

Mayor's St. Paul's Advisory Committee

Meeting Minutes

Date of Meeting: April 18th, 2023

Minutes Prepared By: Ha Chau, City of Norfolk

1. Purpose of Meeting: To provide updates and receive feedback on the project, including People First Update - Education Overview and Development Update – New Brinshore Team Lead.

2. Attendance at Meeting

Mr. Alphonso Albert – absent	Mr. Bruce Brady – present	Ms. LaEunice Brown – present	Ms. Ebony Burnham – absent
Rev. James Curran – absent	Ms. Regina Daye – absent	Ms. Cazandra Ferguson – absent	Mr. William Harrell – present
Pastor Kirk Houston, Sr. – present	Ms. Deirdre Love – absent	Mr. Don Musacchio – absent	Councilperson John Paige - present
Dr. Glenn Porter – absent	Councilperson Danica Royster – absent	Ms. Tara Saunders – present	Mr. Kevin Murphy - present
Mr. Christopher Tan – absent	Mr. Travis Barnes - absent	Dr. Doreathea White – absent	

3. Agenda

- | | |
|--|-------------|
| I. Welcome | 6:00 |
| <ul style="list-style-type: none">○ <i>Barbara Hamm Lee, SPAC Liaison</i>○ <i>Councilman John Paige, Co-chair</i> | |
| II. People First Update | 6:05 |
| <ul style="list-style-type: none">○ <i>Kierra Mason, USI</i>○ <i>Bruce Brady, Norfolk Public Schools</i> | |
| III. Development Update | 6:25 |
| <ul style="list-style-type: none">○ <i>John Majors, The Oughtness Group</i>○ <i>Brad Peters, Brinshore</i> | |
| IV. Open Discussion | 6:45 |
| <ul style="list-style-type: none">○ <i>SPAC members</i> | |
| V. Adjournment | 7:00 |

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4. Meeting Notes, Decisions, Issues

I. Welcome

6:00

- *Barbara Hamm Lee, SPAC Liaison*
- *Councilman John Paige, Co-Chair*

- The meeting commenced with Ms. Hamm Lee, extending a welcome to all attendees and conducting a roll call. She informed the committee that Councilwoman Royster sends her regrets as she had a major conflict arise, so she would not be able to join this SPAC meeting. Councilman Paige would also have to leave the meeting early due to meeting conflicts.
- Councilman Paige expressed gratitude for everyone's efforts and hard work.
- Ms. Hamm Lee announced that the agenda would be modified to accommodate Mr. Brady's late arrival. The development update would be presented first with John Major from the Oughtness Group and Brad Peters from Brinshore.

II. Development Update

6:15

- *John Majors, The Oughtness Group*
- *Brad Peters, Brinshore*
- Mr. Majors shared with the committee about his new firm, The Oughtness Group, which focuses on addressing social weaknesses. He drew inspiration from Dr. Martin Luther King Jr.'s Nobel Peace Prize speech and highlighted the struggle between the "isness" of the way things are and the "oughtness" of the way they should be. Mr. Majors expressed his gratitude towards Brinshore for their support, especially towards Mr. Richard Sciortino and Mr. David Brint, who provided care and empathy during his health issue. Mr. Majors also shared his partnership with BBRM Norfolk Partners, which will focus on MBE work, inclusion, capacity building, and community partnerships for the St. Paul's project.
- Mr. Sciortino provided a historical overview of the project and the various partnerships that have been involved. He mentioned the initial partnership with Franklin Johnston and later with the local partnership, BBRM Norfolk Partners. These partners will be responsible for community engagement and relationship-building, and Mr. Tatem and Mr. Majors will continue to be involved in the project. Mr. Brad Peters will now take on the development responsibilities, with support from several members of Brinshore, to ensure a smooth transition. Mr. Sciortino emphasized Brinshore's ongoing commitment to the project's success.
- Mr. Peters introduced himself to the committee and expressed excitement to work on the community engagement process, which he identified as the most important aspect of the project. He shared his experience with community engagement in previous projects in Knoxville, Tennessee, and expressed his desire to work closely with the committee and Mr. Majors from The Oughtness Group to ensure the success of the project.
- Ms. Hamm Lee asked if there were any questions for the development team or any of its members before moving on to the next agenda item. As there were no questions, she proceeded to the People First update.

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III. People First Update

6:25

- *Kierra Mason, Urban Strategies Inc (USI)*
- *Bruce Brady, Norfolk Public Schools (NPS)*
- Nicole Brown welcomed the group and expressed excitement about discussing the education initiatives that USI has been working on with NPS. She introduced Ms. Tyronda Minter, USI's Vice President of Education Initiatives, and the presenter for the education overview update, Ms. Kierra Mason, USI's Education Specialist.
- Ms. Minter detailed USI's nationwide work with approximately 16 school districts through the Choice Neighborhoods Initiative projects. She stressed the importance of addressing the needs of children, particularly during the pandemic, using the results count approach to understand data and set clear objectives.
- Ms. Minter explained that the results count framework considers two population groups: the whole population and a sub-population, People First's population, consisting of 827 children aged 0-18 years.
- Emphasizing community involvement, Ms. Minter discussed the need for collaboration among various organizations and Norfolk Public Schools to improve data points and indicators. She highlighted the roles of teachers, families, and the entire community in advancing these initiatives.
- Ms. Minter stated that while the data may be discouraging, the focus should be on addressing it, with everyone contributing to support Norfolk Public Schools. Accountability is crucial for ensuring everyone's commitment to these initiatives.
- Ms. Minter also emphasized that people are not just numbers but individuals and families with unique circumstances. She encouraged curiosity in reviewing the provided information and recognized the contributions everyone can make to improve the situation for the whole population and the Choice Neighborhoods Initiative. She discussed the importance of targeted funds for children in Tidewater Gardens and advancing educational equity for all young people before introducing Ms. Mason, an Education Specialist working with families from Tidewater Gardens.
- Ms. Mason discussed the education indicators reported annually to HUD, including kindergarten readiness, proficiency in math and reading, SOL testing, chronic absenteeism, and high school graduation rates. She presented various population numbers: Virginia's population (ages 0-18), Norfolk's population (ages 0-18), public school enrollment in Norfolk (Pre-K through 12th grade), original Tidewater Gardens population (ages 0-18), and People First case management population (ages 0-18). She also emphasized the importance of the People First case management number (827) as it represents the children actively being served and supported by the program (see the attached slides).
- Ms. Mason reviewed demographics for early learners (ages 0-5), which make up 19% of the population, and explained how the data helps identify and support families with services such as childcare, pre-K enrollment, and kindergarten readiness. She discussed school-aged demographics (ages 6-18), which make up 80% of the population, and highlighted the efforts to support these students by connecting them to resources, such as Tidewater Community College, tutoring for SATs, and assistance with completing FAFSA.

