VICE CHAIR Nashville Public Library, Bringing Books to Life  
Kendra Andersen, United Way of Nashville  
Laura Bilbrey, Metro Nashville Public Schools  
Joann Brannon, Metro Nashville School Board  
Traci Bryant, Metro Nashville Public Schools  
Dana Eckman, Metro Nashville Public Schools  
Lori Flemming, Metro Nashville Public Schools  
Vanessa Garcia, Metro Nashville Public Schools  
Debby Gould, League of Women Voters  
Dee Kimbrell, Creative Genius In You  
Norma Mason, Tennessee State University  
Pam Matthews  
Stacey Nieman, Nashville Assoc. for the Education of the Young Child  
Cathey Pilkinton, Children's Kindness Network  
Jo Ann Scaff, Nashville Public Television  
Colleen Thomas, Metro Nashville Public Schools  
Serena White, TN Early Intervention System  
Lisa Wiltshire, Tennessee Department of Education

## iTrails/ Kindergarten Readiness Partners Participating Organizations

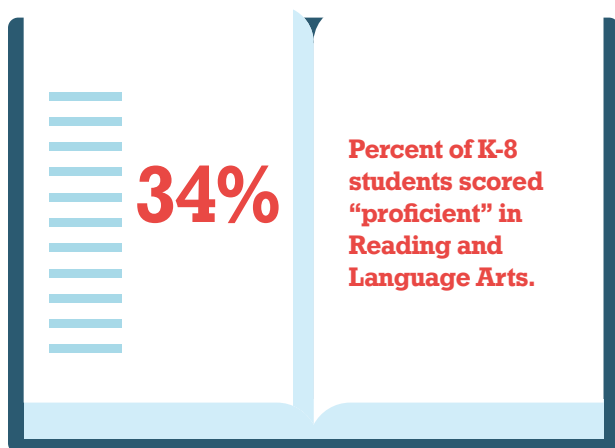
Adventure Science Center  
Book 'Em  
Bringing Books to Life  
Children's Kindness Network  
Creative Genius in You  
The Discovery Center  
GoNoodle  
Healthways  
Kid Central TN  
Metro Nashville Public Schools  
Nashville Public Library  
Nashville Public Television  
Nashville Zoo  
National Hook-Up of Black Women, Inc.  
Neighborhood Health  
Share A Book  
Tennessee Early Intervention Systems  
Tennessee Electronic Library  
Tennessee Voices for Children  
United Way of Metropolitan Nashville  
University of Tennessee Agricultural Extension Service



## COLLECTIVE IMPACT REPORT

# Elementary Alignment Team

## THE NEED



Increasing the literacy scores of our Elementary students has been a constant uphill battle, yet this is the foundation to all learning. The district's new Elementary Action Plan, which is aligned with the district's Education 2018 Strategic Plan, includes the new 5 characteristics of an Elementary Graduate:

- Academically, Socially, & Emotionally Ready for middle school
- Predicted to score at least a 21 on ACT (3rd grade reading and literacy)
- Completion of a technology portfolio
- Completion of Service Learning
- Social Emotional Learning Skills Readiness



FACE Camp Students at Marathon Petroleum Wildlife Reserve



FACE Camp Students at Cole Elementary

## COMMUNITY ENGAGEMENT

The Alignment Elementary Team began the 2015-16 year with a fresh start and a brand new plan. The new Elementary Action Plan follows the same structure as the Middle Preps and High School plans with succinct transitions from Elementary to Middle to High School, and it is guiding the work of the Elementary Alignment Team. Under the leadership of Dr. Vanessa Garcia (MNPS) and Carole Raley (Marathon Petroleum), the A-Team is divided into the following four sub-teams, each of which is currently engaged in the Tactical Planning stage of the Alignment Process:

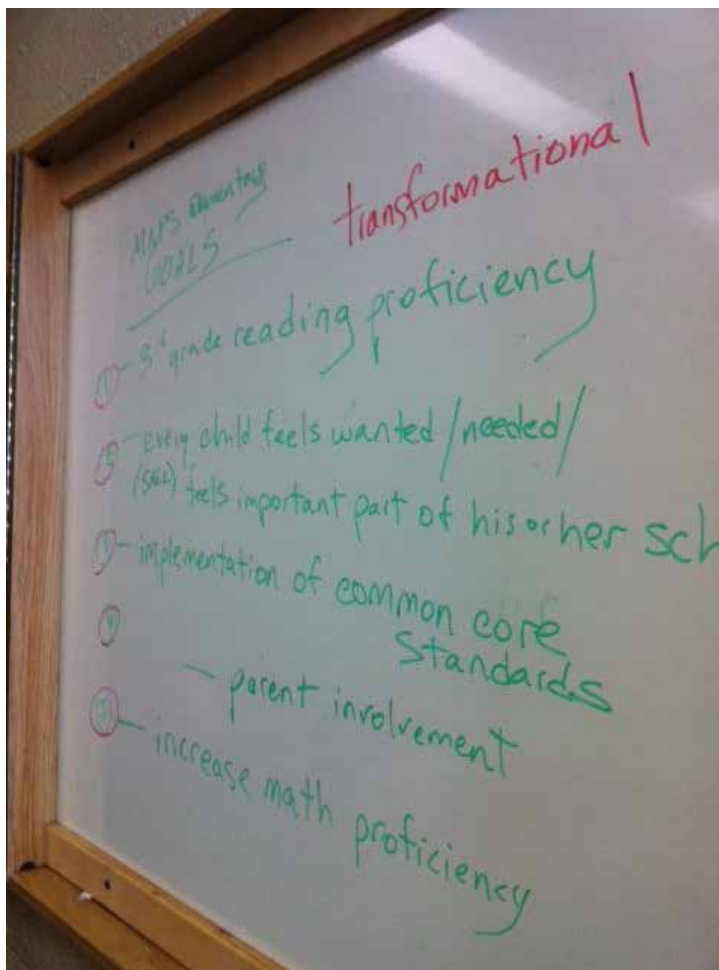
- Social and Emotional Learning
- Service Learning
- ACT 21 Predictor
- Technology Portfolio

## TEAM HIGHLIGHT

FACE Camp - Fun Adventures in Character Education - is an initiative that the Elementary A-Team created in 2010 to provide high-quality learning experiences for MNPS elementary students during the summer out-of-school months. The A-Team saw this as an opportunity to align community organizations and experiences to the character education traits that are taught throughout the school year while addressing "summer slide," an unfortunate phenomenon in which children who do not read over the summer lose up to three months of reading achievement.

FACE Camp was implemented successfully in 2011, 2012 and 2013; however, the initiative is difficult to sustain without ongoing funding. The A-Team is now exploring opportunities to institutionalize aspects of FACE Camp within existing programming at organizations





**Our Alignment Elementary A-Team is vital to the success of our elementary students. Alignment offers us collective impact which supports the elementary strategic vision. We are now able to rally our community organizations around our MNPS initiatives, specifically our 5 Characteristics of an Elementary graduate. –Dr. Vanessa Garcia, Metro Nashville Public Schools/Elementary A-Team Chair**

(community, faith-based, government) across the city that are looking for ways to engage and support elementary-age students during the summer months.

To facilitate this, the A-Team has partnered with teachers and curriculum coaches at both Cole and Carter-Lawrence Elementary schools to design a FACE Camp curriculum package and replication guide for use by schools and other organizations that work with elementary students during summer, spring, and fall breaks. The A-Team is currently seeking partners to use the replication guide and institutionalize FACE Camp.

## COMMUNITY THOUGHTS

**Marathon Petroleum Statement on Community: MPC's commitment to the communities in which it operates is steadfast. It is driven by our thousands of employees who care deeply about their friends, neighbors and the institutions that make our communities better places to live.**

**The statement above would not be true in the Nashville area without the efforts of MPC volunteers and without MPC's affiliation and collaboration with Alignment Nashville. MPC employees believe in giving back to those less fortunate - giving back to community - to build a stronger community - which becomes a stronger customer and a more informed and better educated potential employee - which provides a great return to Marathon and the community in the long haul.**

–Carole Raley, Marathon Petroleum/Elementary A-Team Vice Chair

## Elementary Alignment Team

Vanessa Garcia - Chair, Metro Nashville Public Schools  
Carole Raley—Vice Chair, Marathon Petroleum Company

Dexter Adams, Metro Nashville Public Schools  
Jay Adams, Metro Nashville Public Schools  
Roslyn Barlow, YMCA of Middle Tennessee  
Robin Cayce, Metro Nashville Public Schools  
Dottie Critchlow, Metro Nashville Public Schools  
Andrew Davis, Metro Nashville Public Schools  
Giumarra Duhart, Metro Nashville Public Schools  
Dana Eckman, Metro Nashville Public Schools  
Chad Fifer, Nashville Zoo  
Lance Forman, Metro Nashville Public Schools  
Barbara Frazier, Metro Nashville Public Schools  
Shaun Giles, Frist Center for the Visual Arts  
Brooke Griffith, Cheekwood Botanical Gardens  
Sandra Harris, PENCIL Foundation  
Chad High, Metro Nashville Public Schools  
Kyla Krengel, Metro Nashville Public Schools  
Karen Kwarciak, Cheekwood Botanical Gardens  
DeeGee Lester, The Parthenon  
Christie Lewis, Metro Nashville Public Schools  
Tamera Lipsey, Metro Nashville Public Schools  
Darwin Mason, Jr., Metro Nashville Public Schools  
Pippa Meriwether, Metro Nashville Public Schools  
Jane Miller, Metro Nashville Public Library  
Renita Perkins, Metro Nashville Public Schools  
Phyllis Phillips, Metro Nashville Public Schools  
Quinetta Quinn, YMCA of Middle Tennessee  
Inta Sanford, Metro Nashville Public Schools  
Gerry Scott, YMCA of Middle Tennessee  
Jim Snell, Volunteer Tennessee  
Melissa Spradlin, Book'em  
Jason Taylor, Metro Nashville Public Schools  
Sandra Thomas, Fifty Forward Retired and Senior Volunteer Program  
Carrie Whittaker, Metro Nashville Public Schools  
Sharon Wright, Metro Nashville Public Schools

## COLLECTIVE IMPACT REPORT

# Middle School Alignment Team

## THE NEED

**The middle school years are a crucial age for students. With so many changes happening to them and all around them, it's a perfect time to develop the 'whole child,' meaning a student's social, emotional, and intellectual well-being. —Metro Nashville Public Schools/Middle Preps**



The Middle School Alignment Team's vision is to work collaboratively with students, parents/families, MNPS personnel and community members to ensure positive learning environments that support student academic, social and emotional success. This team is working hand in hand with MNPS to ensure that students are prepared for success by achieving the Five Characteristics of an 8th Grade Graduate.

## THE TACTICS

MNPS' Five Characteristics of an 8th Grade Graduate serve as an outline for the work of the Middle School Alignment Team. Each of these areas is being thoughtfully pursued with an eye toward solution design by a sub-group of the Middle School Alignment Team, each made up of community stakeholders, experts and MNPS Middle Prep principals. During the 2014-15 school year, the Middle School Alignment Team thoughtfully and carefully researched each of these areas, assessed current strategies and partnerships and put forth recommendations for each focus. The following details the highlights of the recommendations for each focus area as well as implementation steps for the 2015-16 school year.

1. **Completion of Service Learning**
  - One identified person in district office to lead support for service learning.
  - Provide professional development to all middle school service learning trainers and convene this group at least one additional



Middle School Alignment Team  
Chairs Jon Hubble, MNPS, and Laura Moore, Nashville Area Chamber of Commerce.



The Dupont Hadley Middle Prep Ambassadors share a presentation with the Middle School A-Team.

- time during the school year.
  - Develop a training module on service learning.
  - Develop a mechanism for sharing best practices and to facilitate healthy competition.
  - Build out a Tactical Plan and Invitation to Participate to bring in community partners to assist and support schools with service learning projects.
  - Work with Learning Technology to design a student badge for completion of service learning projects.
2. **Participation in at least one Extracurricular Activity**
    - Adopt a clear definition of 'extracurricular activity'
    - Work with Learning Technology and others to develop a system for badging extracurricular activities.
    - Work with Learning Technology and others to build out a Tactical Plan for a badging pilot consisting of participation in Music Makes Us and TSSAA sports using Blackboard, to include recommending criteria for awarding of badges.
  3. **Technology Ready**
    - Build out a Tactical Plan and work with Learning Technology to monitor blended learning integration in middle schools.
    - Revise district student use policy to include most current devices.
    - Work to increase IT support ratio where needed in middle schools.
    - Work to create accurate inventory of working devices in middle schools.



The Middle School A-Team kicks off the 2015-16 school year at Apollo Middle Prep.

## COMMUNITY THOUGHTS




**“Our Alignment Nashville Middle Prep Team brings together diverse stakeholders to ensure that our Middle School-aged students are given the resources and support needed to be ready for high school and beyond. Attention is given not only to academic achievement but also to their social and emotional development and abilities in technology. It is exciting to be part of such important work!”** —Jon T. Hubble, Executive Lead Principal, MNPS Leadership and Learning

**“Middle school is a crucial time in the lives of our young people—academically, socially, emotionally, and developmentally. Being part of the work to give students the tools they need to be successful is a great honor and privilege.”** —Laura Moore, Nashville Area Chamber of Commerce

4. Predicted to Score 21 on ACT
  - Work with MNPS administration to monitor ongoing changes to the tests provided to students in preparation for the ACT.
  - Monitor and evaluate Tactical Plan for year one of the ASPIRE pilot during 2015-16 school year at I.T. Creswell Arts Middle Prep. The ASPIRE three-year pilot will provide customized interventions and instructional alignment to pilot school students based on ACT Aspire pilot data.

## LONG TERM OUTCOMES:

If the Middle School Alignment Team successfully ensures that all 8th grade graduates possess these five characteristics, there will be a significant impact on these three long-term outcomes:

-  Increase high school graduation rates
-  Increase college readiness
-  Increase career readiness

## MIDTERM OUTCOMES:

- 20% increase in number of students at pilot school on track to score 21 on ACT upon completion of three-year pilot.

## SHORT TERM OUTCOMES:

- 5% increase in number of students at pilot school on track to score 21 on ACT upon completion of year one.
5. Ready for High School
    - Continue High School 101 updates and additions.
    - Freshman orientation for all high schools prior to the start of school.
    - Middle school orientation for 5th graders prior to the start of school.
    - Expand education/marketing opportunities for feeder schools.
    - Research and provide recommendations for the implementation of house structure and 5th grade teaming.
    - Continue to work with business engagement partners toward enhancement of teacher externship model.

## Middle School Alignment Team

Jon Hubble, CHAIR, Metro Nashville Public Schools  
 Laura Moore, CHAIR, Nashville Area Chamber of Commerce  
 Kevin Armstrong, Metro Nashville Public Schools  
 Jill Baker, Metro Nashville Public Schools  
 Jamie Barwig, Bass, Berry, Sims  
 Sam Braden, Metro Nashville Public Schools  
 Merrie Clark, Metro Nashville Public Schools  
 Shelly Dunaway, Metro Nashville Public Schools  
 Shannon Fey, Metro Nashville Public Schools  
 Jackie Freeman, Metro Nashville Public Schools  
 Judy Freudenthal, Oasis Center  
 Tamara Fyke, Love in a Big World  
 Anne Henderson, Frist Center for the Visual Arts  
 Canidra Henderson, Metro Nashville Public Schools  
 Kelly Henderson, Metro Nashville Public Schools  
 Stephen Henry, Metro Nashville Public Schools  
 Kay Higgs, STARS Nashville  
 Lesley Isabel, Metro Nashville Public Schools  
 Keely Jones-Mason, Metro Nashville Public Schools  
 Bob Kucher, NAZA / PENCIL Foundation  
 Shawn Lawrence, Metro Nashville Public Schools  
 Kia Lewis, Metro Nashville Airport Authority  
 Tara Loba, Metro Nashville Public Schools  
 Marielle Lovecchio, PENCIL Foundation  
 Candy Markman, Nashville After Zone Alliance  
 Michelle Maultsby-Springer, Metro Nashville Public Schools  
 Ted Murcray, Metro Nashville Public Schools  
 Scott Naylor, Griffin Technology  
 Kristen Neal, Vanderbilt University  
 Tischann Nye, Metro Nashville Public Schools  
 Mark Pittman, Metro Nashville Public Schools  
 Jim Snell, Volunteer Tennessee  
 Jay Steele, Metro Nashville Public Schools  
 Jason Strandquist, Hands On Nashville  
 Scott Underwood, Metro Nashville Public Schools  
 Carrie Whittaker, Metro Nashville Public Schools  
 Antoinette Williams, Metro Nashville Public Schools

## COLLECTIVE IMPACT REPORT

# High School Alignment Team Academies of Nashville

## THE NEED

**All students need to be prepared for success in college and career.**

## THE TACTICS

High school education in Nashville has changed. The Metro Nashville Public School District has transformed the high school experience to provide students more of the advanced skills they need to be successful, productive citizens in college, career, and life through the Academies of Nashville.

