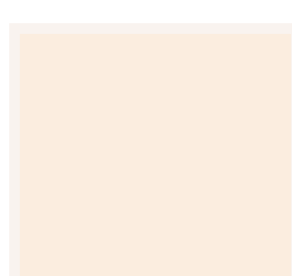
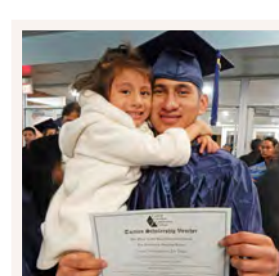
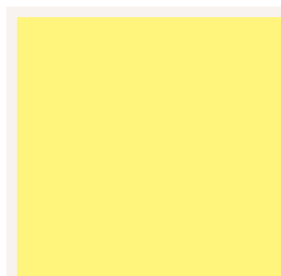
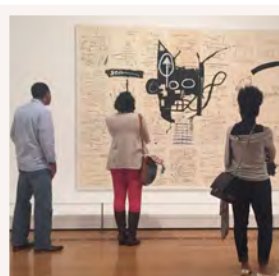
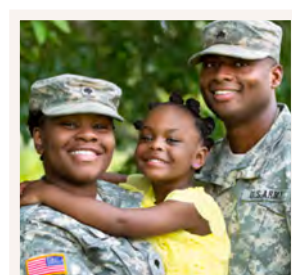
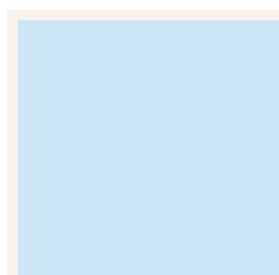
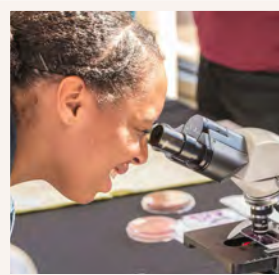


# NORFOLK PLAN FOR LIFELONG LEARNING

*The Mayor's Commission  
on Lifelong Learning*



Prepared by The Planning Council  
December 2018

# Mayor's Commission on Lifelong Learning

## Mayor

KENNETH C. ALEXANDER

## Co-Chairs

DR. THERESA W. WHIBLEY

COUNCILWOMAN MAMIE B. JOHNSON

COUNCILMAN TOMMY SMIGIEL

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New Hope Church of God in Christ

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## Cover photos:

Aerial view of Norfolk, senior citizens dancing, looking through the microscope and youth community orchestra are provided courtesy of the City of Norfolk. All others are public domain.

# NORFOLK PLAN FOR LIFELONG LEARNING

*The Mayor's Commission  
on Lifelong Learning*



THE CITY OF  
**NORFOLK**

## ABOUT THE COMMISSION

In September 2017, Norfolk Mayor Kenneth C. Alexander created the Lifelong Learning Commission as an outgrowth of City Council discussions about its strategic priority of education. The Commission's purpose is to examine the state of lifelong learning in Norfolk, recommend actions that would improve opportunities for all citizens, and foster a creative, connected, and collaborative city.

The Commission is comprised of twelve citizens, appointed by City Council, who represent a variety of perspectives. The Commission draws on the individual and collective talents and resources of the members to:

- Understand and analyze issues related to lifelong learning.
- Engage the public for input.
- Make recommendations that will lead to action.<sup>1</sup>

To guide its work, the Commission looked to the UNESCO Institute for Lifelong Learning (UIL) to explore the nature of lifelong learning and to research successful learning initiatives that are being implemented around the world. From County Cork, Ireland to Amman, Jordan, cities across the globe served as inspiration for learning opportunities right here in Norfolk.



*Jordan-Newby Anchor Branch Library at Broad Creek.*

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## EXECUTIVE SUMMARY

The Lifelong Learning Commission was established to explore ways that Norfolk and its citizens can improve upon the City's already extensive network of learning opportunities for citizens across the lifespan, and in every corner of the City. Chaired by Dr. Theresa Whibley, Councilwoman Mamie Johnson, and Councilman Tommy Smigiel, the Commission was charged with identifying both traditional and non-traditional learning opportunities, which encompass everything from early education to working adults learning new skills and retirees continuing their enrichment.

The Commission's primary focus was to instill the culture of lifelong learning in all citizens, helping them develop traits that will make them more resilient, productive, adaptable, self-supporting, curious, engaged, and prepared for taking leadership roles in the community. A key objective was to ensure that all citizens are aware of what the City offers and are able to navigate a way to the opportunities available.

The Commission's overarching vision is:

### **Fostering a culture of learning and civic engagement throughout life.**

To foster a culture of learning, the Commission focused on 1) Learning in Education and Work, and 2) Learning in the Community.

From the beginning, Commissioners agreed on the importance of supporting inclusive opportunities for all types of learners, and helping citizens be comfortable in their own efforts to be successful.

They defined "learning" in the broadest sense

- Learning in and out of educational institutions.
- Learning as it extends to disadvantaged populations.
- Learning as it relates to the population that is connected to the military.



## How does lifelong learning fit into the City's long-term vision?

In his 2018 State of the City address,<sup>2</sup> Norfolk Mayor Kenneth Alexander spoke enthusiastically about Norfolk's Lifelong Learning Commission and its goals of creating a city where residents of all ages can continue their journey of learning in both traditional and non-traditional ways.

Lifelong learning is one of City Council's priorities, and the City has developed a variety of programs to ensure growth and development in each of the Commission's areas of concentration. The Commission acknowledged the many services and initiatives already in place to address learning and was mindful not to create new programs, but to develop bridges that will connect and strengthen existing programs.

In addition to building upon the Mayor's vision and the City's Plan to Reduce Poverty,<sup>3</sup> the recommendations outlined in this report are also specifically aligned with **planNORFOLK 2030**<sup>4</sup> (the City's Comprehensive Plan), and many neighborhood improvement plans being implemented throughout the City. Taken together, these initiatives support each other and build upon a solid foundation of innovation, resiliency, economic opportunity and prosperity for all residents of Norfolk.

As a result, special consideration was given to target populations such as those who do not have a high school diploma, those transitioning from military to civilian life, and those integrating back into the community from incarceration.

The overall hope is that the ideas outlined in this report will nurture the next generation of visionaries from within the community, and a recognition that this may require a change in mindset across the community.

The City has made major investments in libraries and schools which will provide residents of all ages access to computers and information resources.<sup>5</sup> Over the past decade, Norfolk has also implemented many initiatives focused on learning and thriving at all ages. Some of these include the "Ready by 5" program for early childhood education; Norfolk Nighthawks, which is a recreation and jobs program for young adults in neighborhoods with increased crime rates; and Norfolk Works, a new job resource center that helps people with resumes and job searches.





City of Norfolk

*Grand Opening of the renovated Waterside.*

In addition, Norfolk has become a leading city for the arts with its vibrant cultural attractions in all parts of the City. The NEON District, the Attucks Theater, The Slover Library, the Zoo, the Botanical Garden, Nauticus and downtown are just a few of the areas across the city where residents can visit and learn. These are not only sites for the arts and entertainment, but for family and sporting events, as evidenced during the 2017 NEON Bike Ride and yoga classes held on the deck of the Battleship Wisconsin.

Supporting a culture of lifelong learning is important for a variety of reasons because it:

- Is part of a diverse, thriving city.
- Promotes inclusion, prosperity and sustainability.
- Offers opportunities for all residents.
- Is crucial to the development of all citizens.

## Community Benefits of Lifelong Learning

According to UNESCO, “A growing number of urban communities around the world are recognizing that lifelong learning can be a driver of social, cultural, economic and environmental development. They are therefore developing inclusive and sustainable learning cities to enrich human potential, foster life-wide and lifelong personal growth, promote equality and social justice, maintain social cohesion, and create sustainable prosperity and economic growth.”<sup>6</sup>

By promoting learning opportunities at the community level in areas such as the arts, the environment, science, civic engagement, personal development, and formal education, just to name a few, learning cities can empower citizens to reach their own potential and that of their community.



Fostering a culture of lifelong learning helps residents develop their skills and knowledge, broaden their perspectives on a range of issues, gain insights about themselves and the world around them, contribute within their communities and empower those around them to do the same. By encouraging lifelong learning, residents are better equipped to overcome the challenges they face at home and in the community.



*"Couple in Arms," sculpture near Broad Creek, commissioned by City of Norfolk.*

### What is a UNESCO Learning City?<sup>7</sup>

According to UNESCO's Guiding Documents, a Learning City will enhance individual empowerment, social cohesion, economic and cultural prosperity, and sustainable development by:

- Effectively mobilizing its resources in every sector to ***promote inclusive learning*** from basic to higher education
- Revitalizing learning in ***families and communities***
- Facilitating learning ***for and in the workplace***
- Extending the use of ***modern learning technologies***
- Enhancing the ***quality and excellence in learning***



Yoga on the deck of Battleship Wisconsin.

*“City Council’s vision for Norfolk includes a culture of learning that encourages citizens to “reach their full potential, achieve personal goals, and through their knowledge, skills, abilities, and talents become well-equipped to support a prosperous economy.”<sup>8</sup>*

## Guiding Principles

The work of the Mayor’s Commission on Lifelong Learning is intended to be accessible to, and to benefit, all citizens of Norfolk. Strategies that are relevant to specific target populations may emerge as first steps; however, guiding principles reinforce the intention that lifelong learning is for all.

The Commissioners believe that lifelong learning:

- Instills the desire to learn in all citizens.
- Helps all citizens develop traits that will make them more adaptable, productive, self-supporting, curious, engaged, resilient, and prepared for taking leadership roles.
- Ensures inclusive opportunities.
- Supports citizens in their efforts to be successful, understanding that the definition of success will be individual
- Recognizes that 21st Century learning may require a change in mindset across and throughout the community.
- Nurtures the next generation of visionaries.



## Summary of Recommendations

The Commission met monthly between October 2017 and October 2018 to draft its recommendations. In addition to meeting as a group, members also went out into the community to gather first-hand information from leaders across the City. They also collected and reviewed data, and thoughtfully explored a wide range of concepts and best practice models to arrive at the recommendations here.

The goals and strategies summarized on the following pages are designed to promote lifelong learning for all residents in Norfolk. Detailed action steps, community partners and target populations, if applicable, are identified for Learning in Education and in Work, Learning in the Community, and Learning in Life/Overarching Strategies.



*First Friday event downtown.*

### Criteria for selecting recommendations:

The Commissioners developed recommendations based on the following qualities recognized for high impact results:

- **Demonstrated Results**  
Programs/initiatives have demonstrated outcomes (evidence-based, best practices).
- **Impact and Depth**  
Efforts foster lifelong learning over the long-term and have a high impact on individuals involved, and measurable results.
- **Sustainable**  
Recommendations demonstrate low-cost or no-cost options, and factor in long-term financial sustainability.
- **Documented Need or Gap**  
Plan addresses a documented need collectively that no other local organization can do on its own.
- **High Value to Residents**  
Recommendations incorporate and reflect local input.
- **Political Will**  
There must be the local leadership and capacity to make this happen.
- **Supporting Community Partners**  
Other entities are identified to help support this institutionally and financially.



## LEARNING IN EDUCATION AND WORK: **GOAL 1**

*Build educational resiliency; Change how and what people learn through teaching for traditional and non-traditional learners.*



*People learn in different ways, and not everyone thrives in formal academic settings or performs well on standardized tests required by K-12 schools and institutions of higher education. Jamie Merisotis, President and CEO of the Lumina Foundation, refers to cities as, “the creative and entrepreneurial furnaces that power our economy.”<sup>11</sup> To harness that power, all must have access not only to higher education, but to professional credentialing throughout their career as well. To meet this need, the Commission’s strategies are designed to bolster workforce preparation for students and those who want to improve their career performance.*

### **Desired Outcome**

Norfolk residents will be adaptable, productive workers with relevant skills throughout their career lives.

### **Intended Population**

Early education, K-12, higher education, adult education

### **Documented Need**

- Sixty-six percent (66%) of 2015 high school graduates from Norfolk public schools were enrolled in an institution of higher education. This is lower than the South Hampton Roads rate of 72% and the Virginia rate of 72%.<sup>9</sup>
- Thirteen percent (13%) of Norfolk adults aged 25 and older do not have a high school diploma. This is higher than the rate for South Hampton Roads (10%) and for Virginia (11%).<sup>10</sup>

### **Strategies and Action Steps**

**Strategy 1.1** Increase preparedness for 21st Century employment opportunities:

- Approve and implement the career and technical high school through a public, private, funding collaborative (Poverty Commission action step 2.2.4).
- Collaborate with Tidewater Community College and other career and technical higher education institutions to promote non-traditional learning opportunities to eliminate “stranded” workers.
- Develop and market a one-stop repository of self-directed learning opportunities to maximize career-long success.

## LEARNING IN EDUCATION AND WORK: **GOAL 2**

*Create relevance among academics, careers, and life to increase opportunities, foster adaptability, and expand cultural experiences.*

*Helping students of all ages and backgrounds become engaged and invested in the world beyond any perceived social, financial or academic barriers can open doors to success in life during and after formal education ends. The Commission focused on education in the broadest sense, and looked at strategies outside of public school programs to produce confidence, curious learners at all ages and all socioeconomic backgrounds. The Commission recognizes that access to the arts and culture strengthens critical thinking, the ability to understand complex concepts and develops imagination and innovation.<sup>12</sup>*

Norfolk's "Play Me I'm Yours" campaign provided pianos in public venues for visitors to enjoy.



City of Norfolk

### Desired Outcome

Produce confident, curious learners at all ages

### Intended Population

Early education, K-12, higher education, adult education

### Documented Need

- In 2017, 5th graders in Norfolk public schools had the lowest pass rate for math SOLs (71.1%) of all South Hampton Roads school districts.<sup>13</sup>
- During the 2016-2017 school year, Norfolk had the highest 9th grade fail rate in South Hampton Roads.<sup>14</sup>
- In 2017, Norfolk had the lowest on-time graduation rate (81.3%) in South Hampton Roads.<sup>15</sup>
- In 2016, Norfolk had a higher annual unemployment rate (5.2%) than South Hampton Roads (4.5%) and Virginia (4.0%).<sup>16</sup>

### Strategies and Action Steps

**Strategy 2.1** Improve the connection between academic and work/career opportunities:

- Identify, catalog and promote student-centered learning experiences based on real world concepts and issues using community assets in arts, culture, military and education, and leveraging philanthropic support to ensure equitable access.
- Nurture entrepreneurship by identifying and promoting opportunities for creative thinking, problem solving and implementation.

**Strategy 2.2** Increase family learning opportunities:

- Catalog and promote existing family/multi-generational learning opportunities.
- Develop and promote new opportunities using schools, libraries and other community assets.

# Summary of Recommendations

## LEARNING IN EDUCATION AND WORK: **GOAL 3**

*Ensure that children enter school ready to learn.*



City of Norfolk

According to Norfolk's Plan to Reduce Poverty, "A strong start for many of Norfolk's children, with support from both their parents and the community, will help interrupt the cycle of generational poverty and position children to be more likely to thrive in school."<sup>20</sup> Research indicates that children's brains develop the fastest before age 5, thus early childhood experiences have a significant and lasting impact on future success.<sup>21</sup>

The Lifelong Learning Commission recommends continuing to build on the goals outlined by the Poverty Commission so that children arrive at elementary school emotionally, physically, socially and academically ready to learn.<sup>22</sup>

Students with Mayor Alexander at the opening of the Jordan-Newby Library at Broad Creek.

### Desired Outcome

Children will enter school with the skills they need to be successful and become lifelong learners.

### Intended Population

Early education, K-12

### Documented Need

- In 2017, 5.5% of Norfolk kindergartners were retained, which is among the highest rates in South Hampton Roads.<sup>17</sup>
- Norfolk public schools have the highest percent of K-3 Repeaters (15.7%) than any other school district in South Hampton Roads.<sup>18</sup>
- In 2017, Norfolk public school 3rd graders were among the lowest of their South Hampton Roads peers in math SOL pass rate (66.4%).<sup>19</sup>

### Strategies and Action Steps

**Strategy 3.1** Support access to high quality early education for all children:

- Continue to build on the recommendations of the Poverty Commission's Work Plan in the areas of Early Childhood (Goal 1).

**Strategy 3.2** Support connection of early education programming efforts:

- Identify a lead person or organization for prioritization and coordination of early care and education across the City of Norfolk.



## LEARNING IN EDUCATION AND WORK: **GOAL 4**

*Create avenues for all Norfolk citizens to be successful working adults and to be able to adapt when the work environment changes.*

*Obtaining and maintaining a good job is particularly challenging for those who dropped out of high school, those who have ever been incarcerated, and military personnel transitioning to the civilian workforce. The Commission identified these three different population groups as those who could benefit from additional workforce development support.*

*Data show that Norfolk has the highest high school dropout rate in South Hampton Roads, is home to an estimated 4,600 youth ages 16-24 who are neither in school nor working, and a higher jail incarceration rate than the state and region. In addition, the city has a greater share of military personnel exiting active duty service. These life situations can become barriers to employment as well as meaningful community involvement of any kind.*



ADP's new location in Norfolk.

### Desired Outcome

Learning, training and work experiences that lead to meaningful work and careers throughout the employment life cycle will be available to all citizens.

### Intended Population

Returning citizens, high school dropouts, transitioning military

### Documented Need

- Each year approximately 300 citizens return home to Norfolk after being released from incarceration, and an estimated 75% have a high school diploma or less.<sup>23</sup>
- An estimated 8,200 to 13,000 military personnel exit the service in Hampton Roads each year. Of these, approximately 3,775 individuals list Norfolk as their place of residence upon exit.<sup>24,25</sup>
- At 9.2%, Norfolk has the highest high school dropout rate in South Hampton Roads, which averages 5.6% for all jurisdictions.<sup>26</sup>

### Strategies and Action Steps

**Strategy 4.1** Ensure continued learning to enhance work opportunities for incarcerated citizens:

- Inventory existing educational programs.
- Support in-jail GED programming.
- Build pathways to success, connecting skills with employment opportunities.

**Strategy 4.2** Improve connections to the workplace/ learning opportunities for disconnected youth (those between the ages of 16-24 who are not working and not in school):

- Provide students who have not completed high school with specific tools to aid in their transition to work.

**Strategy 4.3** Focus on retaining service members transitioning from the military into the Norfolk workforce:

- Identify existing transition programs specific to Norfolk.
- Link transitioning military to work opportunities.

# Summary of Recommendations

## LEARNING IN THE COMMUNITY: **GOAL 1**

*Create and facilitate leadership development, community engagement and cultural experiences as a part of lifelong learning for all citizens.*

Norfolk is home to several neighborhoods that experience higher than average poverty and unemployment rates, and citizens struggling to make ends meet. These communities often experience other place-based disparities such as social disconnection, poorer health and lower educational attainment. The Commission recommends strategies to help equip residents for neighborhood revitalization and community leadership, and to prepare residents to be agents of change. This recommendation builds upon on the work of the Poverty Commission, which recognized that, “An essential part of effective neighborhood revitalization efforts is authentic participation of residents.”<sup>29</sup>



City of Norfolk

Civic league members participate in Norfolk's "Strengthening Neighborhoods" program.

### Desired Outcome

Norfolk's neighborhoods will be healthy, stable communities that recognize and maximize their assets to offer choice communities to all residents.

### Intended Population

Neighborhood-oriented civic organizations

### Documented Need

- A 2017 study found that over 36% of Norfolk residents live in a distressed community as evidenced by high poverty and unemployment rates, low educational attainment and low business growth.
- An additional 52% live in communities at-risk of becoming distressed.<sup>27</sup>
- Since 2004, Norfolk has had significantly lower voter turnout rates than all other South Hampton Roads cities.<sup>28</sup>

### Strategies and Action Steps

- **Strategy 1.1** Bring neighbors together to facilitate conversations to build common understanding of neighborhood assets and aspirations to strengthen them:
  - Define "healthy neighborhood."
  - Identify assets/areas of strength.
  - Identify needed resources to achieve neighborhood goals.
- **Strategy 1.2** Create partnerships (public-private) to foster healthy neighborhoods and support strong schools and families to sustain lifelong learning:
  - Identify existing and potential public partnerships.
  - Identify existing and potential private partnerships.
  - Generate neighborhood development through the creation of public-private partnerships within neighborhoods.
  - Implement "Coffee with a Cop."

- **Strategy 1.3** Create a plan to develop community leadership and engagement that results in robust neighborhood talent pools to support and advance lifelong learning:
  - Ignite community engagement and involve stakeholders.
  - Create problem-solving methodology.
  - Empower citizens to take ownership and collaborate (community gardens, door knockers, beautification projects, etc.)
  - Define success and outcomes that are measurable.



Norfolk's new Amplified IT offices. The company assists schools in using Google for Education technology.



Joyful participants in Norfolk's "Night Nation Run" event.



## LEARNING IN LIFE/OVERARCHING STRATEGIES: **GOAL 1**

*Foster a culture of learning and civic engagement throughout life.*

One of the Commission's key overarching strategies is to ensure that citizens are aware of the wealth of assets available throughout the community. Norfolk is rich in community assets that inspire and support citizens as they pursue their dreams in business, education and the arts. PERcoLATOR provides co-working office space in several downtown locations for entrepreneurs, creatives and innovators. Neighborhood events, such as Huntersville's BIZ Cafe, host sessions on writing business plans and pitching entrepreneurial ideas. And the Creative Studios at the Slover Library encourage patrons to "bring their ideas into reality," according to Michael Willits, who oversees the Studios.<sup>30</sup> In addition, Amplified IT recently opened in Norfolk to assist K-12 school districts around the country to use Google for Education technologies.

In addition, it is essential for the Commission to coordinate the implementation of its plan for lifelong learning by establishing a structure, identifying a lead agency, advocating for resources, and monitoring progress.

### Desired Outcome

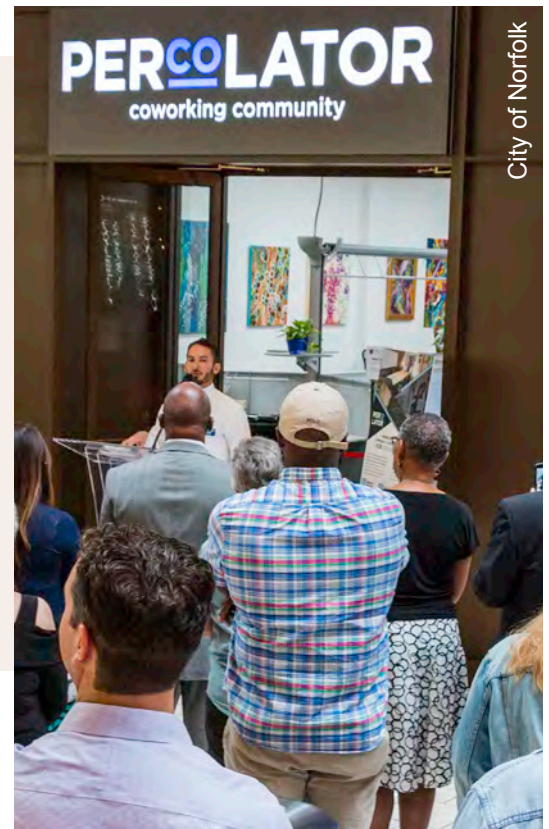
Citizens will reach their full potential, achieve personal goals, and through their knowledge, skills, abilities and talents become well-equipped to support a prosperous economy.

### Intended Population

All of Norfolk's citizens

### Strategies and Action Steps

- **Strategy 1.1** Increase awareness and use of available resources and community assets.
  - Map current assets that foster lifelong learning.
  - Catalogue existing programs and services that support Commission recommendations.
  - Improve citizen access to available resources.
- **Strategy 1.2** Coordinate the implementation of the plan for lifelong learning.
  - Establish an implementation structure to advocate and identify support for plan recommendations.
  - Create an implementation plan with short term, midterm and long range goals.
  - Collect and share data on progress of Norfolk as a lifelong learning city.



*Grand opening of PERcoLATOR, a collaborative working space for entrepreneurs and innovative startups.*



The Huntersville BIZ Cafe offers sessions on pitching entrepreneurial ideas and writing business plans.

*For many years, Norfolk has been creating a rich and vibrant culture of lifelong learning for residents of all ages and in all communities. One of the Commission's goals is to increase awareness of the many resources available so that all residents can reach their full potential, achieve personal goals, and through their knowledge, skills, abilities and talents become well-equipped to support a prosperous economy.*



Grand opening of the Slover Library's Maker Studio in Selden Arcade.



