



**Nashville After Zone Alliance (NAZA)
Project Charter and Plan
November 2008 (updated August 2009)**

The development of NAZA is set in the historical context of the following plans:

The Future of Neighborhoods: Nashville's Neighborhood Agenda (December, 2006)

- We envision Nashville and Davidson County as a community (*where*) . . . in addition to rigorous academics, all schools provide stimulating after-school programs, cultural opportunities, and recreational activities.

Dean Plan for Public Education, 2007

- The existing Mayor's Office of Children and youth will act as a comprehensive resource to connect students with tutoring and afterschool programs.

MNPS Strategic Plan 2007-14

Strategy VII: We will ensure the convergence of schools and communities to achieve student success.

- Strategic Result A: Establish full-service community schools that reflect the diversity in each community.
Action Step 1: Allow community access to MNPS sites to fulfill the needs of the community
- Strategic Result B: Launch and improve partnerships between school district and all community stakeholders to provide active support for all students
Action Step 3: Create an environment for building trust which reflects the following: accurate, accessible information, opportunities for dialogue, clear understanding of roles, mutual respect, and fault-free environment
Action Step 4: Involve new community groups in providing intervention programs in schools and family resource centers in all schools

Nashville's Agenda Youth Action Committee (late 2007)

- Vision: To expand the number of afterschool opportunities for youth by building an interconnected, coordinated system of quality afterschool supports. We would do this by bringing afterschool providers together with schools, libraries, and recreation centers to build a network of programs in designated areas of the city.
 - Target Population: middle school youth most at risk of dropping out



Resolution #RS2008-353, adopted by the Metro Council (May, 2008)

- Section 2: The Metropolitan Council requests the Mayor, through the Mayor's Office of Children and Youth, to analyze each of the twenty-one key action steps included as part of the (National League of Cities' Council on Youth, Education, and Families) City Platform, and to conduct an inventory of existing resources and identify weaknesses or gaps in the existing resources.
 - Key Action Step #9: Establish a local afterschool coalition or task force, including both city agencies and community-based providers, that works to identify new funding sources and create quality standards for afterschool programs.

CCSSO District Audit (2007-08)

- Key Finding #6: The district needs better coordination and monitoring of supplemental education services. . .Supplemental educational services (SES) required by NCLB have been problematic. Participation in SES programs has been low. Low participation results in vendors deciding not to serve the school, and parents must start all over in making selections. When SES programs are in place, there is limited communication between vendors and teachers, resulting in programs that are not tightly linked with individual student needs as defined by school and test performance.

Recommendation:

- District administrators should provide support and monitoring of the SES program to ensure that academic supports are designed to meet individual student needs, as identified by achievement and other data.

- Key Finding #7: It seems that the district lacks data systems to evaluate the effectiveness of academic support programs. . .It is unclear whether there are monitoring systems in place to evaluate the effectiveness of the district's academic support programs.

Recommendation:

- District administrators should establish and utilize data systems to evaluate the effectiveness of its academic support programs.

Project for Student Success (June, 2008)

- Strategy related to student drop-out related risk factors: Community and Neighborhood Risk Factors
 - Strategy: Provide Access to High-Quality Afterschool and Summer Programs
 - Action Issues:
 - A coordinated system, supported by a community advisory council
 - Accessibility, at least 3 days a week at a convenient location with transportation options
 - Serving at least 75-150 middle school youth per cluster



- Increased family awareness of the value of such involvement
- “Voice and choice” for youth in curriculum and structure
- An updated centralized database of available offerings
- Supplemental staffing with volunteers from local colleges and universities
- Activities addressing the range of youth interest, including academic enhancement, career awareness, school-to-work transition, life skills, community building and service, and recreation.

Mayor’s Afterschool Zone Planning Work Team (July, 2008)

- Charge: To create, through collaborative community and school ventures and partnerships, an integrative framework that provides a Metro student access and opportunities to afterschool programs, which offer meaningful enrichment activities in safe and structured environments.
 - Structure will include a stand-alone intermediary or coordinating entity to handle logistical and functional issues county-wide, accountable to an advisory council or core team. Each zone will be overseen by a zone council of formal and informal partners, parents, and other private and public stakeholders to assess gaps, discuss opportunities and challenges, promote best practices and professional development.
 - Each zone will adopt the High Scope framework and implement the Youth Program Quality Assessment, a self-evaluation and program improvement tool. In addition, the zone and its programs will adhere to recognized standards for quality school-age care related to: relationships, indoor and outdoor environment, activities, and administration. (see “Framework of Quality Components of Out of School Programs”, 7/31/08)
 - Action Steps: See results of strategic planning session, summer 2008, with key results related to program, customers, coordination, transportation, and sustainability



Introduction:

Nashville faces what has been called a silent epidemic year after year: one-third to one-half of the low-income and minority students in Metro public schools fail to graduate from high school. During much of the twentieth century, manufacturing provided upward mobility for our dropouts. Today, unemployment and underemployment for these young adults is staggering.

Research shows that eighth grade academic achievement is a much better predictor of college/career readiness at graduation than **anything** that happens academically in high school. It also found that eighth grade academic achievement is directly tied to academic discipline (the soft skills like self-discipline and good habits) and orderly conduct. Unfortunately the data also show that fewer than 20% of eighth graders are on target to be ready for college-level work by the time they graduate from high school. So literally, although the door to high school is technically open to all students, for more than 80% who first cross the threshold, the door to their future may already have closed. Given that students spend only 20% of their waking hours in school, interventions need to take place both during and outside the school day. And they need to start before high school.

