

nashvillenext

EDUCATION & YOUTH

APRIL REVIEW DRAFT

This is the review draft of the Education & Youth element of NashvilleNext. It is part of Volume II (Elements) of the draft General Plan.

We appreciate that you are giving time to reviewing this work. This chapter is the result of three years of effort on NashvilleNext, combining public visioning and community engagement with topical experts to create a plan for Nashville and Davidson County over the next 25 years.

Comments

The public review period is during April 2015. We are eager to hear your thoughts on the plan. Here's how to provide input:

- » Online: www.NashvilleNext.net
- » Email: info@nashvillenext.net
- » At public meetings
 - » April 18: Tennessee State University (Downtown Campus), 10am - 1:30 pm
 - » April 20: 5 - 7pm at both the North Nashville Police Precinct and the Edmondson Pike Branch Library
 - » April 27: 5 - 7pm at both the Madison Police Precinct and the Bellevue Branch Library
- » Phone: 615-862-NEXT (615-862-6398)
- » Mail: Metro Nashville Planning Department, P.O. Box 196300, Nashville TN 37219-6300

We ask that you include contact information with your comments. We also request that you be as specific as possible in your requests. Referring to a specific page or section is greatly appreciated.

Next steps

The most up to date information is always available at www.NashvilleNext.net. Here is our tentative adoption schedule:

- » Mid-May: Post static draft of plan in advance of public hearing
- » June 10: First public hearing at Planning Commission (tentative; special date)
- » June 15: Second public hearing at Planning Commission (tentative; special date)

EDUCATION & YOUTH

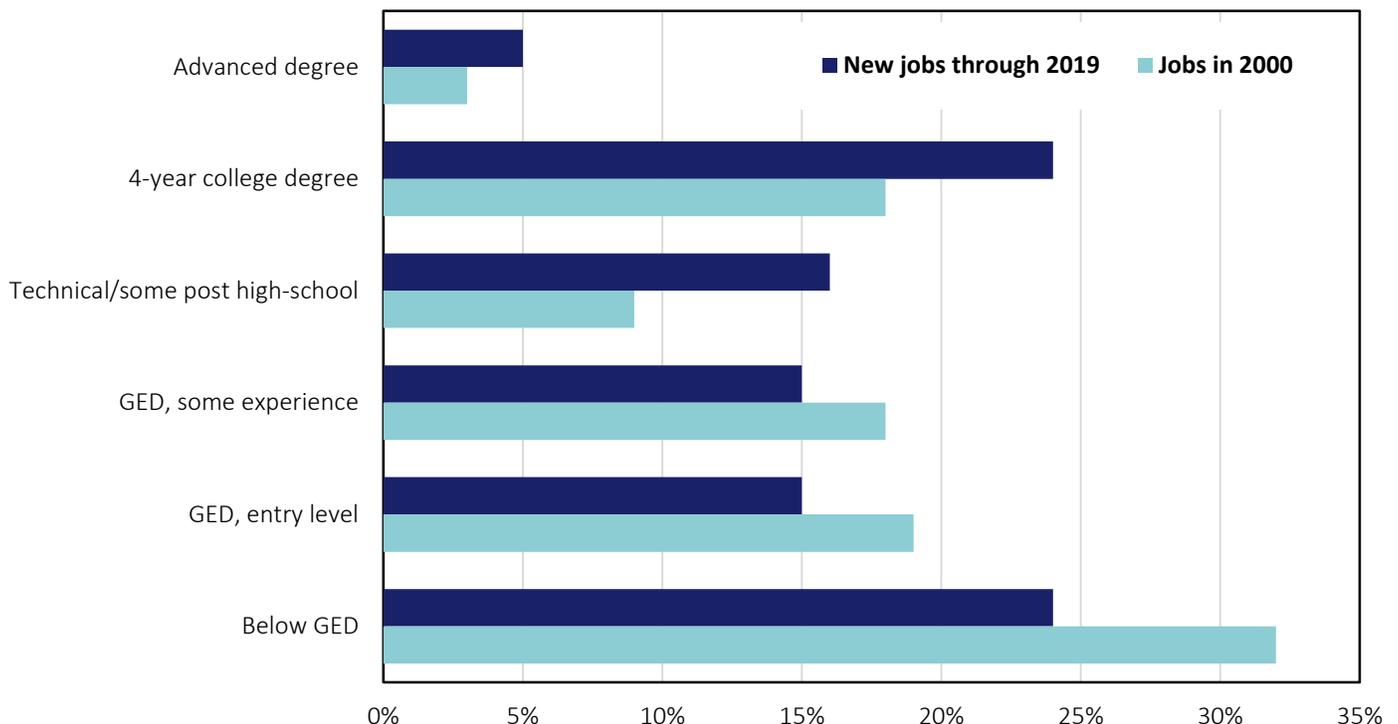
Introduction

Nashvillians are concerned about the health, education and well-being of our city's children and youth. Whether they are our children, neighbors, students, or simply in our community, Nashvillians want to provide a bright future Nashville's children.

Beyond the fact that children and youth add vitality to Nashville, beyond basic moral or ethical concerns for children, there are real and immediate reasons to care about Nashville's children and youth. When children are healthy and engaged in learning and productive out-of-school activities, the city reaps the benefits of reduced health care and delinquency costs. Nashville's youth are also its future employees, civic participants and leaders. While some Nashvillians are still un- or under-employed, in the long term, Nashville expects worker shortages in key industries. This is the result of Baby Boomers retiring and declining birth rates. Meanwhile, we also expect there will be fewer jobs for low-skill workers and more jobs requiring some post-high school training or education. A child born at the beginning of the NashvilleNext process, in 2012, will be 28 at the end of the NashvilleNext horizon in 2040. The education and preparation of

Changing job requirements

Skill/education requirements for jobs in 2000 compared with new jobs added through 2019. There will still be a large number of jobs needing less experience or education, but they will continue to decline as a portion of the workforce.



Source: Chamber study, 2011

Nashville’s children and youth will be key to Nashville’s economic success and civic leadership in the future.

Race and ethnic diversity

1980



2010



2040



- White (non-Hispanic)
- Black (non-Hispanic)
- Other
- Hispanic (any race)

Nashville’s youth can, perhaps, best be described as being diverse. Davidson County boasts a diversity of places to live and, as a result, Nashville’s children live in rural settings on farms, in suburban communities, in urban neighborhoods and increasingly in downtown and – in these settings – Nashville’s children garner different life experiences. Nashville/Davidson County is diverse in terms of race and ethnicity, with a growing, vibrant immigrant and refugee community. Nashville also has significant socio-economic diversity with very wealthy families residing near families living in poverty.

This diversity impacts the lives of Nashville’s children and youth. Exposure to diversity provides Nashville’s children and youth with the opportunity to be aware of differences and work with others of diverse backgrounds – an important skill in an increasingly diverse country and an increasingly global economy.

The diversity of Nashville/Davidson County’s children and youth poses opportunities and challenges to the Metro Nashville Public School (MNPS) system. On a day-to-day basis, MNPS welcomes children from various socio-economic backgrounds including numerous children living in poverty who may come to school hungry, tired or experiencing extreme stress in their personal lives. MNPS serves children from 120 countries speaking nearly that many languages. MNPS students represent an increasingly diverse variety of faith communities. And MNPS welcomes families and children moving to Nashville from across the country as well, bringing new ideas and perspectives.

Nashville/Davidson County’s diversity has also created a unique challenge for MNPS. Many Nashvillians have been able to disengage from the conversation about, and support for, public schools because of strong private school options and school alternatives in outlying counties where their children attend school, or because their household does not have children.

Nashville has responded with an intense focus on improving the county’s school system and outcomes for Nashville’s children and youth: the *Child and Youth Master Plan* completed in 2010, two decades of the Nashville

How the Education & Youth Element is related to other NashvilleNext Plan Elements

Some of the issues that impact children and youth – the availability of safe, affordable housing; the availability of safe transportation (walking, biking or transit) to education and work; efforts to create safe, welcoming neighborhoods and parks; etc. – are addressed in other elements within NashvilleNext and will only receive cross-references in this element. The Education & Youth Element will focus primarily on providing quality care, education and opportunity to Nashville’s children and youth.

Housing – Safe and affordable housing that is in good condition and is accessible to jobs, educational opportunities, and services is important to the success and well-being of children and their families throughout the county.

Land Use, Transportation, and Infrastructure – These three items are closely interrelated and children and youth are disproportionately harmed when land use, transportation and infrastructure are not designed in a way that gives them safe, convenient access to educational, recreational and employment opportunities. Children and youth are particularly vulnerable to the negative effects of inadequate infrastructure such as sidewalks and transit facilities. The lack of this kind of infrastructure hurts their ability to enjoy relative independence.

