

## **Nashville Public Library Foundation**

### **Transforming Learning, Transforming Community: A Holistic Approach**

#### **A. Statement of National Need**

On behalf of Nashville Public Library's Nashville After Zone Alliance (NAZA), the Nashville Public Library Foundation proposes a two-pronged approach to support youth in thriving through the "Transform Learning, Transform Community: A Holistic Approach" project. The proposed 3-year project will strengthen Nashville's capacity to help children/youth thrive through the integration of Nashville's Vision for Holistic Youth Development and the development and utilization of community-developed tools to track growth toward actualizing the Vision. Additionally, the project will support the capacity of other communities throughout the nation to help children/youth thrive in education, work, and life by disseminating resources and best practices focused on how to create community-developed visions for youth thriving, track growth toward actualizing community-developed visions, and integrate community-developed visions for youth thriving. The development of the Vision was inspired by Boston Afterschool and Beyond's example in developing a learning framework, which NAZA was fortunate to learn about over the course of more than five years as a fellow member of Every Hour Counts, the national trade association for afterschool and summer learning. While there is growing interest nationally to define community-level visions for youth, resources and best practices to help communities navigate how to engage in such work are widely inaccessible. The proposed project embraces public libraries' capacity to play a role in community visioning and equips communities with accessible resources and best practices in support of community change efforts centered on youth thriving.

America is facing a set of challenges that are rooted in our nation's history and exacerbated by current conditions—including the COVID-19 pandemic, the use of technology and social media to negatively influence our society, emboldened racism and white supremacy, and a climate crisis. Yet within this climate, there is another story emerging in communities that have been working together for years to catalyze change: when we create space to explore and connect community assets, we discover our capacity to transform our communities. Thanks to IMLS' Community Catalyst Initiative (CCI), Nashville now has a shared vision that articulates what children/youth need to thrive in education, work, and life, and especially helps those in informal education settings (afterschool and summer programs, libraries, parks, museums, etc.) leverage the power of learning outside of school. Nashville's Vision for Holistic Youth Development<sup>[1]</sup> (the Vision) is even more critical now, as children/youth and learners of all ages are accessing learning in new ways, oftentimes outside of traditional learning environments. The Vision guides Nashville towards the best possible future by prioritizing essential individual and community growth practices that children and youth need to thrive in their learning ecosystem and affirms that whether we are children/youth, parents/caregivers, youth development professionals, school or community leaders, policy makers or elected officials, we all play a role to ensure children/youth thrive.

Throughout the nation, libraries are stepping in to support their communities by endeavoring to provide universally accessible, informal educational opportunities. Libraries have an unprecedented opportunity to shape learning outcomes for children/youth through their proven, consistently innovative programming, as well as by convening their communities to collaboratively develop a vision for how to support children/youth in thriving. The Nashville After Zone Alliance (NAZA) is housed in NPL and supported by the Nashville Public Library Foundation. With the support of Nashville Public Library's rich network of relationships, NAZA is uniquely positioned to convene communities locally and leverage what we are learning to support communities throughout the nation in advancing their own journeys to create communities where children/youth can thrive. These efforts will be powered by the knowledge that learning is happening all the time, across many settings, and that children/youth are impacted by the ecosystem in which they are embedded—including relationships, systems, and our society's beliefs (the core thesis of Bronfenbrenner's ecological systems theory).

In 2019, the Aspen Institute National Commission on Social, Emotional, and Academic Development released a landmark report, "From a Nation At Risk to a Nation At Hope."<sup>[2]</sup> It provided strong, research-based evidence

## Nashville Public Library Foundation

on how learning happens, as well as recommendations on how to transform learning settings in alignment with the science on how learning happens. The report further highlighted the research finding that learning is an interconnected cognitive, social, and emotional process and recommended that K-12 education adopt a whole child approach that fosters children/youths' equitable access to multiple levels of support, including supportive communities, intentional systems, and ecosystems where they can learn and develop holistically. While the whole child movement is gaining momentum, shifts in mindsets, policy, and practice are not yet observable at scale. For example, the Every Student Succeeds Act (ESSA), the nation's only legislation that drives massive investments in K-12 education, ties learning and development exclusively to academic outcomes and standardized content. Despite its goal to provide children/youth with a well-rounded education, the Student Support and Academic Enrichment (SSAE) program (Title IV Part A of ESSA) ties funding specifically to schools and local educational agencies, and the program focuses on outcomes related to career exploration, STEM, technology, safety and health. Social and emotional learning, as well as interest-based learning, are critical to child/youth learning and development, yet these areas continue to be dramatically underfunded. In this environment, investing time and resources in community initiatives that drive a more comprehensive and holistic approach to learning and development may have a ripple effect, especially if backed by national educational and development platforms, library systems, large philanthropic organizations, and beyond. Investments in K-12 education are associated with more measurable and short-term outcomes, yet it is also critical to invest in learning and development opportunities that may not have measurable short-term or mid-term outcomes, but will have a cumulative, long-term, and transformative impact on the lives of children and youth as well as communities.

