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ALIGNMENT NASHVILLE  
Sydney Rogers, Executive Director  
Melissa Jaggers, Associate Executive Director  
Heather Chalos, Chief Operating Officer  
Glen Biggs, Associate Director  
Anthony Johnson, Associate Director  
Rebecca Talley, Alignment USA Project Director  
Bob Teague, Office Manager  
Lexi Morritt, Project Assistant  

ALIGNMENT NASHVILLE  
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DESIGN BY ROBWILLIAMSDESIGN.COM
3D Collective Impact: Executive Director’s Report

Partners who engage through the Alignment principles, structure, process and technology continue to break new ground with deeper and more impactful outcomes every year, creating what we call 3D Collective Impact. Alignment creates multi-dimensional networks that truly align resources for systemic change.

All of the work of Alignment Nashville committees—or “design and implementation teams”—is targeted to a set of long-term outcomes, and the effort to impact those outcomes is tracked. You can follow along with the outcomes targeted by each design and implementation team through the outcome icons you find on each page in this report.

In 2013, with the launch of the Metro Nashville Public Schools (MNPS) initiative Community Achieves, Alignment design teams are further expanding and perfecting the highly successful collective impact approach to systemic change. Community Achieves is a systematic approach to community schools and will be powered by the improved and refined principles, structure, process, and technology of Alignment. The four pillars of Community Achieves are College and Career Readiness, Family Engagement, Health and Wellness, and Social Services. Alignment committees and staff will support these pillars and

What does this cross-pollination concept really look like? As an example, the structure of Alignment will provide opportunities to connect parents to meaningful information on health and wellness, children will have opportunities to eat more nutritious food through the work of social services agencies connecting with parents and the health and wellness work, and children will be connected to resources that better prepare them for college and career. These connections will be replicated many times over—creating what we call 3D collective impact. According to Kent Fourman, Chairman of the Operating Board, “Ideas are shared and substantive connections are
made every single month in the Operating Board meetings. The structure and process is very real and very powerful.” Read more about this exciting and high impact approach in the Community Achieves pages of this report.

In the coming year, MNPS will emphasize the value of solid pre-k preparation for students who are starting kindergarten. To support the district in its efforts to ensure that all children start school well prepared, the Alignment Nashville pre-k committee is launching an extensive effort—iTrails—that will connect many previous and current efforts and dozens of programs for parents of pre-k children. Most importantly, the committee is developing methods that will eventually bring these resources to all parents and children in the community. According to Dr. Jesse Register, Director of Metro Nashville Public Schools and AN Board of Directors member, “Too many children enter school without the early learning opportunities they need to thrive. In Metro Schools, we know that when all children come to kindergarten prepared to learn, we can improve outcomes.” Be sure to find out more about iTrails on page 14 of this report.

The Academies of Nashville have been extremely successful—graduation rates are up, test scores are rising, and community engagement in the high schools is at an all-time high. To build on this success, the Middle School Committee is engaging community partners to better prepare students for the Academies of Nashville by providing a rich and exciting inquiry-based learning environment in Nashville’s middle schools through Project-Based Learning (PBL). Read about how community partners can become involved on page 18 of this report.

A national spotlight is shining on MNPS and Nashville’s community organizations because of the progress made in support of the whole child. For several years, the community has supported the social and emotional learning (SEL) of our students, and now the Collaborative for Academic and Social Emotional Learning (CASEL) has chosen MNPS as one of eight cities to be part of a national collaborative. Read more about this ground-breaking partnership in the report of the Alignment Behavioral Health committee on page 44.

Our partnership with Nashville Public Television (NPT) continues to be successful. This year NPT Reports: Children’s Health Crisis: Family Health has been nominated for a Midsouth Regional Emmy Award in the category of public affairs program. Alignment Nashville is pleased to have been a partner with NPT through the work of the many dedicated health professionals who serve on our Children’s Health committees.

Finally, in 2013, as a result of many requests from communities to help them implement a successful collective impact approach, the Alignment Nashville Board of Directors approved a plan to create Alignment USA, a community of practice of communities across the country who are using the principles, structure, process and technology of Alignment Nashville. Dr. Bob Fisher, Chairman of the Board of Alignment Nashville says, “We are sharing what we have built and what we have learned with other communities because it has had such a positive impact on the Nashville community. The board supports the idea of helping others who share similar goals.”

This is exciting indeed as this national network will afford us all with the opportunity to learn and grow together. And, you can read all about it here—and find out who these communities are—on page 50 of this report.
Alignment Nashville is governed by a Board of Directors that meets quarterly. The Board approves our budget and works to secure long-term funding for AN. The Board of Directors includes the Mayor, the Director of Schools, the President/CEO of the Nashville Area Chamber of Commerce, university presidents, non-profit leaders, business leaders, philanthropists and other dedicated area leaders.

2013 Alignment Nashville Board of Directors

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George Van Allen
Nashville State Community College
President

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Alignment Nashville
Executive Director
2013 Alignment Nashville Operating Board

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Kevin Crane, NPT - Nashville Public Television, American Graduate

Linda De Priest, MNPS, Asst. Supt. for Instructional Support

Amy Downey, Metro Nashville Public Schools

Yolanda Ellison, Volunteer State Community College

Jennifer Escue, Catholic Charities Refugee Youth Program Coordinator

Cel Franklin, MNPS, Coordinator - Homebound Services

Lyndsey Godwin, Planned Parenthood

Kathy Gracey, Vanderbilt University

Lora Hall, Metro Nashville Public Schools

Laura Hansen, Metro Nashville Public Schools

Sandra Harris, Middle Tennessee STEM Innovation Hub

Anne Henderson, Frist Center for the Visual Arts

Tracye Henderson, McGruder Family Resource Center (FRC), Director

Starr Herman, MNPS

Jennifer Hillen, Junior League of Nashville

Flo Kidd, Metro Nashville Public Schools

Kyla Krengel, Metro Nashville Public Schools

Nathan Lang, Metro Nashville Public Schools

Dee Gee Lester, Metro Parks Department

Diane Long, PENCIL Foundation

Candy Markman, Mayor’s Office Afterschool Initiatives, Planning Director

Darwin Mason, MNPS Assistant Principal Martin Luther King High School

Pamela Matthews, Head Start - Metro Action Commission

Alison McArthur, MNPS, Community Achieves Program Coordinator

Marcy Melvin, Centerstone

Oscar Miller, Tennessee State University, Professor of Social Work/Sociology

Erica Mitchell, United Way of Metropolitan Nashville

Megan Morton, Community Food Advocates

Kelly Noser, Metro Nashville Public Schools - Kelly Noser Consulting

Carol Martin Osorio, Nashville State Community College, Dean of Students

Phyllis Phillips, Metro Nashville Public Schools

Nicole Proffitt, Metro Nashville Public Schools

Carole Raley, Marathon Petroleum

Bill Rochford, Healthcare Partnership Council

Judy Rye, Martha O’Bryan Center, Adult Ed.

James Snider, Tennessee Student Assistance Corporation

Melissa Spradlin, Book ‘Em, CEO

Jay Steele, Metro Nashville Public Schools, Chief Academic Officer

Tina Stenson, Metro Nashville Public Schools, Research

Verda Stewart, Metro Nashville Public Schools, Special Projects Manager

Spencer Taylor, Metro Nashville Public Schools, Food Services

Gini Pupo Walker, MNPS, Director of Parent Involvement & Community Services

Whitney Weeks, Vanderbilt University Center for Nashville Studies

Michelle Wilcox, Metro Nashville Public Schools

Connie Williams, PENCIL Foundation, Executive Director

Neely Williams, Community Partners Network, Director

Aimee Wyatt, Metro Nashville Public Schools

Kimberlee Wyche-Etheridge, MD, Metro Public Health Department, Director of Health

Ellen Zinkiewicz, Nashville Career Advancement Center, Manager Youth Council
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.1

So what makes us different? We believe that what sets Alignment Nashville apart is our integrated principles, structure, and process—and now, with the launch of our new collaborative portal, our technology.
STRUCTURE
Alignment Nashville is governed by a Board of Directors, which appoints an Operating Board to oversee Committees, or “Design & Implementation Teams.”

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. (For more information about ComCoefficient, please see page 49 of this annual report.)

The work of our committees—highlighted in Alignment Nashville’s design and implementation process ensures that committees are making progress toward systemic change. this report—is made possible by the visionary funders of Alignment Nashville, who understand the importance of the funding a backbone organization to provide systematic integration of these principles, structure, process, and technology. Total revenue for FY 12-13 (including program-specific grants) was $1,304,325 (pending final audit).

FUNDING
America’s Promise Alliance
Baptist Healing Trust
Ford Motor Company Fund
Frist Foundation
HCA Foundation
Healthways Foundation
Ingram Memorial Foundation
Metro Nashville Government
Metro Nashville Public Schools
Nashville Area Chamber of Commerce
National Science Foundation
Uniteed Healthcare
Vanderbilt University

Since its inception, Alignment Nashville has used technology to support its collaborative work.
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

If we aren’t all working towards the same outcomes, then we’ll never get there.

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.
Introduction to Committee Reports

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's Vision

By the Numbers statement of need/outcomes

Committee membership list

Indicates which of the long-term outcomes this committee is supporting (see page 10 for more details)

Participating Organizations are community partners that are part of the committee's collaborative initiative through the Invitation to Participate (ITP) process
Metro Nashville Public Schools (MNPS) recognizes that schools are an integral part of the broader community. Reinforcing the link between parents, the community and schools will foster student success. Through Community Achieves, nineteen of our schools are becoming **Community Schools** - offering needed resources and support for parents, students, and the community.

**WHY ARE COMMUNITY SCHOOLS IMPORTANT?**

Research has shown that high-performing community schools:

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

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

**HOW DOES COMMUNITY ACHIEVES WORK?**

Leveraging the Alignment Nashville collaborative process and structure, each Community Achieves school:

1. completes a comprehensive needs assessment based on school and community data;
2. selects at least one measurable outcome for each of the following Community Achieves pillars:
   - **College and Career Readiness**, Parent/Family Engagement, Health and Wellness, and Social Services;
3. works with Alignment Nashville committees to develop an Invitation to Participate (ITP) requesting community partners and resources aligned to their selected outcomes;
4. convenes these new partners to plan collaboratively and monitor progress towards outcomes throughout the year.

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

**COMMUNITY ACHIEVES OUTCOMES**

**College & Career Readiness**

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

- Students are actively involved in their learning
- Students maintain academic success
- Students prepare for post-secondary education
- Students prepare for post-secondary career
- Students graduate on time
- Parents and community adults actively involved in personal development for continuation of education
- Parents and community adults actively involved in personal development for workforce preparedness

**Parent / Family Engagement:**

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

- Parents / families actively involved in children’s education
Families provide strategic, proactive solutions in partnership with school
Parents are equipped to support learning at home

Health & Wellness:
Communities and schools collaborate to promote the physical, mental, and social-emotional well-being of children and families through prevention and intervention.
- Students are physically, capable to enter and participate in school
- Students feel safe at school physically, emotionally, and socially
- Students are socially and emotionally capable to enter and participate in school

Social Services:
Communities and schools work together to meet the basic needs of students and families in crisis or social/economic hardship in order to improve their quality of life.
- Food security needs of families are met
- Students have the capacity to meet standard attire requirements
- Students and families acquire financial literacy
- Students and families have access to the range of public services relevant to their needs

Alignment Nashville and MNPS collaborated with Michael David Media to publish Be More magazine to provide information about Intersession opportunities for MNPS parents

PARTICIPATING ORGANIZATIONS (10/1/13)
Adventure Science Center
Backfield in Motion, Inc.
Barefoot Republic Camp
Bethlehem Centers of Nashville
Big Brothers Big Sisters of Middle Tennessee
Book’em

“Nashville is rich with resources and has a strong tradition of community pride. We are poised to come together around Community Achieves and rethink the way we engage with the schools in our neighborhoods.”
—Gino Pupo-Walker, Director of Parents & Community Partnerships

INTERSESSION
During the 2012-13 academic year, Metro Nashville Public Schools also piloted Intersession, a Community Achieves initiative held during fall and spring break that engaged community partners in providing students with:
- enriching activities to keep students engaged in learning during out-of-school time;
- targeted academic help; and
- opportunities for work-based learning, service learning, and volunteerism.