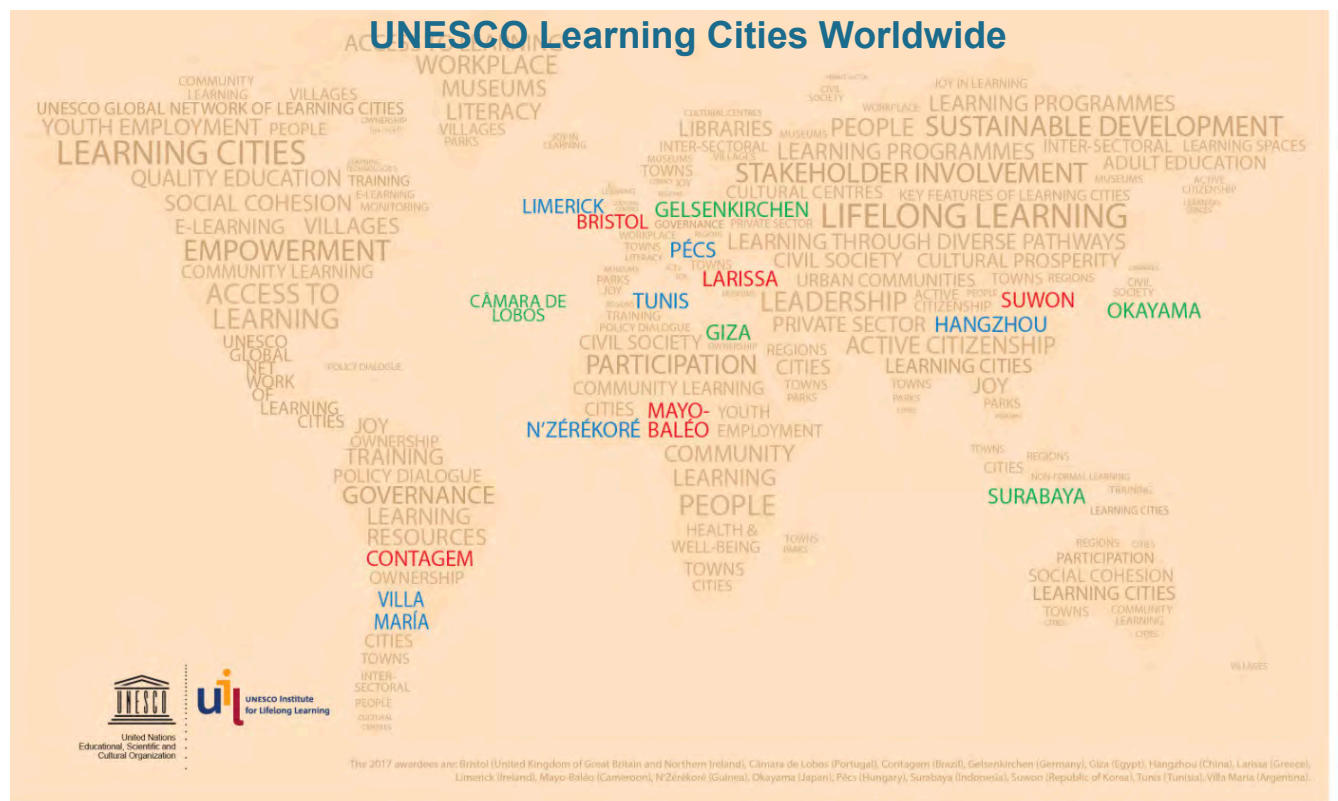
## INTRODUCTION

In 2013, Norfolk published **planNORFOLK 2030**, the City's General Plan, to guide and direct Norfolk's development over the next 20 years. One of the priorities of **planNOROLK 2030** is Supporting Lifelong Learning. The vision outlined for lifelong learning is that, "Norfolk provides its residents, from birth through retirement and beyond, with opportunities to develop their skills and interests."<sup>31</sup>

In 2017, the Lifelong Learning Commission was established to address this priority and explore ways that Norfolk and its citizens can improve upon the City's already extensive network of learning opportunities for citizens across the lifespan, and in every corner of the City. Chaired by Dr. Theresa Whibley, Councilman Tommy Smigiel and Councilwoman Mamie Johnson, the Commission was charged with identifying both traditional and non-traditional learning opportunities, which encompass everything from working adults learning new skills and retirees continuing their enrichment.

The Commission's primary focus was to instill the culture of lifelong learning in all citizens, helping them develop traits that will make them more resilient, productive, adaptable, self-supporting, curious, engaged, and prepared for taking leadership roles. A key objective was to ensure that all citizens are aware of what the City offers, and are able to navigate a way to the opportunities available.

At around the same time, the UNESCO Global Network of Learning Cities (GNLC) was initiated as source of best practices and policy ideas for urban cities wanting to improve economic growth, cultural prosperity, citizen empowerment, and social inclusion. According to UNESCO, “A growing number of urban communities around the world are recognizing that lifelong learning can be a driver of social, cultural, economic and environmental development.”<sup>32</sup> The Commissioners looked to UNESCO’s Guiding Documents as an inspirational road map for developing recommendations for citizens of Norfolk.



*Through its many community, cultural, educational and economic initiatives, Norfolk joins localities in 48 countries who have or are developing UNESCO's learning city concept.*



## METHODOLOGY

The Commissioners met monthly between October 2017 and October 2018 to explore lifelong learning in its broadest sense and to identify ways to support citizen learning at all stages of life. The process was managed by The Planning Council under contract with the City of Norfolk. Staff from The Planning Council collected data, provided research to the Commissioners, facilitated the meetings and prepared the report.

At the introductory meeting, Commissioners met with Dr. Susan Perry, who oversaw Norfolk's Poverty Commission in 2013-14. Because the Lifelong Learning Commission was established to build upon the work of the Poverty Commission, Dr. Perry suggested three work groups for the Commissioners to consider:

- Early Education
- Youth Education/Career Pathways
- Adult/Military Connected Education

The work groups would be responsible for reviewing data, analyzing issues, and developing final recommendations for each of the three target areas above. To support these efforts, the Commissioners adopted an overarching vision of "Fostering a culture of learning and civic engagement throughout life."

After initial discussions, the Commissioners agreed that a great deal has already been accomplished in early education, and that they wanted to consider alternative work groups to address areas in which less progress has been made. It was essential that the Commission consider learning in the broadest sense:

- Learning in and out of educational institutions.
- Learning across the lifespan.
- Learning as it extends to disadvantaged populations.
- Learning as it relates to the population that is connected to the military.



*Eggleston's Urban Farm "Retain Your Rain" event.*

Through robust discussions about 1) whether to focus on specific populations, 2) how to support traditional and non-traditional learners, 3) the importance of community culture, and, 4) learning at all stages of life, the Commissioners redefined their work groups into the following broad areas:

- Learning in Education
- Learning in Work
- Learning in Life

With this understanding, each work group developed an “impact statement” that answered the questions: “What would you like to change,” and “Why is this a problem?” To address these questions, Commissioners adopted the guiding principles of *promoting inclusion, prosperity and sustainability for all citizens*. Commissioners also shared a set of core values that include personal responsibility, adaptability, inclusiveness, and being supportive of community-led efforts without forcing ideas that will not work in Norfolk. The resulting impact statements served as major drivers of the goals and outcomes of the final recommendations.

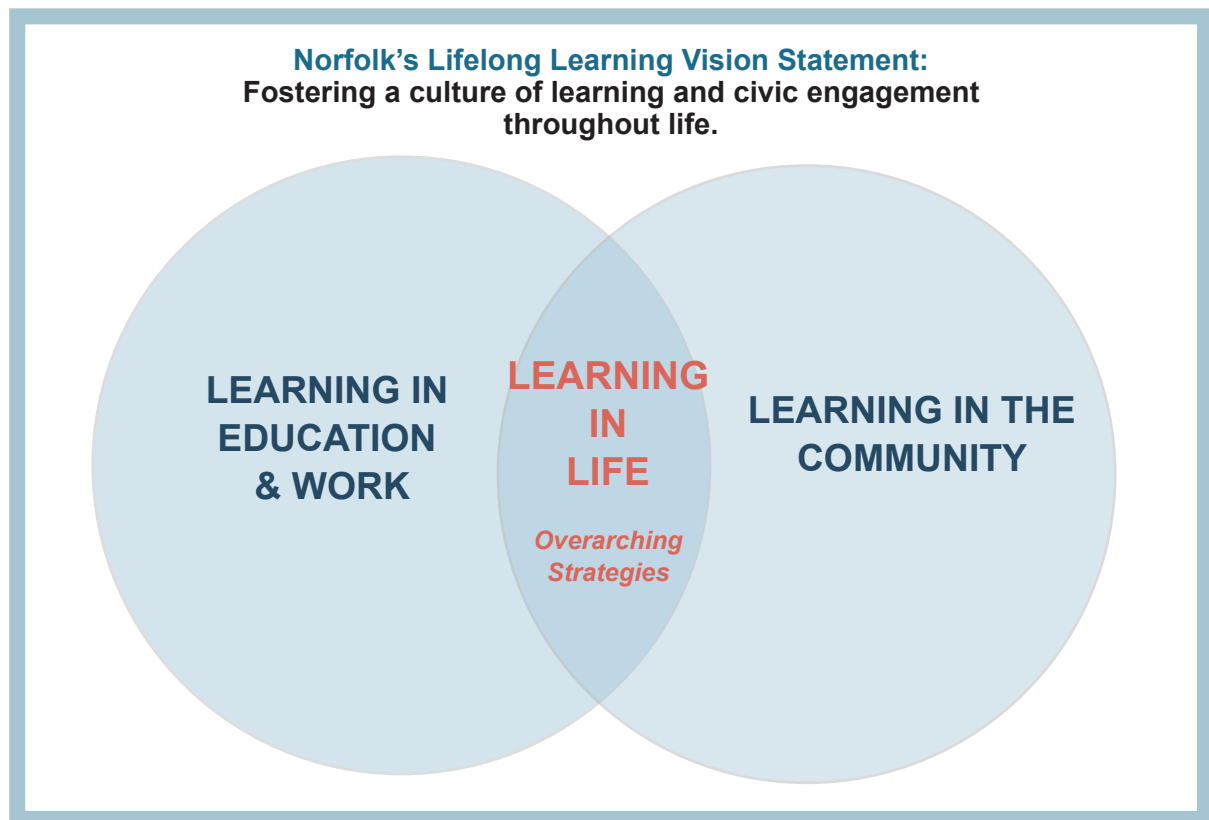
Throughout the process, it became clear that there was significant overlap between the Learning in Work and the Learning in Education work groups, so the Commissioners agreed to merge the two groups. The Learning in Life work group also refined its focus toward the community level and wanted to articulate this more clearly. The final work groups evolved as:

- **Learning in Education and in Work**
- **Learning in the Community**

In addition, the goals developed by both work groups incorporated two overarching principles: 1) increase awareness of existing resources, and 2) coordinate a structure for implementing the plan. To formalize these principles, the Commission developed a third work plan:

- **Learning in Life/Overarching Strategies**

An important last step of the process was researching, reviewing and recommending the best way to implement the recommendations after the Commission sunsets at the end of 2018. The recommendations for this are covered in the Next Steps section on page 48 of this report.







City of Norfolk

Face painting at "Imagine Five Points."

*Norfolk's "Imagine Five Points" event was held in this historic business corridor in 2017 to showcase works from more than 40 local artists and featured local musicians as well.*



City of Norfolk

Live music at "Imagine Five Points."





## RECOMMENDATIONS

The Commission organized its recommendations into the following goal areas: 1) **support lifelong education and workforce development opportunities** and 2) **support lifelong learning at the community level** to assist neighborhoods in their own revitalization efforts. A third, overarching goal is to **increase awareness of existing resources and assets**.

In addition, the recommendations include consideration of several target populations such as those without a high school diploma, those transitioning from a military career to the civilian workforce, citizens returning to the community from incarceration, adult learners and senior citizens, and residents willing to participate in civic engagement and neighborhood improvement initiatives.

This section provides specific recommendations, strategies and action steps for each of the two areas, as well as data and graphs that highlight the needs, and supporting evidence from best practices implemented in other localities. Appendix 1 includes work plans with details on the intended outcomes, suggested lead agencies, community partners and estimated costs. Appendix 2 includes a full data report. Appendix 3 includes the Citizen Survey.

These recommendations are not intended to create *new* programs, but to leverage existing efforts and help drive policy and budgeting decisions. Norfolk already provides a wide array of tools and opportunities for lifelong learning, and the Commission included an overarching strategy to ensure that all citizens are aware of what the City offers, and are able to navigate a way to the opportunities available.

The foundation of the Commission's work was to explore ways to help citizens develop the skills they need to become adaptable, resilient, self-supporting, curious, engaged in their communities, and prepared for leadership roles. The Commission offers these recommendations with a genuine hope of nurturing the next generation of visionaries from within the community, and with the recognition that this may require a change in mindset across the community.



Learning about the Elizabeth River Trail.





# Learning in Education and Work

**GOAL 1:** Build educational resiliency; Change how and what people learn through teaching for traditional and non-traditional learners.

*People learn in different ways, and not everyone thrives in formal academic settings or performs well on standardized tests required by the K-12 schools and institutions of higher education. Jamie Merisotis, President and CEO of the Lumina Foundation, refers to cities as “the creative and entrepreneurial furnaces that power our economy.”<sup>33</sup> To harness that power, all must have access not only to higher education, but to professional credentialing throughout their career as well. To meet this need in Norfolk, the Commission’s strategies are designed to bolster workforce preparation for students and workers who want to improve their career opportunities.*

## Intended Population

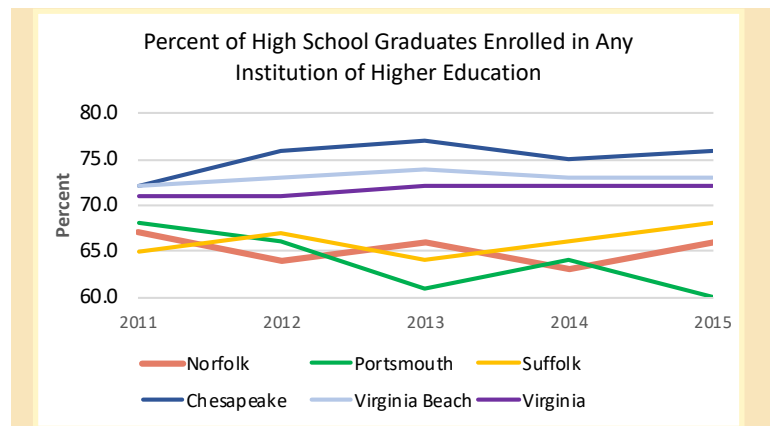
Early education, K-12, higher education, adults

## Desired Outcome

Norfolk residents will be adaptable, productive workers with relevant skills throughout their career lives.

## Documented Need

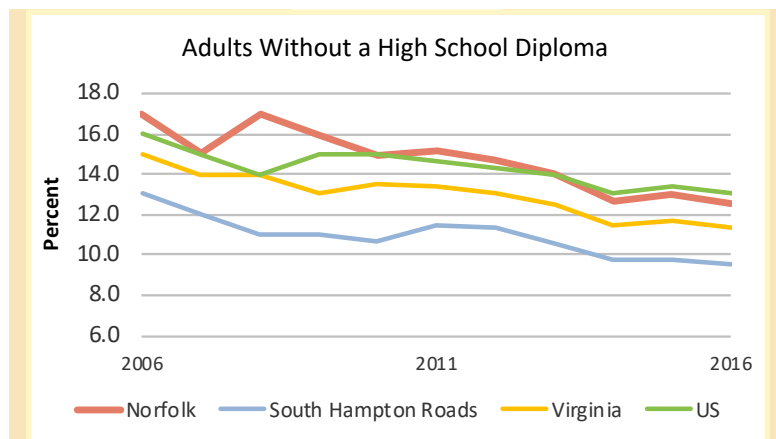
- Between 2011 and 2015, the percentage of Norfolk high school graduates attending an institution of higher education has been lower than most other cities in the region, and lower than the state.<sup>34</sup>
- Sixty-six percent (66%) of 2015 high school graduates from Norfolk public schools were enrolled in an institution of higher education. This is lower than South Hampton Roads rate of 72% and the Virginia rate of 72%.<sup>35</sup>



Source: Virginia Department of Education



- Thirteen percent (13%) of Norfolk adults aged 25 and older do not have a high school diploma. While this rate has steadily decreased, it has remained higher than the rate for South Hampton Roads (10%) and for Virginia (11%).<sup>36</sup>



Staff at All Academics Plus grand opening.

## Goal 1 Strategies

**Strategy 1.1** Increase preparedness for 21st Century employment opportunities by:

- Approve and implement the career and technical high school through a public, private, funding collaborative (Poverty Commission action step 2.2.4).
- Collaborate with Tidewater Community College and other career and technical higher educational institutions to explore and promote non-traditional learning opportunities to eliminate “stranded” workers.
- Develop and market a one-stop repository of self-directed learning opportunities to eliminate “stranded” workers to maximize career-long success.

## Evidence of Impact

According to **ChildTrends**, “Educational attainment is a powerful predictor of well-being. Young adults who have completed higher levels of education are more likely to have economic job success than those who have not.”<sup>37</sup> But a four-year degree is not necessarily the right path for earnings and satisfaction for all students.

The Poverty Commission found that “Middle-skill jobs, requiring post-high school certificates or two years of training, are growing nationally and in Virginia, particularly in the health care, construction, manufacturing and natural resources fields.”<sup>38</sup> Estimates indicate that “almost half of all jobs in Virginia need workers with middle skills, but only about a third of workers had the proper training and credentials to fill them.”<sup>39</sup>

To address this training gap, the Poverty Commission proposed a Career and Technical High School to prepare youth and young adults for stable and sustainable employment. “One of the most important credentials for finding a job and earning a family-supporting wage is completing high school

and some form of post-secondary education, such as a career and technical program, apprenticeship, or a two- or four-year degree.”<sup>40</sup>

The Poverty Commission’s recommendation was based on the Worcester Technical High School in Massachusetts, which has demonstrated an increase in on-time graduation rate, reduced the dropout rate, and increased attendance rate.<sup>41</sup> Norfolk’s Career and Technical High School would help prepare students with relevant and marketable skills that match the local job force, and provide real world experience through professional mentors and job shadowing.

Georgia Tech also developed a model to provide education across the lifespan, or “education outside the demographic sweet spot.”<sup>42</sup> Georgia Tech’s Commitment to Lifetime Education recognizes the need for immediate learning options for workers at all stages of their careers, noting, “At the rate new knowledge is being created and new skills are being demanded by employers, most workers cannot take two or four years from their working lives to achieve yet another degree as the only credential for learning as add-ons to traditional degrees.”<sup>43</sup> Instead, Georgia’s model favors “micro-credentials” that can provide immediate training for emerging needs and be incorporated into larger programs or can stand on their own.<sup>44</sup>

The need for professional credentials has increased significantly. “Businesses and other employers are increasingly valuing non-academic credentials and certificates as indicators of specific skills that job-seekers hold. And the market is responding to this demand; in 2010, over one million skill-specific certificates were awarded to job-seekers in the U.S. (compared to 300,000 in 1994).”<sup>45</sup>





Participants in the region's "Launch 757" event to promote entrepreneurial efforts.



**GOAL 2: Create relevance among academics, careers, and life to increase opportunities, foster adaptability, and expand cultural experiences.**

*Helping students of all ages and backgrounds become engaged and invested in the world beyond any perceived social, financial or academic barriers can open doors to success in life during and after formal education ends. Norfolk youth are significantly more likely to repeat the 9th grade and less likely to graduate on time than their peers across South Hampton Roads. Norfolk students may be struggling more than their peers in remaining engaged in school, and could benefit from a greater variety of work and school opportunities. The Commission focused on education in the broadest sense, and looked at strategies outside of public school programs to produce confident, curious learners at all ages and all socioeconomic backgrounds.*

*The Commission also recognizes that access to the arts and culture strengthens critical thinking skills, the ability to understand complex concepts, and sparks the imagination and innovation.<sup>46</sup> With diminishing public funds for arts education, the Commission recognizes the value of making Norfolk's rich arts programs available to students who may not otherwise have the opportunity to participate in them. One study also shows that arts education can have positive outcomes similar to high quality after-school programming, such as improved engagement in school, decreased dropout rate, improved attitudes about oneself and the future, and decreased delinquent behavior.<sup>47</sup>*

**Desired Outcome**

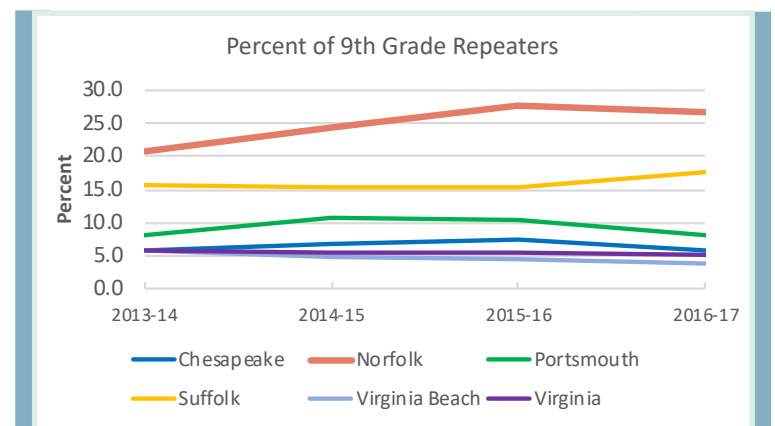
Produce confident, curious learners at all ages

**Intended Population**

Early education, K-12, higher education, adults

**Documented Need**

- During the 2016-2017 school year, Norfolk had the highest 9th grade fail rate in South Hampton Roads.<sup>48</sup>
- In 2017, Norfolk had the lowest on-time graduation rate (81.3%) in South Hampton Roads.<sup>49</sup>
- In 2016, Norfolk had a higher annual unemployment rate (5.2%) than South Hampton Roads (4.5%) and Virginia (4.0%).<sup>50</sup>



Source: Virginia Early Childhood Foundation



Eggleston's Urban Farm "Retain Your Rain" event.

*The Eggleston Urban Farm is part of The Eggleston Garden Center, which provides job training and employment opportunities for individuals with disabilities. The Urban Farm received a "Retain Your Rain" grant from the Norfolk Office of Resilience and was able to build cisterns to catch rainwater from nearby rooftops near downtown Norfolk.<sup>51</sup>*



Volunteers participate in Eggleston's Urban Farm "Retain Your Rain" event.





City of Norfolk

Artist poses with her work at the "Imagine Five Points" community event.



## Goal 2 Strategies

**Strategy 2.1** Improve the connection between academic and work/career opportunities:

- Identify, catalog and promote student-centered learning experiences based on real world concepts and issues using community assets in arts, culture, military and education, and leveraging philanthropic support to ensure equitable access.
- Nurture entrepreneurship by identifying and promoting opportunities for creative thinking, problem solving and implementation.

**Strategy 2.2** Increase family learning opportunities:

- Catalog and promote existing family/multi-generational learning opportunities.
- Develop and promote new opportunities using schools, libraries and other community assets.

## Evidence of Impact

A 2016 study by the Pew Research Center reported that 87% of workers believe it will be essential or important to get additional training and gain new skills throughout their careers.<sup>52</sup> This finding highlights the connection workers see between academics and real-world job opportunities.

Traditional four-year college won't be the right fit for many students. Jeffrey Selingo and Kevin Simon have stated that, "Rather than a higher education system that requires all prospective students enroll in full-time programs to earn a degree, workers are demanding 'plug and play' platforms that enable access to smaller bites of just-in-time education throughout their careers. Much like we might jump on YouTube to learn how to cook a new recipe for dinner, we learn best in the moment when we need it."<sup>53</sup> This 'new learning ecosystem' offers workers accessible, immediate and affordable ways to stay current in the workforce and personalize their

learning needs as the 'gig-economy' reshapes the traditional workplace and educational institutions.<sup>54</sup>

With regard to art and culture, Norfolk has a rich and diverse heritage for residents to enjoy. Research shows that the arts can bring joy to individuals by fostering a creative voice within, and by improving a sense of social connectedness and empathy. In addition, the arts can also translate to wider community benefits such as measurable economic growth.<sup>55</sup>

Organizations across the country are responding to the loss of arts programming in public schools by establishing local coalitions that foster and promote arts education in the community. Los Angeles' Arts Education Gap Analysis,<sup>56</sup> and Dallas' *Thriving Minds* initiative,<sup>57</sup> have both documented the following outcomes from arts education in the community:

- Improved engagement in learning.
- Decreased drop-out rate.
- Increased academic achievement.
- Decreased delinquent behavior.
- Helped overcome socioeconomic obstacles.
- Improved attitudes about self & future.

These efforts spark the imagination, creativity, and innovation -- all of the tools needed by critical thinkers and problem solvers. And when families enjoy these activities together, they can develop skills they can contribute to their communities.<sup>58</sup>

The benefits of family learning is increased when senior citizens are included. "There's an antiquated notion that a retirement community is what everybody wants. But actually...they want to be able to age in the same communities that they raised their kids in, or maybe grew up in themselves."<sup>59</sup>

### GOAL 3: Ensure that children enter school ready to learn.

According to Norfolk's Plan to Reduce Poverty, "A strong start for many of Norfolk's children, with support from both their parents and the community, will help interrupt the cycle of generational poverty and position children to be more likely to thrive in school."<sup>63</sup> Research indicates that children's brains develop the fastest before age 5, thus early childhood experiences have a significant and lasting impact on future success.<sup>64</sup>

As seen in the data below, Norfolk kindergartners tend to be less ready to enter school than their peers across South Hampton Roads. They have the highest rate of being retained between kindergarten and grade 3, and third grade students have the lowest pass rate on reading SOL tests. In order to ensure that young children are ready to enter school, the Commission recommends continuing to build on the goals outlined by the Poverty Commission so that children arrive at elementary school emotionally, physically, socially and academically ready to learn.<sup>65</sup>

#### Desired Outcome

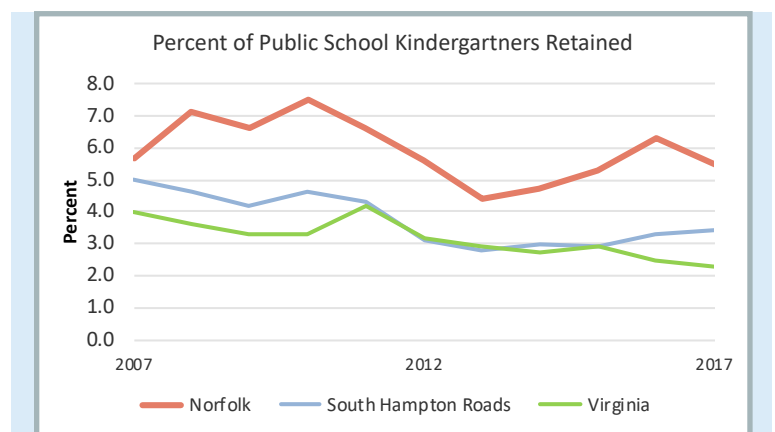
Children will enter school with the skills they need to be successful and become lifelong learners.

#### Intended Population

Early education, K-12

#### Documented Need

- In 2017, 5.5% of Norfolk kindergartners were retained, which is among the highest rates in South Hampton Roads.<sup>60</sup>
- Norfolk public schools have a higher percent of K-3 Repeaters (15.7%) than any other school district in South Hampton Roads.<sup>61</sup>

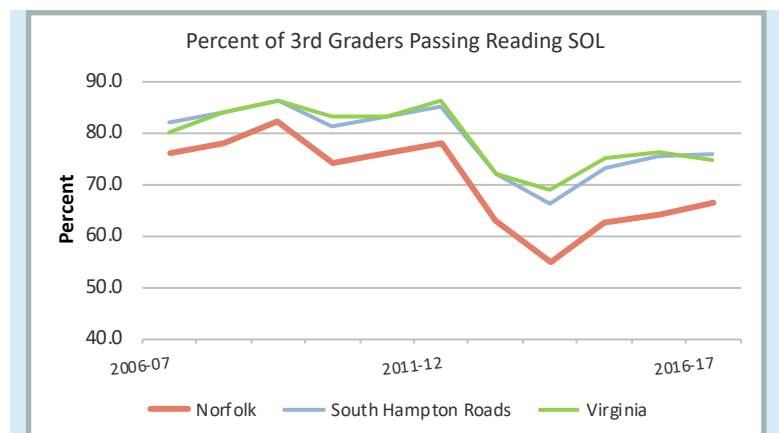


Source: Virginia Department of Education



*Students practice their reporting skills at the opening of the Jordan-Newby Branch Library at Broad Creek.*

- In 2017, Norfolk public school 3rd graders were among the lowest of their South Hampton Roads peers in math SOL pass rate (66.4%).<sup>62</sup>



Source: Virginia Department of Education



### Goal 3 Strategies

**Strategy 3.1** Support access to high quality early education programming for all children:

- Continue to build on the recommendations of the Poverty Commission's Work Plan in the areas of Early Childhood (Goal 1).