Health, Livability, and the Built Environment – The current and future lives of children and youth are affected by health and livability issues such as access to health care and information about healthy living, their ability to safely walk, bike, and play outside in their neighborhoods, and other factors such as whether they live in food deserts or enjoy access to affordable healthy food choices.

Economic and Workforce Development – Preparation of our children to participate in tomorrow’s workforce is critical for their success and that of the city and region.

Natural Resources and Hazard Adaptation – Providing access to natural resources through public parks, greenways, and school open spaces is of obvious importance to children and youth. Broader exposure to the natural world also serves an important role in their education and upbringing. Their lives can be severely impacted by natural disasters such as floods, and Nashville’s commitment to sustainability is based, in large part, on the knowledge that our children will inherit the environment that we protect.

Arts, Culture and Creativity – Providing children with equitable opportunities to participate in the arts, express their own cultures and learn from others, and express their creativity is important to their educations and development as successful adults. The Arts, Culture and Creativity Element includes action items to incorporate and fund arts and creativity as a key component in Metro School’s core curriculum, programs and activities.

The relationship of the Education & Youth Element and the Child and Youth Master Plan

THERE CAN BE NO KEENER REVELATION OF A SOCIETY’S SOUL THAN THE WAY IN WHICH IT TREATS ITS CHILDREN. -NELSON MANDELA
CHILD & YOUTH MASTER PLAN
IT IS EASIER TO BUILD STRONG CHILDREN THAN TO REPAIR BROKEN MEN. -FREDERICK DOUGLASS
FOR METROPOLITAN NASHVILLE & DAVIDSON COUNTY THE SOLUTION TO ADULT PROBLEMS TOMORROW DEPENDS ON LARGE MEASURE UPON HOW OUR CHILDREN GROW UP TODAY. -MARGARET MEAD
CHILDREN ARE REMARKABLE FOR THEIR INTELLIGENCE AND ARDOR, FOR THEIR CURIOSITY, THEIR INTOLERANCE OF SHAMS, THE CLARITY AND RUTHLESSNESS OF THEIR VISION. -ALDOUS HUXLEY
CHILDREN ARE LIKELY TO LIVE UP TO WHAT YOU BELIEVE OF THEM. -LADY BIRD JOHNSON
TASKFORCE REPORT TO MAYOR KARL DEAN JULY 2010

The well-being and success of Nashville’s children and youth has been the subject of much study and discussion. In 2010, Mayor Karl Dean convened a task force of over 50 community leaders and youth to develop the Child and Youth Master Plan (CYMP – available at <http://www.nashville.gov/Mayors-Office/Priorities/Education/Reports-and-Committees.aspx>). The CYMP reflects broad community consensus for actions that will improve the current and future lives of Nashville’s young people. The CYMP was reviewed as part of the Education & Youth conversation during NashvilleNext. Its framework and content served as a resource for the NashvilleNext Education & Youth Resource Team. Many of the CYMP action items are included in this element, but the reader should look to the CYMP for a complete listing of its action items.

MNPS' foreign-born students countries of origin



MNPS' students' language at home



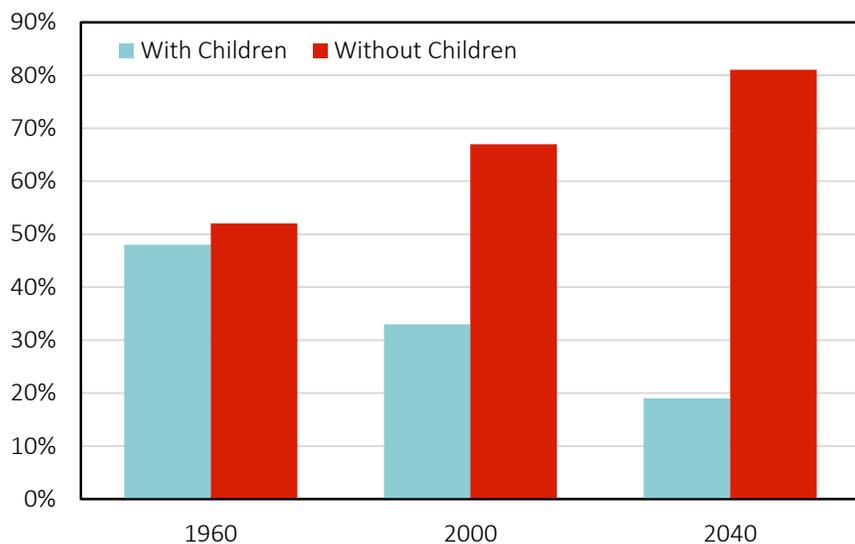
Area Chamber of Commerce *Education Report Cards*, the work of numerous non-profit and for-profit groups using innovative models and programming to aid Nashville’s children, youth and schools and efforts by MNPS to offer quality educational opportunities to all children. However, the possibility that Nashvillians might disengage from public schools will grow even stronger in the future as the percentage of households with children in Nashville/Davidson County is projected decline

Individual educational choices for the well-being of children will continue to be made. And Nashville, like many other cities across the country, is firmly rooted in a model of providing educational choices to families. The goals and policies of the Education & Youth element lay the foundation for all Nashvillians – regardless of whether they have children or whether their children are in Metro Nashville Public Schools – to be engaged in caring for, educating and preparing our city’s children and youth for future success. Meanwhile, when choices are available, every option should be strong, and every family should have the resources – through clear, understandable information, meaningful transportation, reduction of costs that serve as barriers, etc. – to make their choice a reality.

The call for all Nashvillians to be engaged in supporting MNPS is paired with the expectation that all children and youth can succeed and that children, families, caregivers and schools should be supported to help children

Changes in households with children (1960 - 2040)

Since 1960, the percentage of households in Davidson County has declined. That trend is expected to continue through 2040.



asdfsd

NashvilleNext and Metro Nashville Public Schools

While there are many influences in a child’s life, school is surely among the largest. The Metro Nashville Public Schools system (MNPS) is part of Metro government, but MNPS has a separate charter and an independent Board of Education composed of members who are directly elected by the constituents they represent. The Board of Education is the body that hires the Superintendent of Schools for MNPS. NashvilleNext is intended to situate MNPS’s work in the vision for the growth, development and preservation of the broader city, but NashvilleNext does not address matters directly related to the classroom, such as direct curriculum decisions or staffing decisions. These are the purview of the Board of Education.

succeed. The NashvilleNext Education & Youth Elements sets college preparedness as the standard for success for our children. While not all youth will choose to attend college, by setting college preparedness as our goal, we ensure that no child is precluded from post-high school education or training because they were ill-prepared to succeed at these tasks and all children are prepared to be able to make their own choice for college and/or career.

Key ideas shaping this chapter

Nashville's children & youth today

As noted above, Nashville's children and youth are diverse and, because of that diversity, it is difficult to describe them comprehensively. While many Nashville children have home lives that are safe and nurturing, live in neighborhoods that are safe and welcoming for children to play and explore, and attend schools that meet their needs and challenge them academically, there are other Nashville children who do not have these foundations for success. Some hallmarks of Nashville children's lives today include:

Nearly one-third of children in Nashville live in poverty.

Poverty – The 2012 American Community Survey conducted by the US Census revealed that 18.9% of all Nashville/Davidson County residents live in poverty, but among residents that under the age of 18, the poverty rate is 29.4%. Note that children under age 18 represent 21.6% of Nashville/Davidson County's population, so they are disproportionately impoverished.

