

**Annual Community Partners' Meeting**  
*November 4, 2016*

**Summary Report**

# United for Children Norfolk Community Planning Meeting

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November 4, 2016

## Participation

On November 4, 2016, over 90 community stakeholders representing more than 30 organizations convened to engage in strategic planning for United for Children (UfC) Norfolk. Those assembled represented local government, public schools social service organizations, private business, and the philanthropic community. Whenever possible, we sought to engage both executive leadership and “boots-on-the-ground” practitioners. It is through these varied partners who regularly interact with community members that we seek to align UfC’s efforts with the assets, goals, and needs of the community we aim to serve. We still have work to do to ensure that all our community members’ voices are heard and to encourage their active participation in the development, implementation, and evaluation of UfC plans and initiatives. Over the coming 12 months, as we further refine our strategies and create action plans for advancing them, United for Children staff will call upon our community partners to more fully engage and reflect the goals of our diverse community. See **Appendix A** for a list of meeting attendees.

## Our Shared Agenda

These stakeholders came together on November 4, 2016 to build upon the work begun in earnest four years ago, with the launch of United for Children in 2012 in the Young Terrace community of Norfolk. United for Children (UfC) is a cradle-to-career collective impact effort focused on the nearly 22,000 children living in extreme poverty throughout South Hampton Roads and their families. Through United for Children, we are working together to advance integrated individual, family, neighborhood, and school interventions intended to break the cycle of poverty in our community. After studying both the assets and needs of the community in which they lived, worked, and played, the UfC Executive Committee, comprised of City, Norfolk Public Schools, and community leadership, articulated the following belief statement:

### We Believe...

- Our community has the expertise to solve large-scale problems.
- Thousands of children not graduating high school in South Hampton Roads fuels pockets of generational poverty that hurt our entire community.
- Education is the key to breaking the cycle of poverty.
- The answer is to come together around the whole child with integrated individual, family, neighborhood, and school interventions through a process called collective impact, where we work together toward shared targets, goals, processes, solutions, and funding. This process is foundational to success.

*When we are successful, our children will graduate high school ready for life as strong, self-sufficient employees, parents, and citizens.*

## UfC History

In its first few years, United for Children partners worked at a break-neck pace to provide services and resources for children and families in the Young Terrace community. As the initiative gained steam and experienced success, the demand for expansion increased. More partners joined the effort and more schools in the Booker T. Washington footprint were brought on. At the request of City and School leadership in Suffolk, United for Children launched a second effort there in 2015. **Appendix B** (page 3) contains a summary of the history of United for Children from 2012-2015.

## Collective Impact

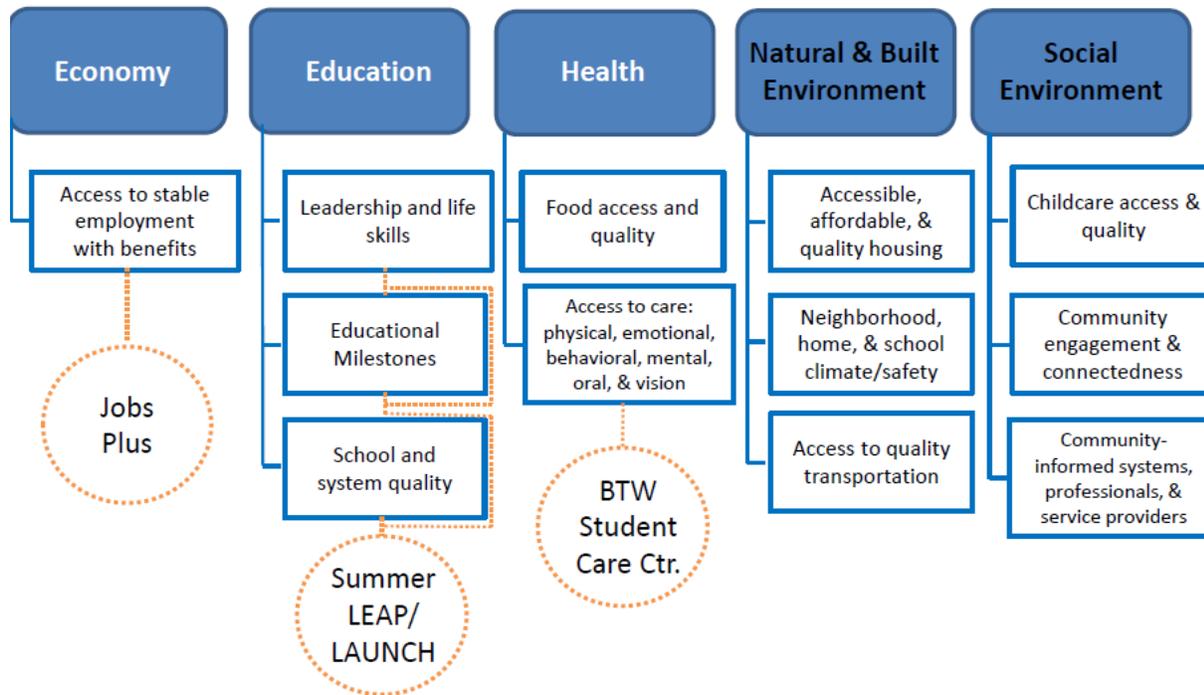
United for Children employs a collective impact model for effecting social change. The five conditions of collective impact are: a common agenda, shared metrics, mutually-reinforcing activities, continuous