The Academies of Nashville allow students to choose a thematic course of study, such as engineering, health care, or International Baccalaureate, and learn in a relevant, hands-on environment with real-world application. Our students learn math, science, English, and social studies in the context of their Academy theme.

So, how are the Academies of Nashville different from traditional high schools?

- Academies offer the small, personalized environment of a small school.
- Academies offer applied learning opportunities of themed magnet schools.
- Academies partner with businesses to solve real-world problems for authentic learning.
- Academies focus on the 21st Century Skills students need to succeed in college and life.
- Academies provide a culture of teamwork, critical thinking, communications, collaboration, and creativity.
- Academies provide rigorous interdisciplinary curriculum.
- Academies prepare students for college and career.

## COMMUNITY ENGAGEMENT

The High School Alignment Team (A-Team) led a community-wide planning process for Academies of Nashville, beginning in 2006, which led to a \$6.65 million grant from the US Department of Education to begin implementation of the Academies. Since 2006, the High School A-Team has continued to engage community partners and provide oversight for the Academies of Nashville in the following ways:




- Developed the initial structure and process to engage business and community partners as Academy Partners; using the Invitation to Participate™ (ITP) process, the A-Team identified the Nashville Area Chamber of Commerce and PENCIL Foundation as partners to pilot and eventually institutionalize that structure and process.
- Serve as the Community Coordination Committee for Ford

Next Generation Learning in Nashville

- Annual monitoring and reporting on the five-year Master Plan in partnership with Ford Next Generation Learning
- Identify supportive structures and initiatives to bolster student success in the Academies of Nashville

## OUTCOMES

### LONG TERM OUTCOME:

-  Increase high school graduation rates
-  Increase college readiness
-  Increase career readiness

Without a doubt, the Academies of Nashville have played a significant role in improving outcomes for Nashville's high school students.

## ATTENDANCE RATES



18,937 MORE

STUDENTS ARE SCORING

PROFICIENT AND ADVANCED

SINCE 2010



11,000

FEWER  
DISCIPLINE  
INCIDENTS  
SINCE 2011-12



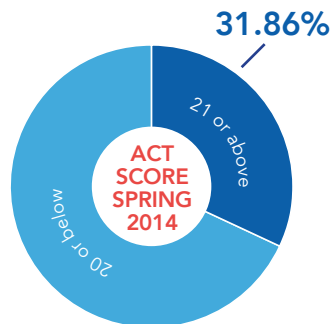
## COLLECTIVE IMPACT REPORT

# Partners in ACT Prep (PACT) High School Alignment Team

## THE NEED

**31.86% of juniors scored 21 or above on the ACT in spring 2014**

Students who score a 21 or above on the ACT are eligible for state-funded scholarships, as well as a host of other public and private scholarship opportunities. However, ACT prep courses are often too expensive for students who most need help, and they are often difficult for students to participate in during out-of-school time due to transportation, employment, and other issues.



2016.

2) Increase college readiness rate- 15% increase in the number of juniors that score a 21 or higher composite score on the ACT in spring 2016. (Baseline: 31.86% of juniors scored 21 or above in spring 2014; goal is to reach at least 47% of juniors scoring a 21 or above in spring 2016.)

## MIDTERM OUTCOMES:

At least 75% of participating students and PACT partners complete 8 sessions (out of 12 available sessions). (data to be collected in spring 2016)

## SHORT TERM OUTCOMES:

At least 50% of students receiving direct services through PACT increase their predicted ACT score by 2 points based on the mid-point assessment. (data to be collected spring 2016)

## THE TACTICS

The Alignment Nashville High School Team has created PACT - Partners in ACT preparation - to align community resources to help students reach or exceed the goal of a 21 on the ACT. Community and business partners participate as PACT mentors, guiding small groups of students in effective, proven, personalized ACT prep strategies to help them increase their score.

The participating pilot high schools for 2015-16 - Hillwood High School, Hunters Lane High School, Maplewood High School and Overton High School - administered a practice ACT test to all juniors in October 2015; the results of this test will be used by partner Analyze Ed to create a personalized Pareto analysis roadmap to help each student prepare for the ACT in the spring 2016.

School staff will use that data to determine which students would benefit most from small group work and will assign them to groups based on skill level, areas of need, etc. The A-Team issued an Invitation to Participate (ITP) in October 2015 to recruit community organizations, businesses, and others to serve as PACT mentors. These PACT mentors will meet in small group settings during the school day in spring 2016 to assist students as they prepare for the ACT in April 2016.

## OUTCOMES & OUTPUTS

### LONG TERM OUTCOME:

- Increase high school graduation rates
- Increase college readiness
- Increase career readiness

1) Increase career readiness rate - 15% increase in the number of juniors that score a 21 or higher composite score on the ACT in spring

## OUTPUTS

At least 30 volunteers are trained as PACT partners  
100% of juniors at participating pilot high schools take assessment during October 2015

## THE IMPACT

**\$4,608,000 = impact of pilot**

Students who earn at least a 21 on the ACT become eligible for the Tennessee HOPE Scholarship, which is worth up to \$16,000 per student over a four-year college career.

If this pilot initiative achieves its outcome of increasing the number of students at the pilot schools that score 21 or higher by 15%, that will represent 288 additional Nashville students qualifying for the HOPE Scholarship (288 x \$16,000 = \$4,608,000).

**\$13,840,000 = impact of initiative at scale**

At scale across the district, this initiative could result in at least 865 additional Nashville students qualifying for the HOPE Scholarship (865 x \$16,000 = \$13,840,000).

## COLLECTIVE IMPACT REPORT

# Capstone Experience Expansion High School Alignment Team

## THE NEED

**According to Tennessee state law, all MNPS high school students must complete a Capstone experience as a graduation requirement.**

A Capstone project is a long-term, in-depth project that allows high school students to learn about themselves by exploring in great detail a topic of interest, specialization, community need or career choice. The concept of the MNPS Capstone Experience is to put learning into practice—to extend learning into applied experiences in which students actively participate and transition from high school to college or career. The Capstone Experience requires students to pick a topic or theme for their project, and then partner with one or more organizations or businesses in the community to assist them in acquiring knowledge about this theme. Students fulfill four requirements that are connected to their theme through extensive research and hands-on learning via community partnerships: A research paper; a product, outcome, or deliverable; a portfolio documenting 40 hours' worth of relevant work-based experiences around project theme; and an oral and digital presentation in front of teacher, peers, and community members. Community partnership opportunities for supporting student projects can encompass everything from providing internships and job shadows, to giving an interview for a student's paper, to mentorship on all or part of a project, or even serving as a panel judge during student presentations in spring.

Between 2012 and 2013, the Experiential Learning A-Team (now operating within the High School A-Team) worked with MNPS to develop and pilot an experiential learning course for students, to simplify the process of satisfying the state's Capstone requirement for graduation. The team worked with district staff to create and implement a framework and a research manual for Capstone teachers to effectively guide students through a self-selected project experience. Eighteen schools participated in the pilot year with a total number of 2,190 students enrolled in the Capstone course. As a result of the pilot year's success, Capstone became a recommended course for all MNPS seniors in 2014-15, and approximately 90% across the district are participating.

## THE TACTICS

In 2014, the Experiential Learning Team saw an opportunity to grow Capstone both in capacity and accessibility. Heeding feedback offered by both Capstone teachers and Capstone partners about the successes and difficulties of matching students with partners for work-based experiences, the team began the process of creating an online, login-protected resource portal to house all current Capstone Partners offering information. Meanwhile, a plan was devised to recruit more local partners to participate in Capstone. Out of these ideas, the team developed a two-part tactic involving two Invitations to Participate™:



*MNPS high school students exploring health sciences are introduced to high-tech instruments at a medical facility in Nashville*

### Tactic 1

Engage existing Capstone, PENCIL, and Academies partners to submit their student offerings to be listed on [MNPSCapstone.org](http://MNPSCapstone.org)

### Tactic 2

Engage new partners and “unusual suspects” to identify opportunities within their operational capacity for Capstone project support and to be listed on [MNPSCapstone.org](http://MNPSCapstone.org)

Tactic 1, or ITP Part A, was released in the summer of 2014 and called for current Capstone, Pencil, and Academies Partners to submit listings of their offerings for students to be listed on the Capstone portal, located at [MNPSCapstone.org](http://MNPSCapstone.org). Tactic 2/ITP Part B, released in the fall after the site was built and populated with partner information, called for new businesses and organizations to engage with Capstone by identifying opportunities within their capacity for young people to receive Capstone project support. The two-part ITP remained open throughout the 2014-15 academic year, recruiting new partners and funneling partner listings onto [MNPSCapstone.org](http://MNPSCapstone.org) for reference by teachers and students.

In 2015, Tactic 2 was refreshed and a new ITP went out to the public in support of Capstone. Currently the High School A-Team is fielding and reviewing responses for addition to the full-service [MNPSCapstone.org](http://MNPSCapstone.org) portal.



## COMMUNITY ENGAGEMENT

Partner engagement efforts have included utilizing the CABLE network of women professionals, as well as Young Professionals (YP) Nashville. Additionally, the A-Team is planning to host a series of community meetings to be held during the 2015-16 school year in order to engage more partners in this innovative initiative.

## OUTCOMES

### LONG TERM OUTCOME:

 **Increase high school graduation rates**

### MIDTERM OUTCOMES:

(to be measured at end of 2015-16 school year)

Increase community support of MNPS high school students  
Increase partnerships between local organizations and schools

## Participating Organizations

U.S. Army Corps of Engineers  
HST Interior Elements  
Nashville Career Advancement Center  
The Parthenon  
Nashville CARES  
The Turnip Truck  
Department of Music Trevecca  
Vanderbilt University School of Engineering  
Advent  
Hands On Nashville  
Lipscomb University College of Nursing  
Lipscomb University School of Nursing  
Hospital Corporation of America (HCA)  
Ford Motor Credit Company  
Meharry Medical College  
Evolution Event Solutions, LLC  
Universal Robotics, Inc.  
Adventure Science Center  
Emma, Inc.  
Barge, Waggoner, Sumner and Cannon  
Vanderbilt's School of Engineering Institute for Software Integrated Systems (ISIS)  
ACE Mentors of Middle Tennessee  
Thomas Miller and Partners  
Willis North America Inc.  
Country Music Hall of Fame and Museum  
Belcourt Theatre  
Cheekwood  
Frist Center for the Visual Arts  
EOA Architects  
Nashville Symphony  
Metro Arts (Metro Nashville Arts Commission)  
The Nashville Shakespeare Festival  
Oasis Center  
Inglewood Elementary PTO  
The Larry Keeton Theatre & The Senior Center for the Arts  
Nashville Sports Council/ Music City Bowl Inc.  
Chaney Mosley  
Arts Alive Tennessee/Trash to Treasure Development Corporation 501 c3  
Park Center  
Trash to Treasure Development Corporation 501 c3  
Metro Nashville Public Schools/Support Services/Community Achieves  
The Tennessee Credit Union  
The Parthenon  
New Directions Counseling and Consulting  
The Holiday Inn Vanderbilt  
Middle Tennessee Council Boy Scouts of America  
Meharry Medical College  
Middle Tennessee State University  
Conexion Americas  
Tennessee Voices for Children  
Alignment Nashville - Healthy Starts Alignment Team  
NABA INC. NASHVILLE  
UT/TSU Agriculture Extension Davidson County  
Urban Green Lab

## SHORT TERM OUTCOMES:

(to be measured at end of 2015-16 school year)

Partners report satisfaction with streamlined student-to-partner process via MNPSCapstone.org

Student opportunities to create partnerships, gain Capstone hours, and pass the course are expanded

## OUTPUTS

Online resource portal for teachers is populated with at least 20 existing partners' listings

ACTUAL: 47 listings

## COMMUNITY THOUGHTS

**"It is really amazing that Capstone is now something that all seniors are doing. I think Capstone is a great example of the District's drive towards integrated learning and higher expectations for students. I love seeing the push in that direction from MNPS because the workforce has such high expectations in those arenas."**

—Ellen Zinkiewicz, NCAC

## WHAT'S NEXT

Going forward the High School Team will continue to identify and recruit partners to support the Capstone Experience for MNPS students, releasing an ITP each fall to meet that need. The team will also continue supporting the maintenance and upkeep of the MN-PSCapstone.org resource. The team will also be working hard to raise awareness of MNPSCapstone.org among teachers and students within MNPS so that it can be as useful a resource as possible.

## High School Alignment Team

Aimee Wyatt, Chair, Metro Nashville Public Schools  
Cheryl Mayes, Vice Chair, Nissan North America  
Samantha Andrews, Frist Center for the Visual Arts  
Lisa Bonelli, Metro Nashville Public Schools  
Sonya Brooks, Metro Nashville Public Schools  
Elise Burns, Metro Nashville Public Schools  
Allison Cantway, Nashville International Center for Empowerment  
Nicole Cobb, Metro Nashville Public Schools  
Chae Denning, Metro Nashville Public Schools  
Thom Druffel, Holiday Inn Vanderbilt  
Tiffany Farmer, Adventure Science Center  
Beverley Flatt, Metro Nashville Public Schools  
Lee Gray, Oasis College Connection  
Kay Higgs, STARS Nashville  
Susan Kessler, Metro Nashville Public Schools  
Kyla Krengel, Metro Nashville Public Schools  
Bob Kucher, PENCIL Foundation  
DeeGee Lester, The Parthenon  
Sonya Mansfield, Metro Nashville Public Schools  
Lonnell Matthews, YMCA of Middle Tennessee  
Chaney Mosley, Metro Nashville Public Schools  
Susan Murphy, Metro Nashville Public Schools  
Kelly Noser, Noser Consulting and Evaluation  
Caitlin Nossett, HCA Foundation  
Meghan Oliver, Nashville State Community College  
Jill Petty, Metro Nashville Public Schools  
Matt Seaton, PENCIL Foundation  
Jason Seay, Tennessee Student Assistance Corporation  
Stephen Sheaffer, Metro Nashville Public Schools  
James Snider, Tennessee Student Assistance Corporation  
Jay Steele, Metro Nashville Public Schools  
Jason Strandquist, Hands On Nashville  
Ellen Zinkiewicz, Nashville Career Advancement Center/NCAC

COLLECTIVE IMPACT REPORT

# 16-24 Alignment Team

THE NEED

10,000 young adults between the ages of 16-24 that have left high school without a diploma

The 2010 US Census revealed that Nashville has approximately 10,000 young adults between the ages of 16-24 that have left high school without a diploma. Young adults who do not earn a high school diploma have difficulty finding a job and earning a living wage. For each high school drop-out who remains unemployed, the immediate tax payer burden is \$13,900 per year. The 16-24, Out of School, Out of Work Team believes that without further education or job preparation, these young adults will not make the transition to productive, working adults.

THE TACTICS

The Community-Based Reengagement Coaching Pilot (Re3), aimed to Reengage, Reenergize, and Rediscover opportunity youth, is the result of engaging the community to execute three tactical plans. These tactics are:

- Tactic 1**  
Develop a Resource / Tool Kit that identifies community agencies that can respond to the barriers and needs identified by the target population
- Tactic 2**  
Develop a Train-the-Trainer community-based coaching model.
- Tactic 3**  
Engage organizations that already provide services to this population to sponsor existing staff members for training in Community-Based Re-Engagement Coaching

COMMUNITY ENGAGEMENT

The 16-24 OOS, OOW A-Team released two Invitations to Participate™ (ITP) for this pilot. The first Invitation to Participate rallied organizations that offered services that address the needs and challenges faced by the target population. The team received 32 responses to this ITP. To ensure the resource guide stays current and relevant, this ITP remains open.

