

Nashville Promise Neighborhood

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Section 1: Need for the Project

Rationale for geographic scope of the Nashville Promise Neighborhood: The Nashville Promise Neighborhood (NPN) is poised to leverage a collective commitment to transform the health, education and college outcomes of a new generation of students. The Metro Nashville Public Schools (MNPS), the Metro Nashville government, local universities, healthcare providers, local agencies and funders are investing in prevention and intervention efforts. The Promise Neighborhood Planning Grant provides the resources needed to braid together city-wide investments into place-based change that focuses on communities and schools with profound need, while using a common set of indicators to identify the most successful interventions.

The Nashville Promise Neighborhood is the ideal candidate for a Planning Grant due to the combination of the following factors: 1) critical need in East Nashville's Stratford cluster of schools, 2) a lead community agency that models the cradle to career investment model with existing outcomes-oriented programs with the capacity and infrastructure to scale up, 3) a data-driven orientation led by Vanderbilt Peabody School of Education, the top school of education in the U.S. and supported by MNPS, and 4) a network of motivated collaborators and community members. In addition to transforming the lives of youth in the Stratford cluster, the NPN will develop a model for transforming community outcomes throughout Nashville and Tennessee. By coordinating our efforts with education and government partners, as well as funders, we will build expectations for service delivery that extend across settings, incorporate the whole family, and demand measurable outcomes.

The Nashville Promise Neighborhood serves a target area where high school students

read on average at a fourth grade level, one in ten children go to college, and generations of families grow up in public and subsidized housing. Through the investments of the partners in the Nashville Promise Neighborhood, we will strengthen current supports and fill gaps in need, and continue to build a highway of services that will help lead individuals out of poverty into a world of opportunity and choice. This grant will illustrate how the NPN works, the methodology and process involved in articulating our solutions. But, the real gains are made in the lives of those we serve through the development of healthier, productive youth and families surrounded by an abundance of assets.

The lead agency, Martha O'Bryan Center (MOBC), has been located in the heart of Nashville's largest and most impoverished public housing development, Cayce Place and CWA Plaza Apartments, since 1948. MOBC is surrounded by a diverse array of neighborhoods throughout East Nashville. This community is served by Metropolitan Nashville Public Schools (MNPS) Stratford cluster schools. The Stratford cluster includes the six elementary schools and two middle schools that feed into Stratford STEM Magnet High School. There are an additional six magnet or charter schools. Over the next ten years, the NPN will build a continuum of solutions to serve all of the 10,300 children in the Stratford Cluster, which includes 6,300 school-age children.

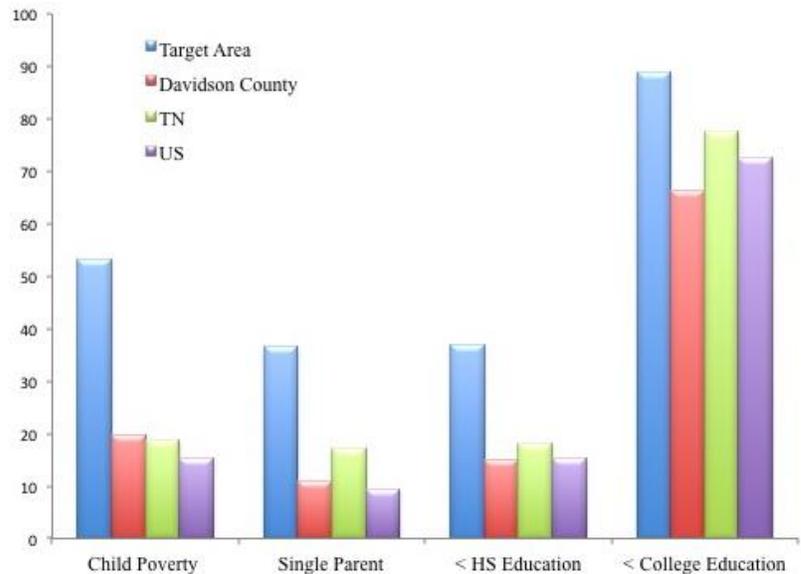
In order to go to scale in the Stratford cluster, the NPN will develop our Promise Neighborhood in two phases. Phase I will target the most high-need schools and neighborhoods in the community. We define high-need based on income level, concentration of extreme poverty (below half the federal poverty level), violent crime, high unemployment, and historically low-performing schools. The four neighborhoods with the highest levels of identified need within the Stratford Cluster are Cayce Place, CWA Plaza Apartments, the Shelby

Hills neighborhood, and the Edgefield neighborhood, and are encompassed by 2010 census tracts 117, 119, 192 and 193. The NPN target neighborhoods are served by the following schools: Ross Elementary School, Kirkpatrick Enhanced Option Elementary School, Warner Enhanced Option Elementary School, East End Preparatory School, Bailey STEM Magnet Middle School, and Stratford STEM Magnet High School. Phase I, defined as the target area throughout this document, will serve 2,300 school age children from these schools. Phase II planning will

begin in 2013 to serve the additional 4,000 school age children by incorporating the remaining nine elementary and middle schools (including magnets and charters) in the Stratford cluster.

Community context: Our neighborhood houses the most impoverished residents of Nashville, dotted with pockets of

Figure A: Differences in poverty indicators between target area, county, state, nation. We have combined city and county government, defined as Davidson County.



affluence. It is divided by class as much as race. Specifically, the racial composition of our target area is 60% Black, 29% White, 6% Hispanic, and 5% other. As demonstrated in Figure A, compared to city, state, and national rates, our target area is substantially more distressed in accordance with a number of indicators affiliated with concentrated poverty. The percentage of families who participate in the Supplemental Nutrition Assistance Program is more than three times greater in our target neighborhood than in the rest of Nashville. Only one third of housing

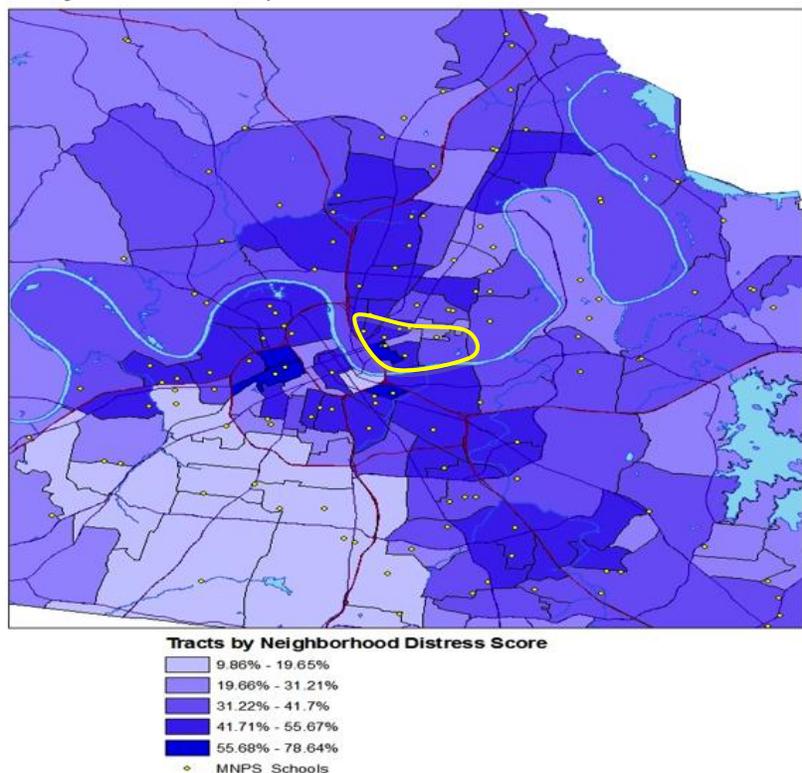
is owner-occupied; the rate for all of Nashville is 59%. Forty-five percent of adults in the target area are unemployed. Educational attainment is substantially lower, 68% of adults have a high school diploma compared to 85% citywide.

In the most highly distressed census tract of our target area (Census Tract 193), 87.3% of children live in poverty and the median household income is \$10,412, which is less than one fifth of the citywide median income. A high percentage of families in Census Tract 196 (Cayce Place) are living on Families First state assistance and are in an even more distressed financial condition. For example, a family of three (mother and two children) receives \$156 in cash assistance and \$350 in food stamps each month. Within this tract, only 5.8% of residents have graduated from college, and only 5% of homes are owner-occupied.

Figure B represents the relative level of neighborhood disadvantage by census tract as calculated by averaging

together the poverty, unemployment, home-ownership rates and the percent of residents: without a college degree, not in managerial or professional positions, and participating in the federal food stamp program.¹ Our target area includes one of

Figure B: Neighborhood distress by census tract, Davidson County. Target Area circled in yellow



¹ This technique was adapted from South, S.J. & Crowder, K.D. (1999). Neighborhood effects on family formation: Concentrated poverty and beyond. *American Sociological Review*, 64(1), 113-132.

the most distressed census tracts in the city, as well as tracts that are less distressed.

Schools: Schools in the Stratford cluster mirror the pockets of concentrated neighborhood poverty and disadvantage that surrounds them. As illustrated in Table A, between 82% and 98% of the children and youth attending schools in the target area qualify for free or reduced-price lunch. The landmark work of Nashville researchers² shows that the concentrated poverty of neighborhoods surrounding these schools has exacerbated educational inequities since the end of cross-town bussing in 1998 and historically has trumped school-based efforts to overcome the effects of poverty on children’s academic and social outcomes. This work signaled a need for educational reform efforts that extend beyond the walls of schools as a part of a broader community-wide transformation initiative.

Table A: School statistics

	Stratford 9 – 12	Bailey 5 – 8	Kirkpatrick PK – 4	Warner PK – 4	Ross PK – 4	East End Prep
Standing (2011)	Corrective Action	Corrective Action	School Improv. Yr. I	School Improv. Yr. I	Good Standing	Opened Aug 2011
Free/Reduced Lunch	82.0%	94.9%	98.4%	95.6%	95.7%	95%
Economic Disadv.	84.3%	> 95.0%	> 95.0%	> 95.0%	> 95.0%	---
Mobility Rate	65.3%	48.6%	30.9%	27.4%	33.2%	---
Rate of Absences	12.5%	8%	6.9%	4.8%	5%	3%
Math AYP (2010): Total % basic/below basic proficiency	52.3%	94.5%	68.1%	90.5%	79.0%	----
Reading/Language AYP (2010): Total % basic/below basic proficiency	55.7%	73.8%	77.9%	82.2%	81.9%	---

Source: Data is derived from a combination of data from the Tennessee Department of Department of Education, Metro Nashville Public Schools and individual school reports. East End Preparatory Charter School opened its doors in August of 2011.

² Smrekar, C., & Goldring, E. (2009). Neighborhood Schools in the Aftermath of Court-ended Busing: Educators’ Perspectives on How Context and Composition Matter (pp. 157- 192). In: C. Smrekar and E. Goldring (eds). *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation*. Cambridge, MA: Harvard Education Press

The Nashville Promise Neighborhood will target school reform efforts at six schools. All of the selected schools demonstrate elevated levels of academic and socio-economic need: Ross Elementary School, Kirkpatrick Elementary Enhanced Option School, Warner Elementary Enhanced Option School, East End Preparatory School, Bailey STEM Magnet Middle School, and Stratford STEM Magnet High School. Each of these schools has a high percentage of students performing at basic or below basic level of proficiency in mathematics and reading/language, as highlighted in Table A.

All of these schools failed to meet Adequate Yearly Progress (except East End Preparatory, which just opened). All but one require “School Improvement” or “Corrective Action” according to *No Child Left Behind* standards. Bailey STEM Middle Magnet School has been identified by MNPS as a school in turnaround intervention. Also, at Warner Elementary Enhanced Option School, 90.5% of students are performing at a basic or below basic level of proficiency in mathematics and 82.2% are at a basic or below basic level of proficiency in reading/language, significantly worse than the state averages for K–8 students of 66% and 49%, respectively. Stratford STEM Magnet High School scores are considerably worse than the Tennessee state averages, with 52.3% students at basic or below basic proficiency for mathematics and 55.7% for reading/languages. Overall, school statistics are even more striking when put in a national context.

In reviewing this planning grant, it is important to understand that until 2010, Tennessee had some of the lowest achievement standards in the country and still ranked at the bottom of national achievement evaluations. From 2004-2010, Stratford STEM Magnet High School had an average graduation rate of 61% and has been on and off the Most Violent Tennessee Schools list. Against national standards, our schools would have been classified as persistently low

achieving for the past ten years.

In the spring of 2010, the NPN Data and Evaluation Subcommittee conducted a number of focus groups with parents, students, principals, teachers and other stakeholders within the target area. Data from those conversations illustrate a general feeling of disappointment and frustration with the current state of local public education among community members (specifically among parents, students, and school administrators). Parents have identified children succeeding in school as the number one priority for community health. Parents and students feel that low academic standards plague local schools, expressing their concern that low expectations negatively affect student engagement and behavior and do not adequately prepare students for college. Parent engagement is a high priority of our reform minded Director of Schools at MNPS. Students also reported having inadequate resources to support their learning, such as limited access to technology and no transportation to magnet choice schools.

School Safety: School safety is a universal concern among all community members interviewed. Parents and teachers related numerous stories of shootings beside school playgrounds and serious fights inside school premises. Stratford STEM Magnet High School with a total enrollment of 707 students, reported 1,928 discipline incidents, from 446 students in school year 2010-11 (MNPS Data Warehouse). This included incidents of assault, fighting, drug possession, and firearm possession. The NPN target area is also a multiple gang community, with at least three notorious gangs (the Crips, the Bloods, the Gangster Disciples), operating in the schools and neighborhoods.

Crime: The violent crime rate is significantly higher in our target area than in the surrounding neighborhoods. Between June 2010 and June 2011, the areas surrounding the six schools in our target area experienced a substantial amount of crime, including 10 homicides, 35

forcible rapes, 312 robberies, 333 reports of domestic violence, and 491 aggravated assaults. Half of the rape victims were juveniles. In focus groups, residents spoke frequently about how crime affected neighborhood children, restricting them to indoor play and isolating community residents from each other.

Health: The most pressing health issues that negatively affect school achievement and attendance in our target area are poor birth outcomes (developmental delays), asthma, childhood obesity, diabetes, and poor nutrition. Health disparities manifest early in the lives of children exposed to poverty, as evidenced in the difference of birth statistics between Black and White residents of Davidson County. According to the Tennessee Department of Health,³ the infant mortality rate is over three times higher among the Black population (15.5%) in Davidson County than among the White population (4.8%). Fifteen percent of babies born in East Nashville are low birthweight and 14% are preterm babies (Metropolitan Nashville Health Department). Children born low birth-weight or preterm are at increased risk of experiencing developmental delays, which may result in decreased academic performance in the school years (Rothstein, 2004). Teen birth rates for the target area are the highest in Davidson County: as high as 32.8 births per square mile, compared to approximately 5.4 births per square mile for Davidson County (Metro Nashville Public Health Department, 2005).

