3D COLLECTIVE IMPACT REPORT 2014

ALIGNMENT NASHVILLE
for successful, healthy children

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Reflections of a decade

As 2015 marks the 10th anniversary of Alignment Nashville I would like to share some of our leadership's reflections on the past decade's accomplishments.

"Since 2005, the Operating Board of Alignment has matured into a real community, where deep and respectful relationships between school partners and community partners are resulting in positive and significant outcomes for our children. I look forward to the next 10 years when the experience gained during our first decade will produce even more impactful outcomes." —Kent Fourman, Chairman of the Alignment Nashville Operating Board

"I have been involved in Alignment Nashville since it began and have seen it mature and grow as it works in tandem with other organizations and individuals dedicated to enhancing the success of our school children." —Dr. Bob Fisher, Chairman of the Alignment Nashville Board of Directors

"Alignment Nashville is an important strategic partner in aligning resources of the community with MNPS. In my time here I have seen a significant contribution made by the many community leaders who are involved in Alignment." —Jesse Register, MNPS Director of Schools

Ten years ago, a city came together to shape what we now call Alignment Nashville.

Commitment, dedication, a spirit of innovation, good will, a shared sense of vision, open communication and hard work by the mayor's office, the chamber, not-for-profit organizations, and the Alignment board and staff led to a strategic approach that today supports the challenge faced by Metro Schools daily: EDUCATING OUR YOUTH.

The Alignment process for collaborative initiatives has been the starting point for many collaborative initiatives that were implemented by a variety of community partners resulting in some incredible success stories in our first decade including:

Developing Community Leaders, (DCL), was the first initiative to come out of the high school team in 2005. It engages students who were natural leaders, but were leading in negative ways, in a rigorous college-level study of leadership. It channels their leadership into a positive force for the community. More than 1,500 young leaders from 10 high schools participate d with visible, dramatic change for them and the community.

Creating a culture of wellness an initiative of the Healthy Eating, Active Living (HEAL) Team at Glencliff High School in 2008 attracted more than 15 health organizations to participate. The Healthways Foundation provided funding and it has indeed created a culture of wellness including a broad range of health services for the students and families of Glencliff.

The Academies of Nashville was conceived by the school district administration. The Alignment Nashville High School Team of community and school partners worked together to define ways the community would support the effort. Today, operating on their own, the Academies of Nashville are a model to the country.

The Pre-K ITRAILs portal is the result of a decade of development by Pre-K Alignment Teams to ensure all of Nashville's children are prepared for kindergarten. A wide range of resources, from the Essential Literature initiative to video clips for parents, are a few examples of the wealth of resources this initiative is providing.

Parent University was the idea of school and community leaders that resulted in an annual event that impacts hundreds of families. It gathers experts from across the city to provide important education resources for parents. MNPS now houses a complete Parent Engagement initiative and the former Parent University—now Parent Engagement—Team supports their efforts through the Invitation to Participate ™ process.

The Behavioral Health Team—(now Social Emotional Learning Team) set the stage for a focus on "the whole child" while it focused on the social and emotional development of children as an important component to academic achievement. MNPS is a recognized leader in supporting the social emotional learning of children.

The Elementary, Middle Preps, Experiential Learning, 16-24 Year-old, Integration of International Families, K-12, College and Career Readiness, Healthy Starts, Adolescent Sexual Responsibility, Primary Care, and School Nutrition Teams also have made important progress toward supporting children's outcomes over the years and each has an exciting story to tell.

To find out more about the work of all of these Teams, please browse the pages of this report.

Sincerely,

Sydney Rogers
Executive Director

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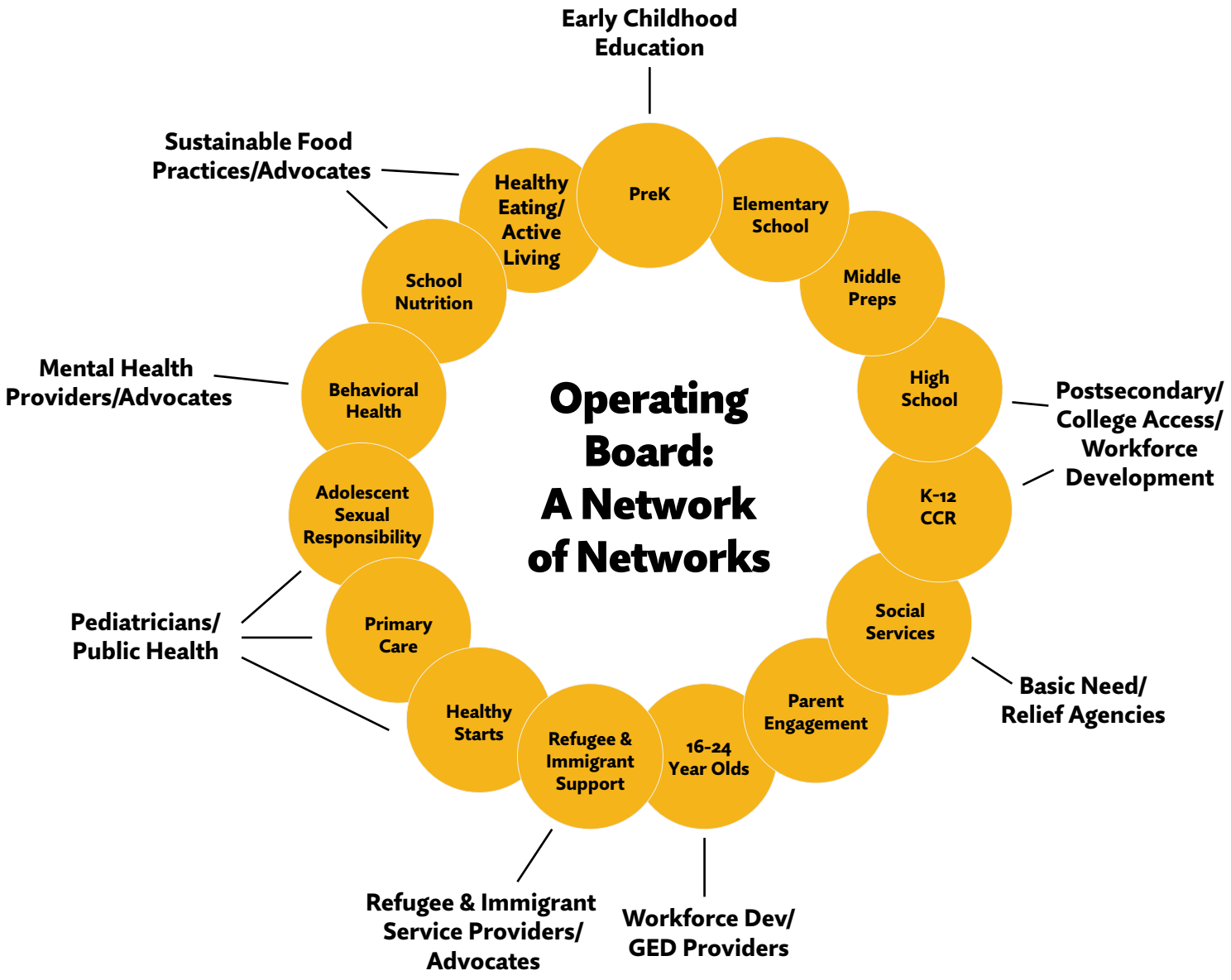
Sydney Rogers, Executive Director
Alignment Nashville

Where the Rubber Meets the Road

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



OPERATING BOARD LIST

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Elyse Adler *Nashville Public Library*
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Olivia Brown *MNPS*
Kathy Buggs *Office of Cong. Jim Cooper*
Nicole Cobb *MNPS*
Kevin Crane *Nashville Public Television*
Nancy Dickson *Vanderbilt University*
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Yolanda Ellison *Volunteer State Community College*
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Ellen Zinkiewicz *Nashville Career Advancement Center*

Kent Fourman, Chair
CIO, The General

What is the Operating Board?

The OB is where the rubber meets the road. It's an engaged, passionate group of Metro Nashville Public School administrators and community partners who put students first, collaborate on solutions to address real needs identified in the MNPS strategic plan, take action as opposed to just talking about an issue, and support each other's initiatives for the betterment of the whole.

What is most exciting to you about the Operating Board?

The recognition that improving student outcomes is what matters; the collaboration where ownership and credit aren't important; the willingness to be accountable for our actions and the understanding that we shouldn't do it if we can't measure it.

How does serving on the Operating Board benefit your own work/benefit you personally?

It inspires me, gives me work/life balance, keeps me grounded and makes me feel like I can make a difference. On the work front, it has been the foundation for getting my company, The General, involved in the Academies of Nashville, which has been a benefit to both parties.

DeeGee Lester
Member—Education Director, The Parthenon

When you think about the role of the Operating Board, what stands out to you?
The collaborative and supportive spirit of the board is, I believe, a reflection of our city and the way in which people throughout Nashville work together to create a dynamic city.

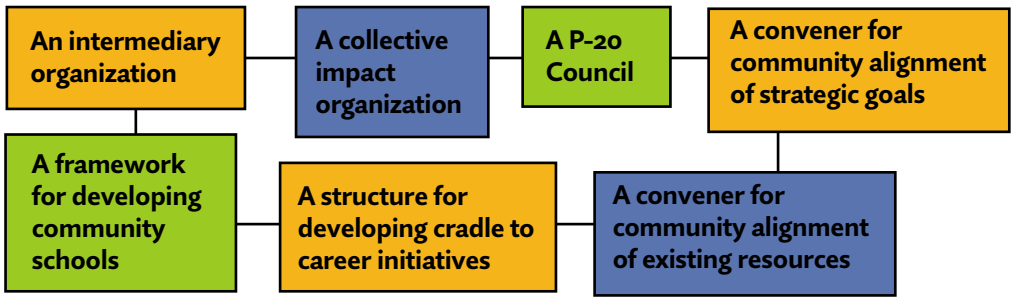
What is most exciting to you about the Operating Board?
I am excited by the energy level and the speed in moving issues and areas of concern or discussion to action steps with follow-through and accountability.

Why do you come to Operating Board each month? How does serving on the Operating Board benefit your own work/benefit you personally?
As a museum educator serving all grade levels in Metro Schools, it is important to me to have (as Anthony Johnson says) "skin in the game." In order to better serve students and teachers, I need to know everything connected with the workings of Metro Schools—the initiatives, resources, services, and the people of influence across government, education, health, business, culture, and the diverse communities of Nashville.

How would you describe the Operating Board to someone who is not familiar with Alignment Nashville?
The Operating Board brings together from across the community people with a passion for education in Nashville to explore ways to continue advancing educational opportunities and access to resources, and to build networks between educators, business partners, parents and students as we make education in Nashville a model for the nation.

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. Here are some other ways to describe Alignment Nashville:



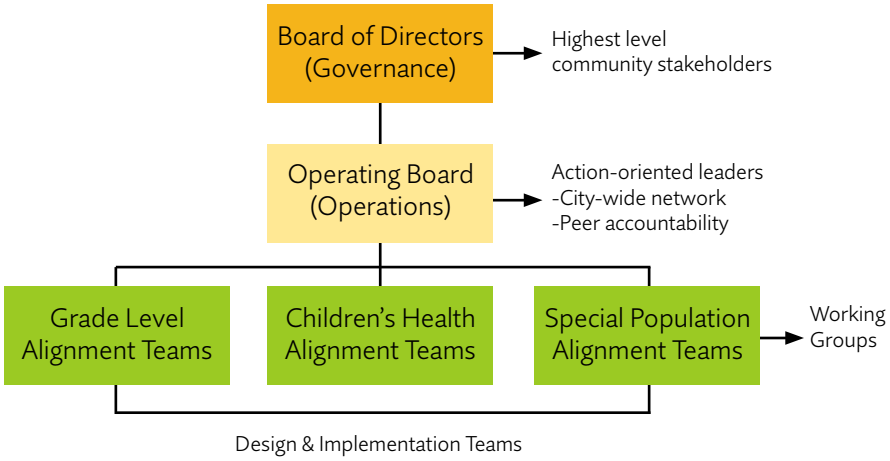
So what makes us different?
We believe that what sets Alignment Nashville apart is our unique, integrated toolset—principles, structure, process, and technology.

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

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

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

Structure:



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

Technology:
Since its inception, Alignment Nashville has used technology to support its collaborative work. However, as new technology has emerged, Alignment Nashville recognized the opportunity to combine knowledge management, content management, and project management into a powerful collaborative tool—ComCoefficient—that powers the principles, structure and process of Alignment Nashville. Our partner Deloitte made this possible; from connecting us with our web developer, Zycron/PSL, to providing the expertise we needed to bring it all together, Deloitte was integral to the successful rollout of ComCoefficient.

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

Baptist Healing Trust
Belmont University
Ford Motor Company Fund
HCA Foundation
Joey Hatch
Healthways Foundation
Ingram Corporation
Marathon Petroleum
Memorial Foundation
Metro Nashville Government
Metro Nashville Public Schools
Nashville Area Chamber of Commerce
United Healthcare
Vanderbilt University

Thank you to these additional sponsors that have supported Alignment Team initiatives:
Autism Tennessee
Blue Cross Blue Shield of Tennessee
Centerstone
Council for Alcohol & Drug Abuse Services (CADAS)
Delek Fund For Hope (Mapco)
Freeman Webb
Isha Foundation
Kidlink
Mental Health Cooperative
Metro Human Relations Commission
Mindfulness in Nashville Education
Mindfulness Without Borders
Sexual Assault Center
STARS
Tennessee Association of Alcohol, Drug & Other Addiction Services (TAADAS)
Tennessee Lives Count/Tennessee Suicide Prevention Network (TSPN)
Tennessee Voices for Children
Tristar Skyline, Madison Campus
Vanderbilt Behavioral Health
Vanderbilt Divinity School
Youth Villages
Your Self Series
YWCA Nashville

ALIGNMENT NASHVILLE LONG-TERM OUTCOMES

Each Alignment Team creates a Tactical Plan that starts with one or more of the long-term outcomes listed below; the A-Team works backwards from the selected long-term outcome(s) to create mid- and short-term outcomes and design tactics that align the community's resources. This process ensures that multiple approaches are considered—for example, the Pre-K A-Team links 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 A-Teams and how they are working collectively to improve outcomes for our children and youth.

Increase High School Graduation Rate

Increase College Readiness

Increase Career Readiness

Children's Health and Wellness

Community Prosperity

> Alone we can do so little;
> together we can do so much.
> —*Helen Keller*

LONG-TERM OUTCOME: INCREASE HIGH SCHOOL GRADUATION RATE

ASR:

Decrease MNPS drop out rates by

5%

Decrease adolescent pregnancy rates by

10%

BEHAVIORAL HEALTH:

10% increase in college aspiration among students

ELEMENTARY:

5% decrease in annual number of students reflecting 2 or more serious behavioral infractions

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

HIGH SCHOOL:

Decrease dropout rates by

10% by 2016

Decrease chronic absence rates by

10% by 2016

PRE-K:

75% students who indicate participation with iTRAILS will score at or above median Kindergarten assessment scores

Pre-K students in pilot "preview" families improve their Kindergarten Readiness Report score by

5% after participating in iTRAILS

PARENT ENGAGEMENT:

Parents report increased self-efficacy in supporting their child's learning and success.

Increase by

30% the participating families' awareness of community partners and how to access needed services

RISS:

Decrease in refugee and/or immigrant drop out rates by

10%

Increased parent engagement and school involvement among R & I families.

LONG-TERM OUTCOME: INCREASE COLLEGE READINESS

BEHAVIORAL HEALTH:

10% increase in college aspiration among students

10% increase in reported feelings of belonging, significance and engagement from teachers and administrators

LEARNING TECHNOLOGY:

25% increase in number of MNPS students that are digitally literate by 6/1/15

PARENT ENGAGEMENT:

Parents report increased self-efficacy in supporting their child's learning and success.

Increase by 30% the participating families' awareness of community partners and how to access needed services

RISS:

Decrease in refugee and/or immigrant drop out rates by 10%

Increased parent engagement and school involvement among R & I families.

