

Nashville AfterZone Alliance 2017 Annual Report

"I help out a few students who are disabled: I help read with them, play with them with the LEGO bricks and schedule playtimes. I enjoy being with them. Some people don't start off with many friends, so I wanted to go on ahead and let them know I'm a friend to them and someone they can trust and rely on." - NAZA student



"I like how all the teachers are all different but can be the same because they like working with kids. They're fun to play with and do homework with." - NAZA student

"It's fun because instead of being home you can be somewhere that's fun and you can do a lot of things instead of just sitting at home." - NAZA student



1. Context and Importance of OST programs

Out-of-school time (OST) programming provides youth with opportunities for social and emotional growth, age-appropriate positive development, and enrichment. High-quality programs are safe and supportive, structured with a clear learning focus, and emphasize child development and positive relationship building. It is very important to keep children and youth continuously engaged in high-quality programs, and this is more likely if the program design is informed by youth voice and choice. It is also critical for OST programs to collect and analyze student data as well as follow a shared quality framework to be able to measure the impact of their work and seek continuous improvement. OST programs should offer youth a support system around their social, emotional, and academic growth and offer experiences that can ultimately enhance students' performance during the school day.

National Data

According to the Afterschool Alliance's *America After 3 PM* report:

- The academic achievement gap between students from lower-income and higher income families has grown to 40% over the past 30 years and consistent participation in high-quality OST programs can help to close the gap.
- Every \$1 invested in afterschool programs saves \$9 by reducing crime and welfare costs, improving kids' performance at school, and increasing kids' earning potential.
- More than 8 out of 10 parents with kids in afterschool programs agree that the programs help working parents keep their jobs. Eighty four percent of parents surveyed nationwide support public funding for afterschool programs.
- Eighty three percent of parents with a child in an afterschool program say programs can help reduce the likelihood that kids will commit suicide, use drugs or become a teen parent.¹

Our afterschool programs were just hanging at a community center, but it was nothing instructional. It was just a place to keep you for a little bit. NAZA is very instructional for the kids, and I think it will take them a long way in life." – NAZA student's parent

"Being a single mom, working full time, and by the time I get home and cook dinner, the time is gone, so I'm more at ease because he's being taught, and they do homework. The teachers have been great. They are very enthusiastic and talk to me and make sure I understand what's happening." – NAZA student's parent

NAZA

The Nashville AfterZone Alliance (NAZA) was established around four key elements of afterschool systems: strong leadership, coordination fitting Nashville's local context, effective use of data, and a comprehensive approach to quality. NAZA was established in 2009 as an expanded learning system to support access to coordinated and high-quality afterschool programs for middle school students in partnership with Metro Nashville Public Schools (MNPS). Over five years, NAZA grew quickly and intentionally to establish an afterschool system comprised of five zones that served students who would otherwise not have access to afterschool

¹ Afterschool Alliance, *America After 3PM*, 2014

programs due to cost or transportation barriers. Mayor Barry, being a champion in child and youth opportunities, continued supporting NAZA, increasing the budget for expansion of services.

NAZA-funded programs operate four days a week, two hours a day for 28 weeks each year. NAZA students receive a meal or a snack after school, benefit from homework help and engaging academic activities, and gain exposure to new skills and opportunities all in the presence of caring adults. In 2016, NAZA also started providing summer programming for high school students.

NAZA participants of all ages also work together in their afterschool programs, whether participating in group experiments or assisting one another with homework assignments. These programs encourage and cultivate leadership skills through tasks relevant to students' needs.

"Other students help us with our homework, so it's actually fun. My friend Kyle has trouble with his homework so I help him out with it; we help each other out," says a NAZA student.

"My son is high- functioning autistic so I needed something that he enjoyed. It's nice for me because I'm not as stressed out trying to make sure that he's taken care of for that time after school," a parent recalls. "He loves NAZA and it keeps him active, and he's made some friends already. I've had no problems with him coming home upset; he continually wants to come, be a part of it and do the extracurricular things with them."

Another parent, whose twins are also enrolled in the YMCA Z Program at Dupont Tyler Middle School, describes the program's benefits for working parents. *"NAZA is a necessity. Both my wife and I work, so we need afterschool for our children. We find it beneficial because they've usually already done their homework, so once home we can focus on studying or getting ready for the next day."*

2. Recap of the Year: System Level

NAZA administration changes-NAZA's founding Coordinator retired on June 30, 2016 and the new Coordinator stepped into the role in July of 2016.

The year was rich with setting strategic directions for the next five-year period, revising administrative and contractual terms and conditions, revising elements of NAZA's structure and requirements for partners.

NAZA's completed five-year strategic plan highlights the commitment to remain an intermediary between the government and non-profits, continue supporting underserved youth's increased access to OST opportunities, as well as support youth-serving agencies in building capacity and a culture of quality program delivery.

NAZA reduced the number of coordinating agencies with which it contracts to two agencies (YMCA and MOBC) instead of four as PENCIL Foundation's board determined it was best to sunset its work in afterschool programming and Vanderbilt's School of Nursing's contract ended in May. The Northwest Zone has been moved from Vanderbilt's School of Nursing to the YMCA, which will also continue to coordinate the Southeast Zone. Martha O'Bryan will coordinate the McGavock and South Central Zones, which were formerly coordinated by PENCIL, in addition to continuing to coordinate the Northeast Zone.

