



3D
COLLECTIVE
IMPACT
REPORT 2013

ALIGNMENT
NASHVILLE
for successful, healthy children



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ALIGNMENT NASHVILLE
 Sydney Rogers, Executive Director
 Melissa Jagers, 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 Morrirt, Project Assistant

**ALIGNMENT
 NASHVILLE**
 for successful, healthy children
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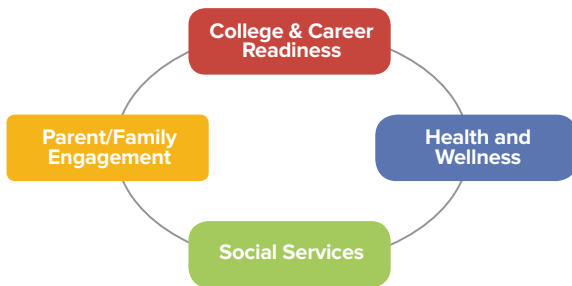
3D Collective Impact: Executive Director's Report

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.

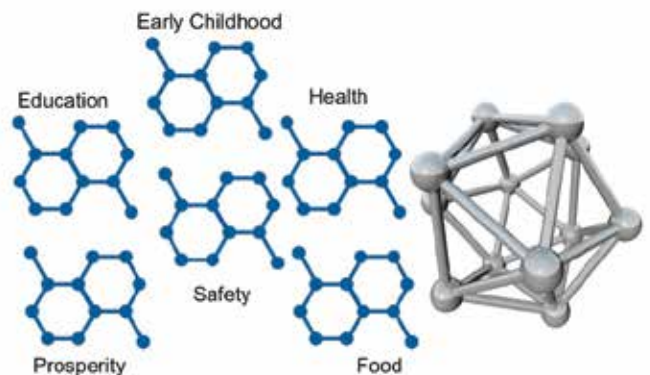
In 2013, with the launch of the Metro Nashville Public Schools (MNPS) initiative Community Achieves, Alignment design teams are further expanding and perfecting the highly successful collective impact approach to systemic change. Community Achieves is a systematic approach to community schools and will 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

Partners who engage through the Alignment principles, structure, process and technology continue to break new ground with deeper and more impactful outcomes every year



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

Alignment is multi-dimensional



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.



Kent Fourman

In the coming year, MNPS will emphasize the value of solid pre-k preparation 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.



Dr. Jesse Register

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.”



Dr. Bob Fisher

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.



Sydney Rogers

Sydney Rogers
Executive Director

2013 Alignment Nashville Board of Directors

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.

Bob Fisher - Board Chair

Belmont University
President

Christine Bradley

Vanderbilt University
Assistant Vice Chancellor

Doug Cahill

ORECK Corporation
CEO

Tom Cigarran

Healthways, Inc.
Chairman

Beth Curley

Nashville Public Television
President

The Honorable Karl Dean

Metropolitan Nashville
Mayor

Eric Dewey

United Way of Metropolitan Nashville
CEO

Reverend Sonnye Dixon

Hobson United Methodist Church
Pastor

Margaret Dolan

Ingram Industries
Vice President, Community Relations

Vince Durnan

University School of Nashville
Director

Kent Fourman

Permanent General Companies
CIO

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Davidson County

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Paul Haynes

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Ingram Industries
President and CEO

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Nashville Area Chamber of Commerce
Chairman of the Board

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District 1
Metro Council Member

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Metropolitan Board of Education
Chair

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Chief Financial Officer

William Paul, MD

Metropolitan Public Health Department
Director

Joanne Pulles

HCA Foundation
President

Jesse Register

Metro Nashville Public Schools
Director of Schools

Ron Samuels

Avenue Bank
President and CEO

Ralph Schulz

Nashville Area Chamber of Commerce
President

George Van Allen

Nashville State Community College
President

Sydney Rogers

Alignment Nashville
Executive Director

2013 Alignment Nashville Operating Board

Kent Fourman, Chair - CIO, Permanent
General Companies

Leigh Bagwell, MNPS Coordinator of School
Counseling

Lisa Beck, EVP School Age Services, YMCA of
Middle Tennessee

Olivia Brown, MNPS, Interim Director Public
Information Office

Reba Bryant, MNPS, Coordinator of Student
Health and 504

Kathy Floyd Buggs, District Office Manager,
Congressman Jim Cooper's Office

Nicole Chaput-Guizani, MNPS, Executive
Director EL Programs

Nicole Cobb, Metro Nashville Public Schools

Stephanie Coleman, Nashville Area Chamber
of Commerce

Kevin Crane, NPT - Nashville Public Television,
American Graduate

Linda DePriest, 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 Herrman, 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