LONG-TERM OUTCOME: INCREASE CAREER READINESS

16-24 OOS, OOW:

50% of 16-24 year olds engage with a re-engagement coach and create an education plan.

ELEMENTARY:

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

LEARNING TECHNOLOGY:

25% increase in number of MNPS students that are digitally literate by 6/1/15

PARENT ENGAGEMENT:

Parents report increased self-efficacy in supporting their child's learning and success.

Increase by 30% the participating families' awareness of community partners and how to access needed services

RISS:

Decrease in refugee and/or immigrant drop out rates by 10%

Increased parent engagement and school involvement among R & I families.

LONG-TERM OUTCOME: CHILDREN'S HEALTH AND WELLNESS

ASR:

Decrease adolescent STD rates by

10%

Decrease adolescent pregnancy rates by

10%

Decrease incidences of sexually transmitted diseases (STDs) among adolescents in Davidson County by

5%

BEHAVIORAL HEALTH:

10% increase in teachers reporting positive student-teacher relationships

10% increase in reported feelings of belonging, significance and engagement from teachers and administrators

ELEMENTARY:

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

HEAL:

Increased healthy eating habits

Increased physical activity

HEALTHY STARTS:

Increase number of infants reaching developmental milestones by

10%

Increase number of healthy birth outcomes in pilot area by

10%

Reduce adolescent pregnancy rates in pilot area by

10%

PRIMARY CARE:

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

10%

Increase 7th grade immunization compliance by

10%

LONG-TERM OUTCOME: COMMUNITY PROSPERITY

16-24 OOS, OOW:

50% of 16-24 year olds engage with a re-engagement coach and create an education plan.

PARENT ENGAGEMENT:

Parents report increased self-efficacy in supporting their child's learning and success.

Increase by 30% the participating families' awareness of community partners and how to access needed services

RISS:

Decrease in refugee and/or immigrant drop out rates by 10%

Increased parent engagement and school involvement among R & I families.

SOCIAL SERVICES:

Families increase knowledge and awareness of social services and providers they can use (75% of families who attend events)

Social service organizations increase delivery and portfolio of services that meet community needs

Taking Community Engagement to the Next Level

Community Engagement has always been a key component to the Alignment toolset. However, this year, Alignment Nashville ramped up its efforts by creating a new staff position to solely focus on engaging community partners through the Alignment process. This additional resource along with continued outreach from Alignment teams has proven to be a powerful combination. Nothing illustrates this more than the success of engagement efforts around the 16—24 Out of School, Out of Work Community-Based Coaching Pilot. The 16-24 OOS, OOW A-Team with support from Alignment's community engagement mechanism attracted the top organizations in the city focused on serving at-risk young adults to participate in its groundbreaking pilot.

Engaging organizations through the ITP process has led to making broader connections with Metro School's strategic plan. The Elephant Sanctuary first responded to an open ITP. This connected their organization with Alignment's network and lead to deeper discussions with MNPS and other community partners.

"Education is key to creating a more caring world—not only for Earth's largest land mammal, but for all wildlife. By partnering with Alignment Nashville, The Elephant Sanctuary has been able to upscale its online Distance Learning program through a formalized connection to MNPS classrooms. It's been a delight to experience MNPS students interacting with our elephant 'experts,' watching videos of the elephants, learning about both their lives and the lives of their wild cousins, and observing Sanctuary in real time via live-streamed video of the elephants in their 2700-acre habitat. Alignment Nashville has helped to deepen the legacy of our 13 resident elephants: Through increased awareness of this intelligent, social, and emotional species, future generations might help to improve their circumstances in captivity, and prevent their extinction in the wild."

- Todd Montgomery, Education Manager, The Elephant Sanctuary in Tennessee (elephants.com)

Alignment Team Reports

PRE-K ALIGNMENT TEAM VISION:

All children are ready for kindergarten.

Follow the Pathway to Kindergarten Readiness!

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

The Alignment Nashville Pre-K Team's vision 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 has guided the team through the creation of tools and resources to promote kindergarten readiness since its inception in 2006. By partnering with MNPS Pre-K and Kindergarten educators, community-based Pre-K providers, and other community partners (non-profits, business, Metro agencies, and more), the team has improved and refined these tools and has created additional tools as needs have been identified. What the team has refined over the last eight years is now easily accessible to families and educators through iTRAILS!

Preview Family children attending the iTRAILS Celebration

iTRAILS is available to everyone but, during the 2013-2014 school year, the Pre-K Alignment Team was able to deliberately engage 100 families, directly or through community sites, to serve as pilot 'preview' families. In addition to the 100 families who signed up to act as Preview Families, iTRAILS.org now has 75 individual followers. These followers include parents, early childhood educators and others throughout Nashville who are interested in kindergarten readiness and early childhood education at MNPS.

"iTRAILS is one of the most innovative ways of community outreach to families throughout Davidson County. Through iTRAILS we are able to impact kindergarten readiness for not only students who attend Metro Nashville Public School's Pre-Kindergarten but for children who are enrolled in various Pre-Kindergarten programs as well as those whose families choose to keep them at home. Using Early Learning Developmental Standards, families and educators can access activities, lesson and resources that will assist in their efforts to prepare their child for success in Kindergarten and beyond. iTRAILS is a timeless tool packed full of best practices in Early Childhood Education that will be used for many years to come."

– Phyllis Phillips, Director of Pre-Kindergarten Programs, Metro Nashville Public Schools

What have we learned about iTRAILS from parents and educators?

The Pre-K Alignment Team held parent focus groups at Martha O'Bryan Center and Cockrill Elementary School, and a focus group made up of early childhood educators at Martin Professional Development Center, to gather feedback on the look, feel and usefulness of iTRAILS.org. Highlights from our focus groups are as follows:

- 79% of parents in our focus groups stated they were concerned about being ready for kindergarten.

- 95% of focus group participants found the information available through iTRAILS helpful to both families and educators.

- 95% of focus group participants stated they were likely to utilize the virtual pre-k lessons.

Preview Families completed a survey at the end of the first year of iTRAILS. Highlights from our Preview Family survey are as follows:

- 85% agreed or strongly agreed that iTRAILS has helped them learn about and answered their questions about kindergarten transition.

- 70% agreed or strongly agreed that iTRAILS has introduced them to services and resources available to parents in Nashville.

"We are using all the community resource links!"

"We follow the calendar of events/lesson planning and we are making a kindergarten prep folder."
— Preview Family Quotes

THE PRE-K ALIGNMENT TEAM IS EXCITED TO CONTINUE THE GREAT WORK OF ITRAILS IN THE FOLLOWING WAYS:

- We will utilize iTRAILS to connect families and educators to lessons learned and potential new best practices from the new Pre-K Hubs in Nashville.

- We will work closely with MNPS leadership to create a plan to further develop and expand iTRAILS as an extension of the high quality online learning and virtual offerings available to MNPS families and students.

- We will share our process and our lessons learned with Alignment USA communities who are working toward kindergarten readiness for all families.

Stacey Nieman, M.Ed.,
President, NAAEYC / Pre-K Alignment Team Member

Stacey Nieman, M.Ed., President, NAAEYC / Pre-K Alignment Team Member

How did you find out about iTRAILS?
My first exposure to the iTrails site was at the first Pre-K alignment meeting I attended in early spring, 2013.

Which features of iTRAILS do you think could be beneficial to day care providers and community pre-k sites?
The literacy activities are great! They provide teachers with activities that extend the experience beyond the reading. The fact that the activities are meaningful, active and developmentally appropriate are terrific!

What do you think is most helpful in preparing students for kindergarten?
The family piece is essential! Parents get to spend time with their children while reading, playing, and moving shows children that learning is fun. And the idea that parents are sharing in this experience helps children to see how committed to their education parents are. In turn this helps children become prepared for school and the foundation for school success is set.

What can we do to make iTRAILS even more useful for community educators going forward?
I would like to see more social and emotional activities and ideas shared. Parents are their child's first teacher, however, many times parents do not have the knowledge or skill to help promote healthy social and emotional skills in their children.

PRE-K ALIGNMENT TEAM

Phyllis Phillips, Chair *MNPS*
Flo Kidd, Chair *MNPS*
Amissa Green, *MNPS*
Amy Davis, *Nashville State*
Angela Jones, *Centerstone*
Cathy Pilkinton, *Children's Kindness Network*
Colleen Thomas, *MNPS*
Dana Eckman, *MNPS*
Debby Gould, *Peabody*
Dee Kimbrell, *Creative Genius in You*
Elizabeth Atack, *Bringing Books to Life*
Jo Ann Scalf, *NPT*
Joann Brannon, *MNPS School Board*
Johanna Guerrero, *MNPS*
Laura Bilbrey, *MNPS*
Lisa Wiltshire, *MNPS*
Martha Pilcher, *Book'em*
Melba Marcrum, *McNeilly Center*
Pam Matthews, *Head Start*
Rena Hall, *United Way*
Serena White, *TEIS*
Sheryl Rogers, *Vanderbilt*
Stacey Nieman, *NAAEYC*
Ted Dreier, *Children's Kindness Network*
Tiffany West, *United Way*
Traci Bryant, *Martha O'Bryan*

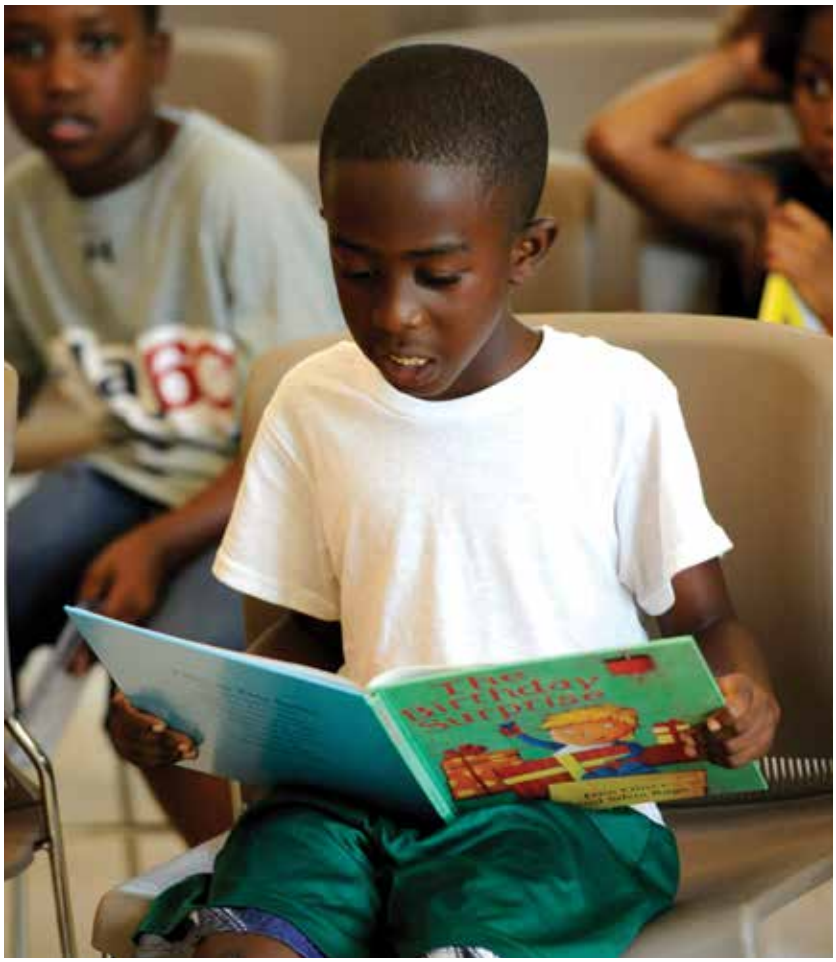
PRE-K PARTICIPATING ORGANIZATIONS

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
KidCentralTN
Creative Genius in You

Pre-K Alignment Team members at the iTRAILS Celebration

ELEMENTARY ALIGNMENT TEAM VISION:

Working to support the vision of Metro Nashville Public Schools by providing every elementary student with the foundation of knowledge, skills and character necessary to excel in higher education.



SERVICE LEARNING

Completion of Service Learning is one of the five (5) characteristics of an MNPS 4th grade student as outlined in the MNPS strategic plan. The Elementary A-Team will engage the community in updating resources available through the Service Learning reference sheets and community partner resources first made available to elementary educators in 2013.

CHARACTER EDUCATION / F.A.C.E.

During the 2013-2014 school year, the Elementary A-Team completed the final year of the Fun Adventures with Character Education (F.A.C.E.) pilot. This summer enrichment program for rising 3rd graders enhances understanding and application of character education traits, provides exposure to activities and adventures they would not otherwise experience and increases vocabulary and critical thinking skills. In spring, 2014, through a grant received from Marathon Petroleum, the Elementary A-Team provided F.A.C.E. guides to every MNPS Elementary Principal as well as multiple community agencies to guide them in implementing their own

Melissa Spradlin
Executive Director, Book'em

Melissa Spradlin, Executive Director, Book'em

What literacy resources do you share with families the most?
Book'em provides thousands of books to economically disadvantaged youth in Davidson County for home ownership annually. There is a difference between borrowing books and owning age-appropriate books. Both are important. Unfortunately far too many households in Nashville don't have age appropriate books in them for their children. Every home should have wonderful books in it. These books can be shared with the entire family. Book'em encourages children and parents to read together. Through our Reading Is Fundamental program, Book'em also provides parents with reading tip sheets that offer some easy ways that parents and guardians can help their elementary children further develop their literacy skills.

What excites you the most about improving a child's reading ability?
Reading is the door to success in our society. As a child develops their reading skills, more possibilities are open to them. When you are able to read well, you have the chance to pursue your dreams and have many more positive choices in life. What could be more exciting? Plus we know that reading enriches our lives no matter what age we are. Books make us feel so many emotions and help us navigate life.

How can community organizations best support families in the area of literacy?
Community organizations are vital to literacy efforts in Nashville. Schools do not have the manpower, time, resources and funding to solve all of our literacy issues. Parents and guardians can have a profound influence on the development of their children's literacy skills. We need to encourage our parents to read with their children every day, to model reading behavior by reading for pleasure on their own, to talk with their children and help them expand their vocabulary (sometimes expanding both the parent's and the child's vocabulary together), to make sure that parents have strong literacy skills themselves (and access to learning how to read), to provide easy access to library cards and libraries throughout the community, to provide workshops and resources for those families who need them, to provide reading role model volunteers for these children who can also encourage them to read and work hard at learning to read.

"As an Elementary Committee, we have the unique opportunity to engage our community and business partners to ensure our elementary students are collectively provided learning opportunities inside and outside the classroom."
—Nathan D. Lang, Ed.D., Director of Elementary Curriculum and Instruction, MNPS

F.A.C.E. programs. This focus group will now look at possible ways to assist Metro Schools in implementing F.A.C.E. at no cost and creating a community framework for yearly F.A.C.E. partners to be available every summer.

LITERACY

National research has shown that increasing literacy rates in elementary grades has lasting effects, including higher graduation rates and college attendance and success rates. In order to support families in understanding how to assist their students in improving literacy, the Elementary Alignment Team has started the creation of an online literacy resource for families that will promote current literacy initiatives and resources available both in and out of school. The A-Team will collaborate with various departments within MNPS and with other community organizations and agencies to promote this online resource and to share additional literacy resources throughout the 2014-15 school year.

"I believe the work of the Elementary Committee is a vital part of the entire vision and mission statement for MNPS."
- Carole Raley, Marathon Petroleum

LITERACY TACTIC

SHORT TERM OUTCOMES:

At least 50% of families surveyed agree the online resource provides easy access to MNPS recommended resources as well as community resources and events available.

At least 50% of families surveyed agree the online resource increases their ability to foster literacy improvement during out of school time.

MID TERM OUTCOMES:

Increase citywide support of MNPS literacy improvement through existing and new community and district initiatives by 10%.

Increase student achievement to meet performance targets in 3rd and 4th grade as measured by current achievement tests.