NAZA's team participated in planning and strategy meetings to come up with solutions that could allow the intermediary to connect a larger number of youth with high-quality programs. The team decided that the best strategy to build the capacity of a larger number of providers is through training and coaching, so that regardless of the source of funds that providers utilize to program, they still know how to structure a high-quality program,

how to engage young people, how to support youth's academic, social, and emotional growth, and how to measure impact.

While NAZA offers a number of trainings for youth-serving agencies through different partnerships and outsourced trainers, the team felt that it would be beneficial to invest in building the NAZA team's capacity to deliver some capacity building trainings so that the team can support capacity building for a wider youth-serving community at a reasonable cost.

Increasing the direct reach- NAZA Zone Directors were given a chance (through a Wallace grant) to participate in the BOOST Conference in California in the Spring of 2017 to learn about existing resources and best practice approaches in the OST world. They returned with a wonderful idea of partnering with the American Institutes for Research to start delivering a comprehensive capacity building curriculum to OST providers. In June, 2017, NAZA invited AIR to deliver a two-day Training of Trainers for four NAZA Zone Directors on the Beyond the Bell curriculum, which is a suite of professional development services, products, and practical tools designed to help afterschool program leaders and staff members create and sustain high-quality, effective afterschool and expanded learning programs. NAZA also purchased 150 copies of the toolkit which will be made available for youth-serving agencies upon receiving the training from Zone Directors. This approach will help to reach a larger number of youth-serving agencies than NAZA usually reaches through direct funding and while many of them might not get direct program funds, the strategy is to provide ongoing support to many of them to make sure the programs they deliver are of high quality and youth benefit directly from our efforts.

Research and Evaluation- With the support of the Wallace Foundation, NAZA has invited Peabody College of Education and Human Development to conduct a system-wide analysis of NAZA specifically focusing on student level outcomes. The outcome evaluation will explore whether youth who participated in NAZA afterschool programs exhibited better outcomes (absolute and growth) than did matched youth who did not participate. Further, analyses will identify the socio-demographic characteristics and contextual (community, organizational, school) that influenced youth outcomes.

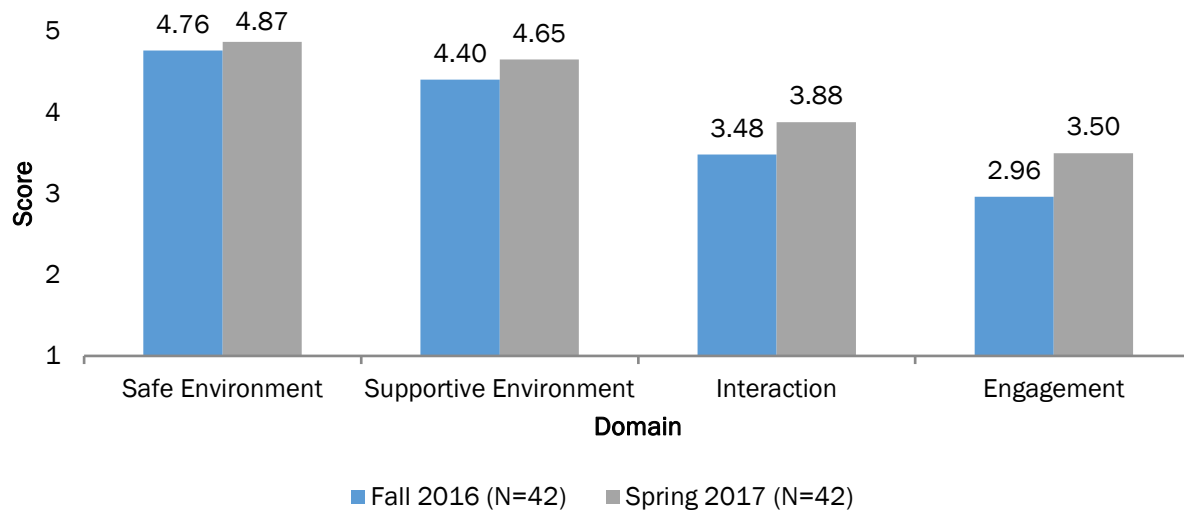
Besides student outcomes, Peabody will also look into the current afterschool demand vs. supply in middle school; will explore the value of being a member of a network like NAZA for nonprofits and other program providers. NAZA is also interested to learn more about the role that intermediary systems can play in youth workforce development, particularly related to recruiting and retaining qualified youth workers, and Peabody is looking into that as well. Peabody researchers will also assess family satisfaction with NAZA and map the funding landscape. The work commenced in December of 2016 and will be completed by fall of 2017.

Professional Development and Quality of Programming- Since its inception, NAZA has continuously invested in building youth workers' capacity to provide high-quality programming through free-of-charge trainings in positive youth development, youth program quality assessment, student engagement, project-based learning, literacy and more. The offered PD opportunities are intentionally linked to the five positive youth development principles that Nashville adopted in 2009 as well as to the domains of instructional quality that NAZA has set and been tracking since inception through a partnership with the Weikart Center.