The A-Team also released an Invitation to Participate™ to recruit organizations to participate in the pilot. The A-team hosted a community meeting that drew over 30 people from organizations and agencies throughout the city to learn about the pilot. The A-Team received 12 responses to this ITP.



Re3 Reengagement Coaches and Trainers (l to r) Megan Godbey, Glen Biggs, Christina Scott, Judy Lewis, Jesse Call, Marcy Melvin, Judy Rye, John Slate, Toby Cannon.

OUTCOMES

LONG TERM OUTCOME:

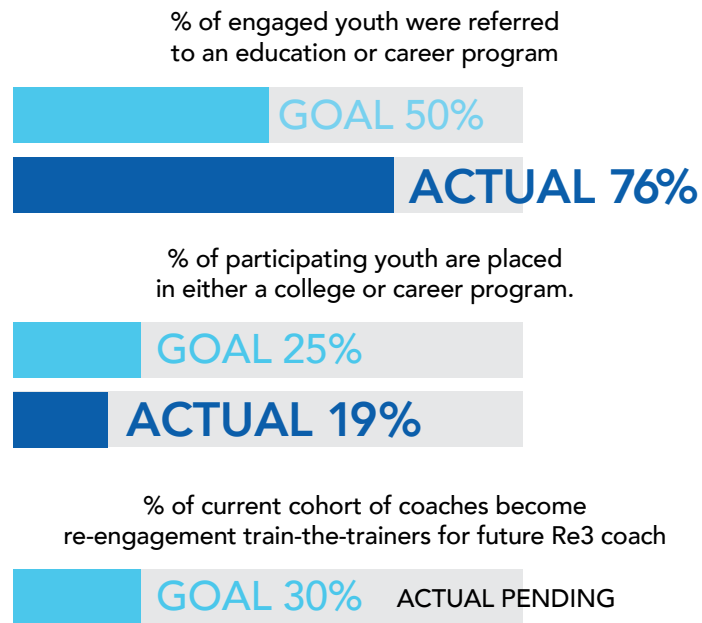
 Increased community prosperity

Number of students that complete an education/career plan x \$37,500\*, social burden of opportunity youth = loss of earnings and taxpayer dollars

While the A-Team has not had a student complete the program yet, if all of the students who signed a contract successfully complete an education plan, the program could potentially save taxpayers

**\$975,000 per year.**

MIDTERM OUTCOMES:



## SHORT TERM OUTCOMES:

% of youth that enroll in the coaching program  
complete their education plan

GOAL 30%

While no student has completed an education plan, 69% of youth signed up for the program are still engaged in the coaching process and 38% of engaged youth have created an education/career plan. The team is on target to meet this goal.

26

opportunity youth  
signed coaching  
contracts

68%

of youth are in  
engaged in the  
coaching process

38%

of engaged youth  
have created an edu-  
cation/ career plan

## THE IMPACT

The 16-24 OOS-OOW A-Team wrapped up Phase I of its six-month pilot on June 15, 2015. Using the responses from the resource guide ITP™, the Team created print and online versions of the guide to be used by the Re3 coaches as they work with the Opportunity Youth.

Leveraging existing resources that included certified coaches, a professional curriculum designer as well as an adult education specialist, the 16-24 A-Team developed a six-phase Re3 Reengagement Coach training based on the Core Coaching Competencies recognized by the International Coach Federation (ICF). Six staff members representing six different community organizations—Room in the Inn, Centerstone, Safe Haven, Urban League, New Transitions, and Youth Villages—successfully completed the 5-1/2 day Re3 training program. These representatives took the skills learned through the training back to their respective organizations and began recruiting opportunity youth who came through their doors to take part in the Re3 program. Of the six trained coaches, five have completed the pilot.

## THE REACH

- The R3 Reengagement Pilot was featured in a *Tennessean* article titled “Nashville’s Lost Generation Loses out on Economic Boom” about Nashville’s Opportunity Youth.
- The pilot is included in the recommendations for Education and Youth in the NashvilleNext: a plan created by Nashvillians for Nashville’s prosperity and well-being for the coming 25 years
- The A-Team will be contributing a chapter about the pilot in the National League of Cities upcoming book published by Rowman & Littlefield, *Bringing Students Back to Schools: Reengagement and the Power of Positive Educational Pathways*.

## COMMUNITY THOUGHTS

“The coaching process was incredibly flexible in that clients can enter at different points of their life...and that’s fine.”  
—Christina Scott, Youth Villages

“Opportunity means the **OPTIONS** we may or may not be aware of. You (Re3 coaches) are helping them to find the opportunity for themselves.” —Judge Sheila Calloway

## 16-24 Out of School, Out of Work Team

Judy Rye, Chair, Martha O’Bryan Center  
Megan Godbey, Vice Chair, Metro Nashville Public Library  
Pamela Bobo, Tennessee State University  
Toby Cannon, TGC & Associates  
Michael Cousin, Nashville Career Advancement Center  
Susan Cowden, Tennessee College of Applied Technology  
Marvin Cox, Nashville Metro Action Commission  
Carla Flexer, Metro Nashville Public Schools  
Debbie Grant, Goodwill Industries of Middle Tennessee  
Kimberly Graves, Life Assistance Outreach Dream Center & Training Institute  
Carol Martin-Osorio, Nashville State Community College  
Marcy Melvin, Centerstone  
Meg Nugent, Nashville Adult Literacy Council  
Tim Queener, YMCA of Middle Tennessee  
Elizabeth Stein, Nashville State Community College  
Bill Warren, Metro Nashville Public Schools

## Participating Organizations

### Re3 Coaches:

Room in the Inn  
Centerstone  
Safe Haven  
Urban League  
New Transitions  
Youth Villages

### Resource Guide:

Casa De La Cultura Latino Americana  
Center for Refugees and Immigrants of TN  
Centerstone  
Conexion Americas  
CWJC Middle TN  
ESL @ Thriftsmart  
ESL to Go (Tennessee Foreign Language Institute)  
Goodwill Industries of Middle TN, Inc.  
mano.amiga  
Martha O’Bryan Center  
Mercy Ministries of America  
Metropolitan Action Commission  
Nashville Adult Literacy Council  
Nashville Financial Empowerment Center  
Nashville International Center for Empowerment  
Nashville Opportunities Industrialization Center, Inc.  
Nashville Public Library  
New Transitions, Inc  
Park Avenue Church ESL  
Park Center  
Room in the Inn  
Safe Haven  
Salvation Army  
Tennessee Electronic Library  
TN College of Applied Technology Nashville Adult Education  
Urban League of Middle Tennessee  
Y-Build  
Youth Villages  
YWCA of Nashville & Middle TN

## COLLECTIVE IMPACT REPORT

# Parent Engagement Alignment Team

## THE NEED

**Students with engaged parents are more likely to succeed academically and socially**

We know that 1.3 million high school students drop out of school each year (America's Promise Alliance, 2015). Parent engagement in schools has proven to have a positive impact on student success and has even been linked to good student health (Centers for Disease Control and Prevention, 2012). Research has shown that students with engaged parents/families are more likely to have:

- higher grade point averages and scores on standardized tests
- enrollment in more challenging academic programs,
- more classes passed and credits earned
- better attendance
- improved behavior at home and at school
- better social skills and adaptation to school.\*

The Metropolitan Nashville Public School (MNPS) system is a large, urban district that serves more than 87,000 students from various income, ethnic and racial backgrounds; engaging parents is particularly important for English learners and students from low-income families.

\* <https://www.sedl.org/connections/resources/evidence.pdf>.

## THE TACTICS

- The Parent Engagement Alignment Team works to identify and remove barriers to acquiring accurate school-related information and the necessary skills for parents/caregivers to be their child's best teacher and advocate. The primary tactic employed to achieve this is Parent University, which the Parent Engagement A-Team supported for the 7th year in summer 2015.
- The mission of Parent University is to provide MNPS parents and caregivers training, resources, and access to skills and services that grow, achieve and empower greater levels of advocacy for children, schools and community. Parent University is offered to MNPS parents and caregivers at no cost and provides training, information, and resources that are directly linked to student learning.

## COMMUNITY ENGAGEMENT

The Parent Engagement A-Team released an Invitation to Participate (ITP™) to solicit workshop proposals for the summer 2015 conference. There were a total of 23 responses to the online ITP™ that were received. Of these responses, the A-Team reviewed 19 and 10 were accepted. At the conference, there were a total of 37 workshops that were presented on that day.



2015 Parent University

## OUTCOMES

### LONG TERM OUTCOME:

- Increased high school graduation rates
- Improved college readiness
- Children's Health and Wellness

After participating in Parent University:



of parents/caregivers reported feeling "more informed about school, health, and community resources"



of parents/caregivers reported feeling "more confident in my ability to support my child's learning at home"





of parents/caregivers reported that they learned information and techniques that they plan to use in the future.

**"This conference should be mandatory for all parents of every student regardless of age. It provided critical and necessary information!"**  
—MNPS Parent

## THE IMPACT

Nearly 800 parents/caregivers, community partners, students and school personnel participated in Parent University 2015. There were a total of 37 total workshops that were offered at the conference, including an inspiring keynote address given by Tennessee's Commissioner of Education, Dr. Candice McQueen. The workshops that were offered supported one or more of the following key areas:

- Academic Readiness
- Social and Emotional
- Leadership Advocacy
- Health Matters
- Social Media & Technology

During break and lunch times, 30 community partners hosted booths to offer participants additional information about services in the Nashville community.



## COMMUNITY THOUGHTS

### Parent/Caregiver Feedback

**"I enjoyed learning something to help my grandchild get ready to be successful in school."**—MNPS Grandparent

**"The workshop facilitator was GREAT! She kept us engaged, made the session fun and gave us useful information we can use with our children."**—MNPS Parent

**"Thank you. The service provided by the vendor was a 'right on time service'"**—MNPS Parent

## Parent Engagement Alignment Team

Gini Pupo-Walker, Chair, Metro Nashville Public Schools  
Nancy Dickson, Vice Chair, Vanderbilt University - Hubert H. Humphrey Fellowship Program  
Liz Atack, Bringing Books to Life  
Ellen Bohle, Metro Nashville Public Schools  
Olivia Brown, Metro Nashville Public Schools  
Kathy Buggs, Office of Congressman Jim Cooper  
Pam Burgess, Metro Nashville Public Schools  
Allison Buzard, Metro Nashville Public Schools  
Allison Cantway, Nashville International Center for Empowerment  
Belinda Hotchkiss, Vanderbilt University Kennedy Center  
Alison McArthur, Metro Nashville Public Schools  
Monica McLaurine, T.O.T.A.L.  
Kristen Neal, Vanderbilt University  
Gerry Scott, YMCA of Middle Tennessee  
Fallon Wilson, Hope Community Development Corporation  
Cam Wingfield, Metro Nashville Public Schools

## Participating Organizations

Alignment Nashville Healthy Eating Active Living (HEAL) A-Team  
Centerstone  
The Family Center  
Hope Community Development Corporation  
Lipscomb University  
Loving Life Foundation  
Cheryl Mayes

### Metropolitan Nashville Public Schools:

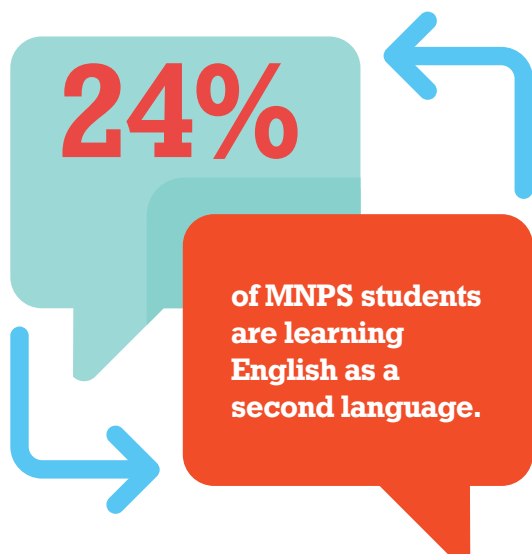
- Advanced Academics
- Communications
- English Language Learners
- Exceptional Education
- Federal Programs
- Leadership and Learning
- Music Makes Us/Delgado Guitars
- School Counselors
- School Security
- Social-Emotional Learning
- Support Services
- Virtual School

Metropolitan Public Health Department  
Nashville Public Education Foundation  
Nashville Public Library, T.O.T.A.L. Program  
Nashville Technology Council  
National Hook-Up of Black Women  
New Directions Counseling and Consulting  
Pediatric Trauma Injury Prevention Program, Monroe Carell Jr. Children's Hospital at Vanderbilt  
The Parthenon  
Prevent Child Abuse Tennessee  
Stronger Than My Father, Inc.  
Tennessee College of Applied Technology Nashville  
Tennessee Student Assistance Corporation  
Tennessee Suicide Prevention Network  
Vanderbilt University

## COLLECTIVE IMPACT REPORT

# Integration of International Families Alignment Team

## THE NEED



In 2014, the former Refugee and Immigrant Support Services Committee re-formed itself as the Integration of International Families Alignment Team, and began its new journey by looking at the following key questions:

1. How can we support the civic engagement of international families in Nashville?
2. How can we support the development of a unified, effective way to address the linguistic needs of international families in Nashville?
3. How can we support economic and financial literacy for international families in Nashville?



*The Integration of International Families A-Team hard at work at a meeting in 2015.*

Understanding that many of the immediate, basic needs of recently resettled refugee or new immigrant families in Nashville are already being met by a wide swath of effective service organizations, the team realized there are other, subtler needs at play for many international families, such as job skill development, English comprehension for specific needs (such as legal or banking), and understanding/navigating the school system your child has entered. As noted by Amy Richardson, IIF A-Team member representing Vanderbilt, new families often come from places where educational systems look very different, if they exist at all. At times, parents have had no experience with school themselves and feel unequipped to engage with their children or teachers and administrators.

## THE TACTIC

LEAF—Learning, Educating, and Advancing Families—is a collaborative community night currently in development that will take place on a regular basis at a Metro Nashville middle school to be determined. The recurring evening event is designed to meet some of the linguistic, academic, and personal development needs of the international community in Nashville and in MNPS. Through MNPS English Language Learners' (ELL) Office resources and engaged partners, the community night will offer a breadth of simultaneous services to EL families—both parents and students.





## OUTCOMES

### LONG TERM OUTCOME:

-  **Increase high school graduation rate**  
(particularly for EL students)
-  **Increased community prosperity**

### MIDTERM OUTCOMES

At least 10% of parent/family attendees report better understanding of MNPS processes/procedures, graduation requirements, and/or child's school experience

2016 EL Student literacy reporting will show an increase in scores by 3%

### SHORT TERM OUTCOMES

At least 75% of parent or family attendees surveyed would recommend LEAF nights to a friend

The Integration of International Families (IIF) Alignment Team is currently developing a tactical plan that will outline steps for how best to support LEAF community nights. The A-Team is also surveying international families on their general needs via surveys that have gone out through our partner, Salvation Army, and the ELL Office. The team will use this information to determine exactly what to appeal for in the initial Invitation to Participate™, to be released in early 2016 to engage service partners on this important tactic.

## COMMUNITY ENGAGEMENT

MNPS' ELL Office has committed to providing professional ESL (English as second language) teachers to conduct adult English classes to participants, and the IIF A-Team plans to use the Alignment process to engage partners to offer additional services across the board to families and students, such as:

- MNPS process/procedure information
- getting engaged with your child's school/teachers/PTO
- finance/banking classes
- civic engagement and voting
- goal-setting/coaching services
- employment/career planning services
- GED classes
- legal assistance
- elementary & middle reading clinics/tutoring
- immigration/citizenship classes
- translation services
- childcare
- referrals/clinic information; select health services
- other services as requested via our family survey.

The Integration of International Families A-Team is excited to see this event come together and scale up over the next year to serve as many international families within MNPS as possible.

