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<th>Name</th>
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<td>Orrin Ingram - Chair</td>
<td>President and CEO, Ingram Industries</td>
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<td>Tom Cigarran - Vice Chair</td>
<td>Chairman, Healthways, Inc.</td>
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<td>Christine Bradley</td>
<td>Assistant Vice Chancellor, Vanderbilt University</td>
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<td>Doug Cahill</td>
<td>CEO, Oreck Corporation</td>
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<td>Beth Curley</td>
<td>President, Nashville Public Television</td>
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<td>The Honorable Karl Dean</td>
<td>Mayor, Metropolitan Nashville</td>
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<td>Eric Dewey</td>
<td>President and CEO, United Way of Metropolitan Nashville</td>
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<td>Reverend Sonnye Dixon</td>
<td>Hobson United Methodist Church</td>
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<td>Margaret Dolan</td>
<td>Vice President, Community Relations, Ingram Industries</td>
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<td>Vincent W. “Vince” Durnan, Jr.</td>
<td>Director, University School of Nashville</td>
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<td>Bob Fisher</td>
<td>President, Belmont University</td>
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<td>Kent Fourman</td>
<td>CIO, Permanent General Companies</td>
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<td>Howard Gentry</td>
<td>Criminal Court Clerk, Metro Nashville - Davidson County</td>
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<td>Paul Haynes</td>
<td>Executive Director, Nashville Career Advancement Center</td>
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<td>Aileen Katcher</td>
<td>Founding Partner, Katcher Vaughn &amp; Bailey PR</td>
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<td>Drew Lewis</td>
<td>Board Intern, Baker, Donelson, Bearman, Caldwell &amp; Berkowitz, PC</td>
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<td>Bert Mathews</td>
<td>Chairman of the Board, Nashville Area Chamber of Commerce</td>
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<td>Lonell Matthews, Jr.</td>
<td>Metro Council Member, District 1</td>
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<td>Kathy Nevill</td>
<td>Chief Financial Officer, EFT Source</td>
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<td>Bill Paul, MD</td>
<td>Director, Metropolitan Public Health Department</td>
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<tr>
<td>Cheryl D. Mayes</td>
<td>Chair, Metro Nashville Board of Education</td>
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<td>Joanne Pulles</td>
<td>President, HCA Foundation</td>
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<tr>
<td>Jesse Register</td>
<td>Director of Schools, Metro Nashville Public Schools</td>
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<tr>
<td>Ron Samuels</td>
<td>President and CEO, Avenue Bank</td>
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<tr>
<td>Ralph Schulz</td>
<td>President, Nashville Area Chamber of Commerce</td>
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<td>George Van Allen</td>
<td>President, Nashville State Community College</td>
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<td>Sydney Rogers</td>
<td>Executive Director, Alignment Nashville</td>
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Melissa Jaggers, Associate Executive Director
Glen Biggs, Associate Director
Anthony Johnson, America’s Promise Collaborative Coordinator
Heather Chalos, Committee Coordinator
Sandra Harris, Program Manager
David McNeel, Consultant
Bob Teague, Office Manager

ALIGNMENT NASHVILLE
for successful, healthy children
Alignment Nashville
4805 Park Avenue
Nashville, TN 37209
www.alignmentnashville.org

DESIGN BY ROBWILLIAMSDESIGN.COM
Dear Alignment Nashville Participants and Supporters,

At Metro Nashville Public Schools, we know how important community support is to successful schools. Our district is improving every year in ways others around the country, and even outside our country, want to emulate.

• Our graduate rate is on the rise, increasing more than two percentage points last year alone.
• The district met 7 of 9 overall student achievement targets with all student subgroups increasing in most measures.
• The district’s status is Intermediate and, according to the 2012 Tennessee Report Card on Schools, Metro Nashville is a “Level 5, Most Effective District” where students are making substantially more progress than the state growth standard/state average.

Success requires a common vision and a community-wide collaboration to achieve our vision of providing every child with the knowledge, skills and character to excel in higher education, work and life.

Alignment Nashville has been a key partner in developing and implementing systematic approaches to support our vision and our children. Alignment Nashville committees pull together to ensure our children are successful and healthy from birth to career. The Alignment structure ensures each committee’s work does not occur in isolation, but is connected to others’. For example, the Pre-K committee set its sights on the long-term goals of improved high school graduation rates and college and career readiness.

Alignment Nashville provides an organized structure and communication system that is ready to address ongoing issues and new concerns and brings together many organizations and people to participate in the work.

We are fortunate to be in Nashville and to reap the benefits from the support of our key partners such as Alignment Nashville. I look forward to our continued progress together.

Sincerely,

Jesse Register, Ed.D.
Director of Schools
Dear Alignment Nashville Participants and Supporters,

I have been privileged to Chair the Board of Directors of Alignment Nashville since its founding in 2005. At the end of 2012, I will turn over the Chairman’s role to Bob Fisher who has agreed to lead the organization in its next phase.

In the past 8 years we have seen our organization, founded by a small group of business, civic, and school leaders, engage thousands of people and organizations and contribute significantly to the success and health of our children. These results were achievable because Alignment has been systematically built on principles, structure, process, and now, sophisticated technology. Alignment changes the way we work as a community and transforms the ways in which community organizations engage with the school district and with each other.

Several other communities are now adopting the Alignment model and have also begun to show similar progress in focusing the community toward the collective success and health of children.

I want to thank all of you who support Alignment Nashville and those who participate in the on-going and important work. It is you who have made the effort successful. I hope that each of you who read this annual report are as excited as I am about the work here in Nashville and will continue to participate.

I welcome Dr. Fisher to his new role and expect great outcomes for 2013.

Sincerely,

Orrin Ingram
Chairman of the Board
Dear Alignment Nashville Participants and Supporters,

2012 will be remembered by the staff and supporters of Alignment Nashville as a year of reflection and renewal. With the advice of our friends from Deloitte and in partnership with our sister organization, Alignment Rockford, we have implemented a new collaborative technology portal that promises to change the way we work together as a community and launch an improved and more impactful level of collective work across the entire city.

Our new technology will allow all those who are a part of the Alignment Nashville community to engage in real time, to track the work that is being done, and to effectively communicate and collaborate at any time or place. Participants will also be able to access information that is of particular interest to them and the work they are doing. In this way, the technology portal understands the context and profile of each user and can provide targeted information.

In Nashville, as in many other cities, effort toward long-term goals is difficult to track—even the long-term goals themselves are often a moving target in a community. To address these issues and through the Alignment technology portal, the work of participants is categorized in ways that point to the long-term goals of Alignment and to the goals of other important initiatives in the city, such as the Mayor’s Children and Youth Master Plan.

New long-term outcomes for Alignment Nashville were approved by the Board of Directors in 2012, and each working committee will target one or more of these outcomes with their efforts. All AN outcomes support the school district’s strategic plan or the children’s health strategic plan. The new long-term outcomes are:

• Increase high school graduation rate
• Increase college readiness
• Improve career readiness
• Improve children’s health

All of these goals are designed to contribute to one overarching long-term outcome—improved community prosperity.

In the 2013 annual report, we look forward to reporting the progress toward these goals to you. Finally, I want to thank all of the committee volunteers and community participants for your continued participation and support of Alignment Nashville.

Sincerely,

Sydney Rogers
Executive Director
If you want to be part of an organization that is all talk and no walk, the Alignment Nashville Operating Board is not for you. If you want your views to go unchallenged, you need to stay away from the Alignment Nashville Operating Board. If you want to attend meetings where one way presentations are the norm and sitting on the sideline is accepted, don’t attend a monthly AN Operating Board meeting.

As the chair of the Operating Board, I have the opportunity on a monthly basis to see up close and personal a community wide network of 55 committee members demonstrating the power of collaboration and commitment. The committee chairs and vice chairs, the Metropolitan Nashville Public Schools (MNPS) administrators and the community leaders who comprise the Operating Board bring their experience, their passion and their desire to make a difference to every meeting and the results speak for themselves.

The Operating Board is the spoke of the 22 committee wheel. Peer accountability and collaboration are central to its mission which is to support the committee process and to deliberate and approve ITPs (Invitation to Participate). The committees identify tactics, develop plans to achieve the tactics and go to the community via an ITP to garner resources to achieve expected outcomes. Prior to release, the ITP is vetted at an Operating Board meeting. Rubber stamp approval is rare. Lively discussion is common and welcomed.

The Operating Board takes its responsibilities seriously, sometimes to a fault. Like most successful organizations, our members are their own worst critics and tend to look ahead to determine what we can do differently, what we can do better. This past year we added a standing topic at the end of our agenda called Celebration Moments where we look back and reflect on accomplishments. We recently celebrated the nomination of our School Nutrition Committee for a Center for Nonprofit Management Salute to Excellence award for its successful launch of a program to bring healthy eating into 10 pilot schools. We celebrated the impact Art2STEM summer camp has on 200 middle school girls who get the opportunity to connect their love for art and entertainment with a career in science, technology, engineering and math. Celebration is now the icing on the cake of every meeting.

It’s an honor and a privilege to be the chair of an organization that is making such a huge difference in the lives of our children and the community. 2012 was a year of challenges and accomplishments. 2013 will be no different, but we wouldn’t want it any other way.

Kent Fourman, Chair

2012 ALIGNMENT NASHVILLE OPERATING BOARD

KENT FOURMAN, CHAIR PERMANENT GENERAL COMPANIES
LISA BECK YMCA OF MIDDLE TENNESSEE
OLIVIA BROWN MNPS
REBA BRYANT MNPS
NICOLE CHAPUT-GUIZANI MNPS
NICOLE COBB MNPS
STEFANIE COLEMAN NASHVILLE AREA CHAMBER OF COMMERCE
LINDA DEPRIEST MNPS
AMY DOWNEY MNPS
KATHY EDSON NASHVILLE PUBLIC TELEVISION
YOLANDA ELLISON VOLUNTEER STATE COMMUNITY COLLEGE
JENNIFER ESCUE CATHOLIC CHARITIES
KATHY FLOYD BUGGS OFFICE OF CONGRESSMAN JIM COOPER
CEL FRANKLIN MNPS
KATHY GRACEY VANDERBILT UNIVERSITY
LORA HALL MNPS
LAURA HANSEN MNPS
KIM HARRELL MONROE CARELL JR. CHILDREN’S HOSPITAL AT VANDERBILT

ANNE HENDERSON FRIST CENTER FOR THE VISUAL ARTS
TRACYE HENDERSON MCGRAILDER FAMILY RESOURCE CENTER
STARR HERRMAN MNPS
JENNIFER HILLEN JUNIOR LEAGUE
FLO KIDD MNPS
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DIANE LONG PENCIL FOUNDATION
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DARWIN MASON MNPS
PAM MATTHEWS HEAD START - METRO ACTION COMMISSION
MARCY MELVIN CENTERSTONE
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ERICA MITCHELL UNITED WAY OF METROPOLITAN NASHVILLE
MEGAN MORTON COMMUNITY FOOD ADVOCATES
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WHITNEY WEEKS VANDERBILT UNIVERSITY CENTER FOR NASHVILLE STUDIES
TODD WIGGINTON MNPS
MICHELLE WILCOX MNPS
CONNIE WILLIAMS PENCIL FOUNDATION
NEELY WILLIAMS COMMUNITY PARTNERS NETWORK
AIMEE WYATT METRO NASHVILLE PUBLIC SCHOOLS
KIMBERLEE WYCHE-ETHERIDGE, MD, MPH METRO PUBLIC HEALTH DEPARTMENT
ELLEN ZINKIEWICZ NASHVILLE CAREER ADVANCEMENT CENTER

ALIGNMENT NASHVILLE ANNUAL REPORT 2012 5
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. Here are some other ways to describe Alignment Nashville:

**Principles:** Alignment Nashville is guided by these operating principles, which were defined by the organization’s founders in 2004.

- 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. These operating 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.

**Structure:** Alignment Nashville is governed by a Board of Directors, which appoints an Operating Board to oversee Committees, or “Design & Implementation Teams.”

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i Definition adapted from the Skoll Foundation, http://www.skollfoundation.org/about/skoll-awards/skoll-award-for-social-entrepreneurship-glossary/
This 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 committees are making progress toward systemic change. Alignment Nashville staff, who are ICA-trained facilitators and experts in the collaborative process, guide the committees through each phase of the process. Each committee 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 committee 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:** Since its inception, Alignment Nashville has used technology to support its collaborative work. However, as new technology has emerged, Alignment Nashville recognized the opportunity to combine knowledge management, content management, and project management into a powerful collaborative tool—ComCoefficient—that powers the principles, structure and process of Alignment Nashville. Our partner Deloitte made this possible; from connecting us with our web developer, Globant, to providing the expertise we needed to bring it all together, Deloitte was integral to the successful rollout of ComCoefficient. (For more information about ComCoefficient, please see page 49 of this annual report.)