Additionally, 22.8% of Black teenagers in Davidson County are asthmatic, compared to 13.3% of White teenagers in Davidson County and 14.7% of Black teenagers nationwide. Although Metro Nashville Health Department does not collect obesity statistics by neighborhood; one quarter of children in Davidson County are overweight or obese.⁴ This rate is

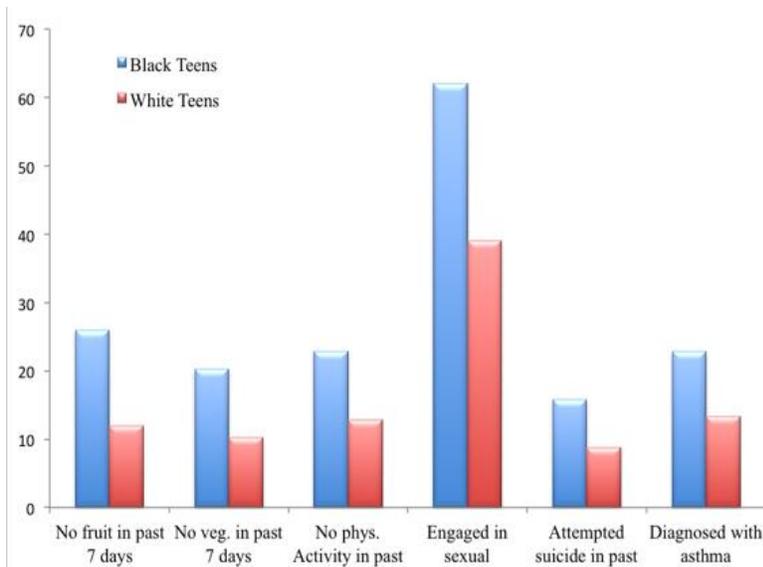
³ Tennessee Department of Health. (2009a). *General health data: death statistics*. Retrieved from <http://health.state.tn.us/statistics/death.htm>

⁴ Metro Public Health Department. (2007). *Youth Risk Behavior Study*. Retrieved from <http://health.nashville.gov/PDFs/HealthData/2007YRBSWebtables.pdf>

higher than the statewide rate, which is the second highest in the country.⁵ Dr. Shari Barkin, Director of Pediatrics at Monroe Carell Jr. Children’s Hospital indicates that one in three children who come to the hospital are obese.

The Metropolitan Government of Nashville and Davidson County (2010) has identified the NPN targeted area as a “food desert,” referring to a high-poverty area that is geographically isolated from a full-service grocery store and that has a high rate of residents without access to a car or public transportation. Over half of the residents in Cayce Place do not own cars, and 19% of residents in the Stratford cluster do not have a car (Nashville Chamber of Commerce).

Figure C: Health disparities between Black and White high school students in Davidson County



Source: Youth Risk Behavior Survey, 2007

Lead agency MOBC is currently working on a collaboration (with business partners and Second Harvest/Feeding America) to open a low-cost, healthy foods grocery store in the neighborhood. Community residents regularly advocate for better bus routes and MOBC Client Services staff distribute bus passes.

NPN matches the vision of the Promise Neighborhood initiative. We have historically failing schools, our young people do not go to college, unemployment is high, and poverty cycles through generations. The NPN

⁵ Trust for America’s Health & Robert Wood Johnson Foundation. (2010). F as in fat: How obesity threatens America’s future. Retrieved from <http://healthamericans.org/reports/obesity2010/executivesummary.pdf>

will build on existing assets from service providers, school leadership, and elected officials, to address need and bring about individual change for our clients, and systemic change for the community. Our vision flows from our experience, but is shaped by the nature of how we come together – shared data, a conduit of ideas, unified goals.

Section 2: Quality of Project Design

Building the Continuum of Solutions: The Nashville Promise Neighborhood (NPN) is a family systems approach rooted in the precept that communities are healthy when adults are working and children are succeeding in school. The NPN creates a collaborative network of services to provide a continuum of college to career solutions for *children and families*. This network works together to foster academic success for all children through the development of excellent public schools, healthy families and vibrant neighborhoods.

This Promise Neighborhood grant opportunity comes at a historic time when Nashville has come together with unprecedented focus and commitment on improving education throughout our city. Education reform is Mayor Karl Dean's number one priority; MNPS Achieves, a comprehensive school reform initiative was launched by Dr. Jesse Register; Quality education is the number one business priority for the Nashville Area Chamber of Commerce; National standards for student achievement were adopted throughout the state by former Governor Phil Bredesen. Everyone is speaking with the same voice, working to improve educational outcomes for all our youth.

The NPN has a strong network of the most talented and resourceful leaders in the city working together on common goals, a shared theory of change and a commitment to strengthening the continuum of solutions our partners bring to the table at the outset of this project. In the planning year we will expand this network, through the NPN Advisory Board and Working Groups. We have outlined the process of building the continuum:

- 1) Develop the NPN Matrix goals and indicators
- 2) Conduct Community Needs Assessment (CNA)
- 3) Prioritize areas of need based on CAN and current services

- 4) Build a plan for the continuum of solutions
- 5) Implement the NPN continuum of solutions while tracking indicators

Development of the NPN matrix goals and indicators: From January to April, 2011, NPN collaborated with researchers at Vanderbilt University Peabody School of Education to develop an evidence base for the results and indicators that will guide our continuum of solutions for children, youth and families. Using the Child Trends document, *Results and Indicators for Children: An Analysis to Inform Discussions About Promise Neighborhoods*, this matrix expands the 21 indicators included in that document to 32 NPN Results. The additional 11 results were developed from an extensive review of the education, child development, and community development literature and were added to ensure that students not only have access to college, but graduate from college and successfully transition to career. The NPN results and indicators are affiliated with MNPS outcomes critical to academic success and inter-related reform goals.

During the planning year, the continuum of solutions will be developed through the six NPN Working Groups (see Section 4). Each Working Group is assigned appropriate results and indicators from the NPN Matrix around which to develop a continuum of solutions. In order to do this, the Working Groups will use the Community Needs Assessment and Segmentation Analysis, as well as existing community data, to understand where to build the capacity of solutions in areas of targeted need. This is referenced in detail in Quality of Project Services, Section 3. Working Groups will then assess existing resources within the NPN as well as within the broader Nashville area. Working Groups will synthesize the research base, the Community Needs Assessment, and the voice of the East Nashville community to identify the indicators where NPN solutions can transform the educational achievement and long-term outcomes for NPN youth.

NPN Project results and indicators: The NPN Matrix (Table B below) details four of the critical components necessary for the planning year to be successful: 1) targeted outcomes for further research and evaluation; 2) the NPN Working Group assigned with planning for each outcome area; 3) the evidence based indicators including the required Promise Neighborhood Indicators (which are bolded in the chart); and 4) the proposed Working Group partners who will plan and implement the continuum of solutions. The NPN Matrix of results and indicators are aligned with *MNPS Achieves* outcomes that are critical to academic success and interrelated education reform goals.

Table B: NPN Matrix results and indicators

<i>NPN Matrix results and indicators-- Children experience healthy development</i>	
NPN Working Groups and Targeted Outcomes	Indicators of Success <i>(Required Indicators in Table 1 and 2 of the PN Planning Grant are in bold)</i>
Healthy Families Births are healthy and well-timed	<ul style="list-style-type: none"> ▪ # & % births not low birth weight ▪ # & % of births not preterm ▪ # & % of births the mother is married and ≥ 20 years old
Healthy Families; Thriving Children Children are healthy at time of school entry	<ul style="list-style-type: none"> ▪ # & % of children with selected preventable chronic health conditions or avoidable developmental delays at school entry ▪ # & % of children birth to kindergarten who have a place that they usually go other than an emergency room, when they are sick or in need of advice about their health ▪ # & % of children birth to kindergarten with healthy height and weight for age, up-to-date immunizations, and parents reporting children are in good or excellent health
Healthy Families Children live through infancy, childhood, and adolescence	<ul style="list-style-type: none"> ▪ Rates of infant and child mortality
Healthy Families Children and youth are physically, mentally, and emotionally healthy	# & % of students in grades 9-12: <ul style="list-style-type: none"> ▪ “Felt sad and hopeless for more than 2 weeks” in the past 12 months ▪ Seriously considered suicide in the past 12 months ▪ Smoked cigarettes or drank alcohol in the past 30 days ▪ Are obese ▪ Have given birth ▪ Participate in at least 60 minutes of moderate to vigorous physical activity daily

	<ul style="list-style-type: none"> ▪ Consume 5 or more servings of fruits and vegetables daily ▪ Drank soda at least once a day in the past 7 days ▪ Have witnessed or been a victim of violence
<p>Healthy Neighborhoods; Healthy Families</p> <p>Children and youth avoid violent mortality</p>	<ul style="list-style-type: none"> ▪ Rate of child and youth violent death
<p>Healthy Families; College and Career</p> <p>Youth are prepared for parenting before they become parents</p>	<ul style="list-style-type: none"> ▪ # & % of parents \geq age 20 ▪ # & % of parents with \geq a high school education ▪ # & % of married parents ▪ # & % of parents where one or both parents are employed
<p>Healthy Families</p> <p>Children and youth are free of abuse and neglect.</p>	<ul style="list-style-type: none"> ▪ Rate of child abuse and neglect (substantiated victims)
<p>Healthy Families; Achieving Students; College and Career</p> <p>Children have strong, positive sense of racial, ethnic, and/or cultural identity</p>	<ul style="list-style-type: none"> ▪ Sense of ethnic identity ▪ Exposure to racial socialization ▪ Frequency of experiences with racial discrimination
NPN Matrix results and indicators – School Readiness (Pre K – K)	
<p>NPN Working Groups and Targeted Outcomes</p>	<p>Indicators of Success (Required Indicators in Table 1 and 2 of the PN Planning Grant are in bold)</p>
<p>Thriving Children; Healthy Families</p> <p>Children are ready for school learning (socially, cognitively, emotionally) at the time of school entry</p>	<ul style="list-style-type: none"> ▪ # & % of 3-year-olds and children in kindergarten who demonstrate at the beginning of the program or the school year age-appropriate functioning across multiple domains of early learning, as determined by using developmentally-appropriate early-learning measures ▪ # & % of children from birth to kindergarten participating in center-based or formal home-based early learning settings or programs
NPN Matrix results and indicators - Academic Success (Pre-K through 16)	
<p>Targeted Outcomes NPN Working Groups</p>	<p>Indicators of Success (Required Indicators in Table 1 and 2 of the PN Planning Grant are in bold)</p>
<p>Achieving Students; College and Career</p>	<ul style="list-style-type: none"> ▪ # & % of students achieving proficiency, according to TCAP and NAEP Assessments at 4th and 8th grades ▪ # & % of students at or above grade level according to State (TCAP)

Children demonstrate achievement of grade-level proficiency in major subjects including reading and math.	in mathematics and reading or language arts assessments in grades 3rd-8th and at least once in high school.
Achieving Students; College and Career; Healthy Families Children are not chronically absent from school	<ul style="list-style-type: none"> ▪ Attendance rate for students in 6th, 7th, 8th, and 9th grade ▪ # & % of children missing 3 or more days of school in the past month. ▪ # & % of children missing 10 or more days in the school year
Thriving Children; Achieving Students; Healthy Families Children are in schools where income- and race-based reading gaps are eliminated by third grade	<ul style="list-style-type: none"> ▪ # & % of schools making progress in eliminating gaps associated with income and race in local assessments of reading proficiency at 3rd & 8th grades ▪ # & % of schools making progress in eliminating gaps associated with income and race in NAEP reading proficiency at 4th & 8th grades.
Healthy Neighborhoods; College and Career Youth are active participants in civic life	<ul style="list-style-type: none"> ▪ # & % of youth volunteering in the community ▪ Attitude and commitment to societal involvement ▪ Sense of collective efficacy
College and Career Youth graduate from high school.	<ul style="list-style-type: none"> ▪ Graduation rate ▪ # & % of 9th grade students who graduate with a regular high school diploma
College and Career Youth graduate from college (or achieve a rigorous post-secondary credential)	<ul style="list-style-type: none"> ▪ # & % of youth aged 25-29 who have obtained a 2-year or 4-year post-secondary degree or vocational certificate or other industry-recognized certifications or credentials without the need for remediation
College and Career Youth are prepared for or engaged in productive careers.	<ul style="list-style-type: none"> ▪ # & % of adults ages 25-29 who are enrolled in school or employed ▪ Perceptions of future job and educational prospects ▪ Rate of involvement in employment preparation activities
Healthy Families, Achieving Students; College and Career Families are actively	<ul style="list-style-type: none"> ▪ Quality of parent-teacher relationships ▪ Frequency of contact between parents and teachers ▪ Frequency of parental involvement at school (e.g., volunteering) ▪ Parents' values regarding education ▪ Parental involvement in educational activities at home (e.g., helping with

involved in their child's school	homework)
Thriving Children; Achieving Students; College and Career Children have positive relationships with peers	<ul style="list-style-type: none"> Strength & nature of social relationships with peers
Thriving Children, Achieving Students, College and Career Children are engaged in school	<ul style="list-style-type: none"> Student mobility rate Academic engagement: credits accumulated; time on task in classroom activities; homework completion Affective engagement: interest, boredom, happiness, anxiety in school Behavioral engagement: attendance; discipline referrals; extracurricular participation Cognitive engagement: self-regulation, use of strategies to gain knowledge & skills
Achieving Students; College and Career School has a positive climate	<ul style="list-style-type: none"> Perceptions of safety: # & % of students who feel safe at school and traveling to and from school as measured by a school climate survey, including social-emotional security School-wide support for learning, social and civic learning respect for diversity, Perceptions of adult social support Perceptions of student social support Reports of school connectedness/ engagement, Perceptions of physical surroundings
Thriving Children, Achieving Students, College and Career Children have access to quality teachers	<ul style="list-style-type: none"> Average years of teacher experience # & % of teachers with certification status # & % of teachers with Master's degree Rate of teacher turnover
Achieving Students; College and Career Children have access to rigorous curriculum	<ul style="list-style-type: none"> # of AP classes offered at the high school level # & % of students who take ACT # of middle school students who take algebra Expectations of school personnel for success
NPN Matrix results and indicators – Healthy Families	
Targeted Outcomes	Indicators of Success <i>(Required Indicators in Table 1 and 2 of the PN Planning Grant are in bold)</i>
Healthy Families Children live in families that provide structure, nurturance, and high expectations	<ul style="list-style-type: none"> # & % of families who have rules regarding television watching # & % of families who eat meals together # & % of families where parents or family members read to the child 3 or more times per week from birth to 3rd grade # & % of families with good parent-child communication # & % of parents or family members who report encouraging their kindergarten through 8th grade student to read books outside of school

	<ul style="list-style-type: none"> # & % of parents or family members who report talking with their 9th-12th grade student about the importance of college and career
<p>Healthy Families; Healthy Neighborhoods</p> <p>Families are connected to supportive networks and needed services</p>	<ul style="list-style-type: none"> # & % of students who have school and home access to broad-band internet and a connected computing device (and % of the day they have access) # & % of children living in neighborhoods that provides social support # & % of children participating in high quality organized out-of-school activities # & % of low-income families receiving Supplemental Nutrition Assistance Program benefits # & % of children and youth enrolled in Medicaid, CHIP, or private health insurance
<p>Healthy Families; Healthy Neighborhoods</p> <p>Families are connected to education, training, and income supplements aimed at living above the poverty level</p>	<ul style="list-style-type: none"> # & % of families above the federal poverty threshold # & % of families who access income assistance programs (WIC, Earned Income Tax Credit, Supplemental Nutrition Assistance Program)
<p>Healthy Families; Healthy Neighborhoods</p> <p>Families have steady employment</p>	<ul style="list-style-type: none"> Child/youth perceptions of future job and education prospects; Involvement in employment and career preparation activities Unemployment rates Duration of current job Number of consecutive quarters of employment in last 5 years
<p>Healthy Families; Healthy Neighborhoods</p> <p>Parents engage in supportive parenting practices</p>	<ul style="list-style-type: none"> Sense of family cohesion Parent/child attachment Children’s perceived warmth
<p>Healthy Families</p> <p>Fewer children and youth live apart from their families</p>	<ul style="list-style-type: none"> # & % of children in foster care, or otherwise living apart from their biological/adoptive parents
<p>Healthy Neighborhoods</p> <p>Families live in safe and decent housing</p>	<ul style="list-style-type: none"> # & % of families with children living in unsafe, unstable, or overcrowded housing Number/ availability of affordable/ subsidized units in a neighborhood
<p>Healthy Neighborhoods</p> <p>Children live in</p>	<ul style="list-style-type: none"> Self-reported sense of neighborhood social cohesion, social control, and collective efficacy # & % of residents with strong participation in a religious institution and/or a community organization

neighborhoods with high levels of social capital	<ul style="list-style-type: none"> ▪ Rate of homeownership ▪ Adult-to-child ratio ▪ Rate of residential mobility
<p>Healthy Neighborhoods</p> <p>Children live in neighborhoods with an abundance of physical resources</p>	<ul style="list-style-type: none"> ▪ Indicators of housing characteristics and quality: presence of security devices, support services, food services, industrial presence, neighborhood meeting places, and information ▪ Awareness of and actual use of community resources, such as libraries, parks, and community centers
<p>Healthy Neighborhoods</p> <p>Neighborhoods are safe and free of violence or crime</p>	<ul style="list-style-type: none"> ▪ Rates of violent and property crimes ▪ Rate of child violent death

Determining Solutions / Implementation Criteria: The NPN Working Groups will focus on results and indicators that are ranked as having a high connection to NPN goals (strong evidence), as evaluated in the NPN Matrix. Before recommending strategies for solutions, Working Groups will assess the following critical elements:

- 1) The solution is research-informed and evidence-based.
- 2) The solution is scalable.
- 3) The intervention is targeted at the highest need portion of the community based upon the Segmentation Analysis.
- 4) The capacity and infrastructure of the NPN partner is sufficient to manage the solution.
- 5) A plan is in place to evaluate and sustain the scaling process.
- 6) The successful practices and lessons learned will be appropriately documented to share with others⁶.