In 2016-2017, NAZA provided 1683 hours of trainings to 394 participants from NAZA funded and non-NAZA funded partners on how to deliver high-quality programs, including fostering positive youth development. A number of new trainings have been offered this year based on the partners' feedback and needs and several of them have been delivered through a partnership with MNPS. (*See the details of offered PD in Annex 1*)

Throughout the school year, NAZA provided consistent program quality assessments and quality improvement support to 42 NAZA funded sites operated by 20 partners at school and community locations.

Chart 1: Overall instructional quality improvement across NAZA sites:



The

Source: *NAZA Youth Program Quality Improvement report for 2016-2017*, D. Weikart Center for Youth Program Quality

The Weikart Center added a literacy observation scale to the existing Youth Program Quality Assessment tool for program quality observations. This tool targeted access to reading materials and providing rich opportunities to engage with reading and writing. All sites improved in at least one area of supporting youth in reading and writing.

Chart 2: YPQA Literacy Scale Results – NAZA Network Aggregate of External Assessments

YPQA Plus Literacy	PQA Fall 2016 (n=42)	PQA Spring 2017 (n=42)	PQA Change 2016-17 (n=42)
Literacy	3.51	4.13	+0.63
Literacy 1. Participation in literacy activities	3.76	4.67	+0.91
Literacy 2. Opportunities to read	3.62	4.24	+0.62
Literacy 3. Encouraged to write	3.19	3.33	+0.14
Literacy 4. Talk about vocabulary	2.76	3.86	+1.10
Literacy 5. Availability of materials and places for free reading	3.95	4.38	+0.43
Literacy 6. Experience literacy activities	3.76	4.33	+0.57

Source: *NAZA Youth Program Quality Improvement report for 2016-2017*, D. Weikart Center for Youth Program Quality

Partnership with MNPS- NAZA has had a historically positive relationship with MNPS and this year was no exception. The partnership with MNPS' nutrition office, which makes meals and snacks accessible to NAZA students at no additional cost to students or NAZA, continues to thrive. We also collaborated successfully with the transportation office both for afterschool and summer transportation access. The South Central Zone continued its established partnership with MNPS' EL Office that allows our partners at McMurray Middle Prep and Wright Middle Prep to serve more students. This investment from MNPS helped cover the transportation costs for NAZA programs at both schools. In addition, two programs were assigned an EL teacher who engaged with students on a daily basis, allowing the students another opportunity to develop a strong, positive relationship with an adult. It also provided more opportunities for intense English language development.

NAZA's Coordinator and Library Assistant Director had several meetings with the new Chief Academic Officer and Chief of Schools at MNPS to introduce the work that NAZA has been doing over the years. We have discussed opportunities for advancing the partnership in addressing out-of-school time (OST) access and quality issues. Next steps include joint strategic planning for the next three years with MNPS' Extended Learning Office.

3. NAZA After Zone

After Zone in numbers

Student access, meals and transportation

- NAZA's AfterZone served close to 1500 middle school students from 26 MNPS middle schools in the 2016-2017 school year (including Charters).
- NAZA's SummerZone is serving 430 young people in a high school program that will run June to mid-July in partnership with the Academies of Nashville and Opportunity NOW. All students have access to food and transportation.
- 582 students had an opportunity to receive hot meals and 946 had an opportunity to receive snacks after school because of a partnership with the MNPS Nutrition Office (for school sites). Community sites provide meals/snacks on their own.
- 882 students rode a bus home from school after their afterschool program finished. 646 students attended programs at community sites and were picked up by parents after their program finished.
- NAZA held a daylong annual youth leadership retreat involving 127 students from 25 middle schools and exposed them to various leadership skill-building activities.
- NAZA administered its annual student survey in December 2016 with 657 students responding to the survey. NAZA student's overall satisfaction rate with their NAZA-funded program was 89%.

The largest portion of NAZA slots are filled with 5th and 6th grade students. Afterschool participation by grade level can be found in chart 3:

Chart 3:

Participation by Grade Level NAZA System

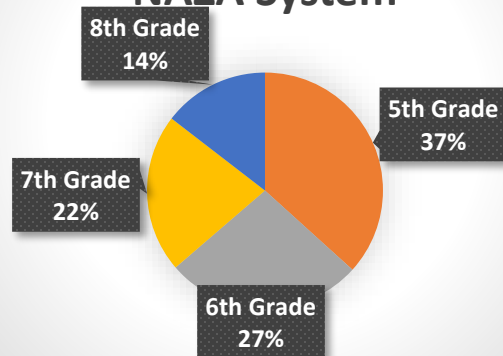
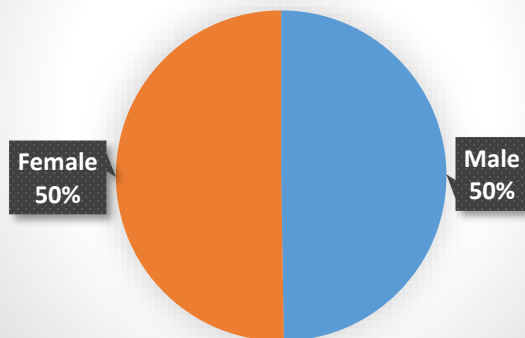


Chart 4 shows participation across the system by gender:

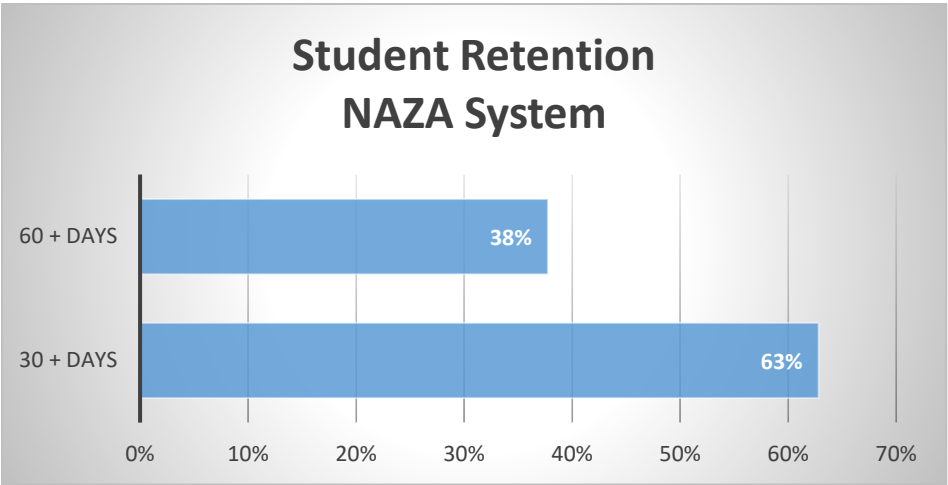
Chart 4:

Participation by Gender NAZA System



The research proves that the dosage of OST matters, therefore NAZA encourages partners to make every effort to retain enrolled students in the program as long as possible. Chart 5 shows student retention rates across the system:

Chart 5:



Zone-specific reports are attached at the end of this report.

NAZA Academic Support 2016-17

During the programming year, the Nashville AfterZone Alliance supported program staff in delivering high-quality academic components within their daily programming schedule. NAZA offered coaching, professional development, culture building, evaluations tools, and curriculum resources in the areas of literacy (supported by the Scarlett Family Foundation) and STEM (supported by the Noyce Foundation). NAZA provides academic supports to its sponsored afterschool programs in an effort to inspire students’ interest, engagement, and motivation in both literacy and STEM. This approach is grounded in research that has found that afterschool programs are uniquely suited to support students’ increased interest, engagement, and motivation in these disciplines and that these three factors are mediating factors that support eventual skill growth.

Research shows that what happens outside of school can be equally as important as what happens in school to establish a child’s direction and activate his or her interest in STEM. Therefore, science education improvement leaders recognize that afterschool programs can play an important role in STEM learning, especially when it involves real science and engineering practices such as running science experiments, analyzing data and developing explanations, or designing engineering solutions.²

- **Coaching**

NAZA’s Academic Coach provided 12 sites with 39 coaching visits during the programming year. The purpose of each coaching session was to increase site staff capacity to lead interactive read alouds with English Learner (EL) students, lead rich reading activities in more than one context, lead long-term

² America after 3 PM report, http://www.afterschoolalliance.org/AA3PM/STEM_Executive_Summary.pdf

writing projects, vocabulary games, small-format book clubs, and to build a resource bank of engaging vocabulary games for EL students. NAZA's STEM Program Manager provided eight sites with 18 coaching visits during an abbreviated year (November-April). These coaching sessions focused on improved implementation of the Frontiers in Urban Science Education (FUSE) model and building sustainable relationships between formal and informal educators in the afterschool space to co-plan and co-deliver STEM activities in afterschool space. Additionally, the STEM Program Manager helped to build site staff capacity to deliver hands-on and minds-on STEM activities in authentic and engaging ways, create relevant connections to postsecondary and career opportunities at the local, state, national, and global levels, and create programming that connected to youth self-identify, local community concerns, evolving trends in science and technology, and current events and broader societal issues.

- **Professional Development in Academics**

In addition to one-on-one coaching initiatives, NAZA provided academic-specific professional development to program staff. A total of seven literacy focused sessions were offered to NAZA program providers. Over 100 participants attended and gained a combined 284 hours of literacy instruction guidance. Topics included *Academics and Literacy*, *Group Management*, *Project Based Learning*, and *Infusing Literacy into STEM*. Participants in the FUSE model were offered nine sessions targeting how to deliver high-quality STEM programming. A total of 18 program staff gained a combined 170 hours of STEM instruction guidance. Topics included *Preparing Yourself to Facilitate STEM*, *Connecting to Prior Knowledge*, *Motivating Youth by Sparking Interest*, *Using the Design Process*, *STEM Curriculum Design*, *Social Emotional Learning and STEM*, *Infusing Literacy into STEM*, *Next Generation Science Standards and the Afterschool Space*, and *When STEM Fails....* In addition to formal professional development offerings, FUSE participants engaged in eight hours of Community of Practice meetings, where they shared their experiences about planning and delivering STEM activities to youth, brainstormed solutions to potential problems, gave and received feedback on planning tools and youth experiences, and shared best practices.

- **Culture Building**

NAZA intentionally focused on culture-building around literacy and STEM in the afterschool space. In partnership with Comcast, NAZA hosted five Family Literacy Nights to connect communities to literacy resources in Nashville and strategies to engage learners in literacy at home. A total of 530 students, family members, and staff representing 51 schools attended those events. The Nashville Reads initiative provided 257 copies of the book *March One* to students at 12 NAZA sites. Each site then engaged in read aloud book discussions in conjunction with the Nashville Public Library Foundation's



city-wide initiative. The Nashville Public Library provided NAZA sites with 11

reading mentors who visited sites 38 times throughout the year and provided support in selecting appropriate books, exposing youth to a variety of genres, and engaging in high-interest book discussions. NPL also partnered with NAZA to issue 25 Limitless Library Cards, allowing youth to check out 635 books from the public library from their school or community center.

