Since 2004, Alignment Nashville® has been working diligently - and often behind the scenes - to align community partners and resources to improve student outcomes. We have seen incredible changes in the past 15 years both in Metro Nashville Public Schools (MNPS) and the Nashville community; graduation rates were below 60% when we first began our work, and they are now over 80%. This is one of the most visible results of a community coming together and committing to the success of its young people.

The pages of this annual report are filled with the visible, tangible results of our day-to-day work over the past year; but what you won’t see as clearly are the relationships, trust, and social capital that we have helped to foster and sustain. These are the foundational elements of any community-wide change, and we know that we all work together in much more productive ways as a result.

But while we recognize how far we have come, we also recognize how far we have to go. We must continue to work together to improve literacy rates, to close achievement gaps, and to protect and support our most vulnerable students and families. To that end, we realize that we have a responsibility to illuminate and address the conditions that hold these problems in place, and our new vision, mission, and guiding principles reflect that commitment:

VISION:
Our vision is that all Metro Nashville Public Schools students meet their unique potential.

MISSION:
Alignment Nashville® mobilizes strategic partners to challenge and address systemic barriers in order to equitably impact the growth, development and academic achievement of each Metro Nashville Public School student.

GUIDING PRINCIPLES:
- There are no expendable students; we believe that all children are capable of learning and growing.
- We must be bold and courageous in our efforts, always keeping the needs of students in the center of our work.
- We must encourage innovative thinking in addressing barriers.
- We believe that the Nashville community has the resources that are needed to take care of our students.
- We must ensure that all students have genuine access to resources and opportunities to meet their unique potential.

We are grateful for the work of our Board of Directors, Operating Board, A-Teams, and staff, which you will see highlighted in this report. But we are also eagerly anticipating the work ahead of us, and we invite you to join us on the journey - because, as we often say at Alignment, we know that we are #bettertogether!

Sincerely,
Melissa Jaggers, President & CEO
2018-2019 Board of Directors

Board Officers:
Kent Fourman, Chair, The General
Katherine McElroy, Vice Chair, Ankura
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Rev. James Turner II, New Hope Missionary Baptist Church
Tom Ward, Oasis Center
Caroline Young, NashvilleHealth

We would like to extend our gratitude to Kent Fourman for his dedication and leadership for more than 10 years. Kent has reached the end of his term as Board Chair, culminating an unprecedented term of service through Alignment Nashville®, having served as an A-Team member, A-Team chair, Operating Board member, Operating Board chair, Board of Directors member, and finally Board of Directors chair. Kent has been a steadfast, loyal leader and advocate for our work, and we are grateful for the time and energy he has selflessly devoted to serving MNPS students.

Kent addresses a crowd at the 2019 Annual Celebration
Thanks to our 2018-2019 Operating Board! The Alignment Nashville® Operating Board is made up of A-Team Co-Chairs in addition to key leaders and stakeholders from the community and Metro Nashville Public Schools. Operating Board supports, approves, and monitors the work of A-Teams toward reaching their goals and ensures accountability, collaboration, and communication between the teams.

2018-19 Co-Chairs:
Dr. Monique Felder, MNPS
Dr. Sito Narcisse, MNPS

Elyse Adler, Nashville Public Library
Elizabeth Atack, Nashville Public Library
D’Yuanna Allen-Robb, Metro Public Health Department
Dr. Adrienne Battle, Metro Nashville Public Schools
Dr. Barbara Bell, Center for STEM Education for Girls
Dr. Jennifer Berry, Metro Nashville Public Schools
Kathy Buggs, Office of Congressman Jim Cooper
Dr. Damon Cathey, Metro Nashville Public Schools
Dr. Dottie Critchlow, Metro Nashville Public Schools
Marielle Cummings, Nashville After Zone Alliance
Dr. Megan Cusson-Lark, Metro Nashville Public Schools
Indira Dammu, Office of the Mayor
Rod DeVore, Nashville Career Advancement Center
Dr. Tiffany Farmer, Adventure Science Center
Donna Gilley, Metro Nashville Public Schools
Dr. Maritza Gonzalez, Metro Nashville Public Schools
Kathy Gracey, Vanderbilt University Medical Center
Laura Hansen, Metro Nashville Public Schools
Anna Harutyunyan, Nashville After Zone Alliance
Anne Henderson, Frist Art Museum
Coleen Hoy, Education Networks of America
Kyla Krengel, Metro Nashville Public Schools
Judy Lewis, Metro Nashville Public Schools
Vanessa Lazón, Mayor’s Office of New Americans
Carol Martin-Osorio, Nashville State Community College
Alison McArthur, Metro Nashville Public Schools
Dr. Pippa Meriwether, Metro Nashville Public Schools
Erica Mitchell, United Way of Nashville
Kelly Noser, Noser Consulting and Evaluation
Dr. Samantha Perez, Nashville Area Chamber of Commerce
Dr. Douglas Renfro, Metro Nashville Public Schools
Jo Ann Scalf, Nashville Public Television (NPT)
Dr. Sonia Stewart, Metro Nashville Public Schools
Spencer Taylor, Metro Nashville Public Schools
Dr. Schunn Turner, Metro Nashville Public Schools
Tom Ward, Oasis Center
Dr. David Williams, Metro Nashville Public Schools
Ellen Zinkiewicz, Nashville Career Advancement Center
Alignment Nashville® is made up of Alignment Teams (A-Teams) structured around academic grade levels, special populations, health issues, and emerging needs. The members of the teams bring diverse perspectives — small non-profit, public school, city government, public health, higher education, large non-profit, and the business community — to create the most aligned, strategic tactical plans to achieve very ambitious goals.