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improvement, and a backbone organization. In this model, United Way of South Hampton Roads plays the dual roles of backbone organization and key partner in the UfC effort.

On December 4, 2015, over 70 stakeholders convened around UfC's core beliefs to identify priorities for United for Children Norfolk over the course of the next year. For the first time, a formal structure for a true collective impact effort started to take shape. The group of stakeholders identified twelve priorities in five topical work areas of *Economy*, *Education*, *Health*, *Social Environment*, and *Natural and Built Environment*, as shown below.



The dotted circles represent Collaborative Action Networks (CAN's), which serve as interdisciplinary teams responsible for advancing related priorities. Active CANs in 2016 were the Booker T. Washington Student Care Center, Jobs Plus, and Summer Learning and Enrichment for Academic Progress (LEAP). Each CAN is summarized below.

### Booker T. Washington Student Care Center

In partnership with the Eastern Virginia Medical School (EVMS), Norfolk Department of Public Health, Hampton Roads Community Health Center, and others, the Booker T. Washington Student Care Center opened in 2015 to meet the primary care needs of students at Booker T. Washington High School in Norfolk, Virginia. The center, staffed by EVMS Ghent Family Medicine, provides basic primary care services two half-days per week as an extension of its medical practice on the Booker T. Washington High School campus.

### Jobs Plus

The Norfolk Redevelopment and Housing Authority (NRHA) operates the Jobs Plus program. Jobs Plus, which officially launched in June 2016, is a 4-year, \$2.7 million grant from the Department of Housing and Urban Development (HUD) to NRHA. The goal of the grant is to increase the economic opportunities for public housing residents in the Young Terrace Community through fixed rent, workforce training, improved

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connections to stable employment with benefits, and wrap-around services for enrolled members over the course of the program.

### Summer LEAP

Summer Learning and Enrichment for Academic Progress (LEAP) is a multi-week elementary school program with the goal of preventing “summer slide;” or a decrease in learning and academic skill that typically occurs when children are out of school during the summer months. Summer slide is a risk that all students, regardless of socioeconomic status, face, yet it is particularly problematic for economically-disadvantaged students due to the achievement gap that already exists between these students and their more affluent peers. Learning loss over the summer only widens that gap, because middle- and high-income students tend to have greater exposure to summer learning experiences. LEAP seeks to stop and even reverse this trend by embracing a project-based, “hands-on, minds-on model of teaching and learning, including a combination of academic instruction and earned enrichments. Students earn enrichments – such as karate instruction, cooking and photography classes, and music instruction – based on their ABC’s, or Attendance, Behavior, and Coursework.

### **November 4, 2016 Agenda and Structure**

The main objective for the meeting on November 4 was the articulation of updated strategic priorities for United for Children in 2017. The meeting structure supported this objective by asking key questions and driving participants to critically examine successes, challenges, and new developments that have changed the landscape since the December 2015 meeting.

The planning meeting on November 4, 2016 opened with a description of the core beliefs, mission, and history of United for Children from 2012 to 2015. UfC staff then posed the question, “*If we are successful, what will have changed for children and families in Norfolk 20 years?*” to guide discussions throughout the day. Mr. Lewis Webb, UfC Executive Committee Chair, gave an overview of the geographic footprint in which UfC Norfolk currently operates and key data points related to the area and target population. (See **Appendix C.**) The audience participated in presentations from Dr. Susan Perry, Special Assistant to the City Manager for Poverty Reduction and Community Initiatives; Dr. Jane Glasgow, Executive Director of the Hampton Roads Community Foundation’s Early Care and Education Collective Impact Initiative; and Dr. Melinda Boone, Norfolk Public Schools Superintendent. These presentations were intended to give context to the breakout sessions and ensure that the work of United for Children in 2017 would align with the goals and priorities other local efforts addressing key needs of UfC’s target population. **Appendix B** contains the slide deck and handouts from those presentations.