The work of our committees—highlighted in this report—is made possible by the visionary funders of Alignment Nashville, who understand the importance of the funding a backbone organization to provide systemic integration of these principles, structure, process, and technology. Total revenue for FY 11-12 (including program-specific grants) was $1,193,506 (pending final audit).

**Funding**

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<th>America’s Promise Alliance</th>
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<tr>
<td>Baptist Healing Trust</td>
<td>Metro Nashville Public Schools</td>
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<td>Ford Motor Company Fund</td>
<td>Nashville Area Chamber of Commerce</td>
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<td>HCA Foundation</td>
<td>Tennessee College Access &amp; Success Network</td>
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<td>Healthways Foundation</td>
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Ensuring that all of our students succeed takes more than a village—it takes a true community with common ownership and responsibility for its children.

Community Achieves, which is part of the Metro Nashville Public Schools (MNPS) districtwide turnaround plan for its lowest-performing schools, is Nashville’s version of community schools—sustainable, family-centered schools that enable the success of all students. Although Community Achieves is being piloted in the district’s lowest-performing schools, the goal is to eventually make every school in the district a community school. Community Achieves is based on the approach that worked so effectively at Glencliff High School, a National Community School Excellence Award Winner in 2011.

Community Achieves will use the Alignment Nashville process and structure to align resources around the following four pillars:

- College & Career Readiness
- Parent & Family Engagement
- Social Services
- Health & Wellness

Each school-based Community Achieves Team will outline needs and outcomes specific to that school; through the Alignment Nashville process, resources will be identified and aligned to support the schools’ desired outcomes.
Nashville delegation with US Senator Lamar Alexander

Tony Majors, Alison McArthur and Gini Pupo-Walker receiving the National Community School Excellence Award from US Representative Jim Cooper.
Collective impact = power to change.

In 2012, the Alignment Nashville Board of Directors approved the following long-term outcomes for the organization:

- Increase High School Graduation Rate
- Increase College Readiness
- Increase Career Readiness
- Children’s Health and Wellness
- Community Prosperity

Each Alignment Nashville Committee creates a Tactical Plan that links the short- and mid-term outcomes of their work to one or more of these long-term outcomes. This will ensure multiple approaches are considered—for example, the Pre-K Committee will link their work in early childhood education to increasing high school graduation rates—demonstrating the importance of collective impact when addressing complex issues. Read more in this report about the work of our committees and how they are working collectively to improve outcomes for our children and youth.
Every Alignment Nashville committee is featured in this annual report; each is at different stages of the committee process, and you can learn more about their work in the following pages. Here is a quick guide to help you find the information you need for each committee:

- **Committee membership list**
- **Participating Organizations** are community partners that are part of the committee’s collaborative initiative through the Invitation to Participate (ITP) process
- **Indicates which of the long-term outcomes this committee is supporting** (see page 10 for more details)
VISION: All children are ready for kindergarten.

High-quality early childhood education provides significant long-term benefits, yet many of Nashville’s children will not be able participate in a Pre-K program. In 2012, Metro Nashville Public Schools received nearly 4,000 applications for 2,478 seats.

Each year more than 2,000 families who request Pre-K services for their child will not have an opportunity to attend MNPS Pre-K programs.

Over 14,000 per month the circulation of Nashville Public Library’s Pre-K Essential Literature titles

The Alignment Nashville Pre-Kindergarten (Pre-K) Committee brings together Metro Nashville Public Schools, Head Start-Metro Action Commission, multiple Metro Nashville agencies and non-profit organizations serving young children to ensure that all of Nashville’s children will be ready for Kindergarten. The committee uses Pre-K standards to ensure consistent content and quality of programs for every child, and they work to equip parents and early childhood educators to prepare their children for success in kindergarten and beyond. The Pre-K Committee also functions as the Advisory Council for the State of Tennessee’s Pre-Kindergarten program as required of local systems by the state legislature.

“The ever evolving Pre-Kindergarten program in Metropolitan Nashville Public Schools requires the commitment and collaboration of all stakeholders. The Pre-Kindergarten Alignment Nashville Committee provides us with the opportunity we need in Metro school’s Pre-Kindergarten Department to connect with various stakeholders. Through the PreK Alignment Committee we are able to collaborate with other people who have the same goal and interest in preparing Pre-Kindergarten age children for success in school, career and life.”—Phyllis Phillips
The Pre-K Committee’s **Circle of Support**, a resource guide for early-childhood educators with information about resources in the community, was created in 2011 with a limited printing and electronic availability. In order to increase circulation of this useful resource, it is being printed as an insert to the Alignment Nashville Social and Emotional Learning Committee’s 2012 SEL Resource Guide and distributed to MNPS Pre-K educators and Head Start sites.

The Pre-K Committee recently drafted a definition of kindergarten readiness for the Nashville community to be used to align resources to ensure all children are ready for kindergarten. During that process, the committee worked with pre-k and kindergarten teachers and parents to learn about the different routes to kindergarten a Nashville child might take; this information will be essential as the committee continues to create tools and resources that will be used by MNPS Pre-K programs, parents and caregivers, preschool centers and home-based child care centers.

**WHAT’S NEXT?**

The Pre-K Committee is working to create an online portal available to all families with Pre-K age children in Metropolitan Nashville to provide guidance, information, strategies, activities, resources and advice in preparation for successful entry into MNPS. Through this tactic, the Pre-K committee will assist MNPS in engaging families, increasing their knowledge and understanding of transition to Kindergarten and increasing their knowledge and utilization of available services and resources for parents of Pre-K age children in Nashville. In late 2012, through the Invitation to Participate process, the committee will seek community partners to provide resources, events, educational opportunities and experiential learning opportunities for young children and their parents.

**PARTICIPATING ORGANIZATIONS**

- ADVENTURE SCIENCE CENTER
- BOOKS FROM BIRTH OF MIDDLE TENNESSEE
- CAMELOT CARE CENTERS
- CATHOLIC CHARITIES OF TN, INC.
- CENTENNIAL PEDIATRICS
- CENTENNIAL PEDIATRICS FOUNDATION
- CENTERSTONE THERAPEUTIC PRESCHOOL
- CHILDREN’S KINDNESS NETWORK
- CONEXION AMERICAS
- FRIST CENTER FOR THE VISUAL ARTS
- GLOBAL EDUCATION CENTER
- METRO ACTION COMMISSION HEAD START
- NASHVILLE AREA HABITAT FOR HUMANITY
- NASHVILLE PUBLIC LIBRARY - BRINGING BOOKS TO LIFE
- NASHVILLE ZOO
- NATIONAL CHILDREN’S STUDY
- PREVENT CHILD ABUSE TENNESSEE
- TENNESSEE POISON CENTER
- UNITED WAY OF METRO NASHVILLE
- VANDEERBILT KENNEDY CENTER
- WARNER PARK NATURE CENTER
Respect. Honesty. Fairness. All in a day’s work for the Elementary Committee.

**VISION:**
Working to support the vision of Metropolitan Nashville Public Schools by providing every Elementary student with the foundation of knowledge, skills and character necessary to excel in higher education, work and life.

**RESULTS**
Rising 3rd graders at Cole Elementary were assessed before and after participation in FACE.

“I should care about others even if they are unkind to me”

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<th>Before FACE...</th>
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<td>20% AGREE</td>
<td>95% AGREE</td>
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“*It was fantastic; however, a program is just a program - it is the people that make the difference. Everyone and everything was great!*

—Dr. Karen Hamilton, Principal at Carter Lawrence Math and Science Elementary Magnet

“While we all might wish that our children are born with these traits, we know that in reality, we need to help our children learn them. That’s why the Elementary Committee continues to engage the community in MNPS’ character education efforts around the following seven character traits: respect, responsibility, fairness, caring, honesty, trustworthiness and citizenship. In 2012, the committee completed the second year of its character education pilot, Fun Adventures with Character Education (FACE), and began the shift toward the institutionalization of FACE. This shift has also created a renewed and re-energized committee vision with an eye on not only character education but also on providing elementary children with the broad foundation of knowledge, skills and character that MNPS seeks for all students. Designated focus areas will include the following: third grade reading proficiency, social-emotional learning and character education, implementation of common core standards, parent engagement and math proficiency.

Fun Adventures with Character Education provides elementary children with a curriculum-based experience that enhances and promotes the character education traits taught throughout the school year. FACE allows children to participate in an experiential summer enrichment program that enhances their understanding and application of character education traits, provides exposure to activities and adventures they would not otherwise experience and increases vocabulary and critical thinking skills. In 2012, the pilot expanded to two schools.
“At Marathon Petroleum Company, we strive to make a positive impact in the communities in which we operate. Our involvement with programs sponsored by Alignment Nashville has allowed us to provide local elementary school students hands-on educational opportunities at our wildlife habitat to learn about nature, the petroleum industry, and environmental stewardship. We believe programs like FACE and Intersession are critically important to community students because they spark an early interest in citizenship and help make learning about the environment an enjoyable and engaging experience.”

-Marathon Petroleum, community partner

Cole Elementary and Carter Lawrence Elementary Magnet. A total of twenty-five rising 3rd graders participated. For many students, FACE is a once in a lifetime experience that will improve their academic and social skills, helping them be more successful in school and life. Dr. Karen Hamilton, Principal at Carter Lawrence Math and Science Elementary Magnet had this to say after experiencing FACE at her school this year, “I am very happy that I was asked if we were interested in participating in this project. It was fantastic; however, a program is just a program - it is the people that make the difference. Everyone and everything was great! Special thanks to each of you for providing our students with this wonderful opportunity. I saw students smiling who rarely do so and I saw students side by side who usually are not.” Using lessons learned and evaluation data from the pilot, the committee is currently developing a replication guide and scale-up plan that will expand opportunities for students across the community, including through intersession during the 2013 school year.

The Elementary Committee is now focusing efforts on creating and promoting a culture of active citizenship. By providing service learning opportunities to all elementary classrooms, this committee expects to help students enjoy an improved sense of belonging and purpose within their school, an increased enthusiasm and a sense of fun all while developing empathy skills and a sense of service to others. Additionally, the tools and resources made available to principals, teachers and staff will make easy work of weaving the integration of Common Core Standards and Social Emotional Learning objectives into the service learning projects adopted. Lastly, the Elementary Committee hopes to engage parents through this process while recognizing the contributions they make everyday toward their student’s success.

WHAT’S NEXT?

Toward the end of 2012, the Elementary Committee will seek community partners to provide service opportunities for elementary classrooms. The committee will seek hands-on experiences that are age-appropriate for elementary students and allow students to contribute to the project as individuals and as part of a team.

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<th>PARTICIPATING ORGANIZATIONS</th>
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<td>KIDS ON THE BLOCK OF STARS NASHVILLE</td>
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<td>TENNESSEE STATE MUSEUM</td>
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<td>METRO ACTION COMMISSION</td>
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ELEMENTARY COMMITTEE

TODD WIGGINTON - CHAIR MNPS
MELISSA SPRADLIN - VICE CHAIR BOOK'EM
ANN CHARVAT RECONCILIATION, INC.
LACRECIA DANGERFIELD FAMILY AND CHILDREN’S SERVICES
RICHARD FRANK MNPS
JUDY GOETZ NASHVILLE PUBLIC LIBRARY
ANN JOHNSTON PENCIL
KAREN KWARCIAK CHEEKWOOD
KYLIA KRENGL MNPS
HAROLD LOVE, JR, 19TH AVE. FAMILY ENRICHMENT CENTER
LONNELL MATTHEWS YMCA OF MIDDLE TN
DAVID MOORE MNPS
CAROLE RALEY MARATHON PETROLEUM
MELANIE SCOTT KIDS ON THE BLOCK OF STARS NASHVILLE
BRENDA STEELE MNPS
SANDRA THOMAS FIFTY-FORWARD
Ok, not really. But a caring, supportive school culture does go a long way. That’s why the Alignment Nashville Middle School Committee has focused its efforts for several years on school climate and providing support systems to eliminate bullying and violence and create a culture of kindness.

Research clearly shows the direct connection between an environment that promotes safety, well-being and caring and academic achievement. According to America’s Promise Alliance, Safe Places and Caring Adults are fundamental resources young people need to succeed in school and in life.