The pandemic is accelerating the pace of mindset shifts around what K-12 education could look like in the 21<sup>st</sup> century. There is a growing movement focused on reimagining education to ensure that every child/youth is valued for who they are and equitably supported in realizing their potential. In this reimagining, K-12 education is learner-centered and designed in alignment with the science on how learning happens. Rather than relegate learning exclusively to the school day, communities are viewed as robust learning ecosystems where children/youth both teach and learn continuously through experiences based on their interests and gifts. Here, the purpose of education is to support children/youth thriving and the role of systems is to support individual child/youth needs and growth. Children/youth, parents/caregivers, formal and informal teachers, and more are celebrated for their roles in supporting children/youth thriving and the assets of each individual are woven together to support children/youth across their communities. While it will take years to evolve the model for K-12 education in our nation, communities do not have to wait to mobilize and collectively consider how they can best partner with and support children/youth in thriving, especially given the pandemic's toll on children's/youths' academic, mental, and social and emotional wellbeing.<sup>[3]</sup>

The proposed Community Catalyst project, "Transforming Learning, Transforming Community: A Holistic Approach," aligns with the Public Library Association's (PLA) objective to "increase opportunities to explore and share effective emerging best practices that are addressing community priorities" (as defined within the "transformation" goal of PLA's 2018-2022 strategic plan).<sup>[4]</sup> The Community Catalyst project also matches the messaging of the American Library Association's "Libraries Transform" advocacy campaign and PLA's "Public Libraries Open Possibility" series, especially as described in the "Libraries Transform: Education" video: "Libraries play an integral role in the educating of our kids. Keep the innovation coming. This will affect their futures. This is what we need to make sure our kids are prepared with 21<sup>st</sup> century skills."<sup>[5]</sup> Additionally, the project is in line with the vision for public libraries described in the Aspen Institute's "Rising to the Challenge: Re-Envisioning Public Libraries" report. The Aspen Institute recommends that public libraries have "a stronger role in learning by being more intentional and strategic to produce better results."<sup>[6]</sup> And, the project echoes two theses of Urban Libraries Council's leadership briefs, that libraries can "lead the way" by playing a visionary role in "offering to support, lead and facilitate broad community visioning efforts,"<sup>[7]</sup> and that libraries embrace their role as a learning institution by "identifying and measuring relevant learning outcomes."<sup>[8]</sup>

## Nashville Public Library Foundation

### B. Project Design

When describing local work in Nashville, the terms “thrive” and “thriving” referenced in this proposal are intended to indicate that children/youth are growing in the practices that Nashvillians indicated children/youth need in order to flourish in education, work, and life. As defined in Nashville’s Vision for Holistic Youth Development, there are 12 individual growth practices (mindsets, social and emotional skills, and cognitive skills): identity and self-awareness, curiosity/learning/growth mindset, love/self-worth/confidence, emotional intelligence and self-management, empathy and compassion, communication, literacy, critical thinking, problem solving and resourcefulness, visioning/goal setting/planning, initiative and action, and life skills. The Vision also includes 4 community growth practices: interconnection, storytelling, youth leadership, and equity access and justice. Related to other communities beyond Nashville, the terms “thrive” and “thriving” are intended to indicate the specific definitions that those communities would co-develop.

The proposed project aligns with the “Build Capacity” goal within IMLS’ *Transforming Communities* strategic plan and the objective “Share and adopt best practices and innovations.” The project’s intended goals, objectives, activities, outputs, and outcomes are outlined in the following section. To view the outputs associated with Goal 1 and Goal 2, please see “Supportingdoc5.” See “Scheduleofcompletion” for a visual representation of the activities.

**Goal 1:** To strengthen Nashville’s capacity to support children’s/youths’ growth in the individual and community growth practices that will help them thrive in education, work, and life as defined in Nashville’s Vision for Holistic Youth Development.

**Goal 1 Objective:** To strengthen community youths’ and adults’ readiness to take action to support youth thriving in alignment with the Vision.

#### Year 1

**Activity 1.1.** Integrate Nashville’s Vision for Holistic Youth Development into NAZA’s core capacity building supports, which focus especially on building the capacity of local youth development organizations and individuals to help Nashville-area children/youth thrive and develop to their full potential. Current capacity building initiatives include professional development, program quality evaluation services, youth-led initiatives, Partnering in Youth Leadership peer coaching, and other approaches that support the holistic development of children/youth outside of school time. NAZA’s investment in youth-led initiatives aligns with the “Youth Leadership” community growth practice of the Vision, and supports youth-initiated transformation at program and community levels. Throughout this project, NAZA will provide professional development that supports youth development professionals in designing learning experiences that help youth cultivate the growth practices. This plan is reflective of two recommendations on how to transform learning settings in alignment with the science on how learning happens from the Aspen Institute’s “From a Nation At Risk to a Nation At Hope” report, specifically “Build adult expertise in child development” and “Change instruction to teach social, emotional, and cognitive skills; embed these skills [in learning experiences].”<sup>[2]</sup>

**Activity 1.2.** Facilitate Vision integration sessions with community-based institutions, such as Metro Nashville Public Schools (MNPS), Alignment Nashville (Nashville’s largest collaborative platform that regularly convenes representatives from every sector that interact with children and youth, including but not limited to the local chamber of commerce, Metro departments, public television, museums, parks, educational foundations, libraries, etc.), the Mayor’s Office, Museum Advocates (a group of educational leaders from museums across the county who are responsible for all related programming within their institutions), Juvenile Court, UNITED4 HOPE (Nashville’s largest network of churches supporting MNPS), and other partners to support them in considering how to integrate the Vision into their strategic plans, resulting activities, and intended impact. Through these sessions with community partners, NAZA will support the integration of the Vision’s growth practices in both formal and informal learning environments.

## **Nashville Public Library Foundation**

**Activity 1.3.** In partnership with key stakeholders, co-create/adapt a tool(s) that can be utilized to track youth growth in the Vision's individual and community growth practices across learning settings and that is/are developmentally appropriate for different age groups. NAZA will also convene a small advisory group to help guide the multi-year process of creating community-developed tools detailed in Goal 1, Year 1 and 2 activities.