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- Ms. Hamm Lee requested clarification on the population category that includes 74 children aged 0-3 years old and inquired about the meaning of these numbers.
- Ms. Mason explained that the numbers presented represent the actual count of children in each age group as of March 31st, 2023.
- Ms. Mason continued to present data on ethnicity and gender, with the highest number being Black and African American children and a slightly higher percentage of female students than male students.
- Ms. Mason stated that the upcoming data is from the 2021-2022 school year and does not indicate the current status of students, as testing is ongoing, and the school year has not yet ended. She explained that the data being presented is from the previous school year, showing the basis of how many students are currently being served and how many are in supporting services. She provided information on neighborhood schools, including PB Young, Tidewater Park, Ruffner, and Booker T. Washington, with 30% (192 students) attending the footprint schools in the 2021-2022 school year and 444 students attending other schools in the Norfolk Public Schools (NPS) district or out of state. The data showed the highest populations of Tidewater Gardens students at Chesterfield Academy, Coleman Place, Jacox, Monroe, Richard Bowling, and Tidewater Park elementary schools; Blair, Norview, and Ruffner middle schools; and Booker T. Washington, Lake Taylor, Granby, Norview, and Maury high schools.
- Ms. Mason presented data on Phonological Awareness Literacy Screening (PALS) and Virginia Kindergarten Readiness Program (VKRP) assessments, showing a decline in scores during the pandemic and a gradual increase in recent years. She also discussed SOL reading data for target students and all NPS students, with lower scores post-pandemic compared to pre-pandemic levels. She presented SOL math data for target students and all NPS students, following a similar pattern as the reading data. Finally, she discussed chronic absenteeism data, noting that lower numbers are better as they aim to reduce the number of students with chronic absences. The data showed slightly higher scores last year as students transitioned back to in-person learning (see the attached slides).
- Pastor Houston asked why the data specifically mentioned March 21 – May 21 in slide 16.
- Mr. Brady clarified the timeline of school reopening: elementary schools reopened in March 2021, middle schools in mid-April 2021, and high schools in the last week of May 2021.
- Ms. Mason presented the Virginia On-Time Graduation rates. The data shows that, across NPS, the rate was at 90%, while the rate for the footprint school, Booker T. Washington, experienced a dip in 2019-2020 and 2020-2021 due to the pandemic but increased again in the following year. The program achieved a 100% graduation rate last year.
- Ms. Mason then highlighted some of the partners, leverage, and contract departments they work directly with to support their population: Children's Health Insurance Program (CHIP) - Provides neonatal care education for parents, cribs, and other services, Tidewater Community College - Offers funding opportunities and resources like laptops for students, as well as adult learning programs, Norfolk Public Schools and HRCAP Head Start - Focused on academics and early learning, Boys and Girls Club of Southeastern VA and Next Steps - provide tutoring, homework assistance, and mental health support for children aged 11-18 and others (see the attached slides).

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- Ms. Mason also mentioned a partnership with United Way, through which they received a grant for childcare that supported 15 families. This partnership, along with others, is aimed at making a positive impact on families lives and helping them thrive.
- Mr. Brady appreciated the partnership between Norfolk Public Schools (NPS) and USI in the St. Paul's community. He described it as one of the most rewarding and inspiring collaborations he's experienced during his time at NPS, thanks to the dedication and commitment displayed by both parties in providing valuable services to the students from St. Paul's. The partners meet monthly, sharing information about new programs, events, and resources. This collaboration has expanded to include the senior director of early learning, focusing on kindergarten readiness and expanding pre-K three and pre-K four classes across the school division. The partnership has also extended to include the senior coordinators of counseling, ensuring that school counselors are involved in the schools where St. Paul's students are located. Mr. Brady noted that all the programs mentioned have emerged within the last two years, highlighting their significant progress. However, he also acknowledged the adverse impact of the pandemic on students, as evidenced by the data. The virtual learning model proved to be less effective, and the loss of in-person schooling has had a lasting effect on many students. For example, Mr. Brady recounted visiting second-grade classrooms and realizing the extent of the disruption these students had experienced. Their kindergarten year was cut short, and they spent most of their first-grade year learning from home. The resulting gaps in their education have been a significant challenge for students and educators.
- Ms. Saunders asked for clarification on university instructors who serve as in-person tutors. She wanted to know if they were from Norfolk State or college students.
- Mr. Brady clarified that the individuals who serve as in-person tutors and virtual university instructors have educational backgrounds and come from various ages and backgrounds, including students and retired professionals. They are not specifically affiliated with any particular university. The program also contracts with a tutoring company to provide additional support. FEV tutors are online, while the university instructors provide face-to-face instruction. In addition, there are also middle school supports available in math tutoring, provided by university instructors, and a math program that addresses individual student needs and helps them overcome deficiencies.
- Mr. Brady provided an update on changes taking place within the schools in the footprint area. Tidewater Park Elementary is set to close at the end of the school year, and students in grades three, four, and five will be moving over to Ruffner Academy, which will open as a 3rd to 8th grade school in the fall. Ruffner will also have a new academic program called the Compass Academy, which will provide career and college direction to students from across the city, including 3rd to 5th graders and middle school students. The Compass Academy program was developed based on survey results, which indicated that parents and students wanted math, engineering, technology, fine arts, performing arts, and leadership and service programs. The program will be divided into four academic curriculums: engineering and the sciences, fine arts and performing arts, technology focus, and leadership and service focus. Next year, middle school students will select one of these curriculas, and their core classes will take on a focus of that particular curriculum. The program will expose students to opportunities in these fields and the job market, including college opportunities. Additionally, sixth,

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seventh, and eighth-grade students at Ruffner Academy will have access to courses created specifically for them as a part of the program.

- Ms. Hamm Lee asked whether the Compass Academy at Ruffner would have any connection to other academies in the city.
- Mr. Brady explained that while there is no direct connection with middle school academies in other schools, they do align well with some of the high school specialty programs. For instance, the Engineering and Sciences Academy prepares more students from Ruffner and St. Paul's to access the specialty program at Norview High School. At Booker T. Washington, they have the Fine Arts specialty program, and students from across the school division can come to Ruffner in middle school to begin their pathway in the Fine Arts and Performing Arts. Students in the Fine Arts Academy at Ruffner will have the opportunity to take multiple Fine Arts courses, and there will be more art and music offerings for them. They will also have room in their schedule to double up on classes. Additionally, Ruffner will be the only middle school with a dance program, and they are currently building a dance floor for the program. The aim is to provide more opportunities and guidance for students from the St. Paul's area so that they can go on to Booker T. Washington and even the Governor's School for the Arts.
- Ms. Minter expressed that HUD is pleased to see opportunities like these in the communities they are working with, where education is a significant part of community revitalization. She mentioned a debate on whether education makes the community or the community makes the school. Ms. Minter cited several examples across the country where amazing opportunities are being created to transform schools or build new ones. These examples include Fort Myers, Fort Worth, Winston-Salem, Tulsa, San Antonio, and St. Louis. Ms. Minter emphasized that education is a crucial story that needs to be told. She added that just last month, Urban Strategies helped bring \$20.8 million in a five-year grant from the Department of Education to Promise Neighborhood in St. Louis. Ms. Minter also shared that an Early Learning Center for mixed-income families is being built in Newport News, a neighboring community.
- Mr. Brady mentioned that preliminary numbers indicate that nearly 70 students from across the school did not choose Ruffner as their first-choice school for next year, but seven have selected it as their second choice. However, he noted that the new academic program at Ruffner seems to be drawing more students.
- Pastor Houston requested information regarding the enrollment process and the presence of out-of-district students applying for Ruffner Academy. He noted that 826 students from the St. Paul's area are currently applying for enrollment and questioned whether they are being encouraged to attend Ruffner instead of their home schools.
- Mr. Brady clarified that students who have relocated to a different attendance zone are given the opportunity to apply to return to Ruffner earlier than their planned move into the new housing opportunities.
- Dr. Perry sought confirmation if they are given first preference, to which Mr. Brady replied affirmatively. He further elaborated that these students are prioritized in the application process.
- Pastor Houston asked if there is any incentive or encouragement for out-of-district students to enroll at Ruffner, and if so, how they are being encouraged.

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- Ms. Brown stated that when the process of opening Ruffner Academy began, USI reached out to their education specialists and workforce to inform them of the opening. They invited families to their office to assist with the application process and told them of their rights to return and have first preference. USI made sure families understood the requirements and had ongoing conversations with them. It was clarified that out of the 827 children enrolled in case support services, a small number of children are not yet in school due to their age. The application portal was kept open longer, and every family was contacted to ensure that they had the opportunity to apply and were ready for the program.
- Ms. Hamm Lee inquired about the process for identifying students from the neighborhood and distinguishing them from students from other areas.
- Mr. Brady replied that their student information system allows them to identify and track the students from St. Paul's area.

