Aligning Strategy and Resources for Successful Healthy Children

History of Alignment

Where we are/Results

Practices and Tools

An emerging learning community

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About Nashville

Metropolitan Nashville Public Schools (MNPS)

Total population in Nashville: 626,000

Total public school enrollment: 82,000 students

142 Schools

• 74 Elementary Schools
• 32 Middle Schools
• 22 High Schools
• 3 Alternative Schools
• 4 Special Education Schools
• 7 Charter Schools
## Alignment and High School Transformation History

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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| 2002     | • Chamber study evaluates strengths and opportunities to support public education  
          | • Business and community consensus that alignment would create positive impact  
          | • Operating framework developed                                               |
| 2003-04  | • Planning and launch of key strategic goals with school district goals |
| 2005-06  | • First set of pilot programs launched                                   |
| 2006-07  | • High School Transformation project launched – led by school district (SLC grant)  
          | Business engagement lead partners are the Nashville Area Chamber of Commerce and the PENCIL Foundation  
          | • Addition of Children’s Health and 16-24 year-old focus                     |
| 2007-09  | • Addition of Parent University and Refugee & Immigrant Support Services committees |
| 2010-12  | • Development of “Community Achieves” – Nashville’s Community School model |
The mission of Alignment Nashville is 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.
Alignment is...

- A collective impact organization
- A P-20 Council
- An intermediary organization
- A structure for developing cradle to career initiatives
- A convener for community alignment of strategic goals
- A convener for community alignment of existing resources
- A framework for developing community schools
Steps for community resource alignment to achieve system change
The Foundations of Successful Alignment

Systematically integrated

• Principles
• Structure
• Process
• Technology
• The outcome of our work is to enable children to be successful.
• **Alignment with MNPS priorities** is for the welfare of the community’s children.
• The work is designed to support the MNPS Strategic Plan.
• The work is generational.
• The work is **focused on those who most need support** in order to be successful.
• While we are targeting academics we are focusing on the **whole child**.
• The work is a **comprehensive and multifaceted approach** designed to enable student success.
Board of Directors
(Governance)

Operating Board
(Operations)

Grade-Level Committees
Children’s Health Committees
Special Population Committees

Highest level community stakeholders
Action-oriented leaders
  • City-wide network
  • Peer accountability

Working Groups

Design & Implementation Teams
Organizational Process: Committees

- Design and implementation teams
- Resource alignment occurs here
- Strategic alignment occurs here
- Community Engagement
- Scale Up
- Institutionalization
- Pilot Implementation and Evaluation
- Tactical Planning
- Long-Term evaluation and oversight
Healthy Eating Active Living: Ensure the children of Nashville are healthy by creating a culture of wellness in every school through the eight components of Coordinated School Health.

School Nutrition: Create an innovative nutrition program that enables student achievement by empowering children to make healthy choices, increasing school meal participation, and inviting parents to eat in the school cafeteria.

Social Emotional Learning: Ensure that Nashville children and youth are mentally healthy.

Adolescent Sexual Responsibility: Ensure Nashville adolescents are sexually responsible with the help of evidence-based reproductive health resources and pregnancy prevention information to facilitate youth access to reproductive health services.

Healthy Starts Committee: Reduce infant mortality rates among pregnant and parenting teens by using community resources related to healthy pregnancy, childbirth and parenting to ensure all children begin life healthy.

Pre-k: Ensure all children are ready for kindergarten by aligning community resources to support optimal learning and development for children from birth to age 5.

Elementary: Through a focus on character education, ensure all students have access to counseling services and community programs that teach socialization skills.

Middle: Establish school-based positive behavior support systems to eliminate bullying and violence, and help students create and maintain their own culture of kindness in the school.

High School OPTIONS: Support the array of educational options now available to MNPS students by identifying barriers and providing necessary services for students to be academically successful in alternative high school settings.

Experiential Learning: Infuse high schools with student leaders to create a positive school climate.

Birth

Pre-k

Elementary

Middle

High

Young Adulthood

Pathways to Post Secondary Education: Create a college-going culture in all MNPS high schools so MNPS graduates are prepared for college, career and life.

16-24 Year Olds: Focus on the educational and employment needs of young adults ages 16-24 who have left secondary education without a diploma and are not employed.

Primary Care: Increase access to Early and Periodic Screening, Diagnostic, and Treatment, including vaccinations, for children ages 10-14.

Caring Adults: Create a measurable impact on students and families so all students feel supported by a culture of valued partnership and coordination between the school district and its well-trained and well-equipped teachers, mentors and volunteers.