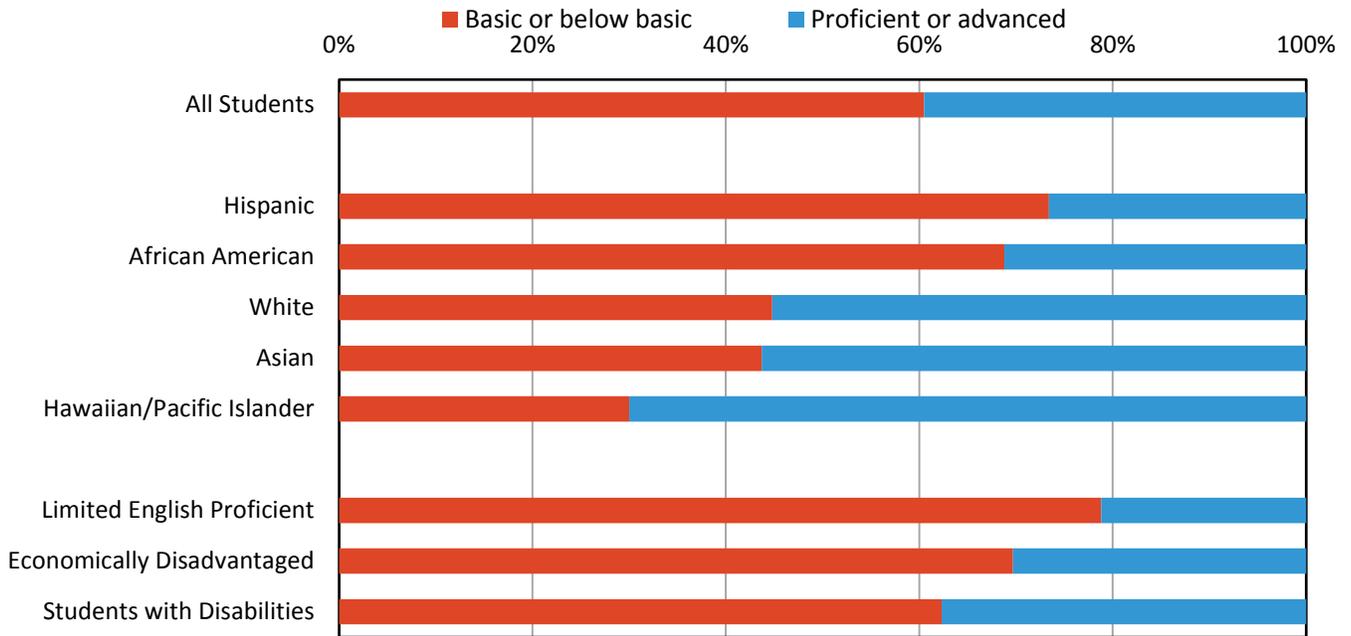
Food Insecurity – In 2012, it was estimated that 22.1% of families with children under 18 in Davidson County faced food insecurity – uncertainty that they would have enough money to buy food for the month and/or uncertainty about where their next meal would come from. This compares to 25.1% of families with children under 18 in the State of Tennessee and a 22.4% of families with children under 18 across the U.S.

Educational Achievement – Two measures of academic achievement are included below – both representing achievement of Metro Nashville Public School students. The table on Grade 3 achievement in reading and language arts highlights a well-accepted measure of a child’s educational success – whether they are reading at grade level during grade 3. The table, with 2012 data shows which cohorts of MNPS third graders were reading at a “proficient or advanced” level in grade 3 – a predictor for future academic success.

Also included are MNPS’ graduation rates from 2012, showing what percentage of each demographic cohort graduated from MNPS. In 2014, MNPS reported that between 2004 and 2014, its overall graduation rate improved by 20% climbing from 58.2% in the 2003/2004 school year to 78.7% in 2013/2014.

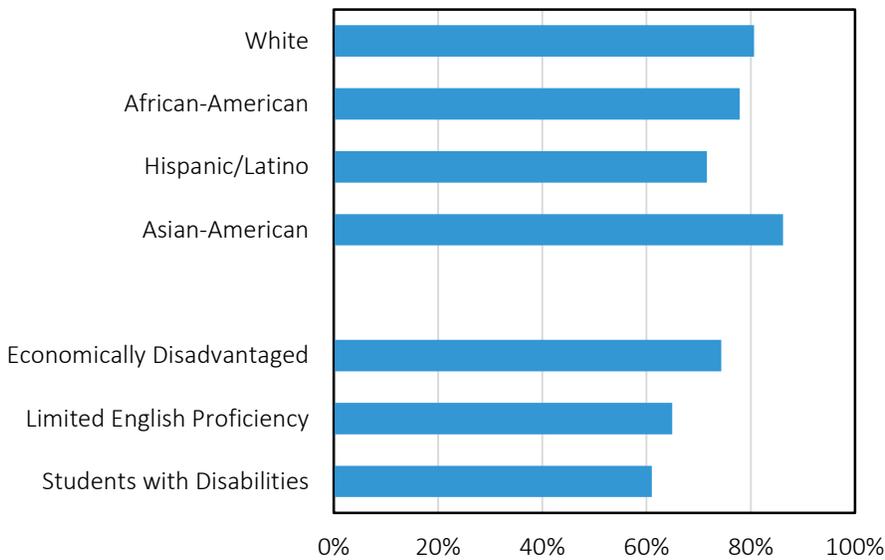
Grade 3 Achievement for Reading / Language Arts

After third grade is when students stop learning to read and begin reading to learn.



Source: Tennessee Department of Education; Annie E. Casey Foundation
 (<http://www.aecf.org/resources/early-warning-why-reading-by-the-end-of-third-grade-matters/>)

Graduation rates from Metro Nashville Public Schools (2012)



Source: State of Tennessee Education Report Card

Empowering youth

Children and youth are whole individuals with rights to lives with hopes and opportunities. Children and youth are in the formative stages of their lives. This is the time when they experience most of the education that will carry them through the rest of their lives as adults, employees and active participants in civic life. Their education is not just academic and formal. It also includes developing life skills inside and outside of the classroom. The goals, policies and actions of the Education & Youth Element include several opportunities to empower children and youth to visualize and attain a future full of possibility.

Providing access, resources and support to Nashville's increasingly diverse families

In Nashville, families are becoming more diverse. Nashville's families take many forms, including multi-generational, single parent, foster, blended, multi-ethnic, and same-sex households. The economic and cultural backgrounds of families vary. So do the challenges they face and the resources that are available to them. Barriers arise from issues including, but not limited to, poverty; lack of education and training; available time for child rearing; access to work, childcare and schools; and language differences. These can affect the future opportunities available to the children in their care. Families need support systems that respond to their diversity to help their children succeed.

Areas where this support is needed include:

- » Employment and workforce development
- » Affordable housing
- » Transit
- » Affordable health care
- » Access to quality child care and before and after school programming
- » Training/education for families on finances, parenting, language, and other life skills
- » Children with disabilities



Some of these issues are addressed in the Education & Youth goals, policies and actions and others are addressed in other elements of NashvilleNext. See sidebar above.

Creating networks of support for Nashville's at-risk youth

To support Nashville's children, Nashville must support families, caregivers, and neighborhoods, to create networks of support around children. There are many points where a child's life and potential success in the future can be thrown off track, for example, by drug or alcohol use, an unplanned pregnancy, gang involvement, exposure to violence, etc. It takes many layers of support to help a child return to a stable and healthy home and school life to ensure their success in the future. Nashville needs to take decisive action to create positive pathways for at-risk children and youth. We need to support them and their families and guide them back into safe and healthy homes and educational settings.



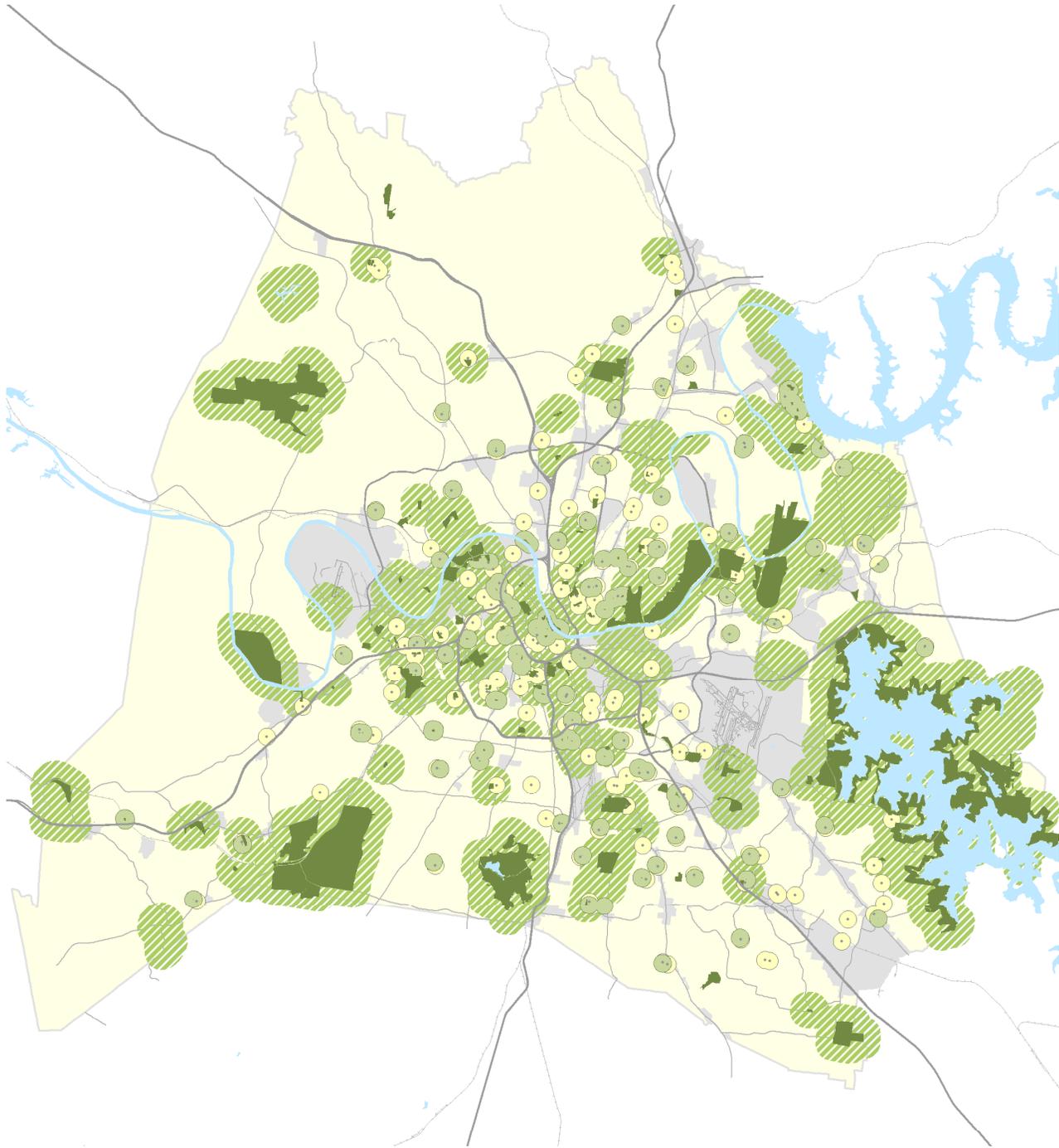
Providing safe, welcoming and accessible neighborhoods where children, youth and their families can thrive