Three NAZA middle school sites (Croft, Stratford, Litton) partnered with MNPS' GROW STEM initiative to offer four hours of STEM activities per week during NAZA programming.

- **Evaluation**

To ensure that the academic support NAZA provided to programs was achieving the goals it set early in the year, both the Academic Coach and the STEM Program Manager implemented evaluation tools that aligned with each discipline. The Literacy PQA is reflected in chart 2 above. The STEM Program Manager administered the Dimensions of Success observation tool developed by the PEAR Institute at Harvard University. This tool assesses whether programs provide activities that align to rigorous STEM concepts, provide opportunities for reflection, relevance, and youth voice, and provide a hands-on and minds-on approach to student learning. All NAZA sites observed demonstrated growth from fall to spring on all three measures within the activity engagement scale and the STEM knowledge and practices scale and scored a 3 (competent) or 4 (advanced) on all but one indicator within those areas (reflection).

4. NAZA SummerZone

Program Overview

Nashville Scholars, now re-branded as the Teen Explorer's Camp, is partnering with the Mayor's Office and Metro Nashville Public Schools' Academies to offer a unique summer experience that provides free opportunities for youth to explore their interests through career exploration, college knowledge, and enrichment activities. As part of Mayor Barry's *Opportunity NOW* summer youth employment initiative for 2017, NAZA SummerZone's Teen Explorers Camp includes project-based "experience work" for 430 young people (ages 14-17) through Academies pathways. Youth are paid for project-based learning/experience work at a rate of \$8.00/hour for morning hours (20 hours a week) and then spend afternoons preparing for and learning about post-secondary opportunities with Oasis Center staff as guides (participation in the afternoon is mandatory). School and community-based partners provide various enrichment activities. Students also participate in field trips related to their chosen track to experience the real work environment. The program concludes with a community showcase at each school featuring student-produced work. NAZA's programming started May 30th and will run through July 13th, Monday-Friday at Hunters Lane, Overton, McGavock, and Whites Creek High Schools; each school offers four to five career pathway options. Most pathways are an introduction to existing Academies pathways. Studio NPL is a provider of two STEM experience in two high schools (Overton and McGavock).

NAZA also planned and began implementing a STEAM-focused summer program pilot for middle school students in partnership with Metro Parks at three locations that have been successful partners in NAZA's STEM afterschool pilot program (Hartman, Coleman and Southeast). The intensive focus on daily STEAM learning and STEAM-focused field trips seek to inspire students' interest in STEAM and expose them to STEAM-related professions. This pilot is also an attempt to serve a larger number of youth through meaningful and engaging programming over the summer time since NAZA has committed to begin offering year-round programming for middle school youth in its strategic plan.

Details of high school summer tracks are in Annex 2

5. NAZA Events-Youth in Action!

NAZA Youth Leadership Retreat 2016

Inspiring Character

Creativity, teamwork, cooperation, communication, dedication, honesty, courage, responsibility- these are just some of the skills and values showcased every day in NAZA-sponsored afterschool programs. These skills and values reached their peak at NAZA's 7th Annual Youth Leadership Retreat, held Monday, October 3, 2016 at Camp Widjiwagan. The program included camp activities such as the Alpine Tower, ground team building games, and the Giant Swing, as well as science activities through a partnership with the Adventure Science Center and a theater workshop through Metro Theater. In addition, NAZA's Literacy Coach delivered an interactive workshop focused on character building. In total, 127 students from 25 schools joined the retreat for a full day of immersive, interactive leadership activities.

One day, full of new and engaging experiences, can be life changing for a young person of middle school age. Middle-school youth are usually intensely curious, prefer active to passive learning experiences; favor interaction with peers during learning activities; enjoy using skills to solve real life problems; and, are able to think and articulate independently and critically. At this age, social and emotional needs can sometimes take priority over academic goals, and many youth face decisions that have the potential to affect their life trajectory.

NAZA activities are designed with age-specific developmental needs in mind as well as principles of positive youth development. The Youth Leadership Retreat, in its 7th year, aimed to promote these essential social and emotional skills that will help middle school students get through challenges, make good choices, make healthy decisions and learn to work in a team with other students. Empowering youth and introducing elements of leadership during this critical developmental period is incredibly important.



The YMCA Camp Widjiwagan hosted the event and gave students the opportunity to enjoy outdoor challenges. Climbing the 50-foot Alpine Tower is not only pure fun, but also encourages students to set and reach a goal, to build confidence and courage, to form character...

We also saw NAZA's focus on creating safe and supportive environments play out as youth workers encouraged and talked youth through challenging activities, giving them extra support to help them push their own boundaries and try things that they may not have otherwise attempted.