Throughout the day, participants completed an asset mapping exercise (see **Appendix D**) and gathered in small interdisciplinary groups focused on current CAN challenges (**Appendix E**) and priorities and recommended strategies for the five workgroups (**Appendices F and G**). Themes identified by participants are outlined below:

### **Themes**

Seven themes recurred in two or more CAN and/or work group discussions:

- Mental, behavioral, emotional health
- Community safety
- Need for high-quality, affordable, accessible early care and education (children ages 0-5) and before- and after-school care (school-aged children)
- Coordination of services

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- Viewing children and families in context (of families, of neighborhood, in relationship to schools and service providers, cultural context)
- Need to improve how we capture and reflect community voice / ensure all community stakeholders are invited to the table; Some suggestions include Norfolk civic leagues, Booker T. Washington High School alumni, and community residents.
- Build and maintain connections with military families.

Over the next several months, work groups will utilize a strategic decision-making process to select priorities and strategies that merit further development. Priorities within the five workgroups are summarized in this report and further detailed in the United for Children goals and objectives and a priorities map attached in **Appendices F and G**. Next steps for the CAN's are incorporated into the overall strategic framework outlined below.

### **ECONOMY**

Stakeholders in the December 2015 meeting identified one priority for the Economy workgroup: Access to stable employment with benefits. From the November 2016 meeting, Economic workgroup participants recommended expanding the priorities for this workgroup, as outlined below.

The "Access to stable employment with benefits" priority was modified to reflect the need for employment training to "Growing pipeline and skillset to access employment with growth potential." UfC partners expect to meet this priority through leveraging existing programs and resources to promote job readiness and develop new career exploration opportunities for youth. The second priority was articulated as "Identify and seek to eliminate barriers to employment." This includes criminal history, childcare access, technological skills, and transportation to work.

The third economic priority is "Promote financial stability." UfC partners will leverage existing programs, such as Bank On, and develop new programs, as needed, to ensure financial literacy among adults and children residing in Norfolk.

### **EDUCATION**

The Education workgroup affirmed the originally identified priorities; "Leadership and life skills," "Educational milestones," and "School & System Quality," further defining specific strategies to address each priority. In addition, participants developed a fourth priority, "Family engagement and empowerment," which includes strategies to increase awareness and access to social supports and empowering families to support their child's development.

### **HEALTH**

The Health workgroup affirmed the original priorities "Food Access and Quality" and "Access to Care." The workgroup revised its first priority to include nutrition and physical activity; developing strategies specific to food access, nutrition and physical activity. Participants further developed strategies around "Access to care" including health education and minimizing stigma for those seeking services. Finally, participants developed an additional priority, "Advance health as a career path," providing opportunities for students to learn about health careers as well as serve as health promotion leaders in their communities.

### **NATURAL AND BUILT ENVIRONMENT**

The Natural and Built Environment workgroup participated in discussions with the Economic workgroup during the November 2016 meeting; however, workgroup members affirmed the original priorities for "Accessible, affordable, and quality housing," "Neighborhood, home, and school climate/safety," and

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“Access to quality transportation.” From the meeting, and post-meeting feedback provided by participants, strategies were further defined and one additional priority, “Environmental impact of sea-level rise and flooding” was added.

### **SOCIAL ENVIRONMENT**

The Social Environment workgroup affirmed its previously identified priorities, “Childcare access and quality,” “Community engagement and connectedness,” and “Community-informed systems, professionals, and service providers.” Participants identified additional strategies within these priorities, including partnering with Hampton Roads Community Foundation to support that organization’s early childhood initiative and fostering relationships with community partners for early and before/after school care supports. In addition, participants recommended addressing cultural issues, promoting neighborhood stability, and improving service collaboration and cooperation.

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## **APPENDIX A: MEETING ATTENDEES**