Increase number of MNPS students on track to score 21 on ACT as measured by current achievement tests.

LONG TERM OUTCOMES:

Increased high school graduation rates

Increased college and career readiness

ELEMENTARY ALIGNMENT TEAM

Nathan Lang, Chair, *MNPS*
Carole Raley, Vice Chair, *Marathon Petroleum*
Alison Forte *Homework Hotline*
Anna Currie *Nashville Zoo*
DeeGee Lester *Parthenon*
Jane Miller *Nashville Public Library*
Karen Kwarciak *Cheekwood*
Kyla Krengel *MNPS*
Melissa Spradlin *Book'em*
Quinetta Quinn *YMCA*
Richard Frank *MNPS*
Roslyn Barlow *YMCA*
Sandra Harris *Pencil Foundation*
Sandra Thomas *FiftyForward*
Shaun Giles *The Frist*
Tamera Lipsey *MNPS*
Vanessa Garcia *MNPS*

PARTICIPATING ORGANIZATIONS

Marathon Petroleum
H.E.R.O.
Nashville Public Library
Operation Stand Down
The Frist Center
Safe Haven Family Shelter
Cheekwood
Room in the Inn
The Parthenon
Holiday Mail for Heroes
Metropolitan Action Commission
Wounded Warrior Project
Kids on the Block
LP Pencil Box / Pencil Partners
Nashville Humane Assocation
MNPS Recycling Programs
Walden's Puddle
Love Helps, Inc.
Agape Animal Rescue
Book'em
Nashville Zoo
Homework Hotline
American Red Cross
YMCA of Middle TN
ThriftSmart
Goodwill Industries
Soles4Souls
Second Harvest Food Bank
Nashville Rescue Mission
Salvation Army
FiftyForward/RSVP
Nashville Rescue Mission

MIDDLE SCHOOL ALIGNMENT TEAM VISION:

The Middle School Alignment Team works collaboratively with students, parents/families, MNPS Personnel and community members to ensure positive learning environments that support student academic, social and emotional success.

The Middle School Alignment Team has thoughtfully and intentionally aligned the expertise and experience within its own membership and leadership to execute a strategy for success, ensuring that middle school students are given the tools, resources and support needed to perform at the highest level of social, emotional development and academic achievement while preparing for college. In preparation for the 2014-15 school year, a new team chair was named, Marc Everett Hill, Chief Policy Officer, Nashville Area Chamber of Commerce.

During the summer of 2014, Marc sat down with his co-chair Amy Downey / Executive Lead Principal, AN staffer Heather Chalos, Antoinette Williams / Executive Director for Middle Schools, and Jay Steele / MNPS Chief Academic Officer to map out the team's work in supporting the MNPS strategic plan for middle schools. At the forefront of this plan is the 5 characteristics of an 8th grade student: Ready for High School, Score at least a 16 on Explore, Technology Proficient, Completion of Service Learning and Participation in at least one Extra Curricular Activity. In order to make the greatest impact in these five areas, and to additionally provide support to ongoing MNPS strategic planning, six workgroups were created and the team intentionally recruited community stakeholders, experts and MNPS Middle Prep principals to tackle the work.

1. Service Learning—Monitor impact of service learning training and fidelity of implementation; make recommendations on sustainability. Catalog existing service learning opportunities in the community; provide service learning resources and potential opportunities to middle schools.

2. Ready for High School—Assist in implementation and ongoing evaluation of High School 101 in Blackboard. Provide direction and support to 8th grade career exploration fair in Fall 2015.

3. Extra Curricular Activity—Evaluate what is currently happening in and out of schools. Potentially catalog existing opportunities, provide resources and potential out of school opportunities to middle schools. Develop recommendations around student badging.

4. Predicted to Score 21 on ACT—Recommend replacement for 8th grade EXPLORE test; consider middle school readiness assessment recommendation.

5. Technology Ready—Ensure MNPS learning technology plan is implemented for Middle School students.

6. Strategic Planning—Assist in the development of the next Middle School three-year plan.

Jim Snell
Executive Director, Volunteer Tennessee

Jim Snell, Executive Director, Volunteer Tennessee

What types of service learning opportunities do you see the most in middle schools?
Any academic subject can have a service-learning component, but most middle school service-learning opportunities will probably come from projects focused on the immediate community surrounding the school. Since Nashville's neighborhoods all have their own distinct makeup, each middle school will have the opportunity to tailor its service-learning projects to best fit the local community.

What excites you about being able to provide service learning opportunities to middle school students?
Service-learning has been shown to be an effective dropout prevention strategy, so implementing service-learning in middle schools will have a long-term positive impact on Nashville as a whole in addition to the positive impact on the students. Also, students who participate in service-learning are more engaged in their own learning, have stronger connections to their communities and develop a better sense of self-efficacy.

Why do you think it's important for every MNPS Middle Prep student to have a service learning opportunity?
In addition to being a dropout prevention strategy, service-learning presents academic learning to students in a hands-on manner and develops critical thinking, communication ability, leadership skills, connectedness to the community, and a variety of other skills needed for college readiness and the 21st century workplace.

How can organizations and agencies in Nashville better serve Middle Preps in the area of service learning?
Organizations and agencies in Nashville can think about their needs and service opportunities in the context of student leadership and be willing to have students as partners in addressing community needs. Service-learning is not community service, so organizations and agencies can help by being prepared to work with teachers and students to link service opportunities to learning objectives.

"Transforming the middle school experience is a clear priority for Nashville's school district, so it's an exciting time for community partners to be involved in a collaborative effort that will impact thousands of middle-grade students across the city."
—Marc Everett Hill, Middle School A-Team Chair

"Middle Prep transformation is vital for our students and community. It is wonderful to be a part of bringing school, district and community together to transform the middle level experience for our students."
—Amy C. Downey, Ed. D., Executive Lead Principal, MNPS

SHORT TERM OUTCOMES:

Improve kick off and VIP Tour event attendees' community's awareness of educational excellence at Middle Preps

Increase community involvement at 2014-15 VIP Tour (4) Middle Preps by 20%

MID TERM OUTCOMES:

Increased enrollment at four designated Middle Preps.

Increased student and staff pride at four designated Middle Preps.

Increased community involvement in all Middle Preps by 20%.

LONG TERM OUTCOMES:

Increased high school graduation rates

Increase college & career readiness

Throughout the 2014-15 school year, the Middle School Alignment Team is additionally providing implementation support to MNPS Middle Preps rebranding effort by aligning community resources to support Middle Preps rebranding efforts through events and ongoing communication. A Middle Preps launch event was held at the Adventure Science Center with over 100 educators, students and community members in attendance. VIP Tours, sponsored and organized by the Nashville Area Chamber of Commerce, will take place throughout the year at four Middle Preps: Litton, JFK, DuPont-Hadley and H.G. Hill.

MIDDLE ALIGNMENT TEAM

Amy Downey, *MNPS - Co-Chair*
Marc Hill, *Nashville Chamber - Co-Chair*
Kevin Armstrong *MNPS*
Kia Lewis *Nashville Airport Authority*
Anne Henderson *The Frist*
Kyle Krengel *MNPS*
Antoinette Williams *MNPS*
Laura Moore *Nashville Chamber*
Bob Kucher *Pencil Foundation*
Marielle Lovecchio *NAZA / Pencil*
Candy Markman *NAZA*
Melanie Scott *S.T.A.R.S.*
Daeon White *GNAR*
Naomi Williams *MNPS*
Erika Burnett *Hands on Nashville*
Pam Daly *DK Brand*
Sam Braden *MNPS*
Jamie Barwig *Bass Berry Sims*
Scott Underwood *MNPS*
Jay Steele *MNPS*
Shannon Fey *MNPS*
Jeri Hasselbring *Adventure Science Center*
Shawn Lawrence *MNPS*
Jim Williams *NAZA / Penci*
Shelly Dunaway *MNPS*
Jim Snell *Volunteer Tennessee*
Starr Herrman *MNPS / FORD NGL*
Judy Freudenthal *Oasis Center*
Tamara Fyke *Vanderbilt*
Kelly Henderson *MNPS*
Tara Loba *MNPS*
Ted Murcray *MNPS*

Join us to celebrate MNPS Middle Preps!

MNPS
Middle Preps
of Nashville

HIGH SCHOOL ALIGNMENT TEAM VISION:

Every student needs access to resources and supports that will help prepare them for success in high school, postsecondary education, career, and life.

Academy Ambassadors at Pearl-Cohn High School

Through the Advisory period, which is offered in every Metro Nashville high school, the High School Alignment Team will align resources from many partners across the community to provide resources and supports in areas such as:

Financial literacy
Stress management
Communication skills
Time management/study skills
College application/financial aid process
Career exploration
.....and more.

MNPS has developed a framework that outlines topics to be covered in Advisory periods for grades 9-12. The HIgh School A-Team is working with community partners to align existing resources for teachers to access online (ie., videos, documents for download, online resources, etc.) to support their efforts to personalize learning for all students.

President Barack Obama visited McGavock High School on January 31, 2014 in recognition of the Academies of Nashville and their impact on student achievement

Aimee Wyatt,
Chair MNPS

Aimee Wyatt, Chair MNPS

What stands out for you when you think about your work with the High School A-Team over the past year?
It's been strategizing and re-focusing. This team has accomplished so much in the past several years, that we needed to take a step back to see what our next steps should be in order to have the most impact.

What inspires you about the community's role and engagement with High Schools through the High School A-Team?
It inspires me because of the amount of resources that are out there that as a classroom teacher I wondered how to get—and now we have them at our fingertips and are able to connect quickly. There's all this stuff out there that I didn't know was out there before!

How has serving on the High School A-Team benefited you in your own work? How has it benefited you personally?
In my work, it benefits me greatly because it enables me to step outside the workplace but focus on the item at hand as opposed to everything I have to deal with on a daily basis. It helps me stay connected to ideas outside the organization.

What will the work of the High School A-Team mean for our community as a whole?
It means that the more support we can give the schools and the more they improve, then everybody wins. Community support is vital to improving schools.

"Working with the High School Alignment Team inspires me because of the amount of resources that are out there that as a classroom teacher I wondered how to get—and now we have them at our fingertips and are able to connect quickly...In my work, it benefits me greatly because it enables me to step outside my office but focus on the item at hand as opposed to everything I have to deal with on a daily basis. It helps me stay connected to ideas outside the organization.... Community support is vital to improving schools. The more support we can give the schools and the more they improve, then everybody wins."

—Aimee Wyatt, Chair—High School Alignment Team, *Executive Lead Principal, Metro Nashville Public Schools*

Cheryl Carrier (Ford Next Generation Learning), Roberto Rodriguez (Domestic Policy Council, The White House) and Sydney Rogers (Alignment Nashville) at the opening session of the Academies of Nashville Study Visit and Nashville's designation ceremony as the first Ford Next Generation Learning model community

HIGH SCHOOL ALIGNMENT TEAM

Aimee Wyatt, Chair, *MNPS*
Jeff Yarbro, Vice Chair, *Bass Berry & Sims*
Samantha Andrews *Frist Center for Visual Arts*
Jason Bihler *MNPS*
Sonya Brooks *MNPS*
Erika Burnett *Hands on Nashville*
Elise Burns *MNPS*
Nicole Cobb *MNPS*
Chae Denning *MNPS*
Thom Druffel *Holiday Inn at Vanderbilt*
Jill Flaherty *MNPS*
Lucia Folk *CMT*
Judy Freudenthal *Oasis Center*
Craig Hammond *MNPS*
Kellie Hargis *MNPS*
John Hawkins *Adventure Science Center*
Starr Herrman *MNPS*
Susan Kessler *MNPS*
Bob Kucher *PENCIL Foundation*
DeeGee Lester *The Parthenon*
Patrick Luther *Nashville CARES*
Chaney Mosley *MNPS*
Susan Murphy *MNPS*
Kelly Noser *Noser Consulting*
Meghan Oliver *Nashville State Community College*
Kecia Ray *MNPS*
Bill Rochford
Matt Seaton *PENCIL Foundation*
Stephen Sheaffer *MNPS*
Terry Shrader *MNPS*
James Snider *Tennessee Student Assistance Corp.*
Jay Steele *MNPS*
Whitney Weeks *Nashville Area Chamber of Commerce*
Michelle Wilcox *MNPS*
Ellen Zinkiewicz *Nashville Career Advancement Center*

SHORT TERM OUTCOMES:

At least 75% of students surveyed report that their advisory period provides them with resources and support they need to succeed in high school, post-secondary education, career and life.

100% of MNPS high schools have implemented Advisory and are engaging community partners/resources to support Advisory

At least 75% of students surveyed will report that their advisor is a caring adult in their life.

MID TERM OUTCOMES:

Decrease high school dropout rates by 10% by 2016

Decrease chronic absence rates by 10% by 2016

LONG TERM OUTCOMES:

Increase high school graduation rate to 85% by 2018

EXPERIENTIAL LEARNING TEAM VISION:

All high school students will receive either a service-learning, work-based learning or capstone research project experience before graduation.

WHAT IS EXPERIENTIAL LEARNING?

Experiential Learning, simply put, is learning by doing. Research indicates that providing students with meaningful ways to learn through experience positively impacts achievement. Between 2012 and 2013, the Experiential Learning A-Team worked with Metropolitan Nashville Public Schools to develop and pilot an experiential learning project for students, called the Capstone Experience.

The team worked with district staff to create and implement a framework and a research manual for Capstone teachers to effectively guide students through their self-selected project experience. Eighteen schools participated in the pilot year with a total number of 2,190 students enrolled. As a result of the pilot year's success, Capstone is now a recommended course for all MNPS seniors for 2014-15, and approximately 90% across the district are participating.

CAPSTONE EXPANSION

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

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

WHAT'S NEXT

In September 2014, the Experiential Learning Alignment Team officially combined with the High School Alignment Team; however, the Capstone tactic will continue to be supported and scaled up. Going forward the High School Team will identify and recruit partners to support the Capstone Experience for MNPS students, releasing an ITP each fall to meet that need, and the team will also support the maintenance and upkeep of the Capstone resources portal, MNPSCapstone.org.

WHAT IS THE CAPSTONE EXPERIENCE?

The Capstone Experience is a long-term, in-depth project that allows high school students to learn about themselves by exploring in great detail a topic of interest, specialization, community need or career choice. The concept of the Capstone Experience is to put learning into practice—to extend learning into applied experiences in which students actively participate and transition from high school to college or career. The Capstone Experience requires students to pick a topic or theme for their project, and then partner with one or more organizations or businesses in the community to assist them in acquiring knowledge about this theme. Students fulfill four requirements that are connected to their theme through extensive research and hands-on learning via community partnerships: A research paper; a product, outcome, or deliverable; a portfolio documenting 40 hours' worth of relevant work-based experiences around project theme; and an oral and digital presentation in front of teacher, peers, and community members.

Community partnership opportunities for supporting student projects can encompass everything from providing internships and job shadows, to giving an interview for a student's paper, to mentorship on all or part of a project. or even serving as a panel judge during student presentations in spring.