Data for the 2008/09 school year indicates that about 2,000 of the 21,000 of Metro middle school students (fewer than 10%) participate regularly in structured afterschool programs, even though numerous national studies have demonstrated that active participation in high-quality afterschool programs in the middle grades leads to higher levels of school engagement, attendance, and performance. Too few existing programs address the needs of youth who would benefit the most: accessible locations, targeted social and educational interventions, culturally competent appeal, and extended hours of operation.

This project is based on two hypotheses (per the Wallace Foundation):

- Youth can gain learning and developmental benefits by frequent participation in high-quality programs, and
- The best route to providing such high-quality services to more children is to adopt a citywide, coordinated approach that is sustainable.

Other communities that have adopted a comprehensive city-wide approach typically set a goal of involving 40% of the middle-school youth in their programming. Realistically the Nashville network will aim to add 1,500 additional slots by spring of 2012.

Project Description:

The Nashville After Zone Alliance (NAZA) will create a city-wide coordinated network of geographic zones or Z's, which, through collaborative community and school ventures and partnerships, provides Metro middle-school students access to afterschool programs that offer meaningful enrichment activities in safe and structured environments. (see attached Framework for the Nashville After Zone Alliance)

Based on lessons learned from other cities, NAZA will intentionally leverage currently-available resources while expanding capacity through use of existing facilities in schools and in the neighborhoods. NAZA will offer coordinated scheduling, marketing, recruitment, and tracking, to increase access for the students and efficiencies for the providers and partners.



Desired Results:

1	Increased number of afterschool slots for Metro middle school students in designated geographic areas, initially targeting 250 additional slots in the Northeast zone or Z, representing the Stratford and Maplewood clusters
2	Increased levels of participation and then retention in quality afterschool experiences by these students, as a result of: <ul style="list-style-type: none"> • affordability • transportation
3	Increased daily school attendance for these afterschool participants and then retention of these higher attendance levels
4	Adoption and use of quality standards, as described in the “Framework of Quality Components of Out of School Programs”
5	Steadily improving program quality as indicated by: <ul style="list-style-type: none"> • youth-to-staff ratio and • breadth of age-appropriate content and activities
6	Global use of an electronic participant tracking system (with data aggregation and reports)
7	Partner agreements and policies in place
8	Provision of technical assistance and staff and volunteer training (using the FYI Quality Counts and other agreed-on strategies)
9	Sustainable financial support

Critical Success Factors:

1	Committed leadership, including local government (schools, parks, libraries), elected officials, business, community, and out-of-school time leaders to forge a shared vision of youth success
2	Sustainable funding vehicle



Deliverables:

1	A coordinating entity, now called Central Coordination (see attached NAZA Organizational Model and Explanation)
2	A county-wide advisory council, now called the Leadership Council (see attached NAZA Organizational Model and Explanation)
3	Multi-year implementation plan (see attached NAZA Initial Timeline) that fully utilizes all the resources already available to the community and to the specific geographic areas
4	Multi-year funding vehicle (see attached draft budget for 2008-11) that fully leverages all the revenue and in-kind resources already available to the community and to the specific geographic areas
5	Needs analysis by geographic area or Z
6	Internal and external communications plan
7	Marketing plan to increase community awareness of the value of OST, increase public will to support it over time, and expand participation by all of Metro's middle school youth
8	Participant tracking system linked to school data
9	Program quality standards (see attached Quality Improvement Cycle: Nashville's Approach)
10	Staff development plan and processes, as part of the Quality Improvement Cycle
11	Volunteer recruitment and training plan and processes, as part of the QIC
12	Transportation plan
13	Real-time inventory of available partnering programs broken down by geographic area



Project Organization

Role	Description	Those Assigned
Sponsor	Has ultimate authority over and is responsible for the project's scope & deliverables.	Mayor Karl Dean, in collaboration with the Director of Schools at MNPS
Project Manager(s)	Develops and maintains project plan and project schedules, executes project reviews, tracks & disposes of issues & change requests, manages the budget, and is responsible for overall quality of the deliverables.	NAZA Central Coordination
Project Teams	Is responsible for performing the activities necessary for implementation of the project.	<p>Leadership Council for strategic oversight:</p> <ul style="list-style-type: none"> • Mayor, as chair • Director of Schools, as vice-chair <p>NAZA Workgroups:</p> <ul style="list-style-type: none"> • Resource Development • Program Quality and Policy • Marketing/Communications • Transportation • Data • Ad hoc (as needed) <p>Z Coordinating Agencies (one per Z)</p> <p>Z Workgroups, as determined by the Z</p>
Key Stakeholders	Provides expert understanding of their organization, and represents area for which the project is intended to support/serve.	<ul style="list-style-type: none"> • Nashville's Agenda • MNPS leadership and Board of Ed • Metro Council Education Committee and other interested



Project Charter/Plan

		<p>council members</p> <ul style="list-style-type: none">• Afterschool providers, as well other agencies that provide complementary programming• Metro Parks and Recreation• Metro Libraries• Metro Health• Metro Police• Sheriff's Department• Juvenile Court• Mayor's Youth Council and other youth• The Chamber and business community• Contributors to the Mayor's Education First Fund and other funders• Parents, students, educators, providers, and other residents within each geographic area or Z
--	--	--