**Strategy 3.2** Support connection of early education programming efforts:

- Identify a lead person or organization for prioritization and coordination of early care and education across the City of Norfolk.

### Evidence of Impact

Children need to experience stimulating activities at home or preschool prior to starting school to ensure they have the appropriate skills to master the tasks they will be expected to do. When children are retained in kindergarten for an extra year, it is an indication that they did not enter school ready to learn.

The Virginia Kindergarten Readiness Project states, "children who enter kindergarten behind their peers rarely catch up; instead, the achievement gap widens over time. Children who enter the K-12 school system without being ready are more likely to fall below grade level expectations, to be retained in school, to be placed in special education, to drop out of high school, to not attend college, and to become unemployed."<sup>66</sup> School readiness is assessed by a child's skills in "language, literacy, cognition and general knowledge, approaches to learning, and social and emotional development."<sup>67</sup>

The Poverty Commission provided the data below demonstrating that pre-kindergarten education has been shown to:

- "Decrease special education placement by 49% and reduce grade retention by 50%;
- "Decrease child abuse and neglect by 51% and juvenile arrests by 33%;
- "Increase high school graduation by 31%, college attendance by more than 80%, and employment by 23%."<sup>68</sup>

Further, the Poverty Commission reported, "Controlled research on the effect over time of high-quality early childhood programs has found that program benefits - such as increased personal earnings and savings on crime and public services - to the individual and society produce rates of return from seven to 20 percent. This is far beyond what investigators might expect in typical markets."<sup>69</sup> Some early childhood research indicates that high quality programs can save taxpayers an estimated \$10,000 per student in reduced crime, healthcare, grade retention, and increased labor market earnings.<sup>70</sup>

Research by the Poverty Commission found that "Appropriate care and stimulation in the early years of childhood, prior to entering elementary school, helps children develop critical thinking abilities that impact not only 4th grade academic achievement, but last into adulthood."<sup>71</sup> And, according to ChildTrends, children entering school with basic math and reading skills are more likely than others to achieve academic success, higher levels of education, and overall more secure employment."<sup>72</sup>



Families learn about public safety vehicles and equipment at Norfolk's "Public Safety Day."

*Norfolk's Public Safety Day is an annual event hosted by the Office of Emergency Preparedness and Response. The event promotes public safety and offers residents an opportunity to talk with first responders, utility companies, and other public safety officials.*



Residents enjoying "Public Safety Day."

**GOAL 4:** Create avenues for all Norfolk citizens to be successful working adults and to be able to adapt when the work environment changes.

*Obtaining and maintaining a good job is particularly challenging for those who dropped out of high school, those who have ever been incarcerated, and military personnel transitioning to the civilian workforce. The Commission identified these three different population groups as those who could benefit from additional workforce development support. A key component for all three groups is helping them make connections in the community that can lead to fulfilling jobs.*

*Data show that Norfolk has the highest dropout rate in South Hampton Roads, is home to an estimated 4,600 youth ages 16-24 who are neither in school nor working, and a higher jail incarceration rate than the state and region. In addition, the city has a greater share of military personnel exiting active duty service. These life situations can become barriers to employment as well as meaningful community involvement.*

*The benefit of a lifelong learning campaign is that “Learning cities enable their citizens to learn throughout life. In doing so, they enhance individual empowerment, social cohesion, and economic and cultural prosperity.”<sup>80</sup> This is especially important for citizens who face employment barriers of any kind.*

### Desired Outcome

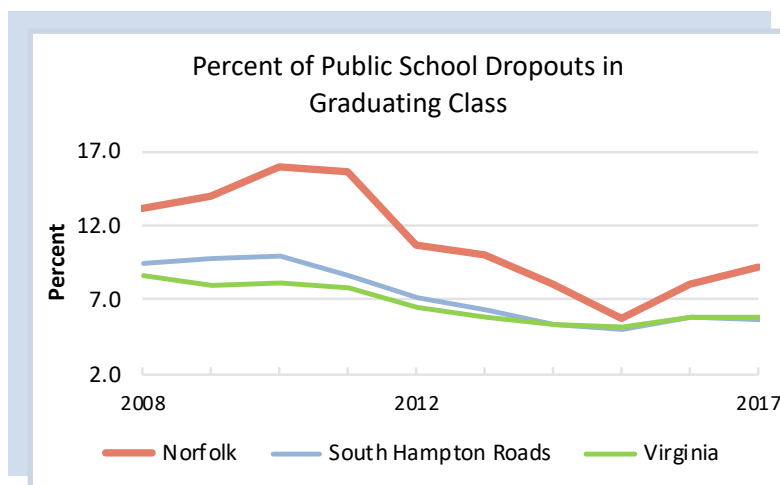
Learning, training and work experiences that lead to meaningful work and careers throughout the employment life cycle will be available to all citizens.

### Intended Population

Returning citizens, high school dropouts, transitioning military

### Documented Need

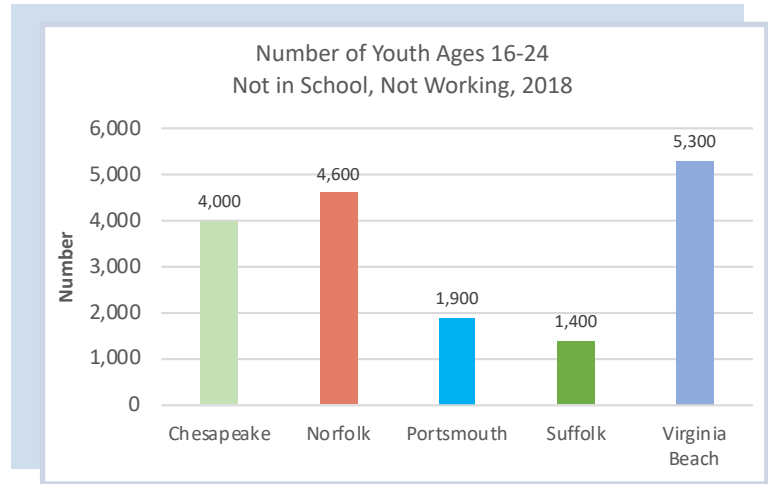
- At 9.2%, Norfolk has the highest high school dropout rate in South Hampton Roads, which averages 5.6% for all jurisdictions.<sup>73</sup>



Source: Virginia Department of Education

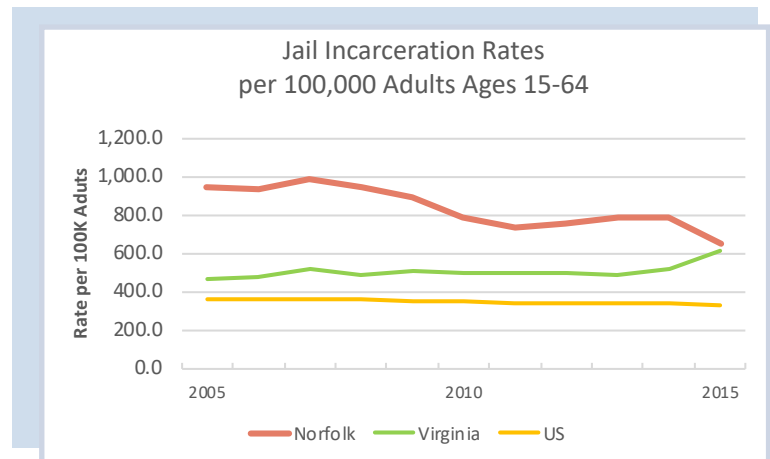


- A 2018 study by Measure of America estimated that Norfolk is home to approximately 4,600 youth (9.2%) between ages 16-24 who are “disconnected,” meaning that they are not working, not in school, and lacking the knowledge, skills and experiences needed to make a positive transition into adulthood.<sup>74</sup>



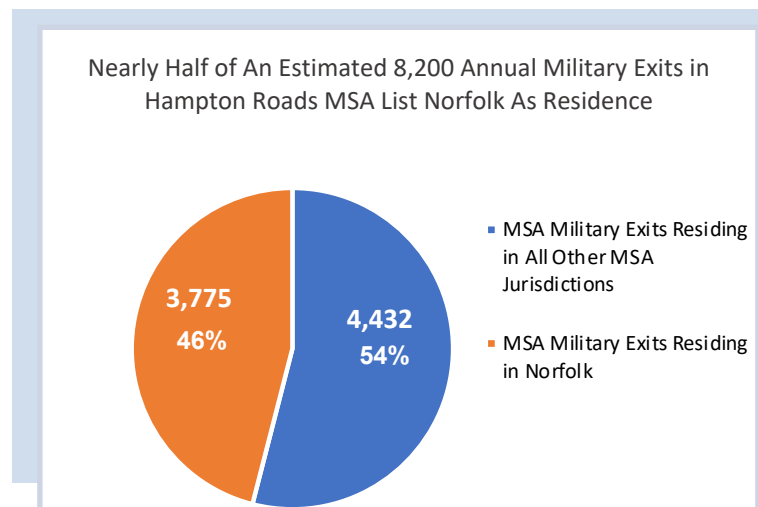
Source: Measure of America

- Between 2005 and 2015, Norfolk’s jail incarceration rate well exceeded that of Virginia and the U.S.<sup>75</sup>
- Each year that translates to approximately 300 citizens returning home to Norfolk after being released from incarceration.<sup>76</sup>
- In addition, it is estimated that 75% of formerly incarcerated individuals have a high school diploma or less.<sup>77</sup>



Source: Vera Institute of Justice

- Norfolk has a large portion of the active duty military population in Hampton Roads. An estimated 8,200 to 13,000 military personnel exit the service in Hampton Roads each year. Of these, approximately 3,775 individuals list Norfolk as their place of residence upon exit.<sup>78,79</sup>



Source: Hampton Roads Chamber of Commerce; Opportunity Inc.



City of Norfolk

*Military service members performing at the 2018 International Tattoo.*

## Goal 4 Strategies

**Strategy 4.1** Ensure continued learning to enhance work opportunities for incarcerated and formerly incarcerated citizens:

- Inventory existing educational programs, including those provided inside jails.
- Support in-jail GED programming.
- Build pathways to success, connecting skills with employment opportunities.

**Strategy 4.2** Improve connections to the workplace/ learning opportunities for those without a high school diploma and those between the ages of 16-24 who are not working and not in school:

- Provide students who have not completed high school with specific tools to aid in their transition to work.

**Strategy 4.3** Focus on retaining service members transitioning from the military into the Norfolk workforce:

- Identify existing transition programs specific to Norfolk.
- Link transitioning military to work opportunities.

## Evidence of Impact

Many studies over the past two decades have demonstrated a strong correlation between education level and recidivism - the higher the education level, the lower the recidivism rate. One study in Indiana showed that the recidivism rate of GED completers was 20% less than the general prison population, and the recidivism rate for college degree completers was 44 percent lower than the general prison population.<sup>81</sup>

As a student in one prison education program stated, "If you release someone with the same skills with which she came in, she's going to get involved in the same activities as she did before."<sup>82</sup> Given that approximately 75% of those behind bars have

less than a high school diploma, the majority of inmates could benefit from educational programs.

In addition, studies show that prison education programs can break the cycle of incarceration among families, and provide children of inmates with viable alternatives to dropping out of school or following a parent or sibling into a life of crime.

Norfolk has a high rate of dropouts, and these individuals experience much higher rates of unemployment, incarceration and poverty than those with a high school diploma.<sup>83</sup> The Bureau of Labor Statistics estimates that individuals with a GED experience higher unemployment rates (8%) than someone with a high school degree (5.4%) and lower weekly earnings.<sup>84</sup>

In 2014, San Diego created a Military Transition Support Project to assist the city's exiting military personnel. With representatives from the military, government agencies, elected officials, nonprofits businesses, and philanthropic institutions, San Diego developed a comprehensive plan to better coordinate education, job training and career planning for veterans. The plan is now being carried out by a new non-profit, *zero8hundred*, which offers support 9 months prior to leaving active duty through 12 months after exit.

The Project provided the following data:

- 50% of post 9/11 veterans experience difficulty transitioning to civilian life.
- 30.2% of post 9/11 veterans ages 18-24 are unemployed, compared to 16.1% for nonveterans of the same age.
- Veterans typically are more likely to vote and be engaged in their communities.<sup>85</sup>

Like Norfolk, San Diego has a substantial active and retired military population, and is committed to providing the assistance needed to help transition them into the civilian workforce.





# Learning in the Community

**GOAL 1:** Create and facilitate leadership development, community engagement and cultural experiences as a part of lifelong learning for all citizens.

Norfolk is home to a disproportionate number of residents in neighborhoods that experience higher than average poverty and unemployment rates, with citizens often struggling to make ends meet. Such communities often experience place-based disparities such as social disconnection, poorer health and lower educational attainment, just to name a few.

The City is poised to build on the talents and skills in each community to help equip residents for neighborhood leadership and to be agents of change. The Commission's recommendations are designed to tap into the deep understanding that residents have about their own communities, their needs, assets and history; to establish relationships and channels of communication that can reach people who might otherwise be less open to formal or institutional outreach; and to facilitate citizens' ability to gain the attention of political leaders.<sup>86</sup>

The recommendations below reflect the Poverty Commission's understanding of community change: "An essential part of effective neighborhood revitalization efforts is authentic participation of residents. Community revitalization initiatives are more likely to establish legitimacy and achieve results when they engage residents in effective organizing, outreach, and participation."<sup>87</sup>

## Desired Outcome

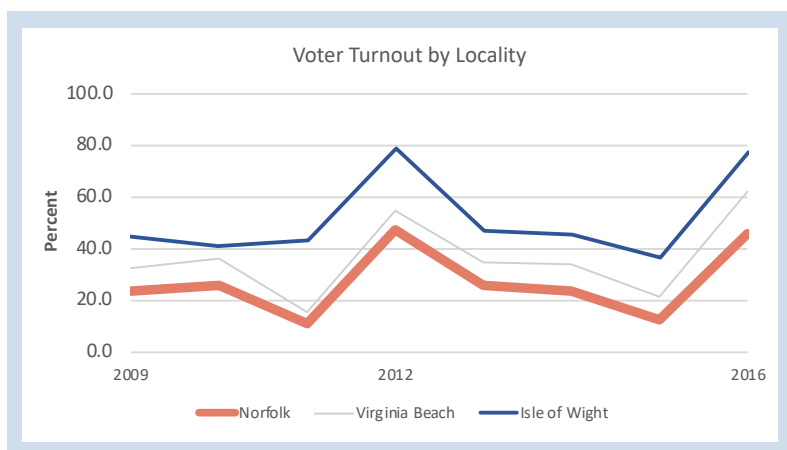
Norfolk's neighborhoods will be healthy, stable communities that recognize and maximize their assets to offer choice communities to all residents.

## Intended Population

Neighborhood-oriented civic organizations

## Documented Need

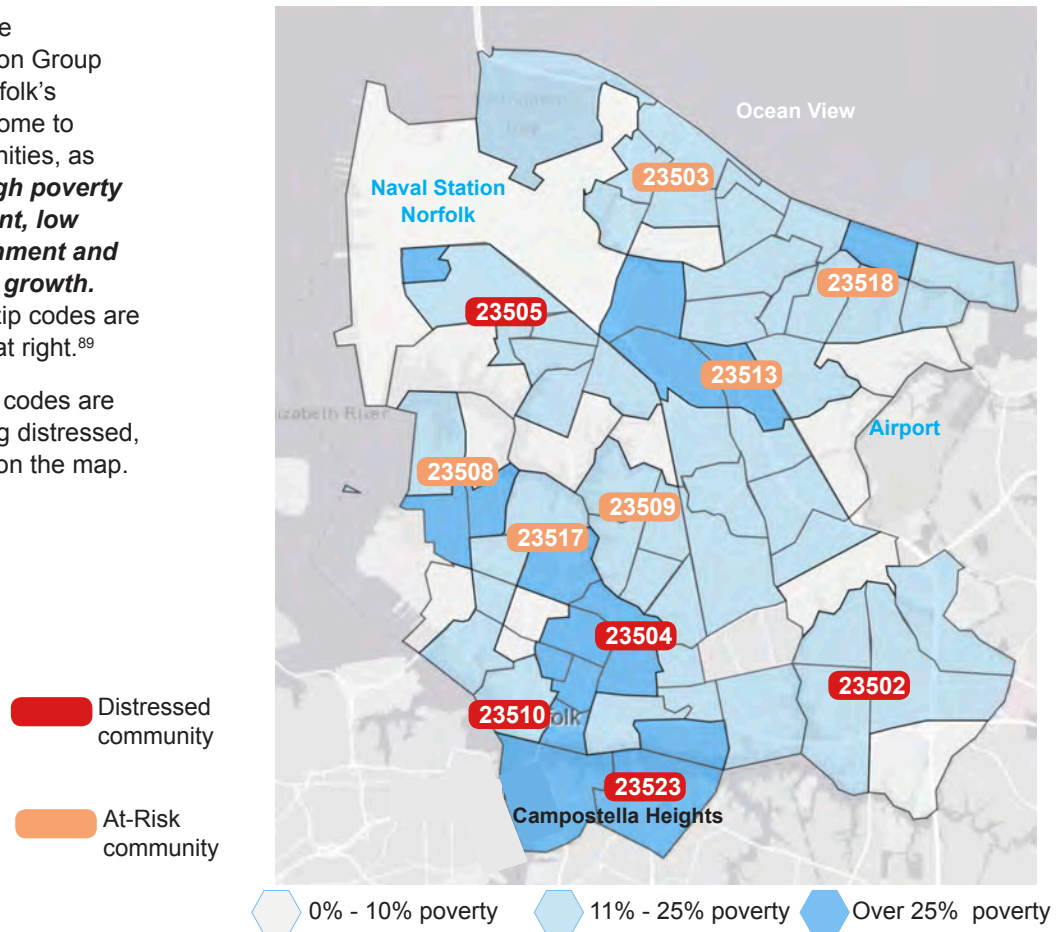
- Since 2004, Norfolk has had significantly lower voter turnout rates than all other South Hampton Roads cities.<sup>88</sup>



Source: Virginia Board of Elections

## Distressed/At-Risk Communities in Norfolk

- A 2017 study by the Economic Innovation Group found that 5 of Norfolk's 13 zip codes are home to distressed communities, as documented by **high poverty and unemployment, low educational attainment and limited economic growth**. These distressed zip codes are in red on the map at right.<sup>89</sup>
- An additional 6 zip codes are **at-risk** of becoming distressed, and are in orange on the map.



Source: Economic Innovation Group

*"Lifelong Learning keeps the mind young, alert and interested in the world and what it has to offer."*

*- Resident Survey*

## Strategies and Action Steps

- **Strategy 1.1** Bring neighbors together to facilitate conversations to build common understanding of neighborhood assets and aspirations to strengthen them:
  - Define “healthy neighborhood.”
  - Identify assets/areas of strength.
  - Identify needed resources to achieve neighborhood goals.
- **Strategy 1.2** Create partnerships (public-private) to foster healthy neighborhoods, and support strong schools and families to sustain lifelong learning:
  - Identify existing and potential public partnerships.
  - Identify existing and potential private partnerships.
  - Generate neighborhood development through the creation of public-private partnerships within neighborhoods.
  - Implement “Coffee with a Cop.”
- **Strategy 1.3** Create a plan to develop community leadership and engagement to result in a robust neighborhood talent pool to support and advance lifelong learning:
  - Ignite community engagement and involve stakeholders.
  - Create problem-solving methodology.
  - Empower citizens to take ownership and collaborate (community gardens, door knockers, beautification projects, etc.)
  - Define success and outcomes that are measurable.



Crew of the U.S.S. George H.W. Bush participate in “Community Service Day.”





Norfolk's new City Beach Marker.

## Evidence of Impact

The Poverty Commission explored national models that are helping transform neighborhoods, educational resources, workforce development opportunities, and the social and emotional health of neighborhood residents. These models highlight the positive impact of community empowerment initiatives that can be adapted locally.

In East Lake, Atlanta, local community partnerships and leadership resulted in 100% high quality housing units, a crime rate 50% lower than the rest of the city, and a 70% employment rate for adults receiving public housing assistance.<sup>90</sup>

In Fort Worth, Texas, over \$125 million has been invested in Renaissance Heights, a place-based, neighborhood-focused initiative that includes 330,000 square feet of retail space, “providing neighborhood residents close proximity to a grocery store and other retail/commercial entities.”<sup>91</sup>

And in Omaha, Nebraska, collaborations have set a goal of “breaking the cycle of intergenerational poverty and community deterioration by building thriving schools, recreational facilities, and other amenities to attract new public and private investment to the area.”<sup>92</sup>

The Integration Initiative, part of Living Cities, provides insights and a checklist for creating “equity driven collective impact” to empower low income communities. For example, Cleveland’s “Neighbor Up” program empowers neighborhood residents to become engaged with Cleveland and with each other through small grants for community-led projects.<sup>93</sup>

Around the country, neighborhoods are changing every day, and rely on collaborations between engaged citizens, government organizations, corporate and private partners, anchor institutions and philanthropic entities in the region. And the impact of local, grassroots efforts on the national scale cannot be understated, for, “the heart of a healthy democracy is a citizenry actively engaged in civic life, taking responsibility for building communities, solving community problems, and participating in the electoral and political processes.”<sup>94</sup>



# Learning in Life/Overarching Strategies

## **GOAL 1:** Foster a culture of learning and civic engagement throughout life.

*One of the Commission's key overarching strategies is to ensure that citizens are aware of the wealth of assets available throughout the community. Norfolk is rich in community assets that inspire and support citizens as they pursue their dreams in business, education and the arts. PERcoLATOR provides co-working office space in several downtown locations for entrepreneurs, creatives and innovators. Neighborhood events, such as Huntersville's BIZ Cafe, host sessions on writing business plans and pitching entrepreneurial ideas. And the Creative Studios at the Slover Library encourage patrons to "bring their ideas into reality," according to Michael Willits, who oversees the Studios.<sup>95</sup> In addition, Amplified IT recently opened in Norfolk to assist K-12 school districts around the country to use Google for Education technologies.*

*In addition, it is essential for the Commission to coordinate the implementation of its plan for lifelong learning by establishing a structure, identifying a lead agency, advocating for resources, and monitoring progress.*

### **Desired Outcome**

Citizens will reach their full potential, achieve personal goals, and through their knowledge, skills, abilities and talents become well-equipped to support a prosperous economy.

### **Intended Population**

All of Norfolk's citizens

### **Strategies and Action Steps**

- **Strategy 1.1** Increase awareness and use of available resources and community assets.
  - Map current assets that foster lifelong learning.
  - Catalogue existing programs and services that support Commission recommendations.
  - Improve citizen access to available resources.
- **Strategy 1.2** Coordinate the implementation of the plan for lifelong learning.
  - Establish an implementation structure to advocate and identify support for plan recommendations.
  - Create an implementation plan with short term, midterm and long range goals.
  - Collect and share data on progress of Norfolk as a lifelong city.

# CITIZEN SURVEY

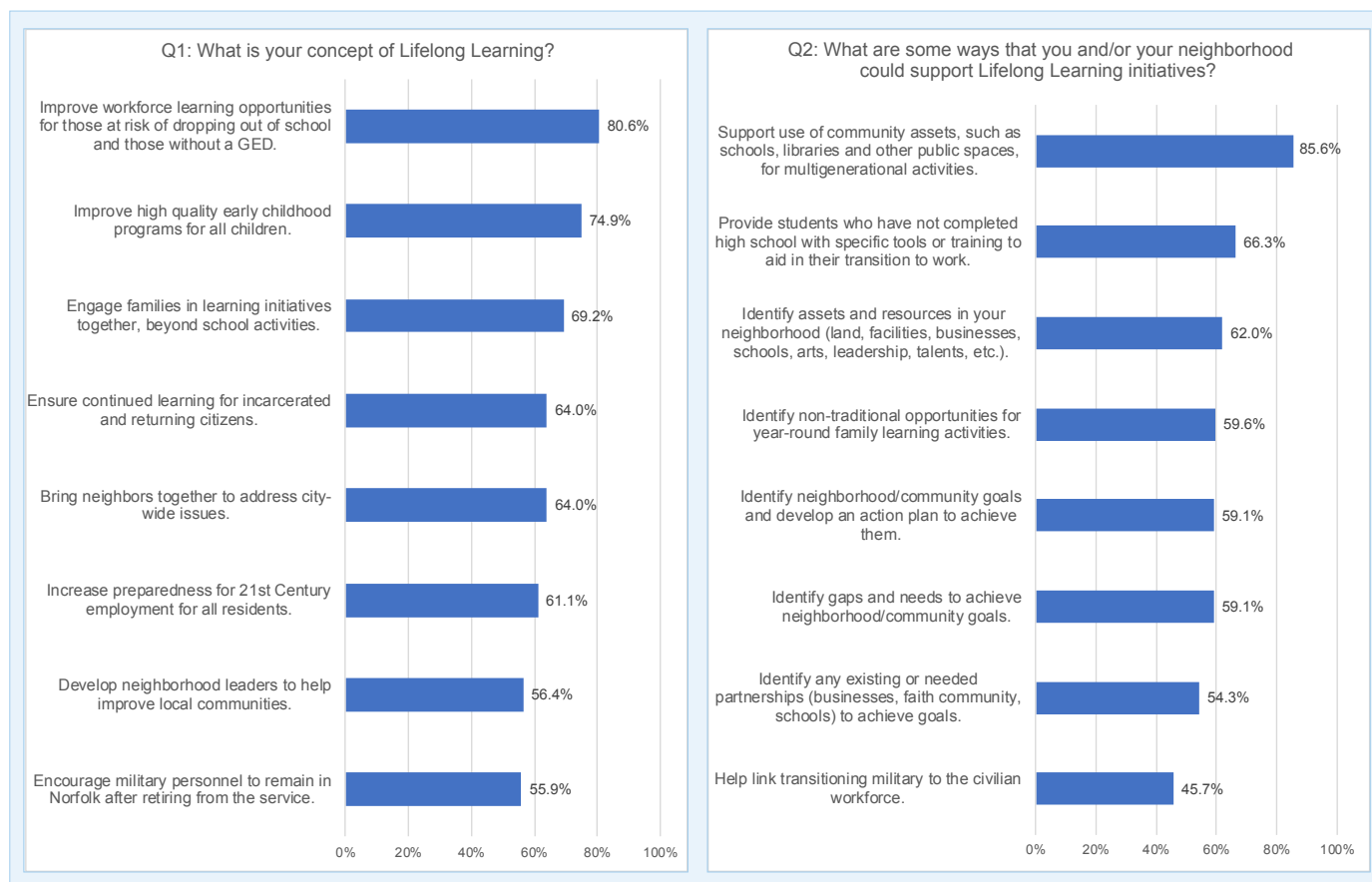
The Commissioners wanted to share their recommendations with Norfolk residents to gather additional input and suggestions. An online citizen survey was conducted through the City of Norfolk's website via an Open Town Hall platform during the month of October 2018. The survey consisted of three questions with space for comments and collected 211 responses.