### Integration of International Families Alignment Team

Kevin Stacy, Chair, MNPS ELL Office  
 Samantha Perez, Vice Chair, Metro Human Relations Commission  
 Liz Atack, Nashville Public Library  
 Lynsey Auman, World Relief  
 Kellye Branson, Catholic Charities of TN, Inc.  
 Ashley Coleman, Nashville International Center for Empowerment  
 Shannon Daniel, Vanderbilt University  
 Ruben De Pena, MNPS ELL Office  
 Kate Fernandez, Tennessee Foreign Language Institute  
 John Michael Ford, United Way of Nashville  
 Mel Fowler-Green, Metro Human Relations Commission  
 Nawzad Hawrami, Salahadeen Center  
 Tiffany Hodge, Pencil Foundation  
 Yussuf Issa, Center for Refugees and Immigrants of Tennessee  
 Brittany Jewett, Salvation Army  
 Tara Lentz, Conexion Americas  
 Tamera Lipsey, Metro Nashville Public Schools  
 Alison McArthur, MNPS Community Achieves  
 Jasmine Miller, Oasis Center  
 Samantha Perez, Metro Human Relations Commission  
 Jill Pittman, Overton High School  
 Avi Poster, Community Volunteer  
 Amy Richardson, Siloam Health Center  
 Carolyn Riviere, Sew For Hope  
 Rachel Rosenberry, Nashville After Zone Alliance  
 Edwin Michaelangelo Ruiz, Community Volunteer  
 Jo Ann Scalf, Nashville Public Television  
 Katie Jo Schulthise, Tennessee Foreign Language Institute  
 Lucinda Smith, Legal Aid Society  
 Stephanie Teatro, Tennessee Immigrant & Refugee Rights Coalition  
 Rebecca West, Center for Refugees and Immigrants of Tennessee  
 Jim Williamson, Nashville After Zone Alliance  
 Jarod Word, Legal Aid Society

## COLLECTIVE IMPACT REPORT

# Learning Technology Alignment Team

## THE NEED

**“The digital divide still exists and it is widening.”<sup>1</sup>**

Access to and the purposeful use of technology is essential for students to develop the knowledge, skills, and character necessary to learn, work, and live in an increasingly complex and information-rich society. MNPS and community partners recognize the need to bridge the digital divide because:

- Our students will be more prepared to succeed on high stakes testing and college readiness tests.
- Our students will be more prepared to succeed in higher education and the workplace
- Our city will have a highly skilled workforce

## COMMUNITY ENGAGEMENT

In 2012-13, the Nashville Technology Council convened a group of committed stakeholders (business, MNPS leadership, non-profits) to develop a comprehensive three-year Learning Technology Plan for Metro Nashville Public Schools. The plan outlined three critical areas of focus (based on the Ford Next Generation Learning framework for high school transformation):

1. Transforming Teaching & Learning
2. Redesigning Learning Environments
3. Building & Sustaining Community Leadership & Support

In 2014, the Learning Technology Alignment Team was formed to provide accountability and community engagement support for



*Tischann Turner, MNPS Director of Learning Technology, working with students at a Middle Prep in a blended learning classroom*



implementation of this plan. The A-Team's first step was to conduct an outreach and awareness campaign; members of the A-Team canvassed the community and presented to 44 key businesses and supporting organizations to create awareness across the community of the district's new technology plan and opportunities for community engagement.

Currently in year two of the Learning Technology plan implementation, the following progress has been made:

### Improve technology literacy:

- Schools: each year, schools are selected from each tier to begin the Blended Learning Environment Focus track. This is a three-year intensive focus from the Learning Technology team to assist the selected schools in creating and implementing their own plans for incorporating the blended learning environment.
- Teachers: All-Star on-line curriculum was created and implemented to prepare for TSS (TN State Standards) and TN Ready test.
- Librarians: move to make the school libraries the central information technology support hub.
- Students: revamped on-line technology literacy curriculum (EverFi) and tests, beginning with 5th grade & every year until 8th grade—then 8th grade only.
- New Hires: Technology standards have been set and integrated
- Hardware—laptops & wifi in schools: each school in the district is doing a hands-on inventory of the current landscape and creating proposed needs that meets the School Improvement Plan of that school and its leadership.

<sup>1</sup>Bracey Sutton, Bonnie. (2008, August 17th). The Digital Divide/Digital Equity. Society for Information Technology and Teacher Education (SITE).

The Learning Technology A-Team is now moving towards creating a Blended Learning Tactical plan with a focus on supporting Anytime Access for All (A3), which provides students access to technology outside of the school environment and in their homes. A3 secured more than 4,000 donated computer systems from Vanderbilt University and arranged for these systems to be completely rebuilt and reimaged by Dell. The next step is to begin the process of integrating these systems into the homes of the MNPS students and families.

A collaboration with the Metro Nashville Libraries has already started in designing an online training program for the families receiving the donated systems. The Learning Technology A-Team is currently developing a new tactical plan in support of Blended Learning through the A3 initiative.

The Learning Technology A-Team is also collaborating with other Alignment Teams (including the Middle School A-Team) to co-develop tactical plans that support technology implementation.

## THE REACH

In 2014-15, members of the LT A-Team conducted an outreach and awareness campaign, presenting to key businesses and supporting organizations (listed below) to create awareness across the community of the district's new technology plan and opportunities for community engagement.

BarCamp Nashville  
Executive SMARTS - Nashville Post  
Global Action Platform  
Chamber of Commerce - West (Green Hills/Belle Meade)  
PTA Meeting - Hillsboro High  
PTA Leadership—Eakin  
MNPS IT, Marketing & Business Partnership Council  
Nashville Tech Council -101  
Nashville Tech Council - Kick-off event  
Journey Team Kick-off  
Leadership Donelson Hermitage class  
Alignment Nashville Board of Directors  
NPL Group  
Museum Advocates  
Croft Middle School Staff  
Hillsboro Parent Advisory Council  
Downtown Partnership  
Chamber of Commerce - East

## COMMUNITY THOUGHTS

**“The collaboration between MNPS and the Learning Technology Alignment Team has been one of the driving forces behind the advancement of technology integration/blended learning in the MNPS classrooms. As a result, the students of MNPS are being exposed to technology, skills and instruction that provides the framework for a college and career ready future.”—Doug Renfro, Chair of the Learning Technology A-Team, Executive Director - Learning Technology, MNPS**

## Learning Technology Alignment Team

Douglas Renfro, Chair, Metro Nashville Public Schools  
Katherine McElroy, Co-Vice Chair, c3 Consulting  
Kecia Ray, Co-Vice Chair, Center for Digital Education  
Glenn Acree, Belmont University  
Suzanne Angele, The General  
Kevin Armstrong, Metro Nashville Public Schools  
J. Robert Brown, Nissan North America  
David Caldwell, Trevecca University  
Mark Drury, Nashville Area Chamber of Commerce  
Keith Durbin, Metro Government Nashville and Davidson County  
Kent Fourman, The General  
Tamara Fyke, Vanderbilt University - Peabody College  
Kimber Halliburton, Metro Nashville Public Schools  
Stephanie Ham, Metro Nashville Public Schools  
Laura Hansen, Metro Nashville Public Schools  
Colleen Hoy, Nashville Technology Council  
Rob Jack, Consultant  
Susan Lewis, Deloitte  
David McNeel, Consultant  
Tischann Nye, Metro Nashville Public Schools  
Jill Pittman, Metro Nashville Public Schools  
Denise Pridemore, Metro Nashville Public Schools  
Chris Schlueter, First Bank  
Becky Sharpe, Business/community leader  
Jay Steele, Metro Nashville Public Schools  
Erin Wiles, Griffin Technology



## COLLECTIVE IMPACT REPORT

# Children's Health Executive Oversight Alignment Team

## THE NEED

**The strong link between education and health is well recognized by leaders in both fields. A healthy student has a much better chance of achieving academic success than a student who is affected by inadequate diet, chronic illness, or an unsafe or unhealthy environment.**

The Centers for Disease Control and Prevention states: "Healthy students are better learners. They are better on all levels of academic achievement: academic performance, education behavior and cognitive skills and attitudes." (CDC "Health and Academic Achievement." CDC - Healthy Youth. CDC, May 2014. Web. 11 Aug. 2014.)



## THE IMPACT

There are six children's health teams represented in the Alignment Nashville Children's Health Executive Oversight (CHEO) Team.

- Adolescent Sexual Responsibility
- Healthy Eating and Active Living
- Primary Care
- Healthy Starts
- Behavioral Health/Social and Emotional Living
- School Nutrition Team



*Dr. Bill Paul facilitating a panel discussion during the Children's Health Summit, Fall 2014*

These pillars were formed out of the Children's Health Summit held in 2007 by Mayor Bill Purcell. There are a number of strategic plans across the city of Nashville and many of them include different aspects of children's health. CHEO is charged with bringing those strategic plans together and prioritizing the needs out of those plans.

This team is comprised from the leadership (chair and vice-chair) of each of the six Children's Health A-Teams. Each month the teams discuss what they are currently focused on and garner feedback from the other teams. This provides a rich forum for what's happening across the city and in our schools.

On October 6, 2014, CHEO held a second Children's Health Summit (with support from the HCA Foundation). The half-day summit was held at the new Lentz Health Department with over 80 key children's health stakeholders from across the city in attendance. A primary focus of the Summit was a report written by Dr. Charles Basch titled "Healthier Students are Better Learners: A Missing link in School Reforms to Close the Achievement Gap", in which he pin-points seven "educationally relevant health disparities for all children." These conditions are also recognized within the Coordinated School Health structure through the Tennessee Department of Education and Metro Nashville Public Schools. These conditions are:

- Vision
- Asthma
- Teen Pregnancy
- Aggression and Violence
- Physical Activity
- Breakfast
- Inattention and Hyperactivity

During the Summit, attendees created several action items within each condition that were then presented to CHEO for further discussion. Each of the children's health A-Teams is incorporating these action items into their monthly discussions and tactical planning.



## SEVEN EDUCATIONALLY RELEVANT HEALTH DISPARITIES FOR ALL CHILDREN



Vision



Asthma



Teen Pregnancy



Aggression and Violence



Physical Activity



Breakfast



Inattention and Hyperactivity



### Children's Health Executive Oversight Team

Bill Paul, Chair, Metro Public Health Department  
 DYuanna Allen, Metro Public Health Department  
 Jackie Contreras, Nashville Farmers' Market  
 Susan Evans, Metro Nashville Public Schools  
 Cel Franklin, Metro Nashville Public Schools  
 Lyndsey Godwin, Vanderbilt University  
 Kathy Gracey, Vanderbilt University  
 Latissa Hall, Metro Public Health Department  
 Johnsie Holt, Metro Nashville Public Schools  
 Kyla Krengel, Metro Nashville Public Schools  
 Alison McArthur, Metro Nashville Public Schools  
 Marcy Melvin, Centerstone  
 Nicole Proffitt, Metro Nashville Public Schools  
 Jo Ann Scalf, Nashville Public Television (NPT)  
 Spencer Taylor, Metro Nashville Public Schools  
 Kimberlee Wyche-Etheridge, Tennessee State University College of Health Sciences

### Summit Partners

Belmont University  
 Centerstone  
 Community Food Advocates  
 Coordinated School Health, State of Tennessee  
 Cumberland Pediatric Foundation  
 Family Center of Tennessee  
 Meharry Medical College  
 Meharry-Vanderbilt Universities  
 Mental Health Association Middle Tennessee  
 Metro Nashville Government  
 Metro Nashville Public Schools  
 Metro Nashville Public Schools Board of Education  
 Metro Public Health Nashville  
 Monroe Carrell, Jr. Children's Hospital at Vanderbilt  
 Nashville Public Television  
 TENNderCare  
 Tennessee Department of Education  
 Tennessee State University  
 TN Child Care Resource & Referral Network  
 United Neighborhood Health Systems  
 University of Tennessee Extension  
 Vanderbilt Institute for Global Health  
 Vanderbilt University Behavioral Health  
 Vanderbilt University  
 Walk Bike Nashville

## COLLECTIVE IMPACT REPORT

# Adolescent Sexual Responsibility Alignment Team

## THE NEED



**In Davidson County, TN an estimated 31 out of every 1,000 teenage girls ages 15-19 gave birth in 2013. In addition to this, a total of 7 girls between the ages of 10-14 gave birth in 2013.<sup>1</sup>**

Although these numbers have continued to show significant decrease in recent years, they still continue to be higher than the national average (26.5 per 1,000 girls<sup>2</sup>). According to the Tennessee Department of Health, some factors that contribute to adolescent pregnancy include lack of family and community support, lack of involvement in school and recreational activities or after school programs, lack of feeling connected to school, family and community, lack of health education, lack of responsible adult guidance, and limited knowledge about sex and sexuality.<sup>3</sup> The ASR A-Team works to address these barriers, specifically targeting those community members and professionals who work closely with adolescents.



*Some of the youth panel from the ASR Conference 2015.*



*ASR Conference 2015. Pictured: Lyndsey Godwin (A-Team Chair) and Paige Regan doing "power poses".*

## THE TACTICS

## ASR Conference 2015

The ASR A-Team knows that every person who works with youth runs into difficult questions about sexual decision-making, healthy relationships, sexual and gender identity, and sexual health. This year, the conference theme is "BACK TO BASICS" and is designed to train everyone with up-to-date, science-informed, youth-focused tools, skills and knowledge to feel more competent handling those tough situations. The plenary and sessions will focus on anatomy and sexual development, decision-making, birth control and pregnancy prevention, STI's and HIV, with a concentrated focus on healthy relationships, gender identity and sexual orientation, and navigating professional and personal boundaries. Those new to working with youth will be able to build a strong foundation "101" level sessions, while more seasoned professionals can stretch themselves in the "201" level sessions.

## COMMUNITY ENGAGEMENT

The ASR A-Team began planning for the ASR Conference 2015 in March 2015. The A-Team hosted a community meeting on Thursday, July 30th to offer interested organizations more information on the conference and how to submit a proposal to become a presenter. After the community meeting, a total of 12 ITP responses were received. One of these responding organizations agreed to present on more than one topic. The A-Team decided to reach out to a few of the responding organizations with suggestions on modifications to their proposals in

1. McKelvey, B. (2015, February 9). Number of Birth and Age-Specific Fertility Rates for Teenagers Aged 15-19 by Zip Code, Davidson County, TN 2013.
2. The National Campaign to Prevent Teen and Unplanned Pregnancy. (2015). Teen Birth Rate Comparison. Retrieved from <https://thenationalcampaign.org/data/compare/1701>
3. The Tennessee Department of Health (Ed.). (2015). Racial and Ethnic Minority Tennesseans and Adolescent Pregnancy. Retrieved from <http://tn.gov/health/article/dmh-de-disparity-adpregnancy>



Lyndsey Godwin (A-Team Chair) leading the youth panel during the ASR Conference 2015.

order to best fit with the overall theme of the conference. Along with the modifications added, the A-Team approved all of the ITP responses. The conference this year included 13 total presentations with a youth panel. The following is the list of participating organizations:

- Oasis Center
- Rager Adolescent Health
- Hope Clinic For Women
- Vanderbilt University
- Thrive Education
- You Have The Power
- Centerstone
- Project Safe Center

## OUTCOMES & OUTPUTS

### LONG TERM OUTCOME:

**Children's Health and Wellness**

### MIDTERM OUTCOME:

(to be measured 6 months after the 2015 conference)

At least half of the participants of the conference utilize new resources or tools gathered from information given during the conference and implement them into their daily work duties.

### SHORT TERM OUTCOMES:

Foster relevant relationships between educators and community providers to support the health and well-being of young people. (79% reported that they networked with others whom they expect to hear from in the future.)

### OUTPUTS:

Plan and implement one-day conference for health and wellness educators, school counselors and youth-serving organizations. (Completed October 2015)

Provide Professional development, tools and resources to at least 90 attendees. (Total attendees—92, including youth)

## THE IMPACT

The ASR Conference typically reaches over 70 school counselors, community members and educators each year. Participants have reported learning new skills to take and incorporate into their every day work with youth. They have also reported making new and valuable connections with other people and organizations that perform similar work within the community. By increasing participation every year and gaining new participants who have not previously been involved with the conference or the ASR A-Team, the A-Team hopes to be able to spread awareness about the seriousness of issues with youth and encourage consistency with sexually responsible messaging portrayed to youth.