**Activity 1.4.** In partnership with key stakeholders, co-create an interactive learning experience facilitation guide that can be utilized to raise awareness about the Vision throughout Nashville and to support community youth and adults in considering how they can take action to support youth thriving in alignment with the Vision. The facilitation guide will include presentation materials and visuals for the experience, guiding reflection questions, and activity plan examples and templates that are customized for five different audiences: youth, parents/caregivers, youth development professionals, teachers/school staff, organization teams and/or leadership. The learning experience will provide an overview of the Vision and its components while creating a space for discussion and reflection on how community members can take action to actualize the Vision.

**Activity 1.5.** Youth, youth development professionals, and/or community adults facilitate interactive learning experiences (the purpose of which is described in Activity 1.4) utilizing a cascade model of capacity building.

**Activity 1.6.** Youth development professionals and/or youth develop curriculum related to integrating the Vision into learning experiences as well as tools and other strategies to support Vision integration.

**Activity 1.7.** As a component of the "Equity, Access, and Justice" community growth practice of the Vision, NAZA develops a system and processes to support an annual asset mapping cycle that connects partners based on their unique needs and assets and captures the impact of those connections.

### **Year 2**

*Activities continued from prior year:*

**Activity 2.1.** Continue integrating the Vision into NAZA's capacity building (continuation from Activity 1.1)

**Activity 2.2.** Continue facilitating Vision integration sessions (continuation from Activity 1.2)

**Activity 2.6.** Youth development professionals, community adults, and/or youth continue facilitating interactive learning experiences (continuation from Activity 1.5).

**Activity 2.8.** Youth development professionals and/or youth continue developing curriculum related to integrating the Vision into learning experiences as well as tools and other strategies to support Vision integration (continuation from Activity 1.6).

*New activities:*

**Activity 2.3.** Utilize tool(s) to track youth growth in the individual and community growth practices as defined in the Vision (developed through Activity 1.3).

**Activity 2.4.** Co-create/adapt a tool(s) that can be utilized to track parent/caregiver and youth development professional growth in the individual and community growth practices and youth, youth development professional, and parent/caregiver capacity to support youth in cultivating the growth practices as defined in the Vision, utilizing tool(s) designed to capture growth.

**Activity 2.5.** Co-create/adapt a tool(s) that can be utilized to track youth, parent/caregiver, youth development professional, and other stakeholder growth in taking action to support youth thriving in alignment with the Vision. This work will aid in tracking community-wide growth toward realizing the Vision in Nashville.

**Activity 2.7.** In partnership with key stakeholders, co-create a tool(s) that can be utilized to track NAZA's and partner growth toward integrating the Vision into their programs/initiatives and agency practices.

**Activity 2.9.** Partners engage in an annual asset mapping cycle (developed through Activity 1.7).

### **Year 3**

*Activities continued from prior year:*

**Activity 3.1.** Continue integrating the Vision into NAZA's capacity building (continuation from Activity 1.1 and 2.1)

**Activity 3.2.** Continue facilitating Vision integration sessions (continuation from Activity 1.2 and 2.2)

## **Nashville Public Library Foundation**

**Activity 3.3.** Continue utilizing a tool(s) to track youth growth in the individual and community growth practices as defined in the Vision (developed through Activity 1.3 and continuation from Activity 2.3).

**Activity 3.6.** Youth development professionals, community adults, and/or youth continue facilitating interactive learning experiences (continuation from Activity 1.5 and Activity 2.6).

**Activity 3.8.** Youth development professionals and/or youth continue developing curriculum related to integrating the Vision into learning experiences as well as tools and other strategies to support Vision integration (continuation from Activity 1.6 and Activity 2.8).

**Activity 3.9.** Partners continue engaging in an annual asset mapping cycle (continuation from Activity 1.7 and Activity 2.9).

### *New activities:*

**Activity 3.4.** Utilize tool(s) to track parent/caregiver and youth development professional growth in the individual and community growth practices and youth, youth development professional, and parent/caregiver capacity to support youth in cultivating the growth practices as defined in the Vision (developed through Activity 2.4).

**Activity 3.5.** Utilize tool(s) to track youth, parent/caregiver, youth development professional, and other stakeholder growth in taking action to support youth thriving in alignment with the Vision (developed through Activity 2.5)

**Activity 3.7.** Utilize tool(s) to track NAZA's and partner growth toward integrating the Vision (developed through Activity 2.7).

### **Goal 1 Outcomes:**

- 1) Over the course of 3 years, 75% (or 750) of an estimated 1,000 local youth and adults who engage in Vision integration sessions will report that they have increased their knowledge or skills related to how to integrate the Vision's individual and community growth practices into their context (e.g. afterschool program, at home, at school, workplace). Some of the adults cited in this outcome will be youth development professionals who are affiliated with NAZA and interested in supporting the integration of the Vision. They will engage in a Vision integration session and then engage youth and parents/caregivers in their communities through the cascade model—the youth and parents/caregivers may then engage other youth and parents/caregivers in Vision integrations sessions through the cascade model.
- 2) 75% of participant youth will report that they have strengthened at least three of the twelve individual growth practices.
- 3) 25% of participant youth will report having an intentional participation/leadership development opportunity within their programs.
- 4) The Vision will be integrated into the new Child & Youth Master Plan for Nashville and Davidson County.

Throughout the 3-year grant, the resources developed and lessons learned from NAZA's engagement in activities associated with Goal 1 will be shared nationally in an effort to support other communities in developing their own visions for youth thriving, tracking growth toward actualizing their community-developed visions for youth thriving, and integrating community-developed visions for youth thriving in community contexts. For example, the resources developed and lessons learned from activities associated with Goal 1 that are focused on developing tools to track growth toward actualizing Nashville's Vision for Holistic Youth Development in year 1 and 2 will be shared nationally in year 2, as outlined below in the associated activities for Goal 2. Additionally, the resources developed and lessons learned from activities associated with Goal 1 that are focused on integrating the Vision in years 1 and 2 will be shared nationally in year 3, as outlined in the associated activities for Goal 2. The best practices that NAZA shares nationally through Goal 2 will ultimately result from NAZA's local efforts to support youth thriving as outlined in Goal 1 and be bolstered by the idea Nashville is aligned with other communities that are seeking to support youth in thriving through their own community-developed visions.