**2018-2019 Alignment Teams**

**16-24 Out of School, Out of Work A-Team**

**Co-Chairs**
Rod Devore, Nashville Career Advancement Center/NCAC
Judy Robinson, MNPS

**A-Team Members**
Julia Barlar, Park Center
Chuck Beard, Oasis Center
Katrinna Collins, MNPS
Marvin Cox, Metro Action Commission
Carla Flexer, MNPS
Joe Gordon, MNPS
Debbie Grant, Goodwill Industries of Middle Tennessee
Criss Griffin, Centerstone
Carol Martin-Osorio, Nashville State Community College
Scott Meltzer, Nashville Area Chamber of Commerce
Jody Patterson, Crossroads Campus
Jessica Piper, Metro Nashville Public Library
Bradley Redmond, MNPS
Sarah Roe-Hall, Youth CAN
Rebecca Tarango, Goodwill Industries of Middle Tennessee
Ashanti Weaver, Martha O’Bryan Center

**Academies of Nashville A-Team**

**Co-Chairs**
Donna Gilley, MNPS
Samantha Perez, Nashville Area Chamber of Commerce

**A-Team Members**
Nicki Avila, Opportunity NOW
Adrienne Battle, MNPS
Mollie Berliss, Nashville After Zone Alliance
Trish Crist, NECAT
Leslie Davis, Music City Center
Thommye Davis, MNPS
Susan DeRiemer, Meharry
John Doerge, Deloitte
Rachel Dyer, Junior Achievement
Rashed Fakhruddin, Nashville Electric Service
Tiffany Farmer, Adventure Science Center
Sherrie Funk, Just Cruisin’
Willie Halliburton, Juvenile Court
Ashford Hughes, Mayor’s Office
Claudia Humphrey, MNPS

**Adolescent Sexual Responsibility/Healthy Starts A-Team**

**Co-Chairs**
D’Yuanna Allen-Robb, Metro Public Health Department
Megan Cusson-Lark, MNPS

**A-Team Members**
Elisabeth Bradner, Planned Parenthood of Tennessee and Northern Alabama
Destini Burns, MNPS
Emi Canahuati, Talk and Thrive Education, LLC
Anna Carella, Healthy and Free Tennessee
Simyka Carlton, MNPS
Joseph Clark, Oasis Center
Joan Clayton-Davis, Community Volunteer
Zuri Egbuji, MNPS
Briana Perry, Healthy and Free Tennessee
Lyndsey Godwin, Vanderbilt University
Latissa Hall, Metro Public Health Department
Amber Jackson, Tennessee Department of Health
Alex McCandless, Hope Clinic for Women
Susan O’Hara, Vanderbilt Comprehensive Care Clinic
Dawana Wade, Salama Urban Ministries
Kimothy Warren, MNPS
Behavioral Health/Social Emotional Learning A-Team

**Co-Chairs**
Kathy Gracey, Vanderbilt University Medical Center
Kyla Krengel, MNPS

**A-Team Members**
Monica Coverson, MNPS
Mary Crnobori, MNPS
Maribeth Gambill, MNPS
Tracy Glascoe, Vanderbilt University
Douglas Granier, Vanderbilt University
Charity Ingersoll, Vanderbilt University Medical Center
Desiree Kelly, Mental Health America of Middle Tennessee
Michael Kirshner, Mental Health Cooperative
Babs Loftis-Freeman, Mindfulness in Nashville Education
Carrie Mason, Metro Defender Education Rights Project
Debra McAdams, MNPS
Angie Thompson, Metro Public Health Department

Community Achieves A-Team

**Co-Chairs**
Alison McArthur, MNPS
Tom Ward, Oasis Center

**A-Team Members**
Jennifer Bell, MNPS
Hank Clay, Communities in Schools of Tennessee
Marielle Cummings, Nashville After Zone Alliance
Allison D’Aurora, Communities in Schools of Tennessee
Karissa Deiter, Oasis Center
Rodger Dinwiddie, STARS Nashville
Chris Echegaray, MNPS
Anne Gallo, Big Brothers Big Sisters of Middle Tennessee
Sarah Finney, PENCIL
Kay Higgs, STARS Nashville
Lyn Hoyt, Tennessee Alliance to Reclaim Our Schools
Charity Ingersoll, Vanderbilt Institute for Medicine and Public Health
LaRhonda Magras,YWCA Nashville & Middle Tennessee
Michael McSurdy, Family & Children’s Service
Emily Nourse, Family & Children’s Service
Gini Pupo-Walker, Conexión Américas
Whitney Slovick, MNPS
Carly Southworth, Family & Children’s Service
Makeda Watson, MNPS
Stan Weber, United4Hope
Janelle Wommer, Operation Andrew Group, United4Hope

High School A-Team

**Co-Chairs**
Adrienne Battle, MNPS
Tiffany Farmer, Adventure Science Center

**A-Team Members**
Angie Adams, PENCIL
Amanda Dixon, School for Science and Math at Vanderbilt/Center for Science Outreach
Vanessa Helbig Johnson, YWCA Nashville & Middle Tennessee
Sue Johnson, MNPS
Julie Martin, MNPS
Amber McCullough, Southern Word, Inc.
Meghan Oliver, Nashville State Community College
Samantha Singe, MNPS
Reno Thompson, HCA Foundation
Clint Wilson, MNPS

Integration of International Families A-Team

**Co-Chairs**
Maritza Gonzalez, MNPS
Vanessa Lazón, Mayor’s Office of New Americans
Samantha Perez, Nashville Area Chamber of Commerce

**A-Team Members**
Fabian Bedne, Council Member
Mariechelle Bonifacio, MNPS
Becky Castillo, MNPS
Ruben De Pena, MNPS
Jan Esterline, MNPS
Megan Godbey, Metro Nashville Public Library
Jacky Gomez, Futuro
Joe Gordon, MNPS
Sarah Imran, Metro Human Relations Commission
Patty Madera, Conexión Américas
Jill Pittman, MNPS
Jo Ann Scalf, Nashville Public Television
Molly Stovall, MNPS
Brodrick Thomas, Trevecca University
Justin Uppinghouse, MNPS
Jacob Vaughn, MNPS
Jim Williamson, Nashville After Zone Alliance
Emily Workman, MNPS
Learning Technology A-Team