## COMMUNITY THOUGHTS

**"My first time attending the ASR Conference was a real eye opener for me. Hearing from the students who are the sole reason why many of us became educators really struck a nerve. With so much emphasis being placed on testing, scores, and political stance, etc. it was moving to hear how they view us as adults. How they view the different roles we play and the level of trust that they have in some was a real gut punch. It made it clear to me that we need to pay more attention to the "whole" student and not just a percentage or data. If we don't we may miss out on touching one of the next great minds or individuals in this generation and generations to come."**

—Luther Dollar, MNPS

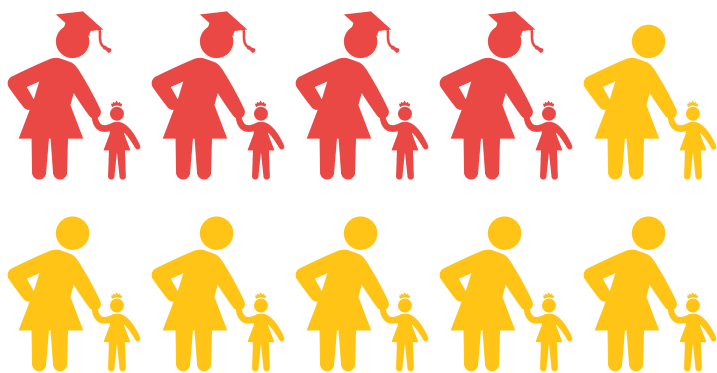
## Adolescent Sexual Responsibility Alignment Team

Lyndsey Godwin, Chair, Vanderbilt University, Carpenter Program, CHAIR  
 Leigh Bagwell, Vice Chair MNPS School Counseling Services, VICE CHAIR  
 Amber Jackson, YMCA  
 Ashleigh Hall, Centerstone  
 Carlin Rushing, Vanderbilt University, Carpenter Program  
 Dessie Clark, Sexual Assault Center  
 Elisabeth Bradner, Planned Parenthood of Middle and East Tennessee  
 Jalyssa Lopez, Metro Public Health Department  
 Joan Clayton-Davis  
 Latissa Hall, Metro Public Health Department  
 Paige Regan, Oasis Center  
 Sharon Travis, Sexual Assault Center  
 Veronica Dress, Planned Parenthood of Middle and East Tennessee

## COLLECTIVE IMPACT REPORT

# Healthy Starts Alignment Team

## THE NEED



### Only 40% of teen mothers graduate from high school\*

According to the Robert Wood Johnson Foundation, teenage mothers are more likely to give birth to babies with low birth weights than other women. Low birth weights can lead to a number of ensuing health problems in babies and in children. Due to this and other risks that teens can face during pregnancy, it is very important that they receive the proper prenatal care. Many teens delay or do not seek prenatal care because of the fear of telling their parents and lack of financial resources to do so. Besides the low rates of teens seeking prenatal care, babies born to teen mothers have a higher chance at dropping out of high school and tend to show lower performance scores upon entering kindergarten.

## THE TACTICS

The Healthy Starts A-Team created a resource guide in 2009 with a list of resources available to pregnant and parenting teens in the Nashville community. The A-Team updated this resource guide in 2015 for persons who work primarily with the Pearl Cohn Cluster area population to use as a reference to help them find specific resources within that community. Areas in north Nashville, particularly Council Districts 2 and 21, have historically had and continue to have the highest percentages of low birth weight infants born in Nashville; 2013 data indicated 14% and 13.9%, respectively, of all babies born in these districts (37208, 37207 zip code areas) are born with a low birth weight and are subsequently at greater risk of death before the age of one. The Pearl Cohn School cluster was selected as the pilot intervention cluster due to the long-standing and persistent burden of birth outcome disparities in Davidson County.



Healthy Starts A-Team meeting. Pictured from left to right; GiGi Rose, Amy Martin, Sandra Bush, Monae Fletcher, Heather Snell, Jaleesa Johnson.

TAn updated list of available resources for pregnant and parenting teens, as well as additional resources, will be supplied to counselors and others who work with these individuals. They will be provided with information on career services, educational planning, and family counseling. The A-Team has also created a mobile application version of the resource guide to make available to pregnant and parenting teens and other youth serving organizations and individuals for even more convenient access.

### Tactic 1

Update the paper-based resource guide, originated in 2009, with new and updated resources in the Nashville community.

### Tactic 2

Develop a mobile-friendly, virtual application version of the updated resource guide.

The resource guide will be distributed electronically; the A-Team is also working on plans for sharing the guide with partners through community meetings/existing networks (such as the Family Resource Center network).

## COMMUNITY ENGAGEMENT

The community meeting for this ITP was held on Friday, March 13th at Hadley Park Community Center, which is located in the Pearl Cohn cluster area. A total of 24 people RSVP'd to attend the community meeting; as a result, the A-Team received 13 responses to the ITP. All of the ITP responses were accepted by the A-Team and listed (or updated) in the new version of the resource guide. The final list of organizations were listed or updated in the resource guide:

\*The National Conference of State Legislators: <http://www.ncsl.org/research/health/teen-pregnancy-affects-graduation-rates-postcard.aspx>



Academies at Old Cockrill/Opry Mills/Hickory Hollow  
 Adolescent Healthy Futures Program  
 Centering Pregnancy® at Meharry  
 Community Food Advocates  
 Exchange Club Family Center  
 Healthy Beginnings  
 Healthy Start of Nashville  
 Hope Clinic for Women  
 HUGS Program  
 KidCentralTN  
 Metro Public Health Department (MPHD)  
 MPHD Fetal Infant Mortality Review  
 Mid Cumberland Child Care Resource and Referral  
 Monroe Carell Jr Children's Hospital at Vanderbilt  
 Music City Birthing Project  
 Neighborhood Health Prenatal Care  
 Nurses for Newborns of Tennessee  
 Prevent Child Abuse Tennessee  
 Sexual Assault Center  
 Shade Tree Early Pregnancy Program  
 Tennessee Voices for Children  
 University of Tennessee Agricultural Extension Service  
 WIC Program



**"The convergence of caring adults and community organizations who are aware of the challenges young parents face and who are attentive and committed to supporting them before, during and after pregnancy... this represents the most rewarding opportunities to be of service to the Nashville community."**

—D'Yuanna Allen-Robb, MPH, Chair

The long-term impact of supporting teen parents and helping them stay in school and graduate will contribute to breaking this cycle of poverty for Nashville's families.

## OUTCOMES

### LONG TERM OUTCOMES:

-  **Improve high school graduation rates**
-  **Children's health and wellness**

### MIDTERM OUTCOMES:

(measured at the end of the 15-16 school year)

Increase the percentage of pregnant teens in the Pearl Cohn cluster area seeking prenatal care within the first trimester by 10%.

### SHORT TERM OUTCOMES:

(measured in spring 2016)

Increase the number of resources available in the resource guide by 25%.

Increase the number of professionals accessing the guide by 10%.  
 Increasing the number of providers accessing the guide by 10%.

## WHAT'S NEXT

The data that is collected from the website from the first year of implementation will help the A-Team determine how the resource guide will progress and be implemented at scale. The A-Team would like to be able to gather the necessary resources to purchase an actual mobile application that can be downloaded directly from application stores, available for free on smart phones.

## THE IMPACT

According to the National Conference of State Legislators, Educational achievement affects the lifetime income of teen mothers: two-thirds of families started by teens are poor, and nearly one in four will depend on welfare within three years of a child's birth. Many children will not escape this cycle of poverty. Only about two-thirds of children born to teen mothers earn a high school diploma, compared to 81 percent of their peers with older parents. (<http://www.ncsl.org/research/health/teen-pregnancy-affects-graduation-rates-postcard.aspx>)

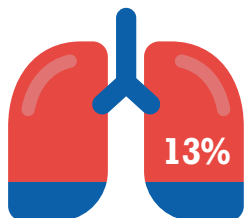
### Healthy Starts Alignment Team

D'Yuanna Allen-Robb, Chair, Metro Public Health Department  
 Cecelia Franklin, Vice Chair, Metro Nashville Public Schools  
 Kimberlee Wyche-Etheridge, MD, MPH, Tennessee State University  
 Kathy Buggs, Office of Congressman Jim Cooper  
 Sandra Bush, University of Tennessee Extension  
 Monae Fletcher, Metro Nashville Public Schools  
 Jalyssa Lopez, Metro Public Health Department  
 Amy Martin, Neighborhood Health  
 GiGi Rose, Vanderbilt University  
 Heather Snell, Metro Public Health Department  
 Katherine Snyder, Prevent Child Abuse Tennessee  
 Jennifer Vaida, Prevent Child Abuse Tennessee  
 Jerica Washington, Neighborhood Health

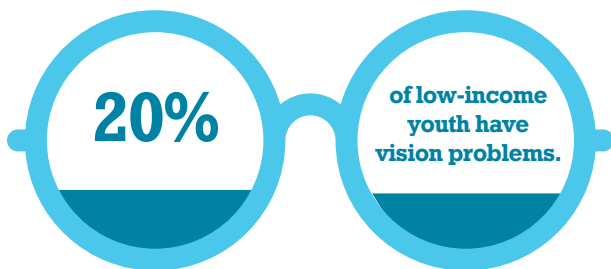
## COLLECTIVE IMPACT REPORT

# Primary Care Alignment Team

## THE NEED



**of youth under the age of 18 have asthma**



Since the Children's Health Impact Summit (CHIS) in 2014, the Primary Care Alignment Team has garnered a focus on two of the seven educationally relevant health disparities that were highlighted during the summit. These two educationally relevant health disparities are asthma and vision.

## THE TACTICS

The Children's Health Executive Oversight (CHEO) A-Team, the primary host of the CHIS, appointed the Primary Care A-Team, in its appropriateness to their mission, as the driving force to address the needs of asthma and vision. This pilot plans to address the action items/next steps that were decided upon by community organization representatives at the CHIS listed in asthma and in vision.

### Asthma-

"Conduct/expand asthma education training to teachers, parents, coaches..."

### Vision-

"Develop communications, awareness, education."

The A-Team has focused on developing communication, awareness and education on asthma and vision. Also, the A-Team would like to conduct and expand asthma and vision education training to teachers and parents as outlined from the CHIS. This event will be an evening series of parent and teacher-centered information sessions



*Matia Powell, Community Engagement Coordinator, leading the discussion during the Community Meeting for the Asthma and Vision pilot.*

on asthma and/or vision. The sessions will be designed to educate and raise awareness about the importance of asthma and vision and how they can affect students' success in the classroom. These meetings will also provide time for parents to ask questions and for students to receive screenings. Dinner will also be served to participants and their families as an additional incentive for active participation. The pilot focus areas will be in the MNPS school cluster zip codes 37211 and 37207 and will be held at middle and high schools within these clusters.

### Tactic

Engage participating organizations and volunteers that specialize in one of the aforementioned subjects in presenting on the topic and its relevance to education to parents, students and teachers.

## COMMUNITY ENGAGEMENT

The A-Team began discussing plans to implement this pilot directly after the CHIS in October of 2014. The A-Team came to a consensus on the idea and more solid actions to implementation were decided upon in the beginning of 2015. The community meeting was held on April 29th, followed by 4 responses to the ITP.


The current list of participating organizations is as follows:

- Asthma, Allergy and Sinus Center
- American Lung Association
- Vanderbilt University Pediatric Community Health Rotation (1st and 2nd year residents)
- Vanderbilt University School of Nursing

The Coordinated School Health (CSH) department in Metro Schools will assist in determining the schools at which presentations will be given and will promote the pilot to selected schools.

## OUTCOMES

### LONG TERM OUTCOME:

-  **Children's health and wellness**
-  **Increase college readiness rate**

### MIDTERM OUTCOME

At least 50 parents and teachers attend one of the sessions on asthma or vision during the 2015-2016 school year.

### SHORT TERM OUTCOMES

Increase the knowledge of the importance of vision screenings as it pertains to education of participants by 30%

Increase the knowledge of the importance of asthma education as it pertains to performance in the classroom of participants by 30%

Increase knowledge of controlling and treating asthma symptoms by participants in schools by 30%

## THE IMPACT

The Primary Care Alignment Team was currently in the process of identifying school sites for the asthma and vision pilot at the time of printing this report; they are working closely with MNPS Coordinated School Health and the Alignment Nashville Children's Health Executive Oversight Team to make a decision using data about asthma and vision referrals at specific schools.

## COMMUNITY THOUGHTS

**Thoughts on the seven educationally relevant health disparities "Scientists and stakeholders agree that students must be healthy to be ready to learn."**

—Progress of Education Reform, Education Commission of the States

**"Asthma and vision are among the seven educationally relevant health disparities that are selected as a priority."**

—Dr. Charles E. Basch, Columbia University

## WHAT'S NEXT

This A-Team is planning to begin presentations on asthma at the beginning of 2016. Implemented at scale, the impact of this pilot would reach every school in the district that shows significant numbers of students who experience asthma-related and vision-related health problems. The parents of these schools will be well informed on the proper care that their child needs as well as the available resources within the community for their children.

### Primary Care Alignment Team

Dr. Kimberlee Wyche-Etheridge, Chair, Tennessee State University  
Nicole Proffitt, Vice Chair, Metro Nashville Public Schools  
Reba Bryant, Vice Chair, Metro Nashville Public Schools  
David Campbell, Metro Public Health Department  
Janet Cates, Cumberland Pediatric Foundation  
Whitney Lowe, Metro Public Health Department  
Lisa Nistler, Metro Public Health Department  
Clare Sullivan, Vanderbilt University

COLLECTIVE IMPACT REPORT

# Behavioral Health Alignment Team: SEL Conference

THE NEED

At least 21% of Tennessee teens were bullied on school property<sup>1</sup>

At least 10% have experienced sexual assault<sup>1</sup>

8% have chosen to miss school because they felt unsafe<sup>1</sup>

Social Emotional Learning, or SEL, is a framework for student support and school improvement that focuses on teaching social and emotional skills to both teachers and students while creating and maintaining a safe, caring learning environment. SEL core competencies include self-management, self-awareness, social awareness, responsible decision-making, and relationship skills.

THE TACTICS

In 2011, the Behavioral Health Alignment Team recognized an urgent need to support and encourage teachers and school staff to embed Social Emotional Learning into the classroom, and they created the Social Emotional Learning Conference. The first conference, in July of 2011, brought mental health providers, SEL experts, and other community partners together around a common goal to provide a variety of workshops throughout the day for educators, promoting understanding and awareness of SEL and how it impacts school climate and academic engagement, and also teaching on-the-ground skills that allow teachers to become models of SEL practice for their students. The first conference served around 150 people and offered 20 workshops and a small student panel.

The conference has grown substantially over the years both in size and in popularity. The A-Team has worked to add in new features each year such as national keynote speakers, an expanded schedule, a pre-conference SEL Basics workshop, and more. This year's conference was held June 19, 2015 at Cane Ridge High School in Antioch, Tennessee and is the fifth installment of this popular and informative event, bringing in over 720 registrations. The 2015 conference was titled Grow, Achieve, Empower Through SEL and featured a keynote address from renowned SEL expert Dr. Jeff Duncan-Andrade, San Francisco State University Professor of Raza Studies and East Oakland high school teacher with experience teaching students dealing with toxic stress. Volunteer presenters from around the city provided over 50 unique workshops during four breakout session slots. Subjects ranged from exploring Adverse Childhood Experiences (ACEs) and their effects on school behavior and performance, SEL practices for students with autism, mindfulness techniques in the classroom, child brain development, engaging parents in SEL development, and beyond.

COMMUNITY ENGAGEMENT

Community engagement is a key component to the sustainability of the SEL Conference. The tactic relies on community partners to provide workshops and financial support for the conference. Not only does engaging community partners make the conference viable and cost effective, it also ensures that the catalog of workshop offerings comes from diverse perspectives and stays current and relevant from year to year.

The Behavioral Health A-Team released two Invitations to Participate™ for this tactic: one to attract workshop presenters and one to solicit sponsor-exhibitors. A diverse group of agencies from across the Middle Tennessee area, and even a few from out of state, answered the call. The team received 59 responses for workshops offerings and 24 responses for exhibitors. Of these responses, 78 partners rendered services at the conference.

The team also called on area businesses to provide financial support for attendee lunch and refreshments, acquiring sponsorships from Vanderbilt Psychiatric Hospital, KidLink, Blue Cross Blue Shield of Tennessee, and Delek Fund for Hope.

OUTCOMES & OUTPUTS

LONG TERM OUTCOMES:

- Increased graduation rates
- Children's Health and Wellness

MIDTERM OUTCOME:

% increase in MNPS school staff reporting an atmosphere of trust and mutual respect in their schools  
(Baseline: TELL Survey 2012; 66%)



of school staff responded positively in 2015

% increase in MNPS school staff reporting their schools as safe places to work (Baseline: TELL Survey 2012; 89%)



of school staff responded positively in 2015

<sup>1</sup>Youth Risk Behavior Survey for Tennessee



## SHORT TERM OUTCOME:

30% increase in available professional development, resources, and other supports for teachers, administration, and Central Office staff to increase positive school climate

**ACTUAL:** In addition to the annual SEL Conference, there is at least 80% more institutionalized SEL-related professional development training currently offered to MNPS staff and teachers as a result of partnerships created over the multi-year development of the conference. This includes Olweus bullying prevention, Responsive Classroom techniques, Restorative Practices discipline alternatives, and more.