SENIOR PARTICIPATION IN CAPSTONE EXPERIENCE:

2013-14 PILOT YEAR:

63% Voluntary Participation Within 18 Pilot Schools (Around 2,190 Students)

2014-15 FULL ROLLOUT:

90% Voluntary Participation District-Wide (Around 18,000 Students)

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

TACTIC: CAPSTONE EXPERIENCE
PHASE: SCALE UP

SHORT TERM OUTCOMES:

Increase partner satisfaction with streamlined student-to-partner process

Expand student opportunities to create partnerships, complete required Capstone hours, and pass the course

MID TERM OUTCOMES:

Increase number of positive adults in students' lives

Increase student skills & capacity

Increase academic rigor and student engagement in long-term projects

Improve college & career aspiration and employability

LONG TERM OUTCOMES:

Improve school attendance rates

Increase graduation rate

EXPERIENTIAL LEARNING ALIGNMENT TEAM

Aimee Wyatt, *Metropolitan Nashville Public Schools*
Andrea Steele, *Metropolitan Nashville Public Schools*
Chae Denning, *Metropolitan Nashville Public Schools*
Chaney Mosley, *Metropolitan Nashville Public Schools*
Chelsea Parker, *Metropolitan Nashville Public Schools*
DeeGee Lester, *The Parthenon*
Donna Gilley, *Metropolitan Nashville Public Schools*
Ellen Zinkiewicz, *Nashville Career Advancement Center*
Erika Burnett, *Hands On Nashville*
Jacob Glancey, *Metropolitan Nashville Public Schools*
Jason Bihler, *Metropolitan Nashville Public Schools*
Jason Proffit, *Metropolitan Nashville Public Schools*
John Hawkins, *Adventure Science Center*
Kay Higgs, *STARS*
Matt Seaton, *Pencil Foundation*
Melanie Dearden, *Nashville CARES*
Nancy DiNunzio Dickson, *Vanderbilt*
Oscar Miller, *Tennessee State University*
Patricia Stokes, *Urban League of Middle Tennessee*
Paula Barkley, *Metropolitan Nashville Public Schools*
Samantha Andrews, *Frist Center*
Starr Herrman, *Metropolitan Nashville Public Schools*

Search results on the MNPSCapstone.org resources portal

16-24 YEAR OLDS ALIGNMENT TEAM VISION:

The 16-24 Out of School, Out of Work Team focuses on the educational and employment needs of young adults ages 16-24 who have left secondary education without a diploma and are not employed.

16-24 year olds in the Goodwill Youth Building program

TACTICAL PLAN: COMMUNITY-BASED REENGAGEMENT COACHES

Description of Reengagement Pilot:

Alignment Nashville's 16-24 Out of School, Out of Work A-Team is currently focused on one important opportunity:

To reengage the estimated 10,000 young adults in Nashville/Davidson County between the ages of 16-24 that are without a high school diploma and/or jobs. Without education or job preparation, these young adults will not make the transition to working adults. Without these 10,000 in the workforce, future economic development will not reach the city's full potential. And, without these 10,000 engaged in education and workforce development efforts, Tennessee will remain stalled at the current ranking of 42nd in the U.S. in working adults with a two-year degree or higher.
This committee's effort is to produce re-engagement tactics that will provide a pathway to sustainable skills and education: Reengagement coaching, individualized goal planning, and resource toolkits to promote ties between service providers and clients.
The committee's focus on this unique group is also a unique opportunity to help 10,000 individuals re-engage in their potential.

Phase 1: Reengagement Resource Guide
In Fall of 2013 the 16-24 A-Team surveyed over 170 opportunity youth of Davidson County. This survey told the committee a number of things such as why they dropped out of high school and what are their biggest challenges in returning to finish.

Toby Cannon,
TGC & Associates

Toby Cannon, TGC & Associates

What stands out for you about the 16-24 YO young adults we are focused on with this A-Team?
They're a forgotten demographic. This group of young adults are constantly being overlooked. Because of that, this demographic ends up being a huge cost to the community. People don't realize the cost to the community of this lost demographic, which is around $13,800 per year of direct taxpayer money according to the National League of Cities data in 2011.

What is the importance of the 16-24 A-Team being successful?
As in most all communities, adult education, as a whole, is very under-valued. It's about helping adults to reach their full potential. This is a problem that stretches across many facets of our communities. For example, the Armed Services are finding that people cannot even pass their entrance exams. They can't even read, which is a total breakdown in our system. These folks have always gotten lost in the shuffle.

We are in a booming city with low unemployment rates...so companies are looking for the more skilled and educated workers. These adults, until they finish their secondary education and move to more advanced types of education, are completely off the radar for companies. Right now, there are enough educated workers to choose from for these companies.

We have to ask, what's the effect in having an uneducated citizenry? Public education has always been one of the great hallmarks of our country and now we're falling behind.

What would success of this A-team mean for the community?
You're reaching the last group that needs to be a part of public education and succeeding. To do this means to lessen the tax payer burden and reduce the cost of social services, but more importantly, its about helping these young adults to find hope and to succeed.

Data from surveys

Ages: 65% were between 17 and 19

Last grade completed?
– 50% completed 11th.
– 18% started 12 but didn't finish.

Why did you leave?
— 24% responded with "Classes weren't interesting/bored"
— 20% Attendance problems
— over 9% Became pregnant/Became a parent

What prevents you from finishing a diploma or HiSET?
Child care, transportation, academic support, taking care of family were the top four.

What is your living situation?
– 79% Living at home

What best describes your working situation?
– 43% not working

Judy Rye,
Martha O'Bryan Center

Judy Rye, Martha O'Bryan Center

What stands out for you about the 16-24 YO young adults we are focused on with this A-Team?
They really don't have a support system...the are completely free floating and vulnerable to the environment. Without money you quickly become dependent on the cycle of poverty. I have found that this group certainly responds to change when given the proper supports.

This summer a grant from the Nashville Career Advancement Center allowed to bring this group in and provide a lot of supports...they responded in such a great way and were ready to grow and be successful. These 16-24 year olds have never been given affirmation for their leadership. They were ready, eager and very responsive."

I don't think we always understand what supports can mean to a person.

What excites you about the current work (re-engagement coaches) of the 16-24 A-Team?
This is true innovation, its creative, its reality based, its community based.

The work of Alignment gives us all responsibility for solving the problem.
It's practical
It's systemic
It's transformational
It can be replicated
It's very relational

What is the importance of the 16-24 A-Team being successful?
There is a huge untapped potential in the 16-24 year olds in this city.

We are trying to tap and release that potential for the betterment of the community and, more importantly, the individuals themselves.

It's enriching for both the community and the individual...otherwise its an exponential loss for both. It will show that we have built and utilizing a true network of resources.

"Fabric that is more tightly woven is much stronger."

This is not a one shot thing, it will continue to grow and pay off. This strategy of Reengagement Coaches has a huge compounded value.

Another great aspect of this work is that agencies in the community will become better equipped and build better collaborations that eventually will lead to 16-24 year olds being more successful.

Education is a parallel to other basic needs as food and shelter.

From this information and data taken from the survey of Nashville's opportunity youth, the A-Team has released an Invitation to Participate asking the community for resources that could be used by these young people in becoming re-engaged with an education and career plan.

The ITP currently has over 25 responses for resources with the committee still seeking out more to continuously build a comprehensive Reengagement Resource Guide and Toolkit.

Phase 2: Build a Reengagement Coach Training Curriculum
Draft version of the coach-training curriculum is currently being developed
Phase 3: Train and Implement Community Based Reengagement Coaches
This fall, the team has released its very first Invitation to Participate seeking community-based coaches which will consist of current staff members of partner organizations that want to receive the coaching training and be an important and vital participant of the pilot program. The pilot will be for approximately 6 months with a full scale-up

16-24 YEAR OLDS ALIGNMENT TEAM

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

PARTICIPATING ORGANIZATIONS

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

REFUGEE AND IMMIGRANT SUPPORT SERVICES ALIGNMENT TEAM VISION:

Define and provide the supports needed by refugee and immigrant families—and teachers, principals, guidance-counselors and other school staff—to help children succeed in MNPS schools, careers and community.

During the 2013-14 school year, the Refugee and Immigrant Support Services (RISS) Alignment Team successfully utilized the Invitation to Participate process to bring in partner resources for inclusion in 'RISS RESOURCES', a free, online portal available to MNPS school staff to easily access resources to assist refugee and immigrant students and families. This site, now available on the MNPS.org English Learners page, and at rissc.wordpress.com, is intended to assist school staff in creating a welcome 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.

Resources are available in the following categories:

- Academic Support
- Adult Education/Literacy
- Citizenship/Naturalization
- Disability
- Domestic Violence
- Employment Services
- Food
- Healthcare
- Housing/Rent Assistance
- Legal Assistance
- Refugee and Immigrant Service Agencies
- Sexual Violence
- Social Services / Government Assistance
- Translation Assistance
- Transportation

Through RISS RESOURCES, school staff and others are able to easily access 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.

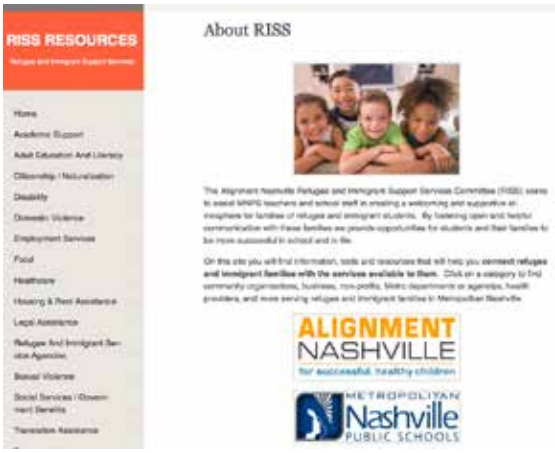
The RISS A-Team also prepared a short presentation for educators and school staff to introduce them to RISS RESOURCES and the reason it was created. Educators were asked to think about how refugee and immigrant families are received in their schools and to take steps to promote a welcoming and helpful atmosphere for all families.

Amy Richardson
Vanderbilt Institute for Global Health

Why do you feel refugee and immigrant families need additional support when it comes to their children's academic needs?
Refugee and immigrant families often come from places where educational systems look very different, if they exist at all. At times, parents have had no experience with school themselves and feel unequipped to engage with their children or school teachers/administrators.

Why would you recommend that school staff utilize the online RISS Resources?
The online RISS Resources guide compiles resources that can assist families and students. To facilitate the adjustment process for newcomer individuals and families, service providers must address basic needs in order to attend to emotional, academic, social, and occupational needs as well (McNeely et al., 2010).

What additional ways can the community support refugee and immigrant families in helping their children succeed in school?
Engage in cultural education activities to better understand the background, context, and needs of refugee and immigrant students and families. Use scaffolding techniques to teach, assist, model, and observe with both students and families. Continue developing partnerships with other refugee- and immigrant-serving agencies in Nashville. Promote family-strengthening activities. Create opportunities and environments for students and families to share their culture.



"At times, parents have had no experience with school themselves and feel unequipped to engage with their children or school teachers/administrators."
— Amy Richardson, Vanderbilt Institute for Global Health

Now, in 2014, it has been determined that the original goal of the RISS A-Team has been fulfilled, as the wrap around supports initially needed for refugee and immigrant students and families entering the school system are in place and well developed through the English Learners Office. New EL leadership will lead the charge in determining a new vision for supporting English Learner students and their families across all academic tiers. A new group has formed called the Integration of International Families (IIF) Alignment Team, and has begun the work of answering the following key questions:

How can the team support the civic engagement of international families in Nashville?

How can the team support the development of a unified, effective way to address the linguistic needs of international families in Nashville?

How can the team support economic and financial literacy for international families in Nashville?

INTEGRATION OF INTERNATIONAL FAMILIES (IIF) ALIGNMENT TEAM

Kevin Stacy, MNPS, *Chair*
Ruben DePena, *MNPS*
Alison McArthur, *MNPS*
Samantha Andrews, *Frist Center*
Amy Richardson, *Vanderbilt Institute for Global Health*
Shanna Hughey, *Mayor's Office of New Americans*
Angie Harris, *Tennessee Foreign Language Institute*
Shannon Daniel, *Vanderbilt*
Avi Poster
Stephanie Teatro, *TIRRC*
Cristina Allen
Tara Lentz, *Conexion Americas*
Elizabeth Atack, *Nashville Public Library*
Tom Negri
Ellen Bohle, *MNPS*
Ussuf Issa, *C.R.I.T.*
John Michael Ford, *United Way*
Kellye Branson, *Catholic Charities of TN*

REFUGEE AND IMMIGRANT SUPPORT SERVICES A-TEAM

Kevin Stacy, Chair, *MNPS*
Jennifer Escue, Chair, *Catholic Charities*
Jo Ann Scalf, *Nashville Public Television*
Ruben De Pena, *MNPS*
Cam Wingfield, *MNPS*
Meg Nugent, *Nashville Adult Literacy Countil*
Sarah Russ, *N.I.C.E.*
Alan Coverstone, *MNPS*
Alexander Santana, *Vanderbilt*
Amy Richardson, *Vanderbilt*
Ellen Bohle, *MNPS*
Gigi Rose, *TN Office for Refugees*
Julia Lydon, *MNPS*
Louisa Saratora, *TN Office for Refugees*
Lynsey Auman, *World Relief*
Patty Swartzbaugh, *Nashville Adult Literacy Council*
Shuler Pelham, *MNPS*
Vanessa Lazon, *Oasis Center*
Marie Bush, *C.R.I.T.*

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 Cumberlands
Health Assist Tennessee
Tennessee Office for Refugees/Catholic Charities of Tennessee
Nashville Adult Literacy Council
World Relief
Community Food Advocates
Dr. Andrew Adler, Psychologist
Centerstone
Sankofa Achievement Center Inc.
Metro Public Health Department
King & Ballow
Community of Immigration and Naturalization Attorneys
Nashville Adult Literacy Council
Monroe Carell Jr. Children's Hospital at Vanderbilt
Parents And Children Together
United Neighborhood Health Services
Metro Nashville Public Schools, HERO Program for Families in Transition
Tennessee Department of Health Children's Special Services Program
Mental Health America of Middle Tennessee
Family Voices of Tennessee
Nashville CARES
Tennessee Justice Center
TENNderCARE
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 ALIGNMENT TEAM VISION:

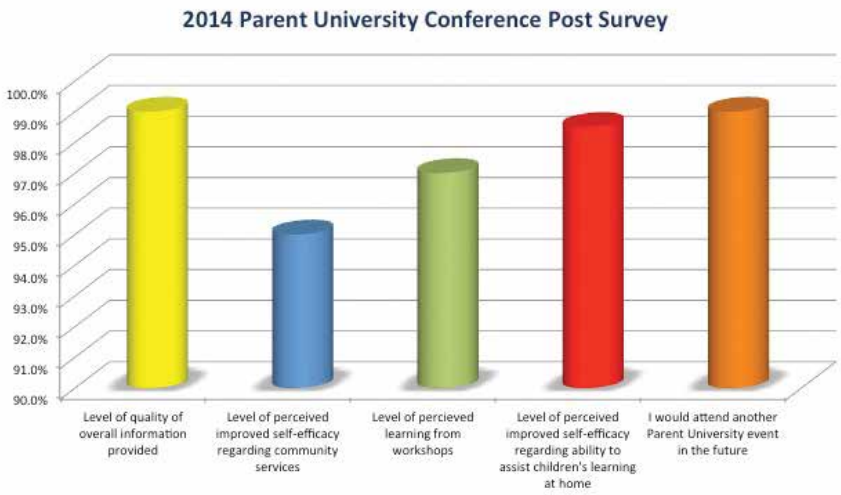
Identify and remove barriers to acquire accurate school-related information and the necessary skills for parents/caregivers to be their child's best teacher and advocate.

THE PARENT ENGAGEMENT A-TEAM IS CURRENTLY SUPPORTING TWO TACTICS:

1. Parent University:

The Parent Engagement A-Team continues to engage community partners in the highly successful Parent University event, which is now institutionalized within MNPS. Using the Invitation to Participate™ process, the Parent Engagement A-Team aligns a wide range of partners to provide high-quality, interactive workshops for the annual summer event.

However, in order to scale the impact of Parent University, the Parent Engagement Team is also using the ITP process to build a portfolio/catalog of resources (workshops/trainings/ programs, informational tools, etc.) for MNPS personnel to use in planning and implementing cluster based programs/events that will strengthen the capacity of MNPS parents/families/caregivers to promote a positive learning environment at home.



Quotes from parents attending the conference:

"I learned so much information and got lots of help. I really like how I am able to get information that I might not have gotten at other places or online and able to actually talk to people, not just leave messages." —MNPS Parent
"I believe it was very helpful to have people that are bilingual to help our community understandbetter and feel free to ask questions. This was a wonderful productive event. I would think four events per year like this would be wonderful (ne every 3months- 1 week morning; 1 Saturday; 1 Sunday; 1 week night)." ~MNPS Parent

Gini Pupo-Walker
Chair, Parent Engagement A-Team

What word to you best describes Parent University?
Innovative

When you think of Parent Engagement, what first comes to mind?
Empowering and building the capacity of parents and teachers to work together for student success.