During 2012, the MNPS Middle School Transformational Leadership Group (TLG) created their first five-year strategic plan for Middle Schools. “This We Believe,” a position paper from the National Middle School Association, was used as the framework for this new strategic plan. This framework has 16 essential attributes and characteristics that are divided into three areas: (1) Curriculum, Instruction and Assessment, (2) Leadership and Organization, and (3) Culture and Community.

Under Culture and Community, the new MNPS plan contains the following six key areas: (1) School Environment, (2) Business and Community, (3) Health and Wellness, (4) Adult Advocacy, (5) Family Involvement, and (6) School Counseling. Using these focus areas, the AN Middle School Committee created a three-year vision for engaging community to support this new strategic plan. The key areas of the vision for the committee are to...

- Provide Service Learning Opportunities
- Secure Necessary Resources
- Create Mentoring Opportunities
- Promote Extended Learning
- Educate to Build Capacity
- Build Stakeholder Buy-In
- Empower and Engage Youth
WHAT’S NEXT?
The Middle School Committee is currently engaged in tactical planning, developing specific activities and initiatives around the key areas mentioned above.

PARTICIPATING ORGANIZATIONS

100 KINGS MEN
ACTOR’S BRIDGE
ADVENTURE SCIENCE CENTER
ART2STEM
BELCOURT!
BETHLEHEM CENTER
BIG BROTHERS BIG SISTERS OF MIDDLE TENNESSEE
BOOK’EM
BOY SCOUTS OF AMERICA - MIDDLE TENNESSEE COUNCIL
CHEF BATTIS, LLC
CONEXION AMERICAS
COUNTRY MUSIC HALL OF FAME AND MUSEUM
DAVIDSON COUNTY SHERIFF’S OFFICE
DIRTY DOZEN
EIGHTEENTH AVENUE FAMILY ENRICHMENT CENTER

FAMILY AND CHILDREN SERVICES
GIRL SCOUTS OF MIDDLE TENNESSEE GIRLS, INC.
GLOBAL EDUCATION CENTER
HOMEWORK HOTLINE
IMAGE INSTITUTE, LLC
JUNIOR ACHIEVEMENT OF MIDDLE TENNESSEE
KIDS ON THE BLOCK, A PROGRAM OF STARS
MEDIATIONWORKS!
MEHARRY MEDICAL CENTER
METRO PUBLIC HEALTH DEPARTMENT
NASHVILLE CHILDREN’S THEATRE
NASHVILLE PUBLIC LIBRARY - TOTAL
NEW BEGINNINGS
OASIS CENTER

PENCIL FOUNDATION
PLANNED PARENTHOOD OF MIDDLE & EAST TN
PRESTON TAYLOR MINISTRIES
READY FOR SPANISH, LLC
ROCKETOWN
SAY YES TO SUCCESS
STARS NASHVILLE
TASK WHIZ TUTORING
TENNESSEE STATE UNIVERSITY
TNCEP UNIVERSITY OF TENNESSEE EXTENSION DAVIDSON COUNTY
UNITED NEIGHBORHOOD HEALTH SERVICES
VANDERBILT UNIVERSITY
YMCA OF MIDDLE TENNESSEE
YOUTH SPEAKS NASHVILLE

In Nashville, we don’t just talk about the importance of rigor, relevance, and relationships for our students—we are making it a reality. Through the work of the MNPS High School Transformational Leadership Group/Alignment Nashville High School Committee (which joined forces in 2010), the entire community is engaged in making sure all of Nashville’s students graduate ready for college, career, and life.

And it’s working—Nashville’s graduation rate has risen steadily since the redesign effort began in 2006, and we’ve seen improvement in nearly every other indicator. Of course, this is the result of many initiatives and efforts, but they have largely been anchored by the transformational work of the TLG/High school Committee.

**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)

Source: MNPS
The main focus areas of the High School Committee are:

- Redesigning Our High Schools
- Dashboard of Performance (Collection, Analysis & Monitoring Progress)
- Transforming Teaching and Learning—Student Learning Experiences
- Sustaining Change Through Business and Civic Leadership

The High School Committee also provides guidance and oversight for the following AN Committees:
- Developing Community Leaders (page 20)
- Experiential Learning (page 22)
- Pathways to Postsecondary Education (page 24)
Leaders lead. Regardless of age.

**VISION:**
Develop student leaders prepared to initiate and lead activities within their schools and communities that result in more caring and supportive learning environments.

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Maplewood DCL students at the Homeless Connection service-learning event in 2012.

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According to Mayra Saavedra, “Imagination is a human’s true reality.” Mayra would know; she is a senior at Maplewood High School and one of more than 300 students participating in Developing Community Leaders throughout MNPS. Developing Community Leaders (DCL) prepares students to lead and become change agents in their schools and communities. Mayra is one of those students. Maplewood High School does not have any Latino teachers or administrators, yet this has not prevented Mayra from stepping up to lead 75 students in a Latino Advisory with a goal of integrating their culture and experience into the predominately African-American school. Mayra works with several Maplewood faculty and administrators to lead the group; however, there is no mistaking that this is Mayra’s show.

Within Developing Community Leaders, Mayra story’s is impressive, yet not unique. Many of the students who participate in DCL were non-traditional leaders engaging in negative activities or struggling academically. In DCL, these students learn leadership and interpersonal skills, respect for diversity, responsibility, team-building and communication techniques, while also creating and implementing community-service and service activities. The primary components of DCL are:

- **Academic training in leadership:** College-level leadership curriculum developed by Phi Theta Kappa (www.ptk.org) allows dual-enrollment college credit.
- **Diversity:** Schools support participation with modified protocol for staffing, scheduling and other issues.
- **Culture change:** Students have meaningful opportunities to improve the climate of their school and community.
- **Adult Leadership:** DCL teachers, certified by Phi Theta Kappa, embrace student leadership and nurture students’ ability to create positive change.
- **Community Involvement:** DCL teachers meet with the DCL Committee to create a professional learning community of leadership development experts. The DCL Committee has created a Resource Guide of community assets aligned with DCL program outcomes.

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“Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.” —Chinese Proverb

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“They are such an amazing group of talented students! They have such a desire to learn and to serve others. It is such a privilege to teach this course and watch these young people develop into such awesome and inspiring leaders. I learn just as much from them as they learn from me.” —Rayni Griffiths, DCL Teacher, Glencliff High School
WHAT'S NEXT?

DCL students will continue to engage in:

- Leadership Activities (Many serve as Academy Ambassadors)
- Service-learning projects
- Tutoring and mentoring freshman students
- Community Service

DCL COMMITTEE

AIMEE WYATT - CHAIR METRO NASHVILLE PUBLIC SCHOOLS
DEE GEE LESTER - VICE CHAIR METRO PARKS DEPARTMENT
MELIA ARNOLD VOLUNTEER TENNESSEE
TARA BROWN LEARNERS EDGE CONSULTING
COLLEEN CALLAGHAN HANDS ON NASHVILLE
LAUREL CREECH MAYOR'S OFFICE
MISTY ELLIS NASHVILLE CARES
TASHA FLETCHER BUILDING BRIDGES
KELLY HENDERSON METRO NASHVILLE PUBLIC SCHOOLS
MALINDA HEIRSH HANDS ON NASHVILLE
PATRICK LUTHER NASHVILLE CARES
LACITA MASON SOLES4SOULS
BRUCE MIDDLEBROOKS HEALTHWAYS
KELLY MODEHA SOLES4SOULS
MEGHAN OLIVER NASHVILLE STATE COMMUNITY COLLEGE
SUSAN RAGSDALE YMCA / CENTER FOR ASSET DEVELOPMENT
TIM STEWART BELMONT UNIVERSITY
PATRICIA STOKES URBAN LEAGUE
TODD WIGGINTON MNPS

PARTICIPATING ORGANIZATIONS

BUILDING BRIDGES
CIVIL GROUPS
HANDS ON NASHVILLE
MCGRUDER FAMILY RESOURCE CENTER
OASIS CENTER
SOLES FOR SOULS

Maplewood DCL students at the Homeless Connection service-learning event in 2012.
Learning through doing.

Experiential learning—or planned, real-life learning activities—is Nashville’s secret weapon in completing the transformation of its high schools and providing a quality education to its 82,000 public school students. In Tennessee, all students are required to complete a “capstone experience” before graduation. The Alignment Nashville Experiential Learning Committee was formed in 2012 to engage the community in providing a “capstone experience” to every MNPS high school student.

Research indicates that meaningful capstone experiences—internships, externships, service learning, work-based learning, etc.—provide a number of benefits to students, including:

- Social emotional learning skills—including self awareness and social awareness
- Strengthened academic resumes
- Planning for the future (specifically helps with (1) exploring career alternatives, (2) developing relationship with experts in the field that interests them, (3) identifying, clarifying and developing career goals and (4) the transition from post high school like to college and career)

Moreover, these experiences have a sound educational foundation and philosophical basis which is outlined in the table below.

<table>
<thead>
<tr>
<th>Pedagogical Domain</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Activity-oriented, career-oriented, direct experiences, innovative, integrated, practical-application, project-based, work-based, youth-developmental, service/social action</td>
</tr>
<tr>
<td>Placement</td>
<td>Appropriate, assigned, fields of interest, personalized, realistic</td>
</tr>
<tr>
<td>Environments</td>
<td>Community, non-classroom, nontraditional, off-campus, out-of-school, professional structured</td>
</tr>
<tr>
<td>Instruction</td>
<td>Advising, coaching, counseling, expertise-oriented, guidance, mentoring, on-the-job training, professional, supervision</td>
</tr>
<tr>
<td>Learning</td>
<td>Active, applied, community-based, cooperative, engaging, experiential, hands-on, independent, individualized, interdisciplinary, real-world, service</td>
</tr>
<tr>
<td>Evaluation &amp; Assessment</td>
<td>Authentic, competency-based, exhibitions, performance-based, portfolios</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Experience—applied, hands-on, in-depth, practical, work-based; skills—basic, communications, computer literacy, interpersonal relations, job-readiness, leadership, organizational, problem-solving, professional, researching, report-writing, teamwork, workplace, Attitudes and behaviors—autonomy, collegiality, cooperation, dependability, independence, initiative, positive, professional, self-confidence, self-motivation, work ethic, work values</td>
</tr>
</tbody>
</table>
The Experiential Learning Committee has created common vocabulary for both MNPS and its partners to use to describe the service and work-related hours spent in conjunction with pathway curriculum. The committee has created an in-depth manual to describe the roll out of capstone projects so that all stakeholders have a common understanding. The next steps are to roll out the manual to the schools and to create an ITP for organizations willing to help seniors complete the necessary work and service-related hours needed. Alignment Nashville's participation is integral to this committee so that academy curriculum and capstone projects are aligned and meaningful to students. -Aimee Wyatt, Experiential Learning Committee Chair and Lead Principal, MNPS

**WHAT'S NEXT?**

The Experiential Learning Committee will release an Invitation to Participate in early 2013 to identify community-based capstone experience opportunities, including the following:

- Senior Project
- Virtual Enterprise
- Internship
- Externship
- Work-based learning
- Service learning
- Community Service
- Job Shadowing

The timeline for implementation of the Capstone Experience throughout MNPS is as follows:

- March 2013—11th Grade students select Capstone
- April 2013—March 2014—Students participate in Capstone Experience and document hours
- August 2013—November 2013—Students complete research paper
- August 2013—January 2014—Students develop product
- January 2014—March 2014 Students complete portfolio and create presentation
- April 2014—Capstone Project Presentations

The objective is to have every student create a (1) portfolio, (2) presentation, (3) paper and (4) product.
That’s why creating a college-going culture in Nashville is the vision of Alignment Nashville’s Pathways to Postsecondary Education. The committee strives to engage the broader community in supporting MNPS’ efforts to increase rigor and prepare students for college and career through Freshmen Seminar, International Baccalaureate Program, 8-10 School, Advanced Placement, Virtual Academy and Dual Enrollment initiatives.

In 2011, the committee received a grant from the Tennessee College Access and Success Network to pilot a program at Maplewood and Pearl Cohn High Schools that increases the college-going rates of their students. The pilot schools have (1) completed a needs assessment; (2) created a taskforce of students, administrators and parents; (3) engaged community partners to support their efforts through the Invitation to Participate™ (ITP); (4) worked with community partners to develop and tailor interventions for students and families; and (5) begun the process of evaluating the effectiveness of those interventions based on the outcomes detailed in the ITP.