## OUTPUTS

**Goal:** 25 volunteer-offered workshops

**Actual:** 54 volunteer-offered workshops

## THE IMPACT

Highlighting the recognition Social Emotional Learning is now receiving in Nashville and across the country for its ability to improve student outcomes, the opening remarks of the conference were given in part by Nashville Mayor Karl Dean. His remarks included an inaugural award presented to MNPS superintendent Dr. Jesse B. Register from the Behavioral Health A-Team for excellence in his dedication to ensuring SEL is embedded across the district.

## THE REACH

- While MNPS has given a stipend to teachers and district staff for attending the conference in the past, the 2015 conference did not offer this benefit and still sold out at over 720 registrations—clearly showing MNPS educators' knowledge of and commitment to SEL.
- 100% of attendees surveyed reported they would recommend the conference to others.
- Twitter hashtag "#SELConference" garnered over 200 tweet mentions, and was the top trending hashtag in the Nashville metropolitan area for several hours on the day of the conference.
- 94% of attendees surveyed found the partner-offered workshop sessions informative and useful.

## CONFERENCE THOUGHTS

**"I LOVED the keynote speaker [Dr. Jeff Duncan-Andrade] and his speech. His words resonated with me and were applicable to students in our school. It confirmed we've done some things right in our school and the results are evident in our school's data."**

**"I appreciated the many sessions that focused on social & emotional health of teachers/staff/parents as a means of promoting social and emotional health of our students."**

With another successful year under its belt, the SEL Conference is well on its way to institutionalization within Metro Nashville Public Schools, and the collaborative event has created systemic change around SEL in Nashville by increasing awareness and understanding among educators and community members of the core competencies of SEL and their impact on student success and children's health. "Our schools are really taking an interest in SEL and the overall behavioral health of their students," says Debra McAdams, MNPS

Executive Director of Exceptional Education. Marcy Melvin of Centerstone, co-chair of the Behavioral Health A-Team, writes: "We've taken a step back from intervention to prevention—providing teachers and administrators with skills that allow them to model SEL with one another as well as their students."

## WHAT'S NEXT

The A-Team is currently writing an updated Tactical Plan that will set new goals for SEL Conference outputs, short-term outcomes, and mid-term outcomes to respond to the growth of the event over the past five years. 2016 will see a two-day conference schedule, with more time and flexibility for workshop attendance and a broader range of topics covered.

## Behavioral Health Alignment Team

Kathy Gracey, Co-Chair, Vanderbilt Mental Health Center  
Marcy Melvin, Co-Chair, Centerstone  
Kyla Kregel, Vice Chair, SEL Department, Metro Nashville Public Schools  
Rhonda Ashley-Dixon, Vanderbilt Psychiatric Hospital  
Meg Benningfield, Vanderbilt University Medical Center  
Dina Capitani, Compassionate Nashville  
Beth Cruz, Public Defender's Office  
Nancy DiNunzio-Dickson, Vanderbilt University, Hubert H. Humphrey Fellowship Program  
Traci Foyster, Parents Reaching Out  
Danielle Giles, Jere Baxter Middle Prep  
Tracy Glascoe, Vanderbilt Mental Health Center  
Toriano Green, Jere Baxter Middle Prep  
Miriam Harrington, Jere Baxter Middle Prep  
Johnsie Holt, Coordinated School Health, Metro Nashville Public Schools  
Joan Jenkins, Blue Cross Blue Shield of Tennessee  
Michael Kirshner, Mental Health Cooperative  
Misty Leitsch, Tennessee Suicide Prevention Network  
Babs Freeman-Loftis, Mindfulness in Nashville Education  
Anna Claire Lowder, Tennessee Voices For Children  
Debra McAdams, Exceptional Education, Metro Nashville Public Schools  
Cynthia Minnis, Metro Nashville Public Schools  
Roberta Pettis, FocusWorks Consulting Group  
Amanda Ross, HCA Tristar Skyline, Madison Campus  
Sandy Schmah, STARS Nashville  
Angie Thompson, Metro Public Health Department  
Denise Yeargin, Unity Church of Music City

## Participating Organizations

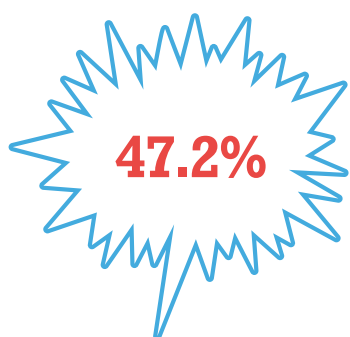
Austin ISD Department of Social and Emotional Learning	Love Helps
Austin Peay State University	Mental Health Cooperative
Autism Tennessee	Metro Nashville Public Schools
Capstone Pediatrics	Mental Health America
Center for Safe & Supportive Schools at Vanderbilt	Mindfulness in Nashville Education
Center on Great Teachers and Leaders	Nashville Public Library/T.O.T.A.L.
Centerstone	Nashville Salutes
College of Health Science	PFLAG Nashville
Creative Genius In You	Responsive Classroom
DAHeMe Solutions	Sexual Assault Center
Delek Fund for Hope	Social & Emotional Learning Broadcast
End Slavery Tennessee	STARS
FocusWorks Consulting Group	TAADAS
Golden Rule School	Tennessee Justice for Our Neighbors
GoNoodle	Tennessee State University
Governor's Children's Cabinet	Tennessee Suicide Prevention Network
HCA - Tristar Skyline Madison Campus	The Bullying & School Safety Foundation
Hope Community Development Corporation and Teach for America	The Family Center
Inquiry Adventures	TN Voices for Children
Isha Foundation	Tomorrow's Leaders for Change
Jere Baxter Middle Prep	United4Hope
John Trotwood Moore Middle School	University of Virginia Social Development Lab
Juvenile Court of Metropolitan Nashville	University School of Nashville (USN)
Learner's Edge Consulting	Vanderbilt Medical Center
Lions Clubs International Foundation Lions Quest	Vanderbilt University School of Medicine
Lipscomb University	Freeman Webb
	You Have the Power
	Youth Villages

## COLLECTIVE IMPACT REPORT

# Behavioral Health Alignment Team: ExSEL

## SEL-FOCUSED ENRICHMENT FOR EXPANDED LEARNING TIME (ELT) SCHOOLS

## THE NEED



**Percent of Tennessee middle schoolers were bullied on school property in 2013.**

**In 2013, only 61.8% of faculty agreed that Jere Baxter Middle Prep is a safe working environment.**



**97% of Jere Baxter students live at or below the poverty line.**

Jere Baxter Middle Prep, located in northeast Nashville, has historically struggled with low literacy and math comprehension, high mobility rates, trauma exposure and behavioral problems among students, and other difficult issues impeding student health and success. During the summer of 2014, as one method of tackling these interconnected problems, Jere Baxter's administration began building a plan for an expanded school day schedule featuring partner-provided programming and professional development, to begin with the 2014-15 academic year. Titled ExSEL—short for Extended SEL (Social Emotional Learning)—the new initiative would introduce a pilot run of six designated 70-minute extended school days during the year. The school hoped to create and leverage partnerships with community organiza-

tions and providers to introduce Social Emotional Learning-focused programming for students and staff during this extended school time. With few existing partnerships in place to start out and the school year quickly approaching, Jere Baxter approached Alignment Nashville for assistance.

## THE TACTICS

The Behavioral Health A-Team saw an opportunity to support both Jere Baxter and other MNPS Innovation Zone schools that will be shifting to an Expanded Learning Time schedule in the future, and went to work creating a scalable pilot plan for engaging business and community partnerships to provide programming for students and staff with this extra learning time. The pilot includes:

- An Adult Learners (teachers/administrators) partner-engagement plan that engages partners in Nashville to provide SEL education and SEL-focused professional development to equip school staff with the tools to accurately model SEL-informed behaviors to students.
- A Student Enrichment partner-engagement plan that secures partners to provide academic, SEL-focused, physical fitness-focused and other enrichment programming for students.

## COMMUNITY ENGAGEMENT

The Behavioral Health A-Team initially released an Invitation to Participate™ in the fall of 2014 to engage partners with the ExSEL pilot. The A-Team hosted a community meeting that drew over 30 representatives from organizations across Middle Tennessee, several of which were first time partners such as The Elephant Sanctuary, Urban Green Lab, and National Museum of African American Music. Overall, the team received 15 responses to this ITP, and partners provided a wide range of experiences: The Elephant Sanctuary provided a set of enrichment modules via video chat to their preserve in Hohenwald, which enabled students to see elephants up close and personal and learn about behaviors and relationships in a very unique way; while the Museum of African American Music brought in actual musicians to teach spoon lessons and foster creativity.

The ITP was released again for the 2015-16 school year and continues to draw new partners to support the ExSEL program at Jere Baxter.

## OUTCOMES & OUTPUTS

### LONG TERM OUTCOMES:

🎓 Increased high school graduation rates

🏠 Children's Health and Wellness

### MIDTERM OUTCOMES:

By the end of academic year 15-16:

- 10% increase in reported feelings of belonging, significance and engagement from teachers
- 10% increase in teachers reporting positive student-teacher relationships
- 10% increase in knowledge/comprehension of SEL competencies among teachers
- 10% increase in students reporting positive student-teacher relationships
- 10% increase in reported feelings of belonging, significance and engagement from students

By end of academic year 16-17:

- 10% improvement in school-wide reading levels



*Jere Baxter Middle Prep students enjoying ExSEL programming*

## THE IMPACT

The 2014-15 pilot was a great success, with students actively engaged and excited about the content. The school actually experienced attendance increases as high as 14% on designated ExSEL days above normal school days. Teachers also reported positive experiences in professional development sessions, gaining skills they were able to put to use immediately. Principal Miriam Harrington also noted that ExSEL has become a selling point for parents and is helping to retain as well as gain new students.

Coming off a very successful first year at Jere Baxter, in summer of 2015 the Behavioral Health A-Team once again went to work to bring partners together in support of the school with a targeted Invitation to Participate™ for ExSEL 2015-16.

## THE REACH

Building off the success of the initial pilot year 2014-15, Jere Baxter's administration has decided to grow the ExSEL schedule for 2015-16 to include 9 ExSEL days with 2 sessions for students and 2 sessions for staff on each day, and is excited to welcome new and existing partners into the school. As of the fall of 2015, 13 partners have engaged to provide enrichment or professional development and have been placed on the ExSEL schedule, and the team is actively recruiting more.

## WHAT'S NEXT

The Behavioral Health A-Team will continue supporting Jere Baxter Middle Prep throughout the 2015-16 year, bringing in new partnerships via the yearlong ITP and keeping tabs on the school's needs. The team hopes to scale the pilot to an additional Expanded Learning Time school during the 2016-17 year.

## Behavioral Health Alignment Team

Kathy Gracey, Co-Chair, Vanderbilt Mental Health Center  
Marcy Melvin, Co-Chair, Centerstone  
Kyla Krengel, Vice Chair, SEL Department, Metro Nashville Public Schools  
Rhonda Ashley-Dixon, Vanderbilt Psychiatric Hospital  
Meg Benningfield, Vanderbilt University Medical Center  
Dina Capitani, Compassionate Nashville  
Beth Cruz, Public Defender's Office  
Nancy DiNunzio-Dickson, Vanderbilt University, Hubert H. Humphrey Fellowship Program  
Traci Foyster, Parents Reaching Out  
Danielle Giles, Jere Baxter Middle Prep  
Tracy Glascoe, Vanderbilt Mental Health Center  
Toriano Green, Jere Baxter Middle Prep  
Miriam Harrington, Jere Baxter Middle Prep  
Johnsie Holt, Coordinated School Health, Metro Nashville Public Schools  
Joan Jenkins, Blue Cross Blue Shield of Tennessee  
Michael Kirshner, Mental Health Cooperative  
Misty Leitsch, Tennessee Suicide Prevention Network  
Babs Freeman-Loftis, Mindfulness in Nashville Education  
Anna Claire Lowder, Tennessee Voices For Children  
Debra McAdams, Exceptional Education, Metro Nashville Public Schools  
Cynthia Minnis, Metro Nashville Public Schools  
Roberta Pettis, FocusWorks Consulting Group  
Amanda Ross, HCA Tristar Skyline, Madison Campus  
Sandy Schmahl, STARS Nashville  
Angie Thompson, Metro Public Health Department  
Denise Yeargin, Unity Church of Music City

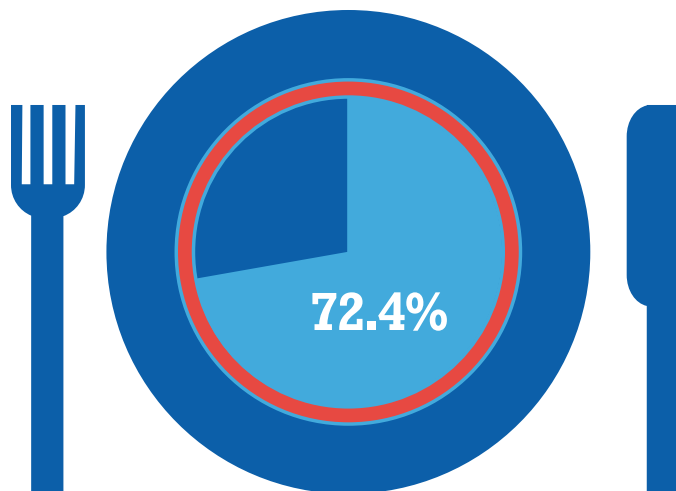
## Participating Organizations

Krystal Clark  
DAHeMe Solutions  
The Elephant Sanctuary  
GoNoodle  
Golden Rule Schools Network  
Junior Achievement of Middle Tennessee  
Mental Health America  
Metro Public Health Department - Behavioral Health Services  
Mindfulness in Nashville Education  
Nashville Ballet  
Nashville Public Library - Totally Outstanding Teen Advocates for the Library (T.O.T.A.L.)  
National Museum of African American Music  
The Parthenon  
Street Theatre Company  
Urban Green Lab  
You Have the Power  
Your Self Series

## COLLECTIVE IMPACT REPORT

# School Nutrition Alignment Team

## THE NEED



**In Nashville, 72.4% of students—around 56,700—live at or below the federal poverty line or are food insecure.**

Many of these students will receive most or all of their day's caloric intake from school meals, making it vitally important to ensure that those meals are as nutritionally dense as they can be. MNPS Nutrition Services, with support from the Alignment Nashville School Nutrition Team, has worked hard over the last 3 years to implement whole-food scratch cooking in MNPS cafeterias through the Healthier Cafés initiative, and is now collaborating with key stakeholders on Farm To School—an initiative to get wholesome, farm-fresh produce into school kitchens and onto the plates of students who need it most.

## THE TACTICS

Through collaboration with Community Food Advocates, Tennessee Department of Agriculture and Tennessee Department of Education, Nashville Farmers' Market and others, the School Nutrition A-Team and MNPS has been working over the last year to develop a two-pronged tactical plan around healthy eating, local sourcing, and food/agriculture education:

### TACTIC 1: PROCUREMENT

Work with local farms (within 250-mile radius), extension offices, and other agricultural stakeholders to build partnerships and farm capacity to provide local produce to Metro Nashville Public Schools



*Workers tend to the emerging strawberry crop at Green Door Gourmet farm in West Nashville.*

### TACTIC 2: EDUCATION

Work with educators, partner farms, and other agricultural/educational stakeholders to develop engaging educational content to work in tandem with the fresh produce being served in MNPS cafeterias

The A-Team began work on its procurement tactic by conducting several audits of MNPS' café menus to determine frequently-used and easy-to-source produce items. Strawberries were chosen as the key product for the first pilot to take place in spring of 2015, and the team then selected five schools from the original list of Healthier Café pilot schools to potentially receive local berries: Rosebank, Park Avenue, Cole, Glengarry, and Glenview Elementary Schools.