⁶ Erin Harris, “Six Steps to Successfully Scale Impact in the Nonprofit Sector,” *The Evaluation Exchange*, XVI (2010):4-6.

Using these six critical elements to assess solutions will help the NPN develop system-wide infrastructure to build capacity and to scale up excellent programs that drive outcomes.

Community Engagement: The NPN Director attends community association meetings to discuss the activities of the NPN as well as to hear about the issues raised in those meetings at the neighborhood level that may be of importance for our development and implementation strategies. Secondly, NPN will engage community voice through a community needs assessment. This will gauge resident perceptions of community strengths and weaknesses, targeting both local capacity for developing the NPN and additional needs that may not be evident from a purely quantitative analysis of local data. Thirdly, the NPN incorporates community participation and decision-making in the governance structure. Residents, school leaders, students, neighborhood organizations and program providers will have equal voice in decision making.

NPN has begun the process of incorporating neighborhood associations into Working Groups. Additionally, the NPN Director attends the East Caucus and East Nashville Chamber meetings and provides updates on activities and feedback from these groups to the NPN. These meetings help connect the larger East Nashville community with each other and the NPN. The NPN Director also uses social networking sites, free newsletters, and our website, www.nashvillepromise.org, to reach out to community members, soliciting their response to updates on NPN activities and announcing any meetings on our calendar of events.

Student Access to the NPN: The NPN continuum of solutions will begin in our most high need schools and communities and will target our most at risk students and families. Over time, as the continuum goes to scale, the NPN will expand its capacity to reach families and students in the target area who do not attend target schools, as well as those who live outside the

target area but do attend target schools.

For example, in planning and early implementation, students who attend Stratford STEM Magnet High School have access to numerous prevention and intervention solutions that are school-based regardless of whether the student lives in the target neighborhood. Currently, lead agency MOBC's academic support and college prep program at Stratford STEM Magnet High School, *Top Floor*, provides a range of services to students who come from neighborhoods throughout the cluster.

Similarly, community-based prevention and intervention solutions will focus on the targeted neighborhoods and will expand over time. When the NPN implements a community-based solution, every child and family can participate regardless of whether they attend a target school. For example, if a family in CWA Plaza sends their child to a charter school outside of the target area, that family will have access to neighborhood prevention and intervention programs. The NPN lead organization, MOBC, is located in the target area but provides a continuum of services that support family-system interventions and clients throughout Metro Nashville.

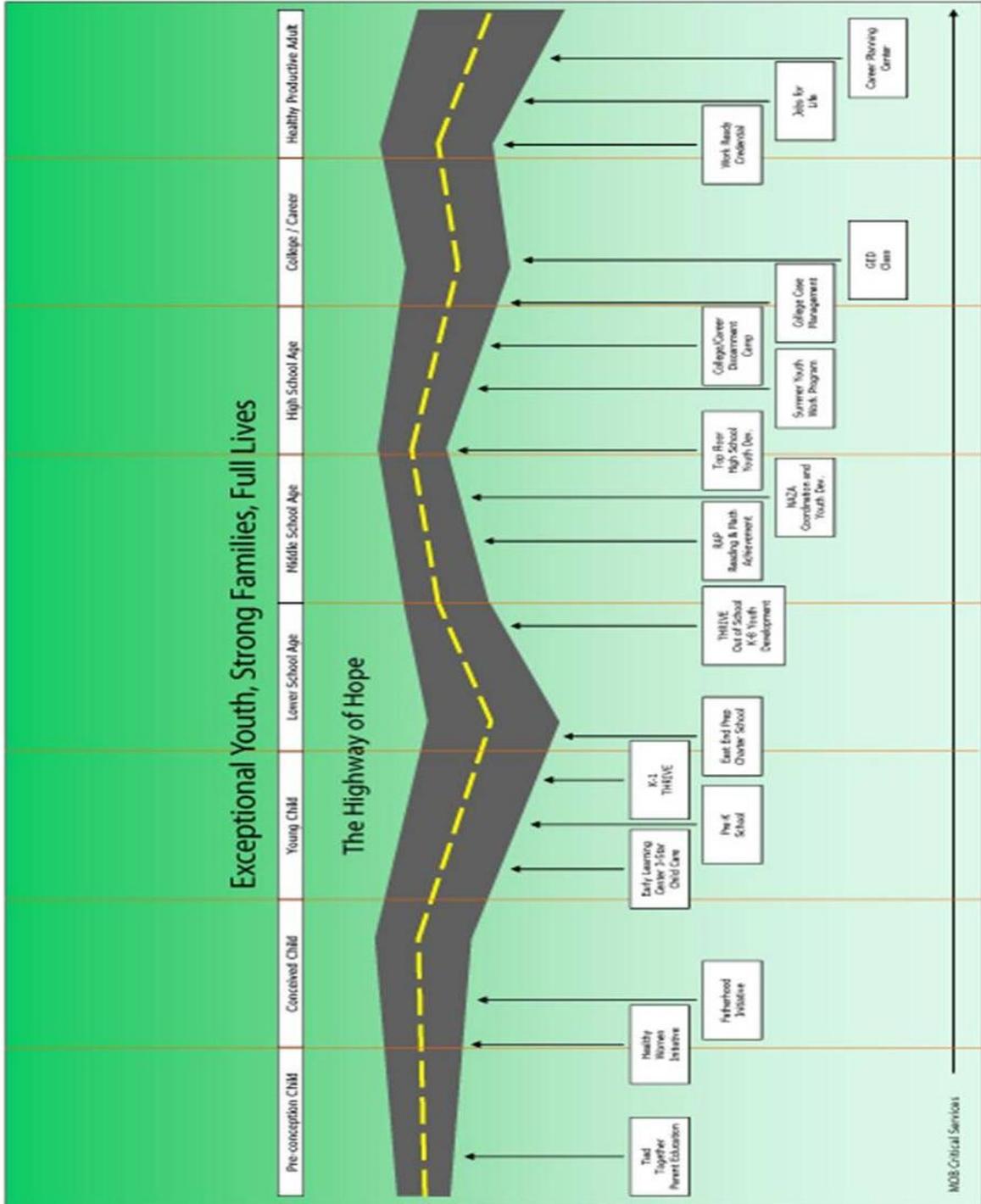
Address Barriers to English Language Learners and Disabled Students: In a recent initiative (2009), key partner, MNPS, has moved forward to focus reforms on work with English Language Learners (ELL)/Limited English Proficient (LEP) students to *increase* 1) ELL students in regular education classes, 2) parental engagement 3) use of best instructional practices, and 4) alignment of curriculum and instruction practices to new state standards. MNPS will facilitate an external audit of the ELL program training offered to MNPS employees, engagement of local community organizations in reaching out to non-English speaking families, and an examination of after-school activities.

Similarly, MNPS' focus for students with special needs is to increase 1) inclusive

practices, 2) differentiated instruction, and 3) professional development for all teachers and 4) decentralization of services. MNPS five year plan includes professional development of over 4,000 teachers in inclusive practice, the frequent review of students' performance to alter instruction when needed, and the identification of benchmark practices of other districts and communication with advocacy groups, such as the Mayor's Advisory Council and Parents Advisory Group project. During the planning year, the NPN Achieving Students Working Groups (K-12) will assess the needs of ELL and special needs populations within the target area. Based on the scope of need, these working groups will incorporate solutions. The NPN Working Groups will extend the strategies that MNPS is establishing into out-of-school times and community-based activities. To support our ELL population, lead agency MOBC hires bilingual staff, partners with cultural organizations, and offers translation services to immigrant populations as necessary. The NPN will expand upon this work in the planning year, as driven by the needs assessment.

Continuum of Services and Leveraged Resources: In 2010, the MOBC's *Highway of Services* provided 9,503 individuals from around the city -not only the target area-interconnected, supportive services and resources. MOBC's *Highway of Services* is evidence of NPN's lead agency's theory of change, action, and management capacity to network and leverage community assets to begin building a foundation for a place-based continuum of solutions. Lead agency MOBC's delivery begins with parenting and high-quality early learning programs and services designed to improve outcomes across multiple domains of early learning for children, continuing through every part of a child's development, through college and career.

MOBC Highway of Services



For more information on lead agency MOBC's Theory of Change, consult Appendix F.

Similarly, the NPN will leverage new partnerships beyond those listed in this proposal, as specific needs are identified in this process, so that gaps are addressed in real-time. Through the engagement of the multiple partners that constitute the NPN, there will be a massive expansion of capacity for service delivery, thus facilitating the provision of targeted comprehensive services to 6,300 of Nashville's most vulnerable school-age children and their families.

Early Childhood Education and Leveraged Resources: NPN network partners Martha O'Bryan Center, McNeilly Center for Children, and Fannie Battle Day Home for Children are all in the target area, and part of an Early Learning Connections alliance serving Pre-K and school age children in Nashville. Early Learning Connections is comprised of 12 independent nonprofit child care centers with 18 locations in Davidson County, serving 1,500 children, 80% of whom are eligible for free or reduced lunch. All of the alliance centers are Three Star Centers, as assessed by the Tennessee Department of Human Services through their Quality Rating System, which utilizes the Infant Toddler & Early Childhood Environmental Rating Scales. Additionally, lead agency MOBC's Early Learning Center is accredited through the National Association for the Education of Young Children, the highest level of accreditation available to early care and education sites.

As part of the Star Quality Assessment, the Tennessee Department of Human Services requires evidence that the Tennessee Early Learning Developmental Standards (TN-ELDS) are embedded in lesson plans and implemented in classrooms. All Early Learning Connections staff are required to take at least one training on the TN-ELDS, in their primary age group. In addition, MOBC uses the Hawaiian Early Learning Profile (HELP) system of goal setting for every child in our school, which aligns with TN-ELDS.

In 2010, Early Learning Connections received \$2 million in funding from the Tennessee

Department of Human Services, with the Community Foundation of Middle Tennessee serving as an administrative partner, to create a replicable model of shared services. The Early Learning Connections alliance brings together individual strengths to develop new solutions, combining administrative functions, data sharing, and professional development to increase quality in early care and education in a sustainable model of shared services. MOBC, McNeilly Center for Children, and Fannie Battle Day Home for Children all participate on the NPN Advisory Board, with leaders informing decision making in the Thriving Children Working Group.

United Way of Metropolitan Nashville is another strategic NPN partner and leader in this arena. In 2004, responding to the schools and community's needs for increased literacy preparedness among Kindergarten students, United Way launched Read to Succeed. Read to Succeed has a cross-curricular emphasis on literacy and language development to ensure that Nashville's most at-risk Pre-K children would be ready for school. Over the past seven years, this city-wide initiative has provided a Literacy Coach, continual professional development to teaching staff, technology equipment and support, and curriculum and reading books and materials for each partnering agency. Read to Succeed was launched with four early care and education site and currently operates at 12 sites, 38 classrooms serving more than 1,200 Pre-K students. When the initiative began, only 33% of the children assessed were ready for school; in 2010-2011, of those children assessed in Read to Succeed, 99% children were ready for school.

The initiative has proven how to go to scale around a strategic indicator, with tangible outcomes that contribute to NPN's end goal – that every child succeeds in school, graduates high school, and goes on to college. Because of Read to Succeed, MOBC Early Learning Center staff are able to build on children's literacy, K-5 teachers in the cluster have more students ready to learn, and ideally, the foundation for learning carries on to high school and

college.

In the NPN planning year, the Thriving Children Working Group will work with the Early Learning Connections alliance to provide professional development for leadership and staff, thereby increasing the number of high quality programs in target area. NPN lead agency, MOBC provides the largest community based Pre-K site in the state. MOBC is also part of the national Brazelton Touchpoints network, an approach to build strong family-child relationships from birth, laying the vital foundation for children's healthy development. As a Brazelton Touchpoints Center, MOBC integrates the Touchpoints Approach in our work with children and families and collaborates with local schools and partners. (www.touchpoints.org)

This extensive work with Early Learning partnerships and the United Way Ensures that each child served begins with a proper foundation, that they are prepared to enter kindergarten ready to learn and succeed in school. This is an early start at supporting reform efforts at the school level.

Metropolitan Nashville Public Schools (MNPS) Educational Reform for K-12 and Leveraging Resources: Since 2010, MNPS has been awarded \$30.3 million of Race to the Top funds from the Tennessee Department of Education to allocate toward its own set of comprehensive reform plans aligned with the State's goals and targeted toward the five key areas of reform outlined by the U.S. Department of Education. Additionally, MNPS was awarded \$2 million for a teacher residency program, \$1 million for the STEM Innovation Network, and approximately \$3.7 million to turn around low-performing schools. All MNPS schools benefit from the U.S. Department of Education's Race to the Top Initiative. The four pillars of MNPS' efforts are:

- 1) Standards and Assessment. MNPS has adopted the Tennessee Department of

Education common core standards, which are more rigorous than Tennessee's previous standards and require a significant investment in teacher training and curriculum adjustment. NPN, primarily through its lead organization MOBC, provides academic tutoring and instruction aligned with the Tennessee Department of Education common core standards. During the NPN Planning Year, the Thriving Children (ages 0-5), and Achieving Students (K-12) Working Groups will set standards and measurements for all NPN programs are aligned with the Tennessee Department of Education common core standards.

2) Data Systems and Data-Driven Decision-Making. MNPS is committed to high quality data systems that provide real-time data to teachers and administrators to best meet the academic goals and social-emotional needs of students. By linking the NPN longitudinal data system to the MNPS Data Warehouse, we create the opportunity to maximize the capacity of our community and local school partners to achieve NPN goals and outcomes. During the NPN planning year, we will develop the systems needed to integrate the longitudinal data systems for both NPN and MNPS to provide real-time and longitudinal data to inform the continuum of solutions.

3) Great Teachers and Leaders. MNPS is making reforms to recruit, prepare, evaluate, and retain the best teachers and leaders for our schools. Beginning in the 2011-12 school year, all MNPS teachers and principals will receive annual evaluations as required by Tennessee's First to the Top Act. The primary purpose of the annual teacher and principal evaluations is to identify and support effective instruction that will lead to higher levels of student achievement. This evaluation is a tool to help MNPS educators develop instructional skills, build collaboration, improve communication, receive targeted assistance, and gauge effectiveness.