Co-Chairs
Colleen Hoy, Education Networks of America
Doug Renfro, MNPS

A-Team Members
Kellee Akers, MNPS
Lakisha Brinson, MNPS
Marian Christmon, Metro Nashville Public Library
Jane Grote, Microsoft
Sandi Hoff, Nashville Technology Council
Daynese Joseph, Google Fiber
Alyssa Littrel, MNPS
John Liu, Community Volunteer
Lance Lott, MNPS
Katherine McElroy, Ankura Consulting
Monica McLaurine, Nashville Public Library
Berthena Nabaa-McKinney, Nabaa Consulting
Tonya Quarles, Dell
Michel Sanchez, MNPS
Niq Tognoni, Metro Nashville Public Library
Bethany Wynns, The Concinity Group

Middle School STEAM A-Team

Co-Chairs
Barbara Bell, Center for STEM Education for Girls
Jennifer Berry, MNPS

A-Team Members
Dane Danielson, Gould Turner
Ellen Gilbert, Global Education Center
Catherine Gordon, Tennessee State University
Samantha Perez, Nashville Area Chamber of Commerce, L.E.T.S. Play
Katherine Petrole, The Parthenon
Jeff Smith, MNPS
Brandi Stroocker, Tennessee STEM Innovation Network
Aimee Tate, Discovery Education
Isaac Thompson, Fisk University
Jason Walsh, MNPS

PreK-Elementary A-Team

Co-Chairs
Elizabeth Atack, Nashville Public Libraries
David Williams, MNPS

A-Team Members
Maria Austria, MNPS
Christiane Buggs, United Way of Nashville
Angelica Cooks Lucas, Inglewood PTO
Marvin Cox, Metro Action Commission
Shohreh Darai, Nashville Area Chamber of Commerce
Rene Dillard, United Way of Nashville
Jeanne Gilliam Fain, Lipsomb University College of Education
Mildred Grant, YWCA Nashville & Middle Tennessee
Sandra Harris, PENCIL
Amanda Kierzek, Metro Action Commission
Barbara Lashley, MNPS
Ameshica Linsey, East Nashville Hope Exchange
Fanita McNeal, MNPS
Stevon Neloms, Southeast Community Center/Metro Parks and Recreation
Lori Nix, MNPS
Jennifer Oldham, Parent
Katie Pattullo, MNPS
Viva Price, Youth Encouragement Services
Jo Ann Scalf, Nashville Public Television (NPT)
Brooke Seigle-Rochelle, United Way of Nashville
Melissa Spradlin, Book’em
Holly Stone, MNPS
Nicole Tolliver, Watson Grove Baptist Church
Aerin Washington, Parent

School Nutrition A-Team

Chair
Spencer Taylor, MNPS

A-Team Members
Kristin Anderson, Vanderbilt University
Kate Compton, Green Door Gourmet
Jilah Kalil, Cooking Up
Mech Kneidinger, Plant the Seed
Susan Lavender, Coordinated School Health
Mark Lollis, Metro Public Health Department
Emily Capo Sauerman, Taste Quest
Lisa Shively, Local Table
Jessica Thomas, MNPS
Ryan Yarnell, MNPS
Kristen Zak, Mayor’s Office

Teacher Recruitment & Retention A-Team

Co-Chairs
Sonia Stewart, MNPS
Indira Dammu, Mayor’s Office

A-Team Members
Shannon Black, MNPS
Damon Cathey, MNPS ELP
Alan Coverstone, Belmont University
Janet Gilmore, HCA
Clifton Harris, Urban League of Middle Tennessee
Meg Harris, Alliance Bernstein
Erick Hut, Metro Nashville Education Association
Brittany Irby, Nashville Public Education Foundation
Renita Perkins, MNPS
Sharon Pertiller, MNPS
Michael Pratt, MNPS
Ben Schumacher, Teach for America
2018-2019 Participating Organizations

Thanks to these organizations who responded to an Invitation to Participate™ or supported an A-Team initiative!

7 Mindsets
ACT, Inc
American Institutes of Research: Center on Great Teachers & Leaders
Aperture Education
Austin Peay State University
Autism Tennessee
B Curriculum, LLC
BASE Education
Becky Astarita, LCSW, ADS
Bethlehem Centers of Nashville
Book’em
Bullying and School Safety Foundation
Butler University
CASEL
Center for the Collaborative Classroom
Centerstone
Chicken Soup for the Soul
Country Music Hall of Fame
DC Public Schools
East Central Kansas Cooperative in Education
East Tennessee State University
ENACT, Inc.
Every1
Experiential Tools
Family & Children’s Service
Fannie Battle
Fathom PBC
Frameworks of Tampa Bay
Franklin Special School District
FranklinCovey Leader in Me
Frontier Health
GISEN Tennessee
Goodwill Industries of Middle Tennessee
Habitat Yoga
Hadley Park Regional Center
HCA
Heart of the Cumberlands
Hope Clinic for Women
Illuminate Academy, Inc
Jesse Lewis Choose Love Movement
Juvenile Court of Metropolitan Nashville
Kickboard
KidLink Treatment Services
knowledgeinc
Kurzweil Education
L.E.T.S. Play
League of Women Voters
Lions Quest Lions Clubs International Foundation
Lipscomb University
Love In A Big World
Madison Community Center
Martha O’Bryan Center
Mecklenburg County Department of Social Services
MedForms
Mental Health Cooperative
Metro Defender Education Rights Project
Metro Nashville Education Association
Metro Nashville Public Library
Metro Nashville Public Schools
Metro Parks and Recreation
Metro Public Health Department
Metro Social Services
Metropolitan School District of Wayne Township
Microsoft
Mid-Cumberland Child Care Resource & Referral
Miguel De Hoyos Consulting
NACCHO
NaliniKIDS
Nashville Area Chamber of Commerce
Nashville Conflict Resolution
Nashville Public Television
New Hope Summer Enrichment Camp
North Carolina Central University
Office of the Mayor of Nashville
OmniVisions
OmniCare Institute
Opportunity NOW
Oregon State University
Parnassus Books
Planned Parenthood of Tennessee & Northern Alabama
Pregnancy Care Center
Preston Taylor Ministries
Project Transformation
Purposeful Leadership
Quaver Music
Resilient Walker
Rogers Behavioral Health
RTI International
Sacramento City Unified School District
Salama Urban Ministries
School-Connect
Schroder Lane Early Learning Center
Sexual Assault Center
Siloam Health Center
Southeast Community Center
St. Luke’s Community House
TAADAS
Talk and Thrive Education, LLC
Taproot Learning, Inc
Teaching Empathy Institute
Tennesseans for Student Success
Tennessee Suicide Prevention Network
Tennessee Voices for Children
Tennessee Youth Courts
The Center for Integrative Learning and Teaching in Nashville
The Connections Model
The Excellence Team
The Panthelons
TranscendED, LLC
Traveling Stories
Turnip Green
Unicycle
United Way of Metropolitan Nashville
University of Dayton
University of Tennessee College of Social Work
University of the Pacific
UFTSU Extension, Davidson County
Vanderbilt Behavioral Health
Vanderbilt Children’s Hospital
Vanderbilt Institute for Medicine and Public Health
Vanderbilt Pediatrics Community Health Rotation
Vanderbilt University Medical Center
Volunteer Tennessee
White Mountains Regional School District
William Freeman
WINGS For Kids
Workforce Essentials
Yale Center for Emotional Intelligence
YMCA of Middle Tennessee
Youth Encouragement Services
Youth Villages
Initiatives