A key theme from the survey is that residents strongly support and **want** community learning opportunities that are available to everyone. The graphs below show that the Commission's goals and strategies seem to be well aligned with what residents want to see in Norfolk.

The survey also indicated that many residents may not be aware of the full extent of Norfolk's community assets. This finding bolsters the Commission's adoption of the Overarching Strategy to increase awareness and use of available resources and community assets.

*"Lifelong learning improves our abilities to act as responsible citizens, keeps our minds active, regardless of age and health, increases our range of perspectives so we can be better neighbors, increases interaction among people of different ages so we can learn what problems we will face in our own personal futures and ways we can respond to those challenges."*

- Norfolk Resident





## NEXT STEPS

As the Commissioners developed, discussed and refined the recommendations, two fundamental themes emerged:

- With very few exceptions, the work plans present recommendations that are low to moderate cost. Some of the recommendations acknowledge that successful work is already being done in communities to foster lifelong learning. Maintenance of those efforts may require some staff redeployment and the continued creation of supporting partnerships, but does not appear to call for significant additional investment.
- The majority of the work to launch implementation of the plan involves identifying existing resources, cataloging the myriad of services and programs, and communicating the availability of these to residents. Concurrent with that effort is the need to solicit continued support and energy for lifelong learning among numerous, diverse partners and to coordinate the recommendations of the work plans to produce measurable progress. In the minds of the Commissioners, this collecting of resources, energizing partners and stakeholders, and monitoring outcomes will require dedicated staff responsible solely for advancing the goals of the plan.

Reflecting the Commissioners' bias for action, an important next step for the Commission was recommending an organizational structure to implement and sustain the plan.

With a scope of work that spans all aspects of education, careers, job training, neighborhood revitalization, corrections, the military, and arts/culture, the Commission recognizes that the plan will require a multi-sector coalition as well as public/private investment.

Commissioners looked to successful models being implemented by UNESCO Learning Cities around the globe, and to additional models in the U.S. Six promising organizational structures offered the following types of alliances:

1. City-led Coalitions
2. Non-profit-led Coalition
3. City/Non-profit Partnership
4. University-led Coalitions
5. University/Library/Corporate Partnerships

Commissioners acknowledge that there is no "one size fits all" model. As pros and cons of each model were considered, Commissioners saw lessons and possibilities within each option. The "collective impact" model, in which a very limited infrastructure serves to lead collaboration, manage communication and focus on coordination of a broad array of stakeholders, was recognized as promising. Commissioners also reiterated key criteria that implementation should be no or low cost, and should align and leverage existing programs rather than create new ones.

After thorough review and discussion of adopting a structure suited to Norfolk's unique assets and culture, the Commissioners agreed on the following recommendations to City Council:

1. Lifelong learning activities will require a dedicated position who will "own" the work, and ensure that Lifelong Learning becomes embedded in Norfolk's culture.
2. Because Lifelong Learning is a priority of the City leadership, the position should be funded by the City of Norfolk in the short term. The Commissioners recognize sustainability is critical to this long term vision, thus other funders should be identified and engaged as Lifelong Learning takes root as part of Norfolk's identity as a resilient, robust and diverse city.
3. The immediate next step should be convening two or three Focus Groups with potential partners. This will bring interested parties to the table to socialize the plan, explore opportunities for collaboration, and garner support for implementation.
4. A steering group composed of representatives of the Lifelong Learning Commission, community leaders, youth and other partners should be identified to provide ongoing monitoring of the future work.

The recommendations for Lifelong Learning are designed for the long-term vibrancy of the city and for individuals. Commissioners recognize that implementation may take place in phases, perhaps beginning with a pilot phase, with continual updates and fine-tuning that reflect the changing needs of Norfolk's residents.

## ACKNOWLEDGMENTS

Crafting recommendations for improving the quality of life for every single citizen in Norfolk is no small feat. The Commissioners are an exceptionally talented and dedicated team of experts who were more than up to the task. They met for nine months to share their ideas and expertise, and to discuss, debate, draft, fine tune, and finalize a set of recommendations guided by their highest ideals for the greater good of everyone living and working in Norfolk.

In addition to monthly meetings, they also consulted with community leaders to better understand the educational, economic and social issues facing residents, and how best to support and empower residents on their own paths of lifelong learning. The recommendations in the report reflect the Commissioners' shared value that lifelong learning is not a "one size fits all" solution, but should accommodate all manner of learning styles, ages and walks of life. The Commissioners are listed in the beginning of this report.

Peter Buryk, Principal Analyst, Office of the City Manager, led the City's internal efforts and served as the primary point of contact with the community, the consultant, and the Commissioners for the project.

Special thanks to Mayor Kenneth Alexander and Norfolk City Council for establishing and championing the Commission on Lifelong Learning. Councilwoman Mamie Johnson, Dr. Theresa

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Angela Kellam  
The Planning Council

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Basia Mazur  
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Susan Perry  
City of Norfolk

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## APPENDICES

1. Commission Recommendations and Work Plans
2. Data Report
3. Citizen Survey



## **Appendix 1:**

# Commission Recommendations and Work Plans

## APPENDIX 1: RECOMMENDATIONS AND WORK PLAN

### I. STRATEGIC FOCUS AREA: LEARNING IN EDUCATION and IN WORK

<b>GOAL 1</b>	Build educational resiliency; Change how and what people learn through teaching for traditional and non-traditional learners.
<b>Desired Outcome</b>	Norfolk residents will be adaptable, productive workers with relevant skills throughout their career lives.
<b>Intended Population</b>	Early education, K-12, higher education, adult education

Strategy	Action Step	*Outcomes/Timeline	Lead	Supporting Community Partners	**Budget
1 Increase preparedness for 21 <sup>st</sup> Century employment opportunities.	1.1 Approve and implement the career technical high school through a public and private funding collaborative (Poverty Commission action step 2.2.4).	1.1 CTE fully operational/LT	NPS, City of Norfolk	Greater Norfolk Corporation, TCC, Philanthropic Community	High cost
	1.2 Collaborate with Tidewater Community College and other career and technical higher education institutions and promote non-traditional learning opportunities to eliminate “stranded” workers.	1.2 Increase % of working age Norfolk residents with high quality post-secondary credentials to 60% by 2025/LT	Norfolk Dept. of Economic Development OppInc., Norfolk Dept. Economic Development WHRO, NPL, Higher Ed, military	OppInc., Norfolk Dept. of Economic Development WHRO, NPL, Higher Ed, military resources	Low cost
	1.3 Develop and market a one-stop repository of self-directed learning opportunities to maximize career-long success.	1.3 Increase in successful completion of online courses leading to certification/MT	Norfolk Dept. of Economic Development WHRO, NPS, Higher Ed, military	Norfolk Dept. of Communications	Low cost

**\*Timeline**

ST = Short term: less than one year

MT = Midterm: one to three years

LT = Long term: more than three years

**\*\*Budget**

Low cost: less than \$100,000

Moderate cost: \$100,000 - \$500,000

High cost: greater than \$500,000



<b>GOAL 2</b>	Create relevance among academics, careers, and life to increase opportunities, foster adaptability, and expand cultural experiences.
<b>Desired Outcome</b>	Produce confident, curious learners at all ages.
<b>Intended Population</b>	Early education, K-12, higher education

Strategy	Action Step	*Outcomes/Timeline	Lead	Supporting Community Partners	**Budget
2.1 Improve the connection of academic work and career opportunities.	2.1.1 Identify, catalog and promote student-centered learning experiences based on real world concepts and issues using community assets in arts, culture, military and education, and leveraging philanthropic support to ensure equitable access.	2.1.1 Increase in student-centered learning experiences; increased utilization of community assets/MT	NPS, Arts & Humanities Commission	GSA, Hurrah Players, Chrysler Museum, HRCF, YA, Slover Library, NBG, Elizabeth River Project (Learning Barge), VA Zoo, HRCF	Moderate cost
	2.1.2 Nurture entrepreneurship by identifying and promoting opportunities for creative thinking, problem solving and implementation.	2.1.2 Increase in opportunities available and their utilization; increase in new business start-ups in Norfolk/ST	Norfolk Dept. of Economic Development	NPS, ODU, NSU, TCC, VA , Slover Library, 757 Angels, Strome Center	
2.2 Increase family learning opportunities.	2.2.1 Catalog and promote existing family/multi-generational learning opportunities.	2.2.1 Increase in utilization of existing opportunities/ST	City staff	NBG, Zoo, Faith Community, NPS, Museum, Private Schools	Moderate cost
	2.2.2 Develop and promote new opportunities using schools, libraries and other community assets.	2.2.2 Increase in available opportunities/MT		NPS, NPL, Private Schools	

**\*Timeline**

ST = Short term: less than one year

MT = Midterm: one to three years

LT = Long term: more than three years

**\*\*Budget**

Low cost: less than \$100,000

Moderate cost: \$100,000 - \$500,000

High cost: greater than \$500,000

<b>GOAL 3</b>	Ensure that children enter school ready to learn.
<b>Desired Outcome</b>	Children will enter school with the skills they need to be successful and become life-long learners.
<b>Intended Population</b>	Early education, K-12

Strategy	Action Step	*Outcomes/Timeline	Lead	Supporting Community Partners	**Budget
3.1 Support access to high quality early education programming for all children.	3.1.1 Continue to build on the recommendations of the Poverty Commission's Work Plan in the areas of Early Childhood (Goal 1).	Continued progress on Poverty Commission strategies/LT	Office of Resilience	Norfolk Department of Human Services, Elevate Early Learning (E3), Norfolk Public Schools, Minus 9 to 5, United for Children, Faith Community	Low cost (Exception: universal pre-k = high cost)
3.2 Support connection of early education programming efforts.	3.2.1 Identify a lead for prioritization and coordination of early care and education services across the city.	Lead identified; possible re-creation of City Early Childhood Coordinator/MT	Office of Resilience	Faith Community, United for Children, NPS, Minus 9 to 5	Moderate cost

**\*Timeline**

ST = Short term: less than one year

MT = Midterm: one to three years

LT = Long term: more than three years

**\*\*Budget**

Low cost: less than \$100,000

Moderate cost: \$100,000 - \$500,000

High cost: greater than \$500,000

<b>GOAL 4</b>	Create avenues for all Norfolk citizens to be successful working adults and to be able to adapt when the work environment changes.
<b>Desired Outcome</b>	Learning, training and work experiences that lead to meaningful work and careers throughout the employment life cycle.
<b>Intended Population</b>	Returning citizens, high school dropouts, transitioning military

Strategy	Action Step	*Outcomes/Timeline	Lead	Supporting Community Partners	**Budget
4.1 Ensure continued learning to enhance work opportunities for incarcerated citizens.	4.1.1 Inventory existing educational programs. 4.1.2 Support in-jail GED programming. 4.1.3 Build pathways to success, connecting skills with employment opportunities.	All incarcerated citizens without a high school diploma will attain a GED/LT  Reduced recidivism/LT	Norfolk Reentry Council  TCC	NPS, Norfolk Sheriff's office  NPS, Sheriff's Office  NPS, Opplnc.	Moderate cost
4.2 Improve connections to the workplace/learning opportunities for disconnected youth.	4.2.1 Provide students who have not completed high school with specific tools to aid in their transition to work.	Increased employment for disconnected youth/LT	Opplnc.	Together We Can Foundation, Up Center, Business Community	Moderate cost
4.3 Focus on retaining service members transitioning from the military into the Norfolk workforce.	4.3.1 Identify existing transition programs specific to Norfolk. 4.3.2 Link transitioning military to work opportunities.	Catalogue of programs created/ST  Increased retention of military retirees as Norfolk residents/LT	City of Norfolk Military Liaison	Norfolk Dept. of Economic Development, Navy, Higher Ed, Veterans' Affairs Comm, Military Economic Development Committee	Moderate cost

\*Timeline

ST = Short term: less than one year

MT = Midterm: one to three years

LT = Long term: more than three years

\*\*Budget

Low cost: less than \$100,000

Moderate cost: \$100,000 - \$500,000

High cost: greater than \$500,000



## II. STRATEGIC FOCUS AREA: LEARNING IN THE COMMUNITY

<b>GOAL 1</b>	Create and facilitate leadership development, community engagement and cultural experiences as a part of lifelong learning for all citizens
<b>Desired Outcome</b>	Norfolk's neighborhoods will be healthy, stable communities that recognize and maximize their assets to offer choice communities to all residents.
<b>Intended Population</b>	Neighborhood-oriented civic organizations

Strategy	Action Step	*Outcomes/Timeline	Lead	Supporting Community Partners	**Budget
1.1 Bring neighbors together to facilitate conversations to build common understanding of neighborhood assets and aspirations to strengthen them.	1.1.1 Define "healthy neighborhood." 1.1.2 Identify assets/areas of strength. 1.1.3 Identify needed resources to achieve neighborhood goals.	Increased real estate values/LT  Decreased code enforcement activities/MT  Increased community involvement/ST	Neighbors Building Neighborhoods Citizens (energy source)	Civic Leagues, Faith Community	Low cost, Possible staff re-deployment
1.2 Create partnerships (public-private) to foster healthy neighborhoods and support strong schools and families to sustain lifelong learning.	1.2.1 Identify existing and potential public partnerships. 1.2.2 Identify existing and potential private partnerships. 1.2.3 Generate neighborhood development through the creation of public-private partnerships within neighborhoods. 1.2.4 Implement "Coffee with a Cop" sessions.	Community specific solutions (their needs)/ST   Gather economic snapshot/MT  Positive community policing/ST	Citizens (energy source)	Partners emerge through the process (Ex: schools, corporate partners, city, small business)  Adopt-a-school	Low cost

**\*Timeline**

ST = Short term: less than one year  
 MT = Midterm: one to three years  
 LT = Long term: more than three years

**\*\*Budget**

Low cost: less than \$100,000  
 Moderate cost: \$100,000 - \$500,000  
 High cost: greater than \$500,000

1.3 Create a plan to develop community leadership and engagement to result in a robust neighborhood talent pool to support and advance lifelong learning.	1.3.1 Ignite community engagement and involve stakeholders.  1.3.2 Create problem-solving methodology.  1.3.3 Empower citizens to take ownership & collaborate (community gardens, doorknockers, beautification projects).  1.3.4 Define success & outcomes that are measurable.	Define and adopt community values/MT  Demonstrate increased self-accountability through more positive conversation on social media, increased community participation (PTA, civic league)/MT  Positive community policing/ST  Create unique community programming based on asset building/LT	Citizens (energy source)	Neighborhood University	Moderate cost
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**\*Timeline**

ST = Short term: less than one year

MT = Midterm: one to three years

LT = Long term: more than three years

**\*\*Budget**

Low cost: less than \$100,000

Moderate cost: \$100,000 - \$500,000

High cost: greater than \$500,000

### III. STRATEGIC FOCUS AREA: LEARNING IN LIFE / OVERARCHING STRATEGIES

<b>GOAL</b>	Foster a culture of learning and civic engagement throughout life.
<b>Desired Outcome</b>	Citizens will reach their full potential, achieve personal goals, and through their knowledge, skills, abilities, and talents become well-equipped to support a prosperous economy.
<b>Intended Population</b>	All of Norfolk's citizens

Strategy	Action Step	*Outcomes/Timeline	Lead	Supporting Community Partners	**Budget
1.1 Increase awareness and use of available resources and community assets.	1.1.1 Map current assets that foster lifelong learning. 1.1.2 Catalogue existing programs, services that support Commission recommendations. 1.1.3 Improve citizen access to available resources.	Inventory of resources/assets produced/ ST  Increase in number of citizens accessing resources/MT	TBD	City of Norfolk Depts., NPS, TCC, ODU, NSU, Military, Opplnc., WHRO, Cultural Alliance	Moderate cost
1.2 Coordinate the implementation of the plan for lifelong learning.	1.2.1 Establish an implementation structure to advocate and identify support for plan recommendations. 1.2.2 Create an implementation plan with short term, midterm and long range goals. 1.2.3 Collect and share data on progress of Norfolk as a lifelong learning city.	Implementation model and lead identified and funded  Plan created; "next steps" are in progress  Data collection goals identified	TBD	City of Norfolk, future partners	Moderate cost

**\*Timeline**

ST = Short term: less than one year  
 MT = Midterm: one to three years  
 LT = Long term: more than three years

**\*\*Budget**

Low cost: less than \$100,000  
 Moderate cost: \$100,000 - \$500,000  
 High cost: greater than \$500,000





## **Appendix 2:**

### Data Report

# *Mayor's Commission on Lifelong Learning*

**Data Report  
January 2018**

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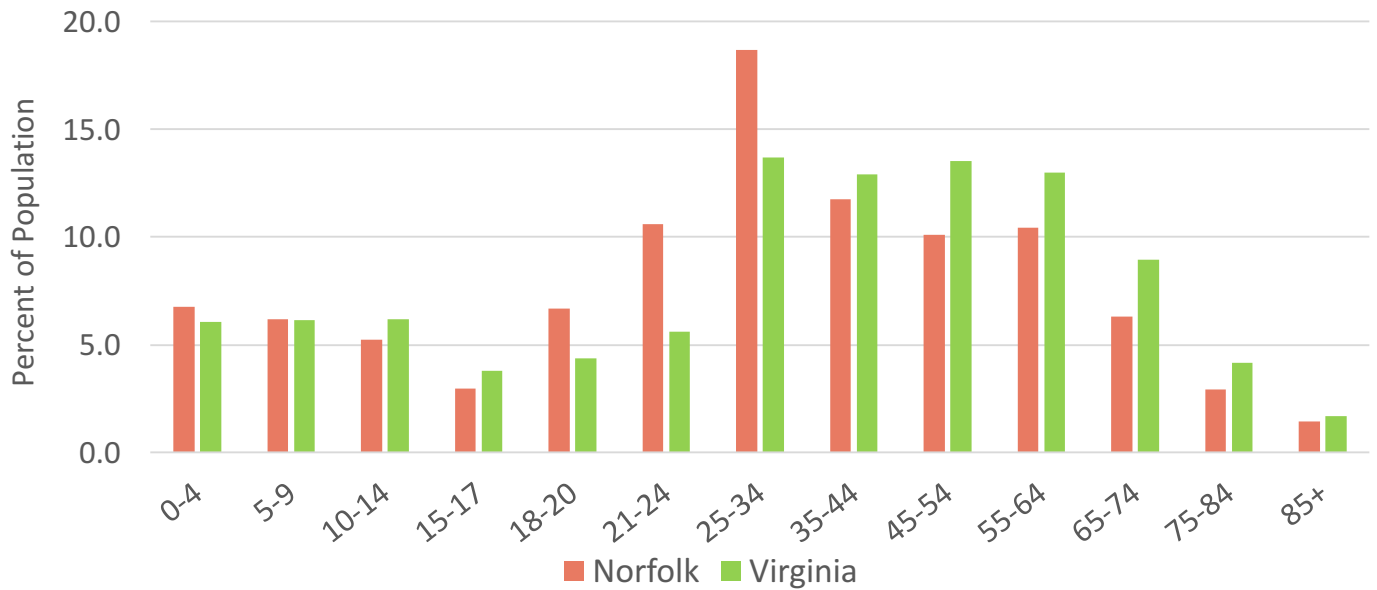
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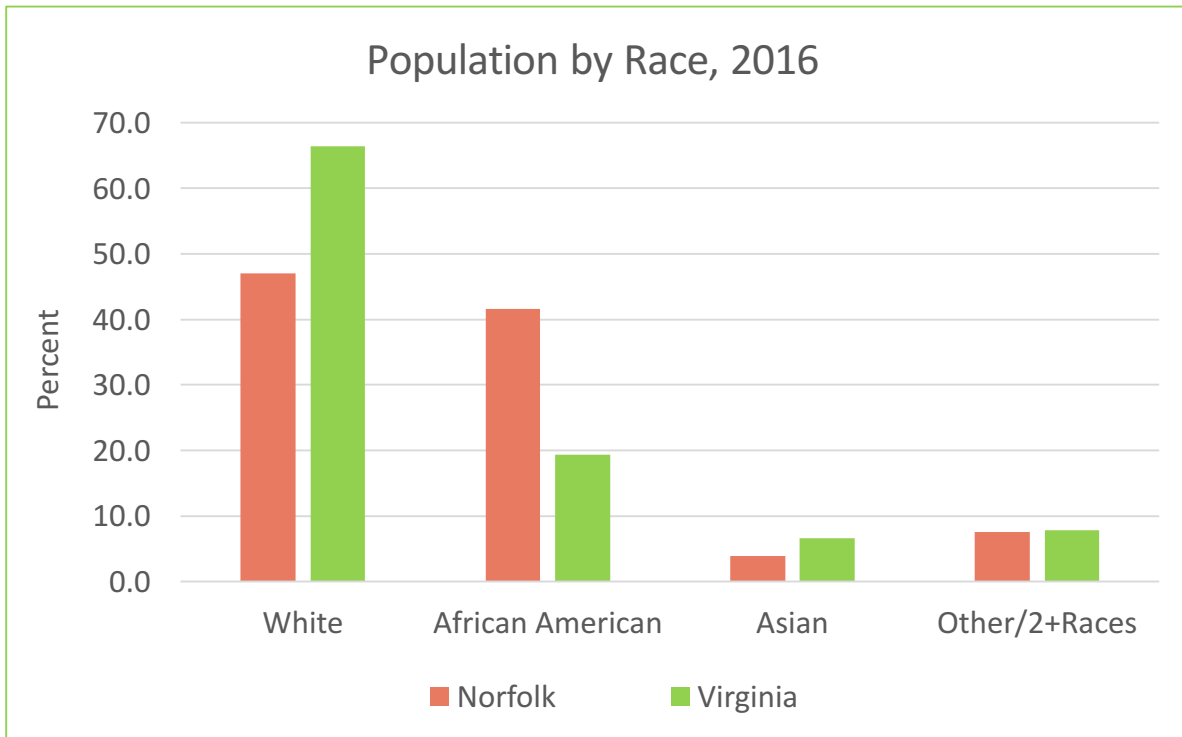


Population by Age, 2016



Population by Age, 2016				
	Norfolk		Virginia	
Age	Number	Percent	Number	Percent
0-4	16,766	6.8	514,467	6.1
5-9	15,324	6.2	521,848	6.2
10-14	12,950	5.2	525,190	6.2
15-17	7,389	3.0	320,104	3.8
18-20	16,539	6.7	368,637	4.4
21-24	26,190	10.6	473,496	5.6
25-34	46,250	18.7	1,159,931	13.7
35-44	29,051	11.7	1,095,470	12.9
45-54	24,950	10.1	1,146,969	13.5
55-64	25,829	10.4	1,099,728	13.0
65-74	15,625	6.3	759,262	9.0
75-84	7,215	2.9	351,461	4.1
85+	3,516	1.4	142,666	1.7

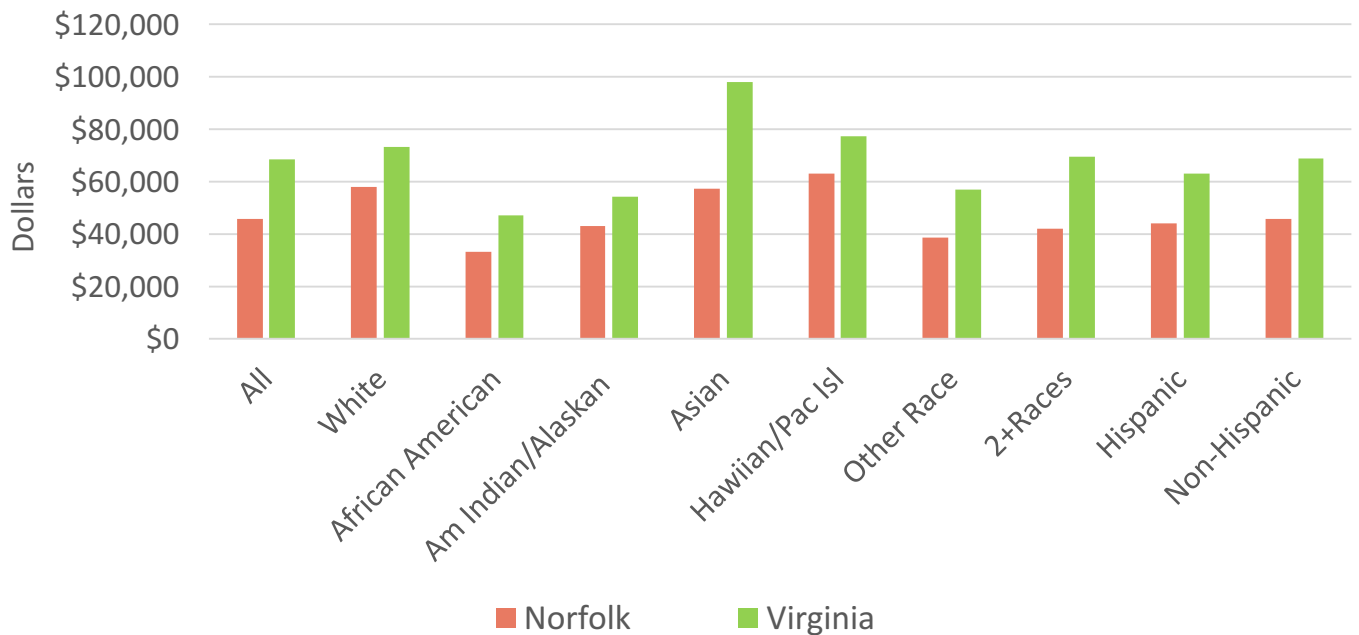
Greater Hampton Roads Connects



Population by Race 2016				
	Norfolk		Virginia	
	Number	Percent	Number	Percent
White	116,441	47.0	5,629,707	66.4
African American	103,004	41.6	1,635,641	19.3
Asian	9,458	3.8	556,210	6.6
American Indian/Alaskan Native	1,429	0.6	34,186	0.4
2 or More Races	10,204	4.1	298,041	3.5
Other Race	6,540	2.6	317,617	3.8
Native Hawaiian	518	0.2	7,827	0.1
Other/2+Races	18,691	7.5	657,671	7.8