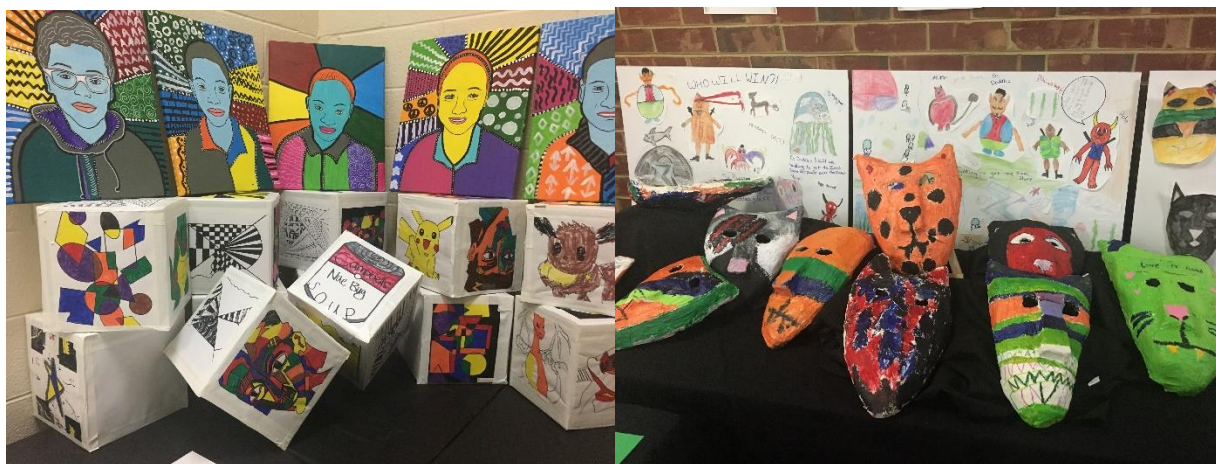
The Metro Theater used role-play and improvisational games to help students build cooperation skills and build their capacity to deal with challenges - they showed ways to complete a task when there is a short deadline, how to become a part of a chain that makes change and how to communicate effectively without talking, using the basics of body language! These and many other skills and elements that are essential for building future leaders were part of the activities.

NAZA End of the Year Showcase

On April 8th, middle and high school students from MNPS gathered at Whites Creek High School for a daylong celebration of NAZA afterschool students' accomplishments. Organized by NAZA, the 7th Annual Showcase highlighted what NAZA students learned in their afterschool programs, which span locations throughout the city.

The halls were packed with eager students and teachers, and the Saturday morning bustled with the energy of the first day of school. Program displays of art, science experiments and more lined the Whites Creek walls for parents to see their children's talents and the programs that help foster it. No two displays were alike, and the various NAZA programs were quick to share what makes them unique.

One large display featured various projects from YMCA of Middle Tennessee, whose Z Program is now in seven locations throughout the city. The program hosted tables of imaginative clay art pieces, walls covered in vibrant drawings and even a bike workshop demonstration.



"When I went to the showcase I saw pictures that my kids had colored. It's great to see them get involved in different avenues like art and music, and to look at things differently to keep their minds active," said a parent.

Another powerful display came from the Nations Ministry Center for Refugees, an organization dedicated to assisting refugees throughout the Middle Tennessee area. In partnership with NAZA, their afterschool program encourages shared perspectives through storytelling. The table was full of colorful illustrations and writings from students retelling their experiences as refugees growing up in the United States.



"I came out because I wanted to see my son's work, but I didn't realize how many NAZA programs there were throughout the city," said a parent. "It opened my eyes to see that there are so many different NAZA activities."

The display portion was followed by a series of live presentations featuring performances from each zone, and students took to the stage with confidence to share their program's best routines. Moves and Grooves, a program offered across a few NAZA zones, highlighted performances ranging from a violin ensemble from Croft and Thurgood Marshall to step dancing from Apollo Middle Prep. Non-musical offerings included a skit performed by students of Dupont Hadley currently in the Character and Skills Education (CASE) program.



"I played the drums on stage. I was kind of nervous because I don't like playing in front of people, but we wound up having a lot of fun," said a student, who took part in a drumming performance alongside students at Donelson, Dupont Tyler and Haynes.

As the show came to an end, students filed back onto their busses and displays were packed away, but the story doesn't stop there. NAZA programs continue daily at schools throughout the city, and students continue to follow their passions. Whether planting a garden, reading a book or building a bicycle, these programs are turning interest into action, one class at a time.

ANNEXES

Annex 1- NAZA Training Menu 2016-2017

The Power of Project-Based Learning (4 hours)

This training focused on empowering youth workers with concrete project ideas that have a strong emphasis on student-directed inquiry, collaborative learning, and tangible products to showcase to families and community stakeholders. Additional resources for project ideas included 1) student-produced newsletters, 2) identity portfolios, 3) digital book trailers, 4) photo voice projects and more.

Interactive Games & Group-Building Strategies for Youth Programs (4 hours)

This session taught skills to create more interaction and team-building in youth programs, it helped to lay the foundation for group development and community building, and gave tools for building relationships, deepening trust, and social-emotional learning in afterschool programs. Participants also learned best practices, experiential strategies, and engaging activities from the Weikart's Center *Youth Work Methods* and the best-seller *Great Group Games* from the Search Institute. These resources are designed to help facilitate team-building games and activities that are dynamic and help youth get along.