## United for Children Norfolk Community Planning Meeting

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Mary Allsbrook (Christian Broadcast Network)  
Mary Kate Andris (YWCA of South Hampton Roads)  
Laura Armstrong (Sentara)  
Pamela Arnold (Old Dominion University)  
Kathleen Banfield (United Way of South Hampton Roads)  
Rachel Bean (City of Norfolk)  
Archie Boone (City of Norfolk)  
Melinda Boone (Norfolk Public Schools Administration /UfC Executive Committee)  
Joan Brock (Community leader / UfC Executive Committee)  
Sheila Brooks (Norfolk Redevelopment and Housing Authority)  
Tuere East Brown (Kairos Freedom Schools)  
Michelle Burnett (Virginia Department of Health)  
Sharon Byrdsong (Norfolk Public Schools Administration)  
Kay Carey (CHIP South Hampton Roads)  
Kristen Carter (Children's Harbor)  
Reggie Carter (Boys and Girls Club of Southeastern Virginia)  
Mike Cataldo (Norfolk Public Schools Administration)  
Emanuel Chestnut (Tidewater Community College)  
Linda Clark (Kairos Freedom Schools)  
Leslie Clarridge (R.E.A.C.H. [Reading Enriches All Children])  
Keavy Dixson (Boys & Girls Club of Southeastern Virginia)  
Emily Eddins (Old Dominion University)  
Sarah Ellis (United Way of South Hampton Roads)  
Kellie Evans (The Up Center)  
Susan Fincke (Friends of the Portsmouth Juvenile Court)  
Christine Foust (Virginia Arts Festival)  
Krystle Francis (Joy Ministries)  
Andy Friedman (City of Virginia Beach – Housing and Neighborhood Preservation)  
Krista Fulton (City of Norfolk)  
Maryanne Gathambo (Eastern Virginia Medical School)  
Brenda Gibbs (William A. Hunton YMCA)  
Jane Glasgow (Hampton Roads Community Foundation Early Care & Education Initiative)  
C.W. Gowen (CHKD, Department of Pediatrics)  
Angela Graciani (For Kids)  
James Gregory (Foodbank of Southeastern Virginia)  
Elsie Harold Lans (Norfolk Public Schools Administration)  
Matthew Herman (Eastern Virginia Medical School)  
Justin Hoover (Barry Robinson Center)  
Hayden Howell (Trinity Presbyterian Church)  
Jack Howell (Trinity Presbyterian Church)  
Sheena Jeffers (Young Audiences of Virginia)  
Amy Joaquim (Old Dominion University)  
Ebony Johnson (Norfolk Redevelopment and Housing Authority / Jobs Plus)  
Josh Jones (Chesapeake community advocate)  
Rodney Jordan (Norfolk School Board / UfC Executive Committee)  
Karen Kehoe (United Way of South Hampton Roads / UfC Executive Committee)  
Angela Kellam (The Planning Council)  
Debbie Kleeger (Foodbank of Southeastern Virginia)

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John Kownack (Norfolk Redevelopment and Housing Authority / UfC Executive Committee)  
Dan Lear (Habitat for Humanity)  
Andrea Lowe (United Way of South Hampton Roads / UfC Executive Committee)  
Lucy Major (Norfolk Redevelopment and Housing Authority / Jobs Plus)  
Ed Mathews (City of Norfolk)  
Erin Matte (Slover Library)  
Carol McCormack (United Way of South Hampton Roads / UfC Executive Committee)  
Lori Miller (R.E.A.C.H. [Reading Enriches All Children])  
Elizabeth Moore (Christian Broadcast Network)  
Dana Mott (Boy Scouts of America Tidewater Council)  
Sylvia Muller (Barry Robinson Center)  
Adisa Muse (City of Norfolk)  
Michele Naughton (City of Norfolk)  
Ruth Jones Nichols (Foodbank of Southeastern Virginia)  
Stacy Nixon (Girl Scouts of the Colonial Coast)  
Kevin Otey, Jr. (Hampton Roads Community Action Program)  
Stacey O'Toole (City of Norfolk)  
Joel Palser (Christian Broadcast Network)  
Amy Paulson (Sentara)  
Susan Perry (City of Norfolk)  
Tanya Perry (Norfolk State University)  
Darrick Person (Norfolk Public Schools Administration)  
Sharon Phillips (Norfolk Public Schools - Tidewater Park Elementary School)  
Luciano Ramos (United Way of South Hampton Roads / UfC Executive Committee)  
Betsy Reilly (Sentara)  
Linda Rice (Hampton Roads Community Foundation / UfC Executive Committee)  
Cynthia Romero (Eastern Virginia Medical School / UfC Executive Committee)  
James Rogers (City of Norfolk)  
Josie Showers (Salvation Army)  
Renee Smith (Norfolk Public Schools Administration)  
Katrice Stancil (Barry Robinson Center)  
Julie Stoner (Eastern Virginia Medical School)  
Tiffany Stradford (Eastern Virginia Medical School)  
Lawrence Taylor (Norfolk Public Schools – Chesterfield ES)  
Kevin Turpin (Life Enrichment Center)  
Dick Trowbridge (Horizons Hampton Roads)  
Lelia Tynes (Norfolk Public Schools Administration)  
Maria Varvoutis (Sentara)  
Milcah Wade (Catholic Charities)  
Shawn Ware-Avant (Eastern Virginia Medical School / Loving Steps)  
Lewis Webb (Kaufman & Canoles / UfC Executive Committee)  
Diane Weymouth (United Way of South Hampton Roads)  
Dwana White ((Norfolk Public Schools – PB Young ES)  
Barbara Willis (Hampton Roads Community Health Center)  
Ben Woodall (Hampton Roads Community Health Center)  
Pamela Wong (City of Norfolk)

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## **APPENDIX B: NOVEMBER 4, 2016 SLIDES**

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## **APPENDIX C: KEY DATA POINTS**

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The United for Children Norfolk partnership works in concert with children, families, and service providers targeting residents living in the vicinity of six public schools. The data outlined below provide a glimpse into demographics, housing, economic, and transportation realities for those living in the U.S. Census Bureau-designated Census Tract area enclosing each school. Please note, this may not accurately reflect the lived experiences of all children and families residing in these public school service areas.