"...college & career opportunities are now a reality at Maplewood High School"
—Ron Woodard, Principal, Maplewood High School

The Maplewood High School Tennessee College Access and Success Network Taskforce has focused its efforts on supporting Maplewood students through a collaboration between Oasis Center and Martha O’Bryan called the College Zone. The College Zone is viewed as a game changer by Maplewood’s Principal, Ron Woodard, who believes that “college & career opportunities are now a reality at Maplewood High School. Special thanks to Alignment Nashville, Martha O’Bryan Center, Oasis College Connection and TN College Access and Success Network.” Also, every teacher and administrator at Maplewood will receive a copy of Teaching with Poverty in Mind by Eric Jensen to discuss during their Target Tuesdays staff meetings.

"Our partnership with Alignment Nashville has enabled us to both connect and align with community service providers to meet the needs of our school community."
—Sonia Stewart, Principal, Pearl-Cohn High School.

The Pearl-Cohn High School Tennessee College Access and Success Network Taskforce has focused its efforts on aligning their work with community partners with the needs of its students. Pearl-Cohn has utilized the ITP process to work closely with community partners to ensure that Pearl-Cohn students are receiving what they need to be successful. Accordingly, Pearl-Cohn has chosen to work with In Full Motion, My Test Tips, Meharry Medical College and the Oasis Center.
I am so appreciative to AN for providing the direction that has been so very valuable in determining how best to serve MNPS students. In many respects your involvement provided us with an understanding of an even better way for In Full Motion to serve just as many kids while providing the school administrators with immediate information regarding their students’ performance and levels of improvement without additional costs. This approach may even be more cost effective and the collaborative partnerships we form will allow us to further leverage our resources while we help to improve college access.

–Cynthia Fitzgerald, In Full Motion

What’s Next?
At the end of the 2012-13 pilot year, the Pathways Committee will examine data and use that information to scale the initiative to additional schools.

Participating Organizations

In Full Motion
Lipscomb University
Martha O’Bryan Center
Meharry Medical College - Alpha Phi Alpha Miss

Black and Gold
Meharry Youth and Wellness Center
My Test Tips
Oasis Center

Southern Word
Students Taking a Right Stand

Pathways Committee
Michelle Wilcox - Chair MNPS
Neely Williams - Vice-Chair Community Partners Network
Leigh Bagwell MNPS
Pamela Burgess MNPS
Sharon Chaney MNPS
Nicole Cobb MNPS
Glenn Fleming ASK-PEP Program
Lee Gray Oasis College Connection
Donna Gilley MNPS
Kelly Henderson MNPS
Mary Mangum MNPS
Gaye Martin MNPS
Jenny Mills Tennessee College Access and Success Network
Beth O’Shea MNPS
Sharon Peters Tennessee State University
Laura Potter Nashville State Community College
Jason Seay Tennessee Student Assistance Corporation
Carmen Sparkman Pencil Foundation
Ruth Woodall Tennessee Scholars

Pearl-Cohn High School ACT Prep
Refugee and Immigrant Support Services

VISION:
Provide supports to refugee and immigrant families, teachers, principals, counselors and others to help children succeed in MNPS schools, careers and community.

Diversity is our greatest strength.... and our greatest challenge.

Did you know that more than 100 languages are spoken by MNPS students? Nashville has become a center of rich cultural diversity. This diversity brings a unique challenge in educating children and fostering success. The Refugee and Immigrant Support Services Committee works to align the resources available to refugee and immigrant families in Nashville to meet their basic and educational needs. In addition, RISS is committed to improving cultural responsiveness in schools and in the community, engaging parents and families, increasing graduation rates for English language learners and improving college and career readiness among refugee and immigrant students.

In 2012, the Refugee and Immigrant Support Services Committee partnered with Nashville Public Television to promote cultural understanding and cultural acceptance in school environments and community environments through a district-wide dialogue. By partnering with NPT, RISS members and others will provide and promote opportunities to view the *Next Door Neighbors* and American Graduate documentary series and facilitate community discussion around cultural awareness and cultural acceptance. *Next Door Neighbors* is an Emmy-award winning series that looks at Nashville’s status as a new destination city for refugees and immigrants, and explores the rich diversity of people now calling Nashville home. *American Graduate: Translating the Dream* takes an in-depth look at the graduation rate among ELL and immigrant students in Tennessee, the challenges they face that can prevent them from graduating on time, how schools and teachers are trying to address this increasingly demanding need, and how the entire community is impacted when students drop out of school. Participants in community viewings and discussions will gain increased understanding of the role of resettlement agencies, the cultural make up of the district and an appreciation of the many immigrant contributions to our community. In the long term, RISS expects this increased awareness and continuing dialogue will improve communication between families and schools, foster a sense of belonging and purpose for refugee and immigrant students and increase parent engagement.

14.7% of Davidson County, TN residents speak a language other than English at home.

11,010 MNPS had limited English proficiency in 2011.
The Refugee and Immigrant Support Services Committee is key to the success of our most vulnerable students and families. Our diversity is a resource and a responsibility. This committee brings together community organizations and district stakeholders who are passionately investing time and energy towards helping immigrant and refugee families successfully transition to life in the United States, and to the U.S. school system. Not only does the work of this committee include working with immigrant and refugee families, but also includes working with the greater Nashville community to be aware and responsive to our diversity. —Nicole Chaput-Guizani, Vice Chair

Many refugee and immigrant students who settle in Nashville are near or already aging out of the MNPS school system, creating a large number of older students with no high school diploma and no clear path to college or career. The Refugee and Immigrant Support Services Committee is collaborating with the Alignment Nashville 16-24 Committee to provide re-engagement services and resources to the refugee and immigrant population. Identifying barriers for these students and their families is a priority. RISS is working closely with 16-24 to identify these barriers and create a tactical plan that will improve GED completion rates among this older student population and create and implement ways to assist this group in reaching their college and career goals.

WHAT’S NEXT?
The Refugee and Immigrant Support Services Committee expects to circulate an updated resource guide in 2013 to MNPS staff to include community resources available as well as ongoing professional development opportunities.

RISS will release an Invitation to Participate in late 2012 to recruit community partners to bring Next Door Neighbors and American Graduate presentations and discussions to their school, organization, business, civic club, or faith center.
VISION:
The 16-24 Out of School, Out of Work committee focuses on the educational and employment needs of young adults ages 16-24 who have left secondary education without a diploma and are not employed.

Making a good decision starts with having good options.

According to the Nashville Area Chamber of Commerce’s “Community Needs Assessment for Adult Literacy, an estimated 63,053 - 15 percent - of adults 25 years and older are without a high school education.

The Alignment Nashville 16-24 Out of School, Out of Work Committee is focused on engaging the community to provide quality options for these young people to help them achieve academic success, leading to a better job and better quality of life.

Over the past few years, new options for these young people have emerged, helping to them re-engage and finish a secondary credential of some type, whether a diploma or a GED. The MNPS Academies at Old Cockrill, Hickory Hollow and Opry Mills offer students who are 17-21 years old with 8 or fewer credits individualized instruction in an accelerated format that will have the student holding a high school diploma in one year or less.

"[the new committee focus is] broadening the work of the 16-24 committee to encompass the full spectrum of re-engagement—including English language, literacy, Adult Basic Education, secondary credential, and post-secondary education and employment - will allow us to better serve the 16-24 population. Developing a community-based coaching model for re-engagement will provide strategic support so more 16-24 year olds will have the information and preparation to take one of these steps toward a better future." – Committee Chair, Judy Rye of the Martha O’Bryan Center

In the spring of 2012, the 16-24 Committee added seven new members from very different areas of the community including post-secondary, non-profits, parents, and business. The committee also named a new Vice-Chair - Elaine Fahrner, Executive Principal of the Academy at Old Cockrill and Lead Principal of Nontraditional High Schools at MNPS.
WHAT’S NEXT?
After much conversation, research and studying the needs of this particular population the committee is now in the early stages of tactical planning centered around a new approach to reengagement: community-based, city-wide engagement coaches. In 2013, the committee will build a coaching toolkit with information on educational options, support services, and coaching models, which will be supported by a “train-the-trainer” professional development model for community coaches within partner organizations (to be identified through the ITP process). This new tactic is planned to pilot in spring 2013.

PARTICIPATING ORGANIZATIONS
ACADEMY AT HICKORY HOLLOW
CONEXION AMERICAS
FIRST TEE OF NASHVILLE
MAPLEWOOD FAMILY RESOURCE CENTER
METRO PUBLIC HEALTH DEPARTMENT
MIDNIGHT BASKETBALL LEAGUE/PROGRAM, INC.
MNPS COMMUNITY CAREER AND FAMILY RESOURCE CENTER
MUNDO HISPANO BILINGUAL NEWSPAPER
ST. LUKE’S COMMUNITY HOUSE
YMCA YBUILD
YOUTH LIFE LEARNING CENTERS

16-24 COMMITTEE
JUDY RYE - CHAIR MARTHA O’BRYAN CENTER
ELAINE FAHRNER - VICE CHAIR MNPS - ACADEMY AT OLD COCKRILL
PAMELA BOBO TENNESSEE STATE UNIVERSITY
GWYNE BOHREN ROOM IN THE INN
NICOLE CHAPUT-GUZANI MNPS
MICHAEL COUSIN NASHVILLE CAREER ADVANCEMENT CENTER
MARVIN COX METRO ACTION COMMISSION
ASHLEY DAUGHERTY MAYOR’S OFFICE OF CHILDREN AND YOUTH
HELENA FARROW OIC - OPPORTUNITIES INDUSTRIALIZATION CENTER
DEBBIE GRANT GOODWILL INDUSTRIES
KIMBERLY GRAVES YOUTH TRANSITION COACH
DERRICK HINES TENNESSEE TECHNOLOGY CENTER NASHVILLE
ED INMAN YWCA NASHVILLE
HENRY JOHNSON MNPS
ALVIN JONES MNPS
JOHN MANN MNPS
CAROL MARTIN-OSORIO NASHVILLE STATE COMMUNITY COLLEGE
HOLLY MCDONOE NASHVILLE OPPORTUNITIES INDUSTRIALIZATION CENTER
DENISE D. MILLER VANDERBILT UNIVERSITY
CALVIN NELMS CHP INTERNATIONAL
LEANNE NOWLIN MNPS COMMUNITY CAREER CENTERS
MEG NUGENT NASHVILLE ADULT LITERACY COUNCIL
TIM QUEENER YMCA - YBUILD
CAROLE RALEY MARATHON PETROLEUM
JEFF RHODIN TENNESSEE LITERACY COALITION
SARAH RUSS NASHVILLE INTERNATIONAL CENTER FOR EMPOWERMENT
HEATHER SMITH NAAEYC/BOOKS FROM BIRTH OF MIDDLE TN
BERNARD WERTMAN OPPORTUNITIES INDUSTRIALIZATION CENTER
ELLEN ZINKIEWICZ NASHVILLE CAREER ADVANCEMENT CENTER
That’s why the Alignment Nashville Parent University Committee is focused on giving parents and families the skills they need to be their child’s first – and most effective – teacher. For its fourth consecutive summer, the Parent University Be A + Parent Event was held on July 21st. The host for this summer’s event was McGavock High School. 235 Parents and 126 Children attended this event. A choice of course offerings were provided to parents on topics such as GradeSpeed, parent engagement, advocating for your child, bullying, Exceptional Education Services, homework help and many others.

Along with the workshops, families also received a wealth of resources and information from our exhibitors fair on topics such as health resources, healthy food options, financial literacy, work force development, head start, early start and adult educational programs, English language learners programs, voting rights, TenderCare, college planning, and much more.

A new component added to this summer’s event was a Health Fair coordinated by All About Women. The new health fair was very well received and attended by most all of the families attending the event. There were over 15 health organizations present at the fair giving information and providing health screenings to families throughout the afternoon.

Over 210 evaluation forms were returned. The surveys gave parents the opportunity to rate the individual presentations and the overall Parent University event. On a scale of 1 to 7, with 1 being very likely and 7 being very unlikely, 100% of the surveys indicated that attendees would recommend Parent University to families and friends.

On October 26, 2012, MNPS and Alignment Nashville presented the district’s first Parent Engagement Summit. The guest keynote speaker for the conference was Dr. Joyce Epstein of John Hopkins University. Dr. Epstein is a national authority on the topic of parental involvement and engagement. Her presentation included key concepts, essential structures and expected results of research-based programs of family and community involvement.