## **Nashville Public Library Foundation**

**Goal 2:** To support the capacity of other communities to help children/youth thrive in education, work, and life by sharing Nashville's best practices.

**Goal 2 Objective:** To support the readiness of other communities' stakeholders to further their own local journeys to support children/youth in thriving.

Throughout the grant, NAZA will share its progress, approaches, and tools with communities across America at events attended by stakeholders from across the nation, applying to share its work with interactivity and specificity at national and international conferences, such as the American Library Association Annual Conference, Every Hour Counts' National Institute, Forum for Youth Investment's Ready by 21 National Meeting, and the Best of Out-of-School Time conference. NAZA and its stakeholders, including youth and youth development professionals, will also develop tools that can be shared with the field.

### **Year 1**

**Activity 1.1.** NAZA develops a guide on how to create a community-developed vision for youth thriving.

**Activity 1.2.** NAZA and/or youth and youth development professionals apply to facilitate multiple sessions focused on how to create a community-developed vision for youth thriving at national conferences (e.g. American Library Association Annual Conference, Every Hour Counts' National Institute, Forum for Youth Investment's Ready by 21 National Meeting, the Best of Out-of-School Time conference, Music City's Social and Emotional Learning Conference) and facilitates sessions at events with stakeholders from across the nation.

**Activity 1.3.** NAZA disseminates the guide on how to create a community-developed vision for youth thriving with the library and out-of-school time fields through confirmed partnerships with Urban Libraries Council, Every Hour Counts, the Riley Institute at Furman University (through their White-Riley-Peterson Policy Fellowship that develops policy leaders for afterschool and expanded learning), and the Tennessee Afterschool Network (which works with other states' afterschool networks).

### **Year 2**

**Activity 2.1.** NAZA develops a guide on how to track growth toward actualizing a community-developed vision for youth thriving that bridges theory (Bronfenbrenner's ecological systems theory) and practice (the lived experiences of our community members).

**Activity 2.2.** NAZA and/or youth and youth development professionals apply to facilitate multiple sessions focused on how to track growth toward actualizing a community-developed vision for youth thriving at national conferences (cited in Activity 1.2) and facilitates sessions at events with stakeholders from across the nation.

**Activity 2.3.** NAZA has secured commitments from the national partners cited in Activity 1.3 to disseminate the guide on how to track growth toward actualizing a community-developed vision for youth thriving with the library and out-of-school time fields.

### **Year 3**

**Activity 3.1.** NAZA develops a guide on how to support integration of a community-developed vision for youth thriving in community contexts and associated tools (i.e. asset mapping, storytelling, youth-led and adult supported initiatives, and strategies to advance equity, access and justice). Relatedly, a youth/adult co-created engagement toolkit will be developed that can be utilized by the field to elevate and support youth leadership.

**Activity 3.2.** NAZA and/or youth and youth development professionals apply to facilitate multiple sessions focused on how to support the integration of a community-developed vision for youth thriving in community contexts and associated tools at national conferences (cited in Activity 1.2 and 2.2) and facilitates sessions at events with stakeholders from across the nation.

**Activity 3.3.** NAZA has secured commitments from the partners cited in Activity 1.3 and 2.3 to disseminate the guide on how to support the integration of a community-developed vision for youth thriving in community contexts and associated tools with the library and out-of-school time fields.

## **Nashville Public Library Foundation**

### **Goal 2 Outcomes:**

1) 75% of respondents in other communities will report that the strategies and resources shared by NAZA will help them further their own local journeys to support children/youth in thriving.

### **Dissemination Activities:**

In addition to the abovementioned dissemination activities cited for Goals 1 and 2, NAZA will utilize its website, the library's website, social media, and other dissemination channels (i.e. quarterly newsletter with the public, Basecamp, Salesforce) to share the best practices, tools, guides, and communication resources developed through this grant. Where possible, NAZA will seek opportunities to share this work in local press and national news outlets or journals related to the library and out-of-school time fields (e.g. *Public Libraries Online*, the *Public Libraries Podcast*, *Youth Today*, *Education Week*).

### **Evaluation and Impact:**

NAZA is committed to ensuring that the impact of the project is measured both quantitatively and qualitatively. If awarded the grant, NAZA will develop and release a scope of work for a consultant or organization to lead a formative and summative qualitative assessment of the project and then will invite the selected evaluator to define the guiding questions for the evaluation process and suggested methodologies. NAZA will circulate the evaluation opportunity both locally and nationally, for example to the ABCD Institute, which has been instrumental to the success of IMLS' Community Catalyst grantees, the Tamarack Institute, which specializes in evaluating community change efforts and views evaluation as a "process of community learning," and the SERVE Center at the University of North Carolina at Greensboro.<sup>[9]</sup> Regardless of who is selected to evaluate the project, NAZA will embed the processes of monthly reflection and iterative learning to continue to adapt the project's design and outcomes. IMLS' Community Catalyst Initiative has expanded NAZA's organizational capacity for continuously adapting, thanks to lessons learned throughout a community change process.