The New Teacher Project (TNT) is a national nonprofit dedicated to closing the achievement gap by ensuring that high need students get outstanding teachers. In Nashville, The

New Teacher Project recruits and trains new Teaching Fellows, requiring candidates to demonstrate effectiveness before earning certification. TNTP also fills teacher vacancies and staffs struggling MNPS schools. At the state level, TNTP is supporting efforts to plan and implement Race to the Top reforms. Similarly, Nashville Teaching Fellows is designed to recruit and train socially driven individuals who want to make a difference in the Nashville community by becoming teachers in some of our highest need communities. This is a partnership between Belmont University and MNPS. These programs support the recruitment and preparation of new teachers throughout the cluster. In order to more fully train existing teachers, MNPS partnered with Vanderbilt University Peabody School of Education to create the Teaching and Learning in Urban Schools (TLUS) program. Bailey STEM Magnet Middle School is one of the pilot schools for TLUS. This program is offered at no cost to MNPS faculty who commit to teaching in MNPS after completing the program.

To create a culture of data-informed instruction that utilizes the MNPS Data Warehouse, the district created a team of Data Coaches to work with school faculty, staff and administration. Data Coaches are assigned to support a cluster and train staff how to access and utilize the MNPS Data Warehouse to make real-time adjustments in instruction and social supports for students.

To provide on-going support for MNPS faculty, the district hired Instructional Coaches. In the summer of 2011, nearly 2,000 employees were trained in the new Tennessee State Common Core Standards. One of the tasks of the Instructional Coaches is to support teachers as they implement the new Tennessee Department of Education Common Core standards into their curriculum across grade levels.

4) Turning Around Low-Performing Schools. Of schools in the NPN target zone, Bailey

STEM Magnet Middle School and Stratford STEM Magnet High School are both in AYP status Corrective Action and are low-performing schools. In August 2011, 10 MNPS schools in Corrective Action, including Bailey Middle School, were selected for a newly created Innovation Cluster, identified as a turn-around strategy. This newly formed cluster will allow the district to pilot innovative reform strategies and is working with the U.K.-based Tribal Group and its Inspirational Schools Partnership (ISP). ISP is an innovative approach to improving teaching and learning by incorporating international best practices in school improvement, technology and people. ISP creates individualized programs based on a school's strengths and weaknesses. The district's goal is to institutionalize this process and take it to scale for the entire district.

Additionally, the Tennessee Department of Education has provided an investment in the Science, Technology, Engineering, and Math (STEM) magnet program. Lead agency MOBC launched a 6-week summer program for students entering first grade through eleventh grades to provide academic support and enrichment, preparing them to benefit from the STEM program in the Fall of 2011. The leadership of the STEM Magnet and Innovation Cluster asked lead agency MOBC to develop a year-round academic support system for the students at Bailey STEM Magnet Middle School to be piloted in 2011-2012 with the goal of supporting a new balanced calendar system for the district in 2012-2013.

During the planning year, NPN will coordinate a year-round academic learning program which targets the most at-risk students in the school. Using the Balfanz indicators, an early indicator of risk as adopted by MNPS, the NPN Working Group Achieving Students (5-8th grade) will develop a plan to provide out of school time (OST) academic tutoring in reading and math, academic enrichment, mentoring and pro-social peer interactions in Bailey STEM Magnet Middle School.

Investments and Neighborhood Assets: One example of our leadership and capacity to accomplish this task is evident in lead agency MOBC's management of NAZA's Northeast Zone (Nashville After Zone Alliance). In 2009, Nashville Mayor Karl Dean launched an after school initiative to increase the number of free, accessible, high quality after school program slots available to families and middle school students in east Nashville (the northeast zone, an area that includes our service area). Using a framework much like the one we are proposing in this application, staff from the Mayor's Office, MNPS, Metro Nashville Transit Authority, community non-profits, and faith based organizations came together to synthesize all available community assets to implement this initiative. As the management agency of the first zone, which was piloted spring of 2010, MOBC was able to accomplish two tasks. The first task was to support school success for middle school students in East Nashville. The second task was to create and manage a network of community partners who were aligned to support common outcomes: increasing Nashville's high school graduation rate through the improvement of the academic performance of middle school students and their transition to high school.

In 2010-2011, lead agency MOBC launched the NAZA Northeast Zone with five non-profits (MOBC, YMCA, YWCA, Youth Life Learning Center, and the Village Community Development Corporation) that provided afterschool programming to 5th-8th grade students at seven school or community sites. This increased by 228 the number of middle school students accessing high-quality after school slots. All sites exceeded the average daily attendance goal of 70%, with a 76% overall average. Through participation in the NAZA program quality improvement process, providers showed increases in program quality as measured through researched based pre- and post-assessments, using High Scope's Youth Program Quality Assessment (YPQA), and the SEARCH Institutes 40 ASSETS on-line surveys. Additionally,

direct service staff participated in High Scope training. The Center for Asset Development and Weikert Center, Ypsilanti, served as the external evaluators.

To illustrate how this works, each NAZA afterschool provider collaborates with multiple and complementary partners to provide students with an enriching, developmentally appropriate afterschool environments and curricula, which are aligned directly with the principals' broader school goals. For example, at Litton Middle School (a Phase II Stratford cluster school) MOBC braided federal No Child Left Behind SES funds and city dollars to provide reading tutoring and academic support for homework completion. Additionally, they integrated the Step Up to Health curriculum, which teaches STEP as an alternative form of exercise and gives youth a glimpse of their college future by visits to college campuses and instruction by college students. Similarly, at Bailey STEM Magnet Middle School, lead agency MOBC offered reading tutoring, homework completion assistance, and partnered with University of Tennessee's Extension School to demonstrate how to prepare healthy snacks, with Big Brother Big Sisters of Middle Tennessee mentoring program, Metro's Health Department who presented their life style and anti-bullying curriculum, and Global Education's Drumming and Dancing program which promoted cultural awareness.

Programs for college and career ready: Lead agency MOBC's Top Floor at Stratford High provides academic support and college preparation services onsite, to students of Stratford STEM Magnet High School. Services include: personalized student action plans, remedial math and reading tutoring, subject specific coaching, family needs assessments, ACT prep, coaches who assist students with the college search, application, and financial aid process, college seminars, and college field trips. Oasis Centers's College Connection assists students with the college search and application process and the local government agency, Metropolitan Nashville

Career Advancement Center works with individuals to pursue career options and partners with Top Floor's College Transition Coaches to eliminate barriers and provide case management to ensure college success.

Stratford STEM Magnet High School consistently has the lowest average composite ACT score in the city. From 2008 to 2010, students at Stratford averaged 16.1, 15.7, and 15.1 (out of a perfect score of 36), respectively. Each year, students move further from the statewide average of 19.6 and the national average of 21.1. Since it opened in November 2010, Top Floor participants' ACT scores have increased an average of 2.8 points, and they consistently score higher than the rest of the Stratford High School population. So far, 85 graduates are either enrolled in college or have been accepted to college. These students are be enrolled in our college case management program, supported by NPN partner Oasis Center.

The NPN College and Career Working Group is supported by the Friends of Stratford, an ongoing meeting group of 15 community agencies, social services agencies, career prep providers, volunteer liasons, faith-based organizations, academic tutoring services, and enrichment providers.

Leveraging Arts and Humanities. Competitive Grant Priority 6: Top Floor students participate in the Nashville Film Festival (NFF) which has produced eight *Making of a Teen Film* documentaries since 2004, directly impacting over 120 students in the program and more than 10,000 audience members. The purpose of this project is to positively impact teens during a critical time in their lives through the creative process of making a short film, and to educate the public with a documentary film of the process.

As a priority for the outreach program, Nashville Film Festival commits over \$15,000 annually and a team of film industry professionals (many donate a portion of their time),

educators, film equipment, supplies and showcase with a world-premiere screening at Nashville Film Festival. Students from the W.O. Smith Music School, whose mission is to provide music instruction to children from low-income families, scored the film and the Arts Institute – Nashville, the culinary arts and design school that caters for the crew and students during the film making process.

Community pre-school and after-school youth, English as a second language and adult basic education learners, families, and senior citizen groups have been enriched by their experiences at the Frist Center for the Visual Arts. Since 2000, the Frist Center has partnered with MOBC and other local organizations to provide educational programs. As the outreach partnership develops, it is designed to enable community partners to become ambassadors of the Frist Center. All partners are able to apply for a transportation subsidy to make it possible for them to visit the Frist Center and experience its historical building, exhibitions, and the many programs offered.

The NPN will continue to leverage the arts and humanities resources that have been organized over the last two years for the use of afterschool program providers in the city. Led by the Mayor's office through the Nashville After Zone Alliance, local arts and cultural organizations are regularly vetted and marketed to non-profit afterschool providers in the NAZA network, including providers located in the NPN target area. Last year this process resulted in middle school students in the NPN target area being connected with respected arts and culture professionals to learn such things as African drum and dance, fashion design, airbrush painting, Zumba, Step, hip-hop dance, abstract painting, digital filmmaking, spoken word writing and performance, cooking, gardening.

The NPN will also leverage new Metro Arts Commission funding aimed specifically at

bringing high quality arts experiences to middle school students participating in afterschool programs. The Arts Commission established this funding priority for the first time this year as a way to support the Mayor's focus on improving the academic performance of middle school students in the city's public schools. We have been instrumental in connecting newly funded arts organizations with after school programs in the NPN target area. These partnerships have been very successful so far and we intend to maximize this resource to support the development of students in the NPN target area.

Family and Community Supports: Services and Resources

Health: In the planning year, the Healthy Families and Healthy Communities Working Groups will build on Alignment Nashville's *Children's Health Executive Oversight Committee's* work. Alignment Nashville, an NPN Strategic and Institutional Partner, currently supports 21 city-wide committees, comprised of more than 350 community representatives. This aligns community organizations and resources so that their coordinated support of Nashville's youth has a positive impact on school success, children's health, and the success of the community as a whole. It was recognized that many of the agencies helping school-aged children were focused on addressing problems related to health. Consequently, six children's health goals were affirmed by the community, and six committees were established to align community resources around those goals. The NPN Working Groups will work with these six Alignment Nashville committees to evaluate and replicate solutions which are scalable and sustainable: Healthy Starts, Primary Care and Vaccines, Healthy Practices, Adolescent Sexual Responsibility, Specialty and Oral Care, and Behavioral Health.

The NPN Working Groups will also explore how to support and build on the success of an existing partnership between Vanderbilt Pediatrics and Metro Parks and Recreation in

Nashville, the GROW trial team, led by Dr. Shari Barkin M.D., M.S.H.S., Director of Pediatrics and Pediatrics Obesity Research at Monroe Carrel Children’s Hospital. *GROW: Growing Right Onto Wellness* will conduct and evaluate a \$12 million intervention intended to prevent obesity (needs identified in Section 1) in preschoolers in an approach that affects multiple levels of risk and is both family-based and community centered.

Ensuring that teenage girls in the NPN target area have access to quality health care is a priority. Along with NPN partners Centennial Pediatrics of Nashville, lead agency MOBC is developing a project to provide accessible health care for girls and young women age 8-21. This will allow a health avenue for young girls and families in the neighborhood, addressing a need for adolescent and young women to have consistent health care (including obesity and asthma), life planning, STD testing and birth control options. This will engage the adolescent population in the way that MOBC’s Tied Together parenting program has mobilized the adult population, changing the dialogue between males and females, mothers and daughters, women and health and social services providers.

Lead agency MOBC is working on a collaboration (with business partners and Second Harvest/Feeding America) to open a low-cost, healthy foods grocery store geared towards the needs of the community. In the meantime, a scheduled shuttle service takes residents to grocery stores (as there are none in the immediate walkable area). MOBC also gleans from Farmer’s Market to provide no cost fruits and vegetables to public housing residents.

School meals and snacks at East End Preparatory (charter school), have been restructured to incorporate fresh, local, and healthy foods. At Bailey STEM Magnet Middle School, MOBC partners with UT Extension to plant, harvest, and prepare healthy meals and snacks out of a schoolyard garden. NPN partners will build on these efforts create a model for

healthy school lunches, to engage other schools both within and outside of our target area.

Safety Resources: The NPN Healthy Neighborhood Working Group will work with Metro Nashville Police Department to create a safer environment. We will leverage the Center for Disease Control's efforts on the NUPACE program (Nashville Youth Violence Prevention, Urban Partnership, Academic Center of Excellence). Its mission is to promote an academic/community partnership that integrates prevention science with community action in order to reduce violence among youth 10-24 years of age in Metropolitan Nashville.

Over the past 5 years NUPACE has brought together strong partners, including NPN partners MNPS, Alignment Nashville, Oasis Center, and Martha O'Bryan Center. The primary objective of this collaboration is to implement and evaluate two bullying prevention programs that take distinct but complimentary approaches to countering violence in middle schools. NUPACE also conducts youth-led community mapping, and creates youth-led "community conversations" on youth violence. NUPACE's work has helped a very diverse group of community partners take action based on an understanding of youth violence as a public health issue as opposed to solely a law enforcement problem.

Transportation: Historically, Nashville has been lacking in public transportation options and low-income families have difficulty accessing employment, enrichment, food choices, and even schools. This results in a poverty of choices. Recently, Nashville's Metro Transit Authority (MTA) has set a long-term goal of having bus service within close proximity of all MNPS schools (including charters and magnets). MTA is geo-coding all school sites and bus routes. A Youth Pass Program will be piloted in October of 2011, with 1,000 high school students receiving a "smart card" that is tied to their student ID. This is a 24 hour, 7 days a week pass. MTA will track the frequency of use, and the routes the students utilize, to gauge lesson

learned and expansion plans. MNPS is paying for the passes, as part of their reform efforts, at the rate of \$55.50 per month, per student. This is another significant investment by NPN partners to insure that all barriers to student success are removed.

Financial Literacy and Economic Stability: Lead agency MOBC will work with the Working Groups on an Individual Development Account pilot which will provide \$25 matching funds for each of the 380 students enrolled in the MOBC Early Learning Center Pre-K school and the East End Preparatory Charter School, for the purpose of establishing a custodial savings account to encourage a college bound culture. Families with savings accounts are more likely to see their children attend college, so this work removes another barrier to success for our city's most at-risk students. After the pilot evaluation, MOBC with guidance from the NPN Working Groups, will plan together to extend this to the other elementary schools where parents are taking part in the financial literacy opportunities offered in the following pilot. Assessment of the pilot will be made in December 2012.

Leveraging local financial institutions will be instrumental in piloting financial literacy training and stipends in the planning year. NPN Working Groups and MOBC will encourage elementary families to participate in a series of three financial literacy training sessions, focused on family budgets, low cost banking vs. check cashers, credit restoration, homeownership and wealth building for college. Trainers will be our banking partners, Pinnacle Bank and Regions Bank, and other volunteers and non profit groups. Each family will receive \$50 to start a checking or saving account and a personal banker for ongoing assistance. We anticipate enrolling 800 families in this pilot program from the elementary school parent communities and training every teenager at Stratford STEM Magnet High School through a regular class format, which is an additional 707 students. Assessment and evaluation will be made December 2012.

Adult Education and Employment: Through strategic partnerships with Nashville Adult Literacy Council and the Dollar General Foundation, all literacy levels of instruction are available to adult learners at NPN's lead agency. MOBC's experience with Adult Education/GED serving both welfare mandated and self-referred learners utilized data to inform instruction and program delivery. By monitoring the Test of Adult Basic Education scores of her students, MOBC's adult instructor recognized that she needed to restructure the multi-leveled class to best serve the needs of students scoring above 9.0 and the growing waiting list of over 100. The instructor took two Fridays a month and made them a GED Lab with tutors and computer-based instruction for students below 9.0 while she administered the Official Practice Test to those on the waiting list. Making these adjustments, the instructor increased the GED graduation rate from 2009's 33 graduates to 2010's 98 graduates and increased the number of students served by 154%. In 2010-2011, 87 adult learners received their GED. This model also includes the use of transition coaches to provide case management for adult learners entering State technology centers, community colleges and universities.