Also attending and speaking at the conference was First Lady of Tennessee, Mrs. Crissy Haslam. Mrs. Haslam shared her vision on parent engagement and also released her new study that raises awareness for the importance of a parent’s role in the early years of a child’s development, the significance of a parent’s engagement in a child’s education at school and at home, and the exponential value of children and families reading together for at least 20 minutes every day.
There were over 270 attendees at this year’s conference which included MNPS and other surrounding school district’s teachers, school staff, administrators and community organizations. MNPS is currently becoming a member of Dr. Epstein’s National Network of Partnership Schools. Using the Invitation to Participate process, a selection of 22 workshops was offered to the conference participants. These workshops were presented by both community organizations and MNPS staff.

The Parent Engagement Conference was sponsored by funding from The America’s Promise Alliance, Nashville Area Chamber of Commerce and Publix.

WHAT’S NEXT?
Parent University is now operated under the Department of Student Services, headed by Gini Pupo-Walker and coordinated by Pam Burgess. Parent University will become part of the portfolio of offerings to each of the clusters through the MNPS network of Family Involvement Specialists.

STAND FOR CHILDREN

WHAT’S NEXT?

Parent University is now operated under the Department of Student Services, headed by Gini Pupo-Walker and coordinated by Pam Burgess. Parent University will become part of the portfolio of offerings to each of the clusters through the MNPS network of Family Involvement Specialists.

What’s Next?

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PARENT UNIVERSITY COMMITTEE

OLIVIA BROWN - CHAIR MNPS
KATHY EDSON - VICE CHAIR VANDERBILT UNIVERSITY
DIANE ABERNATHY MNPS
MARY JO ALEXANDER STAND FOR CHILDREN
JEGER ALL MNPS
PAMELA BURGESS MNPS
MONICA CAUSEY TN VOICES FOR CHILDREN/TPHC
COLLEEN COFFEE NATIONAL MENTAL HEALTH AWARENESS CAMPAIGN
ASHLEY CRAWFORD PARENT
TAMMY DAUGHTERY TREVECCA NAZARENE UNIVERSITY
RUBEN DE PENA MNPS
LAURA DELGADO CONEXION AMERICAS
NANCY DINUNZIO DICKSON VANDERBILT UNIVERSITY - PEABODY COLLEGE
ANA ELLIOTT MNPS
PAULA FEATHER ALL ABOUT WOMEN
KATHY FLOYD BUGGS OFFICE OF CONGRESSMAN JIM COOPER
CYNTHIA GALE YMCA
JOANNA GELLER VANDERBILT UNIVERSITY
ZIED GUIZANI MNPS
KYLE HARRIS MNPS
ALYSSA HAWKINS MNPS
JULIA LYDON MNPS
LILLIAN MACDOCK-WHITEHEAD METRO PUBLIC HEALTH DEPARTMENT
MARY MANGUM MNPS
JOHN MANN MNPS
ERICA MITCHELL UNITED WAY OF METROPOLITAN NASHVILLE
GINI PUPO-WALKER MNPS
HEATHER SMITH NAAEYC/BOOKS FROM BIRTH OF MIDDLE TN
VERDA STEWART MNPS
DERRICK WILLIAMS MNPS
CAMPBELL WINGFIELD MNPS
ADELINA WINSTON MNPS

PARTICIPATING ORGANIZATIONS

BIG BROTHERS BIG SISTERS OF MIDDLE TENNESSEE
CONEXION AMERICAS
COPARENTING INTERNATIONAL
DAVIDSON COUNTY JUVENILE COURT
HOMEWORK HOTLINE
ICARE- TENNESSEE
KIDS’ RIGHTS PROGRAM, PUBLIC DEFENDER’S OFFICE
LIPSCOMB UNIVERSITY
MARTHA O’BRIEN CENTER
METRO STUDENT ATTENDANCE CENTER (M-SAC)
MNPS - BELLEVUE MIDDLE SCHOOL
MNPS - DEPARTMENT OF EXCEPTIONAL EDUCATION
MNPS - DEPARTMENT OF STUDENT SERVICES
MNPS - LEADERSHIP AND LEARNING
MNPS - LIBRARY SERVICES
MNPS - NORMAN BINKLEY ELEMENTARY
MNPS - OFFICE OF ENGLISH LEARNERS
MNPS - STUDENT AND COMMUNITY SERVICES
NASHVILLE CONFLICT RESOLUTION CENTER
NASHVILLE PUBLIC LIBRARY’S TOTAL PROGRAM
NEW LIFE PROGRAM
OASIS CENTER
OASIS CENTER COLLEGE CONNECTION
PLANNED PARENTHOOD OF MIDDLE AND EAST TN
RECONCILIATION INC.
ROSE IMMIGRATION LAW FIRM, PLC

STAND FOR CHILDREN

STEM PREPARATORY ACADEMY

STUDENT OUTREACH SERVICES FROM EDSOUTH

TECHNOLOGY ACCESS CENTER

TENNESSEE DEPARTMENT OF CHILDREN’S SERVICES

TENNESSEE PARENT TEACHER ASSOCIATION

TENNESSEE SCHOLARS

TENNESSEE STATE UNIVERSITY

TENNESSEE STUDENT ASSISTANCE CORPORATION

TENNESSEE VOICES FOR CHILDREN

VANDERBILT UNIVERSITY

VANDERBILT UNIVERSITY KENNEDY CENTER
Healthy children. Healthy schools. Healthy community.

The health of our community’s children is the top priority for the Alignment Nashville Children’s Health Executive Oversight (CHEO) Committee. Chaired by Bill Paul, MD, Director of Metro Nashville Public Health Department, this group provides guidance and oversight for the following Alignment Nashville Children’s Health Committees:

- Adolescent Sexual Responsibility
- Behavioral Health
- Healthy Eating Active Living (HEAL)
- Healthy Starts
- Primary Care
- School Nutrition

CHEO also serves as the state-mandated School Health Advisory Council for MNPS Coordinated School Health, providing the following functions:

- Annually review and approve the School Health Plan
- Advise the school district of current initiatives and resources
- Program planning
- Parent and community involvement
- Advocacy
- Recruitment of community health resources
- Input on fiscal planning
- Evaluation, accountability, and quality control
CHEO also worked closely with Nashville Public Television on its Emmy-award winning series, *NPT Reports: Children’s Health Crisis*. The Children’s Health Crisis project is a three-year initiative built around a series of seven documentaries on the state of children’s health in Tennessee. The project launched in 2009 in response to the increased number of children facing risks from poor or non-existent prenatal care, the rising epidemic of childhood obesity, misinformation about vaccinations, mental health issues, and adolescent sexuality. CHEO and the Alignment Nashville Children’s Health Committees conducted community conversations, featured the documentaries in several events, and provided input and assistance in the development of the series.

**CHEO COMMITTEE**

- Bill Paul, MD - Chair  
  Metro Public Health
- Lisa Beck  
  YMCA of Middle Tennessee
- Mary Bufwack  
  United Neighborhood Health Services
- Linda Depriest  
  MNPs
- Kathy Gracey  
  Vanderbilt University
- Kim Harrell  
  Monroe Carell Jr. Children’s Hospital at Vanderbilt
- Johnsie Holt  
  MNPs Coordinated School Health
- Marcy Melvin  
  Centerstone
- Nicole Proffitt  
  MNPs
- Jo Ann Scalf  
  Nashville Public Television
- Kimberlee Wyche-Etheridge, MD, MPH  
  Metro Public Health Department
Healthy beginnings.
Healthy starts.

The State of Tennessee and Davidson County have extremely high infant mortality rates. Children who are born to mothers without a high school diploma are less likely to survive their first year of life, more likely to live in poverty, and more likely to experience school failure. Low birth-weight children are more likely to have developmental challenges that prevent them from excelling in school. The Alignment Nashville Healthy Starts Committee includes three main areas of focus in their work to make sure all children begin life healthy: unplanned and/or unhealthy pregnancies, pregnancies at risk of poor birth outcome and infants at risk of poor development. This comprehensive approach addresses pre-conception through the first year of life.

1 out of 50 infants dies before his/her first birthday in the 37208 zip code (Pearl Cohn cluster)

2 of 5 girls that drop out of school are pregnant or parenting. (estimated)

Low birth-weight children are more likely to have developmental challenges that prevent them from excelling in school.

In early 2012, the Healthy Starts Committee combined resources with the Metro Health Department’s Incredible Baby Shower to provide a Grandparent Conference segment. Often, teen parents find a disconnect between the child-rearing advice they receive from family and friends and the most up-to-date recommendations from medical professionals. By engaging both the parenting teens and their parents, this event used a multi-generational approach to provide information about safe sleeping habits, care and home safety, nutrition and physical activity, education, college and financial aid, and more.

In order to dream a healthy future for Davidson County, we must collectively strive to give each of our next generation teachers, civic leaders, and parents the tools needed to assure that they get a healthy start in life. —Dr. Kimberlee Wyche-Etheridge
The Healthy Starts Committee is now in the final stages of tactical planning toward a community ‘safety net’—educating and training adults in the community who interact often with sexually active adolescents at risk of pregnancy, those already pregnant or parenting young children, and their families. In preparation for this comprehensive and potentially far-reaching initiative, the committee has worked to define risk factors for the negative outcomes they want to avoid—unhealthy pregnancies, poor birth outcomes and poor infant development. The reasons for these negative outcomes are often easy for a lay person to see, such as drug or alcohol abuse. But many of the reasons are more complex, such as a lack of family or community support systems, poor understanding of healthy development or difficulty accessing health care services. By creating an easy to use toolkit and training for individuals and organizations to use, as well as community training sessions, the committee hopes to not only increase awareness of protective factors and risk profiles but to increase the ease of connection to available support services. By engaging individuals and organizations in this way, we hope to broaden our youth’s community safety net to not just include the usual suspects—teachers, counselors and youth-serving organizations—but to include the unusual suspects who may interact regularly with the target population—healthcare providers, school support staff, faith center leaders, coaches, parents, child care providers and more.

**WHAT’S NEXT?**

Looking toward 2013, the Healthy Starts Committee will begin engaging the community in the creation of the toolkit, gathering the most updated information on Davidson County’s available services and resources for sexually active adolescents, pregnant teens and young adults, young parents and their families.

**THE HEALTHY STARTS COMMITTEE**

Kimberlee Wyche-Etheridge, MD, MPH - Chair  
Metro Public Health Department  
Cel Franklin—Vice Chair  
MNPs  
Tamara Currin—March of Dimes  
Jennifer Drake-Croft—Exchange Club Family Center  
Monae Fletcher—MNPs  
Cherie Hackney—Baptist Hospital  
Kimberly Harris—VUMC  
Georgianna Hooker—Martha O'Bryan Center  
Tiffany King—MNPs  
Harold Love, Jr, 8th Ave. Family Enrichment Ctr  
Lillian Maddox-Whitehead—Metro Public Health Department  
Kristen Rector—Prevent Child Abuse Tennessee  
Tasha Richards-Brown—Music City Healthy Start  
Carolyn Riviere—Metro Public Health Dept  
Heather Smith—NAAYEC/Books From Birth of Middle TN  
Lacey Wilkins—Nurses for Newborns

**PARTICIPATING ORGANIZATIONS**

- Birthing Project USA-Nashville (Metro Public Health Department)  
- Books From Birth of Middle Tennessee  
- Catholic Charities of TN, Inc.  
- Children’s Hospital Primary Care Clinic  
- Doula Services  
- Exchange Club Family Center  
- Health Assist Tennessee  
- Healthy Start of Nashville  
- Hope Clinic for Women  
- Interfaith Dental Clinic  
- Martha O'Bryan Center/Tied Together Program  
- Matthew Walker Comprehensive Health Center  
- Metro Nashville School Food Service  
- Metro Public Health Department  
- Metropolitan Nashville Board of Parks and Recreation  
- Monroe Carell Jr. Children’s Hospital at Vanderbilt  
- Nurses for Newborns of Tennessee  
- Planned Parenthood of Middle & East TN  
- Sexual Assault Center  
- Tennessee Voices for Children  
- The Academy at Old Cockrill  
- The Nashville Mobile Market  
- Vine Hill Community Clinic  
- Women, Infants and Children (WIC) Supplemental Nutrition Program
Nashville is on the move.

In 2009, Tennessee ranked as the 3rd highest obese state in the nation with 32.9% of the population having a BMI score of 25-29.9. In 2011, Tennessee moved down the list to 8th in the nation. While there is still great need for improvement, this downward trend in obesity rates is encouraging. And according to the Tennessee Obesity Task Force, this improvement is showing up in adults and high school students alike.

Tennessee moved down the list of most obese state from 3rd in 2009 to 8th in 2011.