US Census, American Community Survey, 5-Year Estimate, Table S1702

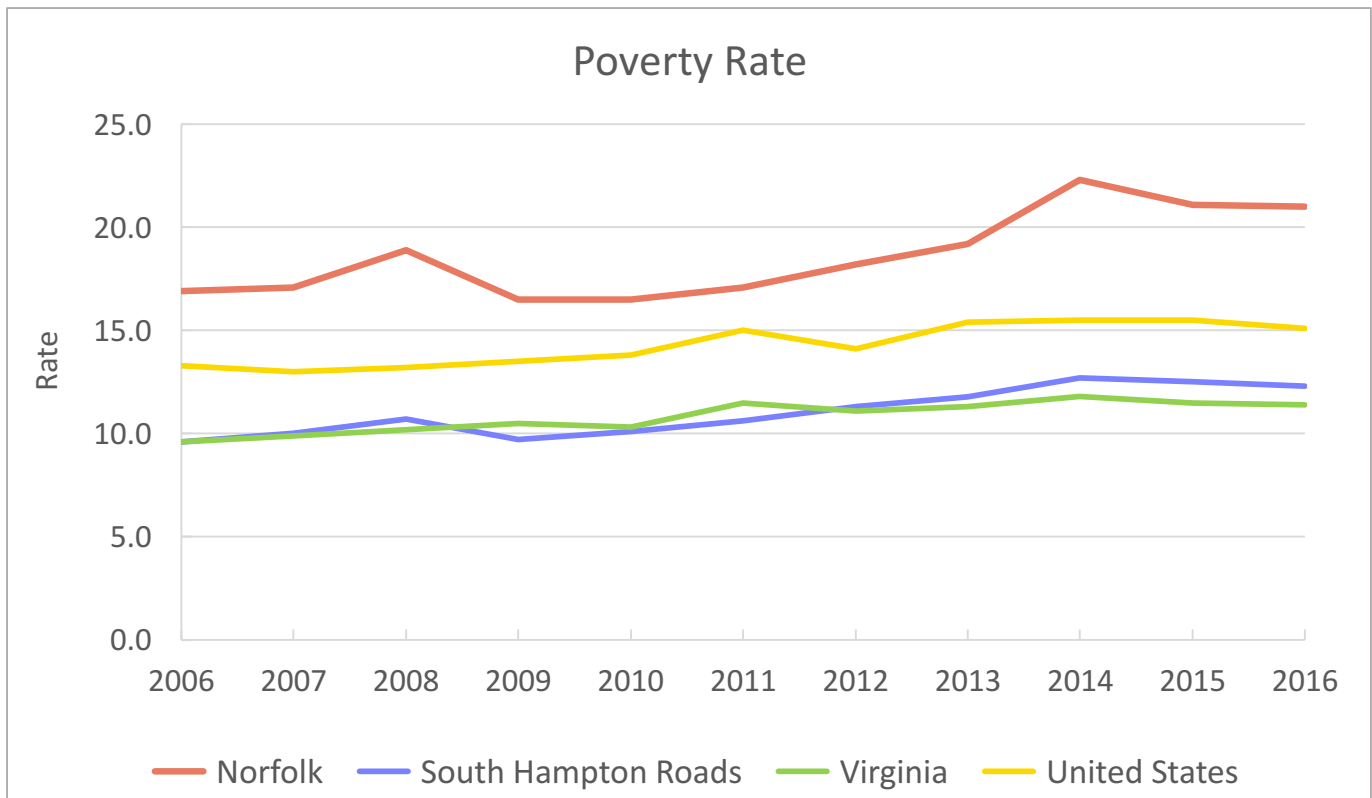
Norfolk Median Income by Race & Ethnicity, 2017



Norfolk Median Income by Race 2017		
	Norfolk	Virginia
Race	Median Income	Median Income
All	\$45,622	\$68,376
White	\$57,784	\$73,248
African American	\$33,092	\$47,112
Am Indian/Alaskan	\$43,119	\$54,070
Asian	\$57,382	\$97,874
Hawaiian/Pacific Islander	\$63,125	\$77,399
Other Race	\$38,522	\$56,949
2+Races	\$41,849	\$69,307
Hispanic	\$43,862	\$63,097
Non-Hispanic	45,755	68,801

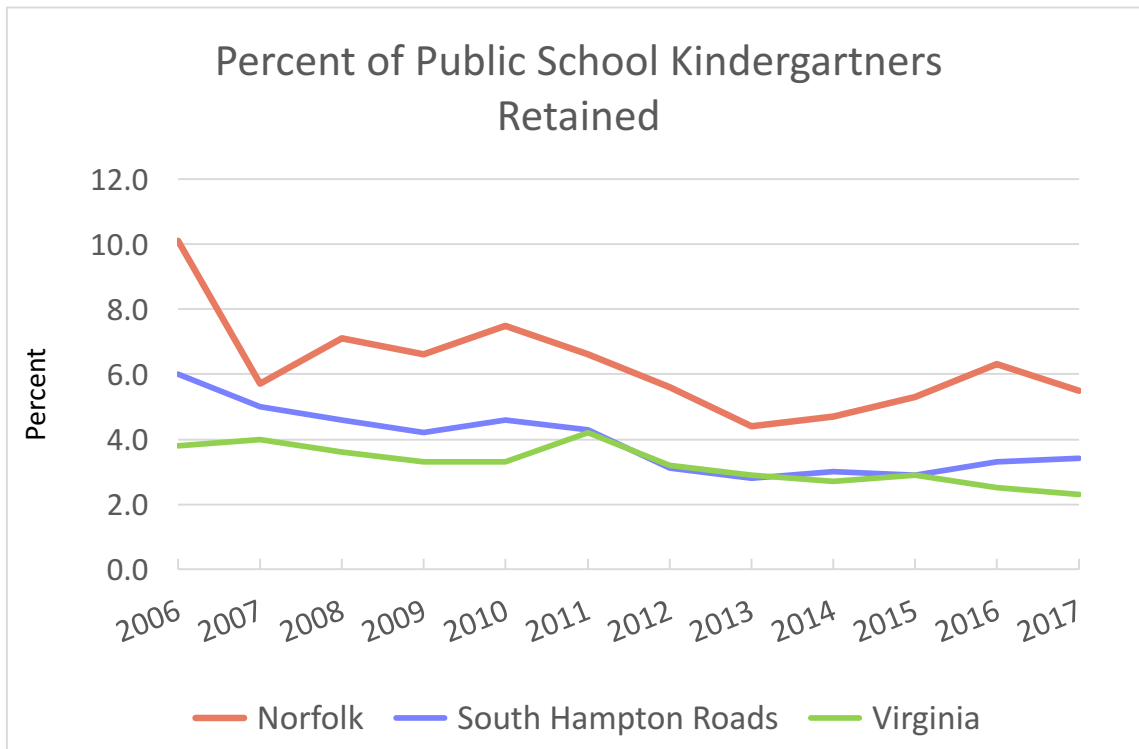
Greater Hampton Roads Connects





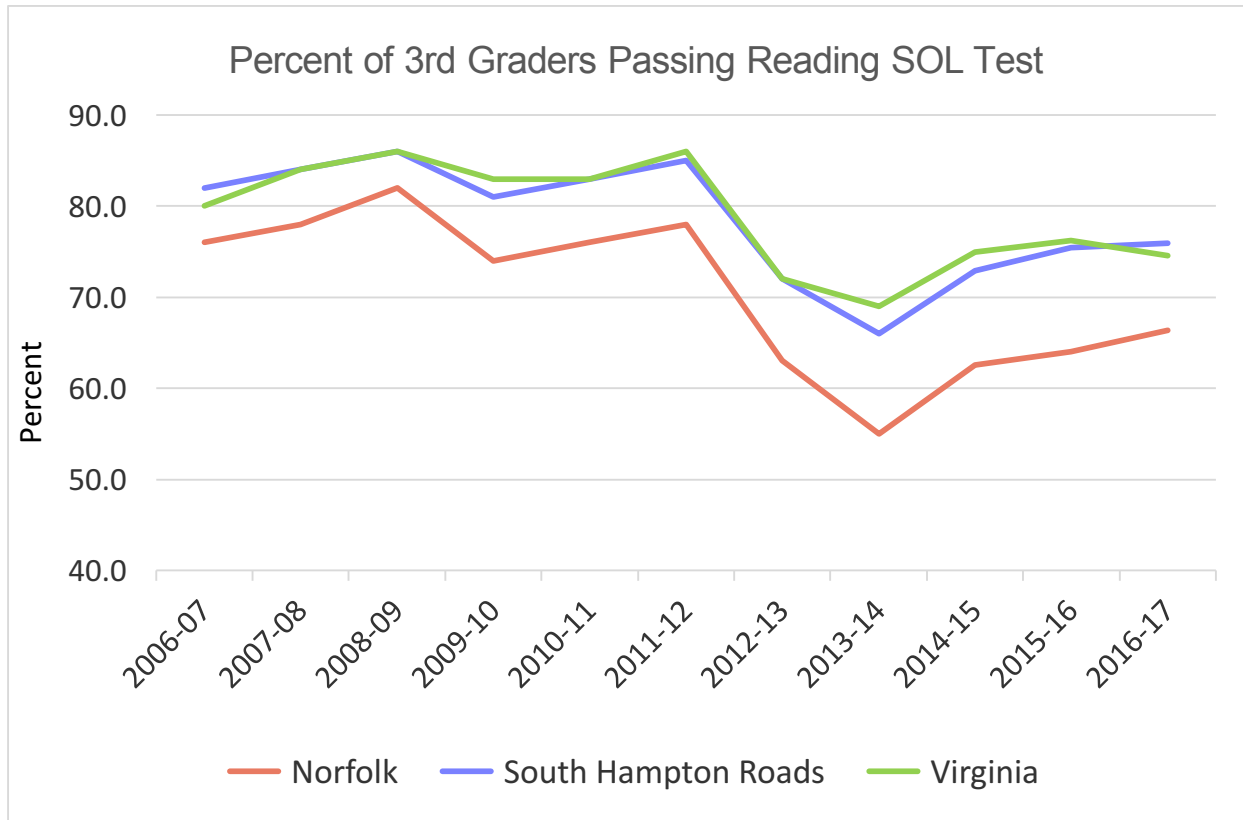
Percent of Persons Below Poverty											
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Chesapeake	5.7	8.0	7.7	6.1	6.8	7.4	8.3	8.5	9.5	9.7	9.5
Franklin	na	n/a	n/a	n/a	22.1	22.3	23.2	23.0	23.0	21.2	16.7
Isle of Wight	na	n/a	n/a	n/a	8.2	9.5	10.5	12.0	12.0	11.7	10.9
Norfolk	16.9	17.1	18.9	16.5	16.5	17.1	18.2	19.2	22.3	21.1	21.0
Portsmouth	13.0	13.7	18.5	15.8	15.2	16.7	17.5	18.4	16.8	18.2	18.2
Southampton	na	n/a	n/a	n/a	15.8	16.1	17.3	16.0	16.0	15.7	14.7
Suffolk	10.2	10.7	9.7	13.8	11.2	11.4	11.6	11.4	14.3	11.5	11.5
Virginia Beach	7.2	6.4	6.5	6.4	6.8	7.1	7.4	7.9	8.2	8.3	8.2
South Hampton Roads	9.6	10.0	10.7	9.7	10.1	10.6	11.3	11.8	12.7	12.5	12.3
Virginia	9.6	9.9	10.2	10.5	10.3	11.5	11.1	11.3	11.8	11.5	11.4
United States	13.3	13.0	13.2	13.5	13.8	15.0	14.1	15.4	15.5	15.5	15.1

U.S. Census Bureau, American Community Survey, 5-Year Estimates, Table S1701



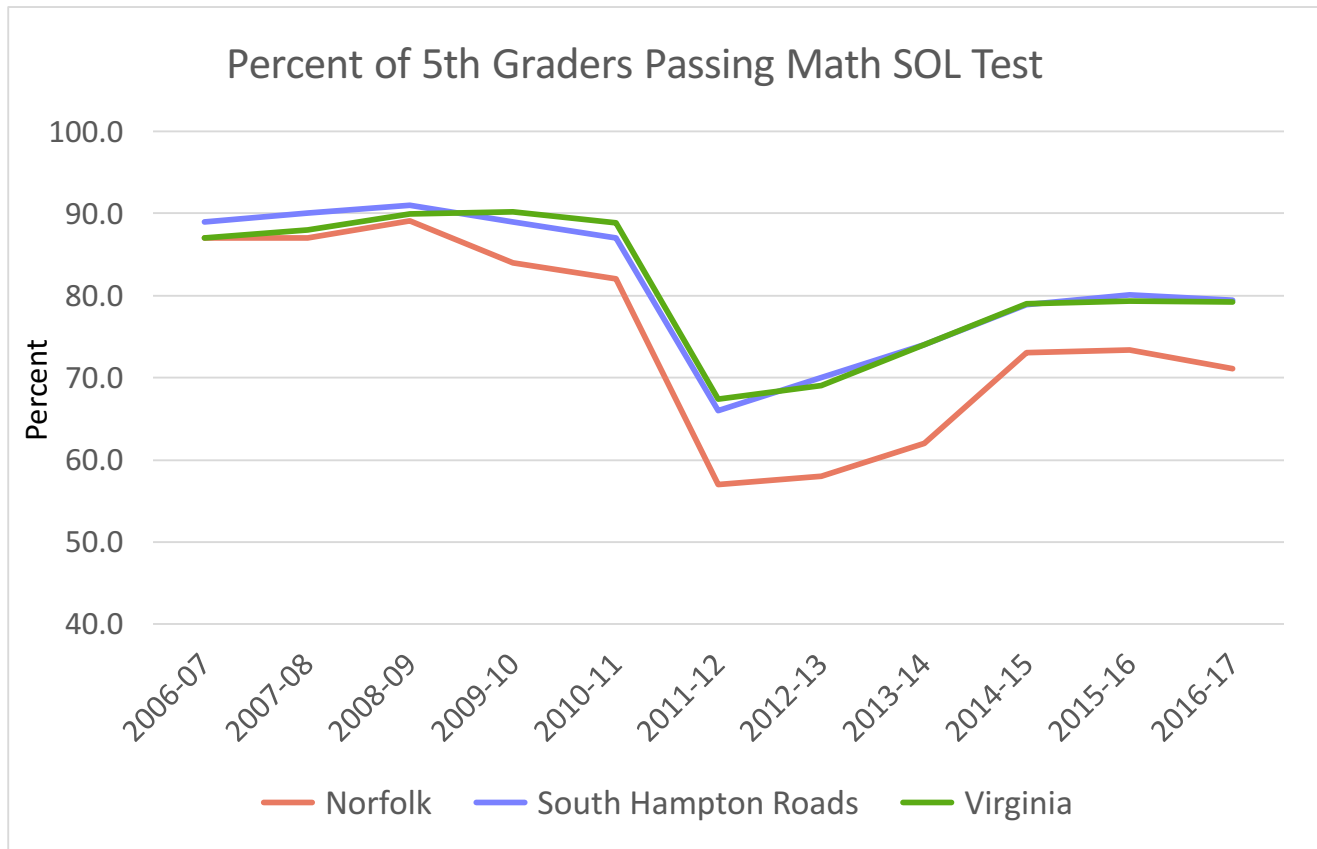
Percent of Public School Kindergartners Retained												
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Norfolk	10.1	5.7	7.1	6.6	7.5	6.6	5.6	4.4	4.7	5.3	6.3	5.5
South Hampton Roads	6.0	5.0	4.6	4.2	4.6	4.3	3.1	2.8	3.0	2.9	3.3	3.4
Virginia	3.8	4.0	3.6	3.3	3.3	4.2	3.2	2.9	2.7	2.9	2.5	2.3

Virginia Department of Education



Percent of 3rd Graders Passing Reading SOL Test											
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Norfolk	76.0	78.0	82.0	74.0	76.0	78.0	63.0	55.0	62.6	64.0	66.4
South Hampton Roads	82.0	84.0	86.0	81.0	83.0	85.0	72.0	66.0	72.9	75.4	75.9
Virginia	80.0	84.0	86.0	83.0	83.0	86.0	72.0	69.0	75.0	76.2	74.6

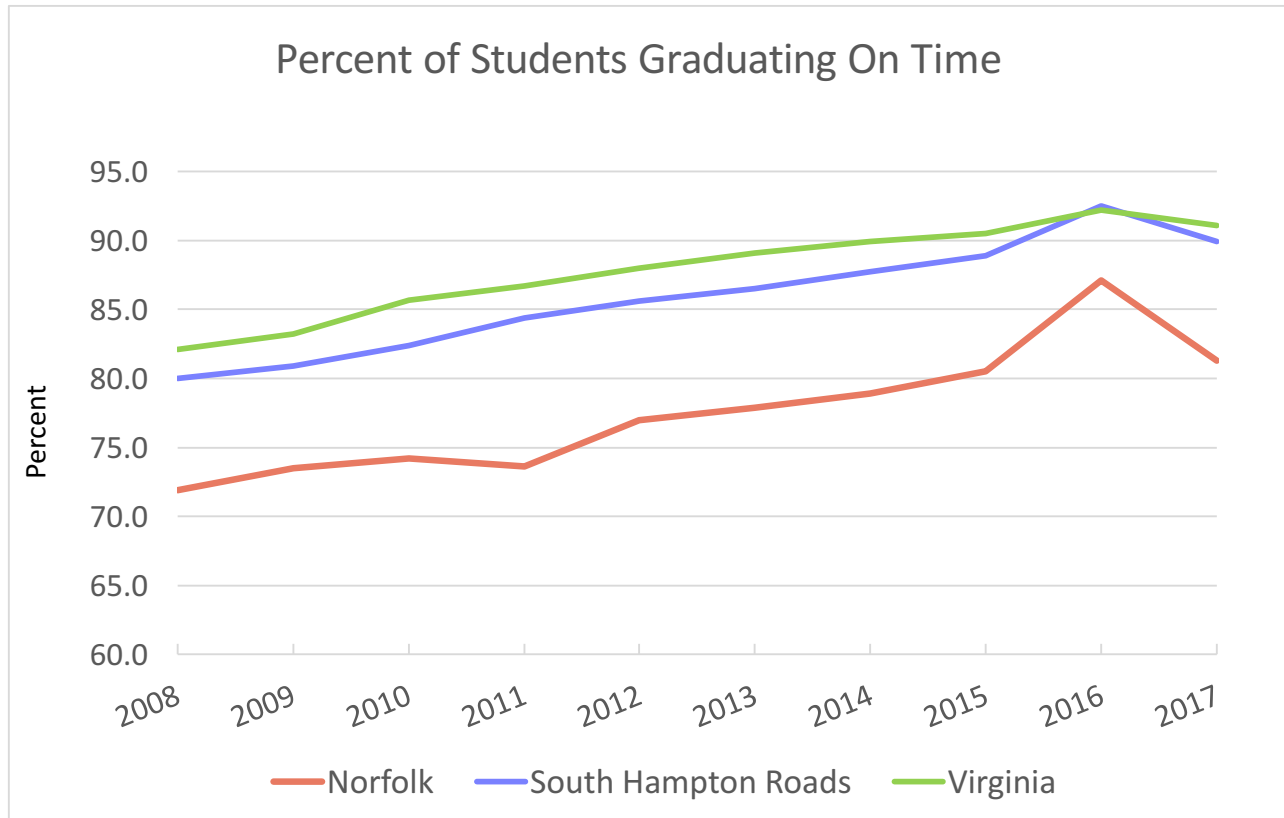
Virginia Department of Education



Percent of 5th Graders Passing Math SOL Test											
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Norfolk	87.0	87.0	89.1	84.0	82.0	57.0	58.0	62.0	73.1	73.4	71.1
South Hampton Roads	89.0	90.0	91.0	89.0	87.0	66.0	70.0	74.0	78.9	80.1	79.4
Virginia	87.0	88.0	89.9	90.2	88.9	67.4	69.0	74.0	79.0	79.3	79.2

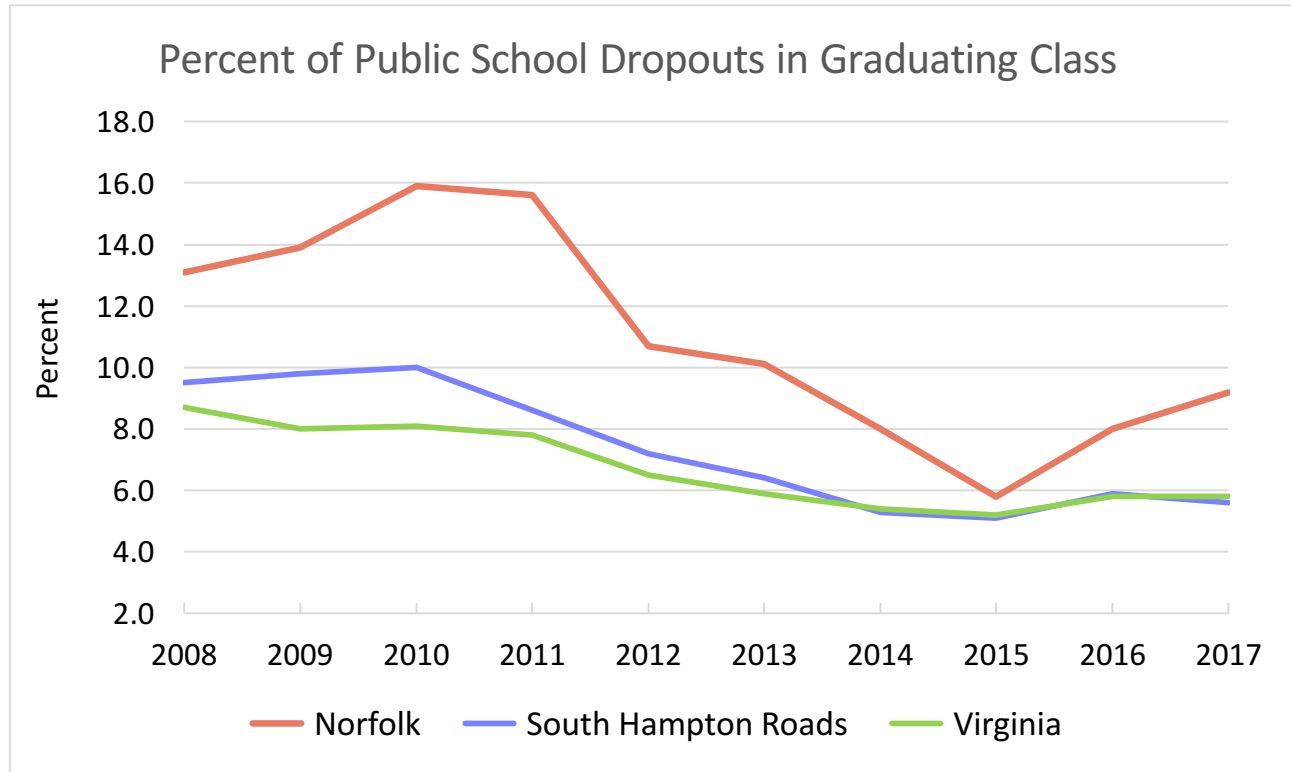
Virginia Department of Education





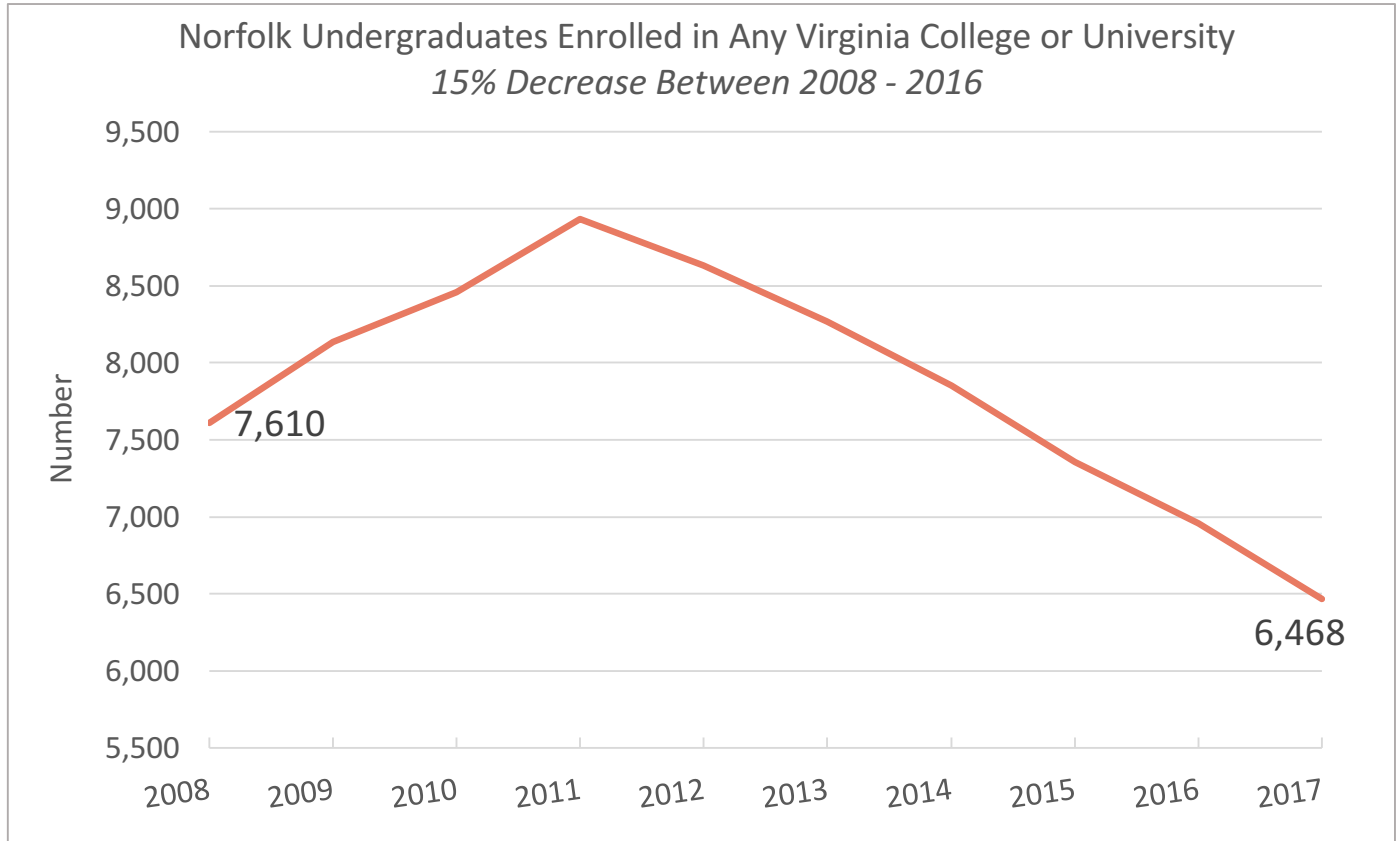
Percent Students Graduating On-Time										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Norfolk	71.9	73.5	74.2	73.6	77.0	77.9	78.9	80.5	87.1	81.3
South Hampton Roads	80.0	80.9	82.4	84.4	85.6	86.5	87.7	88.9	92.5	89.9
Virginia	82.1	83.2	85.7	86.7	88.0	89.1	89.9	90.5	92.2	91.1