IV. Open Discussion

6:45

- Barbara opened up the discussion for any questions or comments from the commissioners and members of the committee. She acknowledged that much valuable information was shared regarding education, which was a topic of great interest to the group. Ms. Hamm Lee encouraged everyone to take advantage of the opportunity to ask questions while the experts were present.
- Mr. Harrell expressed surprise at the extent to which the students have been negatively impacted by the pandemic, acknowledging that his friends in education had discussed the impact of the pandemic, but he had not realized the full extent of it.
- Since the presented data is based on last year, Pastor Houston asked when they will receive the data for this year.
- Ms. Mason responded that they would receive it in the fall.
- Ms. Brown mentioned that although the data is collected, the team proactively reaches out to families whose children failed or struggled last year. They connect them to children's programs and supportive services to track their progress throughout the year. By being intentional and providing individual support, they believe they can make a significant impact on the families and move the needle toward success.
- Barbara inquired about the tutoring programs mentioned earlier, specifically questioning how they align with the issue of students struggling with online learning. She asked if the programs are geared towards students who thrive with online learning or if there are other factors at play.
- Mr. Brady explained that there is a distinction between online learning and virtual classrooms where a teacher is on the computer with many students. He believes that the online tutoring program offered by the school system provides a more effective learning experience as it involves one-on-one interaction between the student and the tutor, which leads to better engagement and personalized support for the student.
- Ms. Mason added that the online tutoring program could be tried to see if it works for families, as she often asks her parents if this tool or service would benefit them. She stated that they can explore other options if the program doesn't work.

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- Ms. Hamm Lee inquired if there were any other areas the group would like to focus on for the next monthly meeting, as they have asked for suggestions in previous meetings. She encouraged members to share their thoughts and ideas.
- Mr. Harrell requested an update on the status of the ongoing construction projects.
- Ms. Saunders suggested that it would be interesting to understand more about the senior living facility, including who will operate it and how it will be financed. Additionally, Saunders asked for updates on the commercial space and if it will be used for workforce development.
- Mr. Sciortino mentioned that the first building to come online this fall will have 7000 square feet of retail space, but there are currently no prospects for that space. He explained that they focus on building relationships with potential tenants and discussing options with the commercial group. The one anchor tenant they have secured is for the next phase, which involves replacing the McDonald building in St. Paul's, and they hope to have that signed up soon. Mr. Sciortino emphasized that the group constantly bounces ideas and strategies around to make progress.
- Ms. Hamm Lee suggested discussing the process of contacting community partners who may want space within some of the buildings. She shared an example of a meeting with Senior Services associates in Virginia and asked who would make the determination. This question is starting to arise, especially with the single building coming up first and then the others. Ms. Hamm Lee stated that getting this information would be helpful to the group.
- Ms. McGill requested committee members to share any tenants or groups interested in commercial space so that the team can initiate discussions with them.

V. Adjournment

7:00

- Ms. Hamm Lee thanked all the attendees and asked if there were any final comments or questions before adjourning the meeting. As there were no further comments or questions, she announced the end of the meeting and expressed gratitude to everyone who participated. She wished everyone a safe trip home and informed them that the next meeting would be held next month.



St. Paul's Advisory Committee Meeting

Location: Foodbank of Southeastern Virginia and the Eastern Shore
April 18th, 2023

Agenda

Welcome | 6:00

*Barbara Hamm Lee, SPAC Liaison
Councilman John Paige, Co-Chair*

People First Update | 6:05

*Kierra Mason, USI
Bruce Brady, Norfolk Public Schools*

Development Update | 6:25

*John Majors, The Oughtness Group, LLC
Brad Peters, Brinshore*

Open Discussion | 6:45

SPAC Members

Adjournment | 7:00

Barbara Hamm Lee

People First Update

- *Education Overview: Tidewater Gardens K-12 Youth*

Bruce Brady
Kierra Mason

Education Indicators

Kindergarteners entering school with age-appropriate functioning to be considered “Ready to Learn”

The expected outcome: 100%



Proficiency in Math & Reading for 3rd – 8th grade, and once in high school

The expected outcome: 100%



Percent of students identified as Chronically Absent by the end of the school year