Lead agency MOBC's Work Ready program focuses on serving the most difficult to employ – individuals with little prior work history, criminal records, or lack of education. Work Ready instructor covers basic topics such as how to research and find available employment, how to interview, and how to present yourself to a potential employer. The instructor works with the Nashville Chamber of Commerce and others to place clients in hospitality, service, or construction industries. MOBC's capacity to place individuals in work settings will be enhanced by the launch of a new social-entrepreneurial program in 2012, funded by a two year \$200,000 Bank of the America Neighborhood Builder. This will increase avenues for entrance to the work force for adults in the target community.

NPN's College and Career Working Group (grade 9-adult) and the Healthy Neighborhood Working Groups will review the recommendation of the Nashville Area Chamber of Commerce to:

- 1) Identify a central coordinating entity for adult education and literacy services with a facilitate process for defining provider participation;
- 2) The Expansion of ELL classes and full geographic coverage across the city, with agency partnerships as the key to this happening effectively; and
- 3) The initiation of a regional dialogue around adult education, tied to workforce development by convening adult education providers from Nashville and each of its surrounding counties, along with economic development officials from the counties' chambers of commerce and local government.⁷

The NPN Working Groups will also evaluate MOBC's entrepreneurial bakery business as a model for teaching specific skills with the hardest to serve adults, those with a criminal history, and connecting them with local businesses for employment. Agencies who provide mental health services, i.e., Family & Children's Services; Legal Aid Society which helps adults expunge their records and other civil matters; and business partnerships, such as Jefferson Street United Merchant's Partnership (JUMP) who ensures that the Music City Center Workforce Development Program (MCC-WDP) provides the best possible applicants for potential construction jobs.

⁷ Nashville Management Group, "Executive Summary," A Community Needs Assessment for Adult Literacy, March 2010, Nashville Area Chamber of Commerce Public Foundation, 1 September 2011 http://www.nashvillechamber.com/Libraries/Education_Reports_andPublications/Community_Needs_Assessment_for_Adult_Literacy.sflb.ashx

21st Century Learning Tools and Resources, Competitive Grant Priority 5, Quality

Internet Connectivity: In the fall of 2011, MNPS announced The Internet Essentials program (See <http://www.internetessentials.com/>) as a public/private program between the district and Comcast. This program provides an opportunity for more Metro Schools students to reap the academic benefits of internet access. The program provides internet access for \$9.95+ tax/month for families with students who qualify for free lunch and also provides a basic computer to those families for \$150. The NPN proposes to enhance The Internet Essentials program by creating a system of financial support for families in our target area. The NPN proposes to provide \$50 of technology funds to any family wanting to take advantage of The Internet Essentials Program who qualifies for free lunch assistance.

This program enhances the existing technology supports in our community. Bailey STEM Magnet Middle School and Stratford STEM Magnet High School have computer and science labs as part of the STEM magnet program. Students use computers during the school day and in out-of-school time at lead agency program MOBC at the Top Floor at Stratford, Reading Achievement Program and NAZA programs in Bailey STEM Middle. In the target community, we have two computer labs for students and families to access via our lead agency, MOBC. One MOBC computer lab is located in Cayce Place and the other is located in CWA Apartments, a Neighborhood Network HUD initiative to connect disadvantaged families with technology.

Access to 21st Century learning tools is a value shared by our schools, our community and our agencies. This value is evident in the Mayor's Master Plan for Children and Youth, MNPS Achieves goals and NPN Results. In addition to supporting student success, technology is a student engagement tool. Using MNPS's internet based grade reporting system, GradeSpeed, parents and students can track performance online, can do homework from home instead of only

in the library or the Top Floor program, and can communicate with teacher outside of class time to clarify homework assignments. Additionally, NPN partners and, schools can suggest computer activities during breaks that will allow students to maintain gains in reading and math made during the term.

As part of the MNPS Academies of Nashville, where students will belong to a personalized, smaller learning community engaged around interests where relationships are valued, all students are encouraged to complete online credits for high school, which can be completed by affluent students at home, but can only be completed during class-time or in out-of-school technology centers by students who lack computer/internet access at home. NPN's lead agency will leverage their partnerships with Connected Tennessee, Computers 4 Kids, and CIBER, and international IT groups. In addition to these partnerships, MNPS has invited lead agency MOBC to participate in Internet Connectivities computer-based program, increasing capacity to reach students in the target area.

Identifying Policies, Regulations, and Requirements that Impede Ability to Achieve Goals: NPN partners will work together to identify any potential barriers to completing our goals, and take the necessary steps of action to address them. Restrictive funding requirements often create barriers to partnerships and the possibility of leveraging funds in order to expand services available to increased numbers of students participating in out of school time programming. In the planning year, NPN will implement a power analysis of the community's assets, including resident, political, school, religious leadership. NPN's Executive Committee will advocate for systemic change, seeking to remove barriers to participation and building momentum for increased capacity and sustainable change. We will rely heavily on grassroots efforts within the community to identify any necessary advocacy initiatives. NPN committees

and participants will share information and data on this area as part of their planning efforts.

An example of the Executive Committee's work could be examination of how No Child Left Behind Supplemental Education Services (SES) are used. The Executive Committee might write a position paper on SES funds being connected to individual students or schools and then advocate for change to allow for greater tutoring across schools. Other work areas would include advocacy for more transportation for youth to work, recreation, and schools and /or best use of afterschool buses for SES and enrichment activities.

Communities of Practice: MOBC has established a community of practice with other Promise Neighborhood applicants who are also using Social Solutions' Efforts to Outcomes (ETO) to maximize the capacity of data in the planning year. MOBC has also engaged in dialogue with Promise Neighborhood staff in Richmond, Virginia. Richmond's PN and NPN are interested in engaging in sophisticated partnerships with a university partner in the planning year. NPN will expand this peer group during the planning year. Vanderbilt University researchers and the NPN will also connect with the Promise Neighborhood Research Consortium.

Section 3: Quality of Project Services

The NPN will unite a diverse set of individual organizations and their unique programs under a common vision and theory of action, based on assessing needs in real-time, identifying gaps in services, and leveraging community assets. This will lead to better use of resources, increasing capacity and sustainability for the continuum of solutions, and improved outcomes for children and families. Our investment in data-driven strategies will be incorporated in every component of planning and implementation of the NPN.

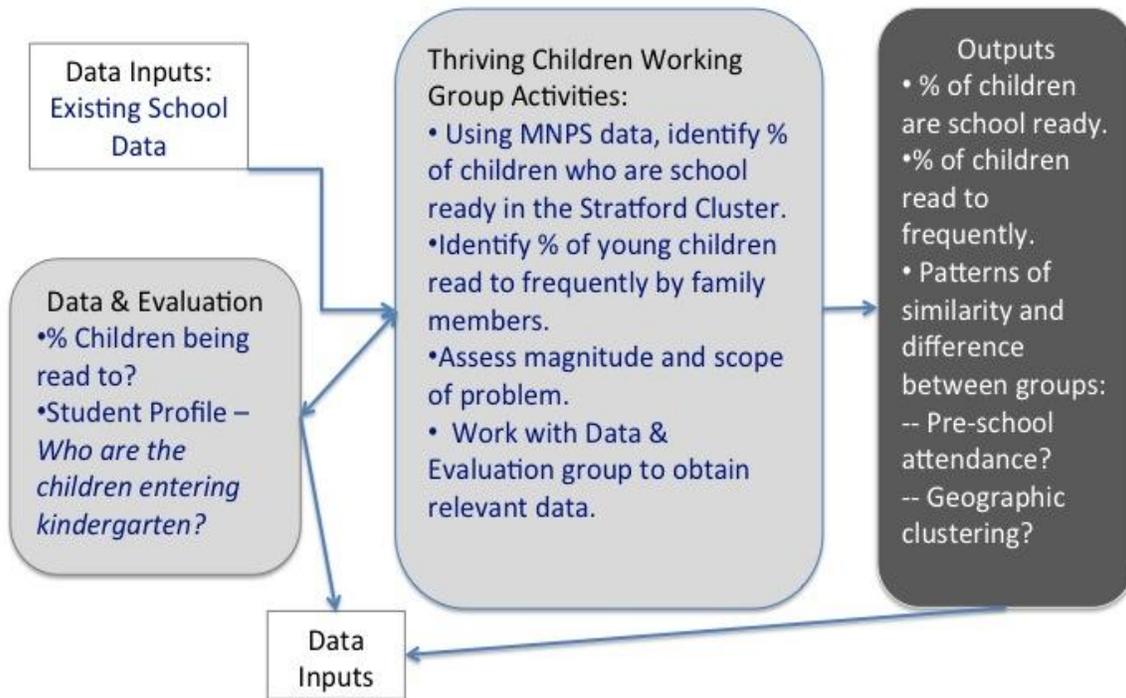
Community Needs Assessment: During the planning year, the NPN will conduct the Community Needs Assessment in the proposed geographic target zone. To build a foundation, during the spring of 2011, NPN staff and representatives from the Vanderbilt University Department of Human and Organizational Development conducted eight focus groups with a diverse set of stakeholders relevant to the NPN, including parents, service providers, school staff and administrators, and high school students. Focus groups ranged from three to nine participants and each lasted about ninety minutes. The goal of the focus groups was to gather diverse community perspectives regarding local assets. The transcripts from these preliminary focus groups were subsequently coded to identify the major themes. These included: safety and the threat of violence; institutional racism and classism, and gaps in transportation, healthy food options, quality teaching staff, and gaps in available community programming.

Through the community needs assessment we will assess local need, identify gaps in the available resources and services and examine issues related to potential barriers to access for our most high-need students and families. The following figure (Figure D) details how the community needs assessment data and existing data informs solutions.

Figure D – Community Needs Assessment example in the Working Groups and Data Evaluation

Planning Year: Phase 1 NEEDS ASSESSMENT

NPN -Indicator: School Readiness -- *Children are ready for learning (socially, cognitively, and emotionally) at the time of school entry.*



The NPN Director will work with NPN Director of Data Management and the Vanderbilt University research team in order to develop a rigorous sampling framework that will ensure a sample that represents the target area. This will include a random selection of a designated percentage of residents from each block included in the identified geographic zone. Our goal is to gather responses from a sample of 400 unique individuals who live in the NPN. The survey will be conducted by a mix of NPN Advisory Board members, MOBC staff, and area residents, in order to facilitate full community participation. It will be electronically formatted and administered using *iFormBuilder* software, which will allow us to automatically import the collected data, simplifying the collection and entry processes.

Segmentation Analysis: Based upon the data collected in the Community Needs Assessment and other existing data sources, a team of Vanderbilt researchers led by Dr. Maury Nation will perform a comprehensive segmentation analysis. This analysis will examine indicators in the targeted area divided by key subpopulations: census tract, elementary school, middle school, self-identified race and ethnicity, immigrant status (including country of origin), age, and gender. Further, based upon the experience of NPN partners, the analysis will examine public housing status and residence in specific housing projects, including Cayce Place and CWA Plaza Apartments.

The data will be segmented in two ways to maximize our understanding of need in the community. First, we will examine indicators in particular subpopulations. This analysis will focus on meaningful geographic areas within the target area. For example, how likely are Cayce Place residents to score as proficient in reading and math in contrast to the Lockeland Springs community or the overall population? This process will give us a clear picture of needs in the subpopulations within our community and will be important in determining how NPN assets are distributed and solutions are designed throughout the target area. .

Second, we will also examine the characteristics of residents that share a key NPN indicator. For example, what are the characteristics of those students who score less than proficient in reading and math? This will allow us to understand how different subpopulation divisions may combine to create critical needs, such as immigrant children who also live in public housing. This information will be critical in determining how the NPN assets within particular geographic areas might be engaged to maximize their ability to meet the needs of individuals and families in the target area. In the case of reading and math scores, for example, NPN partners may find that students share characteristics that may make intervention most

efficient/effective at their homes or at their schools.

In addition to demographics, the analysis will also consider relationships *between* indicators that may point to segments of the population where a single intervention could affect multiple indicators. For example, are mobility rates higher in students who score less than proficient in reading and math in 4th grade? Our detailed analysis will consider each indicator included in Section 2 to develop a profile of our community that shows not only the indicators that reveal the greatest needs, but also the subpopulations in which those needs are most pressing.

The NPN will also perform a comprehensive segmentation analysis for each school in our planning year, to identify specific gaps in student performance, services and outcome results. This process refines the family and community indicators that we have identified, such as those included in Section 1. In addition to data gathered about children and families living in the NPN from citywide sources (including MNPS), we will also include collected data from our agency partners in the NPN. Through this braided data approach, which combines macro level data (citywide agencies and government data sources) and organizational data (gathered from various NPN partners), we will develop a comprehensive set of strategies that will build on one another and, ultimately, bolster student performance in schools and family and neighborhood well-being.

Analyzing the Community Needs Assessment & Segmentation Analysis: Following the execution of the community needs assessment and the segmentation analysis. The Vanderbilt research team, lead by Kimberly Bess, PhD, and Maury Nation, PhD, will present the results of the community survey. Analytic approaches will likely include univariate and multivariate analyses (e.g. correlations (M)ANOVA, multiple regressions), multi-level analysis (e.g. Hierarchical Linear Modeling), and other advanced strategies (e.g. structural equation modeling,

and growth curve modeling) since each will provide different types of information to inform NPN activities. The community needs assessment and segmented analysis will help us examine the complete landscape of services and strategize innovative means to support educational reform, working with and beyond traditional school partners. Dr. Maury Nation will focus on the analysis of NPN's Community Needs Survey as well as NPN outcomes and indicators, publishing findings to disseminate best practices in service delivery and scaling up programs. Dr. Kimberly Bess will focus on the process of developing the network of NPN collaborators, publishing findings about building collaborative networks and accountability around common NPN goals.

Using this data, the NPN Working Groups and Data and Evaluation Committee can identify baseline indicators of what percentage of eligible children and families currently access existing programs. The first phase of the planning process also includes collecting individual and family data, including demographics, and creating unique identifiers for all participants. Through these identifiers the NPN data system will link individual participants to their family, school, neighborhood, and the NPN programs in which they participate. This process not only sets up a framework for a longitudinal data system through which we can track multilevel NPN results, but it also complements the community needs assessment in identifying the scope of work required from each NPN provider. For example, if only 750 children in the NPN are receiving quality early childcare and education, then the Thriving Children Working Group will focus on expanding capacity, extending services to segments of the population that are proportionally underserved, and decreasing obstacles for families in need.

Following the initial analysis of results, the NPN Working Groups and Data and Evaluation Committee will present findings to the NPN Network Coordinating Committee

(Chairs of Working Groups), which includes representatives from partner organizations, community residents, and elected officials. (This is further detailed in the chart that appears in Quality of Management Plan Section 4, detailing our Governance Structure.) Additionally, the data from the community needs assessment and segmentation analysis will be presented at community meetings such as parent/teacher organizations meetings and neighborhood association meetings. Through these NPN Network meetings and public presentations, we will engage in open conversations with diverse network partners to unpack the findings and assess what the highest priorities are for the highest need children. This will help develop a seamless continuum of services, identifying gaps and insure that all children and families are able to engage in educational opportunities.

Determining NPN Results: Using Existing Research and Best Practices: The matrix of NPN Results (Section 2) provides a common core set of goals at the child, family, and neighborhood level that promote cradle-through-career academic and personal success for children and families. We have identified the data sources from which to gather the requisite information for every major indicator. Together, these 32 indicators will function as the data framework for the NPN. In the planning year we will develop the means to collect data surrounding each of these indicators within the geographic zone. These data will function as a baseline assessment of the NPN and highlight future determinants of change.