The A-Team also worked with MNPS principals to gauge interest and capacity for a possible Farm To School educational component, via the release of a survey in summer 2015. The survey yielded valuable information from administrators about what their school schedules can accommodate and what kinds of educational pieces may be of value to their students, including farmer visits, field trips, educational materials for teachers, school gardens, and more.

## COMMUNITY ENGAGEMENT

The School Nutrition A-Team released an Invitation To Participate/Request For Information (RFI) to gather information from local farms about capacity for production, processing, and delivery of 2 to 3 weeks' worth of fresh strawberries for the five elementary pilot schools. The ITP/RFI received one response from West Nashville organic farm Green Door Gourmet, who was able to work with MNPS Nutrition Services to sign a contract for a small pilot bid. Green Door Gourmet picked and prepared 60 flats—around 160 quarts—of fresh, organic strawberries and delivered them straight to the five pilot schools over a 3-week period during the spring of 2015.

## OUTCOMES & OUTPUTS

### LONG TERM OUTCOME:

 **Children's Health and Wellness**



## MIDTERM OUTCOMES:

2015-16 school year:

- At least 5 schools receive produce of any kind from within 250 miles of school
- Different local fruit or vegetable is offered at least 5 times during academic year

2016-17 school year:

- 15 schools receive produce of any kind from within 250 miles of school
- Different local fruit or vegetable is offered at least 5 times during academic year

## SHORT TERM OUTCOMES:

5 elementary schools receive produce from within 250 miles of school during spring season

## OUTPUTS

- RFI is released to collect information from regional farmers regarding capacity for production, processing, and delivery of produce
- At least 1 farm is engaged through RFI to provide produce for spring season to 5 schools

## THE IMPACT

The School Nutrition A-Team released a short survey to the five pilot school principals shortly after the strawberries pilot to measure reception of the first round of produce. Administrators reported positive reactions overall from students, and excitement from café staff. Staff were enthusiastic about processing and serving the berries, knowing they grew and were harvested nearby.

With one successful pilot run of strawberry procurement and delivery under its belt, the School Nutrition A-Team is confident about moving forward with a new run of produce for the pilot schools.

## THE REACH

- The Spring 2015 strawberries pilot first began picking up media attention in May of 2015. *The Tennessean* profiled the pilot first, and local stations WKRN and WSMV then followed suit over the next few days. Nearly 30 other local news stations around the country then picked up the story during the next week, in cities as far away as Hartford, CT, Saginaw, MI, Lubbock, TX, and New Orleans.
- In September 2015, FOX 17 News learned of Farm To School pilot of Fall 2015 via our ITP™ process and aired a story on it, including interviews with School Nutrition Team Chair Jackie Contreras as well as owner of Green Door Gourmet organic farm Sylvia Ganier. The story gave background on the initiative, detailing the spring strawberries procurement project.
- Farm To School Fall 2015 and the School Nutrition A-Team were also highlighted in the October 2015 issue of *Nashville Lifestyles* magazine in an article titled “Edible Schoolyard.” MNPS head chef Rebecca Polson was profiled.



School Nutrition A-Team chair Jackie Contreras gives a television interview to FOX 17 News at the offices of Community Food Advocates

## WHAT'S NEXT

The A-Team is continuing its work on Tactic 1: Procurement by releasing a second ITP/RFI for fall produce—including turnip greens, sweet potatoes, tomatoes, apples, bell peppers, and more—and plans to put out an additional ITP/RFI for a selection of spring produce (to be determined) in 2016.

The team is also working hard on the development of an educational component to this initiative for Tactic 2: Education, based on the valuable survey data received from principals about Farm to School Education capacity and interest during the summer of 2015. The team plans to release an ITP in 2016 to gather resources, build partnerships, and assist schools in providing education to students on agriculture, food, and healthy eating, to go hand-in-hand with the nutritious local food we hope to have on students' school lunch trays.

The team's most recent success came in November 2015 when MNPS was awarded a Farm To School planning grant for \$38,682 from the US Department of Agriculture. MNPS and the School Nutrition A-Team will use the grant monies to expand the work they've already been doing – forging and strengthening relationships with more local farmers, aligning food education resources and partnerships, and developing a sustainable model for district-wide Farm To School implementation.

## School Nutrition Alignment Team

Jackie Contreras, Chair, Nashville Farmers' Market  
Spencer Taylor, Vice Chair, MNPS Nutrition Services Office  
Abigail Brezinka, Metro Nashville Public Schools (student)  
Fred Carr, Metro Nashville Public Schools  
Ebony Colclough, University of Tennessee Agricultural Extension Service  
Kate Compton, Green Door Gourmet  
David Cook, University of Tennessee Extension  
Braina Corke, Metro Nashville Public Schools  
Jane Crawford, Tennessee Department of Education  
Karissa Deiter, Community Food Advocates  
Susan Evans, MNPS Coordinated School Health  
Katie Fell, MNPS Parent  
Sylvia Ganier, Green Door Gourmet  
Dan Harrell, Metro Nashville Extension Office  
Phyllis Hodges, Tennessee Department of Education  
Johnsie Holt, MNPS Coordinated School Health  
Dianne Killebrew, Vanderbilt University Medical Center  
Holly Ladd, Nashwell Health Coaching  
Rebecca Polson, Metro Nashville Public Schools  
Amy Roth, Children's Author  
Linda Shelton, Tennessee Department of Agriculture  
Lisa Shively, Local Table Magazine  
Deborah Walker, MNPS Nutrition Services  
Jennifer Westerholm, Urban Green Lab  
Laura Wilson, Nashville Grown

## Participating Organizations

MNPS Nutrition Services Office  
Community Food Advocates  
Nashville Farmers' Market  
Green Door Gourmet

## COLLECTIVE IMPACT REPORT

# Healthy Eating and Active Living Alignment Team

## THE NEED



of students in MNPS are in the 95th percentile or higher for obesity.

17% of high school students in the state are obese, which is higher than the national average. Obesity has a significant impact on academic performance, as indicated by the Early Childhood Longitudinal Survey. Results show that students who were obese from kindergarten through 5th grade did worse on math tests than students who were not

overweight during those years.

Healthy eating and active living habits are crucial for young people to learn at an early age, and schools play an important role in teaching and forming those habits. Children spend a large portion of their day in school, and by encouraging healthy eating and physical activity, schools and community partners together can reduce the rate of childhood obesity in our community.

## COMMUNITY THOUGHTS

**“Elementary school principals across the district implemented daily recess. It might not seem like these changes relate to academics, but research predicts positive impacts on learning, classroom behavior and test scores.” —Dr. Bill Paul, Metro Public Health Department (quote taken from The Tennessean)**

**“A healthy child can devote more time to academic attainment if they aren’t in a state of constant stress due to illness, hunger or anxiety.” —Dr. Tony Majors, MNPS Chief of Support Services**

## WHAT'S NEXT

The HEAL A-Team has been at the center of school-based healthy eating/active living efforts since 2007 by:

- Serving as the first School Health Advisory Council (SHAC) for Coordinated School Health at MNPS
- Supporting implementation of the successful Live It! Initiative at Glenclyff High and Wright Middle Schools to create a school-wide culture of wellness

The HEAL A-Team is building on that foundation of knowledge and success to create a new tactical plan that aligns community resources to support the district’s yearly goal of decreasing obesity rates by at least 1%. This is a very difficult needle to move, but with new leadership and support of the YMCA and MNPS Coordinated School Health, the A-Team is committed to achieving this goal.

## Healthy Eating and Active Living Alignment Team

Ted Cornelius, Chair, YMCA of Middle Tennessee  
 Johnsie Holt, Vice Chair, Metro Nashville Public Schools, Coordinated School Health  
 Deborah Walker, Metro Nashville Public Schools  
 Katie Hoovler, Walk Bike Nashville  
 Alley Pickren, YMCA of Middle Tennessee  
 Neel Deshpande, Metro Parks



HEAL A-Team members passing out information to parents about GoNoodle, (the free online health resource for kids in Davidson County) and healthy eating and active living during Parent University.



**OTHER**



**INITIATIVES**

## COLLECTIVE IMPACT REPORT

# Community Achieves 2015



**Metro Nashville Public Schools (MNPS) recognizes that schools are an integral part of the broader community.**

Reinforcing the link between parents, the community and schools will foster student success. Through Community Achieves, 22 of our schools have become Community Schools—offering needed resources to parents, students, and the community, and supported by a full-time Community Achieves site manager.

Why are Community Schools important?

Research has shown that high-performing community schools:

- Improve student achievement
- Reduce mobility
- Foster stronger relationships
- Improve family stability
- Increase teacher satisfaction
- Create a more positive school environment
- Boost community pride

## ABOUT COMMUNITY ACHIEVES

Community Achieves aligns the assets of students, families, teachers, and the community around a common goal — improving the success of our young people.

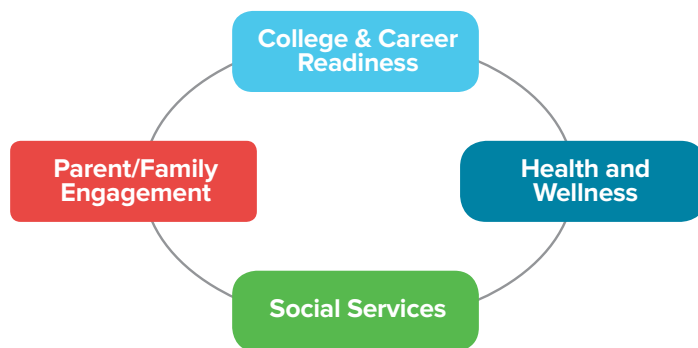
Each Community Achieves school:

1. completes a comprehensive needs assessment based on school and community data for four distinct focus areas, or pillars: College & Career Readiness, Family Engagement, Health & Wellness, and Social Services;
2. works with Alignment Nashville to develop an Invitation to Participate (ITP) requesting community partners and resources

3. es aligned to their selected outcomes for these pillars; and
3. convenes these new partners to plan collaboratively and monitor progress towards outcomes throughout the year.

This process makes it much easier for schools to identify new partners and ensure that all resources in their school are being used as strategically as possible; it also provides much-needed documentation for the **collective impact** of all partners in the school.

## PILLARS



Community Achieves' district-wide goals are organized into four main pillars:

### College & Career Readiness:

Communities and schools work together to ensure all students have the awareness, knowledge and skills they will need to succeed in post-secondary education and/or career.

#### OUTCOMES FOR THIS PILLAR:

1. Students are actively involved in their learning
2. Students maintain academic success
3. Students prepare for post-secondary education and career



*Students receive dental care from community partners at a school in Nashville*





Children and families enjoy a performer prior to a showing of the movie Frozen at a community event in South Nashville, 2014

### Family Engagement:

Families and schools serve as full partners in every child's education and are equipped to assist with learning and be actively involved in a welcoming school community.

#### OUTCOMES FOR THIS PILLAR:

1. Families are actively involved in children's education
2. Families provide strategic, proactive solutions in partnership with the school

### Health & Wellness:

Communities and schools collaborate to promote the physical, mental, and social-emotional well-being of children and families through prevention and intervention.

#### OUTCOMES FOR THIS PILLAR:

1. Students are physically capable to enter and participate in school
2. Students feel safe at school physically, socially, emotionally



Partners set up a school attire giveaway at a community event in South Nashville, 2014

### Social Services:

Communities and schools work together to meet the basic needs of students and families in crisis or social/economic hardship in order to improve their quality of life.

#### OUTCOMES FOR THIS PILLAR:

1. Students' basic needs of food and clothing are met
2. Students and families have access to the range of public services relevant to their needs
3. Parents and community adults are actively involved in personal development

## ALIGNMENT NASHVILLE SUPPORT

Once schools review their data and complete their needs assessments, outlining specific asks under each Community Achieves pillar, Alignment Nashville compiles this information and releases four pillar-based ITPs to the public to recruit partners to support those needs.

AN also works to find strands of similar needs and asks across multiple schools, and presents this information to our collection of Alignment Teams to work on the formation of tactics to support these common areas of need.

**"Working to become the hub of the community, Community Achieves schools are nurturing results-focused partnerships with many organizations and agencies. It is exciting to watch the growth of these partnerships coming about through the support of the Alignment process."**  
—Alison McArthur, MNPS Community Achieves Coordinator

## Community Achieves Schools 2015-16

Antioch High  
Bailey Middle  
Buena Vista Elementary  
Cole Elementary  
Creswell Middle  
Dupont-Hadley Middle  
Fall-Hamilton Elementary  
Glenduff High  
Gra-Mar Middle  
Hunters Lane High  
Inglewood Elementary  
Jere Baxter Middle  
Joelton Middle  
Madison Middle  
Maplewood High  
Margaret Allen Middle  
McKissack Middle  
Napier Elementary  
Park Avenue Elementary  
Pearl-Cohn High  
Tusculum Elementary  
Whitsitt Elementary

# Nashville Ford NGL Hub

The Nashville Ford Next Generation Learning (Ford NGL) Hub, designated by Ford Motor Company Fund and working in partnership with the national Ford NGL team, is a certified regionally based entity that serves as a clearinghouse, advocate, and service provider to help communities fulfill the vision of Ford NGL: to mobilize educators, employers, and community leaders to create a new generation of young people who will graduate from high school equipped with the essential knowledge and skills needed for success in postsecondary learning, future careers, and active citizenship.



**FORD  
NEXT GENERATION  
LEARNING**   
*Education Innovation*

## THE GOALS

The goals of the Hub are to:

- Provide ongoing professional development, coaching and mentoring for community stakeholders in teaching and learning, redesigning high schools, and sustaining change through business and civic leadership
- Facilitate communication and support development of the Ford NGL network within and across communities by fostering trust and collaboration and sharing successful practices
- Provide support in helping communities create a culture of excellence and accountability

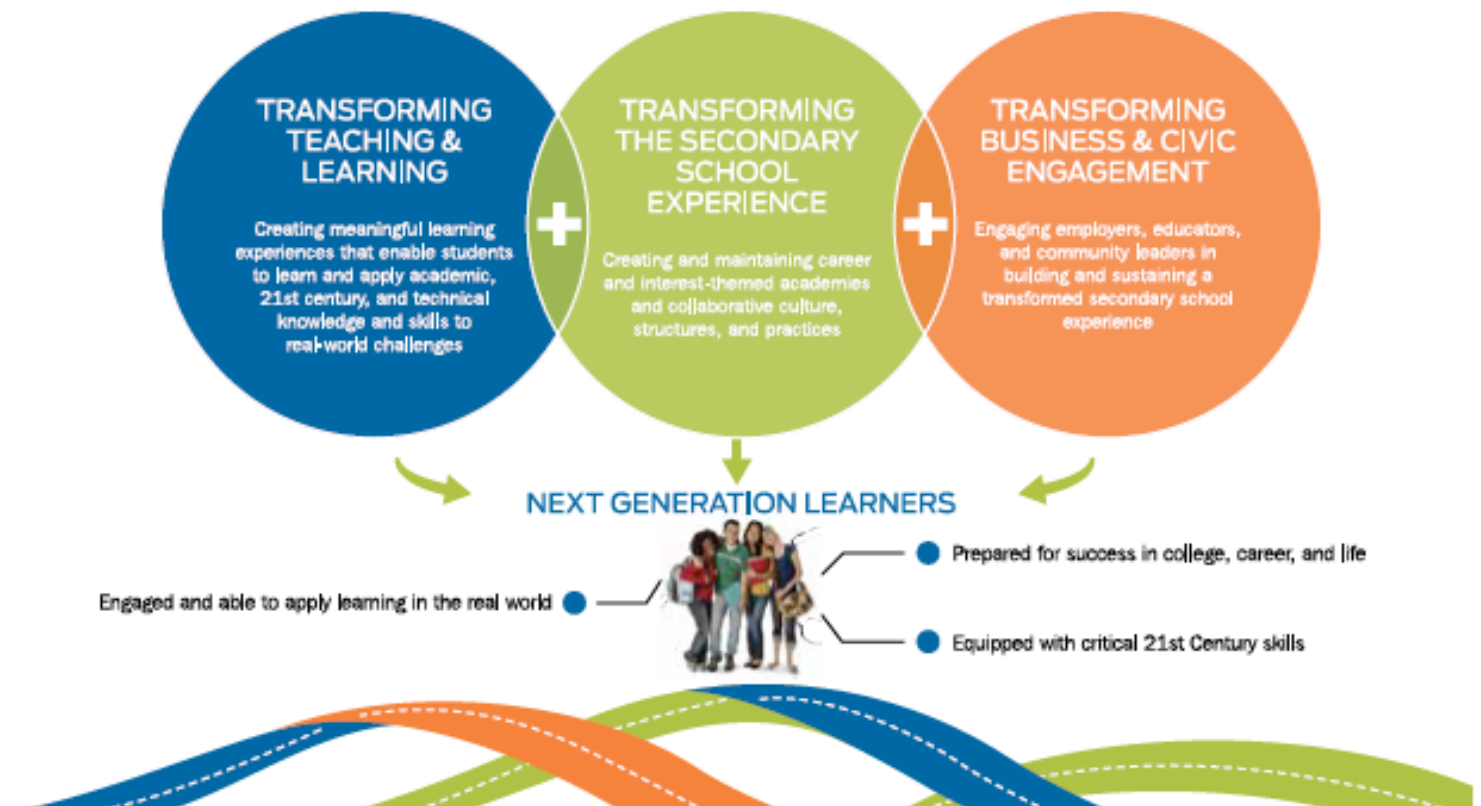
The Nashville Ford NGL Hub is housed at Alignment Nashville. The Hub is directed by a Leadership Team that includes:

Starr Herrman, MNPS (retired)

Melissa Jagers, Alignment Nashville

Sydney Rogers, Alignment Nashville/Alignment USA

Jay Steele, MNPS





## THE ACTIVITIES

### 1. Academies of Nashville Study Visits

Since 2011, more than 2,115 people from 33 states and 2 countries have attended an Academies of Nashville Study Visit, bringing a total impact of \$1.25 million to Nashville's economy. The Nashville Ford NGL Hub hosts the Academies of Nashville Study Visit to share how Nashville has transformed its high schools into personalized learning communities that offer rigor, relevance, relationships, and readiness for all students. During the Academies of Nashville Study Visit, participants explore and learn about the strategies, structures, and tactics that are producing real progress in high school reform in Nashville. The agenda is structured to bring a high-level view of the systemic and broad-based transformation taking place in Nashville, including the extensive and deep engagement of the community in the effort.