MNPS students at Intersession

ALIGNMENT NASHVILLE ANNUAL REPORT 2013 13
Pre-K Committee

STATEMENT OF NEED
1. In 2013, Metro Nashville Public Schools received close to 3,500 applicants for 2,516 enrollment seats. Each year over 1,000 families who request Pre-K services for their child will not have an opportunity to attend MNPS Pre-K programs.
2. Students who attend preschool get promoted from kindergarten to first grade at twice the rate of peers who don’t, and have better first-grade academic records.

TACTIC: iTRAILS

OUTCOMES:

LONG TERM:
Increase high school graduation rates

MID TERM:
1. By Fall 2014, 25% of entering Kindergarten students indicate utilization of iTRAILS during PreK year
2. By Fall 2014, 75% of students who indicate participation in iTRAILS will score at or above median Kindergarten fall assessment scores

SHORT TERM:
1. Increased knowledge and understanding of transition to Kindergarten by 10% among preview families

OUTPUT:
1. Create an online portal (iTRAILS) available to all families with Pre-K age children in Metropolitan Nashville
2. Engage up to 100 families to serve as pilot ‘preview’ families

iTRAILS
The Alignment Nashville 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 prepare and support early childhood educators and to provide services, guidance and experiences that engage families of young children and prepare them for success in Metro Nashville Public Schools. High quality early education provides significant long-term benefits however many of Nashville’s children will not have the opportunity to participate in a Pre-K program. In 2013, Metro Nashville Public Schools received close to 3,500 applicants for 2,516 enrollment seats. Each year over 1,000 families who request Pre-K services for their child will not have an opportunity to attend MNPS Pre-K programs.

In an effort to provide support, up-to-date resources and education to parents and early childhood educators to best prepare children for success in Metro Nashville Public Schools the Pre-K Committee has developed Nashville’s kindergarten readiness homepage - iTRAILS, Teaching Readiness skills to All families Integrating Lessons and Strategies. The site and its development are made possible through a generous grant by Healthways. iTRAILS provides guidance, information, strategies, activities, resources and advice to families through the Pre-K year. This resource will be of assistance to community centers, stay-at-home parents, home school programs, day care providers and home bound students while also providing supplemental information to those enrolled in a Pre-K program.
The committee has engaged the greater Nashville community in iTRAILS by utilizing the Invitation to Participate to bring in partners. iTRAILS links to multiple Nashville organizations and agencies who provide resources and information for families, events for families with young children and age-appropriate, educational games and activities for Pre-K aged children. In some cases, partners have created new pages, activities and resources specific to families with young children due to the creation of iTRAILS.

**ADDITIONAL WORK OF THE PRE-K COMMITTEE**

The Pre-K Essential Literature (PKEL), first created in 2005, was updated this year based on new learning standards for Pre-K. Thousands of bookmarks are being distributed and utilized city-wide. Various organizations and agencies are purchasing books from the list to distribute and use as part of their program, our city’s libraries have the books regularly stocked and the selections are being widely utilized by early childhood educators. We are now working with Nashville Public Library and select Pre-K Educators to create updated activity sheets to correspond with each book in two versions—one for educators and one for families. These will be distributed wherever the bookmarks and the PKEL list are displayed.

**WHAT’S NEXT**

The Pre-K committee has engaged a Vanderbilt student intern who will assist Phyllis Phillips, MNPS Director of Pre-K, in creating simple Virtual Pre-K lessons that will be included and will allow for checkpoints for parents throughout the year to monitor their child’s progress. We will engage ‘preview’ families with children age 3-5 (not yet in kindergarten) for the 2012-2013 school year to follow along and provide feedback on new features and resources. These families will receive small incentives for participation including a book from the Pre-K Essential Literature list and an invitation to a private event with Moozie the Cow and Farmer Ted of the Children’s Kindness Network.

**BY THE NUMBERS**

3,500 applicants  
2,516 enrollment seats  
1,000 families who request Pre-K services for their child will not have an opportunity to attend MNPS Pre-K programs.

**PRE-K COMMITTEE MEMBERS**

Phyllis Phillips, CO-CHAIR  
Flo Kidd, CO-CHAIR  
Pam Matthews, VICE CHAIR

Amy Davis  
Angela Jones  
Ashley Daugherty  
Beth Younker  
Cathey Pilkinson  
Colleen Thomas  
Debby Gould  
Dee Kimbrell  
Elizabeth Atack  
Elyse Adler  
Jo Ann Scaife  
Joann Brannon  
Laura Bilbrey  
Mamie McKenzie  
Martha Ann Pilcher  
Melba Marcrum  
Rena Hall  
Serena White  
Sheryl Rogers  
Ted Dreier

**PRE-K PARTICIPATING ORGANIZATIONS**

United Way of Metropolitan Nashville  
Books from Birth  
Nashville Public Television  
Book ‘Em  
Nashville Public Library  
Bringing Books to Life  
Nashville Zoo  
Metropolitan Nashville Public Schools  
Metropolitan Action Commission / Head Start  
The Mayor’s Office of Children and Youth  
Tennessee Early Intervention Systems  
Prevent Child Abuse Tennessee  
TENNiderCare  
Children’s Kindness Network  
Tennessee Poison Center  
Vanderbilt Kennedy Center  
Adventure Science Center  
The Discovery Center

Flo Kidd and Phyllis Phillips, MNPS Pre-K

The Pre-Kindergarten Alignment Committee continuously strives to address the needs of not only the Pre-Kindergarten students enrolled in Metro Nashville Public Schools but, the community as a whole. The committee’s projects impact the lives of children all over the county whether we are providing Pre-K Essential Literature activities, teacher support, or Kindergarten Readiness materials such as www.i-trails.org a readiness portal, we remain focus on ensuring all children are ready for Kindergarten.

—Phyllis Phillips  
Pre-K Coordinator  
Leadership and Learning  
Metropolitan Nashville Public Schools
STATEMENT OF NEED
1. In 2012, only 40.6% of students in grades 3-8 in Davidson County were proficient in reading.
2. In 2012, only 38.2% of students in grades 3-8 in Davidson County were proficient in math.

TACTIC: SERVICE LEARNING FOR ELEMENTARY

OUTCOMES:

LONG TERM:
Increased high school graduation rates

MID TERM:
1. 5% decrease in annual number of students reflecting 2 or more serious behavioral infractions (based on early warning indicators for potential dropout)
2. Improve 3rd grade reading proficiency by 5%
3. Improve 3rd grade math proficiency by 5%

SHORT TERM:
1. 50% of students tracked enjoy improved sense of belonging and purpose within their school
2. 50% of students tracked reflect increased enthusiasm, engagement and sense of fun in the classroom
3. 50% of students tracked develop empathy skills and sense of service to others

OUTPUT:
1. Create a roadmap for classrooms to execute a service learning project
2. Create 8 reference sheets around designated categories – food, clothing, military / veteran, homeless, holiday, animals, school improvement or gardens – to include partner listings, project ideas, and suggestions for incorporating Common Core and SEL and utilizing morning meeting and exit tickets.
3. Service Learning for Elementary web page available through MNPS employee portal for teachers and principals to include additional resources and links

SERVICE LEARNING FOR ELEMENTARY
Many elementary schools complete service projects every year, often around the holidays. These projects are great opportunities to connect back to the classroom and to make learning fun. Service learning can engage students’ interests while fostering skills that will help improve their academic performance. Service Learning for Elementary takes on the challenge of making it easier to provide service learning opportunities in MNPS Elementary classrooms and providing teachers with innovative ways to build student skills toward Common Core standards, improve reading and math skills and integrate Social Emotional Learning objectives.

The Elementary Committee partnered with a Lipscomb graduate student, Ryan Havice, to combine tools being piloted in MNPS classrooms with tie-ins to Common Core standards, literature recommendations, project ideas, partner recommendations and connections to Social Emotional Learning objectives. Based on feedback from principals and other school staff ranking the most popular projects, the committee streamlined its resources into eight reference sheets:

1. Food
2. Clothing
3. Military
4. Holiday
5. Homeless
6. Animals
7. My School
8. Recycling
40.6% of students in grades 3-8 in Davidson County were proficient in reading.

38.2% of students in grades 3-8 in Davidson County were proficient in math.

The committee utilized the Invitation to Participate process to bring in community partners to provide project ideas for each category and to work with elementary schools in carrying out their projects. Partners provide project ideas that include hands-on experiences that are age-appropriate for elementary students and detail how individual students will contribute to the project as part of a team in one or more of the following ways: donation/collection of goods, donationordination of services, sort of goods, simple product creation or assembly, letter writing, art creation, and more. Additionally, the ITP assisted the committee in creating a resource list for educators to easily locate community partners tied to each of the eight project categories.

ADDITIONAL WORK OF THE ELEMENTARY COMMITTEE

In the summer of 2013, the Elementary Committee brought Fun Adventures with Character Education (FACE) back to Cole Elementary for its third year. This year’s partners included Marathon Petroleum, Nashville Public Library, the Parthenon, the Frist and Cheekwood. 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. The committee, along with an incredible team of FACE educators from Cole Elementary, completed their evaluation of the FACE pilots from 2011-2013 and plan to release a FACE guide to Elementary School principals in early 2014.

WHAT’S NEXT

Because elementary literacy and reading proficiency has been identified as an area in need of improvement by MNPS Elementary administration, the Elementary Committee will address this focus area during 2013-2014.

ELEMENTARY COMMITTEE MEMBERS

Nathan Lang, CHAIR Metro Nashville Public Schools
Carole Raley, VICE CHAIR Marathon Petroleum
Alison Forte Homework Hotline
Ann Johnston PENCIL
Ashley Daugherty Mayor’s Office of Children and Youth
Brenda Steele Metro Nashville Public Schools
David Moore Metro Nashville Public Schools
Karen Kwarciai Cheekwood
Kyla Krengel Metro Nashville Public Schools
Lindsey Patrick Nashville Public Library
Lonnell Matthews YMCA of Middle Tennessee
Melanie Scott Kids on the Block of STARS Nashville
Richard Frank Metro Nashville Public Schools
Sandra Thomas FiftyForward
Todd Wigginton Metro Nashville Public Schools

ELEMENTARY PARTICIPATING ORGANIZATIONS

Marathon Petroleum Wildlife Habitat
Nashville Public Library
The Frist Center
Cheekwood
The Parthenon
Metropolitan Action Commission
Kids on the Block
Nashville Humane Association
Walden’s Puddle
Agape Animal Rescue
Nashville Zoo
American Red Cross / Nashville
ThriftSmart
Goodwill Industries
Slaces4Souls
Second Harvest Food Bank
Nashville Rescue Mission
Salvation Army of Middle TN
FiftyForward/RSVP
Nashville Rescue Mission
H.E.R.O.
Operation Stand Down
Nashville Rescue Mission
Salvation Army / Nashville Command
Safe Haven Family Shelter
Room in the Inn
Holiday Mail for Heroes / American Red Cross
Wounded Warrior Project
LP Pencil Box / Pencil Partners
MNPS Recycling Programs
Love Helps, Inc.
Project Based Learning (PBL) is a key K-12 MNPS strategy that supports the common core learning standards. In PBL, students go through an extended process of inquiry in response to a complex question, problem or challenge. While allowing for some degree of student “voice and choice,” rigorous projects are carefully planned, managed and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.