What did you like most about Parent University?
Parent University is a trusted brand, and is a program that provides innovative and high quality programs to families across Nashville. Parent University is successful because it is responsive to the needs of parents and schools, and creates programming in partnership with many MNPS departments and community based organizations.

How would you say the Parent Engagement Team has changed since the institutionalization of Parent University?
The parent engagement team has worked with Parent University to develop a process and strong portfolio of workshops that they can offer to schools. They are able to respond to the requests and needs of schools with high quality programs, and do so in a timely manner. Additionally, Parent University is ever evolving, and this year we are exploring an expanded partnership with Juvenile Court, offering a series on transitions to Middle Prep, as well as a series of trainings for parents of Exceptional Education students.

This year's conference was comprised of over 750 participants:
Total Adults/Parents: 459
24 Presenters
36 Services Providers
53 Adult Volunteers
10 Other Guest

Total Youth: 274
244 Youth (YMCA School Age Services ages 4—12)
30 Youth ages 13—17

Survey data taken from the 2014 Back to School Conference:

2. Parent Engagement Toolkit for MNPS teachers and staff

The Parent Engagement A-Team is developing a Parent Engagement Toolkit to support MNPS staff efforts to increase and improve parent engagement at the school level. The A-Team's first step was to build a Welcoming School Walk-Through Assessment tool.

"I learned so much information and got lots of help. I really like how I am able to get information that I might not have gotten at other places or online and able to actually talk to people, not just leave messages."—MNPS Parent

This tool will help school staff learn about their own school environment from an outside perspective and then build an action plan to become a more welcoming school environment for students, families and community. This action plan will be developed utilizing available resources and community partnerships that will provide programs and services items such as professional development, building community partnerships, etc.

Next, the Parent Engagement A-Team will build out components that support the Epstein model for Parent Engagement. Those six types of involvement are:

TYPE 1— PARENTING: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

TYPE 2— COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

TYPE 3— VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

TYPE 4— LEARNING AT HOME: Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

TYPE 5— DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.

TYPE 6— COLLABORATING WITH THE COMMUNITY: Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

Parents at the 2014 Parent University event at Trevecca University

PARENT ENGAGEMENT TEAM

Olivia Brown, Co-Chair, *Metro Nashville Public Schools*
Gini Pupo-Walker, Co-Chair, *Metro Nashville Public Schools*
Nancy Dickson, Vice Chair, *Vanderbilt University -Hubert H. Humphrey Fellowship Program*
Mary Jo Alexander, *Stand For Children*
Elizabeth Atack, *Bringing Books to Life*
Chelle Baldwin, *MNPS Parent*
Ellen Bohle, *Metro Nashville Public Schools*
Kathy Buggs, *Office of Congressman Jim Cooper*
Pam Burgess, *Metro Nashville Public Schools*
Allison Buzard, *Metro Nashville Public Schools*
Kanetha Callahan, *Metro Action Commission*
Allison Cantway, *Nashville International Center for Empowerment*
Larina Corlew, *Metro Action Commission*
Belinda Hotchkiss, *Vanderbilt University Kennedy Center*
Alison McArthur, *Metro Nashville Public Schools*
Kristen Neal, *Vanderbilt University*
Gerry Scott, *YMCA of Middle Tennessee*
Derrick Williams, *Metro Nashville Public Schools*
Fallon Wilson, *Hope Community Development Corporation*
Cam Wingfield, *Metro Nashville Public Schools*

PARENT ENGAGEMENT COMMUNITY PARTNERS 2014

College Savings 529 Program
Davidson County Community Advisory Board
End Slavery Tennessee
Family Voices of Tennessee
GetCoveredNashville
GetCoveredTN
Girl Scouts of Middle Tennessee
International Center for Empowerment
Law Office of Jennifer Wade
Marian University Nashville @ St. Thomas Health
Metro Action Commission
Metro Police Departmentm El Proctor
Metro Public Health Dept. School Health Program
Metro Student Attendance Center
Metro Transit Authority
MNPS Cluster Support Team
MNPS EL Services
MNPS Exceptional Education
MNPS Instructional Support Services
MNPS Office of English Learners
MNPS Research, Assessment & Evaluation
MNPS Social & Emotional Learning
Nashville Academy of Reflexology
Nashville Adult Literacy
Nashville Emergency Communications/SMART 911
Nashville Juvenile Court
Nashville OIC (Opportunties Industrialization Center)
Nashville Public Library
Pregnancy Care Center
Regional Intervention Program
Salama Urban Ministries, Inc.
STEP (Support and Training for Exceptional Parents)
Stronger Than My Father, Inc.
The Family Center
Tennessee Governor's Children's Cabinet
Tennessee Stars
Tennessee Student Assistance Corp.
United HealthCare
YWCA of Nashville and Middle Tennessee

K-12 COLLEGE AND CAREER READINESS ALIGNMENT TEAM VISION:

All MNPS students graduate ready for college, career and success in life.

Nashville has embarked upon the challenge of developing a College and Career Readiness framework for the entire school district. The objective is to put the student in the best position to be successful. To assist with this effort, certain characteristics of students at each tier have been determined by MNPS and the K-12 College and Career Readiness Alignment Team under the guidance of MNPS Executive Director of School Counseling and A-Team chair Nicole Cobb:

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

To further develop these standards, the K-12 College and Career Readiness A-Team has assisted MNPS in the development of a clear College and Career Readiness Strategic Plan for the district. The Plan focuses on four distinct areas of K-12 success:

Academic Preparation. Identifies the academic knowledge and preparation students need for success in college and careers.

College Aspiration. Addresses how postsecondary education and workforce training opportunities are presented to students to ensure they are making appropriate and informed choices for opportunities beyond high school.

College Accessibility. Includes logistical aspects around college and career readiness, which include preparation, financial considerations, and degree/career attainment.

Transitions. Addresses how students can make successful transitions from elementary to middle school, middle to high school, and high to postsecondary education.

WHAT'S NEXT

The team is now in the process of creating a tactical plan that will outline the utilization of community resources to support the district's K-12 college and career readiness goals and district-wide standards, fostering students who are prepared for college and career at every tier.

" I'm impressed by the K-12 College & Career Readiness Team's brainstorming and recommendations. I've observed collaboration amongst various educational entities throughout the city."
– Tanaka Vercher, Tennessee State University

K-12 COLLEGE AND CAREER READINESS ALIGNMENT TEAM

Nicole Cobb, Chair, *MNPS*
James Snider, Vice Chair, *TSAC*
Christopher Keller, *City On A Hill*
Donna Gilley, *MNPS*
Elise Burns, *GEAR UP MNPS*
Jason Seay, *TSAC*
Jennifer Mills, *TCASN*
Jo Ann Scalf, *NPT*
John Paul Gray, *GEAR UP MNPS*
Katie Moran, *Ed South*
La'kishia Harris, *MNPS*
Laura Moran, *Nashville State Community College*
Lee Gray, *Oasis Center*
Lisa Fojo, *GEAR UP MNPS*
Michelle Wilcox, *MNPS*
Rachel Dyer, *Junior Achievement*

"The K-12 College & Career Readiness Team is moving in a positive, productive direction."
– Nicole Cobb, A-Team Chair/Director of Counseling, MNPS

LEARNING TECHNOLOGY ALIGNMENT TEAM VISION:

All MNPS students are digitally literate.

Ardee Chua

MNPS libraries have become a hub for digital literacy in each school

DIGITAL LITERACY

Digital literacy—a critical skill that all students will need to succeed in the 21st century workforce—is defined as "the ability to effectively and critically navigate, evaluate and create information using a range of digital technologies." In 2010, a group of committed partners joined MNPS staff to develop a comprehensive Learning Technology Plan. The primary goals of the plan are as follows:

The Learning Technology Alignment Team was formed in 2014 to support implementation of the Learning Technology Plan through community engagement. Currently, this A-Team is conducting a community awareness campaign to support digital literacy for K-12 students. A-Team members have developed a presentation and information toolkit to be used in presentations and discussions with groups across the community—including civic groups, parent groups, neighborhood associations, trade associations, and more.

Transforming Teaching & Learning

Curriculum
Professional Learning
Instruction
Human Capital
Student Assessment
MNPS Ownership

Redesigning Learning Environments

Technology & Infrastructure
School-based Support Structure
Facilities

Building & Sustaining Support

Business Support
Community Organization Support
Marketing & Communications

Dr. Kecia Ray, Chair
Learning Technology A-Team
Executive Director, Learning Technology—MNPS

Why is learning technology so important for our schools and our students?
Research supports that when students are engaged jn their own learning they experience an increase in academic achievement. In 2013, a RAND study on Algebra I taught as a blended course proved that students experienced an 8 point increase in academic performance when in the blended learning environment. But, beyond the increased academic achievement, the world is comprised of many complex technology systems and social networks. Students today must learn how to navigate these networks and interface with the systems in order to become productive citizens.

What do you wish everyone in Nashville knew about Learning Technology and the work of the Learning Technology A-Team?
MNPS was one of the first districts in the country to implement blended learning, and we were highlighted in one of the earliest reports on blended learning—Innosight Report: Rise of Blended Learning. We have earned three national awards: one award from the Center for Digital Learning for our overall department effectiveness, one from Blackboard for All Star Training, and one from the Center for Digital Learning for All Star Training. The Executive Director of Learning Technology and Library Services was recognized in the Big 10 EdTech Leaders in the country and the National School Board Associations Top 20 in EdTech. The Lead Instructional Designer and the Lead Librarian have also received national awards for their work in instructional design and school library visioning. Our department has hosted more than 10 districts who want to learn and share our practices.

Why do you think community engagement is so important to the success of the Learning Technology plan?
The technology plan ensures that we will have a better community! We will have graduates capable of filling high impact IT jobs and other jobs in Nashville requiring a level of technology literacy. We will have a community of digital citizens.

Ardee Chua

Students benefiting from learning technology in the classroom

"We shape our tools and our tools shape us..."
— Marshal McLuhan

Katherine McElroy, Vice Chair
Learning Technology A-Team
C3 Consulting

Why is learning technology so important for our schools and our students?
The economy depends on technology. Students who don't use it to learn and create will not be prepared for jobs or higher education.

What do you wish everyone in Nashville knew about Learning Technology and the work of the Learning Technology A-Team?
We are highlighting a critical success factor in helping MNPS students get jobs in the 21st century.

Why do you think community engagement is so important to the success of the Learning Technology plan?
Community support is critical to making this type of systemic change in what we expect from students.

Ardee Chua

MNPS teacher implementing blended learning in the classroom

LEARNING TECHNOLOGY ALIGNMENT TEAM

Kecia Ray, Chair, *MNPS*
Katherine McElroy, *Vice Chair, c3 Consulting*
Glenn Acree, *Belmont University*
Suzanne Angele, *The General*
J. Robert Brown, *Nissan*
Mark Brown, *Pinnacle Financial Partners*
David Caldwell, *Trevecca University*
Mark Drury, *Consultant*
Andy Flatt, *Healthspring*
Kimber Halliburton, *MNPS*
Laura Hansen, *MNPS*
Bryan Huddleston, *Nashville Technology Council*
Rob Jack, *c3 Consulting*
Susan Lewis, *Deloitte*
Vanessa Lutton, *MNPS*
Rita McDonald, *Nashville Area Chamber of Commerce*
David McNeel, *Consultant*
Jill Pittman, *MNPS*
Chris Schlueter, *FirstBank*
Becky Sharpe, *Scholarship Associates, Inc.*
Matthew Stevens, *Windstream*
Erin Wiles, *Griffin Technology*
John Williams, *MNPS*
Tina Yahnian, *MNPS*

SHORT TERM OUTCOMES:

At least 75% of participants in community awareness campaign sessions report increased understanding of digital literacy

At least 50% of participants in awareness campaign sessions report intention to collaborate with schools/other partners to increase digital literacy.

MID TERM OUTCOMES:

25% increase in number of MNPS students that are digitally literate by 6/1/15

LONG TERM OUTCOMES:

Increase high school graduation rate

Increase college readiness rate

Increase career readiness rate

CHILDREN'S HEALTH EXECUTIVE OVERSIGHT ALIGNMENT TEAM VISION:

Make Nashville America's healthiest city for children.

Addressing the whole child is at the core of the current work of the Children's Health Executive Oversight (CHEO) Alignment Team. CHEO is chaired by Dr. Bill Paul, Metro Nashville's Director of Health, and provides oversight and guidance to all of the Children's Health Alignment Teams. CHEO also serves as the School Health Advisory Council for Coordinated School Health at Metro Nashville Public Schools and as the support team for the Health and Wellness pillar of Community Achieves, the MNPS Community Schools model.

In early 2014, CHEO has turned their eyes toward the health issues that serve as barriers to our students' success in school. Their work has been influenced by the 2010 Campaign for Educational Equity research initiative entitled, "Healthier Students are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap" by Dr. Charles Basch. Dr. Basch put forth a compelling framework that highlighted the need to focus on certain health conditions as being educationally relevant. Seven conditions in particular were identified as significant contributors to the achievement gap for children in urban school districts like MNPS. These seven focus areas have been adopted as additional priorities for Coordinated School Health for all districts in the State of Tennessee. These seven include:

VISION
ASTHMA
TEEN PREGNANCY
AGGRESSION/VIOLENCE
PHYSICAL ACTIVITY
BREAKFAST
INATTENTION/HYPERACTIVITY

The work of the participants of the Children's Health Impact Summit will serve to jump start the work of addressing these seven health inequities in Davidson County and will outline our first steps as we proceed. In addition to continuing their ongoing work on identified children's health issues toward their individual visions, our existing Children's Health Alignment Teams may be expanded as needed, bringing in additional stakeholders with the expertise and vision necessary to address these focus areas. Each A-Team will work during 2014-15 to create a tactical plan to address the health inequity attached to their team, to include outcomes specific to their focus area.

Marcy Melvin
Centerstone

Marcy Melvin, Centerstone

Which focus area were you matched with at the Children's Health Impact Summit?
I was matched with aggression and violence.

What did you hear about educationally-relevant health inequities that surprised you? What have you seen in your work that is reflective of the importance of these issues?
I did not hear anything that surprised me, I was excited to hear that there is conversation surrounding school start times for middle and high school students. While I am very excited about the district wide breakfast and lunch provided to all students, I would like there to be more conversation or greater attention/ accountability to the actual nutritional value of the food that is being served. Providing breakfast (lunch) vs. providing a healthy breakfast (lunch) are two very different statements.

Based on the discussion at your table, what are some steps we can take as a community to improve our children's health and ability to succeed?
Greater education and communication at multiple levels related to understanding violence and aggression. At the student level, school staff level, administration level, community level as well as family level.

How will you contribute to this effort going forward?
Engage in further conversations with MNPS related to training and supports being offered to school staff and administrators related to understanding as well as managing aggression and violence.

"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, Director of Health, Metro Nashville, and CHEO Chair

Children's Health Impact Summit panelists included Amy Frogge, MNPS School Board, Lori Paisley, State of TN Coordinated School Health, Dr. Christian Beuschel, Monroe Carrel, Jr., Children's Hospital at Vanderbilt, Jacqueline Kinzer, Principal of Pennington Elementary, and Spencer Taylor, MNPS Executive Director of Nutrition Services.