Children are greatly influenced by their environment – their families, peers, schools and neighborhoods. The manner in which we design and build neighborhoods can impact – in positive and negative ways – a child’s health, well-being and the availability of opportunities for play, exploration and learning. Children and youth need neighborhoods where they will be safe when they walk, bike, and play outside for their health and well-being. Children and youth face unique challenges related to the built environment. The built environment has a much more powerful effect on children than it does on most adults. It either limits or allows them to range freely through neighborhoods. Another way to think of this issue is that if a child can safely navigate a neighborhood, so can everyone else. If a neighborhood is structured to be safe for children in terms of creating walkable blocks, crosswalks and sidewalks, etc., then adults and seniors will be comfortable there as well.

Safe, welcoming environments will also help children to develop healthy habits that they will carry with them throughout their lives. Access to neighborhood opportunities helps young people enjoy the benefits of “social capital.” The term “social capital” refers to the connections among different kinds of people in a neighborhood. These connections provide residents with exposure to knowledge, ideas, tools, and resources.

Many Nashville neighborhoods face challenges that threaten children’s health and well-being. These challenges are often related to poverty. They can affect rural, suburban, or urban neighborhoods. One of the most effective ways of addressing poverty-related challenges facing children and youth is developing or maintaining mixed income neighborhoods. This strategy has been proven to not only support housing choice for a broad range of incomes, but also to help improve the learning outcomes of the children who live in mixed income neighborhoods and/or including lower-income children in higher socio-economic environments. This strategy has been proven to not only support housing choice for a broad range of incomes, but also to help improve children’s learning outcomes.

Walkable park access



Park Serviceable Area

-  All Parks
-  Serviceable Area to Mini Parks < 1/4 Mile
-  Serviceable Area to Schools < 1/4 Mile
-  Serviceable Area to Neighborhood, Community, and Regional Parks < 1/2 mi

Educational choices, providing *genuine access* to these choices, and providing quality education for all students

Nashville has a tradition of providing “choice” in terms of home-schooling, public and private school options. In recent years, more choice has been provided within MNPS with the addition of magnet schools, charter schools and opportunities for high school students to attend the Academy of their choice. Due to state and federal policies as well as ongoing support in Davidson County, children and their families will likely have even greater educational choices in the future. Ideally, every child should be able to access a quality learning environment that meets the child’s hopes and needs.

These choices become more meaningful, and the results become more equitable, however, when there is a commitment to genuine access to these choices. “Genuine access” means not only offering choices, but working to reduce barriers to a child and their family taking advantage of a choice. Genuine access includes providing information for children and their families to make the best decision to meet their needs. Genuine access also means providing meaningful transportation options, to make it feasible for a child to attend the school or program of their choice. Genuine access means the reduction of costs or other barriers that could keep a child or family from pursuing the choice they deem best for their education. And in some cases, genuine access may mean providing additional assistance for children and youth in making educational decisions when the child’s parents are unable to help the child understand all their options. The need to provide genuine access for all children and families is not confined to educational choice. It is also critical to provide genuine access to transportation options - transit, walking and bicycling routes so that children and youth can safely and comfortably play, explore and learn. This access is important to the overall health of children and youth and their families.

MNPS’ interest in providing choices to students does not diminish MNPS’ and the community’s commitment to ensure that all choices offered to students are high quality. Nor does the interest in choice deter from the commitment to equitably providing resources and support to schools to meet the needs of their students.



MNPS has taken concrete steps to bolster neighborhood schools, making them attractive to nearby families and allowing the school to serve as an anchor and resource for the entire neighborhood. The goals, policies and actions in this element explore ways that neighborhood schools can serve nearby families and the neighborhood as a whole including options such as co-location of services that are relevant or useful to the neighborhood on the school site and/or opening the school to serve as a community gathering spot.

Evolving educational environments

The physical layout of schools has evolved over time – whether it is offering more spaces for group learning or cordoning areas to serve specific age ranges of students in a smaller “school within a school” setting. Meanwhile, changing technology and evolving thoughts on education mean that school environments will continue to change over the coming years. Campuses should be adaptable to serve youth, their families, and the community.

In addition to the site and building design, Nashville must be resourceful and innovative in where we locate schools and how we secure land for schools. Public lands and buildings are scarce and are becoming more expensive to acquire and difficult to locate. Nashville needs to make creative decisions about school siting and design to make school sites more efficient. Nashville must also, however, think creatively about where we locate schools, whether it is in office settings or in unconventional sites such as abandoned commercial sites served by transit. Finally, Nashville should look at all the available options including purchase of land, but also agreements with private sector developers to acquire sites for schools in the fastest growing areas of town.

Goals and policies

In any of the topics discussed in NashvilleNext, there is a tension between addressing current challenges and meeting current needs, while also setting a twenty-five year vision and the framework of goals, policies and actions to achieve that vision. This is very apparent in the goals, policies and actions for the Education & Youth Element. The Nashvillians who shared their insight on how to support children and youth were interested in immediate actions to address immediate challenges, and were interested in establishing a vision for what we want for our children, which is made especially difficult in an evolving field like education. The goals, policies and action items reflect that dual goal – to address immediate concerns while establishing a long-term vision.

Goals set broad direction for the plan by applying the Guiding Principles to NashvilleNext’s seven plan elements. They identify, for each element, what NashvilleNext is trying to achieve.

Policies extend goals by providing more detail. They give more direct guidance on community decision making, without specifying which tools to use. (Identifying and adopting which tool is a job for actions and implementation.) As implementation occurs, if one particular tool is rejected by the public, the policy guidance remains.

Actions (Volume IV and at the end of this chapter) are short-term steps to carry out these Policies and achieve these Goals. The plan is structured so that the Action plan is updated the most frequently. During the annual update process, actions can be removed if accomplished or if they were deemed infeasible. Removing an action because it’s infeasible leaves the overarching Policy in place. During the update, the Planning Department would seek to identify alternate ways of accomplishing the policy.

Related plans

With a strong commitment to annual updates and review, the General Plan is able to play a key role in providing coordination between other agencies and plans. It helps other departments understand long-term goals and how their work shapes that, even if they must focus on short-term needs that are out of step with the long-term plan. For example, the long-term vision for transit is to build a high-capacity transit network operating along major corridors, with few deviations from those corridors. In the short-term,

Related plans

- » Child and Youth Master Plan for Metropolitan Nashville & Davidson County: Task Force Report to Mayor Karl Dean, July 2010
- » Mayor’s Advisory Council on Early Childhood Development & Early Education: Report to Mayor Karl Dean, April 13, 2011
- » Project for Student Success: Report to Mayor Karl Dean, June 25, 2008
- » Education 2018: Excellence for Every Student, Metro Nashville Public Schools Strategic Plan, 2013

MTA needs to conduct its operations to connect to riders, who may not live along those major corridors. Eventually, MTA operations should merge with the long-range vision, but it will take time to build the infrastructure and housing to support the high-capacity network.