The expected outcome: 100% reduction

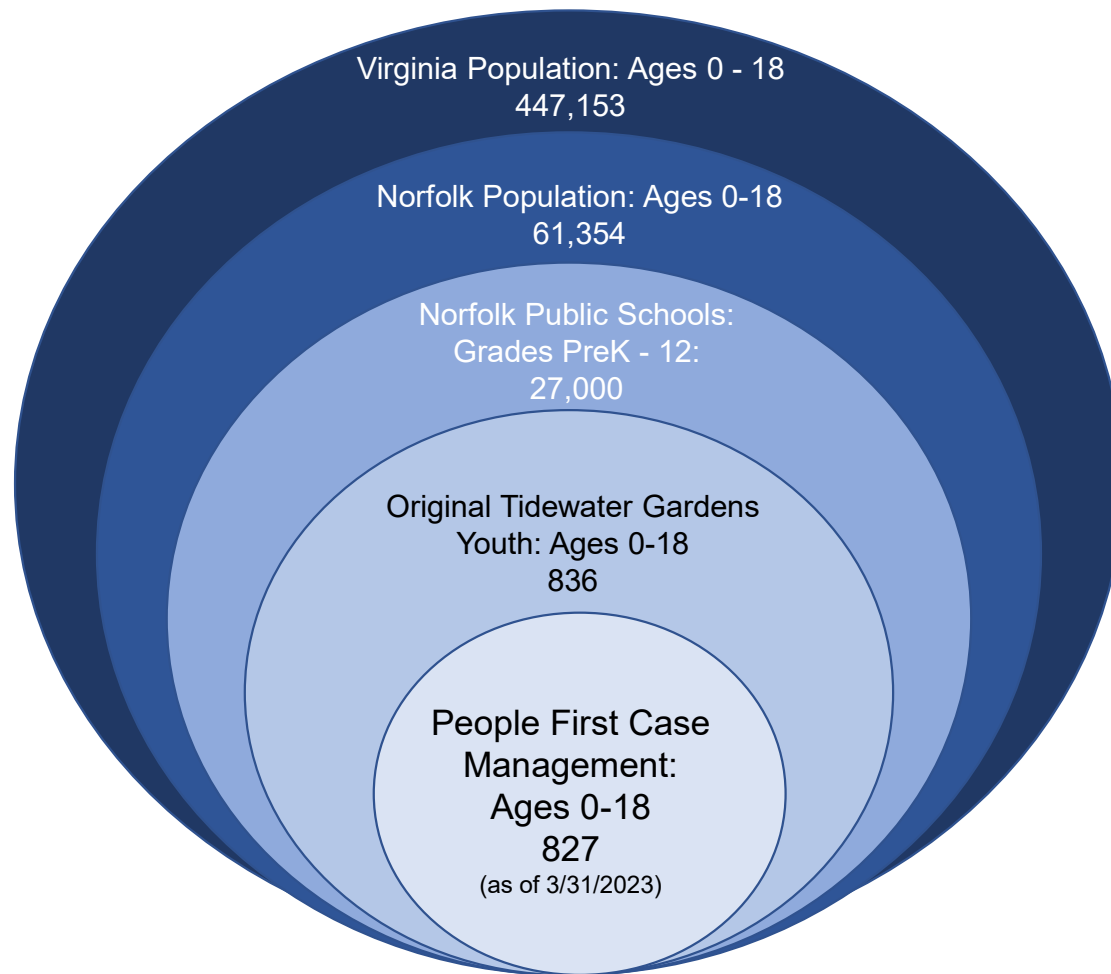


High School graduation rate

The expected outcome: 100%



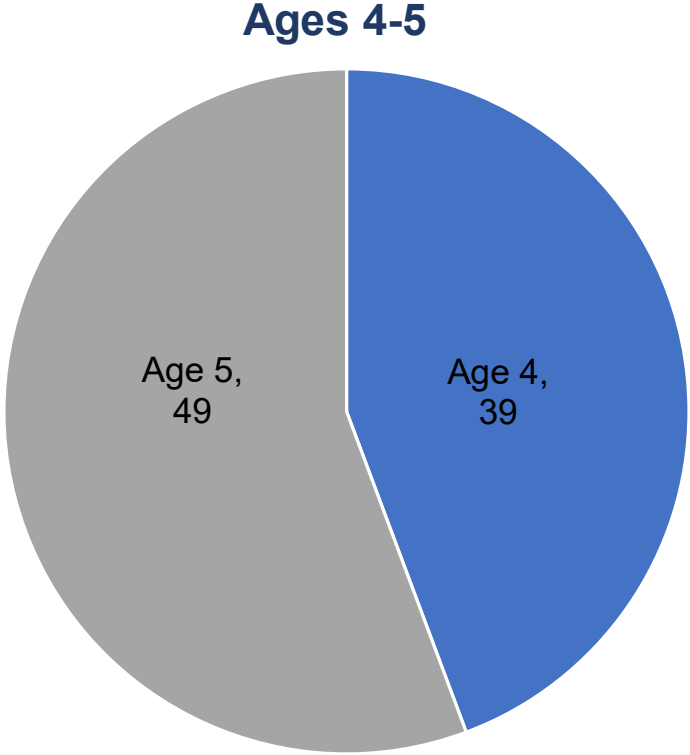
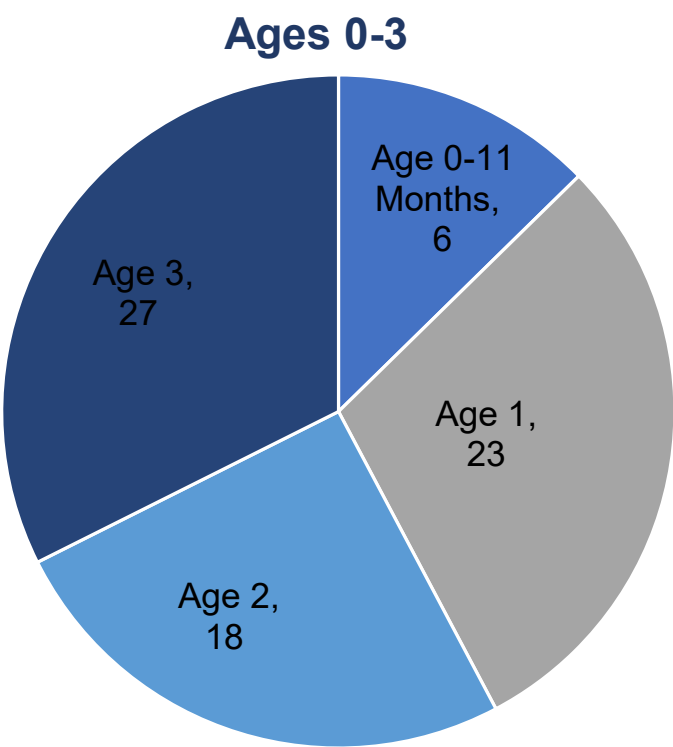
Tidewater Gardens Population



Early Learners Demographics

Data current as of
March 31, 2023

Categories	Youth Population
Ages 0-3	74
Age 4-5	88
Age 6-11	330
Age 12-18	335
Total	827

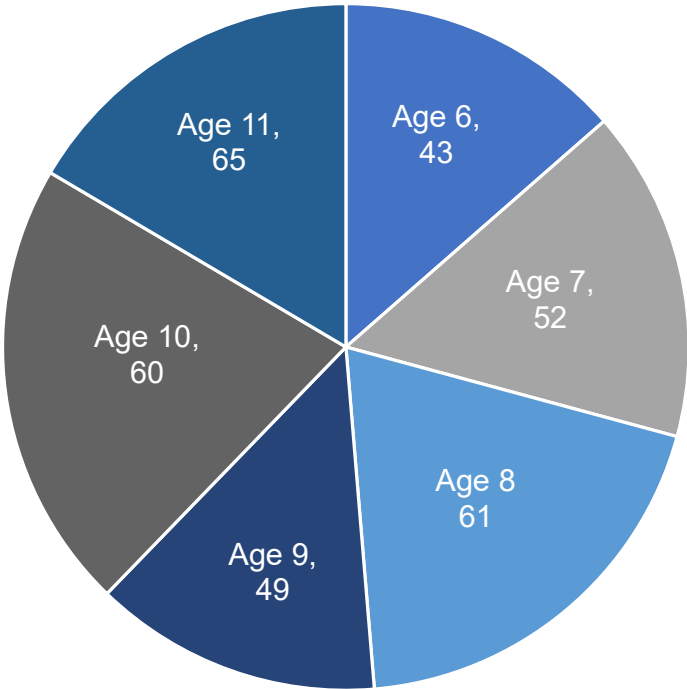


School Age Demographics

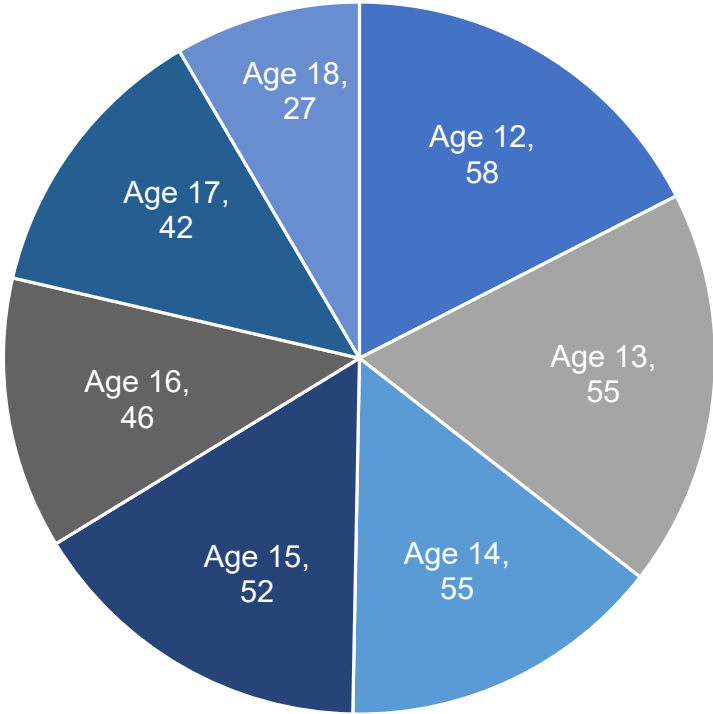
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Ages 6-11

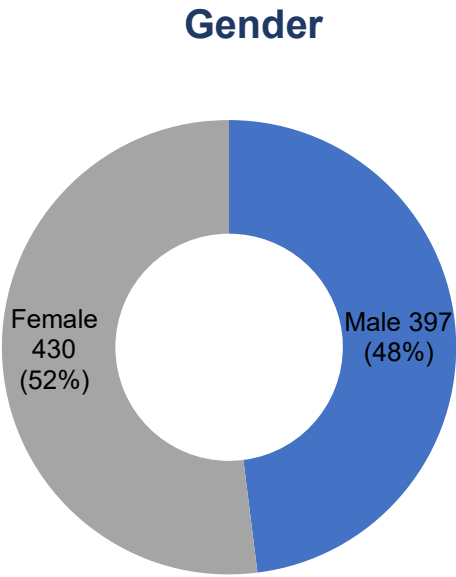
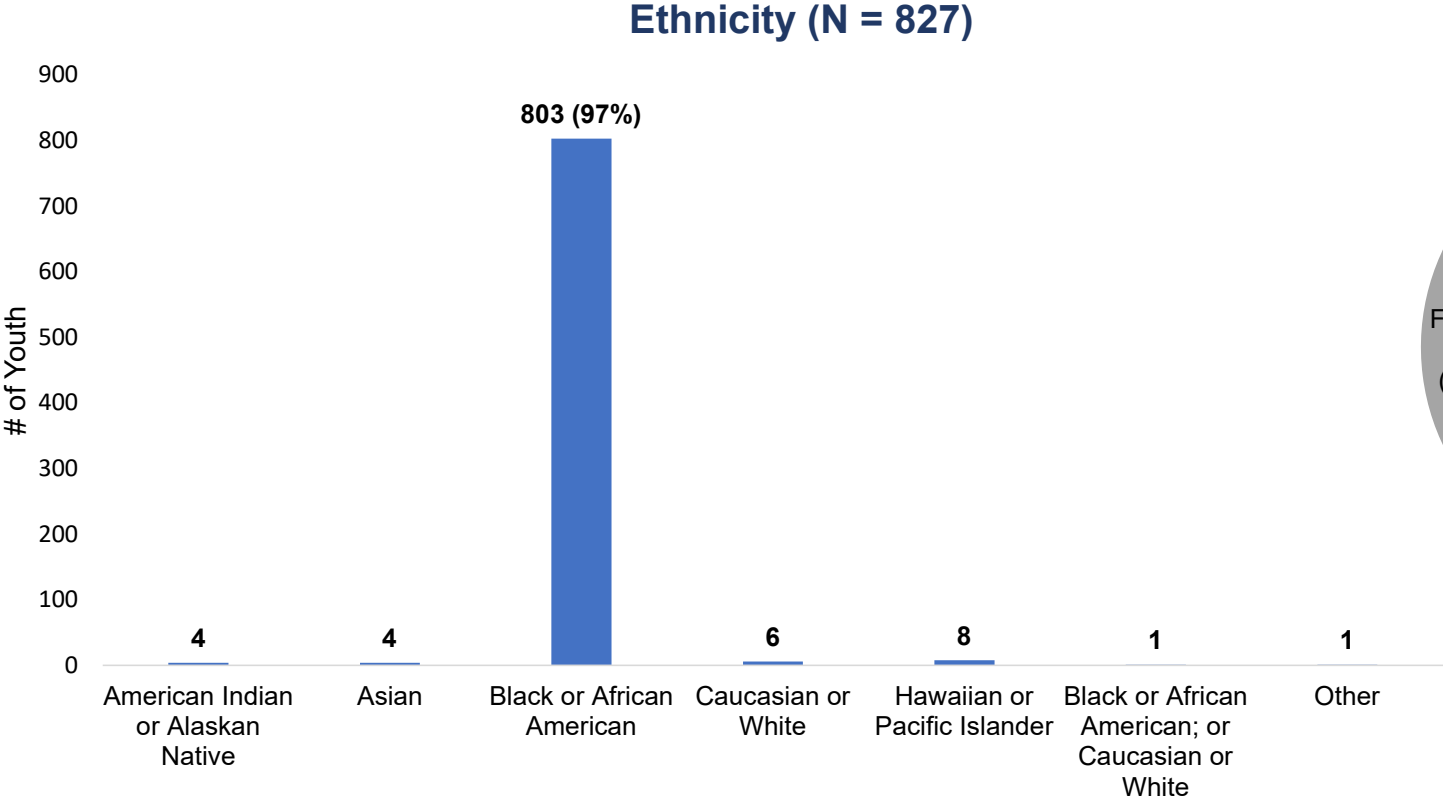