Each year, MNPS Coordinated School Health conducts BMI screenings across the district to identify students who are at risk of obesity and obesity-related conditions. During the 2011-12 school year, more than 3,070 students were in the 98+ percentile, and more than 5,700 students were in the 95+ percentile.

In response to this identified need, the Alignment Nashville HEAL Committee held a full day retreat on February 20th at the Goodwill Lifsey Center. Out of this planning session came the new 3 year plan with the following areas of focus:

- Developing Health Intervention Strategies
- Building the Resource Network
- Creating a Toolbox of Resources and Opportunities
- Informing and Influencing Stakeholders
- Active Business and Community Engagement
- Partnership with the Alignment Nashville Nutrition Committee
After carefully reviewing the new plan and in response to the needs of Coordinated School Health, as well as the community at large, the committee has prioritized this three-year vision by beginning with Developing Health Intervention Strategies. The committee is developing a new tactic to implement and support community-based HEAL coaches. The HEAL coaches serve as a resource to any child or family member who has been identified by CSH as at-risk of obesity and obesity-related conditions and would like to develop a health plan. The committee is currently developing the process, models and resources needed in order to support these HEAL Coaches.

WHAT’S NEXT?
The committee plans to implement the HEAL Coach tactic in spring 2013, using the Invitation to Participate process to engage community partners in reducing childhood obesity rates in Nashville.

HEALTHY EATING AND ACTIVE LIVING COMMITTEE

LISA BECK - CO-CHAIR YMCA OF MIDDLE TENNESSEE
KIM HARRELL - CO-CHAIR MONROE CARELL JR. CHILDREN’S HOSPITAL AT VANDERBILT
NICOLE PROFITT - VICE CHAIR MNPS - COORDINATED SCHOOL HEALTH
LIZ ALEMAN MONROE CARELL JR. CHILDREN’S HOSPITAL AT VANDERBILT
JANET BARCROFT SKYLINE MEDICAL CENTER
TOM COOK VANDERBILT UNIVERSITY SCHOOL OF NURSING
ALEX DIAMOND MONROE CARELL JR. CHILDREN’S HOSPITAL AT VANDERBILT
JULIE FITZGERALD METRO PUBLIC HEALTH DEPARTMENT
LATISSA HALL METRO PUBLIC HEALTH DEPARTMENT
JOHNIE HOLT MNPS - COORDINATED SCHOOL HEALTH
DIANNE KILLEBREED VANDERBILT UNIVERSITY MEDICAL CENTER
OSCAR MILLER TENNESSEE STATE UNIVERSITY
TIM OLSZEWSKI LIPSCOMB UNIVERSITY
JOAN RANDALL VANDERBILT UNIVERSITY
SHARON SHIELDS VANDERBILT UNIVERSITY PEABODY COLLEGE
CHRIS TAYLOR METRO PUBLIC HEALTH DEPT
DEBORAH WALKER MNPS NUTRITION SERVICES
ASHLEY WATERS MNPS

PARTICIPATING ORGANIZATIONS

ADVENTURE SCIENCE CENTER (HEALTH PROGRAM)
BELMONT UNIVERSITY CENTER FOR SERVICE LEARNING
BOY SCOUTS
FIZEEK FITNESS
HARDING PLACE YMCA
KIWANIS
LIPSCOMB UNIVERSITY
MENTAL HEALTH ASSOCIATION OF MIDDLE TN
NASHVILLE PREDATORS
NASHVILLE PUBLIC TELEVISION
NFL FUEL UP TO PLAY 60
PENCIL FOUNDATION
PHI THETA
STARS (STUDENTS TAKING A RIGHT STAND) & KIDS ON THE BLOCK
TENNDELCARE OUTREACH PROGRAM
TENNESSEE STATE UNIVERSITY
TENNESSEE STATE UNIVERSITY COOPERATIVE EXTENSION PROGRAM
TENNESSEE STATE UNIVERSITY, COLLEGE OF HEALTH SCIENCES, DOCTORAL PHYSICAL THERAPY DEPARTMENT
UNIVERSITY OF TENNESSEE EXTENSION – TENNESSEE NUTRITION AND CONSUMER EDUCATION PROGRAM (TNCEP)
Let’s talk about sex.

**VISION:**
Working to ensure that Nashville adolescents are sexually responsible with the help of district-wide, evidence-based reproductive health resources and pregnancy prevention information and facilitate the ease of youth access to reproductive health services.

**RESULTS**

Post-conference surveys revealed:

94% of attendees stated the youth panel increased their knowledge and understanding of the needs and desires of youth in our community.

Talking about sex isn’t easy for most of us. Nashville has many community resources that can help, but few teachers, students and parents are aware of them. The Adolescent Sexual Responsibility (ASR) Committee provides access to information and resources that help youth (and their parents/caregivers) make healthy and responsible decisions. The committee brings together a wide range of school, health and community representatives intent on helping our community’s youth more easily navigate the path from adolescence into young adulthood. Teens who engage in irresponsible sexual behavior often cope with more social/emotional stress that impacts their academic achievement, and they need our help to make responsible decisions and maintain their sexual health.

Sexually transmitted infection rates (Chlamydia, Gonorrhea) are 10 fold higher among 15 - 19 year old females than STI rates among 30—49 year olds.

Teens who engage in irresponsible sexual behavior may cope with more social/emotional stress that impacts their academic achievement.

Approximately one in four sexually active teens contracts an STD every year.

Source: Nashville/Davidson County Youth Risk Behavior Survey, healthynashville.org

In 2012, the ASR Committee hosted its second Adolescent Sexual Responsibility conference. This successful professional development conference for educators and youth-serving organizations included informative and interactive sessions around the eight objectives identified by the
The conference provided tools to promote community-wide dialogue on adolescent sexual health, develop relevant relationships between teachers and community providers, address issues that are relevant to wellness teachers and the students they serve and to share information about the reproductive health resources that are available for educators to use to support the healthy development of the young people they serve. One of the highlights of the 2012 ASR Conference was the opening plenary session featuring guest speaker Senator Jack Johnson, R-Franklin, which provided a timely discussion of the newly amended Family Life Education law, aka the ‘Gateway Sexual Activity Law’, followed by a panel discussion with representatives of the Tennessee Department of Education and Metro Nashville Public Schools in attendance. Another highly-rated session was the Youth Panel, a moderated question/answer segment featuring community youth.

In early 2012, the ASR Committee distributed the Adolescent Healthy Futures guide in conjunction with the Nashville Public Television (NPT) premier of a documentary exploring the role of sexuality and sexual responsibility in the health of Tennessee’s children. The documentary, part of NPT’s Children’s Health Crisis series, was shown during a plenary session at the 2012 ASR Conference and included a guided community discussion following the presentation. The ASR Committee is now focused on continuing this partnership with NPT by utilizing ASR members and others to provide and promote opportunities to view the Children’s Health Crisis/Sexuality documentary and facilitate community discussion around adolescent sexual responsibility, access to reproductive health services and life planning.

**WHAT’S NEXT?**

The ASR Committee will seek community and school partners to bring Children’s Health Crisis/Sexuality presentations and discussions to their school, organization, business, civic club or faith center.

**PARTICIPATING ORGANIZATIONS**

SEXUAL ASSAULT CENTER
CENTERSTONE OF TENNESSEE
METRO HEALTH DEPARTMENT
PLANNED PARENTHOOD OF MIDDLE AND EAST TN

PEDIATRIC SPECIALISTS OF NASHVILLE
NASHVILLE PUBLIC TELEVISION
METRO NASHVILLE PUBLIC SCHOOLS
TENNESSEE DEPT OF EDUCATION

NASHVILLE CARES
UNITED HEALTH CARE COMMUNITY PLAN
GOODWILL INDUSTRIES

**ASR COMMITTEE**

(VACANT) CHAIR
LEIGH BAGWELL - VICE CHAIR MNPS
MARK BLOODWORTH TN DEPT OF EDUCATION
ELISABETH BRADNER PLANNED PARENTHOOD
JOAN CLAYTON-GAYS ACADEMY FOR EDUCATIONAL DEVELOPMENT
MISTY ELLIS NASHVILLE CARES
LYNDEY GODWIN PLANNED PARENTHOOD
ASHLEIGH HALL CENTERSTONE
LATISSA HALL METRO PUBLIC HEALTH DEPARTMENT
KAYCE MATTHEWS VANDERBILT UNIVERSITY
FREIDA OUTLAW MEHARRY MEDICAL COLLEGE
MELANIE SCOTT KIDS ON THE BLOCK OF STARS NASHVILLE
PAM SHEFFER OASIS CENTER
TARIK SMITH COORDINATED SCHOOL HEALTH/ TN TALKS
LORRAINE STALLWORTH MNPS
SHARON TRAVIS SEXUAL ASSAULT CENTER
FALLON WILSON HOPE COMMUNITY DEVELOPMENT
An apple a day keeps the doctor away. But you still need an annual check-up.

The Alignment Nashville Primary Care Committee works to make sure the children of Nashville don’t miss important preventive care. In Davidson County, most children see their doctor on a regular basis during their early years. After age 10, however, the number of children receiving their Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) drops to 59%. This means that more than 40% of Nashville’s children miss out on a comprehensive health and wellness assessment that could prevent future health complications and developmental delays. In many cases, families that are uninsured or under-insured rely on walk-in clinics and hospital emergency rooms for services, decreasing the quality of their ongoing care and placing a strain on the health care system in general. The Primary Care Committee seeks to increase the number of children and adolescents with a medical home—a doctor or health care provider that they see on a regular basis who knows them and their family well—and receive those important annual check-ups.

In the spring of 2012, the Primary Care Committee issued a challenge to MNPS high school Health Academies to create and produce a public service announcement to encourage youth to go to their doctor, get a check up and adopt healthy habits. Four MNPS high schools responded with creative and informative entries. Through the generous sponsorship of UnitedHealthCare Community Plan, the 1st place winner, Overton High School’s Health Academy, received a $1,500 award to purchase supplies or equipment for the academy. In addition, an awards ceremony was held which allowed students, parents, academy teachers, MNPS administrators, Metro Health Department leaders and others to view the winning videos and congratulate student teams for a job well done.
The Primary Care Committee has also supported MNPS School Health Services efforts to increase 7th grade immunization compliance rates through reminders and additional public relations efforts. Students are required by law to receive immunizations prior to entering their 7th grade year, yet in both 2011 and 2012, half of the entering 7th grade class had not yet received the required immunizations on the first day of school. In many cases, this causes students to miss important days in school until the requirement is met. By partnering with pediatricians and other care providers the Primary Care Committee is working to create a focus on health during the 6th grade year that will serve to encourage children to see their health care provider regularly and, in turn, receive their immunizations in advance of entering 7th grade.

Special thanks to PSA contest sponsor United Healthcare

WHAT’S NEXT?
The Primary Care Committee is currently developing a tactical plan that will engage the community to increase the number of children and adolescents with a medical home, increase 7th grade immunization compliance, and address the overall physical health of children and adolescents in Metropolitan Nashville.

Also, in 2013, the Primary Care Committee plans to update the Healthy Family Handbook, first printed in 2010. This guide, created utilizing lessons learned and data from the “Passport to Health” pilot in 2009-2010, has been an invaluable resource to parents and community partners.
Foundation for lifelong success.

According to the Collaborative for Academic Social and Emotional Learning (CASEL), “Social and emotional learning is a process for helping children and even adults develop the fundamental skills for life effectiveness.” It is also a framework for school improvement; effective integration of social emotional learning has been shown to contribute to improvements in academic achievement and other student outcomes.

CASEL has defined the following core competencies of Social & Emotional Learning:

- **Self-Management**: Managing emotions and behaviors to achieve one’s goals
- **Self-Awareness**: Recognizing one’s emotions and values as well as one’s strengths and challenges
- **Social Awareness**: Showing understanding and empathy for others
- **Responsible Decision-Making**: Making ethical, constructive choices about personal and social behavior
- **Relationship Skills**: Forming positive relationships, working in teams, dealing effectively with conflict

MNPS has embraced the importance of integrating social emotional learning for several years, and the Alignment Nashville Social Emotional Learning has played an important role in that effort. Their hard work paid off when, in December 2011, MNPS was accepted by CASEL (Collaborative for Academic Social and Emotional Learning) as one of five new national members of the CASEL’s Collaborating Districts Initiative (CDI). CDI engages large school districts across the nation to plan, implement, and monitor systemic changes that will impact schools and classrooms in ways that influence students’ social-emotional development and academic performance.