Thus, Element chapters highlight related plans when discussing NashvilleNext Goals & Policies.

Much of what Nashvillians want for the future goes beyond what Metro can achieve on its own. Partnerships with community groups, non-profits, and the private sector are critical.

E&Y Goal 1

Pursue a shared, community-wide vision and agenda to provide quality care, education and opportunity to Nashville's children and youth, considering each child's learning style, language, culture, special learning needs and economic status, meeting each child where they are in life with the expectation that the child will succeed.

E&Y 1.1

Commit to using information, research, best practices and measurement in designing and implementing the care and education of Nashville's children, setting the standard for high quality care and innovation in all our work with Nashville's children and holding ourselves accountable to that standard.

E&Y 1.2

Provide strong community support and resources for Nashville's students through evolving and diverse PK-12 school learning environments.

E&Y 1.3

Provide mentors and role models from throughout the community to work with children and youth.

E&Y 1.4

Empower Nashville's children and youth to participate in setting the course of their education, activities, employment and other aspects of their life and act upon their decisions by giving them what they need to make informed decisions for their future, a voice in decisions impacting them, and genuine access to resources and opportunities, regardless of their means.

E&Y 1.5

Create positive pathways for children and youth who are facing homelessness, delinquency/gangs, dropping out of school, and other threats to their well-being such as drugs/alcohol.

E&Y 1.6

Support children with disabilities and their families so that they are fully accepted and included in opportunities for learning and success.

E&Y 1.7

Address challenges faced by children and youth in foster homes and their transition into adulthood.

E&Y 1.8

Provide support to children, youth, and families facing challenges associated with barriers such as citizenship status or lack of English language skills, including access to PK-16 educational opportunities.

E&Y Goal 2

Provide all children, youth, families, and caregivers quality educational opportunities and opportunities in and outside of school, information needed to make informed decisions on school choices, and genuine access to follow through on the choice.

E&Y 2.1

Provide all families with the information they need to access educational choices in a format and language that is relevant and understandable to them.

E&Y 2.2

Provide early educational programs such as quality, accessible early childhood care and pre-kindergarten to ensure that all children come into the K-12 school environment on an equal footing in terms of their ability to learn academic subjects.

E&Y 2.3

Provide resources and programming to achieve the goal of all third graders reading at third grade level, to increase their likelihood of future academic and career success.

E&Y 2.4

Provide systems, support, and resources to support graduation from high school, addressing the needs and challenges of individual students. Provide youth nearing the point of graduation and their families with information, support, and opportunity to pursue higher education, training, and/or work experience to fit their goals.

E&Y 2.5

Provide equitable access to and distribution of affordable extracurricular activities, technology, and healthy physical activities.

E&Y 2.6

Develop educational facilities, campuses and systems that can flexibly respond to evolving ways that educational opportunities may be provided and support innovative use of land and buildings for this purpose, siting schools in a manner that provides convenient countywide access, anchors communities, invites parental involvement, and promotes the health of students.

E&Y Goal 3

Provide Nashville's families and caregivers with access to the resources, support systems and opportunities they need for their children to be safe and healthy and achieve academic and life success.

E&Y 3.1

Provide parents and caregivers the opportunities, resources and support they need to succeed, reduce their stress, and allow them to dedicate more time and energy to their children.

E&Y 3.2

Ensure that all children and youth are living in safe and supportive home environments.

E&Y Goal 4

Make Nashville's neighborhoods safe, accessible, and welcoming for families so that they provide opportunities for play, learning and social engagement that help children and youth thrive.

E&Y 4.1

Ensure that Nashville's neighborhoods are safe for children and youth and have public places that are free of violence.

E&Y 4.2

Provide genuine access to the elements necessary for healthy and successful lives – ample parks and open spaces with structured activities for families to promote active lifestyles; transit; healthy food options; access to health care services, libraries, schools, community centers, jobs, entertainment, and other neighborhood-based services.

E&Y 4.3

Provide educational facilities/campuses and other civic institutions such as libraries within neighborhoods that serve as neighborhood hubs and meet the unique needs of the neighborhood.

E&Y 4.4

Ensure that Nashville's neighborhoods are welcoming and accessible to all by ensuring affordability and transportation choices.

E&Y 4.5

Increase civic engagement to provide youth a voice in the growth of the city and in decisions that will impact their lives, such as the education system, transit, activities, and parks and recreation.

#	EY Goal	Policy Action	Time frame	Responsible party
1	1	Pursue a shared, community-wide vision and agenda to provide quality care, education and opportunity to Nashville’s children and youth, considering each child’s learning style, language, culture, special learning needs and economic status, meeting each child where they are in life with the expectation that the child will succeed.		
2	1.1	Commit to using information, research, best practices and measurement in designing and implementing the care and education of Nashville’s children, setting the standard for high quality care and innovation in all our work with Nashville’s children and holding ourselves accountable to that standard.		
3	1.1.1	Create a longitudinal database of educational and career outcomes for Metro Nashville Public School students (PK-16), along with basic demographic data and information on each student’s MNPS experience. Consider incorporating data from Nashville Public Library (on library usage) and other providers of high-quality out-of-school programming. Use data to determine which educational and out-of-school programming and services led to successful outcomes for MNPS youth. Create regular opportunities to report to the public on the outcomes and changes made to MNPS based on the findings.		
4	1.1.2	Encourage transparency of outcomes for children in public, private and homeschooling settings.		
5	1.1.3	Throughout the action items proposed below, when new programming or models are proposed, begin with inventory and assessments of current offerings, assessing the efficacy of the existing programming. Research best practices locally and nationally on the topic. Determine whether existing programs should be expanded or whether additional programs should be established. In either case, establish baseline data, goals, benchmarks and regular assessments and updates on the efficacy of programming.		
6	1.2	Provide strong community support and resources for Nashville’s students through evolving and diverse PK-12 school learning environments.		
7	1.2.1	Identify the resources needed to ensure the highest quality education at all public schools in Nashville, with equitable investment across the system, meeting the needs of children in their communities and providing opportunities and the ability to utilize these opportunities across the County.		
8	1.2.2	Create community-wide support for an action plan created from the education and youth action items included in NashvilleNext. Use this action plan – and the community support behind it – to secure necessary resources for public schools.		

Education and Youth DRAFT Actions

#	EY Goal	Policy	Action	Time frame	Responsible party
9		1.2.3	Develop a marketing campaign to benefit Metro Nashville public school students that explains to all Nashvillians, the importance of the public schools to Nashville and the region and rallies broad community support.		
10		1.2.4	Research and propose programs for existing Nashville businesses and those considering locating in the city to contribute to the education and well-being of Nashville’s children and youth.		
11		1.2.5	Create forums for leaders in public, private and homeschooling settings to share ideas and improve children’s educational outcomes.		
12		1.2.6	Work with the media to report on positive news surrounding Nashville/Davidson County’s children and youth; ensure equitable reporting of news events across racial, ethnic and socio-economic communities; and to recognize how reporting that ties a child or youth and their actions to a school or neighborhood, when the school or neighborhood is not relevant to the story, stigmatizes schools and neighborhoods.		
13		1.2.7	Encourage community leaders and elected officials to undertake the Poverty Simulation program offered through Metro Nashville Public Schools, which raises awareness of the challenges faced by families in poverty in Nashville/ Davidson County.		
14		1.3	Provide mentors and role models from throughout the community to work with children and youth.		
15		1.3.1	Identify the best approach to expanding existing and/or creating new mentoring programs. See action 1.1.3 for procedural guidance.		
16		1.4	Empower Nashville’s children and youth to participate in setting the course of their education, activities, employment and other aspects of their life and act upon their decisions by giving them what they need to make informed decisions for their future, a voice in decisions impacting them, and genuine access to resources and opportunities, regardless of their means. <i>Success in achieving this policy can be measured, in part, with action 1.1.1 (longitudinal study of MNPS students).</i>		