Child Development & ACES: How to Work Effectively & Empathetically with Youth (4 hours)

This workshop helped to gain understanding about how Adverse Childhood Experiences (ACEs) can impact student behavior, interactions, and experiences in afterschool programs. This was a partnership with TN Department of Children's Services & the McNeilly Center for Children and instructors provided an overview of child development and how the developing brains of children are affected by environmental factors that ultimately affect the foundation for lifelong health. The instructors also talked about how ACEs affect brain development and how child abuse, neglect, and other stressors can affect social, emotional, and physical health outcomes. The training covered the resilience factors and introduced trauma-informed tools that anyone can use with youth and families affected by ACEs. These tools informed ways to create a safe and supportive environment, cultivate empathy by identifying and talking about challenging emotions, and build meaningful partnerships with youth.

Youth Mental Health First Aid (8 hours)

Youth Mental Health First Aid is designed to teach afterschool providers, teachers, peers, neighbors, health and human services workers, parents, family members, caregivers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addiction challenge or is in crisis. Youth Mental Health First Aid, a nationally recognized model, is primarily designed for adults who regularly interact with young people. The course introduced common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance

use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.

Tackling the Issues: Bullying in Middle School (2 hours)

This training was offered in partnership with T.O.T.A.L/Nashville Public Library. In this interactive training, different types of bullying behaviors, the reasons that bullying can occur, and how to recognize warning signs, including those that are less obvious that may otherwise go unnoticed were discussed. The role of social media in the larger youth culture and how it affects bullying was part of the session.

Youth Engagement Strategies (4 hours)

The session delivered information about innovative planning and reflection activities that increase cognitive skills and meaningful learning experiences for youth. It also suggested ways to vary program offerings to allow more voice and choice among youth. Strategies for increasing youth participation and leadership that have been proven to benefit youth learning, motivation, and future success were presented.

Cultural Diversity & Awareness in Youth Programs (2 hours)

This training was provided in partnership with MNPS' Office of English Learners. As afterschool providers, it is important to learn about the cultures of our students to create a welcoming classroom environment. Especially since Nashville's schools have over 30,000 students whose families are not native English speakers! This training introduced diverse populations in Nashville and ways to promote cross-cultural education in youth programs. Instructors from the EL Office at MNPS shared EL student perspectives on integration and its challenges, including academic, social and emotional. The training also included understanding families' funds of knowledge, how best to communicate with parents to build trusting relationships, and how to design lessons and tasks that meaningfully engage students.

Instructional Strategies for EL Youth (2 hours)

This training was provided in partnership with MNPS' Office of English Learners. This session covered ways to develop program content and activities for EL students in the afterschool space that also support their participation in grade-level content and meeting high academic standards during the school day. It uncovered research-based instructional strategies for this population, including how to support comprehensible input, vocabulary development, reading, and writing.

Youth Program Quality Assessment (YPQA) Basics (4 hours-mandatory)

The Youth Program Quality Assessment (YPQA) is a validated instrument designed to empower youth serving agencies to evaluate the quality of their youth program and identify needs for improvement and staff instruction. YPQA measures (1) the safety of the program environment, (2) the program's supportive environment, (3) the youth's interaction with peers and adults, and (4) the youth's engagement with learning. Participants received access to the assessment tool, guidebook, and instruction on using the YPQA to assess, plan, improve their program, and share with their staff.

Integrating Literacy & STEM (3 hours)

NAZA started offering Literacy trainings upon the transfer to NPL to support the library's priorities in the afterschool space. Literacy and STEM activities and projects are rich opportunities for students to experience inquiry-based learning and to build critical thinking skills. This session provided ways to incorporate best practices in literacy into STEM activities to provide students with a holistic learning experience. Attendees explored strategies such as: 1) using nonfiction texts in STEM lessons, 2)

incorporating a scientific notebook, 3) teaching academic vocabulary through games, and 4) infusing creative projects into the scientific process.

MVP Leadership Essentials for Supervisors: Coaching Your Team to Success (8 hours)

This training was essential for both new and experienced supervisors who wanted to improve the key relational aspects needed for staff development, relationships and retention. The training provided techniques for creating and transforming professional relationships and building teams that thrive.

Introduction to Positive Youth Development (4 hours)

This session introduced the 5 Principles of Positive Youth Development that the Nashville Youth Coalition adopted in 2009: (1) Promote a Sense of Physical, Social and Emotional Safety (2) Encourage Relationship Building (3) Foster Meaningful Youth Participation (4) Provide Opportunities for Building Purpose and (5) Engage Youth in Learning Experiences that Build Valuable and Healthy Life Skills.

Academics and Literacy in Your NAZA Site (formerly Building the Academic Hour) (3.5 hours)

This workshop focused on helping NAZA staff design an afterschool program that supports students academically with a focus on engaging and motivating middle-school readers and writers. Attendees received training about effective homework help strategies, engaging, research-based reading and writing activities, and available resources from the Nashville Public Library.

Classroom (Group) Management for NAZA Afterschool Sites (2.5 hours)

This interactive workshop built on the first module from The Iris Center's classroom management online trainings (<http://iris.peabody.vanderbilt.edu/module/beh1/>). Participants reviewed and discussed the information from the module, and then developed an overall behavioral plan for their own program use, including rules, procedures, and consequences that will be successful in an afterschool setting. Participants also created materials for their program, including posters and signs, to display key components of their overall behavior plan.