### **Project Resources and Expertise:**

In order to carry out the project activities, NAZA will rely on its staff team that is paid through local government, an additional \$1.4 million of local public investment into NAZA-funded programs annually, \$200,000 or more of annual investments from local foundations into NAZA-funded partners' summer learning programs and NAZA's capacity building efforts, robust partnerships on the local and national level, and various technological resources including Microsoft Office, Dropbox, Google Drive, Canva, Basecamp, and Salesforce. NAZA has exceptional team members who are highly experienced leaders in their areas of expertise. Between NAZA's nine full-time team members, there is easily 100 years of cumulative experience working on behalf of and in collaboration with youth. The team members have achieved Master's degrees in Public Administration, Education, Social Work, Education Policy, Developmental Psychology, Psychology, Divinity, and Race, Ethnicity and Conflict. One team member has also earned her Ph.D. in religion and women's studies. A third of the full-time team members are alumnae of the Nashville Emerging Leaders leadership training program and all team members engage in leadership activities across boards, committees, teams, and more (from local to statewide, as well as national and even international). The team members have at least 35 years of cumulative experience as certified youth program quality experts. NAZA's Youth Advisor of two years is now a senior in high school, and she is modeling how to elevate youth agency and leadership locally and nationally. The team of high school youth that comprise *Youth In Action!* with her are all leading the way in demonstrating how youth-led and adult supported initiatives are vital and transformative. Learn more about NAZA's staff team here: <https://nashvillez.org/our-team/>. See "Projectstaff" to view the list of key project staff and consultants.

### **Project Staff and Advisors:** (see "Resumes" to view the resumes of key project staff)

**Rachel Ford, Project Manager-** Rachel has been with NAZA as a full-time Projects Coordinator since April, 2019. Rachel coordinates activities associated with NAZA's current IMLS grant and another federal grant, both of which supported the community needs assessment and development of Nashville's Vision for Holistic Youth Development. Rachel has strong project management skills and has been deeply engaged in content discussions



## **Nashville Public Library Foundation**

around the Vision with researchers and community groups. The Project Manager position will handle all grants-related communication and sub-contracting and will liaise with other team members who will support the Vision integration activities as budgeted in the grant. The Manager will ensure that there is a shared understanding of outcomes and outputs associated with this grant among NAZA team members and partners, monitor the implementation of each activity, and ensure timely delivery of grant commitments. The Manager will be in charge of grant reporting and financial reconciliation and will work closely with the NAZA Capacity Building team to support the implementation of the Vision. See “Supportingdoc6” for more details.

***Marielle Cummings, NAZA Strategic Initiatives Director***- Marielle is a long-time NAZA team member (since 2014) and has served as a Zone Director, a Program Development and Quality Manager, and currently leads the Capacity Building team that is focused on Vision integration into NAZA’s services and the larger youth development community’s practice. Marielle has a strong background in community research and action as it relates to education and youth development. The Director will provide advice on strategies and direction for project activities, outcomes, and outputs as well as support scoping of contracts and monitoring of contract implementation. The Director will guide and oversee the mechanisms of engaging the larger community in learning and applying the Vision’s growth practices and will lead formation of partnerships in consultation with NAZA’s Capacity Building team and NAZA’s Chief Executive.

***Anna Harutyunyan, NAZA Chief Executive***- Anna has a background in managing initiatives focused on child friendly services, education, and child protection/care programs and has extensive experience in supporting government/policy reforms outside of the US. Anna has been leading NAZA and advising on youth development work in Nashville for the past 5 years. NAZA’s CE provides overall supervision of grant and city funds, ensures that grant activities are aligned with NAZA’s strategic and annual implementation plans, provides policy advice based on directions set through national and local legislation and research, and makes NAZA’s system-level strategic and funding decisions. The CE reviews and signs off on expense and narrative reports, budget/contract amendments, and high-level system-wide decisions, as well as monitors the timely implementation of grant activities, ensures outcomes and outputs are tracked and reported as expected, and ensures all procurement is in compliance with policies and procedures. The CE will be the liaison between NAZA and national partners/networks in sharing the knowledge and deliverables from the grant.

### **Local Project Partners:**

- The YMCA of Middle Tennessee, while not directly participating in this project, serves as NAZA’s Coordinating Agency (implementing partner) by subcontracting funds to NAZA-funded partners.
- NAZA-funded partners include Aspiring Youth Enrichment Services, Backfield In Motion, Beech Creek Ministries, Bethlehem Centers of Nashville, Boys & Girls Club of Middle TN, Conexión Americas, DYMON in the Rough, From the Heart International Foundation, G.O.D. International, In Full Motion, Martha O’ Bryan Center, Metro Parks, Moves & Grooves, Nashville International Center for Empowerment, Nations Ministry Center, Project Transformation, Why We Can’t Wait, and YMCA.
- NAZA Affiliated Partners, which receive free-of-charge professional development and quality assessments, include: Harvest Hands, MNPS’ Extended Learning, Preston Taylor Ministries, Project Access, YMCA Fun Company, and Youth Encouragement Services.
- MNPS, external trainers, and other professionals that facilitate professional development.
- NAZA-funded partners and youth through NAZA’s coaching model, Partnering in Youth Leadership.
- Community partners, including MNPS, Alignment Nashville, Opportunity NOW (a city-funded youth employment program), and more to support the integration of the Vision throughout Nashville
- The Tennessee Afterschool Network (the state’s afterschool network).
- Local foundations to support better outcomes for youth.