Virginia Department of Education



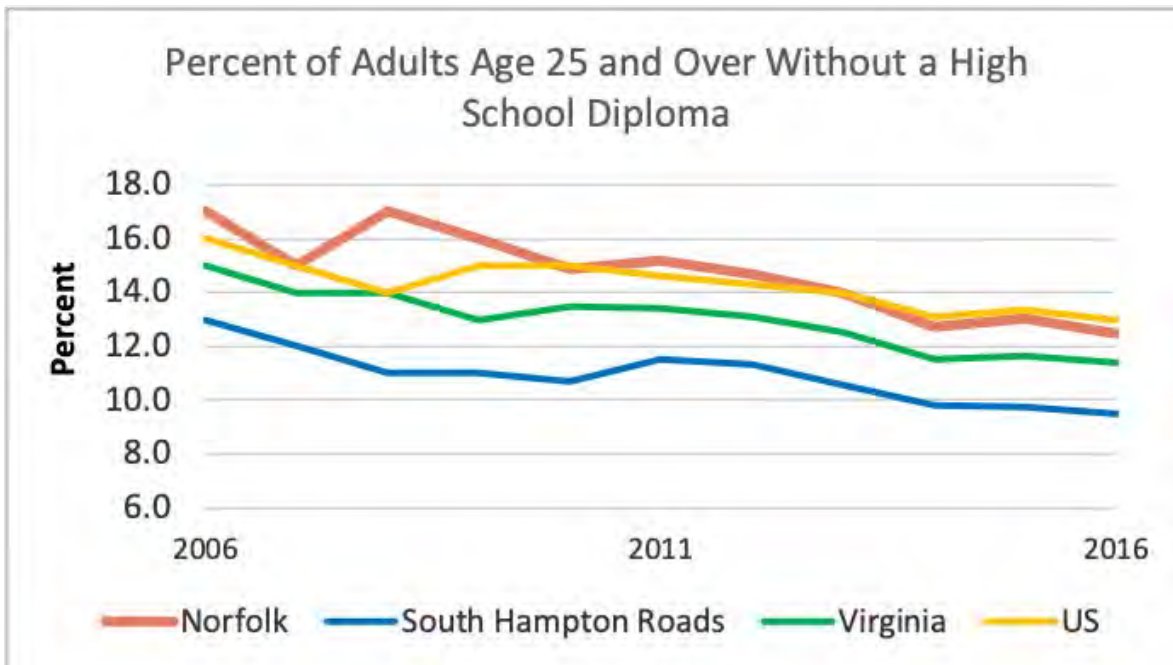
Percent of Public School Dropouts in Graduating Class										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Norfolk	13.1	13.9	15.9	15.6	10.7	10.1	8.0	5.8	8.0	9.2
South Hampton Roads	9.5	9.8	10.0	8.6	7.2	6.4	5.3	5.1	5.9	5.6
Virginia	8.7	8.0	8.1	7.8	6.5	5.9	5.4	5.2	5.8	5.8

Virginia Department of Education



Norfolk Undergraduates Enrolled in Any Virginia College or University <i>15% Decrease Between 2008 - 2016</i>										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total	7,610	8,138	8,461	8,933	8,631	8,266	7,853	7,356	6,961	6,468

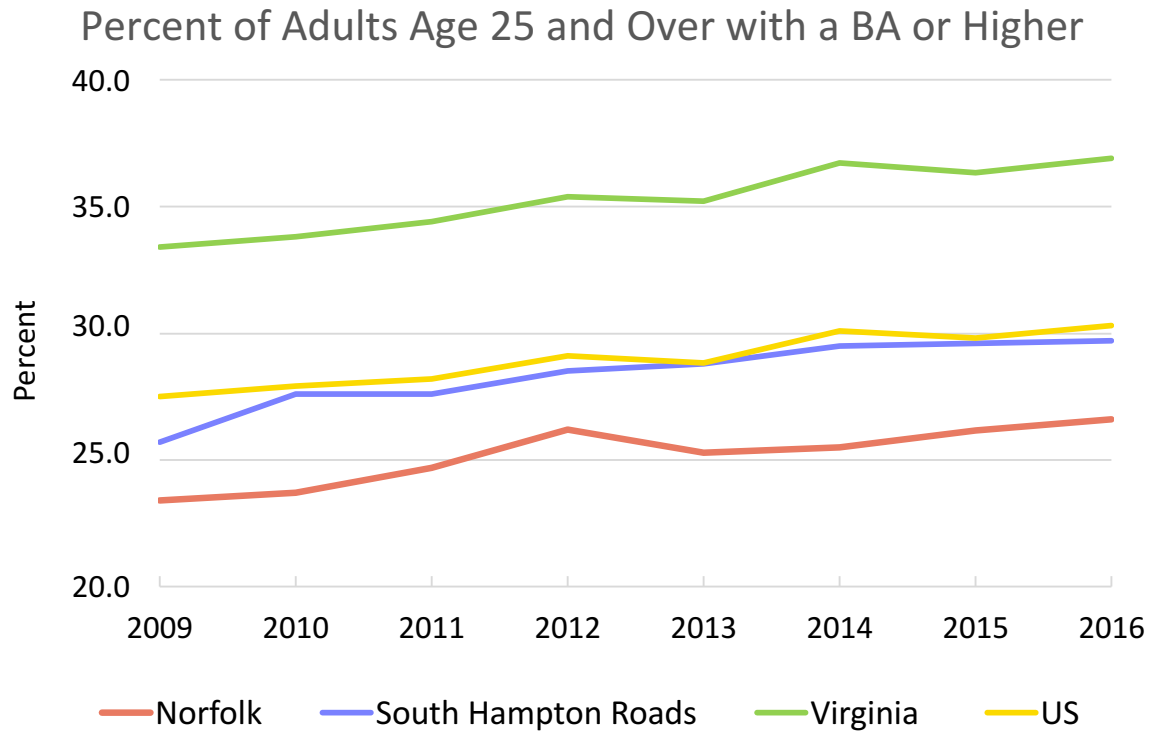
State Council of Higher Education for Virginia, Table E12RA



Percent of Adults Age 25 and Over Without a High School Diploma											
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Norfolk	17	15	17	16	15	15	15	14	13	13	13
South Hampton Roads	13	12	11	11	11	12	11	11	10	10	10
Virginia	15	14	14	13	14	13	13	13	12	12	11
U.S	16	15	14	15	15	15	14	14	13	13	13

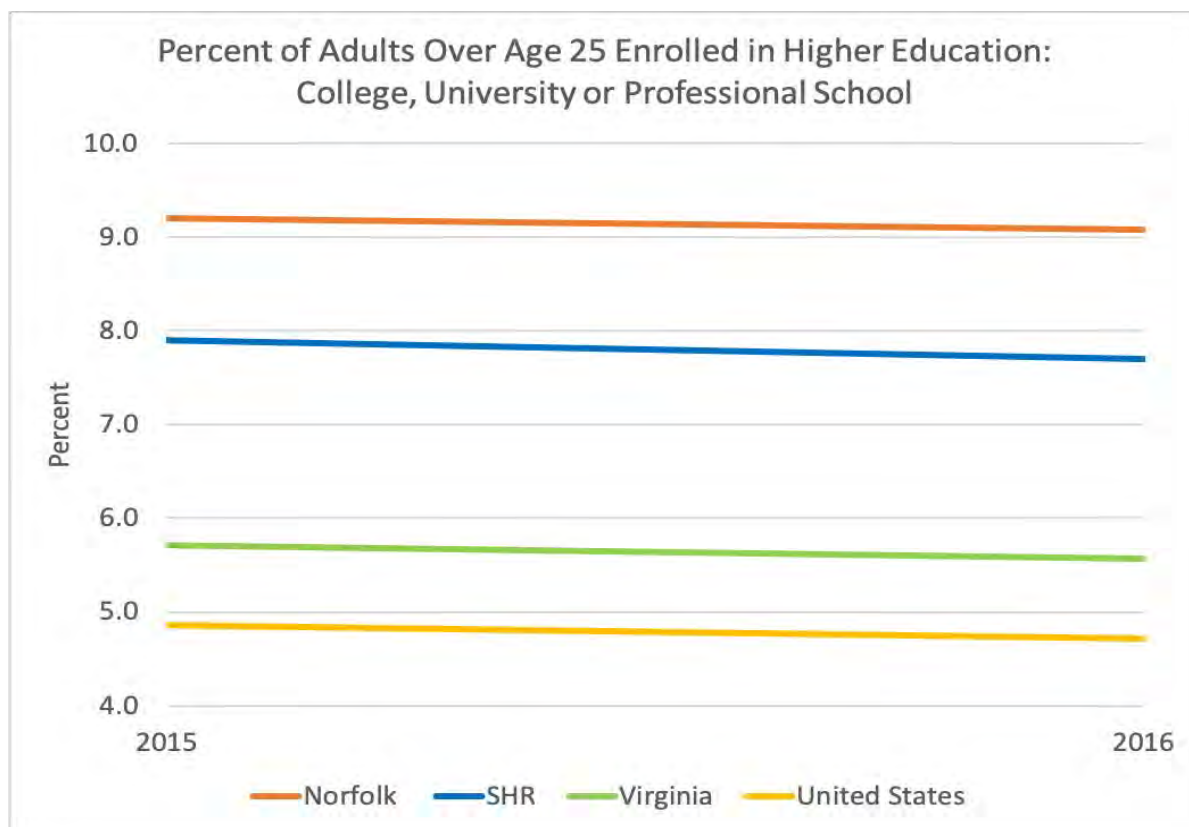
U.S. Census Bureau, American Community Survey, 2015 & 2016 5 Year Estimates





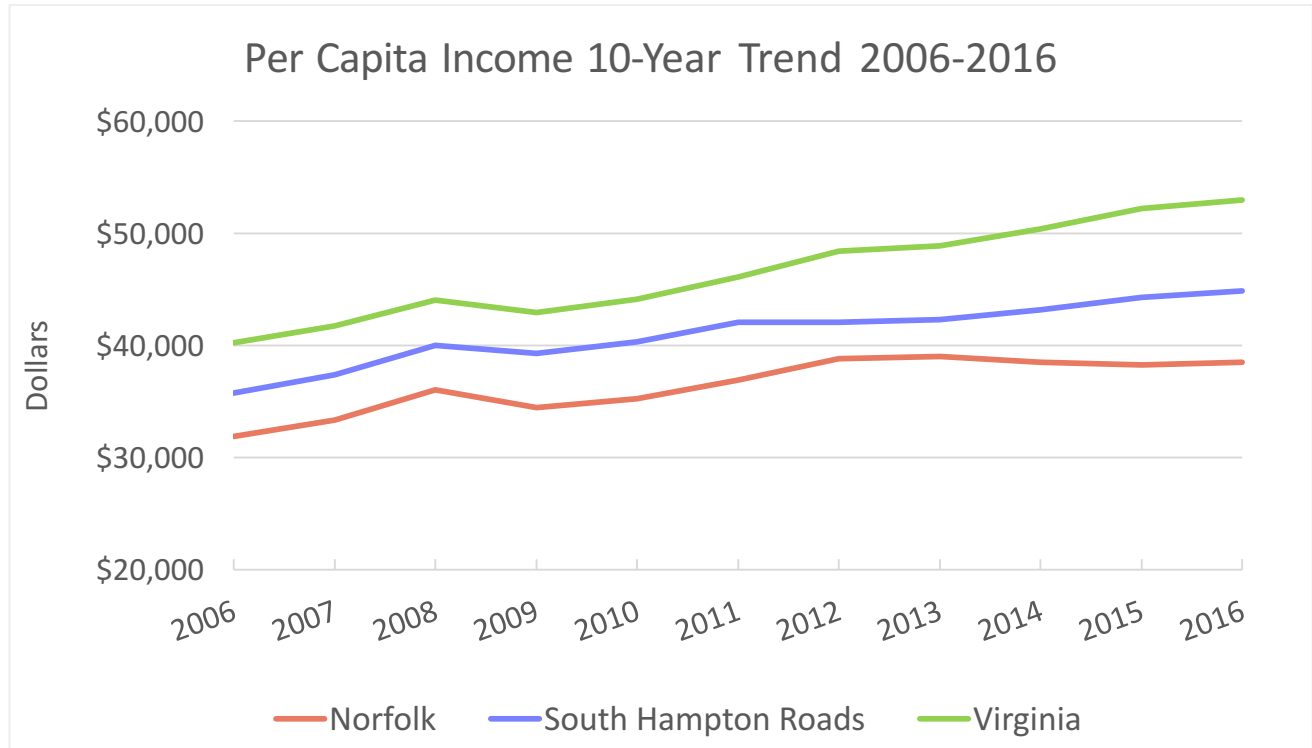
Percent of Adults Age 25 and Over With a BA or Higher								
	2009	2010	2011	2012	2013	2014	2015	2016
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Norfolk	23.4	23.7	24.7	26.2	25.3	25.5	26.1	26.6
South Hampton Roads	25.7	27.6	27.6	28.5	28.8	29.5	29.6	29.7
Virginia	33.4	33.8	34.4	35.4	35.2	36.7	36.3	36.9
US	27.5	27.9	28.2	29.1	28.8	30.1	29.8	30.3

U.S. Census Bureau, American Community Survey, 5 Year Estimates,



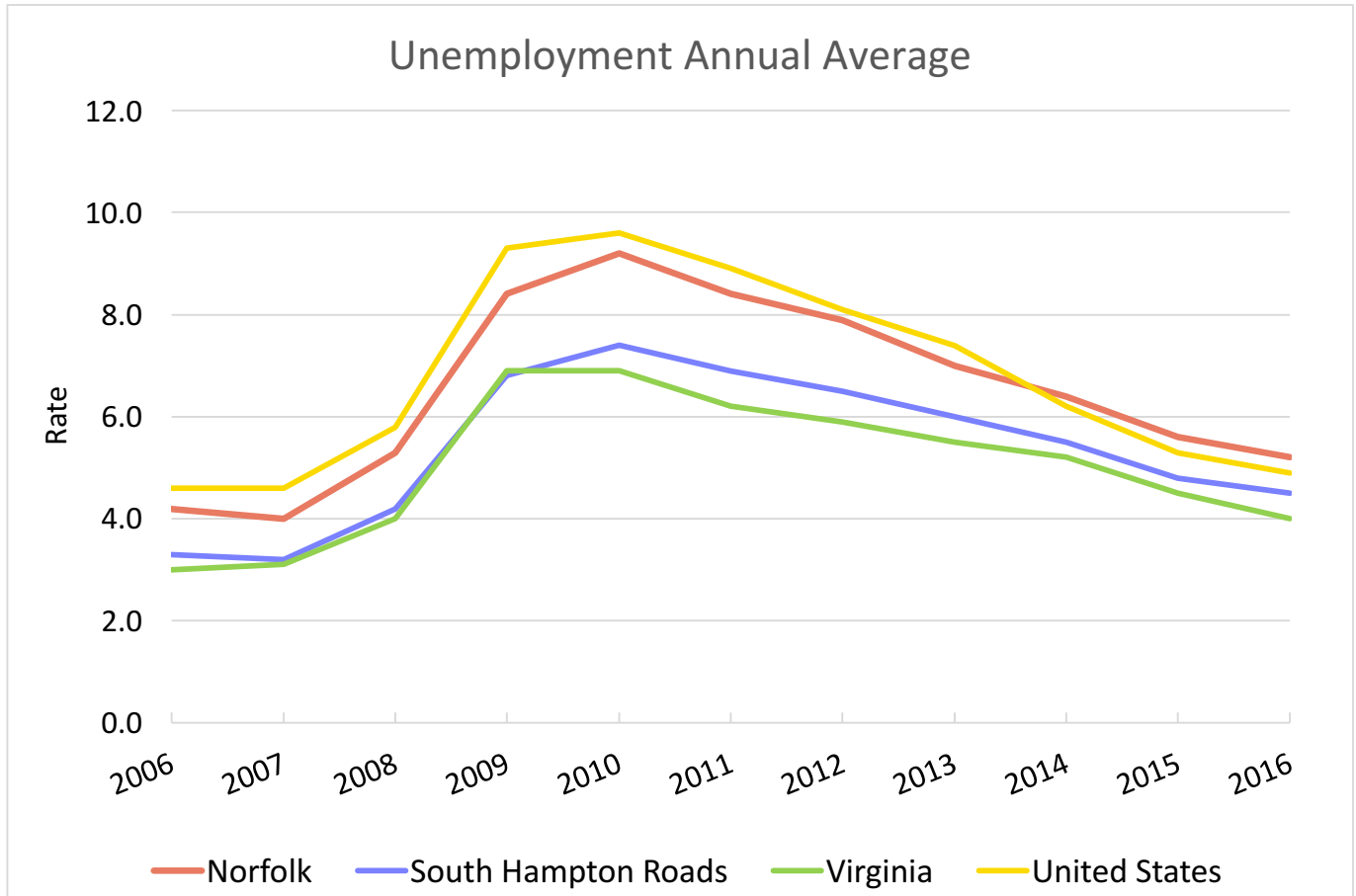
Percent of Adults Over Age 25 Enrolled in Higher Education: College, University, or Professional School				
	2015		2016	
	Number	Percent	Number	Percent
Norfolk	13,721	9.2	13,647	9.1
SHR	56,878	7.9	56,052	7.7
Virginia	318,234	5.7	312,664	5.6
United States	10,281,374	4.9	10,081,150	4.7

U.S. Census Bureau, American Community Survey, 2015 & 2016 5 Year Estimates



Per Capita Income 2006-2016		
	2006	2016
Norfolk	\$31,884	\$38,484
South Hampton Roads	\$35,755	\$44,852
Virginia	\$40,237	\$52,957

US Bureau of Economic Analysis

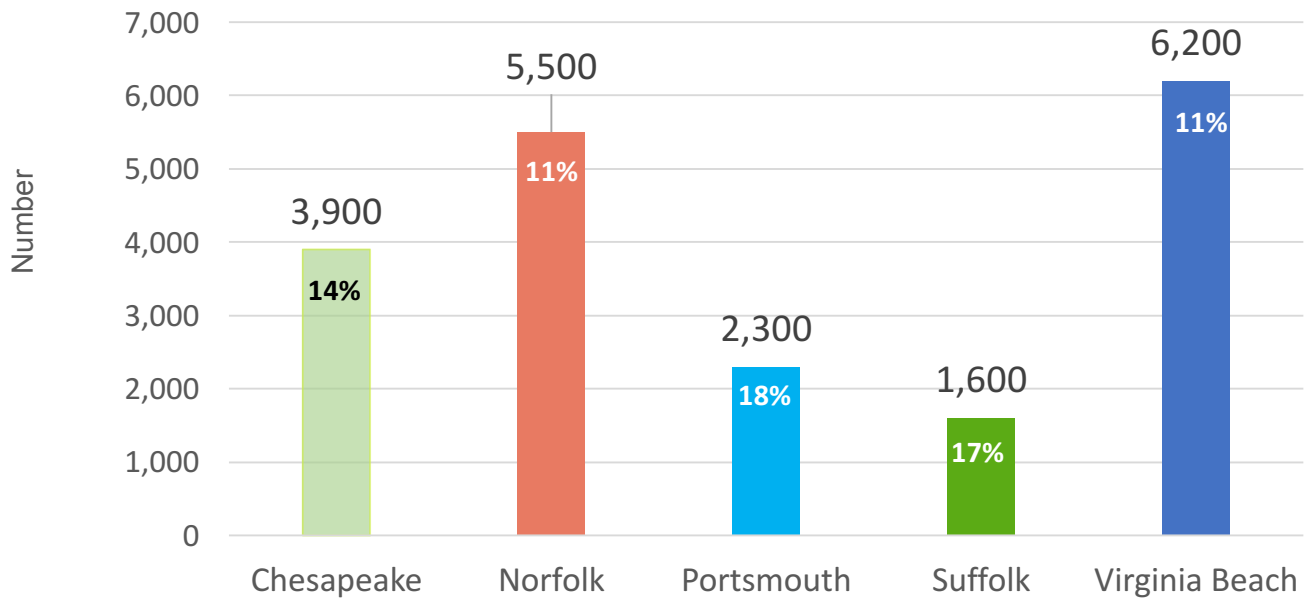


Unemployment Rate (Annual Average)											
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Norfolk	4.2	4.0	5.3	8.4	9.2	8.4	7.9	7.0	6.4	5.6	5.2
South Hampton Roads	3.3	3.2	4.2	6.8	7.4	6.9	6.5	6.0	5.5	4.8	4.5
Virginia	3.0	3.1	4.0	6.9	6.9	6.2	5.9	5.5	5.2	4.5	4.0
United States	4.6	4.6	5.8	9.3	9.6	8.9	8.1	7.4	6.2	5.3	4.9

Virginia Employment Commission

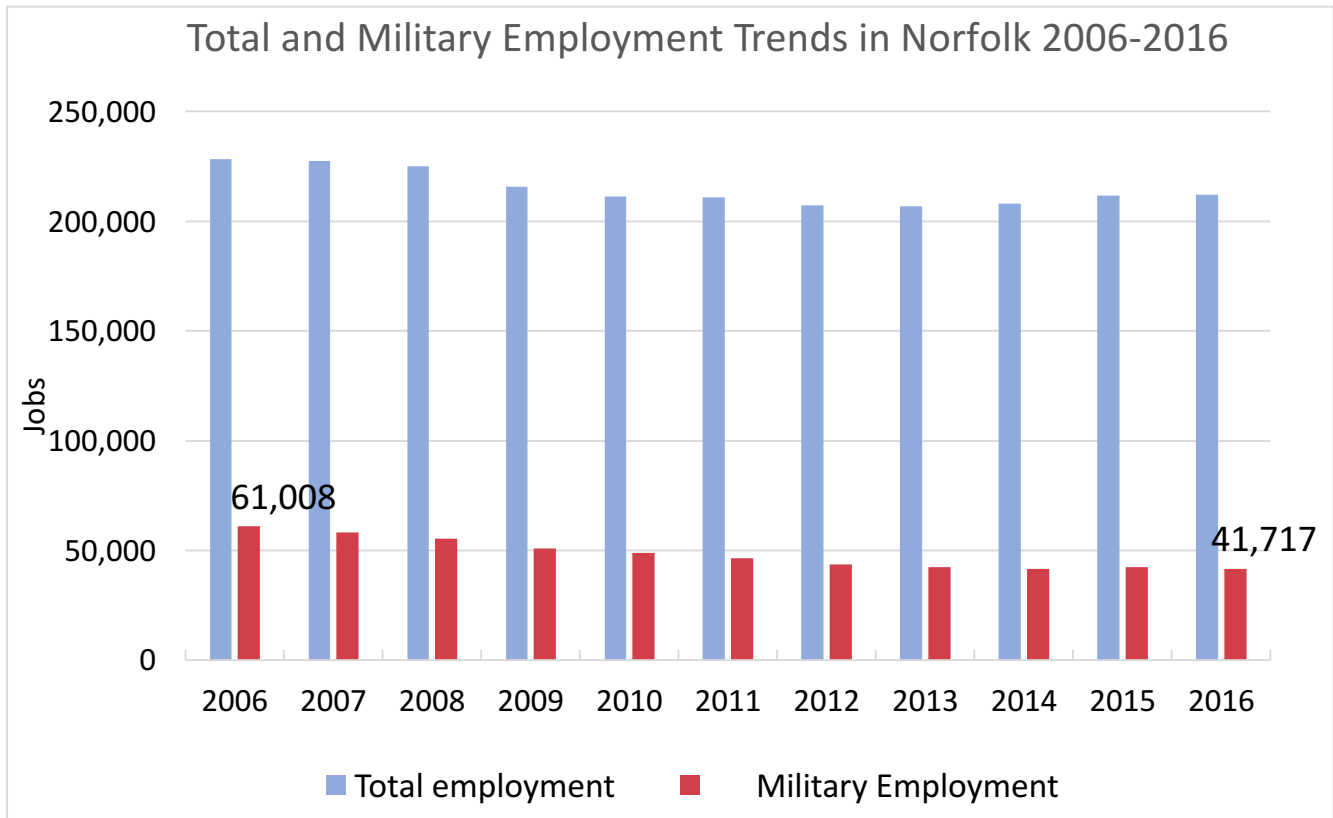


Number and Percent of Youth Ages 16-24 Not in School,  
Not Working, 2015 Estimate