Ages 12-18



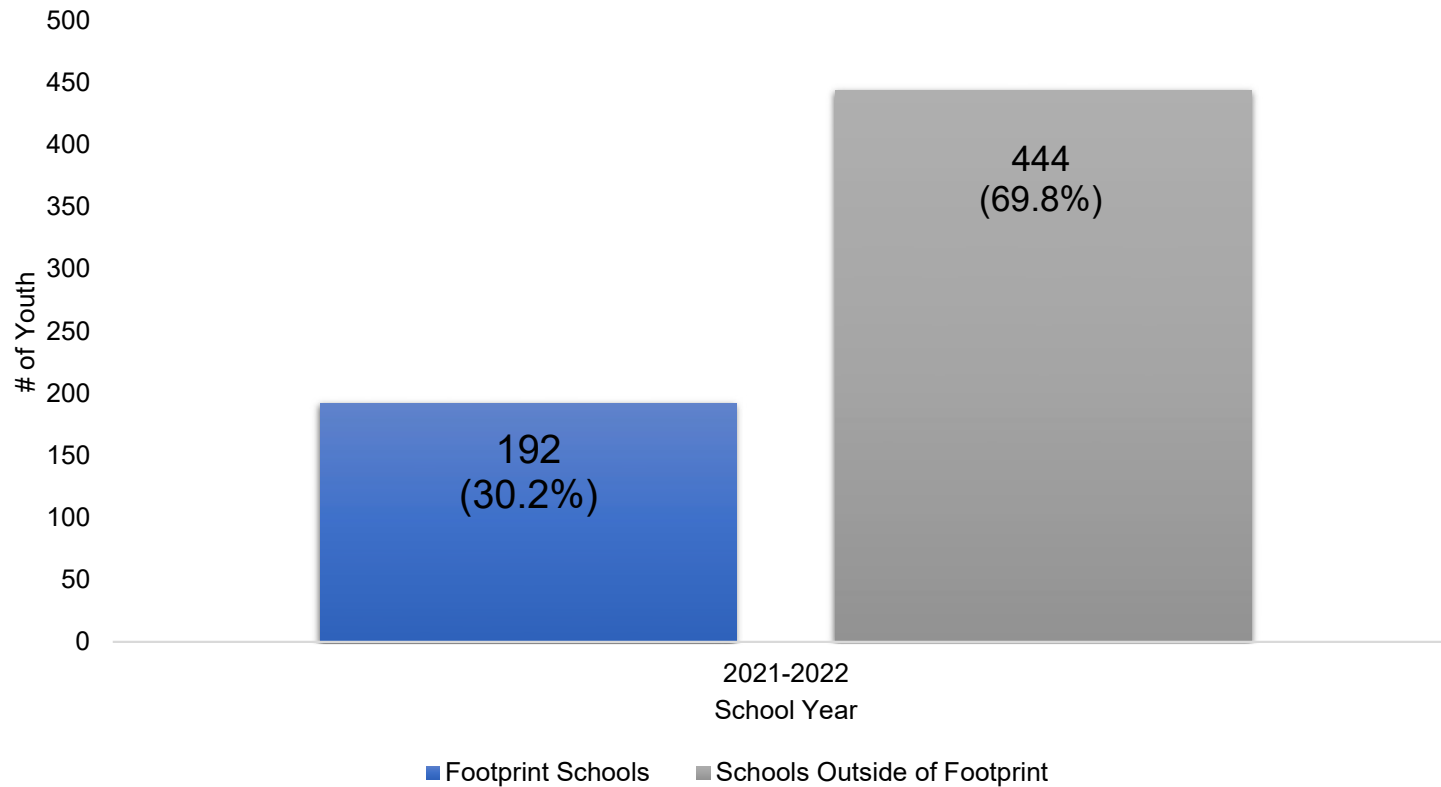
Sources: LEARN, Norfolk.gov, NPSK12.com

Ethnicity and Gender

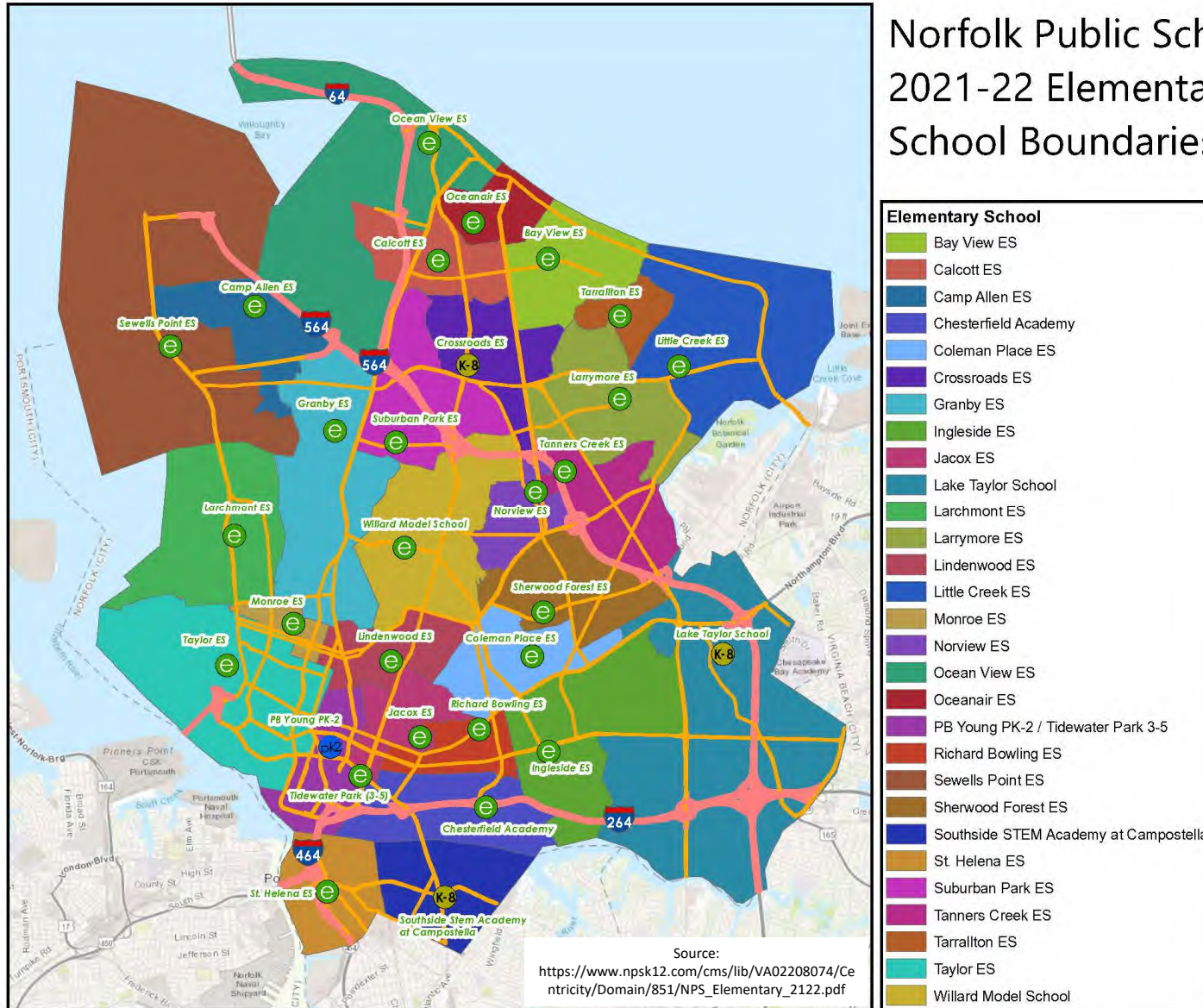


2021-2022 CNI Neighborhood Schools