### **National Project Partners:**

- Every Hour Counts
- The Riley Institute at Furman University
- The Urban Libraries Council



## **Nashville Public Library Foundation**

### **C. Diversity Plan**

NAZA shares IMLS' commitment to diversity, equity, and inclusion (DEI). Throughout the implementation of NAZA's current CCI grant, NAZA was intentional to ensure that the project components included the leadership and voices of people who, at a minimum, represent Nashville's diverse communities, or overrepresent people of color. Key collaborators in the grant (Vanderbilt Peabody College's research team, the Mayor's Youth Council, and NAZA's *Youth In Action!* initiative) centered DEI in theory and practice. Over 200 community members were involved in developing the Vision from 2019-2020. As the Vision development process concluded, NAZA identified the ongoing need to prioritize the lived experiences and recommendations of youth, parents/caregivers, and youth development professionals in the integration of the Vision across Nashville's learning ecosystem. NAZA's 2021-2026 strategic plan is under development and centers the Vision utilizing an equity lens. NAZA is committed to increasing its investment in partner and youth leadership with designated funding and expanded leadership opportunities, and the integration of the "equity, access, and justice" community growth practice within NAZA's network.

In the new grant cycle, NAZA will continue to work in collaboration with community residents (e.g. youth, parents/caregivers) to amplify their voices, and to connect and support partners in utilizing tools and resources that NAZA has gained through the CCI grant—including asset mapping, the power ladder, storytelling, and the learning community fostered with grantees. In particular, asset mapping will be utilized as a tool for equitable distribution of knowledge, resources, and opportunities. By identifying existing community assets and connecting individuals across interlocking systems, community resources become more accessible to those who have historically had the least access to them. In developing a system and processes to support an asset mapping cycle, NAZA can help facilitate connections among partners based on their unique needs and assets and captures the impact of those connections. The annual nature of such a process will allow for a deeper and sustained awareness of community assets, how those assets are being utilized to meet community needs over time and across neighborhoods, and how deeper community connections can support youth in thriving.

Additionally, Vision integration sessions with community-based institutions will provide a vehicle for high-level stakeholders to understand their role in promoting equity, access, and justice, particularly when considering how they might support youth in thriving across interlocking city-wide systems. Developed and implemented through a cascade model of capacity building, the interactive learning experience will raise community awareness about the Vision to ensure that youth, parent/caregiver, and youth development professionals' voices are central to the continued integration of the Vision across Nashville. More broadly, the facilitated sessions at national conferences and with stakeholders from across the nation will push the national conversation about how DEI theory and practice is integral to supporting youth in thriving. NAZA's development and distribution of guides and tools for creating, tracking growth towards, and integrating community-centered visions, will advance national conversations about how community-based solutions can be actualized to dismantle systemic inequities.

### **D. National Impact**

Through IMLS' investment over the last two and a half years, NAZA has demonstrated its capacity to envision a multi-year community change initiative and co-develop a vision that prioritizes the whole child alongside local community stakeholders. Throughout the development process, we have heard from local stakeholders that there is no whole child without a whole community. As a result of rigorous, community-based research, NAZA is well positioned to support the implementation of a vision which bridges theory (Bronfenbrenner's ecological systems theory) and practice (the lived experiences of our community members). While NAZA has deep roots in Nashville, we have relationships with partners throughout the country including current CCI grantees, Every Hour Counts (EHC) members, Wallace Foundation's second cohort of afterschool system builders, and America's Promise Alliance partners. "America's Promise Alliance is the driving force behind a

## Nashville Public Library Foundation

nationwide movement to improve the lives and futures of America's youth. By bringing together hundreds of national nonprofits, businesses, community and civic leaders, educators, citizens, and young people, the Alliance catalyzes action on a scale that reaches millions of young people."<sup>[10]</sup> In 2019, NAZA was one of five grantee communities throughout the nation selected by the Alliance to convene community members around How Learning Happens, a framework that endeavors to transform learning settings in alignment with the science on how learning happens. In 2020, NAZA was invited to become a partner of the Alliance, "the nation's largest group of national and local organizations, community collaboratives, businesses, and individuals dedicated to improving the lives of young people."<sup>[11]</sup> As an Alliance partner, NAZA will have the opportunity to share project progress, tools, and resources with Alliance partners and engage in cross-collaboration with interested partners. Whether drawing upon existing partnerships or fostering new partnerships with other communities, the proposed project is poised to support transformation in communities throughout the nation.