**EIGHT COMPONENTS OF PBL (BUCK INSTITUTE FOR EDUCATION):**

1. Significant Content
2. Need to Know
3. Student Voice and Choice
4. 21st Century Skills
5. Inquiry and Innovation
6. Feedback and Revision
7. Publicly Present Project

How does PBL support high school graduation and college & career readiness? According to the Buck Institute for Education (www.bie.org), research studies have demonstrated that PBL can:

- Be more effective than traditional instruction

**OUTCOMES:**

**LONG TERM:**
- Increase high school graduation
- Increase college readiness
- Increase career readiness

**MID TERM:**

1. 30% Increase in community partnerships to support Project Based Learning

**SHORT TERM:**

1. 30% increase in understanding of Project Based Learning among community partners

**MID TERM OUTCOMES:**

30% Increase in community partnerships to support Project Based Learning

**SHORT TERM OUTCOMES:**

30% Increase in community partnerships to support Project Based Learning

**PROJECT BASED LEARNING**

Middle School Committee
in increasing academic achievement on annual state-administered assessment tests.

- Be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers
- Be especially effective with lower-achieving students.
- Provide an effective model for whole school reform.

School-community partnerships are a crucial element of PBL; that’s why the Alignment Nashville Middle School Committee has created a detailed tactical plan to engage community partners in this reform process at the middle school level.

The first step in engaging community partners was to host PBL Splash, which provided an overview of PBL for community partners. Held on March 25, 2013 at the Adventure Science Center, the event helped the committee reach its first short-term outcome of increasing understanding of PBL among community partners – 100% of attendees reported that they were very likely or somewhat likely to incorporate what they learned into their own work.

Following the PBL Splash, the committee developed and released an Invitation to Participate (ITP) to engage community partners in a PBL pilot that will support 2 projects per year (1 spring, 1 fall) in each of the five pilot schools:
- Litton
- John Early
- Wright
- Bailey
- Thurgood Marshall

The Committee released the ITP in fall 2013 and is currently receiving and reviewing responses. PBL projects will occur in spring 2014; the committee will assess the results and develop a plan for scaling to additional schools.

Quotes from PBL Splash participants:

“As an educator, it helped me to start thinking about ways I can trickle this information down to the teachers I work with and help them to begin integrating this concept even at an early childhood level.”

“Very informative and exciting to hear Metro moving in such a progressive direction.”

“…what I learned could be practically applied. The PBL outline seems like it would work well in other areas besides schools.”

MIDDLE SCHOOL COMMITTEE MEMBERS
Amy Downey, CHAIR MNPS
Anne Henderson, VICE CHAIR
Frist Center for the Visual Arts
Lisa Beck YMCA of Middle Tennessee
Judy Freudenthal Oasis Center
Sandra Harris PENCIL Foundation
Jeri Hasselbring Adventure Science Center
Kyla Krengel MNPS
Morlunda Lattimore YMCA of Middle Tennessee
Candy Markman Mayor’s Afterschool Initiatives
Marcy Melvin Centerstone
Illia Moore Project for Neighborhood Aftercare
Maury Nation Vanderbilt University
Carol Nixon Vanderbilt University
Juliana Ospina Faughnan STEM Prep Academy
Melanie Scott Kids on the Block of STARS Nashville
Mary Walker Big Brothers Big Sisters
Jim Williamson PENCIL Foundation

MIDDLE SCHOOL PARTICIPATING ORGANIZATIONS
100 Kings Men
Actor’s Bridge
Adventure Science Center
An2STEM
Belcourt
Bethlehem Center
Big Brothers Big Sisters of Middle Tennessee
Book’em
Boy Scouts of America - Middle Tennessee Council
Chef Batts, 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
Middle Tennessee Council, Boy Scouts of America
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
Rockettown
Say Yes to Success
STARS Nashville
Task Whiz Tutoring
Tennessee State University
TNCEP, University of Tennessee Extension Davidson County
United Neighborhood Health Services
Vanderbilt
YMCA of Middle Tennessee
Youth Speaks Nashville
HIGH SCHOOL VISION: Every Metro Schools graduate has: a plan for postsecondary education and career, a minimum of a 21 composite score on the ACT, a work-based or service learning experience, or a capstone research project, at least one course completed online, college credit, a nationally-recognized professional certification, or both.

High School Committee

In addition to the ongoing high school transformation process, AN committees are directly supporting four of the five Characteristics of an MNPS graduate:

<table>
<thead>
<tr>
<th>Characteristic:</th>
<th>AN Committee/Initiative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for postsecondary education and career</td>
<td>High School (Freshman Advisory initiative)</td>
</tr>
<tr>
<td>ACT of at least 21 or Higher</td>
<td>K-12 College &amp; Career Readiness</td>
</tr>
<tr>
<td>Work-based or service learning experience or capstone research project</td>
<td>Developing Community Leaders</td>
</tr>
<tr>
<td>College credit and/or a nationally recognized professional certification</td>
<td>Developing Community Leaders</td>
</tr>
</tbody>
</table>

The Alignment Nashville High School Committee (which was merged with the Metro Nashville Public Schools High School Transformational Leadership Group) provides ongoing oversight for community engagement in the high school transformation process, now known as the Academies of Nashville. The transformation process began in 2005-06, when the AN High School Committee convened more than 60 community stakeholders to create the first strategic plan for the Academies of Nashville, which formed the basis for the $6.65 million grant from the US Department of Education to start the high school transformation process. The High School Committee then developed a tactical plan for business engagement and issued an Invitation to Participate (ITP), which elicited 8 responses. One of those was a joint response from the Chamber and PENCIL; the committee chose this response as the most likely to achieve systemic and sustainable change. Business engagement is now institutionalized, with ongoing oversight from AN High School Committee. There is clear evidence of this systemic change in the fact that the transformation effort has survived and even thrived during complete turnovers in leadership and very turbulent times in the community.
By the numbers

93%  
Daily attendance rate

76.6%  
Graduation rate

High School Committee Members

Jay Steele, CHAIR MNPS
Jeff Yarbro, VICE CHAIR Bass, Berry & Sims
Sonya Brooks MNPS
Nicole Cobb MNPS
Deana Conn MNPS
Kelly Dando TN Associated General Contractors
Thom Druffel Holiday Inn at Vanderbilt
Michael Fleck MNPS
Kira Florita Nashville Opera
Kent Fourman Permanent General
Judy Freudenthal Oasis Center
Craig Hammond MNPS
Kelly Henderson MNPS
Starr Herrman MNPS
Kandi Hill-Clark Tennessee Board of Regents
Melissa Jaggers Alignment Nashville
Susan Kessler MNPS
Beverley Kreul MNPS
Patrick Luther Nashville CARES
Kathleen McEneny Tennessee State University
Chaney Mosley MNPS
Kelly Noser Noser Consulting
Meghan Oliver Nashville State Community College
Jill Peeples MNPS
Esther Phillips MNPS parent
Steve Potter MNPS parent
Kecia Ray MNPS
Bill Rochford Vanderbilt University (retired)
Matt Seaton PENCIL Foundation
Stephen Sheaffer MNPS
Terri Patton MNPS parent
Schunn Turner MNPS
Robbin Wall MNPS
Michelle Wilcox MNPS
Connie Williams PENCIL Foundation
Neely Williams Community Partners Network
Aimee Wyatt MNPS
Ellen Zinkiewicz Nashville Career Advancement Center

Alignment Nashville Executive Director
Sydney Rogers speaking on the importance of community engagement at the SLC grant announcement.

Academies of Nashville student ambassadors

Community members showing support for the MNPS SLC grant in October 2006.
Developing Community Leaders Committee

OUTCOMES:

LONG TERM:
Increase high school graduation rates

MID TERM:
1. Increase positive adults in student’s life
2. Improve school culture

SHORT TERM:
1. Increase student engagement through service learning

WHAT IS DEVELOPING COMMUNITY LEADERS?
Developing Community Leaders (DCL) is a collaborative initiative designed to infuse high schools with student leaders to help create a positive school climate. DCL is a year-long course for students in grades 10-12, some of whom are struggling academically or are non-traditional leaders engaged in negative activities. Through Phi Theta Kappa’s Honors Curriculum (www.ptk.org) based on self-discovery and actualization, these students learn leadership and interpersonal skills, respect for diversity, responsibility, team-building and communication techniques. Additionally, they create and implement community service and service-learning activities.

Key components of DCL include:
• Development of academic training and leadership
• Meaningful service learning opportunities to improve the climate of their school and community and work with caring adults in a leadership capacity
• Creation of a professional learning community of leadership development experts comprised of students, teachers and community members

DCL also supports the implementation of the five characteristics of an MNPS graduate:
• plan for postsecondary education and career
• ACT of at least 21 or Higher
• work-based or service learning experience or capstone research project
• At least one course completed online for high school or college credit
• College credit and/or a nationally recognized professional certification

DCL not only provides service learning opportunities for students enrolled in the course; it also serves as model for expanding service-learning in the entire school by encouraging DCL students to lead service learning projects that involve non-DCL students. DCL is a vehicle for scaling service learning to an entire student body.

How does DCL support the long-term outcome of increasing high school graduation rates?
Service learning connects community service with the academic curriculum. It also increases student engagement in the learning process, keeping students on track to graduation.
Schools with vibrant Developing Community Leaders compare favorably with MNPS average regarding graduation rates for overall students and students in the following categories (Data taken from 2012 Tennessee Department of Education Report Card):

“"The DCL students at Maplewood are committed to changing negative perceptions about their school and community and creating a SAFE and loving school environment that can be modeled across the country".
—Marci Garner, Maplewood DCL Teacher

DEVELOPING COMMUNITY LEADERS COMMITTEE MEMBERS

Aimee Wyatt, CHAIR Metropolitan Nashville Public Schools
DeeGee Lester, VICE CHAIR Parthenon
Deniece Ferguson Oasis Center
Misty Ellis NashvilleCARES
Nancy Dickson Vanderbilt University
Patricia Stokes Urban League of Middle Tennessee
Marci Garner Maplewood High School
Susanne Frensley Hillsboro High School
Christy Lyons East Literature High School
Audrey Woodward Antioch High School
Tasha Fletcher Building Bridges
Susan Ragsdale YMCA Center for Asset Development
Tim Stewart Belmont University
Meghan Oliver Nashville State Community College

DEVELOPING COMMUNITY LEADERS PARTICIPATING ORGANIZATIONS

Adventure Science Center
Alpha Phi Alpha Fraternity, Incorporated
Belmont University Center for Social Entrepreneurship and Service-Learning
Book ‘Em
Building Bridges
CIViL Groups
Hands On Nashville
McGruder Family Resource Center
Oasis Center
St. Jude
Thriftstore
Urban League
Vanderbuddies
Below is a depiction of an Experiential Learning Cycle, which includes components of experience, critical reflection, abstract conceptualization, active experimentation and more critical reflection. (Frank La Banca)

Modeled after the theory above, the Experiential Learning Committee has worked with MNPS to develop and pilot Capstone Experience for Students. A Capstone Experience is defined as a project that allows students to learn about themselves by moving an idea or dream toward a topic of interest, specialization, community need or career choice. In a Capstone Experience, students are required to complete the following:

- Product
- Presentation
- Paper
- Portfolio

The Alignment Nashville Experiential Learning Committee’s focus for the 2013-14 school year is to create tools and identify organizations to support a Capstone Experience for every MNPS high school student.

To accomplish this, the committee worked with MNPS district staff to create a Capstone Research Manual. This manual provides a framework and guidance for schools in implementing school-wide capstone research project initiatives.

Next, the committee developed and issued an Invitation to Participate (ITP) to recruit
community partners for capstone research projects. This ITP will remain open throughout the 2013-14 school year to continually recruit partners for capstone projects.

Community partners have supported capstone projects by:
1. providing job shadowing, internships and other opportunities;
2. delivering workshops;
3. providing support for individual projects;
4. creating resource notebooks;
5. donating resources for students’ projects.