The following pages offer a glimpse of the exciting and impactful work of A-Teams and the initiatives that are having an impact in Nashville and beyond! Visit alignmentnashville.org for more information about these highlights.
Summer Reading Partners
An Initiative of the PreK - Elementary A-Team

According to Nashville’s Blueprint for Early Childhood Success (BECS), 2 out of 3 Nashville 3rd grade children are not reading on grade level. When a child misses this early milestone, their chances of success are dramatically curtailed…

- 1 in 6 drop out of high school without a diploma.
- They earn less than half the income of their cohort peers.
- They have much higher incidences of arrest or incarceration.

The PreK-Elementary A-Team, which also serves as one of the workgroups for BECS, chose to support the BECS recommendations related to summer learning loss, creating a network of summer supports in high-need neighborhoods and increasing access to high-quality summer learning programming.

The Summer Reading Partners (SRP) pilot designed by the A-Team partnered with summer camps located in high-need areas of Nashville along with the Nashville Public Library’s Summer Reading Challenge. During the first pilot in summer 2018, SRP aligned with 16 camps located in high-need areas of Nashville and asked them to commit to incorporating 20 minutes of reading time into their daily activities.

A half-day, train-the-trainer program was designed by the A-Team to give camps extra support in adding high-quality literacy activities into their daily programming. More than 40 camp managers and staffers received the trainings that were delivered by partners Nashville Public Library, Lipscomb University, and Metro Nashville Public Schools. Book’em provided much-needed books for each camp site as well.

The summer 2018 pilot showed promising results; 785 children participated, reading more than 356,000 minutes. Among students who had completed parental permission forms on file, MAP (Measures of Academic Progress) test scores showed that children who read 660+ minutes showed an actual increase in scores.

Not only did Summer Reading Partners prevent summer learning loss for these children, it also gave them a head start when they returned to school the next fall.
Another important discovery is that summer camps and programs were eager to incorporate literacy activities when provided with training, support, and books. After the first pilot in summer 2018, 75% of camps returned to participate in the second pilot in summer 2019; the number of participating camps for 2019 increased by 64%, and the number of participating students increased by 231%.

The summer 2019 pilot also featured a new partnership, adding literacy activities to the Mobile Youth Café Diners operated by the Metro Action Commission. The Mobile Youth Café Diners, which are buses that go into communities that do not have programs or facilities where meals can be served, are equipped with meals as well as programs to engage youth during the meal times. Metro Action prepares nearly 6,000 meals daily each June and July for approximately 110 sites and 3 communities served by the agency’s Mobile Youth Café Diners. The A-Team is testing this partnership at one site in summer 2019 by providing extra volunteers and resources to provide consistent literacy activities when children visit the Diners for summer meals.

It is important to note that both the summer 2018 and 2019 pilots were conducted by aligning existing resources among partner agencies. The willingness of these partners to shift resources and work together in new ways through Alignment Nashville® has yielded important lessons for Nashville, changing how many partners work together to combat summer learning loss.

“Working with Alignment Nashville® gives Book’em the opportunity to collaborate with like-minded groups, who understand the importance and value of children’s literacy, and to amplify our impact in the community. The Summer Reading Partners initiative has been successful because Alignment Nashville® gives us the collective structure and support we need to be effective. Through this partnership, we are able to help more students maintain strong literacy skills during the summer rather than losing ground.”

- Melissa Spradlin, Executive Director - Book’em
Career Reading
An Initiative of the High School A-Team

In 2017, the High School A-Team refocused its efforts to preparing students for both post-secondary education and career opportunities upon graduating high school. With this goal in mind, the A-Team reviewed several data points including ACT scores, end-of-course scores, and number of students taking remedial classes at the local community college. This data review, coupled with the fact that literacy was becoming a focus of not only the school district but also the Nashville community, the A-Team identified reading skills and English language arts as priority areas. Knowing that each zoned high school housed multiple career pathways and academies, the A-Team began to ponder how they could tap into business partners during the school day to help students gain additional industry knowledge and improve their reading skills. After mapping out opportunities to connect with the school schedule, the A-Team came up with the idea of having business partners bringing in journal articles and teaching them how to read like their desired professions, e.g. “Read like a Banker”. This concept developed into the Career Reading model, which was piloted at Glencliff High School.