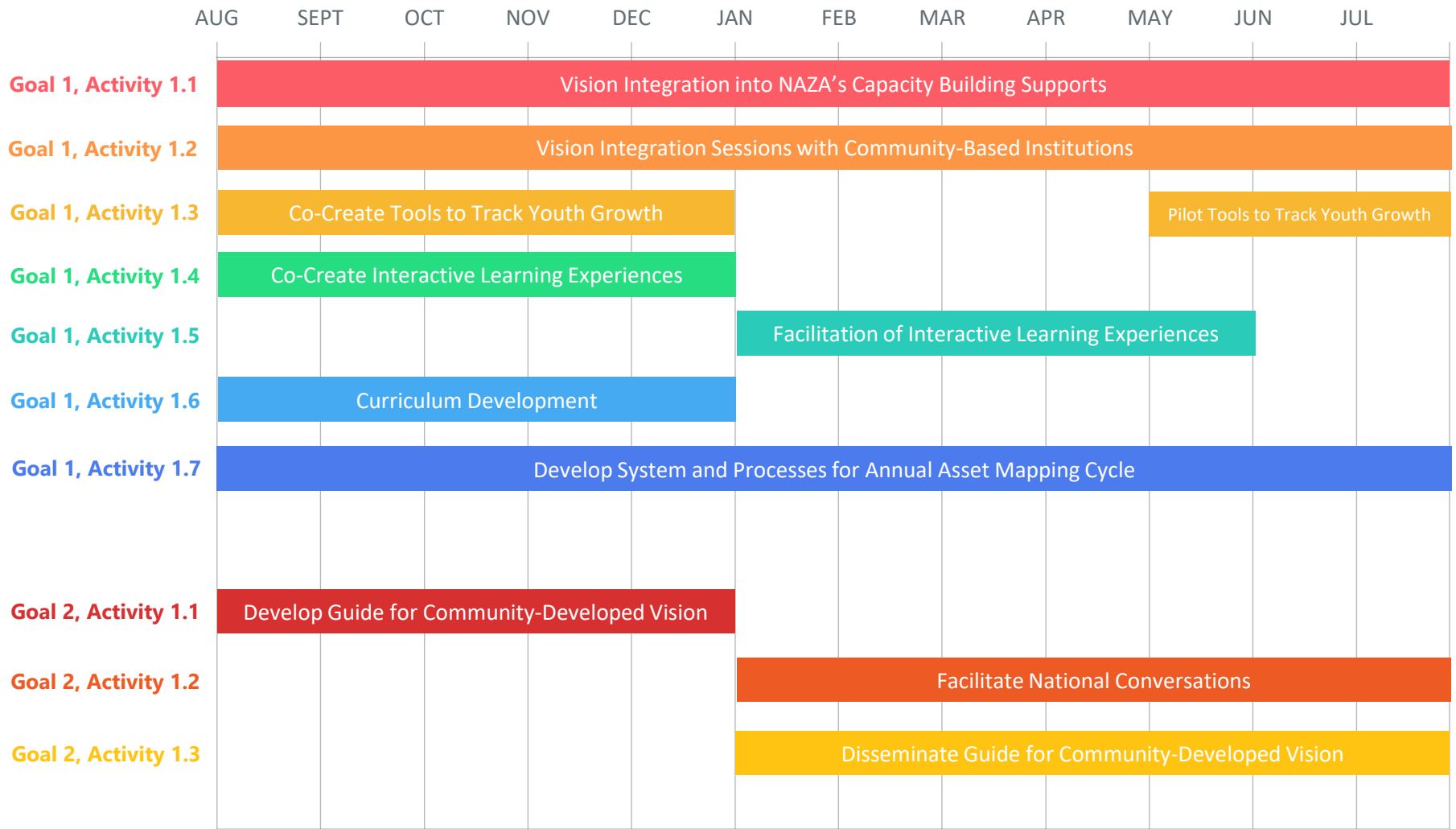
NAZA has partnered with EHC for nearly a decade and is a core member of EHC's national expanded learning platform. As such, NAZA invests significant time and resources to share its experience in out-of-school time system building with a growing number of members. Currently, EHC has 28 city and statewide intermediary members that support the learning and development of 500,000 children and youth across the nation each year.<sup>[12]</sup> "EHC is a leading voice in promoting the work of building expanded learning systems. The EHC coalition represents longstanding partnerships with more than 3,500 schools, districts, and community based-organizations that provide quality after-school and summer programming across America."<sup>[13]</sup> EHC organizes national institutes every other year that are attended by over 30 city teams across the country. At the national institutes, NAZA and its partners typically lead or co-lead sessions on aspects of NAZA's work for out-of-school time leaders across the nation. EHC has a wide-reaching platform through which NAZA will share experiences and tools with other cities that are engaged in similar work. NAZA will partner with the EHC network to disseminate best practices, processes, and tools that are developed through this project and will offer individual consultations to cities that express interest in replicating or adapting work that has already been developed and piloted in Nashville.<sup>[14]</sup> NAZA has prior experience providing one-on-one or group consultations on aspects of afterschool system building and youth development work to individuals and teams from other cities, including Little Rock, AK, Charlotte, NC, Greenville, SC, Providence, RI, Pittsburg, PA, and others.

Through the grant, NAZA will provide guidance to other cities on how to model similar community-based, collaborative approaches to create and integrate child/youth outcomes frameworks. In addition to sharing these approaches with EHC members, NAZA will share best practices, processes, and tools with the Tennessee Afterschool Network, which is a member of the national network of state afterschool networks; their engagement within that network may provide an additional national platform for disseminating this work. NAZA's Director is an alumna of the White-Riley-Peterson Policy Fellowship program, offered by the Riley Institute at Furman University in partnership with the Charles S. Mott Foundation. The Fellowship "teaches education leaders nationally how to drive policy in support of expanded learning opportunities."<sup>[15]</sup> This platform will provide an opportunity to share project progress, tools, resources, and learnings with the network of WRP Fellows across the country who represent various institutions, including—local/state governments, school districts, libraries, program providers, and funders—for possible application or replication.<sup>[16]</sup>

As part of a public library system, NAZA has access to and the support of the Urban Libraries Council to help disseminate the experience and deliverables of this initiative throughout their network, especially since they support several initiatives nationwide that line up with the principles of the proposed project.<sup>[17]</sup> In addition to the abovementioned networks and platforms, NAZA will continue to explore other channels to share this work with communities around the nation to demonstrate how one community's efforts to catalyze change can be adapted within other communities as they embark on their own journeys to help children/youth thrive.<sup>[18]</sup>