The Parthenon has surfaced as a key partner in the capstone project. Dee Gee Lester, works with many schools in the pilot; however, her work with Hillwood High school exemplifies the value of community and school partnerships. For Hillwood, DeeGee has provided capstone students with (1) internships; (2) job shadowing; and (3) volunteer opportunities. Additionally, a Hillwood student is developing, along with the Parthenon curator, a project for the museum’s 2014 Flex It exhibit that will provide opportunities for the accumulation of capstone hours for Hillwood students in the Academy of Art/Design and the Academy of Business/Hospitality during the summer.

The work at Hillwood is truly generational.

**WHAT’S NEXT**

The Experiential Learning Committee will continue to identify partners for Capstone Experiences, moving to scale up to serving all students in all high schools.

“Complimenting and enhancing the focused learning pathways of MNPS High School Academies, the senior capstone experience developed by the Experiential Learning Committee unites students with community partners in the development and completion of a signature experience that is unique to each graduate.”

— DeeGee Lester, The Parthenon - Experiential Learning Committee Vice-Chair

**EXPERIENTIAL LEARNING COMMITTEE MEMBERS**

- Aimee Wyatt, CHAIR Metropolitan Nashville Public Schools
- DeeGee Lester, VICE CHAIR Parthenon
- Andrea Steele Renaissance Center
- Andy Schenck Junior Achievement
- Chae Denning Metropolitan Nashville Public Schools
- Chaney Mosley Metropolitan Nashville Public Schools
- Chelsea Parker PENCIL Foundation
- Chris Boeskool Students Taking A Right Stand (STARS)
- Deniece Ferguson Oasis Center
- Donna Gilley Metropolitan Nashville Public Schools
- Ellen Zinkiewicz Nashville Career Advancement Center
- Erika Burnett Hands On Nashville
- John Hawkins Adventure Science Center
- Misty Ellis NashvilleCARES
- Nancy Dickson Vanderbilt University
- Oscar Miller Tennessee State University
- Patricia Stokes Urban League of Middle Tennessee
- Paula Barkley Metropolitan Nashville Public Schools
- Starr Herman Metropolitan Nashville Public Schools

**EXPERIENTIAL LEARNING PARTICIPATING ORGANIZATIONS**

- Love Helps
- Nashville Career Advancement Center
- NashvilleCARES
- Nashville Zoo at Grassmere
- The Parthenon
- Vanderbilt University
- Humphrey’s Institute

**EXPERIENTIAL LEARNING PARTICIPATING HIGH SCHOOLS**

- Antioch
- Cane Ridge
- East
- Glenciff
- Hillsboro
- Hillwood
- Hume Fogg
- Hunters Lane
- Maplewood
- MLK
- McGavock
- NSA
- Pearl-Cohn
- Overton
- Stratford
- Whites Creek
- Big Picture
- Middle College

**BY THE NUMBERS**

63% of Seniors at Participating Schools engaged in Capstone Projects

18 participating high schools

By THE NUMBERS

63% of Seniors at Participating Schools engaged in Capstone Projects

18 participating high schools
According to the 2010 U.S. Census and in a report from the Nashville Area Chamber of Commerce, Nashville has approximately 10,000 16-24 year olds that did not graduate with a high school diploma nor do they have a GED. This number has not decreased over the last decade and remains an epidemic for our community.

In order to tackle this growing concern, the 16-24 Committee continues its design of Community-Based Reengagement Coaches. The main goal of this tactic is centered on giving tools, information and resources to community-based staff persons that already have contact with these young adults and assisting these clients by using coaching as a method of setting education and career goals and connecting them to needed resources so that their chances of success are much higher.

This strategy has several different tactics attached to the model and a pilot is being developed. The tactics include (1) Development of a coach training that will use a train-the-trainer model, (2) development of a toolkit/resource guide that will be used by coaches and other community organizations that work with these young adults, and (3) on-going professional development for organizations that work with the 16-24 populations. PD’s would include topics such as the new GED changes that are in current implementation, the state’s adoption of HiTest as a less expensive option to the privately owned...
what strikes me as important about the 16-24 committee is that a new model is being created to connect with a unique demographic—re-engagement—and that this paradigm is developing through collaboration and input from representatives of many different agencies serving a variety of populations across our community. This group effort is producing multiple re-engagement tactics that will provide multiple pathways to sustainable skills and education: mentor coaching, individualized goal planning, and resource toolkits to promote ties between service providers and clients."

—Toby Cannon, 16-24 Committee Member

GED test, and on-going coach development and community of practice.

The committee is currently implementing a survey of these 16-24 year olds in order to gain a deeper understanding of this population what are their barriers and needs in going further with their education. The information learned from this survey will guide the committee in writing an Invitation to Participate for the resource guide and also for the organizations that want their staff to acquire the coaches training.

**By the Numbers**

10,000

young adults between the ages of 16 and 24 in Davidson County, alone, are Out of School and Out of Work according to the 2010 census.

**16-24 Committee Members**

- Judy Rye, CHAIR Martha O’Bryan Center
- Pamela Bobo Tennessee State University
- Toby Cannon Consultant
- Nicole Chaput-Guizani MNPS - Executive Director EL Programs
- Michael Cousin Nashville Career Advancement Center
- Marvin Cox Metro Action Commission
- Ashley Daugherty Mayor’s Office of Children and Youth
- Megan Godbey Nashville Public Library
- Debbie Grant Goodwill Industries
- Kimberly Graves Self-Employed
- Derrick Hines Tennessee College of Applied Technology
- Alvin Jones Metro Nashville Public Schools
- Holly McIndoe Nashville Opportunities Industrialization Center (OIC)
- Denise D. Miller Vanderbilt University
- Meg Nugent Nashville Adult Literacy Council
- Carol Martin Osorio Nashville State Community College
- Jody Patterson Youth CAN
- Tim Queener YMCA - YBuild
- Carole Raley Marathon Petroleum
- Sarah Russ NICE (Nashville International Center for Empowerment)
- Elizabeth Stein Nashville State Community College
- Bernard Werthan Leadership Nashville
- Ellen Zinkiewicz Nashville Career Advancement Center

**16-24 Participating Organizations**

- Conexion Americas
- Goodwill Industries
- Maplewood Family Resource Center
- Marathon Petroleum
- Martha O’Bryan Center
- Mayor’s Office of Children and Youth
- Metro Action Commission
- Metro Public Health Department
- Midnight Basketball League/Program, Inc.
- Metro Nashville Public Schools
- Mundo Hispano Bilingual newspaper
- Nashville Adult Literacy Council
- Nashville Career Advancement Center
- Nashville Opportunities Industrialization Center (OIC)
- Nashville State Community College
- NICE (Nashville International Center for Empowerment)
- St Luke’s Community House
- Tennessee College of Applied Technology
- Tennessee State University
- The First Tee of Nashville
- Vanderbilt University
- YMCA of Middle Tennessee- YBuild
- YouthCAN (Career Action Network)
- Youth Life Learning Centers
Online categorized listing of information, tools and resources to assist school staff in meeting the needs of refugee and immigrant families.

**RISS RESOURCES**

The Refugee and Immigrant Support Services Committee 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.

Through the creation of the RISS RESOURCES, the committee seeks to assist school staff in creating a welcoming and supportive atmosphere for families of refugee and immigrant students. By fostering open and helpful communication with these families we provide opportunities for students and their families to be more successful in school and in life. In 2011, RISS began the creation of a resource guide that would catalog community resources and information currently available to all front-line MNPS school personnel. Now, in 2013, we have updated and expanded our current listing of resources to assist school staff in meeting the needs of refugee and immigrant families.

The RISS Committee has identified a number of different areas in which MNPS Refugee and Immigrant students and families may have needs for community programs, services, and information. These areas include:

**STATEMENT OF NEED:**

1. In 2012, 1,174 new arrival refugees were resettled in Nashville.
2. There are currently 140 languages spoken in Metro Nashville Public Schools.
3. Language other than English spoken at home, age 5+, 2007-2011, Davidson Co. 15.4%

**OUTCOMES:**

**LONG TERM:**

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

**MID TERM:**

- Increase attendance and participation in MNPS-sponsored and/or Parent University events by refugee and immigrant families by 10%

**SHORT TERM:**

1. Increase comfort level of school staff in providing information and resources to refugee and immigrant families by 25%
2. Increase utilization of existing community resources by refugee and immigrant families by 10%

Additional intended benefits of the tactic:

- Increased sense of belonging for refugee and immigrant students and their families
- Enhanced school and community partnerships

The committee has utilized the Invitation to Participate process to bring in partner resources for inclusion in the RISS RESOURCES. School staff and other users are able to easily access online partner contact information, location, website address, a description of all services available and notice of any fees required for services, and share these needed resources and services directly with families when assistance is needed.
BY THE NUMBERS

1,174 languages currently spoken in Metro Nashville Public Schools

140 new arrival refugees were resettled in Nashville in 2012

OTHER WORK OF THE RISS COMMITTEE

By partnering with Nashville Public Television in 2013, the RISS Committee has provided and promoted opportunities to view Next Door Neighbors programs and/or American Graduate programs and facilitate community discussions around cultural awareness, competence, responsiveness, acceptance and the challenges facing immigrant students. The committee recently completed an event at Lipscomb University, as part of the Abriendo Puertas Series, which featured American Graduate/Translating the Dream and was attended by Lipscomb faculty, staff and students.

WHAT’S NEXT

The RISS Committee seeks to continue its partnership with Nashville Public Television to provide Next Door Neighbors and American Graduate presentations and facilitated discussions throughout our community. The committee is working to additionally utilize this programming as a professional development opportunity for school staff and others who work with refugee and immigrant students and families. The committee will continue to update RISS RESOURCES throughout the year and to use the online tools as a way to improve cultural responsiveness in schools and to achieve better outcomes for refugee and immigrant students and their families.

RISS COMMITTEE MEMBERS

Jennifer Escue, CHAIR Catholic Charities Refugee Youth Program Coordinator
Nicole Chaput-Guizani, VICE CHAIR MNPS - Executive Director EL Programs
Alan Coverstone Metro Nashville Public Schools
Alexander Santana Vanderbilt Kennedy Center
Amy Richardson Vanderbilt University, Institute for Global Health
Cagney Stinson Catholic Charities of Tennessee
Campbell Wingfield Metro Nashville Public Schools
Cristina Villareal Conexion Americas FRC
Ellen Bohle Metro Nashville Public Schools
Emmanuel Ehiemua Metro Nashville Public Schools
Gerry Alteri Metro Nashville Public Schools

Kevin Crane and Joann Scalf of partner Nashville Public Television

“The RISS Committee has recently made two major developments—the roll-out of the new Refugee & Immigrant Resource Guide to help school staff better serve children and families, and a wonderful partnership with NPT. The partnership with NPT offers the Nashville community an opportunity to come together, view a Next Door Neighbors/American Graduate documentary, and discuss issues around refugee and immigrant families and students. The discussions bring to light the need for more support from the community.”

—Nicole Chaput-Guizani, MNPS Executive Director of EL Programs, Committee Vice Chair

RISs Participating Organizations

Mario Ramos, PLLC
Homework Hotline
The Center for Refugees and Immigrants of Tennessee
Tennessee Foreign Language Institute (TFLI)
Nashville State Community College ESL Program
Tennessee Disability Pathfinder
Catholic Charities of Tennessee, Refugee Services
Oasis Center
Nashville International Center for Empowerment
Conexión Americas
YMCA Latino Achievers
Vanderbilt Institute for Global Health - Community Health Initiatives (VGH-CHI)
Nashville International Center for Empowerment (NICE)
Legal Aid Society of Middle Tennessee and the Cumberlands
Health Assist Tennessee
Tennessee Office for Refugees/Catholic Charities of Tennessee
Nashville Adult Literacy Council
World Relief
Community Food Advocates
Dr. Andrew Adler, Psychologist
Centerstone
Sankofa Achievement Center Inc.
Metro Public Health Department
King & Ballow
Community of Immigration and Naturalization Attorneys
Nashville Adult Literacy Council
Monroe Carell Jr. Children’s Hospital at Vanderbilt
Parents And Children Together
United Neighborhood Health Services
Metro Nashville Public Schools, HERO Program for Families in Transition
Tennessee Department of Health Children’s Special Services Program
Mental Health America of Middle Tennessee
Family Voices of Tennessee
Nashville CARES
Tennessee Justice Center
TENnderCARE
Progresso Community Center-Centro Comunitario Progreso
Habitat for Humanity of Greater Nashville
GLOBAL EDUCATION CENTER
Tennessee Foreign Language Institute - TFLI
Women, Infants, and Children (MIC)
Our Kids, Inc.
PARENT ENGAGEMENT VISION: To identify and remove barriers to acquiring accurate school related information and the necessary skills for parents/caregivers to be their child’s best teacher and advocate.