As a new member, MNPS received a $125,000 grant and became eligible to submit a three-year implementation grant proposal to the NoVo Foundation. MNPS was notified in October 2012 that their planning grant had been accepted and they were a permanent member of the CDI. The three-year implementation of SEL would now begin with the technical assistance of CASEL and the other seven participating districts.

In 2012, the AN SEL Committee also undertook the following activities:

- Updated the Behavioral Health/SEL Resource Guide, which was initially released in 2011 at the committee’s first Social and Emotional Learning Conference. The resource guide was well-received by mental health staff (counselors, psychologists, behavioral health specialists, etc) of MNPS schools and community members alike.
What makes the SEL conference so powerful is that it gets several disciplines together and gives us all a common language to use while promoting emotional and behavioral wellness for all our students within the district. Despite the differences in our trainings or day to day duties, we all want to create positive and nurturing environments for students.

—Committee Co-Chair, Marcy Melvin

• Hosted the second annual Conference on Social and Emotional Learning at the Martin Center for Professional Development on July 16, 2012. This year’s conference had 308 registered attendees that included MNPS school staff, community organizations (non-profit, government, post-secondary, etc.) and guests from surrounding districts. The keynote speaker for this year’s conference was Dr. Roger Wiessberg, President and CEO of CASEL and Professor of psychology and education at the University of Illinois at Chicago. The attendees were then able to choose from a menu of 33 workshops that were presented throughout the day by community organizations and MNPS staff. The conference workshops were selected by the SEL committee from a pool of responses to the committee’s Invitation to Participate™ (ITP), which requested conference workshops that supported CASEL’s five core competencies.

With MNPS receiving the implementation grant award from CASEL/NoVo, much of the SEL work will now be infused into all Alignment Nashville committees, allowing the SEL Committee to return back to its original focus of Behavioral Health, engaging the community in ensuring that children and youth are mentally healthy through prevention and intervention.

WHAT’S NEXT?
The Behavioral Health Committee will begin working on a new tactical plan starting in January 2013; plans for the 2013 Social and Emotional Learning Conference are also already underway.

PARTICIPATING ORGANIZATIONS

CAMELOT CARE CENTERS, INC.
CENTER FOR UNDERSTANDING
CENTERSTONE
CENTERSTONE THERAPEUTIC PRESCHOOL
EXCHANGE CLUB FAMILY CENTER
METRO NASHVILLE PUBLIC SCHOOLS
METRO PUBLIC HEALTH DEPARTMENT
MNPS - BEHAVIOR SUPPORT TEAM
MNPS - BELLEVUE MIDDLE SCHOOL

MNPS - PARAGON MILLS
NASHVILLE CONFLICT RESOLUTION CENTER
NASHVILLE PUBLIC LIBRARY’S BRINGING BOOKS TO LIFE!
NORTHEAST FOUNDATION FOR CHILDREN
PFLAG (PARENTS, FAMILIES, AND FRIENDS OF LESBIANS AND GAYS)
SECOND HARVEST FOOD BANK OF MIDDLE TENNESSEE
SKYLINE MADISON HOSPITAL
STARS (STUDENTS TAKING A RIGHT STAND)

TENNESSEE STATE UNIVERSITY
TENNESSEE VOICES FOR CHILDREN, EARLY CONNECTIONS NETWORK,
VANDERBILT KENNEDY CENTER
VANDERBILT PSYCHIATRY
VANDERBILT UNIVERSITY
ZANER-BLOSER PUBLISHERS

SOCIAL AND EMOTIONAL LEARNING/ BEHAVIORAL HEALTH COMMITTEE

DENISE ROLLINS - CHAIR MNPS
KATHY GRACEY - VICE-CHAIR VANDERBILT UNIVERSITY
MARCY MELVIN - VICE-CHAIR CENTERSTONE
RHONDA ASHLEY-DIXON VANDERBILT PSYCHIATRIC HOSPITAL
SHIRLEY BERRY HAYES VANDERBILT UNIVERSITY
LISA BILTON - MNPS
MONICA CAISLEY TENNESSEE VOICES FOR CHILDREN/TNRC
BETH CRUZ - METRO NASHVILLE PUBLIC DEFENDERS OFFICE
ERIN DAUNITCH STARS NASHVILLE
LINDA DEPRIEST - MNPS
SONYA DOBBINS - MNPS
NATALIE EMBRY - TRI-STAR SKYLINE MADISON
VICKIE FLEMING - MNPS
BABS FREEMAN-LOFTIS NORTHEAST FOUNDATION FOR CHILDREN
TRACY GLASCOE VANDERBILT PSYCHIATRIC HOSPITAL
DIANE GRAMANN MENTAL HEALTH ASSOCIATION OF MIDDLE TENNESSEE
ANTHONY HALL - MNPS
TRISH HAYES - METRO NASHVILLE PUBLIC DEFENDERS OFFICE
KENDALL HINOTE - NASHVILLE PUBLIC LIBRARY
ERIC JOHNSON - STARS NASHVILLE
ERVEEN JOHNSON - MNPS
MICHAEL KIRSHNER MENTAL HEALTH COOPERATIVE, INC.
DEBRA MACADAMS - MNPS
KELLY NOSER - MNPS - KELLY NOSER CONSULTING
AMI PARKER - TN VOICES FOR CHILDREN
GREA REQUIERME - NASHVILLE PUBLIC TELEVISION
SCOTT RIDGWAY - TENNESSEE SUICIDE PREVENTION NETWORK
MELANIE SCOTT - KIDS ON THE BLOCK OF STARS NASHVILLE
ANGIE THOMPSON - METRO PUBLIC HEALTH DEPARTMENT
There are numerous national studies that show the direct correlation between quality nutrition and academic achievement. We can’t expect our children to learn if they are hungry or not receiving proper nutrition.

In Metro Nashville Public Schools, more than 70% of the students qualify for the Free and Reduced Meal program. For many of these students, the school food program provides most of their daily nourishment. And for all students, the school nutrition program provides a valuable opportunity to create healthy eating habits that last a lifetime.

The Alignment Nashville School Nutrition committee, which began in 2010, has made considerable headway in a short period of time. The committee developed a shared vision for engaging the committee in improving school nutrition with three focus areas:

1. More Scratch Cooking, Less Processed Foods
2. More Fruits and Vegetables
3. Reinvent A La Carte.

The committee developed a plan to reach these outcomes, which led to a grant from Healthways Foundation to provide much-needed professional development and training. Through this grant, the committee was able to send 26 cafeteria managers and six culinary arts students from Hunters Lane High School to the National School Nutrition Association Conference that held in Nashville; the managers and students used this information to develop training modules for additional cafeteria managers and workers.

In addition, ten pilot schools were selected in building a “Healthier Café” model. These ten pilot schools - Glengarry Elementary, Glenview Elementary, Fall-Hamilton Elementary, Park Avenue Elementary, Shayne Elementary, Rose Park Middle School, Wright Middle School, McGavock High School, Overton High School and Stratford High School - are piloting a model that can be replicated across the district in improving school nutrition. The committee recognizes the need to “educate, train, and inspire” cafeteria managers in order to achieve their desired outcomes of decreasing the consumption of processed foods by 25% and increasing the consumption of fresh fruit and vegetables by 25% by the end of the 2012-13 school year. To that end, the committee was...
awarded a $50,000 grant from Baptist Healing Trust for additional professional development with managers and workers, development of a school nutrition program replication guide and training, and continued evaluation of the pilot programs.

Workers in all ten pilot schools received hands-on training from Chef David Owens to learn necessary culinary skills in order to support the three areas of change. Culinary One included basic skills such as weighing/measuring, knife skills and oven usage. Culinary Two trainings built on the first trainings and introduced different cooking techniques, presentation and food arrangement. Culinary Three trainings covered topics such as produce handling, cooking techniques, meat prep, herbs/spices, vegetable prep.

In a mid-year evaluation, pilot school cafeteria managers were asked about their expectations and perceived outcomes. As the graph below shows, many of the managers perceptions have changed significantly for most questions, most with positive changes in perceptions of healthier food options.

“By encouraging participation from parents, teachers, cafeteria workers and other community members, Alignment Nashville’s School Nutrition Committee’s have built a strong coalition to support the expansion of healthier options in our schools. We are prepared to take our model to the next level, with the help and encouragement of all of our committee members.” – Megan Morton, School Nutrition Committee Vice Chair and Interim Executive Director of Community Food Advocates

The next part of the survey was about barriers that would prevent the café from serving healthier food options in their cafés. This graph demonstrates the effectiveness of the training being provided in that the managers feel that the skills necessary to support fresh foods are being acquired and therefore less of a barrier. There is still a concern of food prep time increasing.

At the end of the school year and in celebration of the first year of the pilot school programs, fresh strawberries were purchased and served at the pilot schools. In support of the fresh strawberries, these were harvest of the month and the café’s were encouraged to serve the strawberries in different ways and to give the students the opportunities to learn more about the fresh fruit.

WHAT’S NEXT?
The School Nutrition Committee has formed a Food Insecurity Taskforce to align resources to ensure all students have access to food. Primary partners include Second Harvest Food Bank of Middle Tennessee and Community Food Advocates; the goal is to establish a sustainable, systemic approach to meeting this need across the district.

SCHOOL NUTRITION COMMITTEE
BRAIN CORKE - CHAIR MNPS
MEGAN MORTON - VICE CHAIR COMMUNITY FOOD ADVOCATES
JILL BAKER MNPS
JEREMY BARLOW
JEN BOULTON HEALTHWAYS
FRED CARR MNPS
LINDA CATLETT HEALTHWAYS
SHEILA CLARK MNPS
SUE CLARK MNPS
TANYA DEBRO HEALTHWAYS
KEVIN DORR AMERICAN CULINARY FOUNDATION
JULIE FITZGERALD METRO PUBLIC HEALTH DEPT
LINDA HERRELL MNPS PARENT
PAM HULL VANDERBILT UNIVERSITY
LISA JAMESON HEALTHWAYS
MELINDA JUDD SECOND HARVEST FOOD BANK OF MIDDLE TENNESSEE
RACHEL KNIGHT HEALTHWAYS
JEFF KREBS HEALTHWAYS
HOLLY MAY LEAD ACADEMY TEACHER
SELENA MCCOY CARPENTER GLENDALE ELEM
KIMBERLY MOLNAR SECOND HARVEST FOOD BANK OF MIDDLE TENNESSEE
RHONDA NEWBORN HEALTHWAYS
JILL PITTMAN MNPS
NICOLE PROPPFITT MNPS
SARAH SMITH
SPENCER TAYLOR MNPS
JESSICA TRUMBLE HEALTHWAYS
DEBORAH WALKER MNPS FOOD SERVICES
KATHY WANTLAND MNPS
TERESA WEST MNPS
EMILIANO ZUNIGA MAPLEWOOD HS STUDENT

PARTICIPATING ORGANIZATIONS
AMERICAN CULINARY FOUNDATION
PAIGE CLANCY, COMMUNITY MEMBER
COMMUNITY FOOD ADVOCATES
TAMALA DAVIS, PARENT
DIETETIC INTERNSHIP PROGRAM AT VANDERBILT
GLENGARRY ELEMENTARY
HANDS ON NASHVILLE
ANNA HIGGINBOTHAM, PARENT
MARSHA OBRYAN CENTER
METRO NASHVILLE: COMMUNITIES PUTTING PREVENTION TO WORK
MONROE CARELL JR. CHILDREN’S HOSPITAL AT VANDERBILT
CHAMPS GARDENS INITIATIVE
OASIS CENTER
PARK AVENUE SCHOOL COMMUNITY GARDEN
SECOND HARVEST FOOD BANK OF MIDDLE TENNESSEE
TENNESSEE STATE UNIVERSITY
Discovery through design

RESULTS

Before Art2STEM launched in 2009, a survey of ninth-graders showed that only 3.3% of students chose a STEM-focused Academy. The most common interest was in arts and entertainment. When the first group of Art2STEM students made their high school Academy choices, 35% of those program participants chose a STEM-focused Academy. Subsequently, when the second group of Art2STEM participants made their Academy choices, 46% of those students chose a STEM-focused Academy in high school. Art2STEM 2012 had 215 participants, 25 MNPS teachers, 15 volunteer mentors, and 27 engagement partners.

Art2STEM engages 7th and 8th grade girls in STEM-focused, real-world, project based, after school clubs which help them make the connection between art and STEM so that, while in middle school, the girls consider a STEM Academy for high school; and once in high school, they enroll in a STEM Academy—ultimately increasing the future STEM workforce in Nashville.