# TRANSFORM LEARNING, TRANSFORM COMMUNITY: A HOLISTIC APPROACH

## YEAR 1



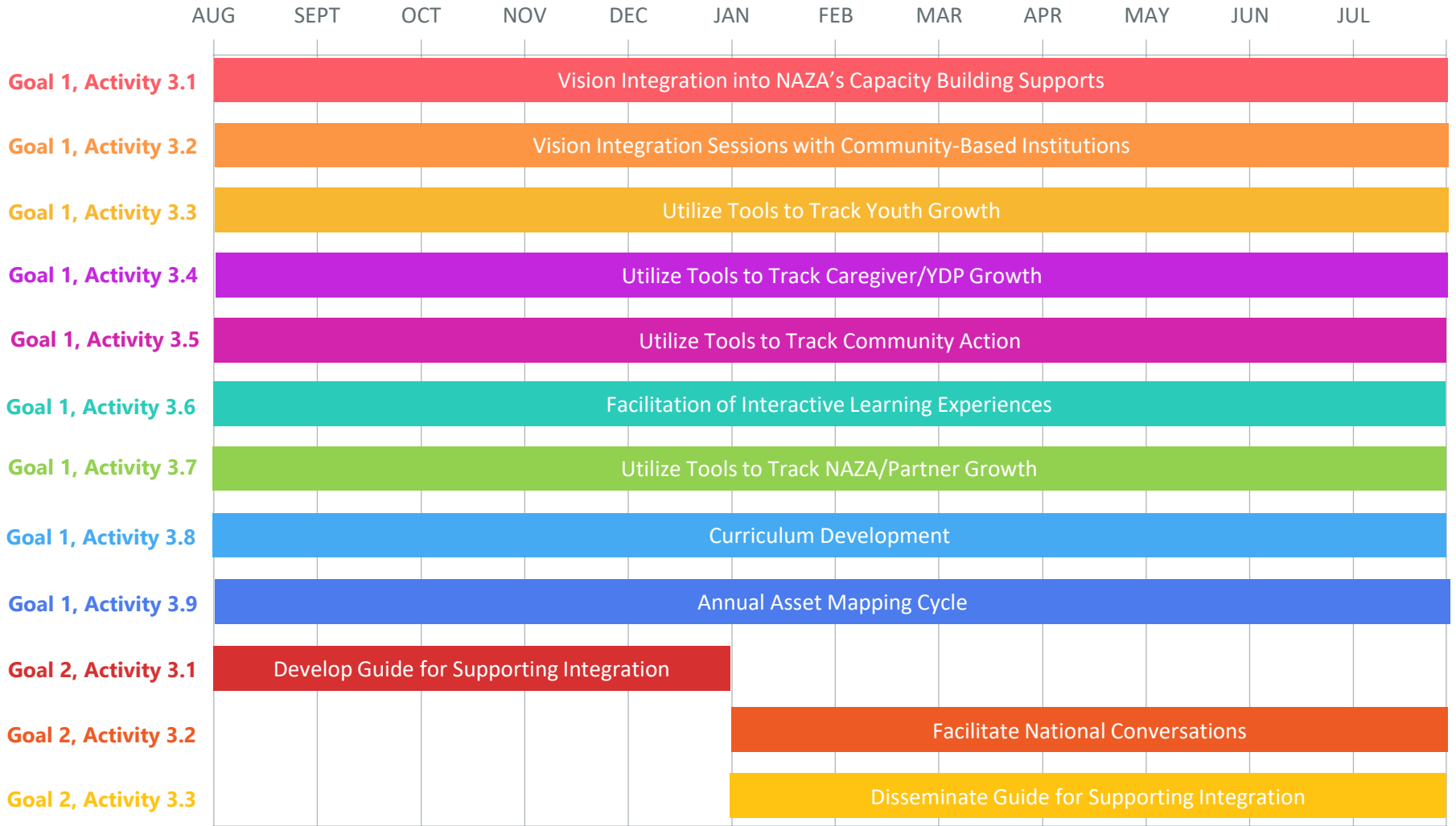
# TRANSFORM LEARNING, TRANSFORM COMMUNITY: A HOLISTIC APPROACH

## YEAR 2



# TRANSFORM LEARNING, TRANSFORM COMMUNITY: A HOLISTIC APPROACH

## YEAR 3





## DIGITAL PRODUCT FORM

### INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

### INSTRUCTIONS

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**. Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

#### **SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS**

Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

#### **SECTION III: SOFTWARE**

Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.

#### **SECTION IV: RESEARCH DATA**

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

## SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

**A.1** We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). Explain and justify any prohibitive terms or conditions of use or access, and detail how you will notify potential users about relevant terms and conditions.

**A.2** What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

**A.3** If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.



## **SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS**

**A.1** Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and the format(s) you will use.

**A.2** List the equipment, software, and supplies that you will use to create the digital content, resources, or assets, or the name of the service provider that will perform the work.

**A.3** List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

### **Workflow and Asset Maintenance/Preservation**

**B.1** Describe your quality control plan. How will you monitor and evaluate your workflow and products?

**B.2** Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

## **Metadata**

**C.1** Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata or linked data. Specify which standards or data models you will use for the metadata structure (e.g., RDF, BIBFRAME, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

**C.2** Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

**C.3** Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

### **Access and Use**

**D.1** Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content, delivery enabled by IIIF specifications).

**D.2.** Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

## **SECTION III: SOFTWARE**

### **General Information**

**A.1** Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

**A.2** List other existing software that wholly or partially performs the same or similar functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

### **Technical Information**

**B.1** List the programming languages, platforms, frameworks, software, or other applications you will use to create your software and explain why you chose them.

**B.2** Describe how the software you intend to create will extend or interoperate with relevant existing software.

**B.3** Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

**B.4** Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

**B.5** Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

## Access and Use

**C.1** Describe how you will make the software and source code available to the public and/or its intended users.

**C.2** Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

## SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

**A.1** Identify the type(s) of data you plan to collect or generate, and the purpose or intended use(s) to which you expect them to be put. Describe the method(s) you will use, the proposed scope and scale, and the approximate dates or intervals at which you will collect or generate data.

**A.2** Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

**A.3** Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

**A.4** What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

**A.5** What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?



**A.6** What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

**A.7** Identify where you will deposit the data:

Name of repository:

URL:

**A.8** When and how frequently will you review this data management plan? How will the implementation be monitored?