The goal of the Career Reading Pilot is to increase students’ reading skills and confidence while fostering a richer understanding of industry and strengthening connections between core classroom instruction and careers. Utilizing Close Reading Strategies, business partners bring in grade-appropriate, industry-related texts and research articles to read and discuss content with students, model industry-specific reading skills, and make real-world connections with the classroom content. During Career Reading sessions, volunteer business partners bring in articles connected to class material and read and discuss the article with students, highlight important industry vocabulary, walk students through how they read articles for their profession, share their personal journey, and utilize their personal expertise to bring the content alive.

The first pilot started in January 2018. During this time, Alignment Nashville® coordinated business partners to implement the pilot in a health science CTE course 6 times over the course of the semester. The results of the pilot were promising but limited, and the decision was made to try the pilot in a core subject classroom instead of a CTE class. Implementing in a core subject class would give core teachers a specific way to integrate their academy’s theme into their classroom, further making real-world connections with students’ career interests. The second iteration of the pilot occurred in Fall 2019 and had more promising results. At the end of pilot, the three participating English classrooms reported the following:

• 80% of students believe they are better prepared for future career
• 98% of students would like to engage again with Career Reading volunteers in the future
• Participating students read more industry publications than non-participants
• Participants scored higher on a practice ACT Science Section given after the pilot was over, and their post scores were higher than the scores of a control group that did not participate.

After having undergone its third pilot in Spring 2019 in a biology course, Career Reading will now be scaled in five high schools during the 2019-2020 school year. What started out as a pilot to increase literacy and industry knowledge has morphed into a systems change effort which will alter how existing school structures work together. Moving forward, the pilot will bring together core subject teachers, individual academy coaches, literacy coaches, and existing academy partners to plan how industry articles and texts fit throughout the school year and to maintain ongoing support. Career Reading provides an additional opportunity for core subject teachers to “teach through the lens” of their academies.

What started out as a pilot to increase literacy and industry knowledge has morphed into a systems change effort which will alter how existing school structures work together.
“Last year I had the privilege of participating in the Career Reading initiative in Dr. Diaz’s ELA class at Glencliff High School. It represented an opportunity for me to interact with students about the healthcare industry while at the same time exposing students to healthcare industry reading material. We explored tough healthcare ethics issues and looked at a lot of the innovation going on in the industry. I believe the program does a great job at engaging students about contemporary issues in careers and providing challenging reading material that allows the English teacher to reinforce critical reading skills.”

- **Lance Lott**, Executive Director of Technology Information Services for MNPS and Career Reading volunteer

Examples of lessons with Career Reading business partner volunteers
One of the most difficult things to do is sustain change - but Alignment Nashville® is proud to be part of a community-wide effort to sustain and improve the Academies of Nashville for more than 13 years.

What started as the vision of a few high school principals in 2006 has grown into reality for Nashville’s high school students by engaging every sector of our community. Widely recognized as a leader - both nationally and internationally - in implementing and sustaining wall-to-wall academies, Nashville has leveraged our collective experience and expertise to help other communities transform their own high schools using the academy model, while providing sustaining revenue for the Academies of Nashville. We are proud to say that we have developed ways to "do well" for the Academies of Nashville - while we "do good" for other communities on this same journey.

What are the Academies of Nashville?
The Academies of Nashville offer a practical, hands-on approach to learning in a “school-within-a-school” setting; students have the opportunity to choose one of 39 academies that offer early college credit, certifications, and advanced academics. Each academy has a theme, centered around a specific interest or career area, and business and community partners provide relevant, engaging experiences to help students build a vision for their future that they might otherwise not ever have even imagined. For more information, please visit www.academiesofnashville.com.
How does Alignment Nashville® support the Academies of Nashville?

- Alignment Nashville® is one of the Founding Partners; we engaged a broad range of community partners to build long-term buy-in and support for the Academies. This support from every sector of the community has sustained the Academies through various leadership changes, which is often when education initiatives struggle to survive.
- Alignment Nashville® also houses the Nashville Hub® (a Ford Next Generation Learning Hub), which serves as a clearinghouse for the resources and expertise in Nashville regarding the academy model. The Nashville Hub® partners with Ford Next Generation Learning (www.fordngl.com) and provides training and support for communities across the country implementing the academy model. The Nashville Hub® also hosts the Academies of Nashville Study Visit, which has brought more than 5,000 people to visit the Academies of Nashville since 2011 with more than $1 million impact on the Nashville economy, according to a report by the Nashville Area Chamber of Commerce. All of the work of the Nashville Hub® benefits Nashville; since 2013, the Nashville Hub® has raised more than $800,000 for the direct benefit of Academies of Nashville students, teachers, leaders, and partners.
The Adolescent Sexual Responsibility and the Healthy Starts A-Teams merged in the fall of 2017. The Healthy Starts Committee was originally created to support pregnant and parenting teens, to prevent rapid repeat pregnancies and increase high school graduation rates among teen parents; the Adolescent Sexual Responsibility Committee was created as a support for evidence-informed best practices in sexuality and reproductive health education for MNPS educators and youth.

Immediately after the merger, the newly formed team was awarded a one-year planning grant from the National Association of County and City Health Officials through the Metro Health Department with the goal of building a new strategic plan for the team. The A-Team held a weekend retreat, led by NACCHO facilitators, in December 2017 and came out with five main priorities:

- Analyze current best practices
- Engage community stakeholders
- Position youth voice to lead systems change
- Equip partners to integrate sexuality and SEL
- Conduct an MNPS Youth Risk Behavior Survey

Following the team’s strategic planning retreat, MNPS used this strategic framework to write a $1,750,000 five-year grant from the Centers for Disease Control (CDC). The priorities of this Promoting Adolescent Health through School-Based HIV Prevention grant are to:

- Conduct school-based surveillance on youth risk behaviors and school health policies and practices. (YRBS)
- Work with schools to implement school-based programs and practices designed to reduce HIV and other STDs among adolescents, including strengthening sexual health education (SHE), increasing adolescent access to key sexual health services (SHS), and establishing safe and supportive environments (SSE) for students.