Education and Youth DRAFT Actions

#	EY Goal	Policy Action	Time frame	Responsible party
17	1.4.1	Develop, integrate and maintain a “transition coach” resource person in each educational setting. This person’s sole and explicit role is to define various educational transitions that students experience (PK – 16) and identify barriers to success at these transitions; assist children and youth through educational transitions; track the results of the children and youth’s choices on their educational outcomes; and use this data to help the school provide better support to students to make decisions that ensure their success. <i>Note that this action item also achieves Policy 1.7 (children and youth in foster homes); policy 2.1 (information for children and families); and policy 2.5 (successful transitions post high school).</i>		
18	1.4.2	Coordinate efforts of all persons who serve as school-based or community-based transition coaches – including guidance counselors, life coaches, literacy coaches, instructional coaches, numeracy coaches, etc. – to provide equitable access to these services and to provide a resource among these coaches as they work to meet the needs of the children and youth they serve.		
19	1.4.3	Align the middle school design with the high school design - the Academies of Nashville - allowing experiential learning for all students to include career prep, service learning, and research opportunities promoting creativity, critical thinking, collaboration, and communication.		
20	1.4.4	Conduct ongoing training for staff in Metro departments/facilities that work with children and youth about LGBTQ awareness and affirmation. Such training currently exists for MNPS staff and should be expanded.		
21	1.4.5	Increase the number of children and youth reading through out-of-school programming or during the summer.		
22	1.5	Create positive pathways for children and youth who are facing homelessness, delinquency/gangs, dropping out of school, and other threats to their well-being such as drugs/alcohol.		
23	1.5.1	Expand upon programming to re-engage older, disconnected youth ages 16 – 24, to connect them to educational environments, expand their understanding of their personal future, and develop their skills to help them become part of a skilled workforce and contribute to the community. Build upon the Community–Based Reengagement Coaches program, Re3, developed by Alignment Nashville.		
25	1.5.2	Create and expand short and long term transitional shelters for youth, including shelters that are affirming of LGBTQ youth, that build upon successful models developed in Nashville and other cities. See action 1.1.3 for procedural guidance.		

Education and Youth DRAFT Actions

#	EY Goal	Policy	Action	Time frame	Responsible party
26		1.5.3	Assess the Developing Community Leaders (DCL) program, an initiative of Alignment Nashville and Metro Nashville Public Schools, for scale up in schools and youth-serving organizations across Nashville. See action 1.1.3 for procedural guidance.		
27		1.5.4	Identify youth in crisis through screening and referrals for youth in schools, assessments and communication of information regarding children in family shelters, implementing targeted mental health screening in physical healthcare practices, and conducting community data analysis to identify at risk groups for targeted interventions.		
28		1.5.5	Identify the best approach to expanding existing and/or creating new mental health services, resources and care provided to at-risk youth. See action 1.1.3 for procedural guidance.		
29		1.5.6	Review MNPS transportation and enrollment policies and practices for barriers to using the continuity option including, but not limited to attitudes and beliefs of teachers and administrators; funding sources; lack of student and parent awareness, etc.		
30		1.5.7	Inventory the current mobility rates of children in Metro Nashville Public Schools. Research best practices for reducing the mobility rate of all children, including homeless children and develop a program based on the results including benchmarks, goals and tracking of success.		
31		1.5.8	Identify the best approach to expanding existing and/or creating new programming directed to at-risk youth that improves youth self-esteem, establishes high standards for academics and personal conduct, and commits youth to college, redirecting youth away from gangs and juvenile court. See action 1.1.3 for procedural guidance. <i>Note that this action item also achieves policy 2.5 (successful transitions from high school).</i>		
32		1.5.9	Increase the number of alternatives to incarceration for MPD and Juvenile Court to address the needs of status offenders.		
33		1.5.10	Develop more community initiatives for at-risk youth and increase parent awareness of the available options. See action 1.1.3 for procedural guidance.		
35		1.5.11	Implement the Youth Risk Behavior Survey that is now used in MNPS high schools to the middle preps and ensure its distribution to all appropriate ages.		
41		1.6	Support children with disabilities and their families so that they are fully accepted and included in opportunities for learning and success.		

Education and Youth DRAFT Actions

#	EY Goal	Policy Action	Time frame	Responsible party
42	1.6.1	Assess Metro Nashville Public Schools' current practices for meeting the academic, behavioral, and social/emotional needs of students with disabilities in the general education setting. Educate and empower parents of children with disabilities through improved communication and input. Assess the effectiveness of how educational settings including, zoned schools, charter schools, choice schools, and magnet schools, are providing students with disabilities meaningful and purposeful participation in the school and community.		
43	1.6.2	Promote a culture of acceptance and inclusion within peer groups in school and out of school, for example, Physical Education Partners, pairing students across ability and performance levels; planning Disabilities Awareness activity or day where youth simulate having a disability; expanding on the work of programs such as Best Buddies, a local non-profit that links youngsters and adults with developmental disabilities with peers who do not have a disability; creating a campaign around “no child left out” to promote inclusion of students with disabilities in out-of-school-time programming.		
44	1.6.3	Assess what continuing education is currently offered to support students with special needs in out-of-school settings. Research best practices and offer community training and certification program, in partnership with experts in the field, to provide on-going professional development for program directors and staff on how to best support students with special needs in out-of-school settings.		
45	1.6.4	Establish and expand out-of-school time and summer programming that meets the needs of students with disabilities ages 10-22 and is designed to include the youth and improve their quality of life and view of their personal future. This should include increasing access to current out-of-school time programs to special populations and creating the capacity in existing programs to provide an inclusive environment.		
46	1.7	Address challenges faced by children and youth in foster homes and their transition into adulthood		
47	1.7.1	Ensure that children in the DCS system have placements that are best suited for the protection and physical, mental and emotional welfare of the children.		
48	1.7.2	Decrease the number of children in the DCS system by finding positive parental substitutes, including extended family members, and maintaining these relationships after exiting the system (ages 0-21).		

Education and Youth DRAFT Actions

#	EY Goal	Policy	Action	Time frame	Responsible party
49		1.7.3	Ensure that all educational options fully incorporate children and youth who are placed in the foster care system and provide equity in meeting their educational needs and helping them to meet their highest potential.		
50		1.7.4	Continue to provide opportunities for children in foster care support services to ensure the continuation of their education in their existing school if they move to another home. Increase the number of students in foster care who utilize the continuity option available for MNPS students who relocate during the school year by increasing DCS and school awareness of this option.		
51		1.7.5	Develop strategies for youth in transitional housing to move to academic housing as they pursue higher education.		
52		1.7.6	Work with area colleges and universities to provide paths for youth in foster care to support them in higher education to ensure they have the same foundations for success as if they had traditional family support.		
53		1.8	Provide support to children, youth, and families facing challenges associated with barriers such as citizenship status or lack of English language skills, including access to PK-16 educational opportunities. <i>[These action items are still under review by experts in the field.]</i>		
54		1.8.1	Create EL community education programs served by MNPS' English Learner (EL) program, to provide parents with English as a Second Language (ESL) classes, elementary and middle school students with math and reading support, and high school students with ACT preparation classes.		
55		1.8.2	Expand upon MNPS' summer institute for EL students, creating day-long programming to address the social, emotional, cultural, linguistic and academic needs of the children. Build an optional EL leadership institute into summer programming for high school students as well.		
56		1.8.3	Convene area colleges, universities and related partners to assess what actions are needed, and what actions are already underway, to provide non-citizen students with MNPS high school diplomas the opportunity to attend community college, college or university in Nashville or Middle Tennessee		
		1.8.4	Challenge local colleges, universities and related partners to provide financial assistance for non-citizen students with MNPS high school diplomas to receive in-state tuition at area higher education institutions.		
		1.8.5	Advocate for non-citizen students with Tennessee high school diplomas to be eligible for state-sponsored scholarships and grants, so long as other eligibility criteria are met.		

Education and Youth DRAFT Actions

#	EY Goal	Policy Action	Time frame	Responsible party
57	2	Provide all children, youth, families, and caregivers quality educational opportunities, information needed to make informed decisions on school choices, and genuine access to follow through on the choice.		
58	2.1	Provide all families with the information they need to access educational choices and opportunities in and outside of school in a format and language that is relevant and understandable to them.		
59	2.1.1	Increase number of families who understand options available to children and youth at each point in their education from elementary and pre-K options (0-5) to middle school and high school choices. Develop and implement a marketing campaign to alert families to the information available online and counseling available from MNPS staff on the options available to families.		
60	2.1.2	Expand existing and/or create new programming for parents on education and child-rearing. See action 1.1.3 for procedural guidance.		
61	2.2	Provide early educational programs such as quality, accessible early childhood care and pre-kindergarten to ensure that all children come into the K-12 school environment on an equal footing in terms of their ability to learn academic subjects. <i>[NOTE – Action items 2.2.1 – 2.2.6 are still under review with pre-K providers.]</i>		
62	2.2.1	Provide Pre-K for all Nashville/Davidson County children through public and private venues		
63	2.2.2	Continue to collect data on the efficacy and impact of Pre-K as well as best practices research to inform decisions on instructional practices, class locations, and student placement and to inform the overall conversation on the value of Pre-K.		
64	2.2.3	Create sustainable funding sources to provide Pre-K to all Nashville/Davidson County children		
65	2.2.4	Develop an electronic data management system for student application information, and a redesigned application process to enroll students more efficiently.		
66	2.2.5	Placeholder – for action items to institutionalize Pre-K with parents; with MNPS and private, non-profit providers; and with larger community to support sustainable funding.		