Parent Engagement Committee

OUTCOMES:

LONG TERM:
Increase graduation rates
Increase college readiness
Increase career readiness

MID TERM:
1. Increase parent voice and leadership at the school by 50%
2. Increase number of parents attending school based events and Parent University workshops/events
3. Increase types of opportunities for parents to be more involved
4. 50% increased student attendance at pilot schools
5. 50% reduction in discipline referrals at pilot schools

SHORT TERM:
1. At least 70% of participating MNPS teachers and staff report increased awareness and tactical know-how of supporting parent engagement.
2. Increase number of community partnerships in each school/cluster by 30%

This has been the YEAR OF CHANGE for the Parent University Committee. In the fall of 2012, the Department of Student Services recognized the great work and potential of the Parent University model and made the decision to bring it under the umbrella of Metro Nashville Public Schools, along with a full-time coordinator and the support of the cluster-based staff of Family Involvement Specialists.

The committee supported this decision and went back to the drawing board to decide what would be next for this committee. A two-day retreat of the committee members resulted in a new tactical plan and the renaming of the committee.

Parent University was designed to assist parents and families in becoming the biggest advocates for their child’s education but the new MNPS strategic plan has broadened the scope to include everyone in being the student’s best advocate. This new broad focus resulted in the committee changing its name to Parent Engagement. It now is about engaging school staff, families and the community as a whole to join the support and promotion of parent engagement.

The new tactic of the committee, School-Based Parent Engagement, is a multi-tactic approach.

1. Building a training/resource guide that can be used by the staff of the schools. The committee will be using the Epstein model of Family Engagement.
   • Parenting
   • Communicating
   • Volunteering
   • Learning Environment at Home
   • Decision Making
   • Collaborating with Community

2. Develop a Parent Engagement training/PD for school staff using the new training/resource guide.

3. Use community resources to:
   • provide available resources, programs and services for Parent Engagement in the resource guide
   • assist Family Involvement Specialists in providing training to school staff for trainings.
PARENT UNIVERSITY:
This year, MNPS’s Parent University Program held their Back to School program on August 17th at Trevecca University. This is a very strategic location for Parent University as it is next door to the JC Napier Community, is central to East, South East and South Nashville locations and still easily accessible to all of Nashville.

2013 Parent University Conference:
• 300 adult attendees
• 24 workshops for parents/caregivers to choose from offered by community organizations and MNPS teachers/staff
• 30 Service Providers for Community Health Fair
• 35 Volunteers for event
• 167 Children and Youth attend YMCA Literacy Camps

This 2013 Parent University event had a number of new changes and enhancements.
• Date changed to 2 weeks after school begins instead of 2 weeks prior to beginning of school
• Nashville MTA offered free transportation to any parents and children attending event
• Trevecca University became the official home to Parent University
• Enhanced health fair coordinated by All About Women was highly successful with attendees
• 4 Dell Laptops were provided for incentive giveaways during closing
• Every attendee received a Parent U. Certificate of Completion
• College campus tour and special programs were designed for MNPS First Offenders Program

From Parent University surveys:
• 99% of attendees and providers agree the information provided was helpful to parents and promotes student success.
• 93% of attendees and providers agree the parents learned information and techniques that will promote student success, because of their engagement.

Parent Engagement Training:
America’s Promise Alliance awarded MNPS a grant to provide Parent Engagement Training focused on the 3rd grade literacy level. On August 13, 2013, this training was presented to 14 mentor teachers from 14 different elementary schools and all Family and Community Partnership staff and Family Resource Center managers. Thirty-one MNPS staff total received this training.

PARENT ENGAGEMENT COMMITTEE MEMBERS
Olivia Brown, CO-CHAIR Metro Nashville Public Schools
Gini Pupo-Walker, CO-CHAIR Metro Nashville Public Schools
Mary Jo Alexander Stand for Children
Jeger Ali Metro Nashville Public Schools
Kathy Floyd Buggs Congressman Jim Cooper
Pamela Burgess Metro Nashville Public Schools
Larina Corlew Metro Action Commission - Head Start
Laura Delgado Conexión Americas
Nancy DiNunzio Dickson Vanderbilt (Peabody)
Zied Guizani Metro Nashville Public Schools
Anthony Johnson Alignment Nashville
Joyce McDaniel All About Women
Jo Ann Scaif Nashville Public Television
Gerry Scott YMCA
Derrick Williams Metro Nashville Public Schools
Campbell Wingfield Metro Nashville Public Schools
Adelina Winston Metro Nashville Public Schools

PARENT ENGAGEMENT PARTICIPATING ORGANIZATIONS
America’s Promise
Caron Treatment Centers
Children’s Defense Fund
Conexión Americas
Co-Parenting International
Discover Breathwork
Edsouth Student Outreach Services
Embrace Diverse Schools
Gideon’s Army
ICARE-Tennessee
Metropolitan Action Commission
Miranda Sullivan
MNPS Community Career Center
MNPS Department of Exceptional Education
Nashville CARES
Peabody College, Vanderbilt University
PENCIL Foundation
Planned Parenthood of Middle and East Tennessee
Prevent Child Abuse Tennessee
Scholastic
STARS
Teacher Created Materials
Tennessee Department of Financial Institutions
Tennessee Lives Count
Tennessee Operation Lifesaver
Tennessee State Board of Education
Tennessee State University
Tennessee Student Assistance Corporation
The Arc Davidson County
TOTAL (Nashville Public Library)
Urban League of Middle Tennessee
Vanderbilt University Medical Center’s School-Based Program
Walk/Bike Nashville
YMCA Latino Achievers
You Have the Power, Inc.
The committee is working to transform these readiness standards into examples of what a College and Career Ready Student can do similar to the list below.

**Examples of What a College and Career Ready Student Can Do:**
- Communicate effectively and professionally with supervisors or professors.
- Read with understanding a range of non-fiction publications, textbooks, and technical materials.
- Incorporate feedback effectively.
- Produce written products that are consistently free of errors and reflect proper writing conventions.
- Collect and analyze data precisely and accurately.
- Interpret conflicting explanations of an event or phenomenon.
- Write a three- to five-page research paper structured around a cogent, coherent line of reasoning.
- Arrive punctually to class or work.
- Attend a study group outside of class.
- Create and maintain a personal schedule that includes a prioritized “to do” list.
- Complete successfully an assignment that requires two weeks of independent work and extensive research.

### OUTCOMES:

**LONG TERM:**
Increase college readiness
Increase career readiness

Nashville has embarked upon the challenge of developing a College and Career Readiness framework for the entire school district. The framework is being designed to ensure that all students are college and career ready. The objective is to put the student in the best position to be successful.

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**Metro Nashville Public Schools has adopted the following Characteristics of MNPS Student Through the Tiers:**

<table>
<thead>
<tr>
<th></th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready for Middle School</td>
<td>Ready for High School</td>
<td>Plan for Post-Secondary College &amp; Career</td>
<td></td>
</tr>
<tr>
<td>On track to score at least a 16 on Explore</td>
<td>Score 16 or above on Explore</td>
<td>Composite Score of 21 or above on ACT</td>
<td></td>
</tr>
<tr>
<td>Completion of Technology Portfolio</td>
<td>Technology Ready</td>
<td>One Course Online</td>
<td></td>
</tr>
<tr>
<td>Completion of Service-Learning Experience</td>
<td>Completion of Service-Learning</td>
<td>Service-Learning or Capstone Research</td>
<td></td>
</tr>
<tr>
<td>Social and Emotional Skills Readiness</td>
<td>Participate in at least one extra-curricular</td>
<td>College Credit or Nationally recognized Certification</td>
<td></td>
</tr>
</tbody>
</table>
• Utilize technological tools including appropriate online and desktop applications
• Locate websites containing information on career requirements, colleges, admissions, and financial aid
• Balance short- and long-term goals


WHAT’S NEXT
Developing/ creating a college- and career-ready accountability system includes, at its core:
• A set of indicators that measure college and career readiness;
• A set of meaningful, ambitious but achievable performance goals on the college- and career-ready indicators;
• A set of incentives and consequences that encourages districts, schools and students to demonstrate improvement on those indicators;
• A longitudinal data collection and reporting system to track and disseminate progress toward and beyond the state’s readiness expectations.

“...I feel the primary goal of the College & Career Readiness committee is to identify like-minded community partners and harness their initiatives to build toward a more prepared community. The committee is striving to align our efforts with the goals and strategies of MNPS to move toward a more college & career ready population within MNPS.”

—James Snider, Tennessee Student Assistance Corporation - K-12 College & Career Readiness Vice-Chair

K-12 COLLEGE AND CAREER READINESS COMMITTEE MEMBERS

Nicole Cobb, CHAIR Metropolitan Nashville Public Schools
James Snider, VICE CHAIR Tennessee Student Assistance Corporation
Andy Schenck Junior Achievement
Bobby Rooks Oasis College Connection
Christopher Keller City On A Hill
Donna Gilley Metropolitan Nashville Public Schools
Jason Seay Tennessee Student Assistance Corporation
Jennifer Mills Tennessee College Access and Success Network
Jo Ann Scalf Nashville Public Television
John-Paul Gray Metropolitan Nashville Public Schools
Kathleen Fuchs YMCA of Middle Tennessee Latino Achievers
Katie Moran Ed South
Kent Miller Martha O’Bryan
Kelly Noser Kelly Noser Consulting
Laura Potter Nashville State Community College
Lee Gray Oasis Center College Connection
Lindsay Wright Teach For America
Martez Moore Boys Scouts of America Middle Tennessee Council
Maurice Fitzgerald Sr. In Full Motion
Nicole Williams Oasis College Connection
Tanaka Vercher Tennessee State University
Trent Klingensmith Junior Achievement
Whitney Weeks Vanderbilt University
CHILDREN’S HEALTH EXECUTIVE OVERSIGHT VISION: Make Nashville America’s healthiest city for children.

Children’s Health Executive Oversight Committee

OUTCOMES:

LONG TERM:
Improved children’s health

The Children’s Health Executive Oversight (CHEO), chaired by Dr. Bill Paul, Metro Nashville’s Director of Health, provides oversight and guidance to the following Alignment Nashville Children’s Health Committees:

1. Adolescent Sexual Responsibility
2. Behavioral Health / Social and Emotional Learning
3. Healthy Eating Active Living
4. Healthy Starts
5. Primary Care
6. School Nutrition

CHEO also serves as the School Health Advisory Council for Coordinated School Health at Metro Nashville Public Schools.

In 2013, MNPS Community Schools Model, Community Achieves, was launched. Through Community Achieves, nineteen schools will become Community Schools - offering needed resources and support for parents, students, and the
community. Each school will assess its needs and work with partners to offer programs focused on four key areas: College and Career Readiness, Family Engagement, Health and Wellness, and Social Services. CHEO serves as the support committee for the Health and Wellness pillar of Community Achieves, drawing on the knowledge, expertise and resources of all six children's health committees. CHEO works to assist Community Achieves schools in making connections to existing resources and, by utilizing the Invitation to Participate process, fosters ongoing collaboration and planning for improvement in children's health outcomes at each school.