Annex 2- Summer program tracks

Hunters Lane	Advertising and Public Relations	Advertising and Public Relations introduces youth to the concepts and strategies associated with promoting products, services, ideas, and events. Youth learn about essential skills to the creative side of the industry and explore consumer behavior patterns and motivations for buying. Youth will have the opportunity to practice video production and understand how it impacts consumer spending habits.
	Therapeutic Clinical Services	The Therapeutic Clinical Services pathway introduces youth to careers in medicine, dentistry, physical therapy, pharmacology, nutrition, and many more established and emerging fields in the healthcare sector.
	Programming & Software Development	Programming & Software Development course content introduces youth to fundamental information technology concepts and includes learning about programming, software development, quality assurance, and project management.

	Digital Art & Design	In Digital Art & Design, youth will learn about digital technologies, animation and software applications, digital graphics, motion graphics, and more for a broad range of business and industry applications. They will explore careers including multimedia artists, photographers, animators, and graphic designers.
	Hospitality & Tourism	In this program, youth learn about the hospitality industry on the local and global economy, marketing foundations and functions, and human resource management. Youth will be introduced to careers within the hospitality industry, including hotel management, customer service, and travel advising.
Overton	Event Marketing	With marketing, students will explore the multifaceted world of business. Marketing will center on satisfying customer's needs and wants through market research, planning, promotion, and selling. Marketing is the essential business function that sets the prices that customers are willing to pay and promotes the goods and services that are demanded by consumers. Throughout the course, students will learn about ethics and social responsibility in advertising, branding, and selling. Marketing can lead to careers public relations, management, sales, and finance.
	Engineering	The summer experience in engineering at Overton High School, will introduce students to a variety of engineering skills that may include: sketching, CAD Design, 3D Printing, Arduino Coding and/or the building of robots. This pathway is an opportunity for aspiring engineering students to create, lead, develop, and showcase a final summer project that relates to the solving of school or community issue that will be determined during the program
	English Language Learners Program	The EL pathway will introduce students to the academies offered at Overton High School: health sciences, engineering, information technology, marketing, and the arts. The emphasis will be on language development while students discover the strategies for success necessary in higher education and careers aligned with each of these areas. A final project will focus on one primary area of interest each student will choose to research and present.
	Science Research	For the science pathway, students will be engaged in the scientific inquiry process. They will be presented with scientific problems and tasked with proposing methods to investigate and potentially solve the problem. Students will design experiments, collect data, and analyze and interpret the results. The investigations conducted by the students will be interdisciplinary and fall under the broad categories of: microbiology, geology, environmental science, water quality, and other disciplines. The primary goals of this program are to train the students in a variety of laboratory and field techniques, and to teach them how to think and question like a scientist.

	Studio NPL	Studio NPL will be offering “Maker” workshops to NAZA summer program sites, which will include activities such as; paper circuits, Little Bits, 3D design and printing, coding, and other production-centered projects. While working with professional Studio NPL mentors, youth will have the opportunity to connect with peers and explore advanced technology tools in student-interest driven, empowering way.
McGavock	Media Production	The Media Production program introduces youth to a range of entertainment and news media fields including various broadcasting products, including commercials, music, news, and interactive programming. Youth will explore careers such as camera operator/ photographer, broadcast technician, announcer, and broadcast/sound engineer.
	Engineering	Engineering by Design offers youth opportunities to develop critical thinking skills and introduced them to engineering concepts. They use these concepts to solve real-world problems. They will learn about possible careers including engineering technicians and architects.
	Entrepreneurship	The Entrepreneurship program is an opportunity for youth to learn about how to start, own, and operate a business. They will learn about leadership, marketing, and marketing. They will also explore related careers including business owner, sales manager, and advertising manager.
	Aviation Flight	The Aviation Flight program introduces youth to many aspects of flight, such as aircraft structures, flight environment, procedures, navigation, and communications. They will explore careers such as air traffic control specialists, pilots, and aircraft engineers.
	Studio NPL	Studio NPL will be offering “Maker” workshops to NAZA summer program sites, which will include activities such as; paper circuits, Little Bits, 3D design and printing, coding, and other production-centered projects. While working with professional Studio NPL mentors, youth will have the opportunity to connect with peers and explore advanced technology tools in student-interest driven, empowering way.
Whites Creek	Health Science	Youth in the Public Health program of study examine why and how the increase in chronic conditions affects not only individuals, but the health of their communities and the general public. Youth will learn about possible careers including lab assistant, public health nurse, and public health educator.
	Criminal Justice	Law Enforcement Services teaches youth about procedures and laws governing the application of justice in the United States, from constitutional rights to crisis scenario management to the elements of criminal investigations. Youth will explore possible career options such as police officer, private detective/investigator, correctional officer, forensic science technician, and emergency management director.

	S.T.E.A.M (Science, Technology, Engineering, Arts, Math)	This S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) pathway will teach youth about Google Sketchup training for our math and technology adept artists, and studio/life drawing experience to complement it. Sketchup connects youth with an introduction to math and technical/CAD design concepts, which are skills that are highly valued in logistical and design careers, and the life drawing component helps youth refine spatial relation skills, again applied in math and science industries.
	Alternative Energy	Alternative Energy is designed to introduce youth to the world of alternative energy including wind, solar, and water, among others. Youth will learn about biofuels and other forms of alternative fuels. They will learn about possible careers such as alternative energy field representative, chemical technicians, and environmental engineers.