#	EY Goal	Policy	Action	Time frame	Responsible party
67		2.2.6	<p>Improve overall quality of Pre-K education including, but not limited to, the following actions: develop a strategy to publicize and communicate the standards required for high-quality early childhood care and Pre-K education to providers; research and expand upon best practice models such as the Tennessee Early Childhood Training Alliance (TECTA) to increase educational attainment, wages, and quality professional development for early childhood providers; provide competitive incentives for child care providers to increase quality; partner with community agencies and local universities to provide a variety of professional development opportunities for Pre-K educators and administrators.</p>		
		2.2.7	<p>Expand current Nashville Library “storytime” programming and other literacy initiatives to address early childhood literacy.</p>		
		2.3	<p>Provide resources and programming to support the goal of all third graders reading at third grade level, to increase their likelihood of future academic and career success.</p>		
		2.3.1	<p>Identify the best approach to expanding existing and/or creating new programs designed to help students in kindergarten, first, second and third grades meet reading benchmarks to ensure that, at third grade, they are reading at a third grade level. See action 1.1.3 for procedural guidance.</p>		
68		2.4	<p>Provide systems, support, and resources to support graduation from high school, addressing the needs and challenges of individual students. Provide youth nearing the point of graduation and their families with information, support, and opportunity to pursue higher education, training, and/or work experience to fit their goals. <i>Note that action item 1.3.1 (life transition coaches) and action items under policy 1.4 (creating positive pathways for children and youth facing dropping out of school or other threats to their well-being) help to achieve this policy.</i></p>		
69		2.4.1	<p>Continue the practice of establishing goals for graduation rates based on the populations MNPS serves and those populations’ unique needs and challenges. Utilize data and analytics to evaluate graduation metrics to understand the underlying issues surrounding graduation rates, to create MNPS-specific solutions to improve graduation rates, and to better explain the complex situation of graduation rates in a diverse community such as Nashville/Davidson County.</p>		
70		2.4.2	<p>Identify the best approach to expanding existing and/or creating new programs designed to aid students in graduating. See action 1.1.3 for procedural guidance.</p>		

Education and Youth DRAFT Actions

#	EY Goal	Policy	Action	Time frame	Responsible party
71		2.4.3	Create, integrate and maintain the option of high quality internships, service-learning, and capstone experiences for all middle and high school students by taking the following steps: standardize definitions of internship, service-learning, and capstone experience for all advisors and organizations; create assessment measures for each experience; create training modules for all advisors and organizations that participate with students in the internship, service-learning and/or capstone experiences; recruit “experiences” for students and create a pipeline of resources to provide these opportunities.		
72		2.4.4	Explore collaborative opportunities between local colleges, universities and community programs and MNPS around supporting students’ college aspirations, including, but not limited to, expansion of existing programs in MNPS, in private schools and homeschools where college credit may be earned in high school.		
73		2.4.5	Begin college and career planning early based on college preparedness assessments and surveys of students’ skills, aptitudes and interests.		
74		2.4.6	Increase support, partnerships and programming aiding college access and success of low-income and first-generation students, including programming to increase community awareness and partnerships to meet the needs of these students; increase awareness about the financial aid and planning supports available for low-income and first generation students; collaborate with colleges and universities to support the transition from high school to college for low-income and first generation students. See action 1.1.3 for procedural guidance		
75		2.5	Provide equitable access to and distribution of affordable out-of-school activities, technology, and healthy physical activities. <i>Note that actions for policy 4.3 also address and implement this policy.</i>		
76		2.5.1	Increase the number of youth involved in out-of-school activities. See action 1.1.3 for procedural guidance.		
77		2.5.2	Identify the best approach to expanding existing and/or creating new out-of-school-time programming. See action 1.1.3 for procedural guidance. <i>Note that this action item also addresses Policy 1.4 - creating positive pathways for children and youth facing threats their well-being.</i>		

Education and Youth DRAFT Actions

#	EY Goal	Policy	Action	Time frame	Responsible party
78	2.5.3		Expand upon the Out-of-School Time Network of public and private partnerships to build a coherent and equitable system of provision of programming, coordinate resources and deliver unique and diverse programs for children of all ages and abilities. This network will include, but not be limited to, the Mayor’s Office of Children and Youth, Metro Nashville Public Schools, Metro Parks and Recreation, Nashville Public Library,, Metro Arts Commission, youth voices and community organizations. Establish uniform criterion or standards of quality for evaluating programs as part of Out-of-School Network.		
80	2.5.4		Create a dedicated fund of public and private contributions that would leverage local, state and federal funding to implement and support out-of-school time programming.		
81	2.5.5		Establish a study group of youth, Metro agencies, and youth-serving agencies to determine the feasibility of a Community Youth Mapping Project to identify and map the location of all services, resources and opportunities available to youth.		
82	2.5.6		Create an information campaign to notify youth and families about out of school activities and programs, including, but not limited to, a web-based, user-friendly database with updated information for parents, youth and the community regarding programs (including current and upcoming events, classes, camps, field trips, etc.), location(s), participation criterion (if any), cost, scholarship availability and bus routes to program or service site. Include a public kiosk- component to increase easy access at libraries and family resource centers.		
83	2.5.7		Explore allowing the sharing of information between schools and qualified out-of-school time providers to best serve the whole child.		
85	2.6		Develop educational facilities, campuses and systems that can flexibly respond to evolving ways that educational opportunities may be provided and support innovative use of land and buildings for this purpose, siting schools in a manner that provides convenient countywide access, anchors communities, invites parental involvement, and promotes the health of students. Note that actions in Policy 4.3 also address and implement this policy.		

#	EY Goal	Policy Action	Time frame	Responsible party
86	2.6.1	<p>Pursue innovative sites for schools, pre-K, and for other programming. Ideas include, but are not limited to –</p> <ul style="list-style-type: none"> • Undertake a collaborative approach with Metro to consider all Metro sites that could be used in the future for schools and partnerships with fellow Metro Departments to address infrastructure needs and to meet specific site challenges; • Consider sites such as underutilized shopping centers or re-use of existing commercial or office buildings that would be easily served by transit and incorporated into the surrounding community as part of the public school site selection process; • Examine the viability of hosting schools within large businesses or employment centers to serve the children of all employees in a manner that is convenient for parents and serves as a model for a mixed socio-economic student body, drawing students from the families of all employees; • Explore tools to link new school development of significant commercial developments in the future, especially those within identified mixed use centers on the NashvilleNext Growth and Preservation Map. 		
87	2.6.2	<p>Evaluate MNPS’ processes on siting and developing schools in light of research on best practices; incorporate changes into the MNPS process. Strategically identify sites for early acquisition to ensure needed land for public school campuses in existing and emerging centers of employment as identified on the NashvilleNext Growth and Preservation Map.</p>		
88	2.6.3	<p>Continue and expand the approach of co-locating public school facilities, such as elementary and middle schools.</p>		
89	2.6.4	<p>Continue and expand the approach of co-locating schools with other services that meet the needs of children, youth and families. Identify a broad range of community facilities and services that could co-locate with public schools, including parks, visual art, music, and theater spaces, and libraries. Note – this action item also addresses Policy 4.3 (educational as neighborhood hubs).</p>		