Since development of the Matrix of NPN Results, we integrated 32 indicators into the NPN Theory of Action, mapping them on to five distinct categories: Children Experience Healthy Development; School Readiness; Academic Success (PreK-16); Healthy Families; and Healthy Neighborhoods. Supporting children from cradle-to-career, evidenced by the successful completion of the NPN Results, will result in greater academic and college success.

Section 4: Quality of the Management Plan

The NPN lead organization, Martha O’Bryan Center (MOBC), is a powerhouse of social services that transforms lives through work and education. MOBC has built effective infrastructure and critical inter-agency collaborations around innovative, evidence-based initiatives that are poised to scale up. We are skilled practitioners in managing collaborative networks and multi-partner initiatives. With a wide-reaching network of community and program partners spanning a cradle to college continuum, MOBC is the ideal leader for transformation in the Stratford cluster schools and target neighborhoods in East Nashville.

Experience Working with Community, Schools, Government, and Providers

Community: NPN lead agency MOBC has an outstanding record of integrating community members in program planning and implementation. In 2004, lead agency MOBC spearheaded a three-year SPEC (*Strength based, Preventative, Empowering, Community Change*) project to join community members with staff and a number of NPN partners, including United Way of Metropolitan Nashville, Oasis Center (local youth empowerment organization), United Neighborhood Health Services, Peabody College at Vanderbilt University, to re-examine our role in the neighborhood, joining community members with staff and current NPN partners. Weekly meetings over three years provided a supportive environment to work with community members to develop strategies to build stronger relationships. This shifted the work from person centered change to community driven change.

Through the SPEC process, Martha O’Bryan Center’s *Tied Together* parenting program began in direct response to community members identifying the lack of positive parenting and supervision of young children in the neighborhood. *Tied Together* combines four core strategies: 1) the use of prevention and early intervention to address the education, health, and safety needs

of children, 2) the use of education and training to empower and strengthen families, 3) the development of supportive social networks and community connections, and 4) the use of a *place-based* intervention approach to diffuse new parenting practices in the community. *Tied Together* differs from other parent training approaches in that it 1) is geared to the specific challenges and needs of parents living in poverty, 2) targets change in a place-based, geographically defined area representing the public housing community, and 3) incorporates individual, family and community level change.

This experience illustrated that the NPN must dedicate enough time and staff to include marginalized voices. The results from this process are transformative, going beyond typical service delivery, moving to a place where parents are now carrying the message of good medical care for children, intervening with parents and families in distress, and have become a new class of education consumer, demanding choice and excellence for their children. NPN is assembling partners from this work to build something more expansive and sustainable, utilizing community input in the NPN in the same fashion. Presently, we have 280 graduate families from *Tied Together* who are now becoming the spokespersons, advocating for the health and education for their children. We expect other programs in the NPN continuum to experience that same degree of community transformation.

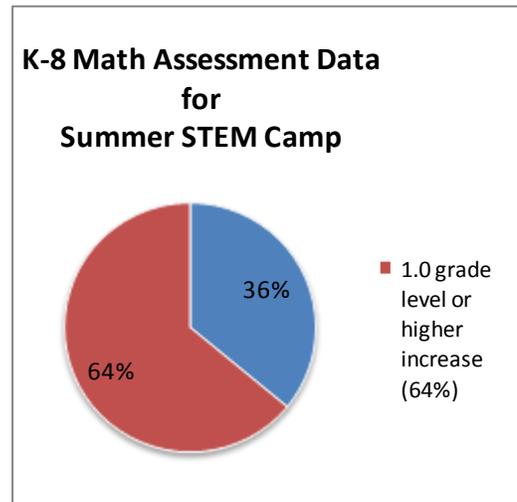
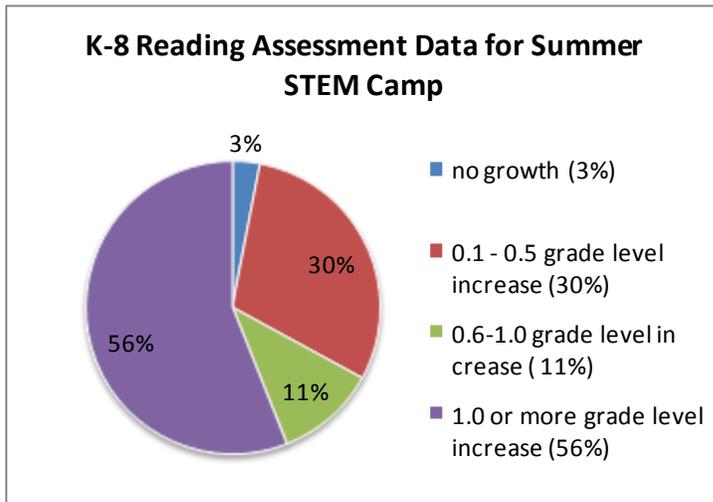
Schools: The NPN aligns its work with MNPS reform efforts and common core standards (see Quality of Project Design, Section 2) by engaging directly with the Director of Schools, MNPS Board members, principals, staff, parents and students. The lead agency MOBC, has a history of aligning education program standards with those of the State and MNPS. MOBC's Reading Achievement Program (RAP) provides reading and math tutoring for elementary, middle and high school students in 11 schools and community sites. Tennessee

Department of Education recognizes RAP as an exemplary tutoring model based on its success with No Child Left Behind SES funding and alignment with state standards. RAP has drawn repeated, successful LEAP (Lottery for Education: Afterschool Programs) grants funded by the Tennessee State Lottery, and federal 21st Century Community Learning Center funds. In the spring of 2011, MNPS and MOBC created a summer tutoring and educational enrichment program for 67 of East Nashville’s most academically at-risk 1-11 graders. (See Table C and D)

After six weeks of intensive academic intervention, 98% of elementary and middle school participants raised their reading and math scores and 100% of high school participants raised their ACT practice scores.

Table C: Reading Assessment Data from Woodcock Johnson Reading Mastery and Development Reading Tests

Table D: Math Assessment Data from Key, Math 3.



In August 2011, MOBC opened East End Preparatory charter school with a founding class of 91 kindergarteners. Lead agency MOBC was compelled to launch a charter school as part of a portfolio of choice to deepen our investment in early learning and respond to community need. This also created a preventive strategy to give our youth what they need in the first five grades of school, so they will not be remediated later. East End Preparatory focuses on

high expectations, specialized instruction, family engagement and results based on rapid time data. The school will add one grade per year for the next five years, eventually serving 552 students, K-5.

Lessons learned from working in multiple school and community sites over the last five years, is that when one is offering a high quality program with identifiable outcomes, partners are willing break silos and come together to participate. In developing a STEM summer camp in conjunction with the school district, the NPN strengthened the partnership between MNPS, and MOBC, Peabody College at Vanderbilt University, Trevecca Nazarene University, Global Education Center, and UT Extension, and Second Harvest, to achieve tangible literacy results that support neighborhood school achievement. By building on collaborative relationships with schools, we also will expand the reach and resources of the NPN Thriving Children group and NPN Achieving Student Groups, offering specific programming, and professional development, while informing our planning process.

Government: Thanks to the visionary leadership of Mayor Karl Dean, education and services for children and youth are the highest priorities for Nashville. Re-elected in 2011, Mayor Dean serves on the Executive Committee of the NPN Advisory Board and has provided financial support to the NPN since its inception. In addition to Mayor Dean, the NPN Advisory Board has two city council members, two School Board members, and members of the Mayor's staff and Department Directors serving on Advisory Board committees.

In 2008, the Mayor's Office of Children and Youth and councilman Ronnie Steine (members of the NPN Advisory Board) created a task force to build a Master Plan for Children and Youth to inform policy and program decisions. Marsha Edwards (CEO, MOBC) was instrumental in the creation of the Master Plan. In 2009, the Office of Children and Youth

established a new citywide program to expand the after school program options for middle school youth. The Mayor's Office selected MOBC to coordinate Nashville After Zone Alliance (NAZA) for northeast Nashville. NAZA is built on an evidence-based model, using common outcomes throughout the city to ensure successful academic support and enrichment. Bridgespan Consulting has engaged the Mayor's Office to evaluate and discuss implementation of the city's Master Plan in 2011-2012. During our planning year, the NPN will align our program expansion and implementation with the Mayor's Master Plan for Children and Youth to leverage resources toward common goals. (See Appendix F for Mayor's Master Plan.)

The NPN director will lead efforts to continue work with city/county services to create more sophisticated data-sharing agreements in Nashville and connect with our State systems as well. NPN will engage in deeper advocacy with elected officials, to provide a greater understanding of the multiple factors to make social change happen. We will also spend time educating officials and department heads regarding how critical their collaboration is in moving problems to solution. Our project is located in Nashville, but the lessons learned of this project will support other urban areas and cities in our state. Our work will engage voices throughout the city with the government into a partnership that is essential to results and valuable to other constituencies.

Providers: NPN strategic and institutional partners each bring multiple networks of partners together. The NPN will deepen this network by drawing on strength-based collaboration, basing our work on addressing shared outcomes within a defined neighborhood.

In November 2010, MOBC partnered with MNPS and the Oasis Center to create the Top Floor at Stratford STEM Magnet High School. The Top Floor is a year-round, out-of-school-time program that focuses on academics, work readiness, and college prep. Since opening, the

program has served 223 students, more than 25% of Stratford's student population. Of the 66 seniors who attended the Top Floor in 2010-2011, 100% graduated and 97% were accepted into college. As the program has grown and students' needs have increased, the Top Floor has expanded its services by developing a strategic network of partnerships with local businesses, non-profits, and faith-based organizations, including Wells Fargo, Hospital Corporation of America, Family and Children's Services, Civil Groups, Inner Ministry Fellowship, Urban Explorers, Junior Achievement, The Pencil Foundation, Family Affairs Ministry, Young Life, City Church, Universal Electronics, Nashville Film Festival, Lipscomb University's Salt Program, Vanderbilt University PREP Program, and Belmont University's SIFE and Social Entrepreneur Programs. Together these organizations have created a network, "Friends of Stratford," with the primary objective of helping Stratford's students graduate from high school and enter college.

We have learned that networks of service providers can be much greater when they are organized around big goals as opposed to simply around such things as services provided or customers served. For instance MOBC is among the founding partners of the Nashville Youth Coalition (NYC), a network of public and private youth serving organizations. Because the NYC is organized around the promotion of mutually agreed upon, research-based definitions of service quality, it is beginning to raise the prevailing definition of quality and to create significant demand for professional development addressing NYC quality standards. In addition, local funders are beginning to include NYC quality standards in their funding criteria, an important driver for system change.

NPN Activities: Over the last eight months, the NPN Advisory Board (Appendix F) encompassing 47 city leaders, service providers, and community residents) launched a range of

activities, including but not limited to:

- 1) Hiring an NPN Director: After a national search, MOBC hired Robin Veenstra-VanderWeele, a licensed clinical social worker with extensive experience that spans the community agency, public school system, and academic settings.
- 2) Strengthening partnerships with neighborhood organizations: NPN brought community leaders from the East Nashville caucus of neighborhood organizations into the NPN initiative.
- 3) Collecting data from city, state and federal sources: NPN established a direct conduit for receiving school data from MNPS. As a part of this partnership, MNPS hired Laura Hansen, to direct the extensive data warehouse, ensuring that all NPN partners (and other city agencies) have access to real-time data. Ms. Hansen serves on the NPN Data and Research Committee.
- 4) Establishing partnerships with researchers at Vanderbilt to develop a data and analysis plan: NPN has worked extensively with Kimberly Bess, Ph.D. and Maury Nation, Ph.D. and a team of graduate students to develop and begin implementing a rigorous data collection and analysis plan.
- 5) Enhancing existing partnerships with MNPS to set NPN academic goals: NPN developed multi-level partnerships, both school-specific and district-wide, with the NPN Director serving as co-chair of MNPS' Economically Disadvantaged Students Transformational Leadership Group.
- 6) Expanding our network of service provider partners. NPN linked with new independent providers in other parts of the city to determine our partner network and provide additional information on the NPN network.

Collecting, analyzing and using data for decision-making, learning, improvement, and accountability

Proposal to Adapt and Expand Longitudinal Data System: NPN will build upon our existing framework to conduct our needs assessment and guide data collection, while exchanging ideas and embracing input and collaboration from the national evaluator and other Promise Neighborhood entities. In April 2010, MOBC hired a Director of Data, Research, and Evaluation, Dwight James, who has extensive experience in building and managing data systems at Tennessee Department of Children’s Services and other large data users. In order to enhance the quality and efficiency of data collection and analysis, MOBC invested in a customized Social Solutions Efforts to Outcomes (ETO) data system in Fall 2010. ETO enrolls each participant with a unique identifier that remains constant as they move across the various program offerings. As a result, MOBC programs track participant progress over time. For example: if a child attends our Early Learning Center and then proceeds to a local elementary school where they receive tutoring through the MOBC Reading Achievement Program, we are able to examine student achievement contextually. This pre-existing longitudinal orientation is essential as we build the NPN data system. In the planning year, NPN will hire a Director of Data Management, who will work with all of our collaborative partners and academic consultants to ensure the rigor of the data collection and analysis approach, anticipating that ETO will remain the core of this plan.

A substantial challenge to implementing a longitudinal data system is developing motivation and capacity across NPN partners to break down silos of data within individual organizations. There will be four incentives for partners to participate in NPN data collection. First, the analyzed data will allow partners to improve program quality and staff performance, as well as to provide rapid feedback to their funders. Second, the ability to track participants across

programs allows providers to access historical information about participants and streamlines the approach to service. Similarly, we are able to identify multiple participants within a family, allowing us to examine how they are accessing programs. In examining the entire family, we are able to assess the process of system-level change – the sustainable change that lies at the heart of the NPN theory of change. Third, the NPN will provide financial support for on-site data training. Fourth, NPN will have its own Director of Development who will link funders with specific NPN programs that are able to demonstrate data collection and outcomes that merit further investment. To maximize program participation, NPN Working Groups will set participatory and systemic accountability measurements that are used to develop the Director of Development’s funding priorities.

Lead agency MOBC will help NPN partners adopt an outcomes-oriented, real-time approach to optimize both results and funding. For example, by providing immediate data to MNPS regarding the success of the *STEM summer camp* tutoring and academic enrichment programs in the Stratford cluster, MOBC will work with MNPS to implement similar out of school programs. Similarly, due to MOBC’s ability to report outcomes in the *NAZA program*, the MNPS Middle School Students Transformational Leadership Group requested that MOBC develop a pilot program to provide academic support and enrichment to students during the breaks in the implementation of the 2012-2013 new balanced calendar. Translating this data system to our NPN partners during the planning year will be eased by our lead agency’s ability to share examples and troubleshoot challenges in the process.

Once a longitudinal data plan has been created, the NPN will match the continuum of solutions to NPN results to identify the appropriate project indicators for each NPN program. This process will integrate input from research (strong and moderate evidence) with input from

partner organizations, funders, schools, and community residents, who can identify indicators that match solution priorities and strengths with community needs. In honing the NPN Matrix using a research-based approach in collaboration with Vanderbilt University faculty, we will continue to identify project indicators that align with desired participant results. Data indicators will include both primary outcomes (e.g., college graduate rate) as well as intermediate outcomes likely to influence final outcomes (e.g., parents reading to children).

NPN brought together representatives of partner organizations, neighborhood schools, local foundations, and community residents. NPN Working Group members will help to finalize the indicators and data processes to track participant success. Representatives from each working group will work to maximize the efficiency of these processes such that the data can be shared in rapid time across partner organizations. Finally, the NPN Working Groups will plan best approaches to sharing the data with neighborhood residents on a regular basis.