Parent University: Identify and remove barriers to acquiring accurate school-related information and necessary skills for parents/caregivers to be their children’s best teacher and advocate; and work with community organizations to deliver information.

Refugee & Immigrant Support Services: Define and provide the supports needed by refugee and immigrant families – and teachers, principals, guidance counselors and other school staff – to help children succeed in MNPS schools, careers and community.

Childcare Task Force: A joint initiative of the Healthy Starts and Pre-K Committees to inform teen parents – during the school day – about community resources to help them be successful as students and as parents.
High School Committee: 2006-2008

• Low achievement scores and graduation rates (68.8%)
• Community support and perception of MNPS at an all-time low.
• AN High School Committee identified need to implement large-scale change in the high schools; used the AN committee process to engage more than 60 community stakeholders in creating a **SHARED VISION** for **RIGOR**, **RELEVANCE** and **RELATIONSHIPS** in Nashville’s public high schools
  • “Academy” model chosen as a way to build on the strong CTE programs already offered in the district and offer rigorous, blended college-prep & career-oriented instruction for ALL students
• Grant from DoE’s Small Learning Communities program brought $6.65 million to Nashville to fund redesign (“wall-to-wall” academies in all 12 zoned high schools)

• After grant was awarded, the High School Committee used the committee process again to engage the community in establishing a sustainable business engagement structure

<table>
<thead>
<tr>
<th>What do we want to see in place in 3-5 years?</th>
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<tbody>
<tr>
<td><strong>Small Learning Community Decision Making (Schools within Schools)</strong></td>
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<tr>
<td>Broad empowerment of small community of learners</td>
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<tr>
<td>Learning teams</td>
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<tr>
<td>Address barriers to learning</td>
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<tr>
<td>College &amp; financial aid consultants</td>
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<tr>
<td>Teachers with renewed energy</td>
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<tr>
<td>Rewarding improvement teachers</td>
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<tr>
<td>Eliminate the “Dream Killer”</td>
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## Stages and Impact of Business and School Engagement

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>ACADEMIC RESULTS</th>
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<tbody>
<tr>
<td><strong>Flyover Level</strong> - <em>Donation with no other involvement</em></td>
<td>Fair to good</td>
</tr>
<tr>
<td>• Financial Support</td>
<td></td>
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<tr>
<td>• Donation of equipment and other materials</td>
<td></td>
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<tr>
<td><strong>Technical Support</strong> - <em>advice and technical assistance</em></td>
<td>Good</td>
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<tr>
<td>• Curriculum advice</td>
<td></td>
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<tr>
<td>• Advisory committee membership</td>
<td></td>
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<tr>
<td>• Equipment installation and support</td>
<td></td>
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<tr>
<td><strong>Boots on the Ground</strong> - <em>full engagement with students</em></td>
<td>Excellent</td>
</tr>
<tr>
<td>• Career exploration involvement</td>
<td></td>
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<tr>
<td>• Teacher externships</td>
<td></td>
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<tr>
<td>• Teacher mentors</td>
<td></td>
</tr>
<tr>
<td>• Student mentors</td>
<td></td>
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<tr>
<td>• Student internships</td>
<td></td>
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<tr>
<td>• Real-world problems</td>
<td></td>
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*** Note: Boots on the ground model is best implemented with interdisciplinary teams of academic and career teachers and business partners.***

* Academic result includes improved outcomes for testing, graduation rates, and employer satisfaction. Results based on findings from DOE/SLC, NSF/ATE, DOE Perkins and Tech Prep grants.

©Sydney Rogers and David McNeel, presented at the American Youth Policy Forum, Rayburn House Office Building, Washington, DC November 2008 - data based on NSF funded projects TEFATE, SEATEC, CITE-TN and The Case Files
Business Engagement in Academies of Nashville

- CEO Champions
- Partnership Councils (based on six industry clusters)
- Academy Advisory Board/mentor team (one per Academy)
- Academy Sponsors – “naming rights”
- Academy Partners (two per Academy); roles include:
  - Teacher externship sponsor
  - Student work-based learning sponsor (job shadow, internship)
  - Problem-based/inquiry-based project development team
  - Guest classroom speakers/mentors
  - Career Exploration Fair
Character Education (Elementary School)
• Character Education resource guide
• FACE (Fun Adventures in Character Education) Camp

Creating a Culture of Kindness (Middle School)
• CDC grant to coordinate services to create a positive school culture

Social-Emotional Learning (district-wide)
• Grant from US DoE Mental Health Integration program
• Grant from CASEL to integrate SEL across the district and community