### ***Norfolk: Booker T. Washington High Footprint: Selected Statistics***

	<b>Chesterfield Academy</b>	<b>Jacox Elementary</b>	<b>P.B. Young Elementary</b>	<b>Tidewater Park Elementary</b>	<b>Ruffner Academy</b>	<b>Booker T. Washington High School</b>
Total Population*	2,096	3,037	1,883	1,724	2,096	3,037
Total Population Under 18 Years Old (%)*	39.4	29.2	47.5	42.0	39.4	29.2
Male (%)*	40.6	37.8	36.8	43.7	40.6	37.8
Female (%) *	59.4	62.2	63.2	56.3	59.4	62.2
Homeownership (%)	33.3	21.8	2.1	4.2	33.3	21.8
Median Household Income (2010-2014)	\$27,862	\$15,377	\$11,691	\$15,288	\$27,862	\$15,377
Per Capita Income (2010-2014)	\$13,386	\$11,615	\$6,656	\$6,890	\$13,386	\$11,615
Children Living Below Poverty Level (%)	59.0	68.4	83.9	83.2	59.0	68.4
Young Children Living Below Poverty Level (%)	65.9	22.4	85.8	71.6	65.9	22.4
Families Living Below Poverty Level (%)	38.2	53.6	72.9	62.8	38.2	53.6
Poverty Status by School Enrollment (%)	44.4	67.3	64.4	64.1	44.4	67.3
Adults 25+ Years with a High School Degree or Higher (%)	70.0	66.5	72.7	61.2	70.0	66.5
Adults 25+ Years with a Bachelor's Degree or Higher (%)	8.3	14.7	4.4	4.9	8.3	14.7
Households without a Vehicle (%)	27.1	33.8	65.4	65.7	27.1	33.8

*\*Note: All data including an asterisk (\*) were obtained from 2014 American Community Survey estimates; U.S. Census Bureau (2016). Remaining data is available on the Greater Hampton Roads Connects website ([www.ghrconnects.org](http://www.ghrconnects.org)).*

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## **APPENDIX D: ASSET MAPPING EXERCISE**

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Following the data presentations, we sought to better understand the scope and nature of our partners' engagement in the United for Children structure. To this end, UfC staff asked meeting participants to complete a worksheet on their organizational and/or personal involvement in UfC—past, current, or aspirational. A summary of participant responses to this exercise are below.

Table 1. Organization's current involvement in UfC to-date (check all that apply):

Not currently involved OR I don't know the extent of my organization's involvement with UfC.	Someone from my organization has attended one or more UfC planning meetings.	My organization has collaborated with other organization(s)/ partner(s) as a direct result of involvement with UfC.	My organization has provided a new, one-time service or activity as a direct result of involvement with UfC.	In the past, my organization has provided ongoing services or activities as a direct result of involvement with UfC.	My organization currently provides ongoing services or activities as a direct result of involvement with UfC.	My organization is currently represented on the UfC Executive Committee, UfC work group(s), or UfC CAN's.
7*	29	27	16	18	25	26

Table 2. If organization **is currently represented** in the United for Children structure:

<b><i>No alignment / Misaligned</i></b>	<b><i>Not mutually-reinforcing</i></b>	<b><i>Mutually-reinforcing</i></b>		
		<b><i>Limited capacity resources</i></b>	<b><i>No personal stake</i></b>	<b><i>Capacity/resources Personal stake</i></b>
My organization's involvement in UfC to-date is misaligned with either UfC's mission/strategic priorities or with my organization's mission/strategic priorities.	My organization's involvement in UfC to-date is aligned with UfC's mission/strategic priorities but is not a mutually-reinforcing relationship (i.e., my organization does not directly benefit from involvement in the UfC structure).	My organization's involvement in UfC to-date is aligned with both UfC's mission/strategic priorities and my organization's mission/strategic priorities; however, my organization's capacity to do more is limited.	My organization's involvement in UfC to-date is aligned with both UfC's mission/strategic priorities and my organization's mission/strategic priorities; however, I do not see a place for myself in the work.	My organization's involvement in UfC to-date is aligned with both UfC's mission/strategic priorities and my organization's mission/strategic priorities. I see how I actively contribute to/participate in the work (either current state or potential).
0	1	9	2	39

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Table 3. If organization **is not currently represented** in the United for Children structure:

<b>No alignment</b>	<b>Not mutually-reinforcing</b>	<b>Mutually-reinforcing</b>		
		<b>Limited capacity resources</b>	<b>No personal stake</b>	<b>Capacity/resources Personal stake</b>
I do not see how my organization fits within the UfC structure at this time.	I see how my organization can contribute to advancing UfC's mission/strategic priorities, but I don't believe my organization would benefit greatly from participation in UfC.	I see how my organization and UfC have mutually-reinforcing missions/strategic priorities, but my organization's capacity for involvement is limited.	I see how my organization and UfC have mutually-reinforcing missions/strategic priorities; however, I do not see a place for myself within the current UfC structure.	I see how my organization and UfC have mutually-reinforcing missions/strategic priorities; I see a place for myself within the current UfC structure.
<b>0</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>13</b>

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## **APPENDIX E: COLLABORATIVE ACTION NETWORK (CAN) CURRENT CHALLENGES**

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### **BOOKER T. WASHINGTON STUDENT CARE CENTER**

***Challenge:*** *Increasing the number of students that visit the Center*

During the 2015-2016 school year, only about 100 students visited the center. How can partners work together to increase the center's visibility and use in the school?

***Challenge:*** *Helping students navigate copayments and financial assistance for care*

How can we work to better communicate the financial assistance available to students who cannot pay copays at the Center?

***Challenge:*** *Interfacing with other health professionals in the school*

In addition to the Center, Booker T. Washington High School has a school nurse and works with organizations to provide mental health services in-house. How can these partners work together, while clearly delineating their roles, with the same population of students?

### **JOBS PLUS**

***Challenge:*** *Safe, reliable, affordable and high-quality child care (long-term)*

A large number of Jobs Plus members, and Young Terrace residents generally, express significant challenges with childcare. If they do not qualify for Temporary Assistance for Needy Families (TANF), qualifying and applying for the childcare subsidy program through the Department of Social Services (DSS) usually does not offer a solution. This subsidy program has a long waiting list, and there is no way to know when one will be moved off the list. Without subsidies, high-quality childcare in traditional center-based programs is usually cost-prohibitive for low-income individuals. This means that members are hesitant to aggressively search for full-time, stable employment, because they have nowhere to take their children while working. Even if members are pulled from the DSS waiting list and begin receiving subsidies, the amount is often insufficient to place children in accessible, reliable, high-quality care. Members are left with a choice no parent should ever have to make: place their children in a childcare setting they can afford but that may be of substandard quality (including basic health/safety), or remain unemployed and forego childcare altogether, keeping them in the firm grip of poverty and social immobility. This is exactly the situation Jobs Plus is designed to prevent / reverse.

When young children are of preschool age (ages 3-4), there are public preschool options, including the federal Head Start program, run locally by Hampton Roads Community Action Program (HRCAP), and the statewide Virginia Preschool Initiative (VPI), run locally by Norfolk Public Schools. These programs offer solutions for this age group but have their own challenges. Head Start has limited capacity and fills up quickly. This is also true for VPI, which does not allow for out-of-zone placements. Additionally, NPS does not provide transportation for its preschool programs. Lastly, each program runs throughout the academic year only, meaning childcare again becomes an issue during the summer months.

***Challenge:*** *Adult Oral Health Care*

Knowing the impact of oral health on not only general physical health, but also on positive self-esteem and social acceptance, and the ability to secure stable employment, access to affordable, comprehensive dental services is critical for Jobs Plus members. While the vouchers provided by the Hampton Roads Community Health Center are very helpful, these vouchers only cover cleaning and basic examinations. When members require restorative

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services or complex dental work, they must come out-of-pocket. Most members cannot afford basic dental insurance, let alone the full cost of services. Medicaid provides comprehensive oral health coverage but only for individuals aged 18 years and younger.

### **Challenge: Banking**

Many Jobs Plus members have a fear or mistrust of banking. If they have prior debts, they may worry that opening a checking or savings account will result in their money being taken from them to pay off debts. Members without prior experience with banking may be fearful or mistrusting of the unknown. Being adequately banked is a necessary step toward financial independence and self-sufficiency. The Bank On program offers a solution, but the members' fear/mistrust of banking must be overcome before they can consider enrolling in this program, which requires a 10-month commitment.

## **SUMMER LEAP (LEARNING AND ENRICHMENT FOR ACADEMIC PROGRESS)**

### **Challenge: Parent & Family Engagement**

Parents and families of students enrolled in LEAP want to know more about what their children are learning about and doing over the summer. They want to have more input into the enrichment and wrap-around services being offered through the program. Parents were among the original voices calling for the creation of a summer enrichment program through United for Children; as the program continues to grow and evolve, we need to find ways to engage parents and families in program design, implementation, and evaluation.

### **Challenge: Enrollment and Attendance**

Enrollment was down in 2016. Initially, we aimed to enroll a minimum of 250 students at P.B. Young, Chesterfield, and Jacox Elementary Schools and a minimum of 150 students at Tidewater Park Elementary School. Only 67% of students who attended at least one day of Summer LEAP in 2016 were present more for at least 75% of the total program time (14 days or more). Additionally, although enrollment was down, academic achievement over the school year suggests that many more students could benefit from summer programming. Because LEAP is free for students, we know cost is not a barrier to enrolling/attending. How can we incentivize children and families to both enroll in the summer program and consistently attend?