About Alignment Nashville

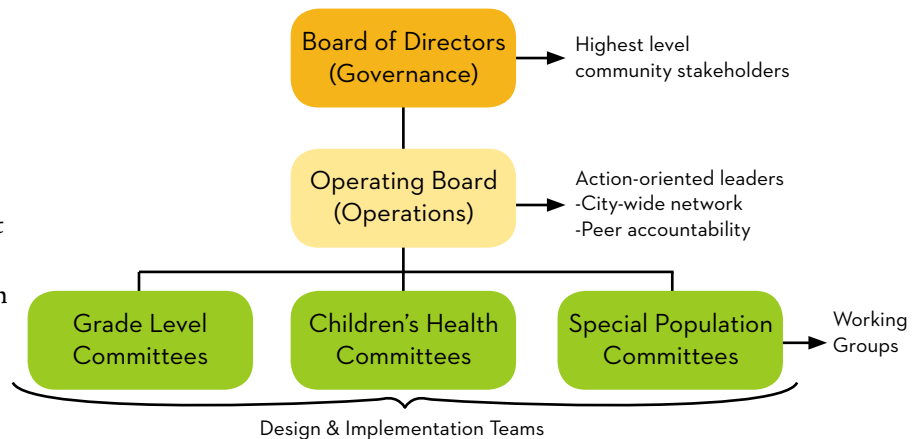


Alignment Nashville is a 501c3 nonprofit organization that was created to align community organizations and resources so that their coordinated support of Nashville’s youth has a positive impact on public school success, children’s health, and the success of our community as a whole.



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



¹ Definition adapted from the Skoll Foundation; <http://www.skollfoundation.org/about/skoll-awards/skoll-award-for-social-entrepreneurship-glossary/>

PRINCIPLES

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

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

These operating principles ensure that our work is focused on **systemic change**, or change that involves new ways of applying resources to underlying causes. Systemic change happens when an outcome or goal has been attained; the result is either that the cause of the problem is eliminated, or programs, policies, funding streams and/or services are permanently altered to reduce the impact of the problem on a long-term basis.¹

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
United 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

PRE-K COMMITTEE VISION: All children are ready for Kindergarten

Pre-K Committee



2. Increased knowledge and utilization of available services and resources for parents of Pre K age children by 10% among preview families

OUTPUT:

- Create an online portal (iTRAILS) available to all families with Pre K age children in Metropolitan Nashville
- 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.

STATEMENT OF NEED

- 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.
- 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.

MID TERM OUTCOMES:

25%

By Fall 2014, 25% of entering Kindergarten students indicate utilization of iTRAILS during PreK year

75%

By Fall 2014, 75% of students who indicate participation in iTRAILS will score at or above median Kindergarten fall assessment scores

TACTIC: iTRAILS

OUTCOMES:

LONG TERM: Increase high school graduation rates

MID TERM: By Fall 2014, 25% of entering Kindergarten students indicate utilization of iTRAILS during PreK year

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

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.

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 check-ins 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.

PRE-K COMMITTEE MEMBERS

Phyllis Phillips, CO-CHAIR Metro Nashville Public Schools
Flo Kidd, CO-CHAIR Metro Nashville Public Schools
Pam Matthews, VICE CHAIR Head Start - Metro Action Commission
Angela James Generations Therapeutic Preschool Program
Ashley Daugherty Mayor's Office of Children and Youth
Beth Younker St. Luke's Community House
Cathy Pflister Children's Kindness Network
Colleen Thomas Metro Nashville Public Schools
Dahly Gould Neurology Research Institute
Dee Kimbrell United Way
Elizabeth Black Nashville Public Library
Elysie Adair Nashville Public Library
Jo Ann Scalf Nashville Public Television
Jocelyn Stranone MNPS School Board
Laura Blibrey Martha O Bryan
Maria McKenzie Tennessee Voices for Children
Melba Marcus McNally Center
Rena Hall United Way of Metropolitan Nashville
Serena White Tennessee Early Intervention System
Shery Rogers Vanderbilt University
Ted DeWitt Children's Kindness Network

PRE-K PARTICIPATING ORGANIZATIONS

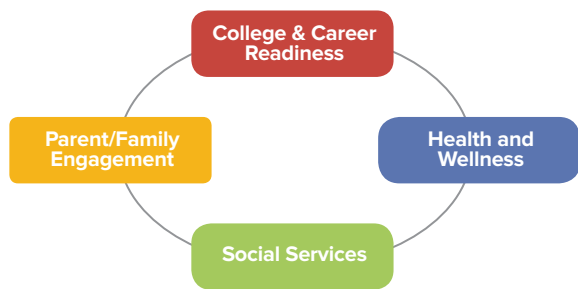
United Way of Metropolitan Nashville
 Books from Birth
 Nashville Public Television
 Book Em
 Nashville Public Library
 Bringing Books to Life
 Nashville Zoo
 Metropolitan Nashville Public Schools
 Metropolitan Action Commission/Head Start
 The Mayor's Office of Children and Youth
 Tennessee Early Intervention System
 Prevent Child Abuse Tennessee
 iTRAILS.org
 CHILDREN'S KINDNESS NETWORK
 Tennessee Pflister Center
 Vanderbilt McNally Center
 Adventure Science Center
 The Discovery Center