**WHAT'S NEXT**

CHEO will continue to provide ongoing support to Community Achieves schools’ health and wellness needs as school assessments are submitted. Information submitted by Community Achieves schools will additionally be used to inform the work all of the children’s health committees and provide an understanding of the most urgent needs of schools in improving children’s health. CHEO has completed tactical planning around educationally relevant health disparities and is looking at ways to promote community awareness of the impact of poverty on health as well as connection to academic achievement.

“Healthy children learn better. If we as a community can make progress on some very basic issues in children's health, we can improve not only their well-being and health outcomes, but also their school performance.”

—Dr. Bill Paul
Healthy Starts Committee

STATEMENT OF NEED:

1. Pregnant and parenting teens are more likely to drop out of school; it is estimated that 30-40% of girls that drop out of school are pregnant or parenting.
2. In the 37208 zip code (part of the Pearl Cohn cluster), the infant mortality rate for non-Hispanic blacks is 13.5 per 1000 births.
3. 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.

OUTCOMES:

LONG TERM:
Improved children’s health

MID TERM:
1. Reduce adolescent pregnancy rates in pilot area by at least 10%.
2. Increase number of healthy birth outcomes in pilot area by at least 10%.
3. Increase number of infants reaching developmental milestones by at least 10%.

SHORT TERM:
1. Increase community awareness of protective factors and risk profiles (what does it take to give children a healthy start in life?) by 50% among trainees.
2. Increase knowledge of and utilization of services available to support target population by 50% among trainees.

OUTPUT:
1. Provide toolkit and training to at least one hundred (100) persons in Pearl-Cohn cluster and feeder communities who interact often with the target population.
2. Provide minimum of five (5) community training sessions toward best utilization of toolkit.

3A NETWORK

Information offered in most school-based health classes in Tennessee is limited and does not elaborate on healthy pregnancy and healthy newborns. Many at risk young women and expectant fathers, when presented with an unplanned pregnancy and/or the impending birth of a child lack education toward best practices. The need for early prenatal care, practicing safe sleep, providing safe environments for infants, and many other important concerns, can be promoted by raising the awareness and education of the whole community and empowering caring adults to take the lead. In 2013, the Primary Care Committee concluded an extensive tactical planning process that started in 2012 defining risk profiles for the following three groups: age 16-24 sexually active females at risk for unplanned and/or unhealthy pregnancy, pregnant women at risk for poor birth outcomes, and infants 0-12 months at risk for poor infant development. The committee has worked to identify tools, methods and resources to address the risk factors for each group, and develop a way to educate the community at large and to engage caring adults in wrapping their arms around young people and young parents in order to break negative cycles.

The 3A Network is an awareness, education and prevention campaign supporting the vision that all children are given a healthy start in life. Sometimes that means talking to people in the community to make sure we all know what
The Healthy Starts committee plays an vital role in connecting schools, agencies, community leaders, and others in the effort to provide knowledge and support for our pregnant and parenting students.

—Cecelia Franklin, MNPS, Committee Vice-Chair

WHAT’S NEXT

The Healthy Starts committee is now working to engage the community in its chosen pilot area, the Pearl-Cohn cluster, zip codes 37208, 37209 and 37228. The committee will work to coordinate resources available, format workshops and training sessions around our designated focus areas and begin planning sessions in our pilot area throughout 2014.

HEALTHY STARTS COMMITTEE MEMBERS

Kimberlee Wyche-Etheridge, MD, CHAIR Metro Public Health Department
Cecelia Franklin, VICE CHAIR Metro Nashville Public Schools
Carolyn Riviere Metro Public Health Dept
Jennifer Drake-Croft Exchange Club Family Center
Jenn Martin Exchange Club Family Center
Jennifer Weatherly HUSS
Kimberly Harris Vanderbilt University Medical Center
Kristen Rector Prevent Child Abuse Tennessee
Lacey Wilkins Nurses for Newborns
Laura Billbrey Martha O’Bryan Tied Together Program
Lillian Maddox-Whitehead Metro Public Health Department
Monae Fletcher Metro Nashville Public Schools
Susan Shand Prevent Child Abuse Tennessee
Tamara Currin March of Dimes
Tasha Richards-Brown Music City Healthy Start

HEALTHY STARTS PARTICIPATING ORGANIZATIONS

United Neighborhood Health Services
Interfaith Dental Clinic
Renewal House
Exchange Club Family Center
National Healthy Mothers, Healthy Babies Coalition
Prevent Child Abuse Tennessee/ Tennessee Helpline
Music City Healthy Start
University of Tennessee Extension, Expanded Food & Nutrition Education Program
Prevent Child Abuse Tennessee
CivicHealth

The Healthy Starts committee will pilot the 3A Network in the Pearl-Cohn cluster to include zip codes 37208, 37209 and 37228. In order to best serve the needs of the chosen pilot area, the committee surveyed area stakeholders to identify their top three priorities for discussion topics under our three focus areas. These designated discussion topics create the framework for 3A Network workshops to be held in the pilot area through 2014.

1. Let’s avoid unplanned / unhealthy pregnancies
   Priority topics = risky behavior, healthy relationships and peer pressure.
2. ‘Let’s work toward more healthy birth outcomes’
   Priority topics = prenatal care, healthy practices and socio-economic factors.
3. ‘Let’s help more infants reach developmental milestones’ Priority topics = child development, parenting education and safe environments.

The Healthy Starts committee is utilizing the Invitation to Participate process to engage community partners in our pilot area. Potential partners can respond in one of the following ways: tell us about your services available in the pilot area, submit workshops to be featured in 3A events, become a 3A trainer to further extend the reach of the Healthy Starts committee and/or sign on to host a 3A network event in the community.

a healthy start really means. It’s important that young people have caring adults around them when making difficult choices and when young parents make choices for their children. That’s what the 3A Network is all about—helping our community support young people and young parents. Anyone who interacts with adolescents, teenagers, expectant mothers or fathers, young and old parents, grandparents or caregivers may participate. They will be made AWARE of what it takes to give children a healthy start in life, they will receive encouragement in being ATTENTIVE to the needs of youth and young parents in our community, and, finally, they will be an ALLY who will support youth and young parents in making healthy choices for themselves and their babies.
website updates, in 2012, the needle for obesity rates in Tennessee went both ways. For the first time since 2009, there was a very slight increase in our adult’s obesity rate (31.1%), but there was a decrease in our youth and especially in our younger children. TOT goes on to say that there is no single silver bullet for this decrease, but is a multitude of approaches in our schools, the work of Coordinated School Health and also the Tennessee School Nutrition program.

There’s been a lot of national press recently about schools across the nation sending letters home to families telling them about their child’s BMI rating and where that child fits on the BMI scale. In most cases, these letters don’t go out unless the child is in the 95th percentile and above. The 95th percentile is labeled as obese on the BMI scale for children.

In Metro Nashville Public Schools, over 3,500 letters were sent home to families whose child was in the 98th percentile (highly obese). That’s over 10% of the children measured in 2012 (30,000). Over 6,000 letters would have been sent out to families in the 95th percentile and above (over 20% of students measured). This is a startling indicator of the health of children in our community.

The committee has decided on taking an approach to this problem that would be of benefit to not only the students with increased BMI measurements, but also to the family and ultimately to the community as a whole. The HEAL Coach strategy is still under development by this committee. The HEAL Coach strategy employs several different tactics that are being designed to work together or separately, but with a greater impact when used along with a HEAL Coach.

The intended outcome of these collective tactics would be that when the letter does go home to MNPS families, that it also contain information that will help the family to start moving forward in educating themselves on wellness and healthier

OUTCOMES:

LONG TERM
Improved children’s health

MID TERM (UNDER DEVELOPMENT)
1. Behavior modification outcomes
2. Increased healthy eating habits
3. Increased physical activity

SHORT TERM (UNDER DEVELOPMENT)
Increased use of resources included in toolkit
(Baseline determined by survey of organizations)

The Healthy Eating and Active Living committee is now working on a new tactic: Build a network of Community-Based HEAL Coaches. This will be a three phase project including (1) resource guide, (2) coaches training, and (3) toolkit that combines coaches training and community resources.

BAD NEWS AND GOOD NEWS...
According to the Tennessee Obesity Task Force

HEALTHY EATING AND ACTIVE LIVING VISION: Create a culture of wellness by bringing together diverse organizations to educate and encourage students, staff, parents, and the entire community neighborhoods about the importance of healthy eating and physical activity habits.

Healthy Eating and Active Living Committee
lifestyles...Healthy Eating AND Active Living. This same tactic could also be used for families who don’t receive the letter but want to increase the wellness and culture of wellness for their families.

1. Building the Resource Network: The committee has identified a number of groups and organizations across the community of Nashville that have a targeted interest in being aware of the HEAL Committee, the purpose of this committee, its goals and how they (individual organizations or members) can best support the work of this committee.

2. Creating a Toolbox of Resources and Opportunities - The Resource Guide and Toolkit: This guide/toolkit will be the backbone and reference tool for this initiative. The guide will consist of: (1) data and information about child and youth obesity (2) information and framework on being a HEAL Coach (3) resources available to students and families on healthy eating and active living.

3. Active Business and Community Engagement: HEAL Coaches are one example of how an organization can partner with the HEAL committee. HEAL Coaches will be professionals that already work with this population but will gain additional skills in coaching along with the resource guide. These tools will allow them to help students and families to map out a wellness plan that also connects to resources that are available to them in their own communities.

The committee is developing a pilot program to test these tactics and will be issuing the first Invitation to Participate to support this pilot in the spring of 2014.

“The HEAL committee has taken this year to review what we have accomplished in the last five years and evaluate what is needed in our community. Our primary goal is increase physical activity opportunities for youth in and out of school time and nutrition education and resources for sustainable food. Based on the feedback and data that we reviewed we are ready as a community to create and support a network of providers, resources and advocates that can help in their own way with our community goal of “access”. We are ready to add new members to our collaborative body and connect our resources and opportunities to parents and youth in our communities.”

—Lisa Beck
Chair, HEAL Committee
YMCA of Middle Tennessee

HEAL COMMITTEE MEMBERS

Lisa Beck, CO-CHAIR YMCA of Middle Tennessee
Kim Harrell, CO-CHAIR Monroe Carell Jr. Children’s Hospital at Vanderbilt
Nicole Proffitt, VICE CHAIR Metro Nashville Public Schools
Janet Barcroft H2U | Health to You, LLC
Tom Cook Vanderbilt University School of Nursing
Alex Diamond Monroe Carell Jr. Children’s Hospital at Vanderbilt
Julie Fitzgerald Metro Public Health Dept.
Latissa Hall Metro Public Health Department
Johnsie Holt Metro Nashville Public Schools
Jennifer Kimball Girls on the Run Nashville
Oscar Miller Tennessee State University
Sharon Shields Vanderbilt University Peabody College
Chris Taylor Metro Public Health Dept
Deborah Walker Metro Nashville Public Schools
Ashley Waters Metro Nashville Public Schools

HEAL PARTICIPATING ORGANIZATIONS

Adventure Science Center (iHealth Program)
Belmont University Center for Service Learning
Boy Scouts
David Lipscomb University
Five Star Vending
Harding Place YMCA
Kiwanis
Mental Health Association of Middle TN
Nashville Predators
Nashville Public Television
Nashville School Garden Coalition
NFL Fuel Up to Play 60
Pencil Partners
Phi Theta
STARS (Students Taking A Right Stand) & Kids on the Block
TENNderCARE 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)
Vanderbilt University Dietetic Interns Program
Output:
One day conference to include dynamic plenary sessions and multiple breakout session opportunities geared to our audience of health and wellness educators, school counselors and youth-serving organizations.