CHILDREN'S HEALTH EXECUTIVE OVERSIGHT TEAM

Bill Paul, MD, Chair, *Metro Public Health*
Alison McArthur, *MNPS*
Althea Robinson, *Vanderbilt*
Amanda Holley, *Metro Public Health*
Cel Franklin, *MNPS*
Glen Biggs, *Alignment Nashville*
Heather Chalos, *Alignment Nashville*
Jaleesa Johnson, *Alignment Nashville*
Jo Ann Scalf, *NPT*
Johnsie Holt, *MNPS*
Julie Fitzgerald, *Metro Public Health*
Kathy Gracey, *Vanderbilt*
Kimberlee Wyche-Etheridge, MD, *Tennessee State University*
Kyla Krengel, *MNPS*
Latissa Hall, *Metro Public Health*
Leigh Bagwell, *MNPS*
Lexi Morritt, *Alignment Nashville*
Lyndsey Godwin, *Vanderbilt Carpenter Program*
Marcy Melvin, *Centerstone*
Megan Morton, *Community Food Advocates*
Nicole Proffitt, *MNPS*
Reba Bryant, *MNPS*
Spencer Taylor, *MNPS*

STATED OUTCOMES FOR THE CHILDREN'S HEALTH IMPACT SUMMIT ARE AS FOLLOWS:

SHORT TERM OUTCOMES:

Participants surveyed reflect a minimum of 50% increased awareness of health inequities affecting student success in MNPS.

Participants surveyed reflect understanding of the importance of aligning resources in addressing current health inequities and understand how to engage through the Alignment Nashville process.

MID TERM OUTCOMES:

At least 20% increase in involvement in Alignment Nashville's children's health initiatives by September 2015

LONG TERM OUTCOMES:

Increased children's health and wellness

Nashville is America's healthiest city for children

HEALTHY STARTS ALIGNMENT TEAM VISION:

All children may be given a healthy start in life.

Jalyssa Lopez
Metro Public Health Department, Team member

How do you feel about being on this team?
The Healthy Starts Alignment Team is a good thing to be a part of, you get to meet other people who are interested in Maternal Child Health (MCH) and collaborate to bring services to the population that they are trying to reach and serve.

What topics do you think need to be included in our focus when it comes to pregnant/parenting teens?
Figuring out how to prevent second pregnancies is important. As a team, we have got to figure out how to address these issues and how to effectively work around the new sex education policies and be able to reach out to these teens. More specifically, the team needs to figure out how to effectively reach this population.

How will the work (collaboratively) that we do on this team affect what you do on your job?
I get to meet new people and resources that I can reach out to that will help me in my job. I feel more confident in fulfilling the daily duties of my job knowing that I have made these valuable connections.

The infant mortality rate in the state of Tennessee is still ranked among some of the highest rates in the country. Nashville, specifically North Nashville, is shown to have a disproportionate rate among all other areas in the city. About 13% of every 1,000 infants born in the 37208 zip code do not live past their first birthday. Teen mothers are also of particular concern. High school dropout rates among teen mothers are significantly higher than the average teen and it has been shown that babies who are born to teen mothers without a high school diploma are less likely to survive their first birthday.

3A NETWORK TACTIC

This team is dedicated to making sure that every baby is given the opportunity to have a healthy start at life from birth. In 2013, the Healthy Starts team started the 3A Network campaign as a tactic to address this issue within surrounding communities that have been impacted with the highest infant mortality rates. The 3A Network strives to educate the community and also raise awareness of what it takes to offer every child a healthy start in life. 3A stands for making sure that caregivers are made AWARE of what it takes, are being ATTENTIVE to the needs of youth and young parents in the community and will act as an ALLY to those who work to support youth and teen parents in making the right decisions with their health and the health of their child.

"We have to figure out the root of the problem first, once we do that we can expand our focus outside of just that particular area (Pearl Cohn cluster)."
— Jalyssa Lopez—Metro Public Health Department, Team Member

SHORT TERM OUTCOMES:

Increase community awareness of protective factors and risk profiles by 50% among attendees.

Increase knowledge of and utilization of services available to support target population by 50% among attendees.

MID TERM OUTCOMES:

Reduce adolescent pregnancy rates in pilot area by 10%

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

Increase number of infants reaching developmental milestones by 10%.

LONG TERM OUTCOMES:

Improved Children's Health

The Healthy Starts A-Team, partnering with Music City Healthy Start, offered three pilot events at Hadley Park Community Center in the spring of 2014. These events offered a free dinner, free child-care and an opportunity to learn more about 3A Network topics at each session:

February
Healthy relationships and avoiding risky behavior

March
Healthy pregnancies and prenatal care

April
Child development and balanced nutrition

Of the attendees surveyed, 100% agreed or strongly agreed that the event helped them understand how they can help others make healthy choices in their community.

The most requested topics for future sessions were as follows:
Planning your family
Nutrition for women
Nutrition for infants and children

The Healthy Starts Alignment Team will continue their work in the Pearl-Cohn Cluster during the 2014-2015 school year and is currently working on ways to incorporate youth voice into their work. In addition, the team is actively seeking community partners to host additional 3A events throughout the pilot area.

HEALTHY STARTS ALIGNMENT TEAM

Kimberlee Wyche-Etheridge, MD, MPH, Chair, *TSU*
Cel Franklin, Vice Chair, *MNPS*
Carolyn Riviere, *Metro Public Health*
Cheryl Horton, *Martha O'Bryan Center*
Jalyssa Lopez, *Metro Public Health*
Katherine Snyder, *Prevent Child Abuse TN*
Jennifer Vaida, *Prevent Child Abuse TN*
Jennifer Weatherly, *HUGS*
Michael Copeland, *MNPS*
Monae Fletcher, *MNPS*
Monica Causey, *Family Center TN*
Sandra Bush, *UT Extension*

PARTICIPATING ORGANIZATIONS

Hadley Park Community Center
Music City Healthy Start
Nurses for Newborns
Tennessee Early Intervention System
UT Extension
Ross Center
Prevent Child Abuse Tennessee
Healthy Families Tennessee
United Neighborhood Health Services
Tennessee Parent Helpline
Community Action Partnership

HEALTHY EATING/ACTIVE LIVING ALIGNMENT TEAM VISION:

Create a culture of wellness by bringing together diverse organizations to educate and encourage students, staff, parents, and the entire community about the importance of healthy eating and physical activity habits.

A-Team member Alley Pickren of the YMCA of Middle Tennessee engaging MNPS students in healthy cooking demonstrations

TACTICAL PLAN:

To support Coordinated School Health and to lower childhood obesity rates across MNPS through Healthy Eating and Active Living

This is a 3 phase tactical plan:

PHASE I:

Resource Guide: An ITP was released early this year seeking resources to support Healthy Eating and Active Living through a resource guide. There were a number of areas of resource being asked for.

There have been twelve responses to the resource guide ITP which is being produced and will be available online to school staff, including Coordinated School Health staff, and community-based coaches working with students and families.

PHASE II:

Phase two is to build and implement a training for community-based HEAL Coaches. The base training for the coaches is currently under development and will be completed in the fall of 2014.

PHASE III:

Community-Based HEAL Coaches. The HEAL Coaches will be staff of community organizations that already work with the students and families in their own communities to increase healthier nutrition and increase physical activities. The coaching toolkit and training will give these community partners and school staff an extra tool set in which to have a better relationship driven by a set of goals developed by the student or family that's being coached. The coach will work with the clients in an on-going relationship to assist them in being successful in reaching their desired outcomes.

Julie Fitzgerald
Metro Public Health Department, new Team chair

Why is healthy eating and active living so important in your perspective?
Connects to so many health aspects—can affect the occurrence of other diseases. Your body is a system, so if one part is impacted, it's all impacted.

What draws you to want to participate on this team?
There is a lot of work that needs to be done in Nashville. We're not doing as well as we should in Nashville. There are a lot of resources in the schools and community that need help.

How did you feel about the state of childhood obesity in Nashville before this team compared to now?
The state of childhood obesity is a tough needle to move and it's not going to change quickly. Connecting resources. Awareness.

Why do you think Tennessee is one of the "fattest" states in the US?
In the south, we are a car-dependent city. The built environment has a huge impact on obesity. Not as much investment in TN in health or infrastructure that promotes good health. TN is bad in terms of income and equality. Southern culture.

Why do you think this team and the work that we do is so important to this community?
There are other groups convening, but AN is the only group getting stakeholders and other resources that help with the issue and share an interest in promoting healthy eating and active living in schools and also the community.

Where can the HEAL team improve?
They have the opportunity to bring new people in with new opportunities to the table. Health teams seem to have some trouble scaling up and institutionalizing. She believes that if we can't get the schools to take these projects on, then maybe we should just focus on the community in general.

MNPS students enjoying a healthy treat

"There is a lot of work that needs to be done in Nashville. We're not doing as well as we should in Nashville. There are a lot of resources in the schools and community that need help."
— HEAL, Julie Fitzgerald—Metro Public, Health Department, new Team chair

OUTCOMES:

SHORT TERM OUTCOMES:

- Increased use of resources included in toolkit by 30%

Measurement:
Baseline set by survey of organizations. Survey submitted every 3 months to measure use by CSH or by students/families.

MID TERM OUTCOMES:

Behavior modification outcomes increased by 20%

Increased healthy eating habits

Increased physical activity

Measurement:
BMI Measurements
Pre/Post Survey of students

LONG TERM OUTCOMES:

Improve children's health
Increase graduation rates

HEAL ALIGNMENT TEAM

Lisa Beck, Outgoing Chair, *YMCA of Middle Tennessee*
Julie Fitzgerald, Incoming Chair, *Metro Public Health Department*
Johnsie Holt, Vice Chair, *Metro Nashville Public Schools*
Nicole Proffitt, *Metro Nashville Public Schools*
Janet Barcroft, *H2U | Health to You, LLC*
Tasha Kennard, *Nashville Farmer's Market*
Alley Pickren, *YMCA of Middle Tennessee*
Chris Taylor, *Metro Public Health Department*
Deborah Walker, *Metro Nashville Public Schools*

PARTICIPATING ORGANIZATIONS

A 2nd Wind
Community Food Advocates
Community Food Hive
Hands On Nashville
Meharry Medical College Pediatrics Children's Healthy Lifestyle Program
Lentz Metro Public Health Department
Nashville Farmers Market
Northwest Family YMCA
Second Harvest Food Bank of Middle Tennessee
Tennessee State University Cooperative Extension
YMCA of Middle Tennessee—Davidscon County

MNPS parents and students participating in healthy cooking demonstrations

HEAL A-Team members and MNPS students

ADOLESCENT SEXUAL RESPONSIBILITY TEAM 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.

Talking about sex may not come easily for most of us, but doing so is crucial for the healthy development of our community's youth, and Nashville has many community resources that can help. The Adolescent Sexual Responsibility Alignment Team provides access to information and resources that help youth (and their parents/caregivers) make healthy and responsible decisions and brings together a wide range of school, health and community representatives intent on helping our community's youth more easily navigate the path from adolescence into young adulthood. The annual Adolescent Sexual Responsibility Conference promotes community-wide dialogue on adolescent sexual health and assisting young people in achieving their life goals and address issues that are relevant to youth-serving professionals.

Through this year's conference theme, ***You Can Do It, We Can Help / Educating and Empowering Resilient Youth and Building Caring Adults,*** the ASR A-Team provided two timely and informative conference segments: (1) building and supporting resilient youth, and (2) energizing and supporting ourselves as professional "caring adults". Informed by research and theory, and the input of youth and professionals; we developed the following working definitions of Resilient Youth and Caring Adults for this conference.

2014 ASR Conference Student Panel

Resilient youth believe that they (and their peers) are worthy of respect, healthy relationships, and the support of caring adults. With support, they can clarify and name their values, learn to make complex decisions, develop life goals and the plans to achieve them, and move through difficult life experiences.

Caring adults believe in young people including the ability for youth to: develop critical thinking and decision-making skills, build healthy relationships, and succeed in the future. Caring adults understand that to effectively support youth they must: teach and model skills for youth; seek professional development so they may refresh their skills and minds; and draw clear and appropriate boundaries between their own experiences and values and those of the youth they serve

A highlight of this year's conference was a youth panel that included high school students from Metro Schools, Montgomery Bell Academy and Christ Presbyterian. Conference participants were able to gain insight on what qualities and traits a 'trustable' adult should have from the perspective of these youth.

Now, the ASR A-Team seeks to facilitate ongoing communication between the A-Team and youth-serving professionals beyond the annual conference through an online, invitation-only discussion group—ASR VOICE. This communication tool created through our online portal, Com-Coefficient, will include opportunities for ongoing conversation, tools to promote community-wide dialogue on adolescent sexual health and assisting young people in achieving their life goals, resources for youth serving professionals to support healthy social-emotional and physical development of the young people they service, news updates, event notices and more.

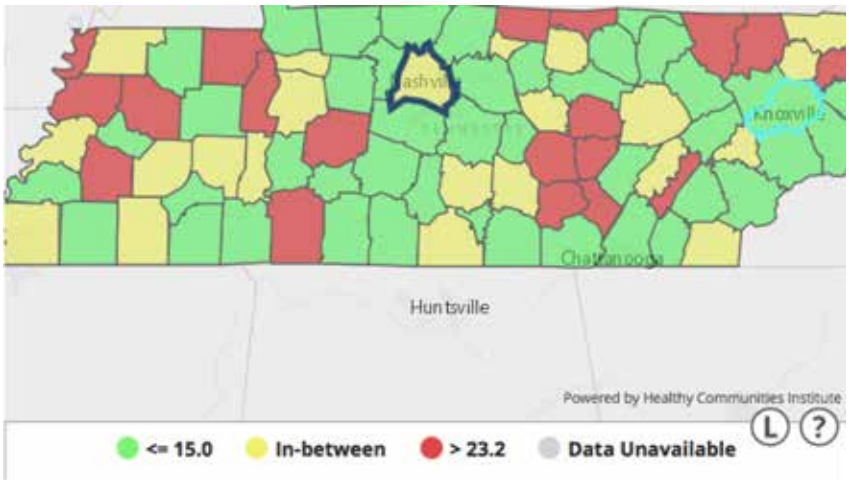
Luther Dollar
School Counselor, Hillsboro High School

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

Which tools and/or resources did you receive that you plan to use in your work?
Communication is key in any relationship and it is something that we as educators need to pay more attention to. We can have a more meaningful intent when communicating with the youth , our students, and each other without any alternative motives. It will help build a solid foundation for a long meaningful and honest relationship with our students as well as other stakeholders. The better we communicate the more we can possibly achieve.

What type of community support is helpful to you in serving youth in your school?
We have a lot of barriers when dealing with health and wellness specifically sex education. If we could have more ready available information that we could give to those who we see may need to be guided to the RIGHT information it would be a big help. Many of the community based organizations have great speakers and information that would be great for our students however there is a lot of legality that sometimes prevent the information from getting to the right people or the powers that be may not see a need for the information. It might be a bigger problem but if we could get those who need the right information to those community organizations without it having a stigma it would be an added tool in my toolbox but most importantly it would benefit the students.

"Although Davidson County has seen an improvement in birth rates over the last several years, as have other urban areas in Tennessee, in 2013 the rate increased slightly to 15.6 live births/1,000 females aged 15-17."



2014 ASR Conference clockwise from top left, Jaleesa Johnson, Alignment Nashville, Vice Chair Leigh Bagwell, MNPS School Counseling, Elisabeth Bradner, PPMET, Chair Lyndsey Godwin, Vanderbilt Carpenter Program.

ASR VOICE TACTIC

SHORT TERM OUTCOMES:

Increase awareness of new topics and status of ongoing issues among participants.

Increase participation in ASR-related opportunities and events by 20%.

MID TERM OUTCOMES:

Continued engagement by a minimum of 50% of original members at one year.

MID-LONG TERM OUTCOMES:

Decrease adolescent pregnancy rates by 10%.

Decrease adolescent STD rates by 10%.