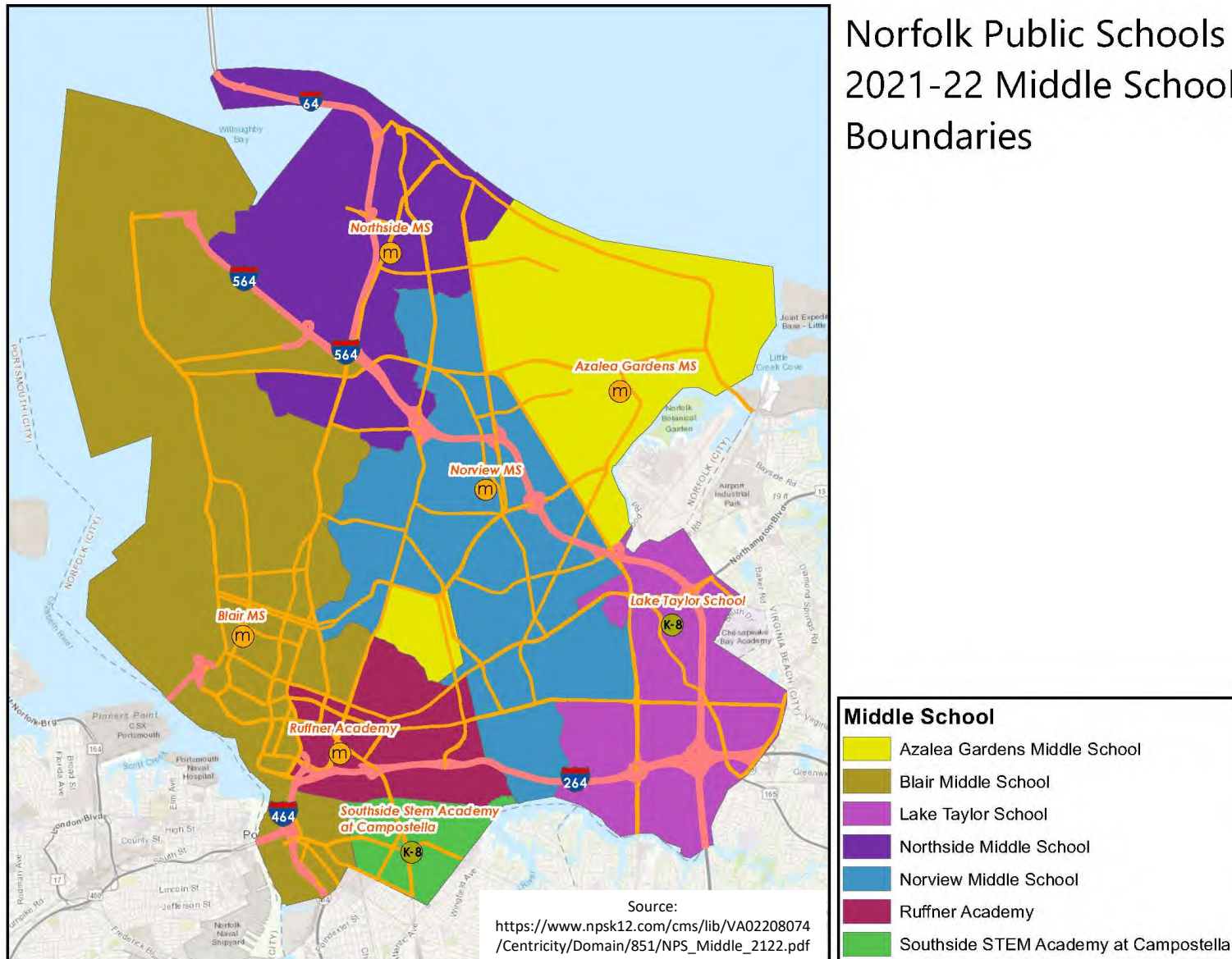
P.B. Young, Tidewater Park Elementary, Ruffner Middle, Booker T. Washington H.S.



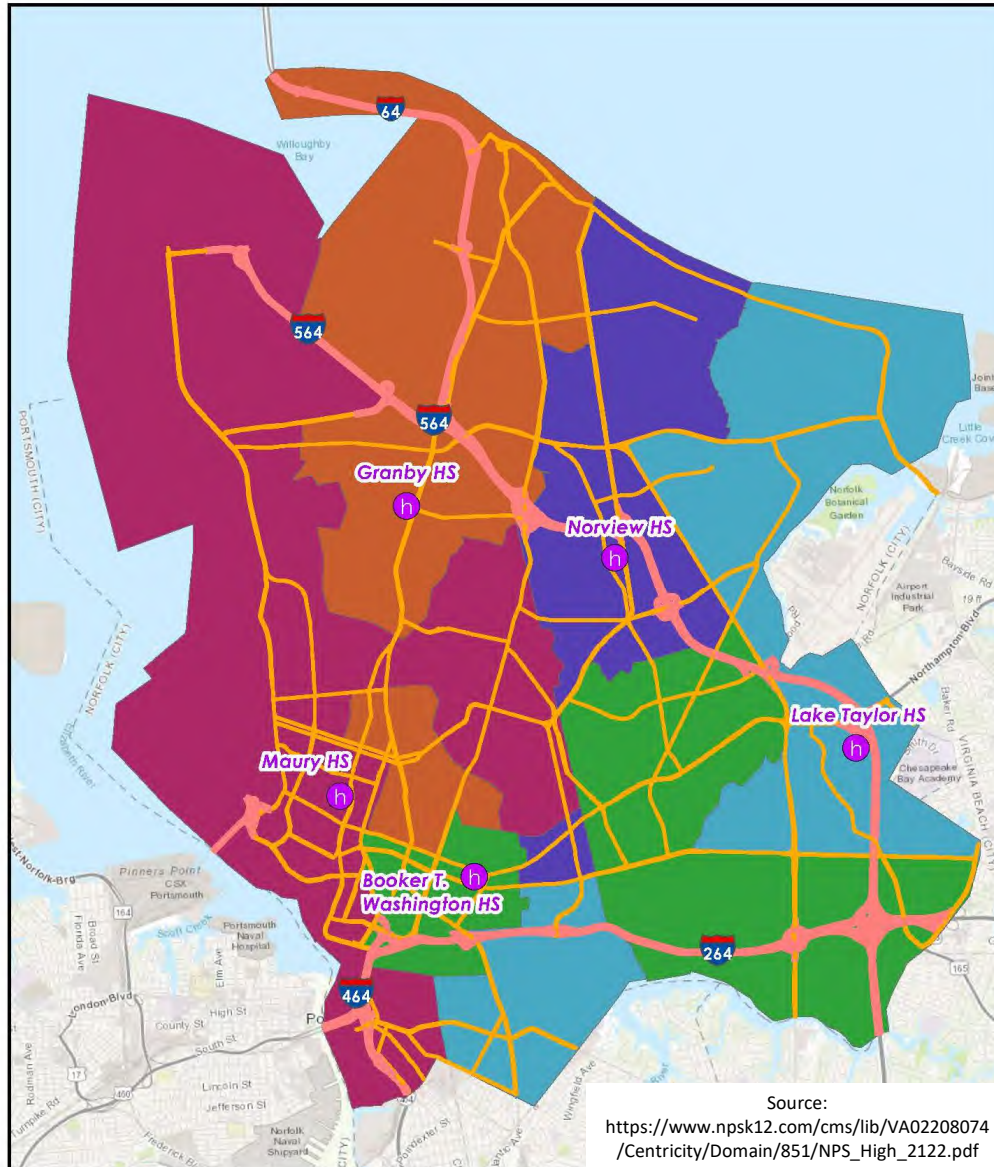
Norfolk Public Schools 2021-22 Elementary School Boundaries