### **Challenge: Duration / Alignment with Other Summer Programs**

In 2016, Summer LEAP in Norfolk lasted 5 weeks, 4 days per week (Monday-Thursday, with field trips on Thursday afternoons). In previous years, the program was longer (6-8 weeks) and students attended 5 days per week (Monday-Friday, with field trips on Fridays). The shortened program resulted from several factors but caused challenges for working families who need a full-time program for their kids. Additionally, the shortened program is inconsistent with research showing effective summer slide prevention programs last a minimum of 6 weeks. We know other community partners in Norfolk operate quality summer programming. How can we best align with these programs in ways that provide maximum benefit to students, while also meeting the needs and goals of our partners?

We don't have solid data to show what enrichments and/or wrap-around services are most beneficial for students from an academic, behavioral, social-emotional, or health perspective. We need these data so we can invest more time and resources into these interventions, both during the summer and throughout the school year. Additionally, we

need better information on what types of enrichments/wrap-around services are most desired by students and families.

**Challenge:** *Fidelity to Project-Based Model*

LEAP was initially designed by teachers to embrace a project-based, “hands-on, minds-on” model of teaching and learning. Teachers gravitated to this model for its flexibility and opportunity to be more creative in teaching complex concepts in fun ways. Students also like this model because it made LEAP feel less like “summer school”; however, teachers found that doing project-based, themed lesson planning for the summer was both time-consuming and required additional resources, especially as they were already busy wrapping up school-year tasks. Without prescribing a curriculum that could constrain teachers’ creativity and freedom to teach, how can we better support Summer LEAP teachers through professional development, curriculum design, and/or instructional planning?

**Challenge:** *Enrichments and Wrap-Around Services*

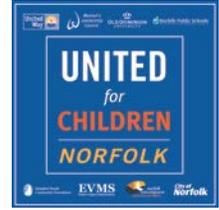
We do not have solid data to show what enrichments and/or wrap-around services are most beneficial for students from an academic, behavioral, social-emotional, or health perspective. We need these data so we can invest more time and resources into these interventions, both during the summer and throughout the school year. Additionally, we need better information on what types of enrichments/wrap-around services are most desired by students and families.

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## **APPENDIX F: UFC GOALS AND OBJECTIVES**



## 2016-2017 United for Children Goals and Objectives

### 1) Programmatic

- A. Summer LEAP continuous improvement at 4 elementary schools
  - a. Increase duration and dosage
  - b. Partner alignment
  - c. Implementing, sharing best practices
- B. Programming at Ruffner Middle School
- C. Jobs Plus support
- D. Booker T. Washington Student Care Center progress
- E. Year-round wrap-around services at UfC-supported elementary schools
- F. Collaboration with HRCF Early Care and Education Collective Impact Initiative on progress on prenatal to preschool
  - a. Eliminating childcare as barrier to employment for Jobs Plus Members
  - b. Family outreach/support
- G. Purchase and implement Mobility Mentoring® program

### 2) Workgroups

- A. Support work of existing workgroups (Education and Health)
  - a. Use educational milestones to guide strategy in Education workgroup
  - b. Focus on mental health opportunities in Health workgroup
- B. Creation of two additional work groups (Natural/Built Environment and Social Environment)

### 3) Process and Administrative

- A. Effective transition of new Executive and Leadership team members
- B. Better resident input, including Executive Committee representative
- C. Paul Tough and bringing his intellectual capital into the community
- D. Fundraise the approximately \$1.3 million that is needed for the 2016-17 year
- E. 2016-17 printed Annual Report to community
- F. Annual Partners' Meeting, fall of 2017
- G. Ongoing support by UfC of Executive Committee members' goals, objectives, and missions