The A2S Implementation Team included representatives from each partner organization and met weekly at Adventure Science Center, the community agency of A2S, to ensure the program maintained alignment with strategic goals of A2S and Metro Nashville Public Schools (MNPS) and that successful practices and lessons learned were incorporated into future plans and experiences.

- After-school clubs operated in nine MNPS middle schools (Apollo, Bailey, Croft, DuPont-Tyler, Joelton, Litton, Oliver, Thurgood Marshall, and West End).
- Girls’ awareness of practical STEM application was broadened by real-world, project based engagement in afterschool club meetings, business visits, and university visits.
- Girls experienced the relevance of the concepts they learned through local business partnerships.

An excellent example of effective business engagement occurred between the design company, Advent, and the A2S club at Thurgood Marshall Middle School. The result: Advent built and installed the students’ redesigned cafeteria space after a rigorous process of team competitions.

43% increase among ninth-grade Art2STEM participants who chose a STEM-focused Academy in high school.

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“The most impactful moment for me was when I announced the winners [of the design exercise], the girls were tearing up; the place erupted. And that really touched me personally because these girls really did grab hold of the assignment, and really got involved and it meant something to them.” – Todd Cyphers, Director of Exceeding Expectations- Advent

A week-long, residential summer camp was the capstone event for A2S 2011-2012. Forty-five girls from nine MNPS middle schools, and five MNPS teachers (coaches) participated. Guided by the overarching World’s Fair theme, five teams of nine girls each designed and created pavilions representing five countries (North America, South America, Europe, Asia, and Africa). Participants were tasked with inventing or innovating a product that would improve the lives of a global population. To spark the girls’ creativity, the week began with business engagement through field trips to Nashville Electric Service, FLO Thinkery, and Old Hickory Dam.

Teams researched their country, brainstormed product ideas, drafted product models using Google SketchUp, built a three dimensional model, and displayed their final products during the celebration event at the end of the week. One innovative team designed and created a trash rocket that transports waste to the sun to be incinerated—eliminating the need for landfills.

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ART2STEM IMPLEMENTATION TEAM

SYDNEY ROGERS ALIGNMENT NASHVILLE
CONNIE WILLIAMS PENCIL FOUNDATION
ISMAIL FIDAN TENNESSEE TECHNOLOGICAL UNIVERSITY
DAVID MCNEEL METROPOLITAN NASHVILLE PUBLIC SCHOOLS
SANDRA HARRIS ALIGNMENT NASHVILLE
JERI HASELBRING ADVENTURE SCIENCE CENTER
JOHN HAWKINS ADVENTURE SCIENCE CENTER

LEAD ORGANIZATIONS

METROPOLITAN NASHVILLE PUBLIC SCHOOLS
PENCIL FOUNDATION
ADVENTURE SCIENCE CENTER
THU

ALIGNMENT NASHVILLE
for successful, healthy children

PARTNERS

LIPSCOMB UNIVERSITY
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NASHVILLE PUBLIC TELEVISION
EARL SWENSSON ASSOCIATES

FLO THINKERY
NASHVILLE ELECTRIC SERVICE
OLD HICKORY DAM
U.S. ARMY CORPS OF ENGINEERS
LP BUILDING PRODUCTS
NISSAN NORTH AMERICA
AEGIS LABS
GRESHAM, SMITH & PARTNERS
ADVENT
VANDERBILT UNIVERSITY MEDICAL CENTER

STAGEPOST
TENNESSEE PERFORMING ARTS CENTER
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MARS PETCARE
NASHVILLE CHILDREN’S THEATRE
NOSSI COLLEGE OF ART
PAZ COMMUNICATIONS
INSHUTTLE
JUST DUCKY DESIGNS
3D SYSTEMS

Art2STEM Summer Camp at Lipscomb University
Art2STEM after-school club
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; as more communities are beginning to adopt the model, a national community of practice, known as Alignment USA, is emerging. Participants in the current community of practice include Nashville, Rockford, New Orleans, and Jackson, Mississippi. Discussions with others are currently underway.

Initially, Alignment practice involves:
- developing a community-wide shared vision, purpose, and outcomes
- intentional alignment of existing community resources prior to addition of new resources
- operating based on shared community principles
- utilizing an effective organizational structure with the following characteristics:
  - a board of directors
  - an operating board
  - committees (design and implementation teams) that are co-led by public schools decision makers and community leaders
- utilizing an effective, outcomes-driven process for designing solutions
- utilizing the Invitation to Participate (ITP) process to engage the broader community
- developing effective and efficient collaborative and communication systems
- use of the Alignment technology portal
- staff support for Alignment committees

Joining Alignment USA affords communities the following benefits:
- Access to emerging practices and results from other communities using alignment principles, structures and processes to address complex issues
- Technical assistance during startup and initial implementation of alignment principles, structures and processes
- Opportunity to license ComCoefficient, the collaborative portal software developed specifically to support alignment principles, structures and processes
- Opportunity to attend the Alignment Institute, the annual gathering of alignment practitioners/adopters from across the country.

Over time, the current Alignment practice model is expected to evolve due to innovations brought about by the Community of Practice.

If your organization is interested in joining this growing community of practice, contact Sydney Rogers at Sydney@alignmentnashville.org.
ComCoefficient; a community transformation tool for the future

Our new technology portal, ComCoefficient, is a tool that will underpin the work of Alignment in our community, in Rockford Illinois, and in other future Alignment communities. The portal will help the community work together more efficiently and effectively to transform the way we work together.

The portal facilitates investigative and discovery collaboration, collaborative project development and management, broad based community and resource identification and engagement, accountability and tracking, and knowledge development and management. All these functions are possible due to the integrated design of the principles, structure and processes of Alignment which form the basis for the design of the technology. The portal is context aware in that it knows all of the participants and the roles they play and therefore the use and access to information for participants is very targeted to their specific needs and interest.

A sophisticated system of categorization and tagging of information, along with wiki conversations and an integrated search mechanism, creates a platform on which all collaborative work in the community can take place.

The effort was a joint project of Alignment Nashville and Alignment Rockford, with great assistance from our friends at Deloitte. From connecting us with our web developer, Globant, to providing the expertise we needed to bring it all together, Deloitte was integral to the successful rollout of our newly revamped website.

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

To learn more about using the ComCoefficient portal in your community contact Melissa Jaggers at Melissa@alignmentnashville.org.
In September 2012, Alignment Nashville and Alignment Rockford hosted 12 cities with teams of people for the second annual Alignment Institute. For two full days, the participants learned about the principles, structure, processes, and technology of Alignment. And, they learned from the Alignment participants as well as Alignment staff. Also, in 2012, the visitors participated in the annual Alignment Community Meeting, where local participants gathered to hear a panel on high school graduation as a goal from pre-k through high school and see and hear about the work of each of the Alignment committees.

A highlight of the Institute is for the visitors to observe an Operating Board meeting in action. Participants have commented that “this is where all that we have learned comes together—we can now see how all the parts fit.”
Communities that participated in 2012 included:

Los Angeles, CA  |  Palm Springs, CA  |  Pasadena, CA  |  Northwest Florida  
Central Florida  |  Lynn, MA  |  Utica, NY  |  Louisville, KY  |  Rockford, IL  
Mead, WA  |  Jackson, MS  |  Dearborn, MI
We’re all in.

That was the message of the 2012 Alignment Nashville Community Meeting – when it comes to college and career readiness, we are all in. We all have a role to play in preparing our students for success in college, career and life.

Mayor Karl Dean provided opening remarks, and Councilman Lonnell Matthews presented him with the 2012 award recognizing Nashville as one of America’s 100 Best Communities for Young People (for the third year in a row). Attendees then heard from a panel of Alignment Nashville committee leaders, who shared what their committees – ranging from Pre-K to School Nutrition to Social Emotional Learning – were doing to support college and career readiness.

The highlight of the event was the presentation of the following awards for outstanding service to the community:

**Harvey Sperling Award for Excellence in Leadership**

*2012 honoree: Kimberlee Wyche-Etheridge, MD, MPH*

The 2012 Harvey Sperling Award for Excellence in Leadership is presented to Kimberlee Wyche-Etheridge, MD. Dr. Wyche-Etheridge - or “Dr. Kim” to those who know her - was selected by her peers due to her outstanding leadership in her role as Chair of the Alignment Nashville Primary Care and Healthy Starts Committees. Here is what her peers had to say about why Dr. Wyche-Etheridge deserved to win this award:
Dr. Wyche-Etheridge’s leadership is only eclipsed by the sincere care and concern she has for the health of all children in the community, and she has that infectious laugh that makes even difficult work enjoyable.

Dr. Kim is sincerely dedicated to the cause of improving health statistics for all children in Davidson County. She is committed and intensely knowledgeable of the health disparities in the county and works tirelessly to eliminate them.

...she makes an impact at every meeting, fantastic ideas, she speaks with authority and humility – it’s hard to combine those two successfully.

...her commitment to the health of the children in our city is inspirational.

The Harvey Sperling award is named after Harvey Sperling, who served as headmaster of the University School of Nashville at Vanderbilt University (1979 - 1990) and the University School of Milwaukee (1990 - 2000). Subsequently, he was the educational officer at The Frist Foundation, and currently is a consultant to the Vanderbilt Center for Science Outreach (and the School for Science & Math at Vanderbilt). Harvey was instrumental in the start-up phase of Alignment Nashville, providing leadership and wisdom for the crucial first years of the organization.

**Deloitte Award for Community Investment**

**2012 honoree: Deloitte**

The inaugural Deloitte Award for Community Investment is presented to its namesake, Deloitte, for its unprecedented commitment to education and the community of Nashville. Deloitte’s contributions to public education are immeasurable, but here are a few highlights:

Deloitte is actively involved in all aspects of the Academies of Nashville, serving as Academy Partner at Antioch as well as co-sponsoring the Academies of Nashville. For Art2STEM, they have provided ongoing mentoring at after-school clubs and financial support for the 2012 Summer Camp and Art2STEM Family Night. Their educational outreach is further evidenced in their work through Women in Technology in Tennessee and Adventure Science Center in informing and motivating girls to pursue careers in science, technology, engineering, and math.

Deloitte Application Studios has contributed invaluable technical assistance and project management for the new Alignment Nashville collaborative portal, which will drastically improve our community’s ability to work together to achieve collective outcomes and measure our success.
The Middle Tennessee STEM Hub provides a valuable exchange network of ideas and resources for K-12 schools, colleges and universities, and network partners to serve the STEM needs of the middle region of Tennessee - ultimately growing the future STEM workforce of Tennessee. All elements of the STEM Hub have been crafted to support three overarching goals:

1. **Student Learning**: Students will receive rigorous, interdisciplinary and project-based STEM instruction at every stage of the P-16 education continuum, culminating in college credit and relevant, real-world work experiences.

2. **Supportive Adults**: P-12 educators, postsecondary students, university faculty and business representatives will connect and collaborate in a professional learning community with ongoing group, individual and virtual opportunities to develop expertise in STEM disciplines, interdisciplinary curriculum, project-based instruction, and integration of community resources.

3. **Network Partners**: The region’s P-12 school systems, postsecondary institutions, nonprofit organizations and businesses will connect and collaborate to share expertise; build new partnerships; expand STEM awareness; serve as STEM education liaison to regional, state and national networks; and develop or accelerate innovative strategies for scalable and sustainable STEM initiatives to strengthen education, economic development and individual prosperity.

The Middle Tennessee STEM Hub is a conduit for the transfer of cutting-edge ideas that will transform the ways in which Science, Technology, Engineering and Mathematics are perceived and taught.
STEM-POSUIUM
2012
HOSTED BY
THE MIDDLE TENNESSEE REGIONAL STEM INNOVATION HUB AND THE NASHVILLE AREA CHAMBER OF COMMERCE
Nashville is proud to be one of only seven Ford Next Generation Learning (Ford NGL) Hubs in the United States. With this prestigious designation from Ford Motor Company Fund and Community Services (the philanthropic arm of Ford Motor Company), Nashville is able to offer professional development and technical assistance for communities across the country that are seeking education transformation.

Alignment Nashville coordinates the Hub activities with MNPS; Sydney Rogers (Alignment) and Starr Herrman (MNPS) serve as co-directors. Since 2010, the Hub has hosted more than 250 people from more than 25 communities for Academies of Nashville Study Visits, providing a comprehensive, close-up view of the high school re-design efforts in Nashville.

Ford Motor Company has supported Nashville’s high school redesign efforts for several years and with their local Ford dealers, sponsored radio and television spots featuring students in the academies. Nashville would like to thank Ford Motor Company for their continued support.
PHOTO GALLERY