#	EY Goal	Policy	Action	Time frame	Responsible party
			<p>Explore partnerships and efforts to provide health services for children at schools and improve the healthiness of schools. Consider partnerships between Nashville’s many successful medical facilities and Metro Nashville Public Schools to meet needs for on-site health care at schools; support MNPS’ current Coordinated School Health model; provide a nurse in every school to support CSH/ coordinate health initiatives within the school; and pursue healthy design standards for every school building including, but not limited to, radon resistant construction, indoor air quality, and other healthy/active design features.</p>		
90		2.6.6	<p>Work with community colleges to establish satellite campuses in public high schools and increase community-based education aimed at providing additional resources outside of schools.</p>		
91		2.6.7	<p>Examine the viability of changing school hours – providing start times well-suited to children and youth’s sleep schedules and hours that meet the needs of working parents and caregivers by providing safe, educationally-enriching settings for children and youth while parents work.</p>		
92		2.6.8	<p>Review criteria to consider when to “land bank” the land from a closed school for future use and/or use the land for a different, interim or long-term use. Review MNPS’ process for when and how to close underutilized schools, based on data on current enrollment and growth projections, and leading public dialogue to discuss the findings.</p>		
93		2.6.9	<p>Evaluate MNPS’ processes on changing school zones balancing research on best practices while maintaining MNPS’ commitment to diversity within its schools. When rezoning is required, create processes for public dialogue that are tailored to fit the needs of the community to ensure meaningful community engagement.</p>		
94	3		<p>Provide Nashville’s families and caregivers with access to the resources, support systems and opportunities they need for their children to be safe and healthy and achieve academic and life success.</p>		
95		3.1	<p>Provide parents and caregivers the opportunities, resources and support <i>they</i> need to succeed, reduce their stress, and allow them to dedicate more time and energy to their children.</p>		
96		3.1.1	<p>Support activities that increase the amount of time families spend on literacy attainment and improvement, for example, ensuring that every child in Nashville is enrolled in Imagination Library or other similar programs and increasing the percentage of families with children who have library cards.</p>		

Education and Youth DRAFT Actions

#	EY Goal	Policy Action	Time frame	Responsible party
97	3.1.2	Build efforts by the Metro Public Health Department and others to provide programming and strategies to support and improve the pre-conception and prenatal health of women, and the use of preventive health care.		
98	3.1.3	Increase the rate of well-child exams in children and youth by promoting the benefits of annual well-child and well-teen exams; utilizing schools to inform parents about them; considering incentives that encourage well-child exams for middle school and high school age children; improving provider notification and reminder systems; and increasing access by offering free or affordable prices and convenience including school-located, after hours, and weekend services.		
99	3.1.4	Enhance outreach regarding insurance eligibility and enrollment by utilizing public schools, pediatric ERs, TENNderCARE , and other points of first contact within the medical care system to inform families of options.		
100	3.1.5	Explore policies that link students eligible for SNAP and/or TANF with insurance enrollment.		
101	3.1.6	Create and/or expand a clearinghouse of available child/youth/family resources along with continuous information on which resources are being used and their cost to determine effectiveness.		
102	3.1.7	Use school buildings as primary connection point to students and families, through expansion of programs such as Community Achieves, providing information and offering resources that benefit the whole child and their family. <i>Note that this action also implements policy 2.7.</i>		
103	3.1.8	Increase adolescent and parental awareness of the risks of alcohol, tobacco and drug use through methods such as continuous, repetitive messages, particularly from individuals with cultural credibility, and integrate this approach into schools and out-of-school-time service providers.		
104	3.2	Ensure that all children and youth are living in safe and supportive home environments.		
105	3.2.1	Create a model with the co-location of a multi-disciplinary team of professionals who work together under one roof to provide coordinated services, innovate on new ideas and provide convenient access to families experiencing violence.		
106	3.2.2	Establish a shared data management system that would provide the means to track clients across services/ providers, including MNPd, DCS, DA, MNPS, MTA, MPhD and all non-profits or agencies providing services.		

#	EY Goal	Policy	Action	Time frame	Responsible party
107		3.2.3	Provide positive adult support with tools such as parenting classes, home visits or coaching, mentoring and meeting parents' health needs to reduce children's toxic stress (strong, unrelieved stress due to neglect or abuse that can permanently limit a child's potential).		
		3.2.4	Develop positive media messaging to promote awareness regarding the importance of safe, stable, nurturing relationships for children.		
		3.2.5	Impact public policies to promote safe, stable, and nurturing relationships and environments for all children.		
108	4		Make Nashville's neighborhoods safe, accessible, and welcoming for families so that they provide opportunities for play, learning and social engagement that help children and youth thrive.		
109		4.1	Ensure that Nashville's neighborhoods and public places are safe and welcoming. Note that the Health Livability and the Built Environment Element provides additional guidance, and action items, on creating safe places.		
110		4.1.1	Further Metro Government's commitment to equity by conducting an assessment of discipline policies, practices and training at public facilities to determine how these facilities can be made to be welcoming and safe for all children and youth. MNPS' assessment is currently underway; consider assessments at parks, community centers, and libraries.		
111		4.2	Provide genuine access to the elements necessary for healthy and successful lives – ample parks and open spaces with structured activities for families to promote active lifestyles; transit; healthy food options; access to health care services, libraries, schools, community centers, jobs, entertainment, and other neighborhood-based services. <i>Note that actions related to health care are found in Policy 3.1 and actions related to transit are found in Policy 4.4. Note that the Health Livability and the Built Environment Element provides additional guidance, and action items, on open space and parks while the Land Use, Transportation and Infrastructure Element provides guidance and action items on transit.</i>		
112		4.2.1	Increase awareness of the importance and benefits of healthy eating by children and youth through actions including, but not limited to, supporting healthy food at Head Start and MNPS, supporting the use of community gardens, and other actions to increase healthy food options in all neighborhoods.		

Education and Youth DRAFT Actions

#	EY Goal	Policy	Action	Time frame	Responsible party
114		4.3	Provide educational facilities/campuses and other civic institutions such as libraries within neighborhoods that serve as neighborhood hubs and meet the unique needs of the neighborhood. <i>Note that actions for policy 2.7 also address and implement this policy.</i>		
115		4.3.1	Support models such as Community Achieves to place “community liaisons” in public schools as appropriate, acting as a bridge between the school and the surrounding community, facilitating conversation and seeking opportunities for collaboration. See action 1.1.3 for procedural guidance.		
116		4.3.2	Explore the expansion of Family Resource Centers – more sites and/or longer hours at existing sites - to provide additional opportunities for youth and their families to seek information or services.		
117		4.3.3	Evaluate the potential to utilize schools, libraries and community centers as locations for out-of-school-time programs and activities. <i>Note that this action also implements policy 2.6.</i>		
118		4.4	Ensure that Nashville’s neighborhoods are welcoming and accessible to all by ensuring affordability and transportation choices. <i>Note that in addition to the action items below, the Housing Element and the Land Use, Transportation and Infrastructure Element include guidance and action items on housing affordability and on walking, biking and transit, respectively.</i>		
119		4.4.1	Coordinate among MTA, MNPS, religious institutions, community centers, youth-serving nonprofits and youth to make the transit needs of youth known to MTA, so that MTA can weigh these when adjusting MTA routes and vehicles.		
120		4.4.2	Create a direct link of 24 hour communication between MTA and MNPS transportation to address transportation emergencies that may arise after regular operating hours.		
121		4.4.3	Continue MTA's efforts to focus on the needs of youth providing services and accessibility that meet the needs of youth.		
122		4.5	Increase civic engagement to provide youth a voice in the growth of the city and in decisions that will impact their lives, such as the education system, libraries, transit, activities, and parks and recreation.		
123		4.5.1	Develop a youth version of Leadership Nashville. See action 1.1.3 for procedural guidance.		
124		4.5.2	Expand upon Hands On Nashville's Youth Volunteer Corps (YVC), which provides meaningful, service-learning opportunities for youth ages 11 to 18. See action 1.1.3 for procedural guidance.		

Education and Youth DRAFT Actions

#	EY Goal	Policy Action	Time frame	Responsible party
125	4.5.3	Investigate service-learning programs offered through AmeriCorps to engage disadvantaged youth, including AmeriCorps VISTA Summer of Service, the AmeriCorps Learn and Serve America Programs, and CityYear. See action 1.1.3 for procedural guidance. <i>[NOTE: Resource team to discuss whether or not to cut program references.]</i>		
126	4.5.4	Work with groups promoting public/community service and volunteerism among college students, training youth to be effective leaders. Models to consider include the Nashville Network for Youth and Civic Engagement (NNYCE)(18-21) and College Compact.		
127	4.5.5	Continue and expand the work of the Mayor’s Youth Council, considering such initiatives as: adopting a Nashville Youth Bill of as a way to express and formally recognize Youth needs to Metro government and adult community members and/or including a State of the Youth address presented by a representative of the Mayor’s Youth Council at the Mayor’s Annual State of Metro Nashville address.		
128	4.5.6	Expand interaction between youth and Metro Council by invite and recognize Mayor’s Youth Council and youth community to attend an annual Council Meeting focused on Nashville Youth; invite all Council Members to attend annual Youth Summit; and encouraging Council Members to recruit youth representatives from their district to serve as formal Youth Advisors.		
129	4.5.7	Provide opportunities for youth to have their perspectives taken into account in the city policy and decision making process; consider models such as the youth committee in place to provide MTA guidance on youth-related transit issues.		