—Phyllis Phillips
 Pre-K Coordinator
 Leadership and Learning
 Metropolitan Nashville Public Schools

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:



Community Achieves partners providing enrichment activities for MNPS students during Intersession.

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

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.

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



MNPS students at Intersession

- Boy Scouts of America
- Centennial Pediatrics
- Cheekwood Botanical Garden and Museum of Art
- Community Education Initiative - Nashville Debate
- Department of Education, Belmont University
- Dream centers of Tennessee
- Federal Programs & Grant Management
- Frist Center for the Visual Arts
- Girl Scouts of Middle Tennessee
- Girls on the Run
- Goodwill Ind Middle TN
- gparadigms
- Group Excellence
- Hands On Nashville
- Homework Hotline
- iCARE-TN
- Invent Now, Inc.- Camp Invention
- Jambalaya Sports
- Jim Fuller Consulting
- Joe C. Davis YMCA Outdoor Center
- Junior Achievement of Middle Tennessee
- Marathon Petroleum Company, LP
- Martha O'Bryan Center
- Martha O'Bryan Center
- Meharry Medical College (TN AHEC Program)
- Meharry Medical College- Ford Ready Safe Drive
- Metro Human Relations Commission
- Metro Parks
- Metro Public Health Department
- Metro Student Attendance Center (M-SAC), Division of Juvenile Court
- Micheaux's Learning Center
- Monroe Carell Jr. Children's Hospital at Vanderbilt
- Ms. Biz Youth Entrepreneurship
- Nashville After Zone Alliance
- Nashville Area Habitat for Humanity
- Nashville Career Advancement Center
- Nashville Children's Theatre
- Nashville Opera and TPAC
- Nashville Public Library
- Nashville State Community College
- Nashville Zoo
- Neighborhoods Resource Center
- New Life Program
- Oasis Center
- PENCIL Foundation
- Percy Priest Extended Day Program
- Pinnacle Financial Partners
- Ready For Spanish LLC
- Rock the Street, Wall Street
- School for Science and Math at Vanderbilt
- Second Harvest Food Bank of Middle Tennessee
- Speaking with One Voice and Youth in the Village
- STARS
- Tennessee Bar Association
- TN Foreign Language Institute (TFLI)
- Tennessee Performing Arts Center
- Tennessee State University Office of Student Activities
- Tennessee State University Nutrition Education Program (SNAP Ed)
- Tennessee Student Assistance Corporation
- Terrica Sims
- The Parthenon
- Treasure Chest of Wellness/ Royal Heirs Healthy Lifestyle Academy
- United States Tennis Association
- Vanderbilt Programs for Talented Youth
- Vanderbilt University
- Volunteer State Community College
- W.O. Smith Music School
- YMCA of Middle Tennessee
- YMCA Latino Achievers

Pre-K Committee



2. Increased knowledge and utilization of available services and resources for parents of Pre K age children 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.

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

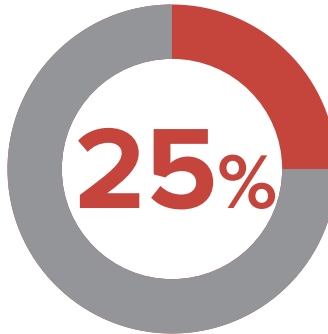
MID TERM:

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

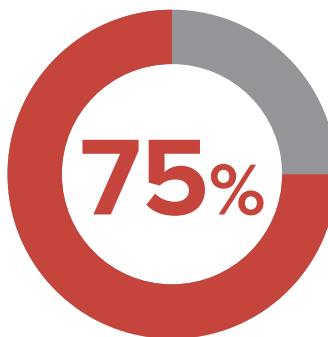
SHORT TERM:

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

MID TERM OUTCOMES:



By Fall 2014, 25% of entering Kindergarten students indicate utilization of iTRAILS during PreK year



By Fall 2014, 75% of students who indicate participation in iTRAILS will score at or above median Kindergarten fall assessment scores

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.

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.