The A-Team is working along with Metro Schools in identifying community partnerships that can (1) provide classroom presentations/trainings and (2) create a resource guide to be used by school staff in providing coordinated support to students in a wide array of areas such as mental and emotional health and counseling, financial coaching, LGBTQ resources, nutrition assistance, etc.

The MNPS Youth Risk Behavior Survey was administered by the Health Department across the district in the spring 2019 and data is currently being analyzed.

As the MNPS Grant Coordinator for the CDC Promoting Adolescent Health through School-Based HIV/STD Prevention Program, the strong and valued partnership with the ASR/Healthy Start A-Team has been instrumental in supporting our youth by: aligning strategic priorities, providing programmatic insight and guidance and promoting school and community engagement. The knowledge and expertise of the A-Team members has been crucial in building a safe, healthy and inclusive environment for all students.

Kimothy Warren
CDC Grant Coordinator
Metro Nashville Public Schools
As an ASR/Healthy Starts Team Co-Chair, I continue to appreciate the power of young people’s voice to tell us their vision and the commitment demonstrated by community organizations to co-lead systems and culture change with young people.

D’Yuanna Allen - CoChair
Metro Public Health Department
This past year was a busy year for the Integration of International Families A-Team, which had two major initiatives. First, the A-Team began the year reviewing data to understand the causes of chronic absenteeism among international students who had recently arrived in the United States. Chronic absenteeism is defined as a student missing 10% or 18 days or more of the school year. The A-Team conducted six focus groups with high school students to find out more about the experiences of newly arrived Latino students. The focus groups included U.S. born Latino students, those who had been in the U.S. for most of their lives, and new arrivals. The focus group asked questions about their experiences ranging from what supports they needed, if they felt welcome, and their views on attendance and discipline. The themes that emerged included:

- students need more information to help their matriculation through high school
- students need more individualized help
- students are not aware of what resources are available to them, particularly resources related to job opportunities and academic supports
- students feel that school staff could be more culturally competent and welcoming
- some students also identified a lack of hope for being able to fulfill some of their personal and professional aspirations due to the current political climate

With this in mind, the IIF A-Team developed a mentoring pilot to connect bilingual Spanish community partners with new arrival students once a month. The Éxito (Success) Program was designed to provide additional support to new American youth and families in MNPS. Through recruiting mentors for students, Éxito provided an opportunity for caring, bilingual Spanish speaking professionals in our community to build relationships with students and provide additional accountability and support to help students navigate school, increase their sense of belonging, and increase their school attendance. Each month mentors and MNPS staff met with students to share their personal stories, provide additional support and encouragement, and engage in activities and presentations designed to empower students, give them a greater sense of hope, and provide support students needed.

While students reported that they enjoyed participating in Éxito and that they were learning valuable information, their attendance each month was in the A-Team gleaned these valuable lesson consistent and overall, the initiative had minimal effects on students’ attendance. Throughout this process, however, the A-Team gleaned valuable lessons:

1. The focus group process reinforced the power of getting the input of students. After the focus group, many of the students shared that they enjoyed sharing their experiences with adults and feeling that the adults were actually going to implement something to address their concerns.
2. Students’ responses allowed the A-Team to have a more complete picture of barriers and support needed to help as new Americans transition to high school and to the American education system. It also revealed that there is an area of need among this population.
3. While the team was able to solicit great information and designed a tactic to address the needs that were expressed, they could have been more impactful if their process dug deeper to uncover and address the root causes of students’ absenteeism.

These experiences and lessons learned will inform how the A-Team goes about gathering data for future initiatives and shape how tactics are designed.
The second initiative focused on Long Term English Learners (LTEL’s). LTEL’s are students who have been in the EL program for over 6 years. Data shows that the chances of students ever exiting the EL program greatly decrease if they fail to do so by 5th grade. Currently, 17.4% of MNPS EL students are considered LTELs. LTELs typically perform below grade level in reading and writing, and as a result, struggle in all content areas that require literacy. Alignment Nashville® was awarded a $15K SPARK grant from the Blueprint for Early Childhood Success to answer a core research question:

**Does teaching literacy through technology-based curriculum lead to deeper and more complex language acquisition and skills proficiency for families of K-4 students at risk of LTEL?**

The SPARK grant allowed us to partner with Lipscomb University, L.E.T.S. Play, Nashville Food Project and MNPS EL Office to adapt the LEAF Community Nights model, a two-generational literacy program for international families and a previous A-Team initiative, to provide additional language support through students learning how to code as well as provide basic computer skills to parents.
The Music City Social Emotional Learning (SEL) Conference was born out of a small professional development opportunity for local teachers and community partners who were early adopters of the social emotional learning framework. Now in its 9th iteration, a national audience of nearly 900 educators, youth-serving professionals, and community leaders attended the 2019 conference, including 150+ presenters, exhibitors, and volunteers. Over the course of almost a decade, the conference has not only grown in size and capacity, but fostered a powerful community of practice and imbedded the foundational principles of SEL in Nashville’s approach to education and youth-serving sectors.

Care for Self, Care for Others, Care for Community was the theme of the 2019 Music City SEL Conference, held June 27-28 at Cane Ridge High School. This multifaceted paradigm recognizes that social and emotional learning isn’t just a program or a strategy, but a framework for the way in which we approach the work of educating the “whole child.” This idea takes into account both their interpersonal interactions with others including families, peers, and the educator, caregiver or service provider as well as the levers of power and influence within the environment, impacting every element of their daily lives. Additionally, this theme uplifts the notion that those serving the child directly must also care for their own needs and remain astute and responsive to external forces.

This year featured a Pre-conference Learning Institute led by Vinny Ferraro of Mindful Schools to equip educators with tools and strategies for compassionate self-care. The main event kicked off with Dr. Dena Simmons, author, activist, and Associate Director of the Yale Center for Emotional Intelligence, who shared her story of resilience, growth, and self-reflection. To conclude the conference, Dr. Peter Senge – a guru on the topic of systems change and author of “The Triple Focus: A New Approach to Education” – expertly tied together the three elements of this year’s theme. The keynote plenaries were complemented by more than 100 workshop offerings spanning a wide variety of SEL-related topics.