Linkage, accessibility, and management of the longitudinal data system: The NPN Advisory Board serves as a major point of intersection, bringing together diverse organizational data. In 2010-11, the NPN established access to data from the Metro Department of Health, Metro Planning Organization, MNPS, Metro Nashville Police Department, and the Mayor's Office of Neighborhoods. During the planning year, new data will be collected through the community needs assessment to inform the continuum of solutions. Further, the NPN will work to create the legal capacity to share student specific data between community agencies and MNPS, likely to be the most challenging point of integration.

As noted above, the MNPS Data Warehouse Director, Laura Hansen, serves on the NPN Advisory Board. Ms. Hansen will work with the NPN Director to generate the capacity for a direct interface between the MNPS Data Warehouse and the NPN longitudinal data plan. Given

the potential challenges presented by FERPA, we have developed two alternative strategies. First, we can attach NPN program participant data to students' records within the Data Warehouse, with Ms. Hansen running school-based outcomes analyses behind the MNPS firewall. The second strategy is an extension of this approach and is complex, but powerful. We will explore the output of the MNPS Data Warehouse into a single de-identified database, paralleling what our partner, the Vanderbilt Medical Center, has done with the Synthetic Derivative, a de-identified database of the full electronic medical record including demographics, diagnoses, treatments, lab values, and genetic data⁸. Such an approach will allow individual or family data from any source (including medical records) to be integrated into the MNPS Data Warehouse and then output into a de-identified data management system that will avoid FERPA or HIPAA conflicts.

The NPN Director of Data Management (DDM) will manage and maintain the NPN longitudinal data plan, including secured backup on a separate server. We will further engage Social Solutions, who will assist the DDM in integrating multiple data streams into ETO. The DDM will develop a systematic approach to data sharing with MNPS, NPN program and policy partners, and Metro Nashville government, neighborhood organizations and community members. Data will be shared with the community by the NPN as a central structure, in outreach meetings led by the NPN Director, at neighborhood meetings, or, when interpretation is straightforward, on the NPN website, as well as by individual programs seeking to share outcomes with program participants and residents.

Rapid time data for continuous improvement during planning and implementation:

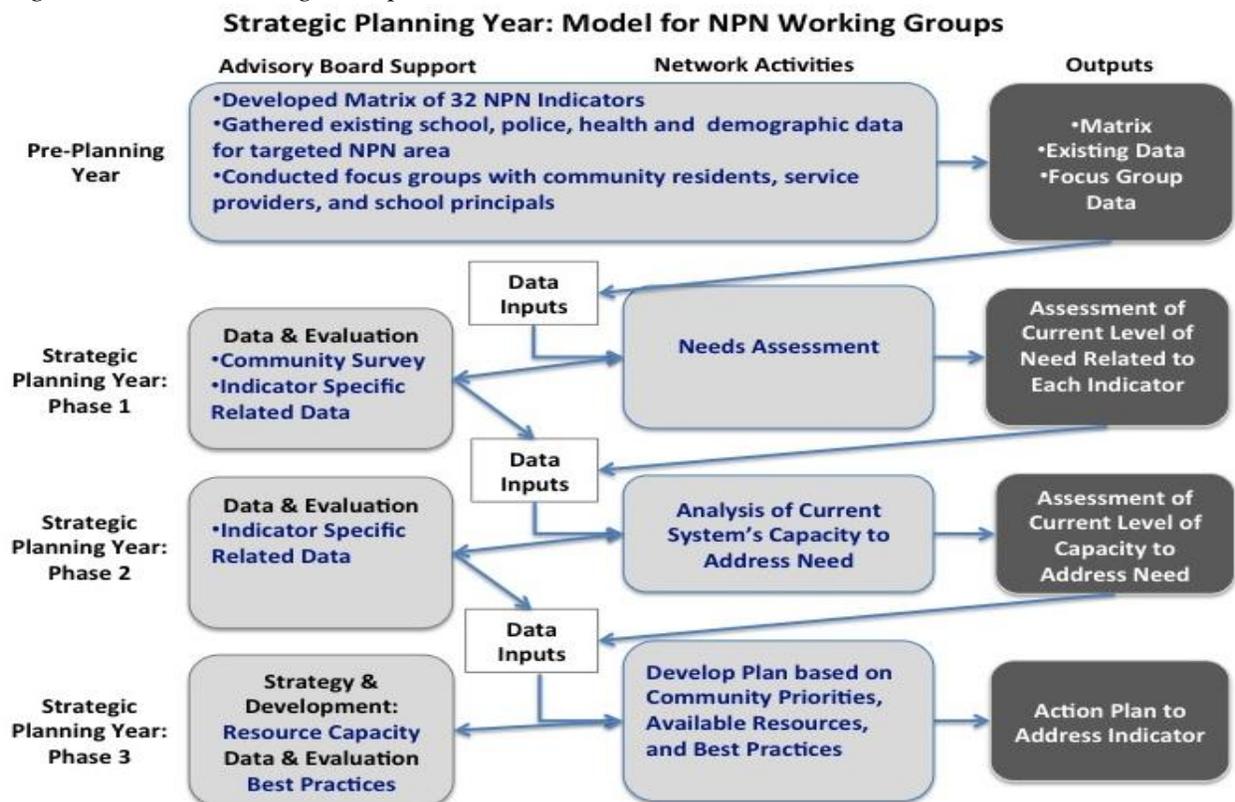
Lead agency MOBC has repeatedly demonstrated the capacity for rapid time data sharing. This allows for immediate feedback to drive program improvement. In addition to tracking outcomes

⁸ Roden DM et al., 2008, Clin Pharm & Therapeut, 84, 362-369

affiliated with program participation, an integrated system of evaluation also allows us to gather data surrounding participant satisfaction. As a result, participant voice currently serves as a major component of program assessment and improvement and will continue to do so. Dissatisfied participants are unlikely to show consistent attendance. Indicator and satisfaction data will be processed to allow rapid time evaluation by NPN Working Groups both during the planning and implementation phases, as shown in Figure E.

Documenting the planning process including lessons learned and best practices: The NPN Director will oversee and facilitate the collaboration during the planning year. We will build a learning community among principal partners by: 1) building relationships of trust that deepen communication, support risk taking, and lessen competition; 2) bringing principal partners together in defining their own group norms/rules of engagement with one another; and 3) helping partners reach consensus on approach to improving outcomes. We will generate data

Figure E: NPN Working Groups



to use for reflection and planning through: 1) self-created online surveys to obtain data from various stakeholders; 2) standardized online surveys to obtain feedback from customers (Search Institute Youth Assets Survey, for example); and 3) structured reflection/debriefing meetings with key partners. The NPN Director will make the agenda, minutes, reports, best practices and trainings available to all participants electronically via the NPN website and by hard copy. These documents will be archived for reference consistent with Tennessee Open Meetings Law.

Creating Formal and Informal Partnerships: Alignment of Vision: The NPN currently has 47 members of the Advisory Board. During the NPN planning year, we will expand to include the members of the Working Groups, as outlined in the NPN Advisory Board Governance Structure. (Appendix C and F). Our shared Theory of Change (See Appendix F) translates into an outcomes-oriented NPN Theory of Action (See Appendix F) built upon shared commitment and voice in the planning process for all participants in the NPN Advisory Board.

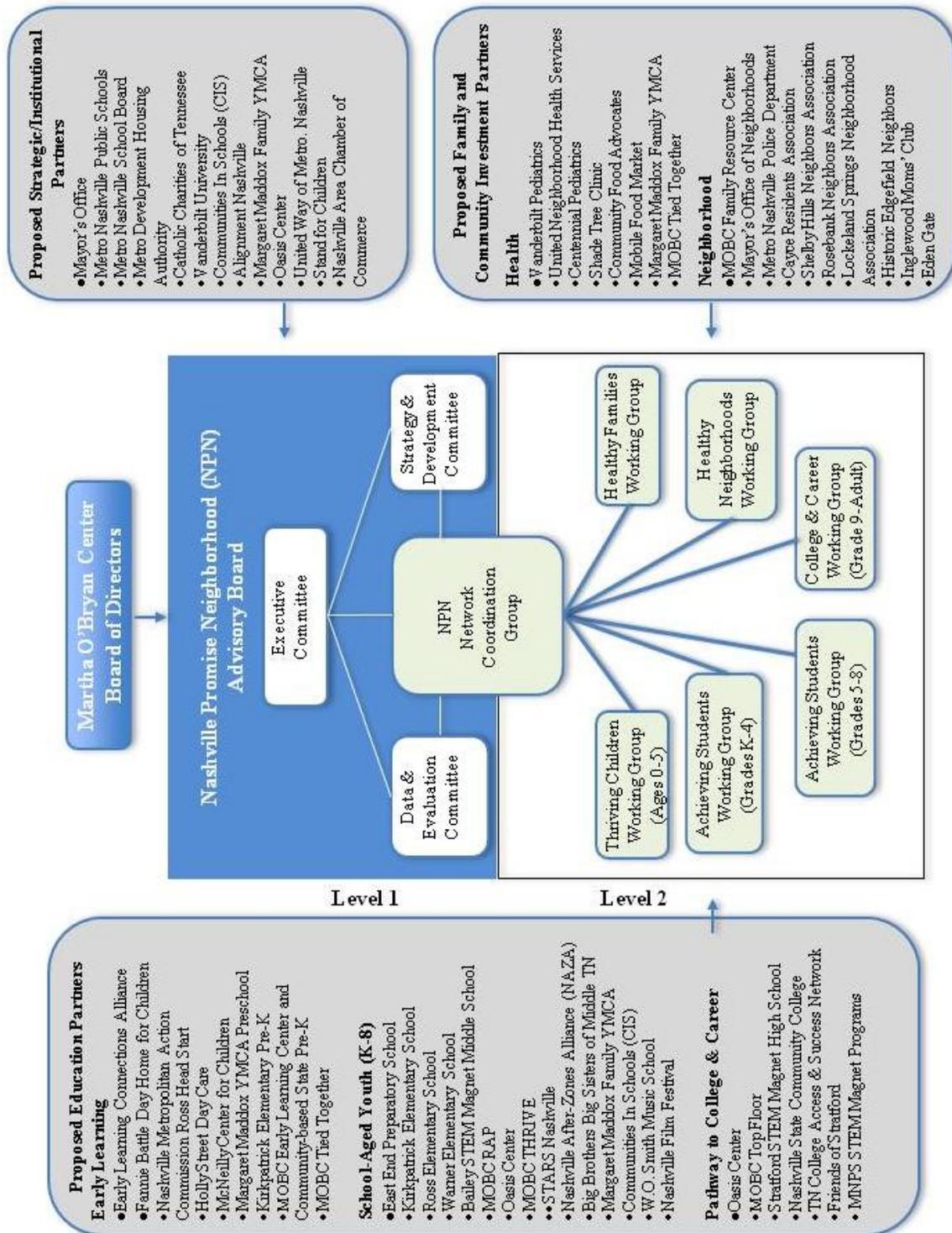
NPN will pioneer a place-based network and organized around a shared vision, theory of action and commitment to common outcomes. One model of outcomes-oriented work in Nashville is MNPS's *Transformational Leadership Groups*, which provide the impetus for the District's reform effort, *MNPS Achieves*. (See Appendix F) The NPN Working Groups will build on the city's experience in those groups, but in a more focused and place-based strategy. By incorporating residents, parents and school leaders in NPN Working Groups will facilitate a more targeted and rapid impact than existing district-wide initiatives.

NPN Governance Structure and Accountability: In 2010, to achieve the goals of the NPN, city leaders and residents joined with neighborhood organizations, service providers, and school leaders to form the NPN Advisory Board. In addition, the Mayor, the Superintendent of Schools, and the CEO of the Chamber of Commerce all serve on the Advisory Board and regular

reports are made to them on the progress of the NPN initiatives.

For the planning year, the NPN Advisory Board adopted a centralized network governance structure (see Figure F).

Figure F: NPN Governance Structure



As the lead agency, MOBC serves as the central hub providing leadership and coordination for the NPN. The NPN network operates at two levels through the NPN Advisory Board and NPN Working Groups. This structure maximizes efficiency and accountability through the centralized leadership role of MOBC and its Board and at the same time provides opportunities for all partners to engage in meaningful collaboration and participation in decision-making. The NPN network is designed to support NPN partner participation in systems-level change and create opportunities to leverage existing assets through provider-to-provider networks.

Level 1: NPN Advisory Board: The Board is made up of representatives from NPN partners including city leaders from the public and private sectors, Metro Nashville Public Schools, Vanderbilt University, non-profit service providers, neighborhood associations and parent organizations affiliated with targeted neighborhoods and schools. Thirty percent of the NPN Advisory Board members reside in the Stratford cluster. The NPN Advisory Board works through three committees (Data and Evaluation, Network Coordinating Group, and Strategy and Development) that report to the Executive Committee. All members of the NPN Advisory Board have agreed to serve 15 months and will meet quarterly. The Executive Committee accomplishes its investigative, communication and fund-building milestones and intermediate tasks on a quarterly deadline basis, reporting to the MOBC Board of Directors. The NPN Director files reports to both the NPN Executive Committee and the MOBC Board of Directors.

Level 2: NPN Program and Service Network: The NPN Working Groups will develop the NPN Implementation Plan. The NPN Network Coordinating Group will act as the hub and will coordinate and integrate the efforts of the six Working Groups: Thriving Children, (Ages 0-5) Achieving Students (Grades K-4), Achieving Students (Grades 5-8), College and Career

(Grade 9-Adult), Healthy Families, and Healthy Neighborhood.

NPN Working Groups. Six NPN Working Groups will be charged with the task of developing specific elements of the NPN implementation plan. In order to ensure participation and representation of key stakeholders, each Working Group will include representatives from targeted schools, neighborhoods in the NPN geographic areas, non-profit providers, and MOBC. Each NPN Working Group will be responsible for building collaborative capacity among members, assessing and defining NPN priorities for the local context, developing a common system of evaluation for programs and services among partners, and developing an action plan that proposes a range of solutions to address assigned NPN indicators. Each Working Group will work closely with the NPN Network Coordination group through its co-chairs in order to receive continuous feedback and foster cross-group collaboration. The final plan will be submitted to the NPN Network Coordination Group. The NPN Network Coordination group will review deliverables from each Working Group and provide feedback through the co-chairs.