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.itrails.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

PRE-K COMMITTEE MEMBERS

- Phyllis Phillips, CO-CHAIR Metro Nashville Public Schools
- Flo Kidd, CO-CHAIR Metro Nashville Public Schools
- Pam Matthews, VICE CHAIR Head Start - Metro Action Commission
- Amy Davis Nashville State Community College
- Angela Jones Centerstone Therapeutic Preschool Program
- Ashley Daugherty Mayor's Office of Children and Youth
- Beth Younker St. Luke's Community House
- Cathey Pilkinton Children's Kindness Network
- Colleen Thomas Metro Nashville Public Schools
- Debby Gould Peabody Research Institute
- Dee Kimbrell United Way
- Elizabeth Atack Nashville Public Library
- Elyse Adler Nashville Public Library
- Jo Ann Scalf Nashville Public Television
- Joann Brannon MNPS School Board
- Laura Bilbrey Martha O'Bryan
- Mamie McKenzie Tennessee Voices for Children
- Martha Ann Pilcher Book'em
- Melba Marcrum McNeilly Center
- Rena Hall United Way of Metropolitan Nashville
- Serena White Tennessee Early Intervention System
- Sheryl Rogers Vanderbilt University
- Ted Dreier Children's Kindness Network

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
- TENNderCare
- Children's Kindness Network
- Tennessee Poison Center
- Vanderbilt Kennedy Center
- Adventure Science Center
- The Discovery Center

Elementary Committee



- 50% of students tracked develop empathy skills and sense of service to others

OUTPUT:

- Create a roadmap for classrooms to execute a service learning project
- 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.
- 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 | 5. Homeless |
| 2. Clothing | 6. Animals |
| 3. Military | 7. My School |
| 4. Holiday | 8. Recycling |

STATEMENT OF NEED

- In 2012, only 40.6% of students in grades 3-8 in Davidson County were proficient in reading.
- 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

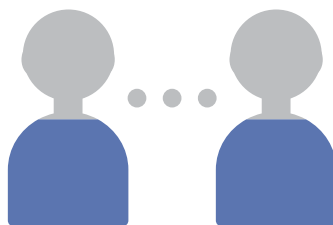
MID TERM:

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

SHORT TERM:

- 50% of students tracked enjoy improved sense of belonging and purpose within their school
- 50% of students tracked reflect increased enthusiasm, engagement and sense of fun in the classroom

SHORT TERM OUTCOMES:



50% of students tracked enjoy improved sense of belonging and purpose within their school



50% of students tracked reflect increased enthusiasm, engagement and sense of fun in the classroom

BY THE NUMBERS

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, donation/coordination 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.



Elementary Committee tactical planning workshop



Being able to tie this work to the Common Core State Standards provided additional incentives for making this learning a part of what every elementary school could do.

—MNPS David H. Moore, Ed. D., Executive Director for Instruction for Elementary Schools

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 Kwarciak 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
Soles4Souls
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.

Middle School Committee



PROJECT BASED LEARNING

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 and 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

- 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
- Art2STEM
- 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



Community leaders at the press announcement for the MNPS Small Learning Communities (SLC) grant in October 2006.

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

Characteristic:	AN Committee/Initiative:
Plan for postsecondary education and career	High School (Freshman Advisory initiative) K-12 College & Career Readiness
ACT of at least 21 or Higher	K-12 College & Career Readiness
Work-based or service learning experience or capstone research project	Developing Community Leaders Experiential Learning – Capstone Research Initiative
College credit and/or a nationally recognized professional certification	Developing Community Leaders

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.

Characteristics of a

GRADUATE

- 1 A plan for post-secondary education and career
- 2 At least a 21 composite score on the ACT or 990 on the SAT
- 3 At least one course completed online
- 4 A work-based or service learning experience or a capstone project
- 5 College credit and/or a nationally-recognized professional certification

BY THE NUMBERS

93%

Daily attendance rate

76.6%

Graduation rate



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.

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 Jagers Alignment Nashville
- Susan Kessler MNPS
- Beverley Kreul MNPS
- Patrick Luther Nashville CARES
- Kathleen McEnerney 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

Developing Community Leaders Committee



DCL students participating in leadership development activities

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.

OUTCOMES:



LONG TERM:

Increase high school graduation rates

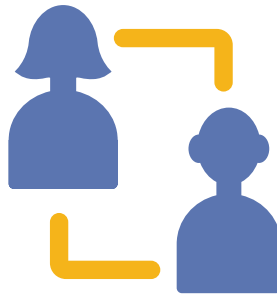
MID TERM:

1. Increase positive adults in student's life
2. Improve school culture

SHORT TERM:

1. Increase student engagement through service learning

MID TERM OUTCOMES:



Increase positive adults in student's life

SHORT TERM OUTCOMES:

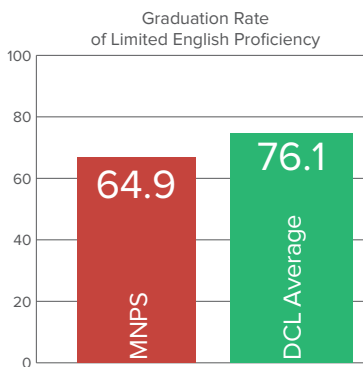
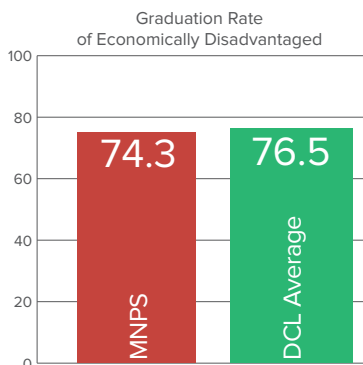
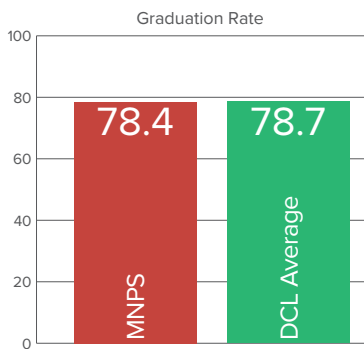


Improve school culture

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,

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

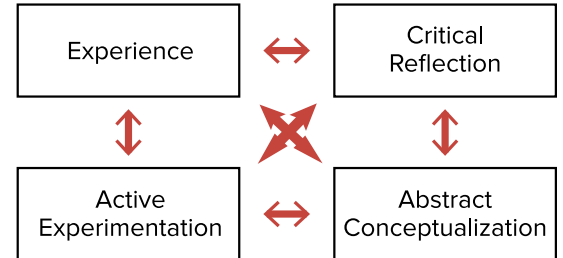
DEVELOPING COMMUNITY LEADERS PARTICIPATING ORGANIZATIONS

- 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

Experiential Learning Committee



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

OUTCOMES:



LONG TERM:

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

MID TERM:

1. Increase relationships between organizations and schools
2. Increase positive adults in student's lives

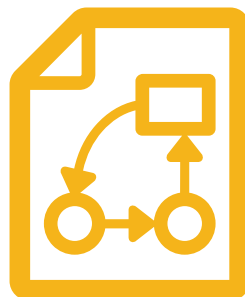
SHORT TERM:

1. Increase community support of MNPS students
2. Increase student knowledge of opportunities available to them

SHORT TERM OUTCOMES:



Increase community support of MNPS students



Increase student knowledge of opportunities available to them

WHAT IS EXPERIENTIAL LEARNING?

Research indicates that a not so secret weapon in positively impacting student achievement is providing students with meaningful ways to learn through experience. "Experiential Learning" is a cyclical process that builds on the real-world experiences for learning; it involves critical skills such as setting goals, thinking, planning, experimentation, reflection, observation, and review.

BY THE NUMBERS

63%

of Seniors at Participating Schools engaged in Capstone Projects

18

participating high schools

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 Herrman** 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

16-24 Out of School, Out of Work Committee



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.

OUTCOMES:



LONG TERM:

- Increase college readiness
- Increase career readiness

MID TERM:

1. 30% of 130 achieve secondary education re-engagement goal (diploma, GED) (38)
2. 30% of above complete post-secondary education goal (certification, associates, etc) (12)

SHORT TERM:

1. 1,000 16-24 year olds reached through awareness campaigns
2. 13% of the above assessed youth create a re-engagement plan (130)

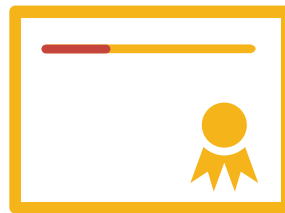
The 16-24 Out of School, Out of Work has developed the following tactic: Community-Based Re-engagement Coaches. This tactic will be implemented in three separate phases.

1. Create a resource guide of services/programs available to 16-24 year olds.
2. Professional development for community-based coaches
3. Create a toolkit that includes coaches training and resource guide information

MID TERM OUTCOME:



30% of 130 achieve secondary education re-engagement goal (diploma, GED) (38)



30% of above complete post-secondary education goal (certification, associates, etc) (12)



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

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.

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.