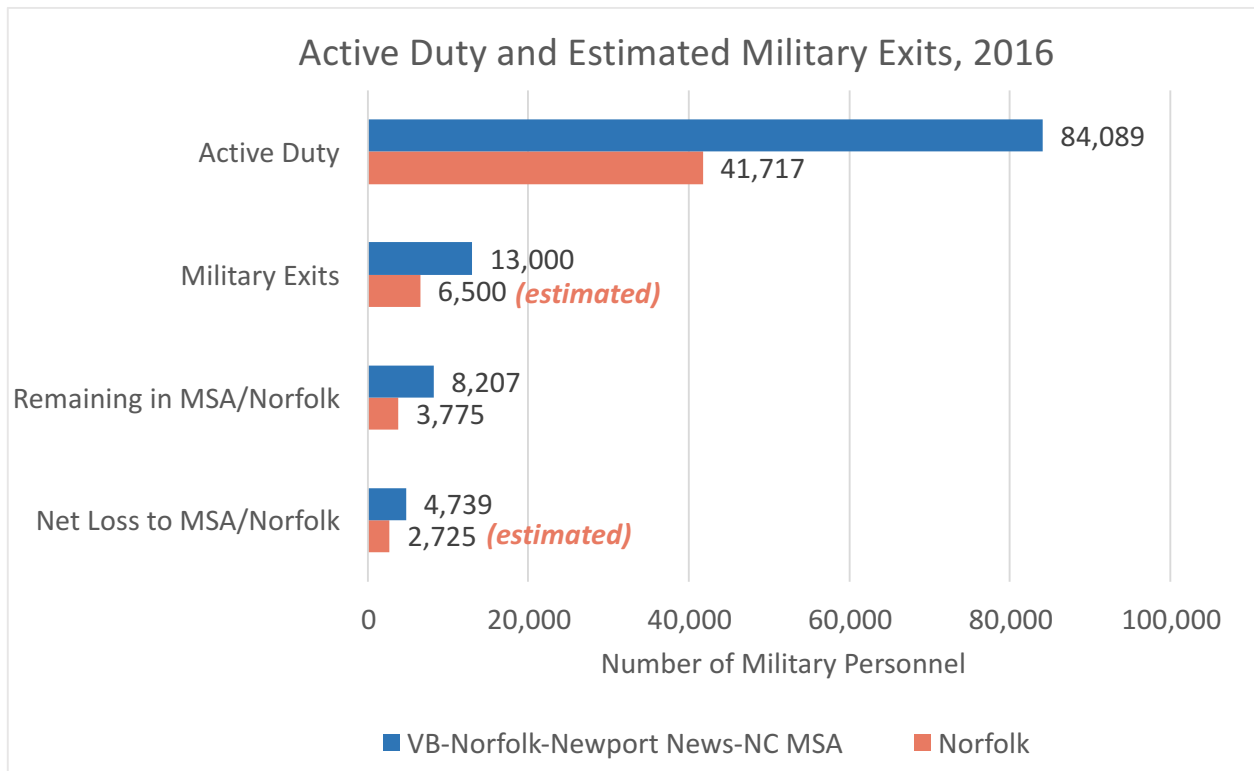
2015 Estimate of Disconnected Youth		
Jurisdiction	Number Youth 16-24	Percent of Disconnected Youth 16-24
Chesapeake	3,900	13.8
Norfolk	5,500	10.6
Portsmouth	2,300	18.3
Suffolk	1,600	17.3
Virginia Beach	6,200	10.6
South Hampton Roads	19,500	12.0
Virginia	105,200	10.2

Measure of America of the Social Science Research Council



Norfolk Employment Trends											
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total employment	228,318	227,488	225,122	215,627	210,988	210,595	207,238	206,814	208,049	211,652	212,112
Military employment	61,008	58,302	55,318	50,889	48,728	46,607	43,642	42,274	41,722	42,362	41,717

US Bureau of Economic Analysis



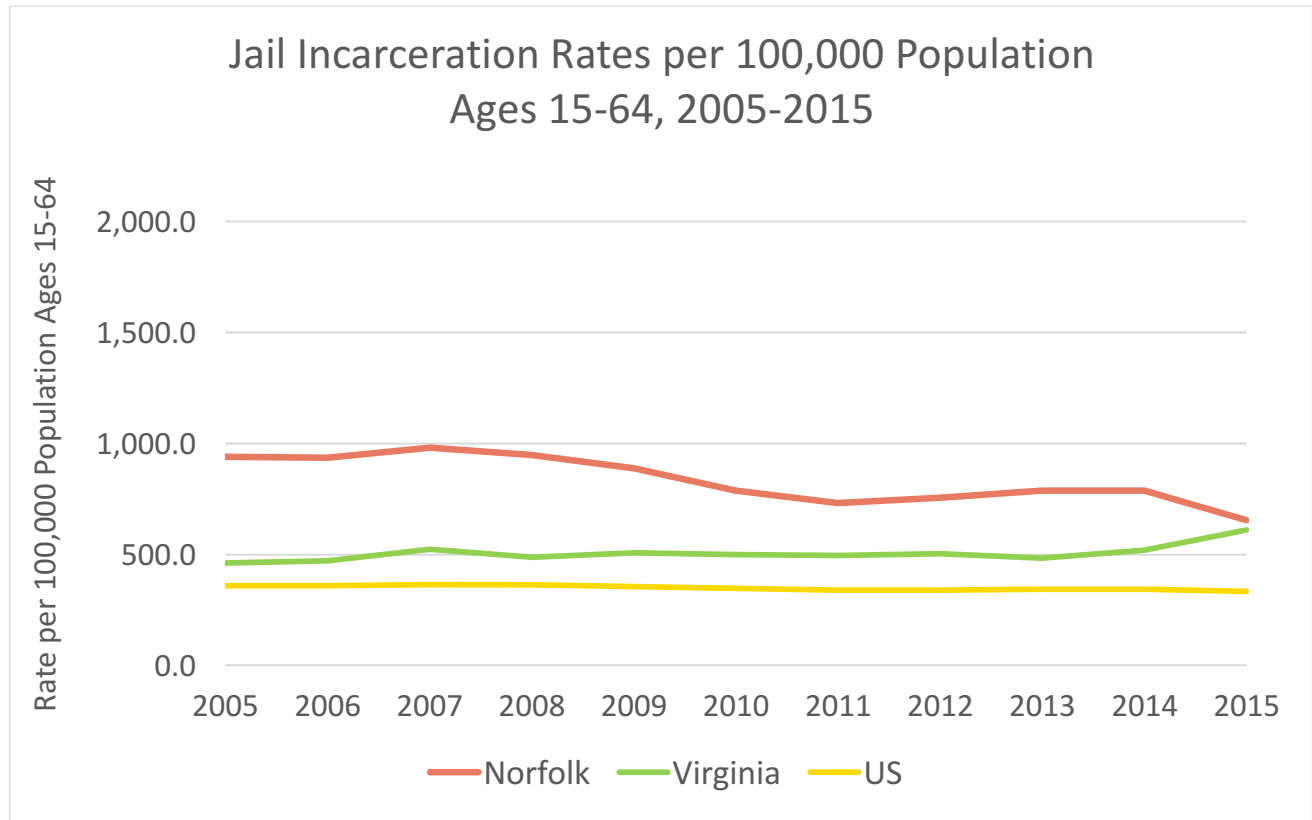
	Number in MSA	Number in Norfolk
Active duty, 2016 <sup>1</sup>	84,089	41,717
Average annual exits <sup>2</sup>	13,000	6,500
Exits remaining in area <sup>3</sup>	8,207	3,775
Military exits leaving area <sup>4</sup>	4,793	2,725

<sup>1</sup> Bureau of Economic Analysis

<sup>2</sup> MSA data is from the Hampton Roads Chamber of Commerce. Norfolk comprises half of the MSA's active duty, and the Norfolk exit figure is a calculation reflecting half of all regional military exits.

<sup>3</sup> OppInc. 2017 *State of the Workforce*

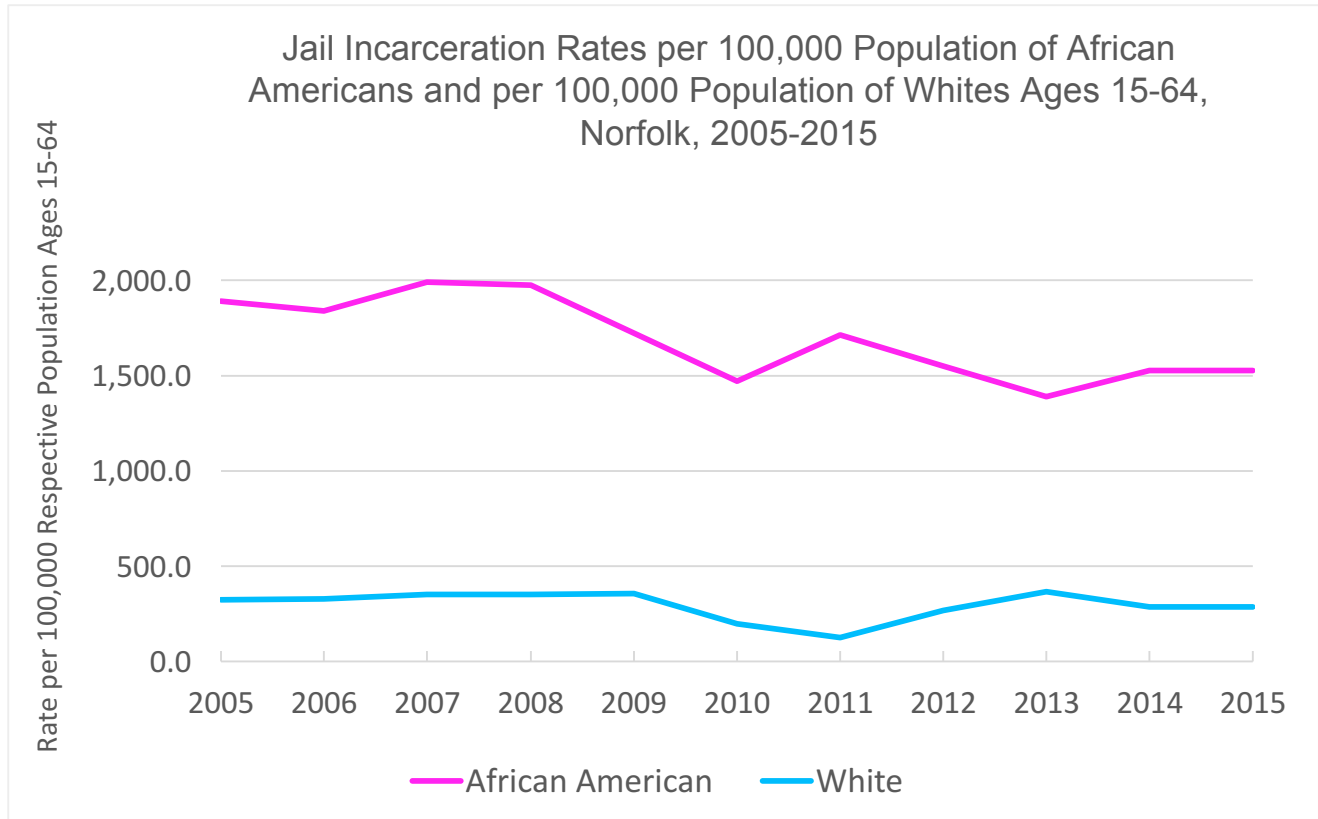
<sup>4</sup> Estimate based on data above



Jail Incarceration Rates per 100,000 Population Ages 15-64, 2005-2015											
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Norfolk	941.3	935.2	980.5	948.3	886.5	786.5	729.0	755.3	786.5	789.0	653.7
Virginia	460.7	471.5	522.1	486.3	507.8	499.3	493.4	501.6	483.7	518.1	609.5
US	356.7	358.4	363.2	360.9	354.2	346.3	338.2	340.1	341.9	341.3	332.8

Vera Institute of Justice, Incarceration Trends

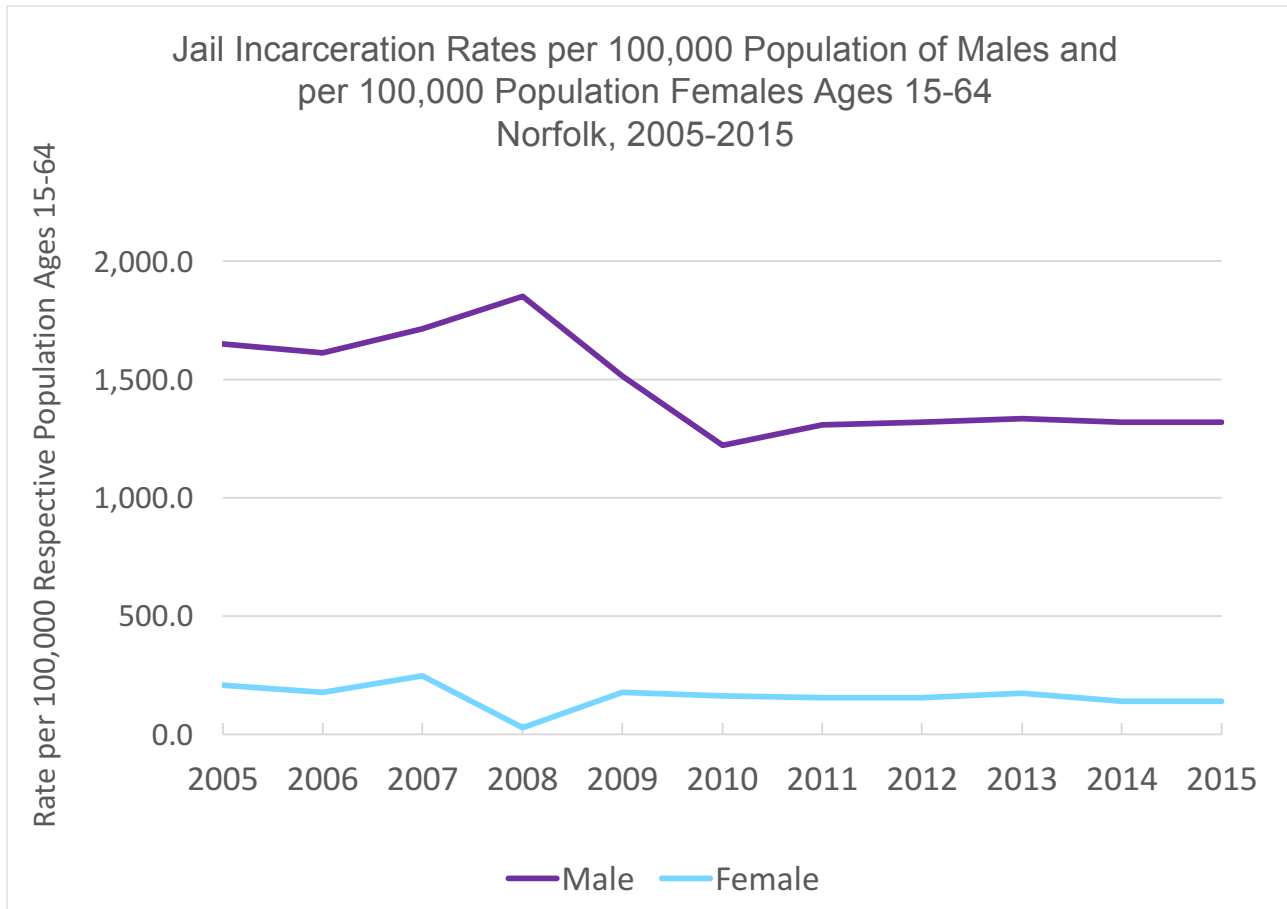




Jail Incarceration Rates per 100,000 Population African Americans and per 100,000 Population Whites, Ages 15-64, 2005-2015											
Norfolk	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
African American	1891.7	1836.8	1989.9	1974.5	1724.4	1472.5	1710.7	1548.2	1389.2	1524.1	1524.1
White	323.3	330.1	349.9	350.6	353.9	199.1	125.2	266.2	365.9	284.7	284.7

Vera Institute of Justice, Incarceration Trends

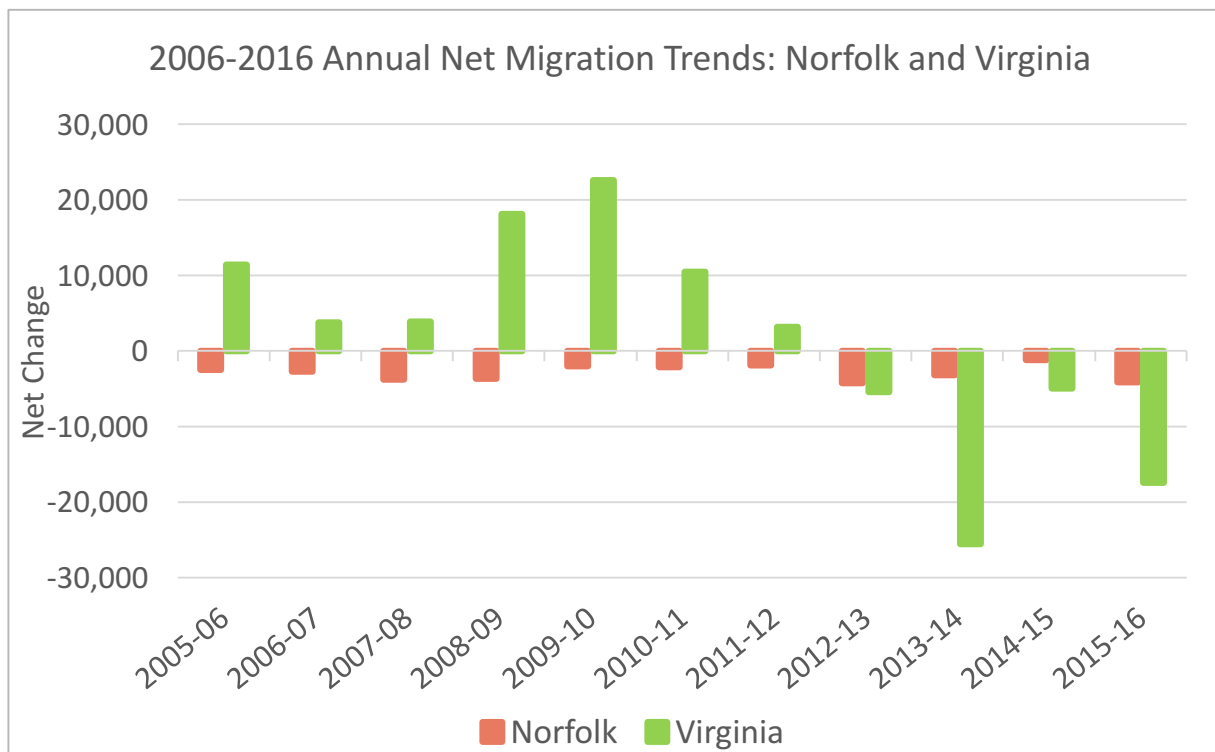
NOTE: Vera Institute of Justice calculates incarceration rates for African Americans using 100,000 population ages 15-64 of African Americans, and of whites using 100,000 population ages 15-64 of whites.



Norfolk Jail Incarceration Rates per 100,000 Population Males and per 100,000 Population Females, Ages 15-64, 2005-2015											
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male	1649.2	1611.4	1714.9	1850.8	1512.7	1221.6	1306.4	1317.4	1334.9	1318.2	1318.2
Female	208.4	178.0	247.2	28.2	175.8	164.2	153.8	153.8	173.7	140.1	140.1

Vera Institute of Justice, Incarceration Trends

NOTE: Vera Institute of Justice calculates incarceration rates for males using 100,000 population ages 15-64 of males, and for females using 100,000 population ages 15-64 of females



Annual Net Migration Trends: Norfolk and Virginia 2006-2016											
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Norfolk	-2,535	-2,759	-3,802	-3,635	-2,064	-2,143	-1,923	-4,240	-3,168	-1,162	-4,093
Virginia	11,359	3,800	3,846	18,156	22,555	10,463	3,176	-5,390	-25,556	-5,009	-17,474

Internal Revenue Service Migration Flows Data

*“A raft of empirical studies informs us that working-age individuals (and their families) are the primary people who have left our area. Easily the major reason they do so is that they perceive job prospects elsewhere are superior to those in Hampton Roads.”*

-- Old Dominion University, 2017 State of the Region Report

## Top 10 MSAs in college grad retention

Metro	Retention Rate	BA/ 1000 Population	Retained BA/1,000
New York-Northern New Jersey-Long Island, NY-..	71.1%	8.3	5.9
Riverside-San Bernardino-Ontario, CA	70.6%	2.8	2.0
Detroit-Warren-Livonia, MI	70.2%	4.2	2.9
Houston-Sugar Land-Baytown, TX	66.1%	3.8	2.5
San Jose-Sunnyvale-Santa C..	65.2%	8.7	5.7
Seattle-Tacoma-Bellevue, WA	64.6%	6.6	4.3
Atlanta-Sandy Springs-Marietta, GA	64.2%	5.8	3.7
Dallas-Fort Worth-Arlington, TX	63.7%	6.1	3.9
Louisville-Jefferson County, KY-IN	63.0%	6.6	4.1
Los Angeles-Long Beach-Santa Ana, CA	62.9%	8.2	5.2

← The Retained BA/1,000 Population is a **“rough estimate of the number of additional BA degree holders (per 1,000 population) who reside in a metro area after graduation.”**

*“If local higher education institutions are small, and chiefly serve students from local high schools, a high retention rate is not necessarily a sign of success.*

*Conversely, if your area colleges and universities are large and attract students from around the nation, a low retention rate may not be a sign that you’re doing poorly.*

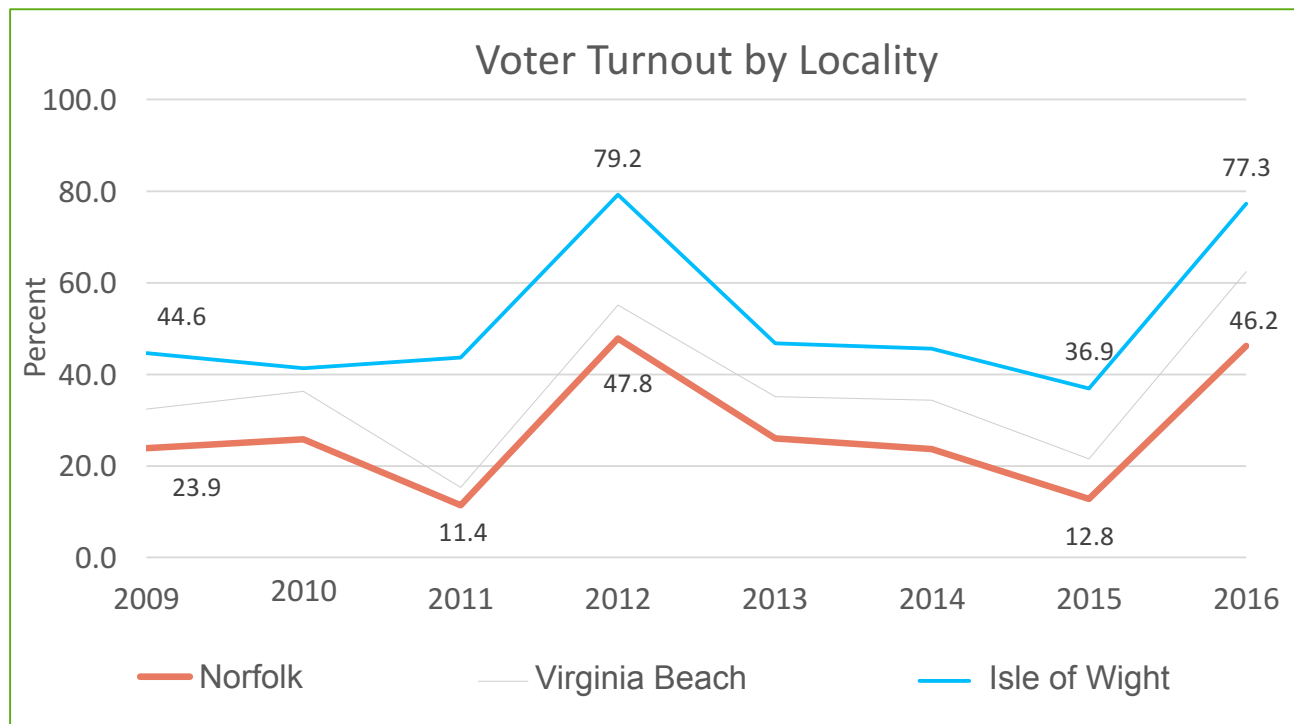
- How Brain Drain Measures Can Mislead

## Bottom 10 MSAs in college retention

Metro	Retention Rate	BA/ 1000 Population	Retained BA/1,000
Austin-Round Rock-San Marcos, TX	38.4%	13.2	5.1
Buffalo-Niagara Falls, NY	35.8%	13.8	4.9
Hartford-West Hartford-East Hart..	26.4%	11.2	3.0
New Orleans-Metairie-Kenner, LA	33.3%	7.7	2.6
Oklahoma City, OK	39.3%	11.0	4.3
Phoenix-Mesa-Glendale, AZ	18.0%	17.5	3.2
Providence-Fall River-Warwick, RI-..	31.9%	10.5	3.3
Rochester, NY	34.0%	12.1	4.1
Sacramento-Arden-Arcade-Roseville, ..	37.3%	7.5	2.8
Virginia Beach-Norfolk-Newport N..	31.6%	7.4	2.3

Joe Cortright. 2013. City Observatory, *How Brain Drain Measures Can Mislead*.