LONG TERM OUTCOMES:

Improve children's health

Increase high school graduation rates

ASR ALIGNMENT TEAM

Lyndsey Godwin, Chair, *Vanderbilt Carpenter Program*
Leigh Bagwell, Vice Chair, *MNPS*
Amber Jackson, *YMCA*
Ashleigh Hall, *Centerstone*
Dulce Quintero, *YWCA*
Elisabeth Bradner, *PPMET*
Jalyssa Lopez, *Metro Public Health*
Joan Clayton-Davis, *Academy for Educational Development*
Kimberlee Janecek, *Sexual Assault Center*
Kristin Rager, *Capstone Pediatrics*
Latissa Hall, *Metro Public Health*
Lorraine Stallworth, *MNPS*
Melanie Scott, *S.T.A.R.S.*
Melanie Dearden, *Nashville Cares*
Paige Regan, *Oasis Center*
Pam Sheffer, *Oasis Center*
Sharon Travis, *Sexual Assault Center*
Veronica Dress, *PPMET*

PARTICIPATING ORGANIZATIONS

Oasis Center
Planned Parenthood of Middle and East Tennessee
Nashville CARES
Sexual Assault Center
Centerstone Prevention Services
Thrive Education and Consulting Services
TENNderCare
Prevent Child Abuse Tennessee
Nashville Public Television
Metro Public Health Department
Metro Nashville Public Schools
L. Dangerfield Consulting
Lipscomb University
Metro Nashville Police Department
Specialists in Pediatric & Adolescent Health
TN Coalition to prevent Domestic and Sexual Violence
Vanderbilt University Carpenter Program
You Have the Power
Co-parenting International / Center for Modern Family Dynamics
Major Family Chiropractic
Navigate YOU Counseling and Consulting
YMCA Art Embrace

PRIMARY CARE ALIGNMENT TEAM VISION:

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

Throughout their annual immunization compliance campaign, the Primary Care A-Team works to encourage families to obtain primary care for their children by visiting their primary care physician for a yearly well visit and obtaining required immunizations in a timely manner. The team works to align community resources to increase the number of students ready to start learning on day one of 7th grade. It's important that children receive the care they need in order to be healthy and ready to succeed in school. Ultimately, we want to improve children's health across Nashville.

Why the focus on immunization compliance at 7th grade? Children currently enrolled in a Tennessee school and entering the 7th grade in August must provide the school with an updated Tennessee Immunization Certificate with proof of two additional immunizations:

1. Tetanus-diphtheria-pertussis booster (Tdap): required regardless of TD history (updated 2013)

2. Verification of immunity to varicella; (2 doses or history of disease)
Per State law, parents must provide the updated certificate to the school before a student can attend seventh grade. Metro Nashville Public Schools are required to notify parents whose children are out of compliance at the start of school and give them 5 days to become compliant before their child is no longer allowed to attend school. Because this requirement is for seventh grade only, compliance education is an annual, ongoing need for 6th grade families.

- Students who are forced to remain out of school due to non-compliance lose valuable academic time that can be difficult to make up.

- Students who are non-compliant are less likely to have received an annual comprehensive well visit with a primary care physician.

- Students who do not receive an annual comprehensive well visit may be at risk for overlooked health issues or developmental delays.

In 2014, MNPS and/or community partners made the following collaborative efforts:

1. MNPS and Metro Public Health Department created a joint letter that was distributed to families of rising 7th graders.

Lora Harnack
Executive Director
Cumberland Pediatric Foundation

Why did you choose to join the Primary Care Alignment Team?
CPF represents the community pediatricians and the CPF Board wants to be represented on any of the Alignment Nashville committees that are appropriate, we were invited to join this one.

What do you feel are the strengths of this team in addressing children's health?
The diverse perspective that each member brings, leads to a more comprehensive ideas to offer as a possible solutions.

How has being a member of the Primary Care Alignment Team enhanced the work of your organization?
We have formed partnerships that have resulted in better outcomes for our organizations goals.

Where do you think the work of this team can be the most impactful in the coming year?
Begin now on a plan to impact 7th grade immunizations.

"The diverse perspective that each member brings leads to more comprehensive ideas to offer as possible solutions."
—Lora Harnack, Executive Director, Cumberland Pediatric Foundation

2. Middle schools sent letters to families, made phone calls to families and utilized school signage to remind students and families about 7th grade immunization requirements.

3. Lipscomb College of Pharmacy students partnered with Gra-Mar Middle Prep to make reminder calls to families and answer their immunization questions.

4. Amerigroup and United Healthcare partnered with TENNderCARE to provide incentives to families at the Lentz Public Health Center.

5. Cumberland Pediatric Foundation held a Vaccine Forum at the Nashville Zoo, providing information about immunizations and a free day at the zoo for families.

During the 2014-15 school year, the Primary Care Alignment Team will begin work early with 6th grade classrooms and families in getting the word out about immunization compliance and aligning community resources to impact the number of students compliant on the first day of 7th grade.

In addition, and as a compliment to this work, the Primary Care A-Team is revisiting and updating the Healthy Families Handbook as a health and wellness resource for adolescents and their families.

SHORT TERM OUTCOMES:

Increase number of students compliant with 7th grade immunization requirements on first day of 7th grade by 10%.

Decrease average number of days students require in order to become compliant after the first day of 7th grade by 25%.

MID TERM OUTCOME:

Increase number of students obtaining primary care and required immunizations during 6th grade year by 10%.

LONG TERM OUTCOME:

Improved Children's Health

MNPS has forty schools spanning grades 5-8, with approximately 20,000 students.

IMMUNIZATION COMPLIANCE

48% student entering 7th grade non-compliant on first day of school 2014.

PRIMARY CARE ALIGNMENT TEAM

Kimberlee Wyche-Etheridge, Chair, *Tennessee State University*
Reba Bryant, Outgoing Vice Chair, *MNPS*
Nicole Proffitt, Incoiming Vice Chair, *MNPS*
Clare Sullivan, *Vanderbilt*
Amanda Thompson, *Cumberland Pediatric Foundation*
David Campbell, *TENNderCare*
Lee Anne O'Brien, *Capstone Pediatrics*
Lisa Nistler, *Metro Public Health*
Whitney Lowe, *TENNderCare*
Lora Harnack, *Cumberland Pediatric Foundation*
Jaleesa Johnson, *Alignment Team Coordinator*

PARTICIPATING ORGANIZATIONS

AmeriGroup
TENNderCare
Cumberland Pediatric Foundation
United Healthcare Community Plan
MNPS Student Health Services
MNPS Coordinated School Health
Metro Public Health Department
YMCA of Middle Tennessee
Conexion Americas
El Crucero De Tennessee
Lipscomb College of Pharmacy

BEHAVIORAL HEALTH TEAM VISION:

Ensure that Nashville's children and youth are mentally healthy

CASEL (Collaborative for Academic, Social, and Emotional Learning) www.casel.org

SOCIAL EMOTIONAL LEARNING CONFERENCE

Process Phase: Scale Up/beginning Institutionalization

As part of its ongoing tactical efforts to embed Social Emotional Learning into MNPS and the wider Nashville community, the Behavioral Health Alignment Team, in collaboration with MNPS, hosted its fourth annual Social Emotional Learning Conference—Creating A Climate Of Connectedness—on July 18, 2014 at Cane Ridge High School in Antioch.

The 2014 conference saw 54 workshops, a nationally recognized keynote speaker, 700 registered attendees (over 500 MNPS staff and around 5% from out of county or state), and over $8000 raised to support the conference by sponsors who exhibited on behalf of their organizations at the event.

With another successful year under its belt, the SEL Conference is well on its way to institutionalization within Metro Nashville Public Schools, and the collaborative event has created systemic change around SEL in Nashville by increasing awareness and understanding among educators and community members of the core competencies of SEL and their impact on student success and children's health. "Our schools are really taking an interest in SEL and the overall behavioral health of their students," says Debra McAdams, MNPS Executive Director of Exceptional Education. Marcy Melvin of Centerstone, co-chair of the Behavioral Health A-Team, writes: "We've taken a step back from intervention to prevention—providing teachers and administrators with skills that allow them to model SEL with one another as well as their students."

"Our team has helped to elevate the SEL conversation here in Nashville and across the region and country. Our first SEL conference was attended by 250 educators and community members. This year attendance grew to over 650. That is a real indicator of the growing interest and value in social and emotional learning and in supporting the behavioral health and wellbeing of our teachers and students."

– Babs Freeman-Loftis,
MNPS and Mindfulness in Nashville Education

"The continued focus on implementation of Behavioral Health/Social Emotional Learning at a district-wide level has leveraged the belief that all youth in Metro will develop SEL competencies. As the work on the SEL Conference continues to grow, we will collectively impact all youth and families that are a part of the MNPS community."

– Kathy Gracey, Co-Chair,
Vanderbilt Behavioral Health

SEL COMMUNITY FRAMEWORK FOR EXPANDED LEARNING TIME SCHOOLS

Process Phase: Pilot

In summer of 2014, the Behavioral Health Alignment Team embarked on a new journey in support of Metro Innovation Zone schools implementing the Expanded Learning Time model.

Jere Baxter Middle School, as part of the Innovation Zone and with the assistance of the National Center On Time & Learning, implemented a pilot strategy for an expanded school day starting in the 2014-15 academic year. Introducing six 70-minute extended school days throughout the year, the school seeks business and community partnerships to provide SEL-rooted enrichment classes for students and professional development in behavioral health/SEL best practices for teachers with this extra learning time, with a plan to fully implement a year-round 70-minute extended day the following school year. The school approached the Behavioral Health A-Team for assistance with this plan, and the team saw an opportunity to help both Jere Baxter and other MNPS schools that will implement Expanded Learning Time in the future by creating a scalable pilot for this initiative. The pilot includes:

+ An Adult Learners (teachers/administrators) partner-engagement plan that engages partners in Nashville to provide SEL education and SEL-focused professional development to equip school staff with the tools to accurately model SEL-informed behaviors to students.

+ A Student Enrichment partner-engagement plan that secures partners to provide academic, SEL-focused, physical fitness-focused and other enrichment programming for students.

After a successful community meeting at Jere Baxter in September of 2014 with over 25 potential partners in attendance, all open sessions for student enrichment and professional development for the year were filled. The Behavioral Health A-Team looks forward to assisting Jere Baxter with next year's expansion to a daily, yearlong ELT schedule, as well as scaling up the pilot to other ELT schools in the MNPS Innovation Zone.

SHORT TERM OUTCOMES:

30% increase in partnerships to provide PDs, resources and other supports to teachers and administrators

30% increase in partnerships to provide school programming/ enrichment for students

10% Increase in knowledge/comprehension of SEL competencies among teachers

MID TERM OUTCOMES:

By fall of 2015:

10% increase in reported feelings of belonging, significance and engagement from teachers and administrators

10% increase in teachers reporting positive student-teacher relationships

By fall of 2016:

10% improvement in school-wide reading levels

10% increase in college aspiration among students

LONG TERM OUTCOMES:

Increased high school graduation rate

Improved children's health and wellbeing (emphasis on SEL)

BEHAVIORAL HEALTH ALIGNMENT TEAM

Kathy Gracey, Co-Chair, *Vanderbilt Behavioral Health*
Marcy Melvin, Co-Chair, *Centerstone*
Kyla Krengel, Vice Chair, *MNPS*
Amanda Ross, *TriStar Skyline Madison Campus*
Ami Parker, *Tennessee Voices for Children*
Angie Thompson, *Metro Public Health Department*
Babs Freeman-Loftis, *MNPS/Mindfulness in Nashville Ed.*
Beth Cruz, *Metro Public Defender's Office*
Debra McAdams, *MNPS*
Dina Capitani, *Metro Human Relations Commission*
Greta Requierme, *Nashville Public Television*
Joan Jenkins, *Bluecare TN*
Joanna Bane, *Mental Health Association of Middle Tennessee*
Kendall Hinote, *Nashville Public Library*
Melanie Scott, *STARS Nashville*
Michael Kirshner, *Mental Health Co-Op*
Monica Coverson, *MNPS Lead Social Worker*
Rhonda Ashley-Dixon, *Vanderbilt Psychiatric Hospital*
Scott Ridgeway, *Tennessee Suicide Prevention Network*
Serveen Johnson, *Kidlink*
Tracy Glascoe, *Vanderbilt Behavioral Health*
Trish Hayes, *Metro Nashville Public Defender's Office*

PARTICIPATING ORGANIZATIONS

Autism Tennessee
Blue Cross Blue Shield of Tennessee
CADAS (Council for Alcohol and Drug Abuse Services)—Scholze Center
Centerstone
Delek Fund For Hope (Mapco)
Developmental Studies Center
Freeman Webb
HealthTeacher Inc./GoNoodle
Isha Foundation
Kidlink Treatment Services
Lipscomb University
Love Helps, Inc.
Love In A Big World
Mental Health America of Middle Tennessee
Mental Health Cooperative
Metro Human Relations Commission
Metro Juvenile Court
Metro Nashville Public Defender's Office
MNPS
Mindfulness in Nashville Education
Mindfulness Without Borders
Nonviolent Communication Nashville
PFLAG
Sexual Assault Center
STARS (Students Taking A Right Stand)
TAADAS (Tennessee Association of Alcohol, Drug and Other Addiction Services)
Tennessee Lives Count
Tennessee Suicide Prevention Network
Tennessee Voices for Children
The Family Center Tennessee
TOTAL/Nashville Public Library
TriStar Behavioral Health: Skyline Madison
Vanderbilt Behavioral Health
You Have The Power
Your Self Series
Youth Villages
YWCA
Zaner-Bloser Publishers

SCHOOL NUTRITION ALIGNMENT TEAM 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 eat in the school cafeteria.

The School Nutrition Committee was originally formed to assist the School Nutrition Services Department of MNPS to access and utilize community resources that were, for the most part, previously untapped or not strategically aligned with the needs of the schools. The topic of school nutrition has certainly taken a national spotlight over the past few years. Nashville saw this as an opportunity to do something different with a greater and more sustainable impact for the children of Metro Nashville Public Schools.

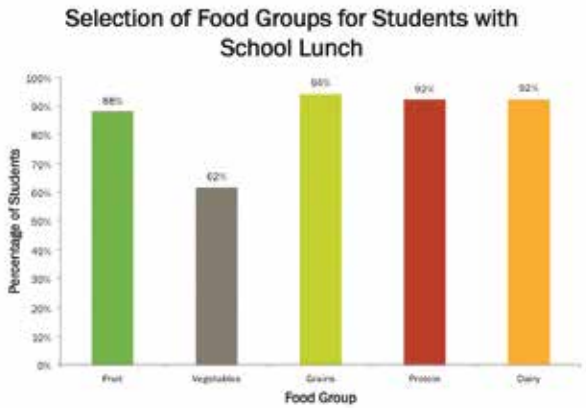
The three areas of focus have been and continue to be:
Decrease processed foods being offered
Increase number of fresh fruits and vegetables served
Increase the number of scratch offerings daily

15 Schools in the Healthier Cafes Pilot Program:
Cole Elementary
Fall Hamilton Elementary
Glengarry Elementary
Glenview Elementary
Park Avenue Elementary
Rosebank Elementary
Shayne Elementary
Jere Baxter Middle School
Isaac Litton Middle School
Rose Park Middle
Wright Middle
Hunters Lane High
McGavock High
Overton High, and
Stratford High

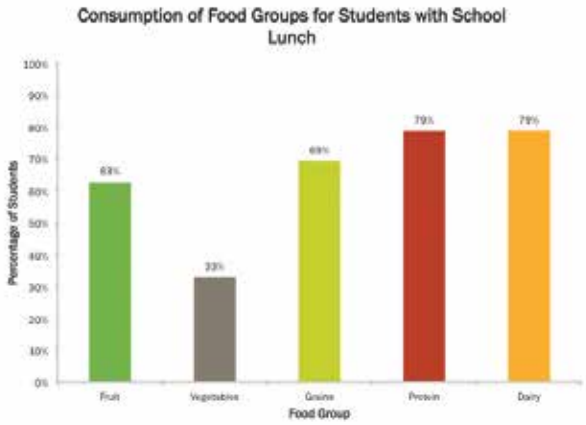
CONSUMPTION OBSERVATIONS: In a pilot partnership with the Vanderbilt Dietetic Internship Program led by Diane Killebrew, Vanderbilt Education Coordinator, a number of lunchroom observations were conducted in order to look at the actual consumption of items selected from the lunch line by MNPS students in a portion of the Healthier Cafés pilot schools . Here are a few of the findings from the observation with combined schools data:

827 students observed total
Avg of 92% Free and Reduced Lunch
Avg lunch time: 23 minutes
92% consumed milk of some type (flavored and non-flavored)

Selection of food groups:



Consumption of food by groups:



For the second year, the School Nutrition A-Team received a grant from the Baptist Healing Trust. The main goal of this grant is to produce systemic change in the way cafeteria workers prepare and offer food to children and school employees, while trying to change choices the students and employees make regarding food.