“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

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

Refugee and Immigrant Support Services (RISS) Committee



STATEMENT OF NEED:

1. In 2012, 1174 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

SHORT TERM OUTCOME:



Increase comfort level of school staff in providing information and resources to refugee and immigrant families by 25%

OUTPUT:

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:

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

new arrival refugees were resettled in Nashville in 2012

140

languages currently spoken in Metro Nashville Public Schools

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



Participants in a community discussion facilitated by the RISS committee



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

GiGi Rose Tennessee Office for Refugees

Jeger Ali Metro Nashville Public Schools

Jo Ann Scalf Nashville Public Television

Julia Lydon Metro Nashville Public Schools

Kathy Edson Vanderbilt University

Krista Craven Peabody College, Vanderbilt University

Louisa Saratora Catholic Charities: TN Office for Refugees

Lynsey Auman World Relief Nashville

Marie Bush Center for Refugees and Immigrants of TN

Meg Nugent Nashville Adult Literacy Council

Patty Swartzbaugh Nashville Adult Literacy Council

Ruben De Pena Metro Nashville Public Schools

Sarah Russ NICE (Nashville International Center for Empowerment)

Shuler Pelham Overton High School, Principal

Tara Lentz Conexion Americas

Vanessa Lazon Oasis Center

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

Conexion Americas

YMCA Latino Achievers

Vanderbilt Institute for Global Health - Community Health Initiatives (VIGH-CHI)

Nashville International Center for Empowerment (NICE)

Legal Aid Society of Middle Tennessee and the Cumberland

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 & Ballou

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

Progreso Community Center-Centro Comunitario Progreso

Habitat for Humanity of Greater Nashville

GLOBAL EDUCATION CENTER

Tennessee Foreign Language Institute - TFLI

Women, Infants, and Children (WIC)

Our Kids, Inc.

Parent Engagement Committee



2013 Parent University, held at Trevecca University.

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.

Active Commitment and Participation throughout MNPS
Access Through Technology
Establish Commitment from All Stakeholders
Our Brand is "Being a Trusted Resource"
Responsive Programming District Wide
Data-Driven Culture
Clear Operational and Leadership Structure
Parents as Leaders

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.



2013 Parent University, held at Trevecca University.

"The Parent Engagement Committee has been busy this year supporting three major areas of work. The committee helped to guide and support the expansion of Parent University by thinking through programming, partners, and events. Our annual Parent University at Trevecca University on August 17th was a tremendous success, with over 400 parents attending workshops, touring campus, and accessing information at booths from over 20 community organizations."

—Gini Pupo-Walker | Executive Director of Family and Community Partnerships Department of Support Services | Metro Nashville Public Schools

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 Conexion Americas

Nancy DiNunzio Dickson Vanderbilt (Peabody)

Zied Guizani Metro Nashville Public Schools

Anthony Johnson Alignment Nashville

Joyce McDaniel All About Women

Jo Ann Scalf 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
Conexion 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.

K-12 College and Career Readiness Committee



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.

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

Elementary School	Middle School	High School
Ready for Middle School	Ready for High School	Plan for Post-Secondary College & Career
On track to score at least a 16 on Explore	Score 16 or above on Explore	Composite Score of 21 or above on ACT
Completion of Technology Portfolio	Technology Ready	One Course Online
Completion of Service-Learning Experience	Completion of Service-Learning	Service-Learning or Capstone Research
Social and Emotional Skills Readiness	Participate in at least one extra-curricular	College Credit or Nationally recognized Certification

- ✦ 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

(Taken from Generation TX San Antonio ReadyToolkit - <http://www.sa-ready.org/toolkit/examples-of-what-a-college-and-career-ready-student-can-do/>)

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 Committee



Program planning



Recruitment of community health resources

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



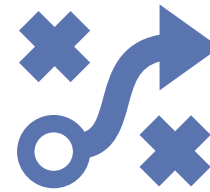
Annually review and approve the School Health Plan



Advise the school district of current initiatives and resources



Parent and community involvement



Advocacy



Input on fiscal planning



Evaluation, accountability, and quality control

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

CHEO COMMITTEE MEMBERS

- Bill Paul, MD, CHAIR** *Metro Public Health Department*
- Cel Franklin** *MNPS Homebound*
- Jo Ann Scalf** *Nashville Public Television*
- Johnsie Holt** *MNPS Coordinated School Health*
- Kathy Gracey** *Vanderbilt University*
- Kimberlee Wyche-Etheridge, MD** *Metro Public Health Department*
- Kyla Krengel** *MNPS Social Emotional Learning*
- Leigh Bagwell** *MNPS School Counseling*
- Lisa Beck** *YMCA of Middle Tennessee*
- Lyndsey Godwin** *Vanderbilt University Carpenter Program*
- Marcy Melvin** *Centerstone*
- Mary Bufwack** *United Neighborhood Health Services*
- Megan Morton** *Community Food Advocates*
- Nicole Proffitt** *MNPS Coordinated School Health*
- Spencer Taylor** *MNPS Nutrition Services*

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

MID TERM OUTCOME:



Increase number of healthy birth outcomes in pilot area by at least 10%.

BY THE NUMBERS

30-40%

of girls that drop out of school are pregnant or parenting.