The 2019 Music City SEL conference continues to be a powerful collaboration between Alignment Nashville®, Metro Nashville Public Schools, with sponsors QuaverSEL and KidLink Treatment Services, and support from dozens of community partners.
Opportunity Youth

Supported by the 16-24 Out of School, Out of Work A-Team

There are approximately 9,100 youth between the ages of 16 and 24 years old that are out of school and out of work (OOS/OOW). The costs of this crisis to our community are enormous; each youth that does not graduate with a high school diploma will earn $10,000 less per year or $260,000 over their lifetime. The national unemployment rate for this youth is 29.8%, and 75% of state prison inmates are high school dropouts.

Over the past years, the 16-24 OOS/OOW A-Team has been focused on the re-engagement of those youth that have dropped out of high school and disconnected from the community and life. There has been much work done in creating awareness about these youth and how we, as a community, can work together in providing opportunities for these youth to reconnect and reengage with their own successes. Previous successes include the Re3 initiative, which provided training and a coaching curriculum for community partners that interact with Opportunity Youth.

Over the past year, this A-Team, with leadership and funding from the Nashville Career Advancement Center, embarked on a journey to learn more about this population. This work started with a Youth Participatory Action Research plan, which partnered with Opportunity NOW to hire 15 Opportunity Youth to identify and survey other Opportunity Youth. Through these conversations, the research team began understanding the complex systems that exist and how youth see themselves in or out of these systems. They also asked a series of questions regarding their education, living and job status.

A report highlighting the findings of the research project and final recommendations will be released in September 2019. There are two distinct areas of focus generated from these recommendations. (1) Prevention: How do we prevent students from disconnecting and dropping out, and (2) Intervention: How do we reach those youth who are out of school and out of work (disconnected) and help them back on their own pathway to success in education and career.

The 16-24 A-Team is proud to have played a role in catalyzing two other local collective impact efforts - the Adult Education Collaborative and the Opportunity Youth Collaborative - that are supporting adult learners and opportunity youth. Looking ahead, the 16-24 A-Team anticipates shifting its focus to support the dropout prevention recommendations in the Opportunity Youth Collaborative report.
In 2017, the Community Achieves Alignment Team was charged with scaling up and sustaining Community Achieves (CA), MNPS’ community schools initiative, across the school district. In the community schools model, schools are essentially seen as a resource hub for the community. As the A-Team worked to scale the initiative, it wanted to make sure that the voices of parents, community members, school partners, and school staff were all incorporated into the operations of the school and the services and opportunities that it provided. As part of that charge, this year the CA A-Team took on the task of creating and working to implement community advisory teams, which were made up of and allow all school stakeholders to have and feel ownership in supporting youth success. Through including multiple stakeholders’ voice, the team would be able to utilize and identify untapped resources, have an effective two-way flow of information between schools and the community, and tap into stakeholder’s community knowledge and expertise tied to their lived experiences. This in turn would lead to more positive school culture, as the increased level of buy-in would explicitly show that all stakeholders are valued and are responsible for student success.

Over the course of 2018-2019, the Community Achieves A-Team was very diligent in making sure that they left no stone unturned in creating an advisory team that was different from any other school organization of which stakeholders had been a part. In the fall, Metro Nashville Public Schools along with Alignment Nashville® and Communities in Schools of Tennessee received a $150,000 planning grant from The Together for Students initiative, created by the Coalition for Community Schools, Communities In Schools, and Strive Together to bring local partners together to plan how to align resources to support student-centered learning. The grant allowed the A-Team to make study visits to Knoxville and Chattanooga to better understand how their community schools engaged stakeholders. The A-Team also delved deep into the revised Community Achieves standards which had a greater emphasis placed on shared power and leadership among the school and community, and interviewed community school coordinators, site managers, and directors from Communities in Schools of Tennessee, Community Achieves, and the Family Resource Centers in order to glean best practices in soliciting student voice. The resulting product of these efforts is the creation of a framework for a school advisory team that emphasizes trust through relationship building, the spirit of collaboration among equals, and a structure for ensuring that stakeholder voices are heard, and that their ideas are able to be implemented at the school level. The A-Team plans to conduct two sets of trainings during the 19-20 school year: the first where community schools managers and site coordinators are trained with strategic partners on how to facilitate and start the advisory teams, and the second, where all stakeholders who are on the advisory team will be trained together, emphasizing relationship building, culture change, definition of a common language, and the process for ensuring they can impact the students.
Nashville Hub® is a program of Alignment Nashville®. **OUR MISSION** is to provide coaching and support to communities that are working to transform the high school experience using the Academy model to prepare all students for college, career, and life. Through these efforts, the Hub provides financial support, supplemental resources, and ongoing professional development at no cost to the Academies of Nashville.

The Nashville Hub® hosts the Academies of Nashville Study Visits, to share how Nashville has transformed its high schools into personalized learning communities that offer rigor, relevance, relationships, and readiness for all students. To date, Nashville Hub® has hosted over 5,000 visitors from 386 communities, 42 states and 3 countries.

**CUSTOMIZED TRAININGS AND CONSULTANCIES**

The Nashville Hub® utilizes current and recent practitioners and experts to guide your community through every element of high school transformation. Personalized trainings and consultancies available through the Nashville Hub include:

- Interdisciplinary teaming for academies (ITA)
- Interdisciplinary team leader training
- Progress monitoring for ITA
- Teaching on the block
- Administrator/leader training
- Academy identity
- Experiential learning for teachers
- Academy coach training
- Academy counselor training
- Freshman academy development/visioning
- Career academy 101
- Academy 2.0 development
- PBL splash
- Progress monitoring for fidelity of academy implementation
- Career Exploration Fair 101
- Master scheduling for pathways/academies
- Master scheduling for high school/middle school and academies
- Distributive leadership in the academy model
- Externship training
- Use of data in the academy model
- Project based learning (PBL) for academies, middle schools and elementary schools
- Freshman seminar consultation

**NEW PRODUCTS IN 2019**

**FRESHMAN SEMINAR COURSE** - Blended course optimized for classroom and/or virtual delivery including 6 college and career readiness lessons and 80 career pathways.