Civic Engagement through Service Learning (High School)
• Developing Community Leaders initiative for non-traditional student leaders
• Experiential Learning Committee to ensure all students have service learning, capstone research and/or workbased learning opportunity
Health and wraparound family services
• The Village – support for pregnant and parenting teens
• Healthy Nashville, Healthy Future resource guide
• Healthy Family Handbook
• Adolescent Sexual Responsibility – professional development for youth-serving organizations and educators
• Healthy Eating Active Living – increase healthy behaviors in schools

Positive behavioral interventions and supports
• Social Emotional Learning integration

Family engagement
• Parent University
Experiential Learning Committee
• Ensure all high school students have work-based learning, service learning, and/or capstone research project opportunity

Pathways to Postsecondary Committee
• Increase participation in dual enrollment opportunities
• Improve college-going culture in high schools (grant from TCASN)

Alternative Pathways and GED Pathway
• 16-24 Committee – professional development for GED providers
• Alternative High School Initiative (with Mayor’s Office & National League of Cities)
Outcomes: Graduation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
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<tbody>
<tr>
<td>2003-04</td>
<td>58.2</td>
</tr>
<tr>
<td>2004-05</td>
<td>61.9</td>
</tr>
<tr>
<td>2005-06</td>
<td>68.8</td>
</tr>
<tr>
<td>2006-07</td>
<td>70.0</td>
</tr>
<tr>
<td>2007-08</td>
<td>72.6</td>
</tr>
<tr>
<td>2008-09</td>
<td>73.1</td>
</tr>
<tr>
<td>2009-10</td>
<td>82.9</td>
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</tbody>
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Outcomes:

GRADUATION
• Graduation rate at every zoned high school has increased
• District graduation rate up from 68.8% to 82.9% overall

ATTENDANCE
• 66% decrease in the number of students with >35 days absent
• 1.2% increase in average daily attendance (+230 students per day)

DISCIPLINE
• 40.7% decrease in OSS (out-of-school suspension) days
• 35.5% decrease in discipline referrals
Creating a Culture of Wellness

- Importance of children’s overall health on academic achievement
- School Nutrition Committee’s work to increase “cooking from scratch” and decrease processed foods served
  - 86% increase in the number of fresh produce items
  - 43% increase in the number of "scratch" items
Alignment Nashville

IT’S not just a website ANYMORE
NEW WEBSITE

living, user-generated content

immediate status
New technology is:

collaboration portal
context aware
taggingcategories
wiki conversationscomments
integrated search
Each work group (committee) has its own site where they can:
- find calendar events and agendas
- share documents
- collaborate
- manage projects
- assess results

Find relevant information (content, status, persons) about any committee or project quickly and easily
FORD NEXT GENERATION LEARNING

Transforming Teaching & Learning
Essential Practices
- Teaching that is characterized by the Ford NGL Teaching Pillars:
  - Academically rigorous and career-relevant
  - Inquiry-based
  - Project-based
  - Real-world
  - Performance-based
  - Technology-rich
- Learning that embodies the Ford NGL Learning Pillars:
  - Flexibility in applying academic knowledge and skills
  - Problem-solving
  - Critical thinking
  - Teamwork
  - Communication
  - Creativity and Innovation
  - Global Awareness

Redesigning High Schools
Essential Practices
- Students have choices among high-quality career academies and similar career-and-interest-themed programs
- District supports and sets expectations for school redesign
- Adults and students are accountable for results
- School leaders have flexible use of resources to support redesign
- School staff form a learning community committed to transforming their practice

Sustaining Change Through Business & Civic Leadership
Essential Practices
- Business, civic, and education leaders create a master plan for education transformation
- Business and civic leaders support and sustain the master plan
- Employers are actively engaged in guiding and supporting career academies and similar career-and-interest-themed programs
- Career-and-interest-themed programs address skilled workforce priorities
- The broader community is aware and engaged
- Stakeholders are mutually accountable for implementation of the master plan
- Parents and families are mobilized to support student aspirations and achievement

Next Generation Learners
- Prepared for success in college and the workplace
- Engaged, able to apply learning in the real world
- Possess critical 21st Century skills
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Sustaining Change Through Business & Civic Leadership
Description of the work of Alignment Nashville can be found in:

- United States Chamber of Commerce, Institute for a Competitive Workforce case study
- Harvard University Graduate School of Education case study
- America’s Promise, Duke University case study
- American Youth Policy Forum case study
- White House Council for Community Solutions case study and tools
- Johns Hopkins University Press Progress in Community Health Partnerships (article by Maury Nation)
Click on RESOURCES
2012 Annual Report with details about all committee work

QUESTIONS?
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