13.5

the infant mortality rate for non-Hispanic blacks per 1000 births in 37208 zip code

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.

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.



"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** HUGS
- Kimberly Harris** Vanderbilt University Medical Center
- Kristen Rector** Prevent Child Abuse Tennessee
- Lacey Wilkins** Nurses for Newborns
- Laura Bilbrey** 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
- Tashia 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

Healthy Eating and Active Living Committee



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.

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

MID TERM OUTCOMES:



Increased healthy eating habits



Increased physical activity

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

BY THE NUMBERS

31.3%

Tennessee's adult obesity rate in 2012

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

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.

Adolescent Sexual Responsibility Committee



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

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.

OUTCOMES



LONG TERM:

Increased high school graduation rates
Improved children's health

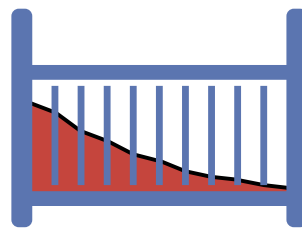
MID TERM:

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.

MID TERM OUTCOMES:



Decrease incidences of teen pregnancy in Davidson Co.

SHORT TERM OUTCOMES:



Improve community-wide dialogue on adolescent sexual health and assisting young people in achieving their life goals.

BY THE NUMBERS

100+

incidences of teen pregnancy in MNPS high schools over the 2011-2012

1 out of every 5

teens in Davidson County has a sexually transmitted disease

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.



"The 2013 ASR Conference acts as a snap shot of our committee's collaboration and our community's need for more resources and support regarding sexual health, values clarification, and decision making."

—Lyndsey Godwin, Planned Parenthood of Middle and East Tennessee, Committee Chair

"The ASR Committee provides a forum to facilitate discussion, education, and advocacy among key stakeholders who work to address ASR issues."

—Joan Clayton-Davis, Academy for Educational Development

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

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

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



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

STATEMENT OF NEED:

Over 50% of entering seventh graders were in non-compliance for documentation of required immunizations on the first day of school in 2012 and in 2013.

OUTCOMES:



LONG TERM:

Improved children's health

MID TERM:

1. Increase 7th grade immunization compliance by 10%.
2. Increase number of adolescents aged 10-14 utilizing primary care services by 10%.

SHORT TERM:

1. Increase knowledge of and utilization of community health-oriented resources in schools by 25%.
2. 50% of middle school students tracked reflect improved understanding of the importance of preventative care and healthy lifestyle.

ADDITIONAL BENEFITS OF THE TACTIC...

Increase families' understanding of the various physical health and well-being needs and concerns of adolescents.

MID TERM OUTCOMES:



Increase 7th grade immunization compliance by 10%.



Increase number of adolescents aged 10-14 utilizing primary care services by 10%.

BY THE NUMBERS

OVER 50%

of entering seventh graders were in non-compliance for documentation of required immunizations on the first day of school in 2012 and in 2013.

year. Resources will include a calendar of health themes, feature articles, suggested speakers or presentations, community resources, suggested classroom or school activities as well as out of school activity suggestions. The family newsletter will mirror the theme used in the classroom and will include educational components, suggested family activities, an 'ask' the expert segment and additional family resources. All components will be geared toward increasing awareness of the health needs of children and adolescents at various stages and to provide education towards improving student health and utilization of primary care.

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



“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

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 Ehiemua 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

Behavioral Health/Social and Emotional Learning Committee



MNPS staff facilitating a workshop at the 2013 SEL Conference.

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."

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.

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

BY THE NUMBERS
2013 SEL CONFERENCE

91%

of respondents agreed that the content of the conference sessions was appropriate and informative

98%

of respondents plan to attend this conference again next year

100%

of respondents would recommend this conference to others

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’Brian / 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

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

School Nutrition Committee



Brina Corke, MNPS Nutrition Services, with cafeteria workers participating in the pilot initiative of the School Nutrition Committee.

OUTCOMES:



LONG TERM:

Increase graduation rates
Improved children's health

MID TERM (UNDER DEVELOPMENT)

Increase relationships between community, organizations and schools

SHORT TERM (UNDER DEVELOPMENT)

1. Increase community support of food insecure students and their families
2. Increase impact of healthy eating
3. Increase the skills and capacity with preparing nutritious meals of each pilot school's community
4. Increase the resources necessary to support schools in working with their community

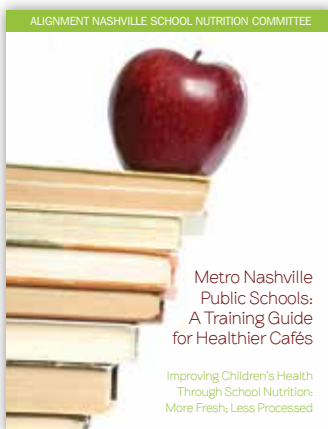
The School Nutrition Committee has had an eventful year!