Norfolk Public Schools 2021-22 Middle School Boundaries



Norfolk Public Schools 2021-22 High School Boundaries

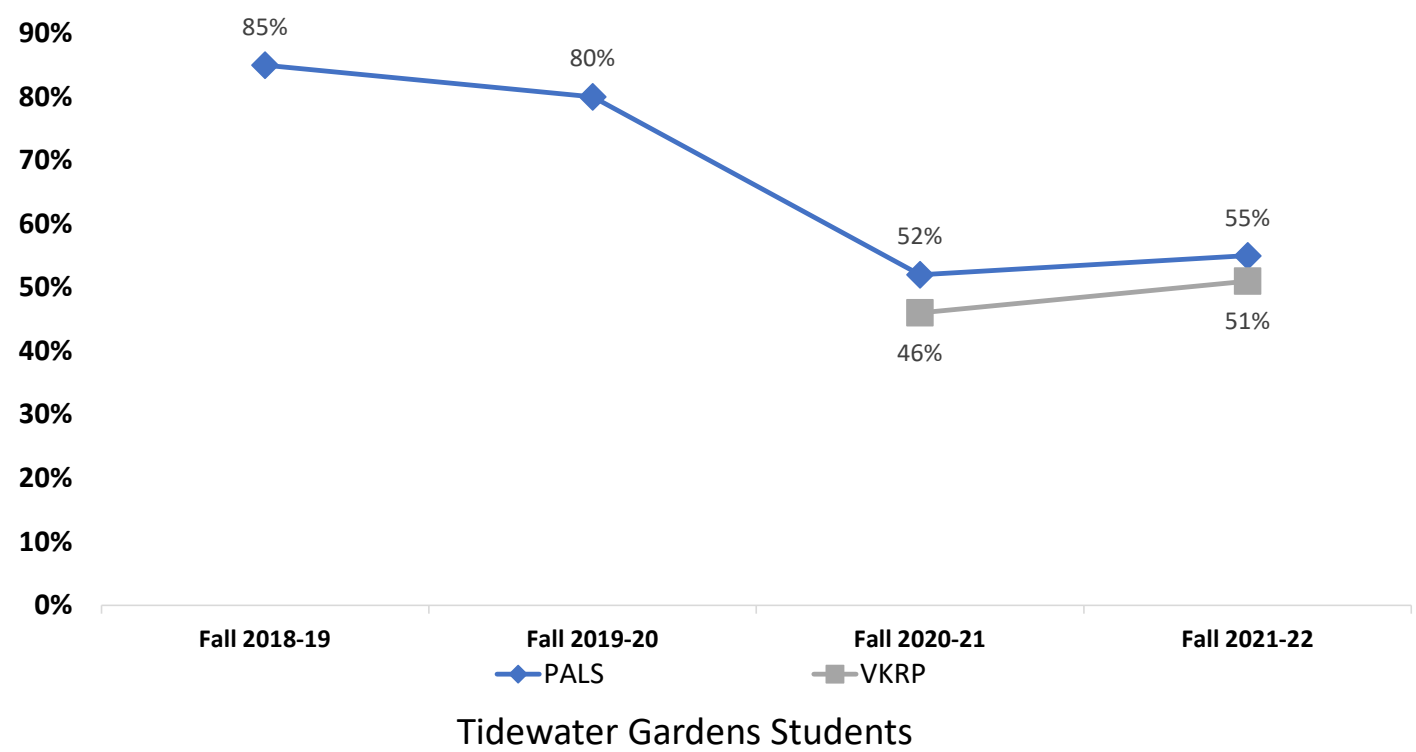


High School

- Booker T. Washington High School
- Granby High School
- Lake Taylor High School
- Maury High School
- Norview High School

Source:
https://www.npsk12.com/cms/lib/VA02208074/Centricity/Domain/851/NPS_High_2122.pdf

Phonological Awareness Literacy Screening (PALS) Virginia Kindergarten Readiness Program (VKRP) - Numeracy



Source: VDOE Fall PALS/VKRP Reports; Pandemic Years 2019-20 and 2020-21

SOL Reading Data: Pass Rates

**Target Students in
all NPS Schools**

Reading Level	2018-19	2019-20	2020-21	2021-22
3 rd Grade	51%	No Test	Optional	44%
4 th Grade	61%	No Test	Optional	38%
5 th Grade	54%	No Test	Optional	34%
6 th Grade	31%	No Test	Optional	26%
7 th Grade	53%	No Test	Optional	31%
8 th Grade	36%	No Test	Optional	30%
EOC-G11	71%	No Test	Optional	53%

**Students in Footprint
Schools**

Reading Level	2018-19	2019-20	2020-21	2021-22
3 rd Grade	53%	No Test	Optional	47%
4 th Grade	59%	No Test	Optional	56%
5 th Grade	61%	No Test	Optional	52%
6 th Grade	37%	No Test	Optional	26%
7 th Grade	40%	No Test	Optional	49%
8 th Grade	44%	No Test	Optional	36%
EOC-G11	80%	No Test	Optional	63%

2019-2020: No data collected due to the pandemic; 2020-2021: The state made testing optional for students due to the pandemic

SOL Mathematics Data: Pass Rates

**Target Students in
all NPS Schools**

Math Level	2018-19	2019-20	2020-21	2021-22
3 rd Grade	74%	No Test	Optional	33%
4 th Grade	73%	No Test	Optional	16%
5 th Grade	59%	No Test	Optional	19%
6 th Grade	8%	No Test	Optional	9%
7 th Grade	62%	No Test	Optional	18%
8 th Grade	46%	No Test	Optional	10%
Algebra I	69%	No Test	Optional	43%
Geometry	44%	No Test	Optional	<
Algebra II	100%	No Test	Optional	<

**Students in Footprint
Schools**

Math Level	2018-19	2019-20	2020-21	2021-22
3 rd Grade	75%	No Test	Optional	42%
4 th Grade	73%	No Test	Optional	37%
5 th Grade	65%	No Test	Optional	30%
6 th Grade	19%	No Test	Optional	3%
7 th Grade	56%	No Test	Optional	23%
8 th Grade	57%	No Test	Optional	11%
Algebra I	81%	No Test	Optional	59%
Geometry	50%	No Test	Optional	35%
Algebra II	83%	No Test	Optional	50%

- 2019-2020: No data collected due to the pandemic; 2020-2021: The state made testing optional for students due to the pandemic
- Some middle school students in grades 7 and 8 are enrolled in Algebra I and geometry and therefore take those SOL tests.
- '<' indicates that the number tested was too small to report (too small <= 10).