**COMMUNITY ENGAGEMENT** - Alignment USA® now offers trainings, consultancies and services through Nashville Hub® based on the Alignment toolset developed in Nashville.
Alignment USA® (AUSA), a program of Alignment Nashville®, was formed in response to growing nationwide interest in our model of a coordinated support framework for youth success. AUSA now convenes a national network of shared practice as well as customized support and services to individual organizations.

COMMON THREADS
Across the Alignment USA® network we are seeing some common issues being addressed. Early childhood, college and career readiness, work-based learning and health are areas in which many of our network communities are focused.

EARLY CHILDHOOD
Providing opportunities for young children is essential to ensure that all children graduate and are prepared for college and/or career. Communities with teams in this work included Align Peoria, Alignment Collaborative for Education, Align Southern Indiana, Alignment Nashville®, Alignment Bay County, Polk Vision, and Alignment Bay Area.

Alignment Rockford Highlight: The Healthy Starts A-Team has developed and is scaling their Stay-N-Play ITP. This initiative provides activities to encourage playtime and one-on-one contact for families with children 0-5 years old.

COLLEGE & CAREER READINESS / WORK-BASED LEARNING
Communities and school districts across the country currently invest a lot of resources in work-based learning and college and career readiness strategies. Communities with teams in this work include Alignment Rockford, Alignment Collaborative for Education, Alignment Bay County, Alignment Nashville®, Polk Vision, Alignment Bay Area, and OneFuture Coachella Valley.

Align Peoria Highlight: The College and Career Readiness A-Team has launched their See it. Be it. ITP. Designed to foster a rich understanding of career opportunities and strengthening connections between school and work, this ITP has speakers from various career fields share their work related and training experiences, career vocabulary, and skills needed to be a successful employee to students in grade levels K-5.

HEALTH
According to Charles Basch, Richard March Hoe Professor of Health and Education at Teachers College, Columbia University, “Health related problems play a major role in limiting the motivation and ability to learn … Healthier students are better learners.” Communities with teams involved in this work include Alignment Collaborative for Education, Align Southern Indiana, Alignment Bay County, Polk Vision, Alignment Bay Area, and OneFuture Coachella Valley.

Alignment Nashville® Highlight: The Adolescent Sexual Responsibility/ Healthy Starts A-Team has launched the Sexual Health School Partners ITP. Participating partners will create in-school presentations to support sexual health education and entries for a Family Life & Sexuality Education Resource Guide.
2019 COMMUNITY SPOTLIGHTS

Alignment Bay County
When Hurricane Michael hit the community of Panama City in October of 2018, dozens of lives were lost and homes, schools and businesses across the community were damaged or destroyed. The stress of rapid change and uncertainty is taking a toll on the mental health of both adults and youth. Alignment Bay County (ABC) has formed a new group to lead this work – the ABC Mental Health Committee – and is shifting the focus of its existing Alignment Teams toward a system-wide effort to combat a rise in mental health needs.

Alignment Bay Area
Alignment Bay Area (ABA) focuses their work on increasing the number of people of color working in Science, Technology, Engineering and Math (STEM) careers. Their objective is to align existing resources and scale the coordination of strategies that work. ABA fully understands that to achieve equity requires their commitment to the Alignment Toolset and are working to cultivate the relationships and skills necessary to solve this historical issue.

Alignment Collaborative for Education
Alignment Collaborative for Education (ACE) has adopted a focus on trauma-informed care and is supporting U-46 school district and the greater community in preparing educators and others to better respond to students with adverse childhood experiences. The Trauma Informed Care A-Team is working to build a culture of care that empowers students and teachers. To date, the team has piloted resiliency teams in elementary and middle schools and facilitated professional learning opportunities for teachers and staff.

Align Southern Indiana
Align Southern Indiana (ASI) brings together five counties in Southern Indiana and is focused on achieving regional goals. One of Align Southern Indiana’s foundational areas of focus is ‘quality of life’, and a stated long-term outcome is to become a community free of substance abuse. One of ASI’s first Alignment Teams was the Addiction Prevention A-Team, created to focus on addressing the opioid crisis in the region. This team’s very first tactic is aligning community resources to provide evidence-based prevention programming to 6th graders across the region.
Alignment USA® Network Communities

Alignment Nashville®
Nashville, Tennessee

Alignment Rockford
Rockford, Illinois

Kamehameha Schools
Waianae, Hawaii

OneFuture Coachella Valley
Coachella Valley, California

Alignment Collaborative for Education
Northwest Illinois

Alignment Bay County
Bay County, Florida

Polk Vision
Polk County, Florida

Alignment San Bernardino County
San Bernardino County, California

Alignment Bay Area
Bay Area, California

United Way of Southeastern Michigan
Detroit, Michigan

Align Peoria
Peoria, Illinois

Mississippi Statewide Afterschool Network
Jackson, Mississippi

Align Southern Indiana
Clark, Scott, Floyd, Harrison and Washington Counties, Indiana

AUSA also provides services in the areas of:
Consensus building
Stakeholder engagement
Long-term planning
Team building
Convening conversations
Project management

AUSA also provides services or support to:
Nashville Health
Nashville, Tennessee

Bowling Green Area Chamber of Commerce
Bowling Green, Kentucky

Project HOPE Consortium
Boston, Massachusetts
Alignment Nashville® is grateful for investments from the following organizations:

Mayor David Briley/Metro Nashville Government
Metro Nashville Public Schools
HCA Foundation
Belmont University
Ingram Charitable Foundation

These investments have made it possible for AN to align and leverage resources worth more than $2 million in the 2018-19 fiscal year.

Collective value of meetings and programming through AN: $384,925
Grants secured in collaboration with AN/A-Teams: $1,900,000

TOTAL RESOURCES AlIGNED/LEVERAGED: $2,284,925