Thanks to this grant from the School Nutrition A-Team was able to continue its forward movement in those 3 key areas of nutrition improvement. The first item was in building definitions of three key terms:
Fresh
Scratch Cooking
Processed

Defining these three key terms allowed the team to set definite measurable benchmarks on the foods served and consumed. These terms were then used in grading each menu item served, based on its recipe or ingredients list, in each pilot school and then production reports were used to tally the items actually served to students throughout the school year.

11 of the 15 schools had a significant increase in amounts of Fresh Fruits and Vegetables (FFV) served. 15.8% was the largest increase in FFV served in a pilot school.

The average decrease in the number of processed foods served in the pilot schools was 7.11% .

Through this grant, the A-Team also created new collateral to be used in the school lunch rooms in promotion of the Fresh Harvest of the Month Programs. This included posters with nutrition information and flyers to be used as the schools would like in promoting these nutritious items.
Another way the A-Team approached assisting café workers and managers was by creating a community-assisted training program. Through this pilot 3 professional chefs from the American Culinary Federation used the new School Nutrition Resource guide and went into targeted pilot trainings for the workers and managers of the cafes.

Key Areas of Training:
Definitions of Scratch Cooking and Processed
Knife Skills
Scratch Cooking: Working with Herbs and Spices
Presentation Skills

Surveys from training participants:
Goals for this year are currently underway to write a plan that would support the 15 pilot schools and to scale-up the Healthier Cafes pilot to more MNPS schools.

SCHOOL NUTRITION ALIGNMENT TEAM

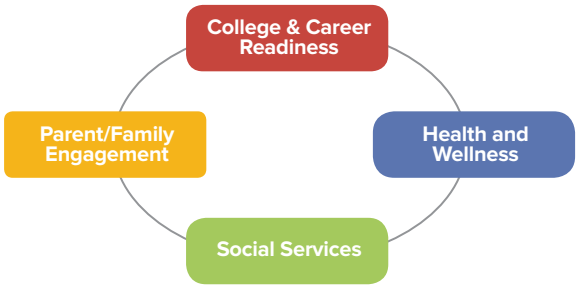
Spencer Taylor, Chair, *Metro Nashville Public Schools*
Megan Morton, Vice Chair, *Community Food Advocates*
Jackie Contreras, Sub-Team Vice Coordinator, *Community Food Advocates*
Jill Baker, *Metro Nashville Public Schools*
Jeremy Barlow, *Parent*
Fred Carr, *Metro Nashville Public Schools*
Sheila Clark, *Metro Nashville Public Schools*
Jackie Contreras, *Community Food Advocates*
David Cook, *University of Tennessee Extension*
Braina Corke, *Metro Nashville Public Schools*
Kevin Dorr, *American Culinary Federation*
Katie Fell, *Parent*
Julie Fitzgerald, *Metro Public Health Department*
Amy Frogge, *Metro Nashville Public Schools, School Board*
Donna Gilley, *Metro Nashville Public Schools*
Dan Harrell, *Metro Nashville Extension Office*
Phyllis Hodges, *Tennessee Department of Education*
Johnsie Holt, *Metro Nashville Public Schools*
Sarah Johnson, *Nashville Grown*
Dianne Killebrew, *Vanderbilt University Medical Center*
Jenna Lequire, *Metro Nashville Public Schools*
Rebecca Polson, *Metro Nashville Public Schools*
Nicole Proffitt, *Metro Nashville Public Schools*
Sarah Risley, *Nashville Grown*
Amy Roth, *Parent / Author*
Linda Shelton, *Tennessee Department of Agriculture*
Brandon Tavalin, *Devlin Farms*
Amy Tavalin, *Devlin Farms*
Spencer Taylor, *Metro Nashville Public Schools*
Deborah Walker, *Metro Nashville Public Schools*
Kathy Wantland, *Metro Nashville Public Schools*

FARM-TO-TABLE MEMBERS

Jackie Contreras, Community Food Advocates
David Cook, University of Tennessee Extension
Dan Harrell, Metro Nashville Extension Office
Phyllis Hodges, Tennessee Department of Education
Sarah Johnson, Nashville Grown
Lexi Morritt, Alignment Nashville
Sarah Risley, Nashville Grown
Linda Shelton, Tennessee Department of Agriculture
Brandon Tavalin, Devlin Farms
Amy Tavalin, Devlin Farms
Spencer Taylor, Metro Nashville Public Schools

COMMUNITY ACHIEVES

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, fourteen of our schools have become Community Schools—offering needed resources and support for parents, students, and the community.



WHY ARE COMMUNITY SCHOOLS IMPORTANT?

Research has shown that high-performing community schools:

- Improve student achievement,
- Reduce mobility,
- Foster stronger relationships,
- Improve family stability,
- Increase teacher satisfaction,
- Create a more positive school environment, and
- Boost community pride.
- Community Achieves aligns the assets of students, families, teachers, and the community around a common goal—improving the success of our young people.

HOW DOES COMMUNITY ACHIEVES WORK?

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

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

> *"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."* - Gini Pupo-Walker, Director of Parent & Community Partnerships

- 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

PARTICIPATING ORGANIZATIONS 2013/2014:

Adventure Science Center
Backfield in Motion, Inc.
Barefoot Republic Camp
Bethlehem Centers of Nashville
Big Brothers Big Sisters of Middle Tennessee
Book'em
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
Heimerdinger Foundation
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
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 OIC
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
Tenneessee 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
Urban League of Middle Tennessee
Vanderbilt Programs for Talented Youth
Vanderbilt University
Volunteer State Community College
W.O. Smith Music School
YMCA of Middle Tennessee
YMCA Latino Achievers

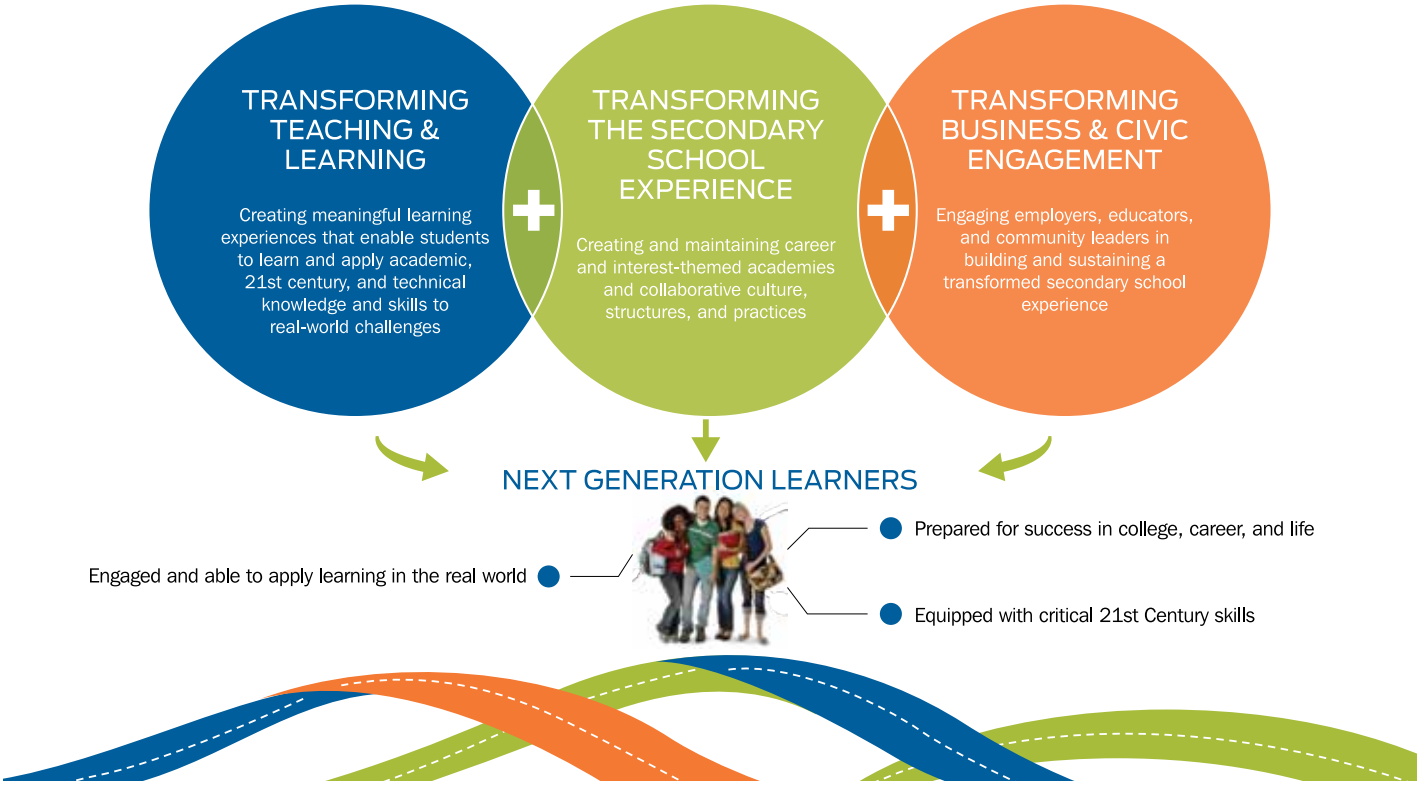
NASHVILLE FORD NEXT GENERATION LEARNING HUB

FORD NEXT GENERATION LEARNING

Education Innovation

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

To achieve this vision the combination of the three strands that comprise Ford NGL are necessary:



The goals of the Hub are to:

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

Activities of the Nashville Hub include:

1. Academies of Nashville Study Visits (www.academiesstudyvisit.com)
Since 2011, more than 1300 people from 29 states and 2 countries have attended an Academies of Nashville Study Visit. The Nashville Ford Next Generation Learning Hub hosts the Academies of Nashville Study Visit to share how Nashville has transformed its high schools into personalized learning communities that offer rigor, relevance, relationships, and readiness for all students. During the Academies of Nashville Study Visit, participants explore and learn about the strategies, structures, and tactics that are producing real progress in high school reform in Nashville. The agenda is structured to bring a high-level view of the systemic and broad-based transformation taking place in Nashville, including the extensive and deep engagement of the business community in the effort.

2. Starr Awards
Since 2013, the Nashville Ford NGL Hub has awarded more than $45,000 to Academies to support student-centered activities.

For more information about Ford NGL, please go to www.fordngl.com. For more information about Academies of Nashville Study Visits, please go to www.academiesstudyvisit.com.

Alignment USA; an emerging community of practice

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:

Alignment Nashville—Nashville, TN
Alignment Rockford—Rockford, IL
Alignment Jackson—Jackson, MS
Alignment Coachella—Coachella Valley, CA
Alignment OHM—Oneida/Herkimer/Madison Counties, NY
Alignment 96792 –Oahu, Hawaii.
ACE—Northern Illinois region
Polk Vision—Polk County, FL

Alignment Communities commit to:

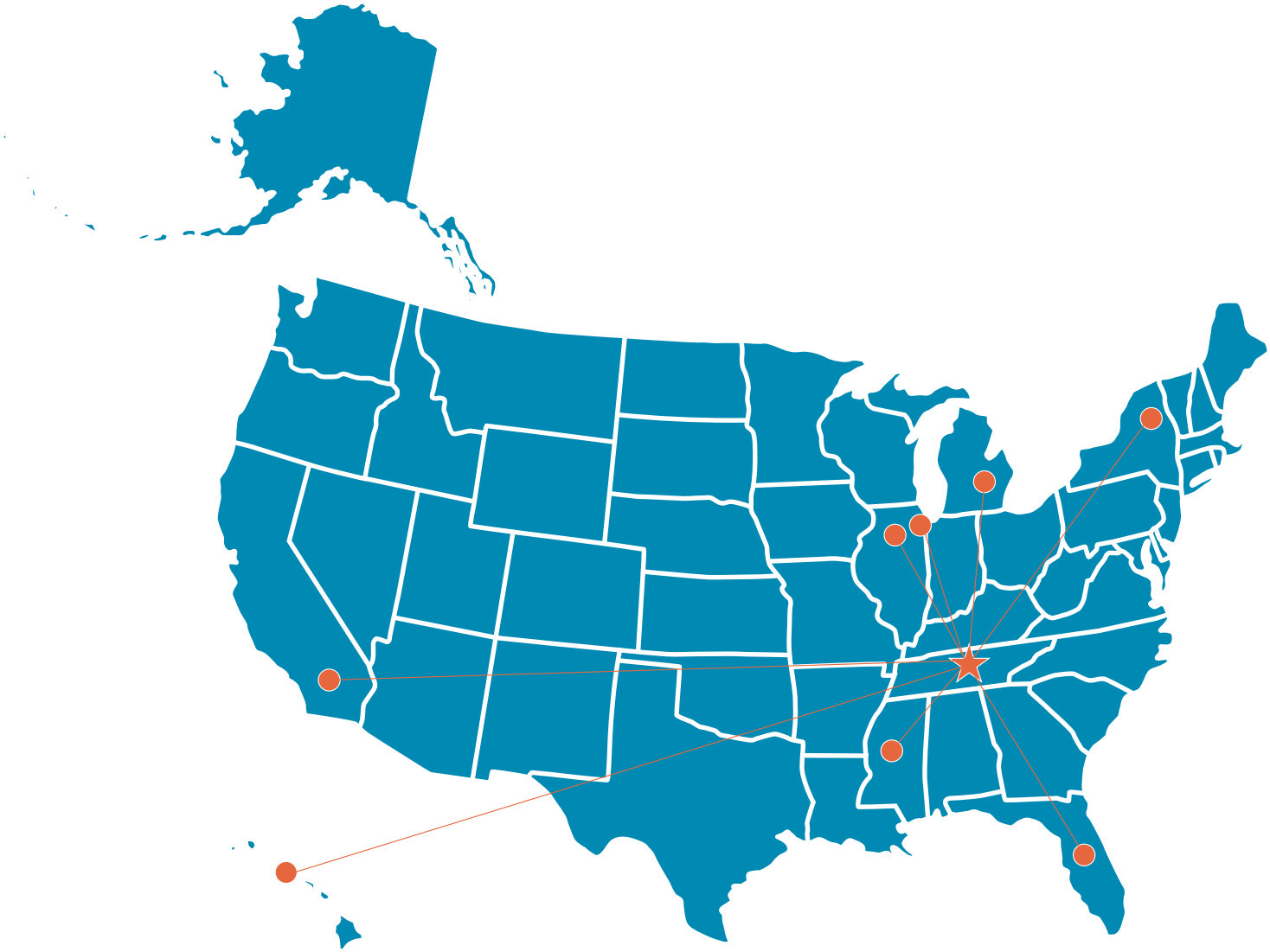
- developing a community-wide shared vision, purpose, and outcomes
- intentional alignment of existing community resources prior to addition of new resources
- operating based on shared community principles
- utilizing an effective organizational structure with the following characteristics:
    - a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

The benefits of joining the Alignment USA network are:

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

Over time, the current Alignment collaborative 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 Regina Meadows at regina@alignmentnashville.org.



Alignment USA communities

Learning and Sharing

In September 2014, Alignment USA hosted the fourth annual Alignment Institute. For three days, emerging members of the Alignment USA network and other interested communities explored the collective impact toolset 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."

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 Teams 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. Participants in Alignment Institute 2014 also visited Pearl-Cohn High School, which is a leader in the strategic use of community partnerships to improve student outcomes.

ALIGNMENT
NASHVILLE
for successful, healthy children

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www.alignmentnashville.org