### 2. Consulting Services, including Professional Development

The Nashville Ford NGL Hub also supports communities in their journey to integrate the Academy Model into their schools. The consultants have a long history and much experience with the Academies of Nashville, so with their background, they are able to guide other communities along the process. Furthermore, they have developed original materials to assist their thorough trainings. Once a commitment is made, Nashville Ford Hub will work closely with a community to ensure that the model is adopted. Currently, Nashville Ford Hub serves 14 communities: Rockford, IL; Louisville, KY; Racine, WI; Independence, MO; Cleveland, OH; GA State Technical System; Hampton, VA; Charleston, S.C.; Detroit, MI; Bowling Green, KY; Shakopee, MN; Philadelphia, PA; South Texas Region; and Jackson, MS.

### 3. VIP Tours

The Nashville Ford NGL Hub hosts VIP Tours with the Nashville Chamber of Commerce to bring local business and community leaders into the schools to see the great work of the Academies of Nashville.

### 4. Starr Awards

Since 2013, the Nashville Ford NGL Hub has awarded more than \$88,000 to Academies to support student-centered activities. These awards are funded through proceeds from the Academies of Nashville Study Visits.

For more information about Nashville Ford NGL Hub, please go to [www.nashvillefordhub.org](http://www.nashvillefordhub.org).



Nashville Mayor Barry welcoming attendees at Sept. 2015 Study Visit.



Sept. 2015 Study Visit guests at the opening session.



Sept. 2015 Study Visit speakers introduce guests to the Academies of Nashville.



Hillsboro High School Student Ambassadors give a tour of their academies.



Hillsboro High School Student Ambassadors give a tour of their academies.



VIP Tour of Hillsboro High School



Student photographers support the Hub.



A tour of Overton High School's Academies during the Sept. 2015 Study Visit.



A tour of Overton High School's Academies during the Sept. 2015 Study Visit.

# Alignment USA

**Alignment USA was formed out of Alignment Nashville in response to growing nationwide interest in our model of a coordinated support framework for youth empowerment and success in our city. Alignment USA's vision is to lead and develop a national community of practice that seeks to innovate and improve collective impact strategies based on Alignment Principles, Structure, Process, and Technology.**

The Alignment USA national network of shared practice is made up of communities that commit to:

- developing a community-wide shared vision, purpose, and outcomes
- intentional alignment of existing community resources prior to the addition of new resources
- operating based on shared community principles
- utilizing an effective organizational structure of a board of directors, an operating board, and committees (design and implementation teams) that are co-led by public school decisionmakers and community leaders
- outcomes-driven process for designing solutions
- broader community engagement through the use of the Invitation to Participate (ITP)© process
- developing effective and efficient communication and collaboration system
- the use of the Alignment Technology Portal
- staff support for Alignment committees



Benefits of joining the Alignment USA Network are:

- Access to emerging practices and results from other communities using Alignment principles, structures and processes to address complex issues
- Technical assistance during the startup and initial implementation of Alignment Principles, structures and processes
- Opportunity to utilize ComCoefficient, the collaborative portal software developed specifically to support Alignment principles, structure and process
- Opportunity to attend the Alignment Institute, the annual gathering of Alignment practitioners/adopters from across the country

If your organization is interested in joining this growing community of practice, contact Sydney Rogers at [sydney@alignmentnashville.org](mailto:sydney@alignmentnashville.org) or Regina Meadows at [regina@alignmentnashville.org](mailto:regina@alignmentnashville.org).

## ALIGNMENT COLLABORATIVE FOR EDUCATION

### Elgin, Illinois

The Alignment Collaborative for Education (ACE) is a collective impact organization serving over 40,000 students in 11 northwestern Illinois communities in the U-46 school district, the second largest district in Illinois.

ACE's mission is to align community resources and collaborate with organizations in support of public school strategies to raise student achievement; create responsible, productive and contributing members of our society; and advance the economic and social well-being of communities served by school districts U-46 Illinois.

The 11 member communities will be "Communities of Choice" for businesses, families, investors and visitors. The skilled and educated workforce will attract and support the growth of cutting edge business and industry. High quality schools and healthy, vibrant communities will attract new families to the area, creating demand for new housing and overall economic growth for our area. Communities will take pride in having Children Prepared to Learn, a Skilled Work Force, with Strong Families and Healthy Communities.

## ALIGNMENT ROCKFORD

### Rockford, Illinois

Alignment Rockford's mission is to align community resources in support of public school strategies to raise student achievement, improve the health and happiness of our children, and advance the economic and social well-being of our community.

In 2009, Rockford Illinois adopted the practices of Alignment Nashville and formed Alignment Rockford. The Alignment Rockford model has proven to be extremely valuable in their community. Since its inception, Alignment Rockford has already made an indelible mark on public education. Perhaps the most fundamental accomplishment is the dramatic rise in community awareness of education's challenges and opportunities, and the resulting engagement in the Alignment process of fostering real change.

In 2012, the Rockford Public Schools Board of Education voted unanimously to transform all of Rockford's high schools into college & career themed academies. Motivated by interactions with Ford Next Generation Learning, Alignment Nashville, and participation in The Academies of Nashville Study Visits, Rockford, Illinois has



transformed its high schools into the College & Career Academies of Rockford. Rockford's four comprehensive high schools have established academies with multiple pathways in each academy. Academy students now have the opportunity to participate in dual enrollment courses where they earn college credit in high school, and to earn industry-recognized credentials to certify career readiness. Pathways within each academy vary from school to school, based on employment needs and the interests of students and families. In fall of 2014 all Rockford Public Schools high schools—with a total enrollment of about 5,000 students—are wall-to-wall academies.

Alignment Rockford envisions all students graduating from high school with marketable employment skills and enrolling in post-secondary education. They are eager to live, work, learn, create, and play in the Rockford region as contributing adults.

## ALIGNMENT OHM

### Oneida-Herkimer-Madison Counties, New York

Alignment Oneida-Herkimer-Madison (OHM) serves the twelve component school districts of OHM BOCES. Designed to align community resources and partners that will benefit the local K-12 schools, the Alignment OHM model focuses not only on academic success, but the whole child. This mindset promotes economic growth through a solid foundation built upon well-education and well-adjusted students that are college and career ready.

Alignment OHM joined the Alignment USA community in July 2014 and has four Alignment Teams, Elementary Team, Middle School Team, High School Team, and Children's Safety and Wellness Team, working towards positive systemic change in the twelve component schools districts.

## ALIGNMENT 96792

### Wai'anae, Hawai'i

Formed in 2014, Alignment 96792 currently operates with three teams: Ho'omau Ka'Ike, Health & Wellness, and Early Learning. These teams are comprised of leaders from public schools, the community, non-profits, businesses, government agencies, and higher education.

The mission is to bring community organizations and resources into alignment, shaped by community mana'o, so that all students on the Wai'anae Coast are supported in their learning by reducing barriers to education. These partnerships interconnect many resources and strategies so that their coordinated support has a positive impact on public school success, health, and community.

Alignment 96792 has developed two ITPs: Pathways to Careers Day and the Back to School Fun Fest. Pathways to Careers Day reimagined the college visit experience by focusing on bringing 8th grade students and their families to the University of Hawai'i - West O'ahu. This approach aimed to build awareness of the college planning process earlier in a student's academic career and the whole family is involved and familiarized with current information and processes. The Back to School Fun Fest was a collaboration with the Boys & Girls Club of Hawai'i's NFL YET Center in Nānākuli. Instead of being a traditional health fair with informational booths on various topics, the Health & Wellness committee focused on two issues that contribute to chronic absenteeism—asthma & ukus (head lice). The interactive stations allowed the 135 attendees to learn about preventative care and cost-effective solutions while having fun!

## ALIGNMENT SAN BERNARDINO COUNTY

### San Bernardino County, California

Alignment San Bernardino County (SBC) was established in support of the San Bernardino Countywide Vision. The first education goal for this vision is to "prepare all students from cradle to career". As a public school support organization, they employ a process to design and pilot tactical solutions in areas of greatest strategic need for San Bernardino County Schools, including success indicators for all students identified on the Cradle to Career Roadmap. Working in collaboration with school districts, other agencies, families and community partners, they provide leadership, advocacy and services to ensure innovative, inspiring educational experiences. This endeavor is essential to the quality of life and economic vitality of the county.

After joining the Alignment community in 2015, Alignment SBC now operates four teams in phase one of a scheduled three-phase roll out: Communications, Pathway Quality and Fidelity, Active Transitions, and Intermediary Network (Work Based Learning). Opportunities for community involvement in Alignment SBC for phase one include project collaboration, teacher externships, and work-based learning experiences for students. These teams are committed to working collaboratively to ensure that communities across the 33 school districts served are effectively engaged and supported in achieving the Countywide Vision goal.

## ALIGNMENT COACHELLA VALLEY

### Coachella Valley, California

Alignment Coachella Valley, one of the initial Alignment USA communities, focused the past 12-months on accelerating regional use of the Com-Coefficient portal with great success. The Coachella Valley Economic Partnership (CVEP) and its education and business partners are using the Alignment toolset to implement and monitor progress of the Coachella Valley Regional Plan for College and Career Readiness, with six Alignment Teams comprised of leaders from three K-12 school districts, County Office of Education, colleges and universities, County Workforce Development, non-profit agencies and a multitude of business partners aligning efforts to improve college and career readiness, business engagement, financial aid and scholarships, college completion and job attainment.

CVEP believes that education is economic development and that education provides economic freedom to students who want to succeed in college, careers, and life. In a community of 425,000 permanent residents, with 71,000 public school students (K-12), roughly one-third of all children live in poverty and are at great risk for dropping out of high school. CVEP is committed to developing a high-quality workforce, from within its own student population, for the best jobs of the future.

Since its inception, the number of career academies has grown from five to 20, serving more than 3,000 students. The regional FAFSA competition has made strides in increasing the local FAFSA completion rate from 54% to 62%. Since 2009, more than 2,100 scholarships totaling \$10 million has been given out to low income Coachella Valley students by CVEP, in conjunction with College Futures Foundation and aligned with local matching partners (e.g., Desert Healthcare District, Women's Leaders Forum, CSUSB, UCR, etc.).

Since 2005, CVEP's Workforce Excellence program—a compre-

hensive pipeline development strategy—has increased the intellectual capital and workforce capacity of the region by aligning the community’s education, workforce, and economic development efforts. The program convenes industry councils for three clusters identified by regional leaders as holding great economic promise for our students: Healthcare and Life Sciences; Arts, Media, and Entertainment; and Advanced Technology (Energy/Clean Tech).

## POLK VISION

### Polk County, Florida

Polk Vision is a broad, community-led partnership of organizations, businesses, government and individuals working collaboratively to align resources and develop solutions to address issues critical to the 17 communities in Polk County.

We started in 2003 and every day we are making progress. Our approach to addressing issues is simple, we LEAD. We Learn all we can about an issue, we Engage community partners knowledgeable and passionate about the issue, we Align resources to address the issue and we Develop a plan that will result in systemic change.

Our 14 Teams are all working on issues that are part of bigger, harder to solve problems that affect our communities: Literacy, Attendance, Obesity, Graduation Rates, Worksite Wellness, Broadband, Infrastructure (sidewalks, transit, water), Indigent Healthcare, Quality of Life, Economic Development, Government (cooperation, collaboration, participation), Arts and Culture, Leadership and Public Safety.

We’re working collectively to make Polk County a premier place to learn, live, work and play!

## ALIGNMENT BAY COUNTY

### Bay County, Florida

Alignment Bay County began in late 2014 when local workforce and education leaders realized the need to align their community’s resources toward improving student success in the Bay County public school system. Like many communities implementing the Alignment Toolset, Bay County is working to overcome wide-ranging barriers to student success such as a high percentage of students in poverty, an increasing number of English learners in Bay County schools in need of support, and an ongoing struggle with attendance rates.

“It was sort of like a light bulb turned on for me. It made so much sense to align all of the resources in the community. It brings everybody’s perspective together so we can understand all of the challenges that each of us face.”— Kim Bodine, Executive Director of Career-Source Gulf Coast

Alignment Bay County (ABC) has spent 2015 creating the infrastructure needed to do this work. Bay County community leaders have come together to create the Alignment Bay Governing Board and their excitement and passion for this effort has set the tone for everyone across the community.

Alignment Bay County’s first three Alignment Teams, Early

Childhood, Elementary and Secondary, are now in place, have received team training from Alignment USA and have begun meeting and working together. The ABC Operating Board has begun to meet and work together to identify and build on the intersections of the work of each of the teams and to begin to engage the full Bay County community.

## ALIGNMENT JACKSON

### Jackson, Mississippi

Alignment Jackson was founded in 2013 by the City of Jackson, the Greater Jackson Chamber Partnership, Jackson Public Schools and the United Way of the Capital Area. Alignment Jackson is the City of Jackson’s collective impact tool and serves as a thought partner for its founding organizations. It has introduced a process for community organizations to work collaboratively and efficiently to support Jackson Public School District’s “Wildly Important Goals:” 1.) Increase academic performance and achievement, 2.) Increase average daily attendance for students and teachers, and 3.) Attract and retain high quality teachers and administrators.

Alignment Jackson does its work through Alignment Teams (“A-Teams”), which are structured by grade level. The following are descriptions and highlights from their work to date:

The Pre-K Team is creating pathways for pre-k children to transition successfully into Kindergarten. This team’s strategy is to promote “anytime, anywhere learning,” and to provide parents and pre-k learning centers with the tools and ideas they need to develop new skills and engage their children in this robust manner.

The Elementary Team is ensuring that all students are empowered and equipped to succeed because they can read, write, problem-solve and think critically at grade level.

The Middle School Team is focused on providing literacy supports during and after school that help 6th grade students improve grade reading level.

The High School Team’s vision is for all students to graduate high school equipped to succeed in a global society and to possess the following five characteristics of a JPS graduate:

1.) ACT Score of 21 or above, 2.) Completion of the Individual Career and Academic Plan, 3.) Completion of an online course or computer proficiency course, 4.) College credit or a nationally recognized professional certification, 5.) Completion of a community service, an internship, or a capstone project.

## SACRAMENTO, CALIFORNIA

The Sacramento region is beginning the work to develop a collective impact approach for college and career readiness with Alignment USA and Ford NGL.



**ALIGNMENT**  
**NASHVILLE**  
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