ASR Conference

Sexual health, responsible decision-making, and emotional well-being can only be developed when youth feel safe and empowered. The ASR committee recognizes that creating a safe, respectful, diverse climate requires a holistic view of the things that impact a young person’s life, decisions, and community. The ASR Committee’s 3rd Annual ASR Conference, Building Safe, Healthy Futures, was sponsored by Aetna and Who You Want 2 Be, a Centerstone program. Building Safe, Healthy Futures means expanding our tools for impacting sexual/reproductive health with increased integration of complex social and cultural issues that impact our communities including: race, gender identity, ability, class, sexual orientation, immigration status, faith, violence, and overall health.

This year’s presentations were centered on three of the five key areas of Social Emotional Learning (SEL) as defined by CASEL (Collaborative for Academic Social and Emotional Learning):

- Responsible Decision Making - Making ethical, constructive choices about personal and social behavior.
- Self-Awareness - Recognizing one’s emotions and values as well as one’s strengths and challenges.
- Social Awareness - Showing understanding and empathy for others.

The ASR Committee utilized the Invitation to Participate process to bring in community partners and vendors for this year’s conference. It was very important to the committee to bring youth voice to the forefront this year and this was evident in our morning plenary. A group of amazing youth – all trained peer educators - from Students of Stonewall

Outcomes

Long Term:
Increased high school graduation rates
Improved children’s health

Mid Term:
1. Decrease incidences of teen pregnancy in Davidson Co.
2. Decrease MNPS drop-out rates
3. Decrease incidences of sexually transmitted diseases among teens in Davidson Co.

Short Term:
1. Improve community-wide dialogue on adolescent sexual health and assisting young people in achieving their life goals.
2. Improve availability of resources to educators and others to use to support healthy social-emotional and physical development of the young people they serve.
3. Foster relevant relationships between educators and community providers to support the health and well-being of young people.

Statement of Need:
1. Over the 2011-2012 school year, there were over 100 reported incidences of teen pregnancy in MNPS high schools.
2. 1 out every 5 teens in Davidson County has a sexually transmitted disease.

Adolescent Sexual Responsibility Committee

Adolescent Sexual Responsibility 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.
and PG-13 Players participated in a moderated discussion. The youth spoke about their experiences regarding safe spaces and things that impact their life, decisions and community. Throughout the day, breakout workshops were offered by Students of Stonewall, Ray of Hope Community Church’s JASA: Just-A-Sister Away, Thrive Education and Consulting Services, Nashville CARES, Tennessee TALKS and the Sexual Assault Center. Lyndsey Godwin, committee chair, conducted a lunchtime session called Expanding our Toolbox, sharing practical tools to increase attendees’ comfort and skills at handling difficult questions and situations that catch us most off guard. Last, but not least, members of the ASR Committee held a question and answer panel, fielding an array of example questions from attendees - sexuality questions or comments they have faced in the past that they found difficult to answer.

**OTHER WORK OF THE ASR COMMITTEE**

The ASR Committee is also continuing its partnership with Nashville Public Television around the Children’s Health Crisis/ Sexuality documentary. The committee assisted NPT in the creation of this segment and has now partnered to provide presentations of this important information and facilitate community discussions based around the focus of the segment – a look at the state of adolescent sexual health in Tennessee and what it will take to improve the numbers and lead adolescents to adulthood with their health intact. The committee has facilitated presentations at Meharry Medical College, Glendale Baptist Church and Vanderbilt Medical Center.

**WHAT’S NEXT**

The ASR Committee looks forward to completing tactical planning around how to achieve the vision of the committee through year-round communication with health and wellness educators, school counselors and youth-serving organizations. ASR will utilize the updates to the resource guide received through the ASR Conference to update and re-format those resources for use by youth-serving professionals. The committee will also continue to partner with NPT to present the Children’s Health Crisis/ Sexuality documentary throughout Nashville.

**ASR COMMITTEE MEMBERS**

- Lyndsey Godwin, CHAIR Vanderbilt University Carpenter Program
- Leigh Bagwell, VICE CHAIR Metro Nashville Public Schools
- Ashleigh Hall Centerstone Prevention Services
- Bridget Copes Vanderbilt Women’s Center
- Elisabeth Bradner Planned Parenthood of Middle and East TN
- Fallon Wilson Hope Community Development
- Freida Outlaw Meharry Medical College
- Joan Clayton-Davis Academy for Educational Development
- Kayce Matthews Vanderbilt University
- Kim Brown Metro Public Health Department
- Latissa Hall Metro Public Health Department
- Lorraine Stallworth Metro Nashville Public Schools
- Mark Bloodworth Tennessee Dept of Education
- Melanie Scott Kids on the Block of STARS Nashville
- Melanie Dearden Nashville CARES
- Pam Sheffer Oasis Center
- Sharon Travis Sexual Assault Center

**ASR PARTICIPATING ORGANIZATIONS**

- Oasis Center
- Planned Parenthood of Middle and East Tennessee
- PG-13 Players
- Students of Stonewall
- Nashville CARES
- Sexual Assault Center
- Centerstone Prevention Services
- Aetna Tennessee TALKS
- Ray of Hope Community Church / Just-A-Sister-Away
- Thrive Education and Consulting Services
- TENnderCare
- Benton Counseling and Consulting Services
- Project COPE of Meharry Medical College
- Prevent Child Abuse Tennessee
- Glendale Baptist Church
- Vanderbilt University Medical Center – Adolescent Medicine
- Nashville Public Television
- Metro Public Health Department
- Metro Nashville Public Schools
Primary Care Committee

PRIMARY CARE VISION: Every child will have access to primary care / Children and youth are physically healthy / Vaccine-preventable diseases are eliminated.

OUTPUT:
1. Calendar of healthy themes, corresponding educational components, suggested activities and student-friendly printables.
2. List of in school and out of school resources available to correspond with health themes.
3. Family newsletter, mirroring themes, to include educational components, suggested family activities, an ‘ask’ the expert segment and additional family resources.

HEALTH ACTIVITIES AND RESOURCES FOR EDUCATORS (HARE)

The fact that half of all MNPS students entering 7th grade are non-compliant with immunization requirements tells only half of the story. These students are also less likely to be up-to-date on other essential health screenings a physician can provide through annual wellness visits. The Primary Care Committee seeks to increase the number of children and adolescents benefiting from preventative and primary care and, in turn, improve children’s overall health.

In 2013, the Primary Care Committee completed tactical planning focused on how to increase the number of children and adolescents accessing the health services and health information they need. The committee has created a framework for schools to easily incorporate various health components into both the classroom and other school activities and events. Health Activities and Resources for Educators (HARE), provides a way for educators, MNPS school health, school nurses, Healthy School Teams, community health providers and other community partners to work together to promote access to and utilization of primary care and to improve the overall physical health of children and adolescents in Metropolitan Nashville.

HARE will pilot in select middle schools during the 2013-2014 school year by providing classroom resources and a family newsletter that tie into selected health themes throughout the
we hear the health concerns of the schools. The Primary care committee brings partners and stakeholders together to create and execute a plan to help the students deal with pressing health issues like 7th grade immunizations."

—Dr. Kimberlee Wyche-Etheridge

**Pilot themes for 2013 –2014**

- Wellness / Preventative Care – Staying well through the winter
- Nutrition / Healthy Eating – Getting ready for spring
- Safety / Injury Prevention – Out of School Safety

The Primary Care Committee is utilizing the Invitation to Participate process to bring in community partners to reinforce our pilot themes in and out of schools. Partners can respond to HARE by providing one or more of the following resources: Classroom or school group speaker, interactive classroom presentation, all-school presentation, video, community-based programming, health-oriented community event and more.

**ADDITIONAL WORK OF THE PRIMARY CARE COMMITTEE**

Also in 2013, Primary Care wrapped its annual campaign to positively impact the number of students complying with State immunization requirements upon entering the 7th grade. This effort included the support of a community-wide partnership between committee members and their agencies, MNPS School Health, Metro Health Department and its multiple agencies, Cumberland Pediatric Foundation and more, seeking to improve communication to parents and families about immunization compliance, provide information on how to obtain immunizations and provide incentives for families to become compliant prior to the first day of school.

**WHAT’S NEXT**

In late 2013, the Primary Care Committee will work with three middle schools to prepare to pilot Health Activities and Resources for Educators (HARE) during the 2013-2014 school year. The committee will also spend time evaluating progress made toward 7th grade immunization compliance and continue to work with multiple organizations and agencies to increase the number of students in compliance in advance of the first day of school.

**PRIMARY CARE COMMITTEE MEMBERS**

Kimberlee Wyche-Etheridge, MD, CHAIR Metro Public Health Department
Reba Bryant, VICE CHAIR MNPS School Health
Amanda Thompson Cumberland Pediatric Foundation
Lora Harnack Cumberland Pediatric Foundation
Clare Sullivan Vanderbilt Institute for Medicine & Public Health
David Campbell TENnderCare
Donna Sumners Metro Public Health Department
Emmanuel Ehimiua Metro Nashville Public Schools
Johnsie Holt Coordinated School Health
Kathy Gilliland Healthways
Lee Anne O’Brien, MD TNAAP
Lisa Nistler Metro Public Health Department
Melissa O’Connor Healthways
Valerie King United Healthcare

**PRIMARY CARE PARTICIPATING ORGANIZATIONS**

MPHD School Health Services
Cumberland Pediatric Foundation
United Healthcare Community Plan
TENnderCare
MNPS Student Health Services
Coordinated School Health
Metro Public Health Department
As stated in the Metro Nashville Public School’s Implementation Grant to NoVo Foundation, the funding partner of CASEL (Collaborative for Academic Social and Emotional Learning),

“MNPS is eager to continue participation in the Collaborating Districts Initiative because the goals of SEL mesh completely with the goals of the district. MNPS is committed to developing the whole child, and we are determined to move beyond defining success as a test score.

With integration of SEL, students will learn in an environment where they are more engaged, where they learn how to handle conflict, where they learn to interact with courtesy and respect, and where they develop skills to improve their lives throughout school, college and career.”

Last year, the Social Emotional Learning Committee made a marked decision to again include the words “Behavioral Health” in the name of this committee. The decision to do so was two fold: (1) to not lose focus of the importance of Behavioral Health as a community-wide initiative that requires dedication and focus and (2) that, for the school district, Behavioral Health and Social Emotional Learning go completely hand-in-hand with each other. They are not separate entities and have to be discussed and implemented together.

Metro Nashville Public Schools did receive the three-year implementation funding from NoVo and the district is moving forward in implementation of Social and Emotional Learning across the school district. This is the district’s second year in being a member of CASEL’s Collaborating Districts Initiative. Nashville is one of eight urban districts across the nation that belong to this elite group, including: Anchorage, AK; Austin, TX; Chicago, IL; Cleveland, OH; Oakland, CA; Sacramento, CA; Washoe Valley, NV. In the fall of 2013, CASEL

**OUTCOMES:**

**LONG TERM:**
- Increase high school graduation rates
- Increase college readiness
- Increase career readiness
- Improved children’s health

**MID-TERM OUTCOME (UNDER DEVELOPMENT)**
To increase integration and implementation of Social and Emotional Learning competencies in students, schools and communities.

The Behavioral Health committee is now creating a new tactical plan. This fall the committee developed a three year vision for the committee. The pillars for that three year vision are:

- The impact of SEL integration
- Expansion of the SEL conference (district conference to regional to state to national)
- Promoting social emotional behavioral health
- Community confidence in school excellence
- Creating a climate of connectedness
- Collective impact on the greater Nashville community

**MID TERM OUTCOME:**
To increase integration and implementation of Social and Emotional Learning competencies in students, schools and communities.

**MID TERM OUTCOME:**

**LONG TERM:**
- Increase high school graduation rates
- Increase college readiness
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- Improved children’s health

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- Community confidence in school excellence
- Creating a climate of connectedness
- Collective impact on the greater Nashville community

**MID TERM OUTCOME:**
To increase integration and implementation of Social and Emotional Learning competencies in students, schools and communities.
held its national conference on Social and Emotional Learning in Nashville and the leadership of each of these eight districts were present to discuss SEL and its impact.