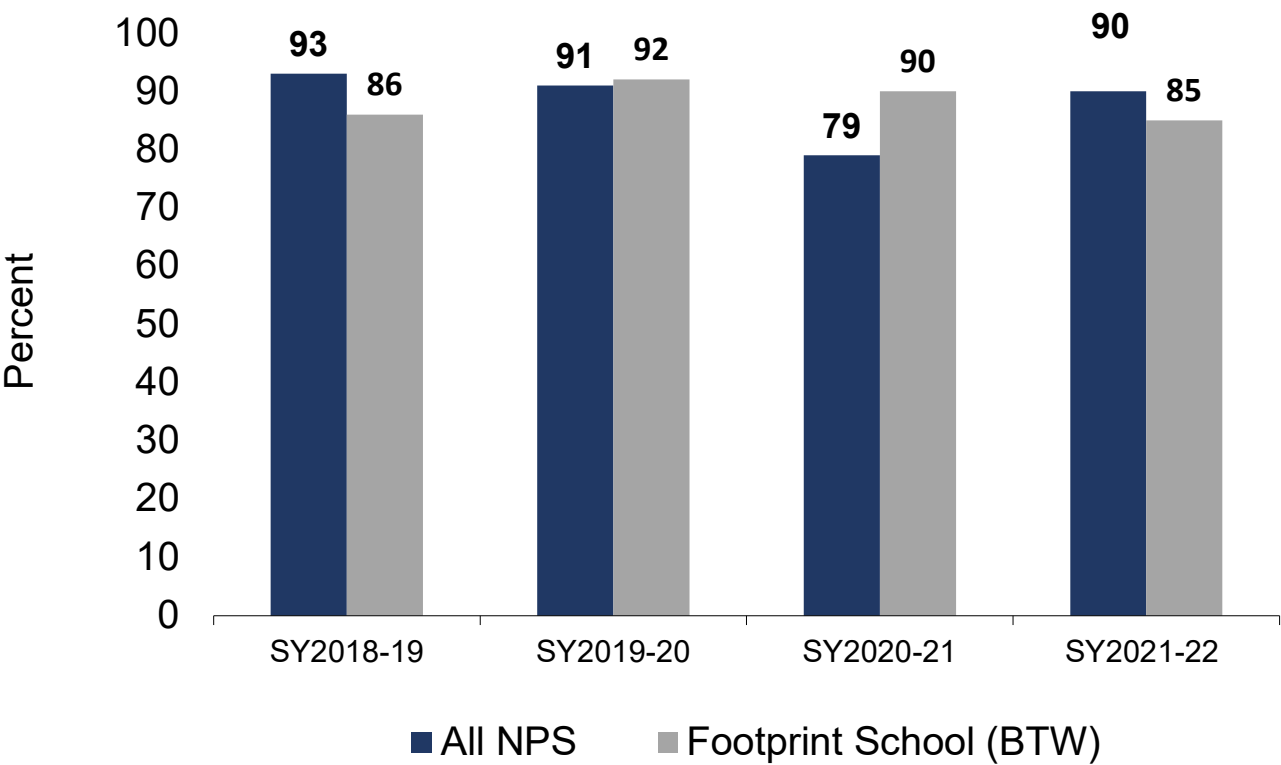
Chronic Absenteeism

Target Students in NPS Schools	2018-19	2019-20	2020-21	2021-22
(K-2)	15.0%	N/A	Optional	39.1%
(3-5)	7.0%	N/A	Optional	26.6%
(6-8)	33.9%	N/A	Optional	26.9%
(9-12)	36.9%	N/A	Optional	35.2%

Footprint Schools	2018-19	2019-20	2020-21	2021-22
P.B. Young (Pk-2, PK not included)	11.0%	N/A	Optional	40.7%
Tidewater Park Elementary (3-5)	5.1%	N/A	Optional	16.5%
Ruffner Middle (6-8)	37.8%	N/A	Optional	23.0%
Booker T. Washington High (9-12)	22.5%	N/A	Optional	15.2%

SY2020-21 Norfolk Public Schools students returned to in-person starting in March 2021 to May 2021. The calculation only includes grades K-12

Virginia On-Time Graduates – Graduation & Completion Index



**Pandemic Years 2019-20 and 2020-21*

Connections to Our Education Partners

Total Service Linkages (2019 – Present) = 863

Leverage Partners
Contracted Partners

Basic Needs Assistance and Health & Wellness

Partner	# of Partner Service Linkages
Children's Health Insurance Program (CHIP)	35 (4%)
EVMS	76 (9%)
Kaleidoscope Counseling & Case Management	92 (11%)
The UP Center	169 (20%)

College & Career Prep

Partner	# of Partner Service Linkages
Norfolk State University	22 (3%)
Tidewater Community College	27 (3%)

Academics

Partner	# of Partner Service Linkages
Communities in Schools	74 (9%)
HRCAP Head Start	36 (4%)
Norfolk Public Library	1 (0.1%)
Norfolk Public Schools	93 (11%)

Youth Enrichment

Partner	# of Partner Service Linkages
Boys and Girls Club of Southeastern VA	163 (19%)
Next Steps to Success	4 (0.5%)
Teens with a Purpose	71 (8%)

Reading Support & Interventions Norfolk Public Schools



Early Literacy Tutors
(Grades K-2)

Lexia Learning
(Grades K-8)

Achieve3000
(Grades K-2 & 3-9)

Middle School
Support Blocks
(Based on Need)

Middle School
Tutors
(Based on Need)

High School
Reading Support
(Based on Need)

FEV Online Tutors
(Grades 3-12)

University
Instructors In-Person
Tutors (Grades 3-9)

Newsela
(Grades 6-12)

Mathematics Support & Interventions Norfolk Public Schools



Edmentum
(Grades 1-9)

Middle School
Support Blocks
(Based on Need)

Middle School
Tutors (Based on
Need)

University
Instructors In-
Person Tutors
(Based on Need)

FEV Online Tutors
(Grades 3-12)

Compass Academy at Ruffner



Grades 3 – 5

- Academic & Career Planning (ACP)
- Exposure to all 4 academic communities

Middle School

- 4 Academic Communities
 - § Engineering & Sciences
 - § Fine Arts & Performing Arts
 - § Technology
 - § Leadership & Service



Development Update

- *Staff Update: New Brinshore Team Lead*

*John Majors
Brad Peters*

The Oughtness Group, LLC

A Community-focused development and consulting firm

Mission:

Our aim is to harness the energy created by large-scale real estate projects to create broader impact and benefits for the people in the neighborhoods surrounding those developments.

Value:

Oughtness springs from the belief that real estate development can, and indeed, OUGHT to be about more than just the “sticks and bricks” of the transaction. We believe that we can and must leverage the momentum from transactions into transformation for the communities we serve.

Goals in St. Paul's Transformation Area

- Oughtness has partnered with the BBRM Norfolk Partners, LLC, a minority business enterprise (MBE), a co-developer and equity owner of the commercial spaces in the St. Paul's Transformation project.
- Our goals are to expand the work of Brinshore, Banc of America Community Development Company, LLC (BACDC), and BBRM in facilitating MWBE inclusion and capacity building, building community partnerships, and tailoring the development's commercial presence to fit the City's vision for the neighborhood.

BRAD PETERS

Senior Vice President Development Manager

Experience

- 20 years of experience in real estate and law.
- Successfully closed more than 20 RAD repositionings.

Prior to joining Brinshore, Brad led the redevelopment department for Knoxville's Community Development Corporation, where he was responsible for recapitalizing the agency's 3,800 unit affordable housing portfolio, working with the city to manage its tax increment financing and PILOT programs, and for the Authority's successful Choice Neighborhoods Implementation Grant award. Brad began his career as an associate attorney at Hunton & Williams in Atlanta where he focused on large real estate and lending transactions.

Public Service

Brad spent three years with his family in Asia where he volunteered with urban poor in a variety of contexts.

Education

Brad holds a BS in Agricultural Economics from the University of Missouri, a JD from the University of Tennessee, and a MS in Strategic Management from Indiana's Kelley School of Business. Brad is a member of the State Bar of Georgia.



Open Discussion

SPAC Members



Adjournment