<i>Nashville Promise Neighborhood Planning Year Timeline</i>		
Quarter	Milestones	Tasks
October-December 2011	<ul style="list-style-type: none"> ▪ Working Groups (WGs) formed ▪ WGs establish procedures and accountability standards ▪ Data & Evaluation Committee (D&E) writes Community Needs Assessment in consultation with WGs 	<ul style="list-style-type: none"> ▪ WGs learn about NPN indicators in context of target area ▪ WG members self-assess strengths, assets, and current challenges ▪ Strategy & Development Committee (S&D) organizes monthly funder meetings
January-March 2012	<ul style="list-style-type: none"> ▪ Dir. of Data Mgmt (DDM) & Dir. of Development hired ▪ Community Survey completed ▪ Communities in Schools (CIS) pilot begins in target schools ▪ Financial Literacy pilot starts ▪ 21st Century Learning Tools pilot launches 	<ul style="list-style-type: none"> ▪ For each indicator, WGs assess current services in the target area, including evidence base, accessibility, and scalability ▪ DDM and MNPS Director of Information Management integrate data ▪ DDM builds framework of longitudinal data system using Social Solutions ETO
April-June 2012	<ul style="list-style-type: none"> ▪ Longitudinal data system tested for Community Needs Assessment (CNA) and pilot projects ▪ D&E presents results of 	<ul style="list-style-type: none"> ▪ WGs suggest additional analyses of the Community Needs Assessment ▪ For each indicator, WGs assess how current services match community needs

	<ul style="list-style-type: none"> ▪ Community Survey to WGs ▪ D&E presents initial CNA and Segmentation Analysis to WGs 	<ul style="list-style-type: none"> ▪ WGs identify gaps in services ▪ S&D begins to match funders with programs and gaps in the continuum
July-September 2012	<ul style="list-style-type: none"> ▪ NPN Director presents the CNA to community and funders ▪ MOBC, CIS, and MNPS present the results of the CIS, Financial Literacy, and 21st Century Learning Tools pilot programs 	<ul style="list-style-type: none"> ▪ NPN Director solicits input on priorities from community, funders, and partners ▪ WGs prioritize NPN indicators based on need, community priorities, and feasibility ▪ WGs identify services that have strong evidence, scalability, and infrastructure ▪ D&E develops plan to evaluate the scaling process
October-December 2012	<ul style="list-style-type: none"> ▪ NPN Director presents a phased plan to implement NPN to MNPS, Nashville govt leaders, funders, partners, and community members ▪ S&D establishes support from funders for individual programs along the continuum ▪ NPN Director, D&E, and S&D write Promise Neighborhood Implementation Grant 	<ul style="list-style-type: none"> ▪ D&E and WGs identify appropriate indicators to track implementation ▪ Longitudinal data system extended to collect data for the 2012-2013 school year ▪ WGs evaluate the evidence for possible solutions for service gaps that cannot be filled by current NPN partner programs; identify new local, state, or national partners; and designate pilot programs to test feasibility or scalability
January 2013	<ul style="list-style-type: none"> ▪ Implementation phase begins 	

NPN Network Coordination Group (NCG). The NCG group will be made up of co-chairs from each of the six NPN Working Groups. The NCG is charged with the development of the NPN implementation plan. This will entail working directly with each of the six Working Groups as they develop action plans, working with the Data and Evaluation committee to develop a comprehensive data management system, and consulting with the Strategy and Development committee as they develop a long-term funding strategy to scale up to full implementation.

NPN will use organizational learning principles to guide the planning process and to promote meaningful participation from all members. The NPN Advisory Board will create structures and practices that facilitate learning across the network. Structures refer to formalized lines of authority, decision-making and communication patterns, and thus inform maximum feasible participation and collaborative potential among stakeholders. Equally important to

assess are network practices, as they constitute the activities and modes of interaction that influence group dynamics. The inherent tension is in promoting participation and responsibility at all levels of the network while maximizing efficiency of the network as a whole. The goal of the planning process is to develop effective and inclusive governing methods through an intentional process of critical reflection and vision building.

To promote action-oriented results, certain structural considerations have already been instituted and approved by the NPN Advisory Board and lead agency MOBC. The network structure streamlines decision making and maximizes efficiency by instituting a vertical process in the governance structure for final approval of NPN activities. The hierarchical nature of the NPN governance structure is diffused through stakeholder representation at all levels. The focus of the planning process will be to develop structures and practices at the Working Group level to promote inclusivity and shared understanding among stakeholders. Further, the planning process will assess the lead agency's responsiveness to stakeholder voice and make changes when necessary to improve accountability.

In accordance with organizational learning practices, the NPN Director will coach Working Group members to reflect on lessons learned at every phase of the planning process, ensuring that all voices are heard. This process component is essential in creating a context where group members feel valued and responsible. Emphasis will be placed on facilitating the emergence of the community perspective through feedback from residents and neighborhood organizations. The group learning and empowerment of members will also be assessed through an adapted version of the Dimensions of Organizational Learning Questionnaire (DOLQ). The DOLQ provides a tool to assess the degree to which 1) the network creates an empowering context; 2) the network actions are consistent with community values; 3) the network promotes

open communication; 4) the network facilitates learning; 5) the network sustains morale and vision; and 6) the network provides support for member development. The DOLQ allows the NPN Director to assess member engagement, Working Group function, and network member participation. Administered quarterly, the DOLQ will guide NPN development and establish necessary benchmarks to qualify the achievement of goals. Feedback mechanisms at all levels of the governance structure provide opportunities to interpret data derived from the DOLQ and to inform understanding of the efficacy of NPN functioning.

Management Team Qualifications and Staffing

Robin Veenstra-VanderWeele, NPN Director. As the Director of Counseling Services for a community center that provided both community-based and school-based therapy in Chicago Public Schools (CPS), Ms. Veenstra-VanderWeele understands the challenges of coordinating school-based services with a large urban school district. By forming relationships with principals, teachers, parents, PTAs, Local School Councils and CPS Administration, she was able to increase her department's budget by 175% and expand school-based therapy from 4 schools to 14 in just 3 years. During this time, Ms. Veenstra-VanderWeele participated in the development of a coalition of youth serving agencies that was designed to better coordinate youth services in the region across service disciplines. Ms. Veenstra-VanderWeele also served on advisory committees to support social work education at both the undergraduate and graduate levels. As an Instructor at the University of Chicago School of Social Service Administration, Ms. Veenstra-VanderWeele served on a number of committees which focused on school social work, the emergence of the community schools movement and the resulting University of Chicago community schools partnership, the University of Chicago charter schools and their intersection with social work education, and the development of a new Masters in Urban Teacher

Education. As a faculty member at the Loyola University of Chicago, Ms. Veenstra-VanderWeele assisted in incorporating the Family, School, Student Partnership (FSSP) program into the existing social work curriculum. Rooted in a strengths-based perspective, this program offered advanced certification to masters-level social workers in strengths-based, evidence-informed school social work practice. Ms. Veenstra-VanderWeele brings the rare capacity to inspire others to engage in visionary thinking and tackle social change. Her experience working in distressed communities and in the academic arena make her an outstanding leader for the Nashville Promise Neighborhood.

Marsha Edwards, President and CEO has led MOBC since 2001, emphasizing financial responsibility, quality programming, and fund development. Her background as a litigation attorney, small business owner/entrepreneur and education advocate has spurred her vision to build a broad continuum of services to support all children educationally and socially. Fiscally conservative and debt-free, MOBC has consistently strong financial statements, visionary long-term planning, and over 10 years of audits with no findings. Ms. Edwards is a respected and recognized advocate in Nashville for vulnerable children and families. Under her leadership MOBC has tripled its budget, filled many gaps in the MOBC *Highway of Services*, developed school and community-based programs, and launched an elementary charter school in East Nashville. Ms. Edwards has led MOBC through 10 years of growth and is known as a creative and critical problem-solving leader. Ms. Edwards has raised awareness of the complex obstacles for Nashville's vulnerable children in both the philanthropic and business community. Edwards' leadership style is greatly influenced by her advocacy background. In 2006, she led a team to visit the Harlem Children's Zone to learn, benchmark and restructure the MOBC theory of change. In 2009, she advocated for a broadening of the charter school eligibility law and was

instrumental in launching KIPP Academy in Nashville. Ms. Edwards has served on both Mayor Karl Dean's Project of Student Success (dropout prevention) and the Nashville *Master Plan for Children and Youth*. She is the only non-profit CEO chosen to serve on the Chamber of Commerce's premier *CEO Champions* business committee that works to engage the business community in support of reform of our comprehensive high schools into small learning academies. Under her leadership, MOBC has expanded, raised more money and filled more academic gaps from birth to college.

Christine Jackson, Chief Operating Officer has been a MOBC leader for seventeen years. She has a Master's Degree in Education with an emphasis on reading. She has built programs, led community outreach, shaped legislation to assist families, and has an outstanding reputation for exceeding outcome goals. Under her leadership, MOBC has successfully piloted community-based Pre-K classrooms for Tennessee, piloted and demonstrated a Work Ready program (adult employment) for the US Chamber of Commerce and built the most effective tutoring program for the State of Tennessee. Ms. Jackson led the creation of the MOBC Family Resource Center, as a *one-stop shop* for families in the target area, including those living on Families First (welfare). Highly qualified by experience and practice, Ms. Jackson facilitates the management team's practical ability to apply the vision to every step along our performance structure with the result of an entire company, who see themselves as leaders, understanding their essential contributions to the stated goals of the Center. Ms. Jackson facilitates the management team's approach to developing research-based, data-driven programming across the Highway Of Services. She has the proven ability to build responsive, complex and deep partnership structures and to invite others to join shared work knowing they are bound by our performance structure.

Paul Phillips, Chief Financial Officer has managed complex regulated government offices and large financial operations in the corporate world and is well equipped to lead MOBC at its current budget of \$5.5 million and the NPN's projected scale-up to \$18 million annually. Mr. Phillips will be the financial architect working with our NPN Executive Committee and the Board of Directors, seeing that the Promise Neighborhood grant is strictly adhered to, assisting with the seamlessness of the data system, and communicate to the MOBC Board of Directors and Promise Neighborhood Advisory Board Executive Committee. Mr. Phillips has extensive experience working for the Clearwater, Florida Housing Authority, where his duties included monitoring congressional register laws and HUD policies. At Clearwater, he also developed and implemented a financial management center that was responsible for all financial processes for the merger of four public housing authorities.

Dwight James, MOBC Director of Data Management has extensive experience in building and managing data systems at Tennessee Department of Children's Services and other large data users in both the public and private sectors. He is an Oracle Master, designating his formal training from Oracle Corporation, holds a Masters degree in Computer Science, and brings his vast expertise in managing sophisticated massive databases to the work of MOBC and Social Solutions. Mr. James has received awards and recognition for system design at major corporations such as Deloitte & Touche and Georgia Pacific, as well as Tennessee Department of Children's Services. At MOBC, Mr. James partners with program leaders to design and implement Social Solutions ETO software to measure outcomes for 29 different program areas.

NPN Director of Data Management, To Be Hired. This person will work with our direct service partners to insure that quality data is collected through our Solution Solutions data management system, and will also participant in the design and implementation of relevant

studies through mathematical computations and collection protocols in order to extract data into meaningful statistical analysis.

NPN Development Manager, To Be Hired. The primary function of the Development Manager will be to assist the MOBC Chief Executive Officer, Vice President of Development and the Resource & Strategic Development committee in securing matching funds for the implementation of our Promise Neighborhood. Matching funds will be secured by individuals, local/state governments, foundations and corporations.

Leveraging and Integrating Funding Streams: All Martha O’Bryan Center programs and services are funded by multiple integrated investors. Integrated funding is the rule in our sector, rather than the exception; thus all community partners in middle Tennessee are creative braiders of funds. As a non-profit community, we are highly collaborative in both program delivery and funding source creation. We understand that no matter what Promise Neighborhood funding levels are appropriated by Congress, there is not enough money to do all that is needed. Promise Neighborhood’s data driven requirements allow us to present compelling evidence of what interventions will produce the most dramatic change to school communities and neighborhoods among the students and families with the highest need.

At MOBC, we openly share, “what we want to achieve in east Nashville is larger than Martha O’Bryan Center”. With that in mind, we have adopted organizational goals that require multiple partners and multiple streams of funding dedicated to common data management and outcomes. In 2010, MOBC had the unique opportunity to open the innovative *Top Floor* program in Stratford STEM Magnet High School. In an effort to turn around this old style comprehensive high school, last year the school was renamed Stratford STEM Magnet and new leadership was assigned to the school. In order to meet the student body’s fundamental reading

and math needs so that the students could actually succeed in a STEM focus environment, MOBC combined its academic tutoring/remediation program and work readiness programs with Oasis Center's college access program and MNPS's in-kind support of space and technology. United, these three NPN strategic partner organizations provided staff and financial resources to remodel 5,500 square feet of unused space into a model student union where students can learn to read as well as be tutored to take the AP Calculus or ACT exam with access from 7am to 7pm. every day. Further NPN collaboration has allowed MOBC College Transitional Coaches to merge their college case management services with the Oasis Center's College Retention Coordinators, who are located at Nashville State Community College, providing a seamless system of support for these first generation college students.

Over the last ten years, MOBC has laid the groundwork for NPN collaboration that is scalable and sustainable in early education, charter school partnership, academic out of school programs, and college bound opportunities. One example is the Martha O'Bryan community-based Pre-K School, which is funded 50% by state government, 25% by United Way, 20% by individual private donors, and 5% by fee-based revenues. This national accredited 3-Star center relies on its partnerships and their investments to maintain the highest quality of achievement.

MOBC secured and managed nearly a million dollars in federal and state grants over the last two years. In areas of private funding, two and half years ago, the Joe C. Davis Foundation provided a leadership award to the Martha O'Bryan Center for \$1 million to strengthen its management structure, fill leadership gaps and broaden its programmatic reach and data analysis systems effectiveness. Since receiving that \$1 million award, the Martha O'Bryan Center has opened a community-focused charter school, East End Preparatory School (K-5), recruited highly qualified and experienced youth leaders across program areas, expanded our tutoring

opportunities to 11 school campuses and invested in Social Solutions ETO data management. As a result of those leveraged opportunities, MNPS reached out to MOBC to strengthen core academic achievement in the targeted area through the Race to the Top, STEM Magnet state grant and other MNPS funds.

The only new grantee in 2008, MOBC secured an AmeriCorps grant through Volunteer Tennessee. This added AmeriCorps members to MOBC's youth development program, to maximize the delivery of services. MOBC contributed 36% of the total cost as match money through private corporate fundraising. Despite challenges in the federal funding for this program, MOBC has successfully sustained and received increased support. For 2011, MOBC received support for 15 AmeriCorps members.

In other key multi-year government grants, MOBC received a No Child Left Behind SES grant in 2004 and successfully renewed that grant annually, including an award to provide summer tutoring services in 2012. In 2008, MOBC also secured 21st Century Community Learning Centers (21st CCLC) grants, which allowed us to add staff and significantly impact and improve the quality of youth services and tutoring provided at community centers and area schools. The 21st CCLC grant has been renewed annually, and MOBC received a similar LEAPs (Lottery for Education: Afterschool Programs) grant for 2011-12. Additionally, the Mayor's office has supported out-of-school programming at Martha O'Bryan Center, with three consecutive years of Community Enhancement Youth Services grants, and continuation of the NAZA middle school initiative, totaling \$1,311,000. MOBC, as part of our PN strategy, are bringing CIS, Community in Schools, to Nashville this year. Funding for this CIS pilot in our targeted area has been secured by leveraging a corporate gift of approximately \$300,000, which triggered over \$100,000 in MNPS funds and \$50,000 in MOBC funds

The NPN Strategy and Development Committee will continue to secure investments and explore other funding sources to help us strengthen our existent cradle-to-career continuum and leverage grant opportunities among partners. This effort will be led by the NPN Director of Development. The NPN has already raised the required \$250,000 in match money, for our planning year, as reflected in our attached letter. Additionally, Vanderbilt University's in-kind services regarding data evaluation and segmentation analysis is valued at \$150,000.

Section 5: Commitment to work with the Department and National Evaluator

Nashville Promise Neighborhood will work with the U.S. Department of Education, the national evaluator for Promise Neighborhoods or another entity designated by the Department, to ensure that our data collection and program designs are in keeping with plans to conduct rigorous evaluation of the Promise Neighborhood Program and of specific solutions and strategies pursued by our partner agencies during the implementation phase. Through the Memorandum of Understanding, other items identified as requirements of the partnership are that the national evaluator will: 1) have access to administrative and project indicator data sources; 2) assist in the development of an evaluation strategy, which includes a credible comparison group; and 3) identify and collect reliable and valid baseline data for both program participants and a comparison group of non-participants. The continuum of services described in this grant has been shaped by community feedback and the data from our existent programming, but will also be shaped by key partners and members of the NPN Advisory Board committees. Lead agency MOBC has experience working with external evaluators, regarding our *Family Literacy Program* (National Center for Family Literacy), child care initiatives (National Association for the Education of Young Children – for 17 years), and *Tied Together* parenting initiative (Vanderbilt University).