On July 21, 2013, the Behavioral Health/Social and Emotional Learning Committee, in collaboration with MNPS, held the 3rd Annual Conference on Social and Emotional Learning: Our Students, Our Schools, Our Community. Due to facility issues, the conference had to be moved to Stratford High School two days before the event, and Executive Principal Michael Steele and his capable staff responded quickly and helped make the event a success.

This year’s conference had 491 attendees, including MNPS staff, community and business partners and guests from surrounding districts. Thirty-three workshops were provided by MNPS staff and community partners. While the conference focused on Tier I (Prevention) workshops and information, it also included workshops on Tier II (Intervention - groups) and Tier III (tertiary – specialized individual) topic areas. There were also 18 exhibitors providing information about services and programs available in the community.

The committee is currently developing a new three year plan with these areas of focus:
1. Climate of Connectedness
2. Promotion of BH/SEL
3. Expansion of SEL Conference
4. Community Confidence in MNPS School Excellence
5. The Collective Impact on the Greater Nashville Community.

For the past 5 years our community partners have worked closely with our committee and MNPS to meet the behavioral and social emotional needs of its students. Through the cultivation of these relationships and harnessing their desire to support the children and families of MNPS we held the largest and most successful conference to date…our committee has made the transition from pushing and educating the district on the importance of the social emotional learning of our students to supporting the district’s vision in cultivating Socially and Emotionally adept students, faculty and community.”

—Marcy Melvin, Centerstone, Co-Chair of Behavioral Health Committee

BEHAVIORAL HEALTH/SEL COMMITTEE MEMBERS

Kathy Gracey, CO-CHAIR Vanderbilt University
Marcy Melvin, CO-CHAIR Centerstone
Kyla Krengel, VICE CHAIR MNPS
Rhonda Ashley-Dixon Vanderbilt Psychiatric Hospital
Joanna Bane Mental Health Association of Middle Tennessee
Lisa Bilton MNPS
Beth Cruz Metro Nashville Public Defender’s Office
Linda DePriest MNPS
Sonya Dobbs MNPS
Vickie Fleming MNPS
Babs Freeman-Loftis Northeast Foundation for Children
Tracy Glascoe Vanderbilt University
Trish Hayes Metro Nashville Public Defender’s Office
Kendall Hinote Nashville Public Library
Eric Johnson STARS Nashville
Serveen Johnson Kidlink Treatment Services
Michael Kirshner Mental Health Cooperative, Inc.
Debra McAdams MNPS
Ami Parker Tennessee Voices for Children
Greta Requierme Nashville Public Television
Scott Ridgway Tennessee Suicide Prevention Network
Amanda Ross TriStar Skyline Madison Campus
Melanie Scott Kids on the Block of STARS Nashville
Angie Thompson Metro Public Health Department

BEHAVIORAL HEALTH/SEL PARTICIPATING ORGANIZATIONS

Catholic Charities of TN, Inc. Centerstone
Channing Bete Company Girls on the Run Nashville
gparadigms Hands On Nashville
Hope Clinic for Women KidLink Treatment Services
Martha O’Bryan / Valor Collegiate Academies Mental Health America of Middle TN
Mental Health Cooperative Metro Nashville Public Schools
Nashville Public Library’s Bringing Books to Life
PFLAG Nashville Public Defender’s Office
Rolling Hills Hospital Sexual Assault Center
STARS (Students Taking a Right Stand) Tennessee Lives Count
Tennessee State University Tennessee Suicide Prevention Network
TOTAL/Nashville Public Library TriStar Behavioral Health: Skyline Madison
Vanderbilt Psychiatric Hospital Zaner-Bloser Publishers
Zeumo
The Baptist Healing Trust awarded the School Nutrition Committee a second consecutive year of funding. The outcomes expected from this year’s grant in the 15 pilot schools are:

• Continued increases in the amount of fresh fruits and vegetables served each day
• Continued increases in the number of scratch cooked offerings each day
• Decreases in the amount of processed foods offered each day

To achieve these outcomes, the committee created a tactical plan that includes:

1. Train and support cafeteria managers and workers on the preparation and presentation of fresh foods, especially fresh fruits and vegetables.
2. Train and support cafeteria managers and workers in “cooking from scratch” methods.
3. Finalize and provide training on the definitions of “scratch” and “processed.”
4. Engage parents/caregivers and community members in improving healthy eating at home.
5. Equip high school Culinary Arts students to serve as peer/parent educators.
6. Enhance “Harvest of the Month” initiative through community and parent engagement.

Many of these tactics build on the committee’s foundation of work since 2011, including the recently published School Nutrition: A Training Guide for Healthier Cafés. This guide was written and produced through the collaborative effort of the members of the School Nutrition Committee and is the key tool used in implementing a training program, with assistance of community organizations, with consistency across the district.

Parent engagement is a crucial piece of the committee’s efforts this year. Community Food Advocates is surveying parents about their knowledge of the foods being served in their school cafés and will use those results to engage parents in helping their children make healthier choices at school and at home.
Another unique element of the committee’s work is its work with high school Culinary Arts Students and the Harvest of the Month initiative. The committee is supporting Project Based Learning (PBL) for students at Glendcliff High School that will incorporate both marketing and culinary arts students and will focus on the design of a Harvest of the Month marketing and promotion program, which will be used and implemented across the district for Harvest of the Month programs.

WHAT’S NEXT

During a half day retreat the School Nutrition Committee reviewed its successes and with a new Director of School Nutrition took a hard look at where to go from this point. The committee reviewed the original plan of the committee and will now focus on:

- Comprehensive nutrition education and policy awareness (understanding / implementation)
- Junk food is not an option
- Increase use of local agriculture

Pilot Schools
Fall Hamilton Elementary
Glengarry Elementary
Glenview Elementary
McGavock High
Overton High
Park Avenue Elementary
Rose Park Middle
Shayne Elementary
Stratford High
Wright Middle
Cole Elementary
Rosebank Elementary
Baxter Middle
Litton Middle
Hunters Lane High
Napier Elementary

“We were delighted to have you last week and appreciate all of the information you shared with my class. The other two classes were JEALOUS! I especially appreciate you taking time out of your super busy schedule to come to Wright Middle School and share with students about career choices and healthy eating choices and information.”
—Allison Fuller

SCHOOL NUTRITION COMMITTEE MEMBERS

Spencer Taylor, CHAIR Metro Nashville Public Schools
Megan Morton, VICE CHAIR Community Food Advocates
Jill Baker Metro Nashville Public Schools
Jeremy Barlow Parent, Business Owner
Jon Boulton Healthways
Fred Carr Metro Nashville Public Schools
Sheila Clark Metro Nashville Public Schools
Jackie Contreras Community Food Advocates
Brina Corke Metro Nashville Public Schools
Tanya Debro Healthways
Kevin Dorr American Culinary Foundation
Katie Feli Parent
Julie Fitzgerald Metro Public Health Dept.
Amy Frogge MNPS School Board
Donna Gilley Metro Nashville Public Schools
Johnsie Holt Coordinated School Health
Sarah Johnson Nashville Grown
Melinda Judd Second Harvest Food Bank of Middle Tennessee
Dianne Killebrew Vanderbilt University Medical Center
Jenna LeQuire Metro Nashville Public Schools
Holly May LEAD Academy Teacher
Rhonda Newborn Healthways
Nicole Proffitt Metro Nashville Public Schools
Deborah Walker Metro Nashville Public Schools
Kathy Wantland Metro Nashville Public Schools
Teresa West Metro Nashville Public Schools

SCHOOL NUTRITION PARTICIPATING ORGANIZATIONS

American Culinary Foundation
Baptist Healing Trust
Community Food Advocates
Conexion Americas
Tamala Davis, Parent
Dietetic Internship Program at Vanderbilt University
Hands On Nashville
Healthways Foundation
Anna Higginbotham, Parent
Martha O’Bryan Center
Metro Nashville Health Department
Nashville School Garden Coalition
Monroe Carell Jr. Children’s Hospital at Vanderbilt - CHAMP’S Gardens Initiative
Oasis Center
Second Harvest Food Bank of Middle Tennessee
Tennessee State University
University of Tennessee –Extension Office–Tennessee
Nutrition and Consumer Education Program
University of Mississippi, National Food Service Management Institute
Through the Ford Next Generation Learning Hub, more than 750 educators and partners from 22 states have traveled to Nashville to explore and learn about the Academies of Nashville. Ford Motor Company Fund (the philanthropic arm of the Ford Motor Company) has been a partner in developing the Academies of Nashville since the initiative was started in 2006.

The Nashville Ford NGL Hub has offered professional development services and technical assistance to communities all across the United States and requests for services are continuing to rise.

In 2013, the Hub initiated the “Starr Awards”, a cash prize awarded to individual Academies to support activities that impact student outcomes. The Starr Awards are funded through proceeds from the Hub’s Academies of Nashville Study Visits. Awards totaling $15,400 were made to 16 Academies in the first year. The Starr Awards are named after Starr Herrman who directed the start-up and implementation of the academies during the first 6 years.
Our new technology portal, ComCoefficient, is a tool that underpins the work of each Alignment community. Designed to support Alignment principles, structures, and processes, the portal enables the community to collaborate more efficiently and effectively, transforming 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. The integrated design of the portal is also context aware. That is, the portal recognizes all participants and the roles they play and targets their use and access to information 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. This system allows for the development of a rich database from which best practices can be cultivated. As this knowledge base grows, communities will be able to share best practices on solving education and health issues across the nation.

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 developers, Globant and Zycron, to providing the expertise we needed to bring it all together, Deloitte was integral to the successful rollout of our newly revamped website.

To learn more about using the ComCoefficient portal in your community contact Melissa Jaggers at melissa@alignmentnashville.org or Rebecca Talley at rebecca@alignmentnashville.org.
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, TN; Rockford, IL; Jackson, MS; Coachella Valley, CA; Mohawk Valley, NY; and Hawaii. Discussions with others are currently underway.

Alignment Communities commit to:
- 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 collaboration and communication systems
• use of the Alignment technology portal
• staff support for Alignment committees

The benefits of joining the Alignment USA network are:
• Access to emerging practices and results from other communities using Alignment principles, structures and processes to address complex issues
• Technical assistance during startup and initial implementation of Alignment principles, structures and processes
• Opportunity to utilize 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 collective impact model is expected to evolve due to innovations brought about by the Alignment USA network.

If your organization is interested in joining this growing community of practice, contact Sydney Rogers at sydney@alignmentnashville.org or Rebecca Talley at rebecca@alignmentnashville.org.
Alignment Institute: Bringing other communities into the Alignment community of practice

In September 2013, Alignment Nashville and Alignment Rockford hosted twelve community teams for the third annual Alignment Institute. For three days, emerging members of the Alignment USA network and other interested communities explored the collective impact strategies created by Alignment Nashville.

Participants learned about the Alignment principles, structure, process, and technology and how this toolset has been adapted for use in communities across the United States. By learning from and sharing with other communities, participating communities strengthened their own work. Participants have commented that one of the most impactful aspects of the Institute was "hearing testimony from various communities about how they addressed the needs of their schools through Alignment."

"It is encouraging to see that this process can work in any economic or geographical location."
—2013 Alignment Institute participant

A highlight of the Institute is for the visitors to observe an Operating Board meeting in action. This is an opportunity to see how the chairs and vice-chairs of the various Alignment committees convene and coordinate their efforts in support of common goals across education and health. A Q&A session allowed participants to directly address the Operating Board.
Alignment Institute welcomed the following community teams in 2013:

Hawaii
Mohawk Valley, NY
Polk County, FL
Volusia County, FL
Rockford, IL
Jackson, MS
Coachella Valley, CA
Elgin, IL
Houston, TX
San Bernardino, CA
Elk Grove, CA
Ford Next Generation Learning
Alignment Nashville Photo Gallery