1) In October 2012, MNPS announced the new Director of Nutrition Services, Spencer Taylor. Spencer comes to Nashville after a successful career as the Childhood Nutrition Director in Birmingham Public Schools. Spencer has quickly taken the reins of the School Nutrition Committee along with Vice-Chair, Megan Morton of Community Food Advocates.

SHORT TERM OUTCOME:



Increase community support of food insecure students and their families



2) 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 Glencliff 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
Jen Boulton Healthways
Fred Carr Metro Nashville Public Schools
Sheila Clark Metro Nashville Public Schools
Jackie Contreras Community Food Advocates
Braina Corke Metro Nashville Public Schools
Tanya Debro Healthways
Kevin Dorr American Culinary Foundation
Katie Fell 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



FORD NEXT GENERATION LEARNING

Education Innovation



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.



Starr Herrman

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.



2013 Starr Award recipients at the awards luncheon hosted by the Nashville Ford NGL Hub

ComCoefficient

A community transformation tool for the future



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 Jagers at melissa@alignmentnashville.org or Rebecca Talley at rebecca@alignmentnashville.org.

Alignment USA: an emerging community of practice



Alignment USA Network



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

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- use of the Alignment technology portal
 - staff support for Alignment committees

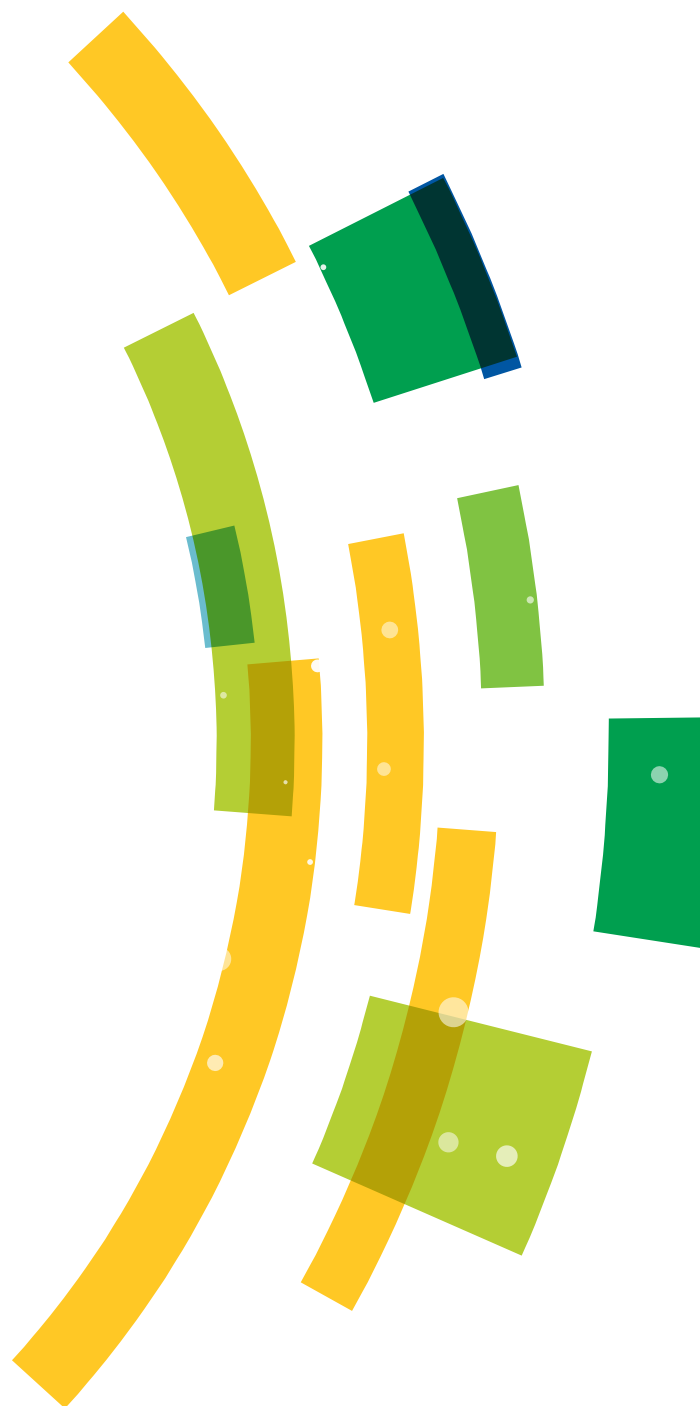
The benefits of joining the Alignment USA network are:

- 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



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