# **United for Children Norfolk Community Planning Meeting**

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## **APPENDIX G: UFC PRIORITIES AND RECOMMENDED STRATEGIES**

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ECONOMY	EDUCATION	HEALTH	NATURAL/BUILT ENVIR.	SOCIAL ENVIRONMENT
<b>Grow pipeline, skillset to access employment with growth potential</b>	<b>Leadership and life skills</b>	<b>Food access and quality, nutrition, and physical activity</b>	<b>Accessible, affordable, quality housing</b>	<b>Childcare affordability, access and quality</b>
S1: Build skillsets	S1: Promote positive behavioral choices and self-regulation	<b>Access to care -- physical, emotional, behavioral, mental, oral, and vision</b>	S1: Ensure affordable multi-room housing for working families.	S1: Partner with HRCF Early Care & Education initiative
S2: Promote job readiness				S2: Bring childcare providers to Young Terrace
S3: Develop and foster relationships with employers	S2: Offer alternative place and space for students experiencing out-of-school suspension	S1: Educate families about benefits of preventive care	S2: Partner with local and regional homelessness prevention efforts to support permanent housing for families.	S3: Develop, foster relationships with early care & education providers in BTW footprint
S4: Develop MS & HS summer programs, internships focused on careers & real-world skills		S2: Minimize/eliminate stigma around accessing mental health services		S4: Develop, foster relationships w/ before-/after-school care in BTW footprint
<b>Identify, eliminate barriers to employment</b>	<b>Educational Milestones</b>	S3: Promote child and adolescent mental and behavioral health	<b>Neighborhood, home, and school climate/safety</b>	<b>Community engagement and connectedness</b>
S1: Address criminal history as barrier to employment	S1: Improve daily, on-time attendance	<b>Advance health as a career path</b>	S1: Partner with Safe Routes to School and other safe neighborhood initiatives	S1: Improve communication of available resources
S2: Ensure childcare affordability, access, quality	S2: Increase rate of on-time graduation	S1: Structure opportunities for students to learn about health career pathways		S2: Ensure childcare affordability, access, and quality
S3: Increase access to technology and build technological proficiency	<b>School and System Quality</b>	S2: Provide K-12 students with opportunities to lead health promotion outreach in their community	S3: Increased emphasis on community safety	S3: Promote neighborhood and leadership stability
S4: Remove transportation as barrier to employment	S1: Reduce suspensions of NPS students			<b>Access to quality transportation</b>
S5: Address substance abuse as barrier to employment	S2: Modify / amplify curriculum to include better access to arts, music education and enrichment activities		S1: Increase opportunities for diverse means of transportation to work, school, or play	S1: Improve service collaboration and cooperation infrastructure
S6: Provide individualized coaching, mentoring for job seekers	S3: Provide training, prof. development to youth developers / service providers (social-emotional development, self-regulation, cultural responsiveness,			

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<b>Promote financial stability</b>	positive family engagement)
S1: Leverage existing programs, resources to promote financial literacy and stability	S4: Identify and use shared metrics to assess and track progress in areas of social-emotional development /behavioral health
S2: Ensure residents are adequately banked	
S3: Promote financial literacy in K-12	<b>Family engagement &amp; empowerment</b>
	S1: Increase awareness, access to social supports
	S2: Provide tools for families to support children's education and social-emotional development

<b>Environmental impact of sea-level rise and flooding</b>	S2: Engage community groups with voice
S1: Ensure affordable housing and social opportunities in flood-safe environments	
S2: Partner with local and regional resiliency efforts	

***Priorities / themes mentioned in two or more work groups:***

- Mental, behavioral, emotional health
- Community safety
- Need for high-quality, affordable, accessible early care and education (ages 0-5) and before- and after-school care (school-aged children)
- Coordination of services / do not duplicate efforts
- Viewing children and families in context (of families, of neighborhood, in relationship to schools and service providers, cultural context)
- Need to improve how we capture and reflect community voice / ensure all community stakeholders are invited to the table
- Build and maintain connections with military families in the UfC footprint

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### Existing Collaborative Action Networks (2016) / Priorities Addressed and *Opportunities*

#### Jobs Plus

- Grow pipeline and skillsets to access available jobs
- Identify, eliminate barriers to employment
- Promote financial stability
- *Accessible, affordable, quality housing*
- *Childcare affordability, access, and quality*
- Community engagement and connectedness
- *Community-informed systems, professionals, service providers*

#### Summer LEAP

- Leadership and life skills
- School and system quality
- Educational milestones
- *Family engagement and empowerment*
- *Food access and quality, nutrition, and physical activity*
- *Access to care – physical, emotional, behavioral, mental, oral, and vision*
- *Advance health as a career path*
- *Childcare affordability, access, and quality*

#### Booker T. Washington Student Care Center

- Educational milestones
- *Food access and quality, nutrition, and physical activity*
- *Access to care – physical, emotional, behavioral, mental, oral, vision*
- *Advance health as a career path*
- *Community engagement and connectedness*
- *Community-informed systems, professionals, service providers*

### Potential Collaborative Action Networks (2017) *Opportunities*

#### Childcare and Before- and After-Care in BTW Footprint\*

\*Joint Initiative with Hampton Roads Community Foundation Early Care and Education Initiative

- *Identify, eliminate barriers to employment*
- *School and system quality*
- *Educational milestones*
- *Childcare affordability, access, and quality*

#### Mobility Mentoring

- *Grow pipeline and skillsets to access available jobs*
- *Identify, eliminate barriers to employment*
- *Promote financial stability*
- *Family engagement and empowerment*
- *Access to care – physical, emotional, behavioral, mental, oral, and vision*
- *Neighborhood, home, and school safety/climate*
- *Community engagement and connectedness*
- *Community-informed systems, professionals, service providers*