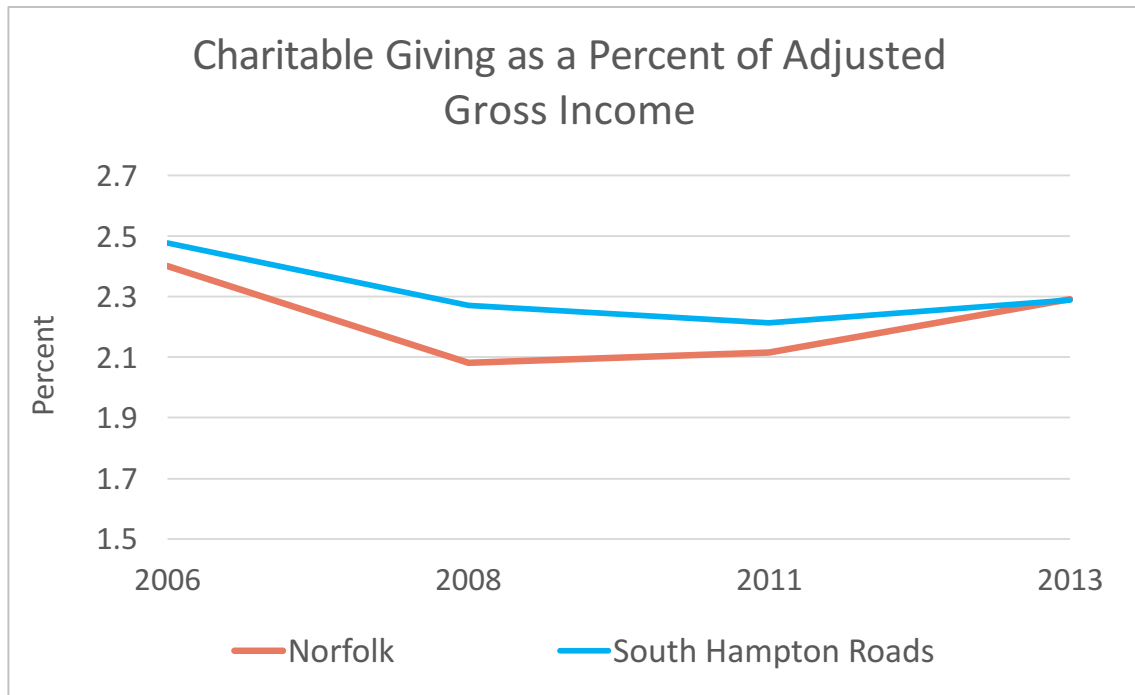


Voter Turnout by Citizen Age Voting Population								
	2009	2010	2011	2012	2013	2014	2015	2016
Norfolk	23.9	25.7	11.4	47.8	25.9	23.7	12.8	46.2
Virginia Beach	32.4	36.3	15.3	55.2	35.1	34.3	21.5	62.4
Chesapeake	34.4	35.9	9.6	61.1	40.1	37.8	11.3	73.4
Portsmouth	29.7	36.7	17.6	58.6	37.8	35.5	11.3	60.7
Suffolk	35.7	37.7	11.6	61.5	41.2	40.8	12.9	71.3
Isle of Wight	44.6	41.4	43.6	79.2	46.8	45.6	36.9	77.3
Southampton County	35.3	32.5	36.4	59.9	36.1	35.4	18.6	61.0

#### Officials elected by year:

2009	2010	2011	2012	2013	2014	2015	2016
Governor VA House Norfolk Officials	US House VA Gen. Assembly, Norfolk Council	VA Gen. Assembly, Norfolk Officials	<b>President</b>	Governor VA House Norfolk Officials	US Senate Norfolk Mayor & Council	VA Gen Assembly	<b>President</b>

Virginia Board of Elections



Charitable Giving as a Percent of Adjusted Gross Income				
	2006	2008	2011	2013
Chesapeake	2.7	2.5	2.4	2.5
Franklin	2.4	2.4	2.4	2.4
Isle of Wight	2.5	2.3	2.4	2.3
<b>Norfolk</b>	<b>2.4</b>	<b>2.1</b>	<b>2.1</b>	<b>2.3</b>
Portsmouth	2.6	2.5	2.3	2.4
Southampton	2.0	2.1	2.1	2.1
Suffolk	2.9	2.8	2.8	2.8
Virginia Beach	2.3	2.1	2.0	2.1
South Hampton Roads	2.5	2.3	2.2	2.3

National Center for Charitable Statistics

# *Mayor's Commission on Lifelong Learning*

## ***ADDENDUM:***

***New data in response to questions  
from January 18 meeting***

**February 15, 2018**

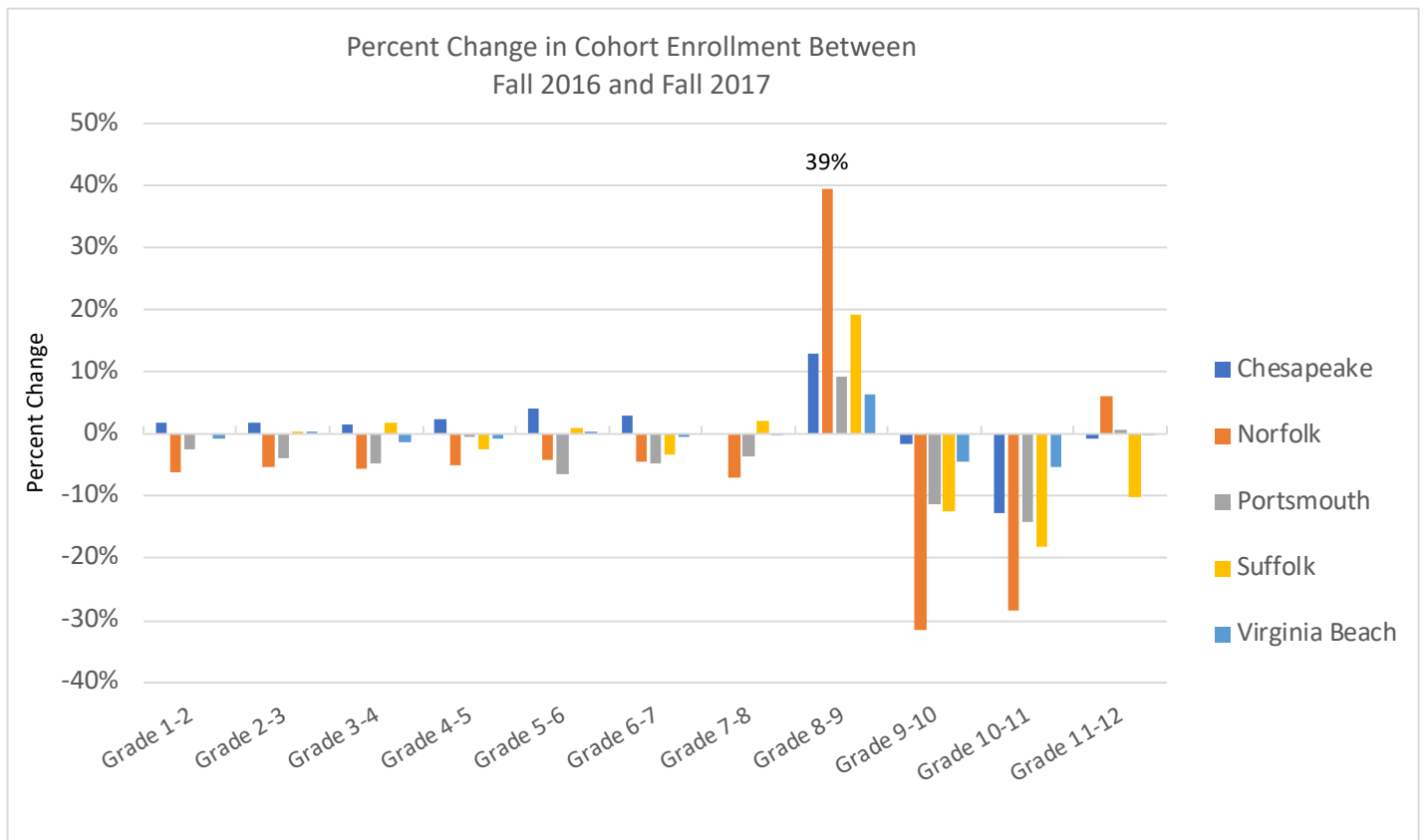
## Education

### Question 1: How many middle school students are dropping out and not being counted in the high school dropout rate?

Although the Virginia Department of Education does not track middle school dropouts, some states are beginning to do so. California reported that in 2011, 3.5% of 8<sup>th</sup> graders dropped out, and Texas reported that in 2015, 8% of dropouts did so in either 7<sup>th</sup> or 8<sup>th</sup> grade.

One measure that Virginia does track is student enrollment in each grade. This data indicates how cohorts advance through each grade level. Comparing cohort enrollment numbers for each year, education researchers have seen a trend that they refer to as “9<sup>th</sup> grade bottleneck,” which refers to the unusually large number of students enrolled in 9<sup>th</sup> grade due to so many students having to repeat that grade.

This trend is evident across Virginia and the South Hampton Roads region between Fall 2016 and Fall 2017. Norfolk data indicates a 39% increase in 9<sup>th</sup> grade enrollment over the 8<sup>th</sup> grade, which is significantly higher than the increase at the state and region level. The trend is also evident in the decrease of 10<sup>th</sup> graders across the board due to fewer 9<sup>th</sup> graders being promoted. Ninth grade appears to be where the majority of students begin to falter and potentially drop out.





Recognizing that middle school can be a time in which youth can become distracted from their education, experience bullying and or emotional trauma, experiment with unhealthy behaviors, and generally risk disengaging from school, the Virginia Department of Education implemented its mandatory **Academic and Career Plan** program, which requires 7<sup>th</sup> grade students to develop an educational and career plan that will be completed by the beginning of their 8<sup>th</sup> grade fall term. The plan outlines courses and goals according to student interest, and is reviewed/updated by student, parent and teachers each year.

### South Hampton Roads Cohort Changes Highlighting 9<sup>th</sup> Grade Bottleneck

		Fall Enrollment	Fall Enrollment	Fall Enrollment	Fall Enrollment	Fall Enrollment	Fall Enrollment	Fall Enrollment	Fall Enrollment	9 <sup>th</sup> Grade Bottleneck: 8 <sup>th</sup> graders promoted into 9 <sup>th</sup> grade PLUS 9 <sup>th</sup> graders who are not promoted to 10 <sup>th</sup> grade PLUS any new students	Fall Enrollment	Fall Enrollment	Fall Enrollment
Period	Division Name	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Fall 2017	Chesapeake City Public Schools	2,776	2,887	2,972	2,936	3,095	3,168	3,136	3,234	3,590	3,413	3,006	3,032
Fall 2016	Chesapeake City Public Schools	2,832	2,919	2,895	3,021	3,046	3,049	3,234	3,176	3,471	3,441	3,059	2,923
	Percent change									13%			
Fall 2017	Norfolk City Public Schools	2,612	2,408	2,511	2,423	2,368	2,143	2,102	1,931	2,768	2,082	1,451	1,439
Fall 2016	Norfolk City Public Schools	2,566	2,656	2,568	2,496	2,239	2,203	2,076	1,986	3,041	2,030	1,355	1,473
	Percent change									39%			
Fall 2017	Portsmouth Public Schools	1,171	1,217	1,123	1,147	1,111	962	983	926	1,125	1,010	882	886
Fall 2016	Portsmouth Public Schools	1,247	1,167	1,204	1,116	1,030	1,031	962	1,029	1,139	1,027	879	911
	Percent change									9%			
Fall 2017	Suffolk Public Schools	1,096	1,061	1,107	1,127	1,127	1,123	1,019	1,079	1,304	1,035	919	815
Fall 2016	Suffolk Public Schools	1,061	1,102	1,108	1,155	1,111	1,054	1,058	1,095	1,182	1,123	906	786
	Percent change									19%			
Fall 2017	Virginia Beach Public Schools	5,065	5,151	5,257	5,255	5,285	5,403	5,309	5,263	5,507	5,275	5,075	5,201
Fall 2016	Virginia Beach Public Schools	5,196	5,238	5,320	5,319	5,396	5,341	5,269	5,180	5,528	5,368	5,213	5,056
	Percent change									6%			
Fall 2017	State	107,255	107,068	109,938	112,207	112,198	110,272	109,103	109,181	120,115	110,973	104,613	104,231
Fall 2016	State	94,000	96,570	99,022	99,258	97,165	95,956	96,410	95,234	104,051	99,936	94,843	90,500
	Percent change									26%			

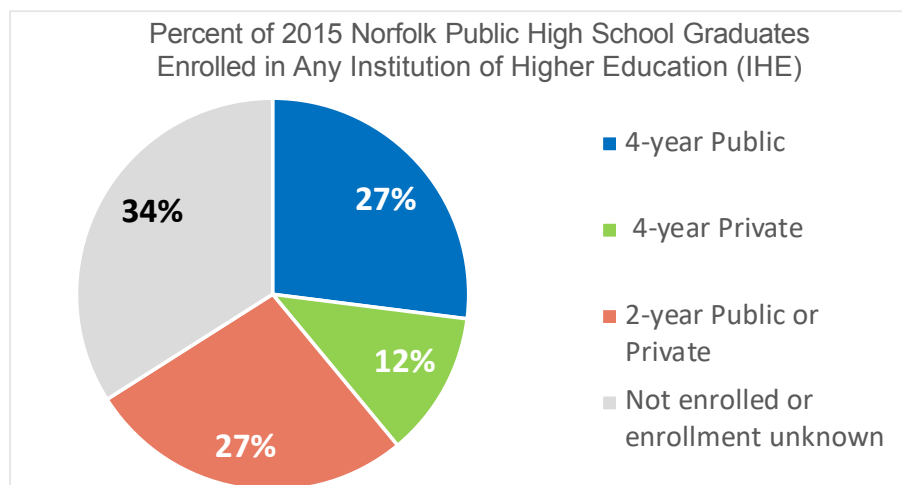
Virginia Department of Education

## Question 2: How and where are Norfolk high school students going to further their education and career?

The 2015 Postsecondary Enrollment Report published by the Virginia Department of Education reported that 66% of diploma earners (884 of 1,138) enrolled in any Institution of Higher Education within 16 months of earning their diploma. These Institutions of Higher Education (IHE) include any of the 3,600 institutions nationwide that provide data to the National Student Clearinghouse, including public, private non-profit, and private for-profit, 2- and 4-year institutions.

Private for-profit IHEs in Hampton Roads include Advanced Technology Institute, Bryant and Stratton, ECPI (and Culinary Institute), Everest University, Sentara College of Health Sciences, and Strayer University Distance Learning

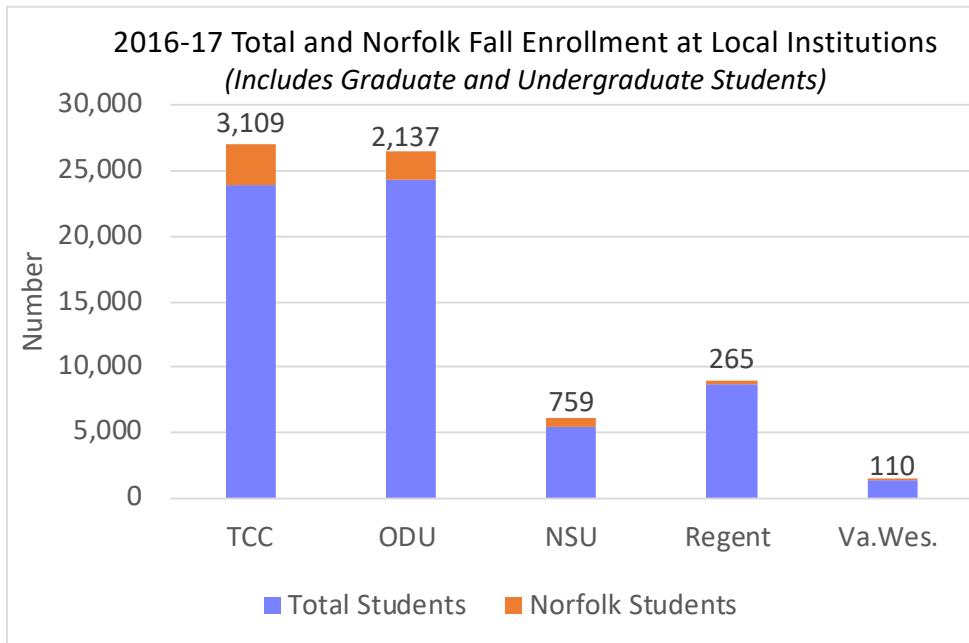
Students who attended schools that do not participate in NSC are not included in the number or percent of students enrolled in an IHE.



2015 Public School Postsecondary Enrollment in Institutions of Higher Education (IHE) Nationwide					
	Percent of cohort earning a diploma who enrolled in <b>Any IHE</b>	Percent of cohort enrolled in any <b>4-year Public IHE</b>	Percent of cohort enrolled in any <b>4-year Private IHE</b> (includes some for-profit IHEs)	Percent of cohort enrolled in any <b>2-year Public or Private IHE</b> (includes some for-profit IHEs)	Percent of cohort who were not enrolled, or were enrolled in an IHE not reporting data
Chesapeake	76	38	9	29	24
<b>Norfolk</b>	<b>66</b>	<b>27</b>	<b>12</b>	<b>27</b>	<b>34</b>
Portsmouth	60	20	7	33	40
Suffolk	68	31	10	27	32
Virginia Beach	73	37	9	27	27
Virginia	72	34	10	28	28

Virginia Department of Education

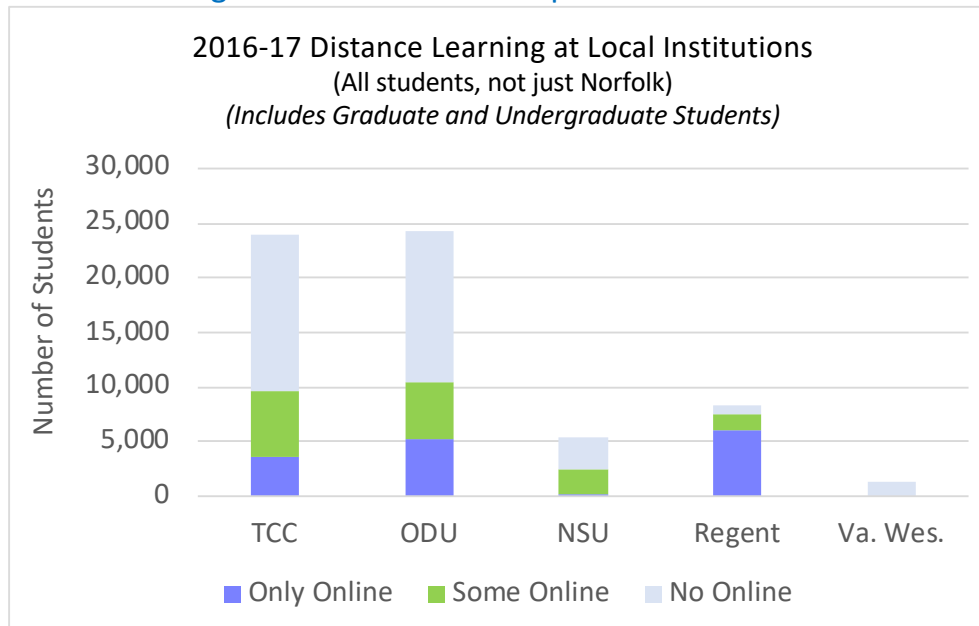
### Enrollment at Local Public & Non-Profit Institutions



The graph at left reflects the graduate and undergraduate students from Norfolk at local institutions.

State Council of Higher Education for Virginia

### Online Learning at Local Public & Non-profit Institutions

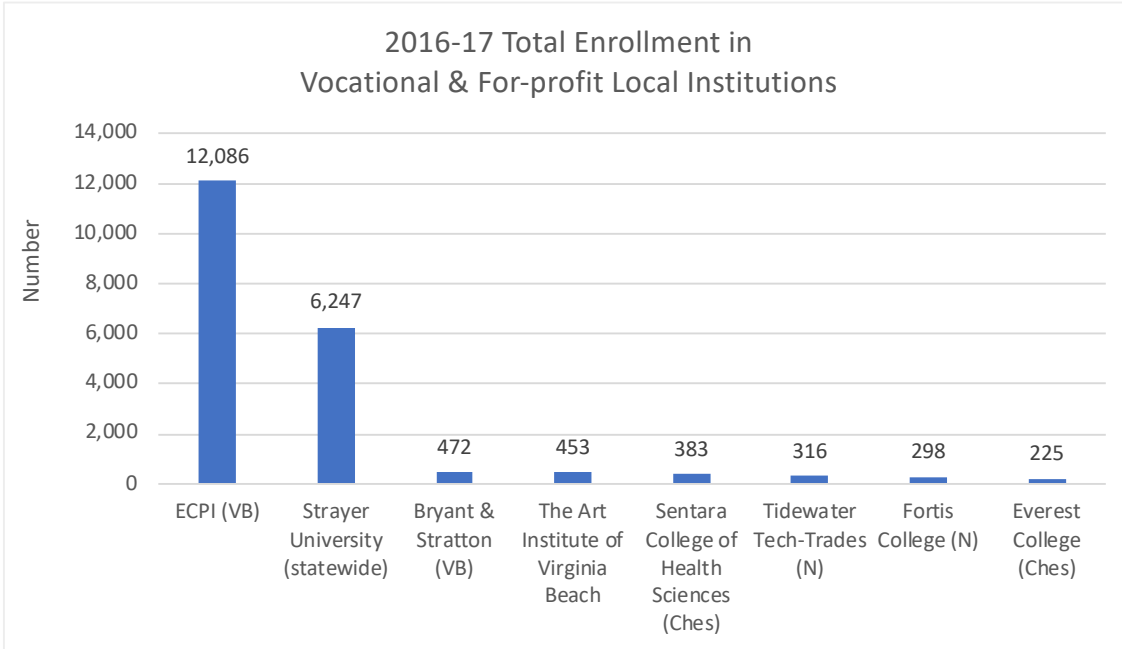


The graph at left shows the breakdown of all students choosing Only Online, Some Online, and No Online classes.

The majority of Regent students study Only Online. Almost half of the students at TCC and ODU take Some Online/Only Online classes and about half take No Online classes

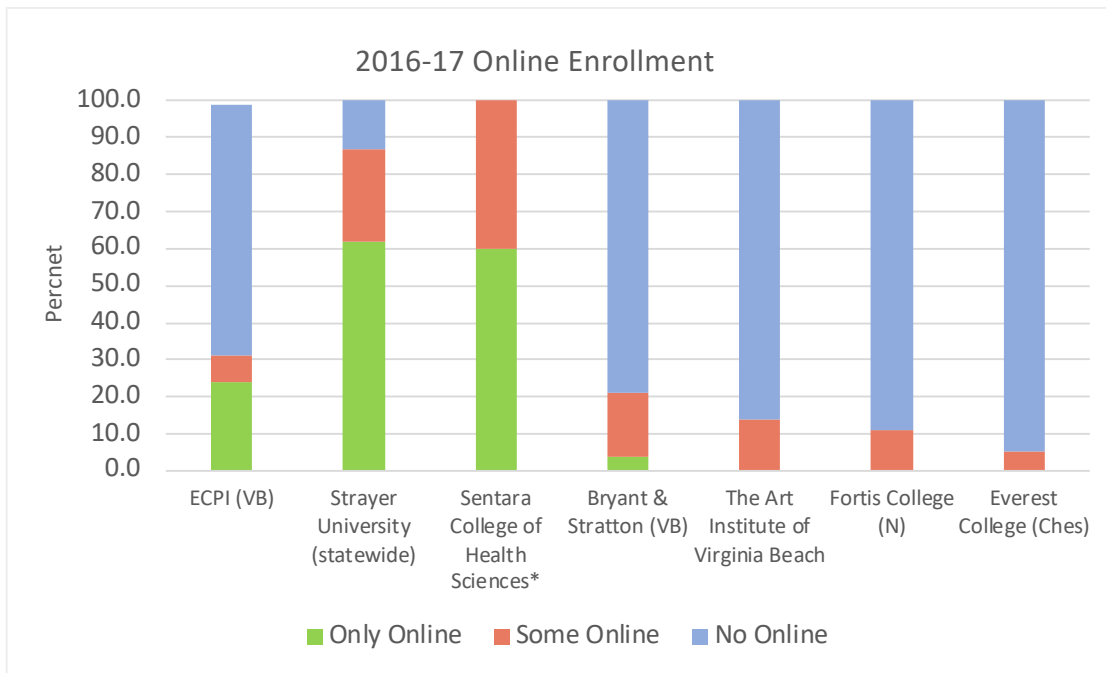
National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)

## Enrollment in Local For-Profit Institutions



ECPI and Strayer University have the largest student enrollment of local for-profit institutions.

## Online Learning at Local For-Profit Institutions



Among local for-profit institutions, Strayer University, Sentara College of Health Sciences and ECPI have the largest percentage of students taking Only Online classes.

National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)  
Data is for Institutions reporting to IPEDS. Number of Norfolk students is not available.



## Additional vocational & educational pathways in South Hampton Roads:

### Vocational – Accredited or Certified in Virginia

Advanced Fuller School of Massage – VB  
 Arclabs Welding School – Portsmouth  
 Aviation Institute of Maintenance – Chesapeake  
 Caycee Reilly School of Massage – Virginia Beach  
 Centura College – N  
 Dental Careers Foundation – VB  
 Chrysm Institute of Aesthetics – Virginia Beach  
 Internet Marketing Training Center – VB  
 Newport News Shipbuilding Apprenticeship Program  
 Practical Dental Assisting of Virginia Beach – VB  
 Rudy & Kelly Academy – Virginia Beach  
 Wards Corner Beauty Academy - N

### Religious – Accreditation not required

Faith Bible College - Norfolk  
 Norfolk Theological Seminary and College  
 Providence Bible College & Theological Seminary-Norfolk  
 Tabernacle Bible College – Norfolk  
 Tabernacle Baptist College & Theological Seminary-VB  
 Tidewater Bible College – VB  
 Chesapeake University of Theology  
 Virginia Beach Theological Seminary  
 Wave Leadership College - VB

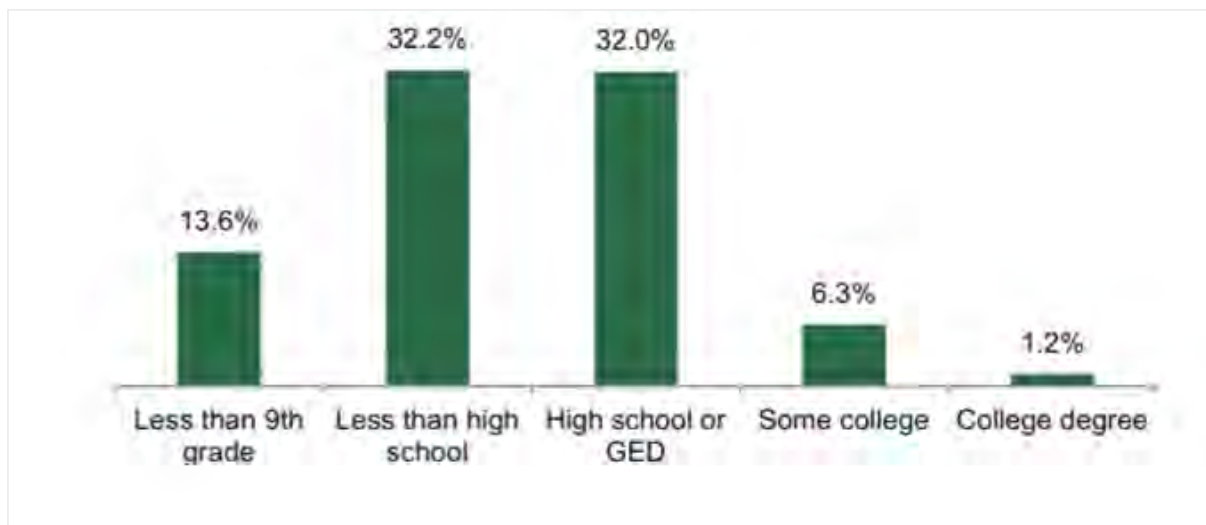
Source: State Council of Higher Education for Virginia, Huntington Ingalls Apprentice School

## Work

### Question 3: What is the educational attainment of those in jails and prisons?

In Virginia, the majority (75%) of inmates have a high school education or less, and nearly 14% have not completed the 9<sup>th</sup> grade.

#### Over 75% of Virginia inmates have a high school education or less



Justice Policy Institute

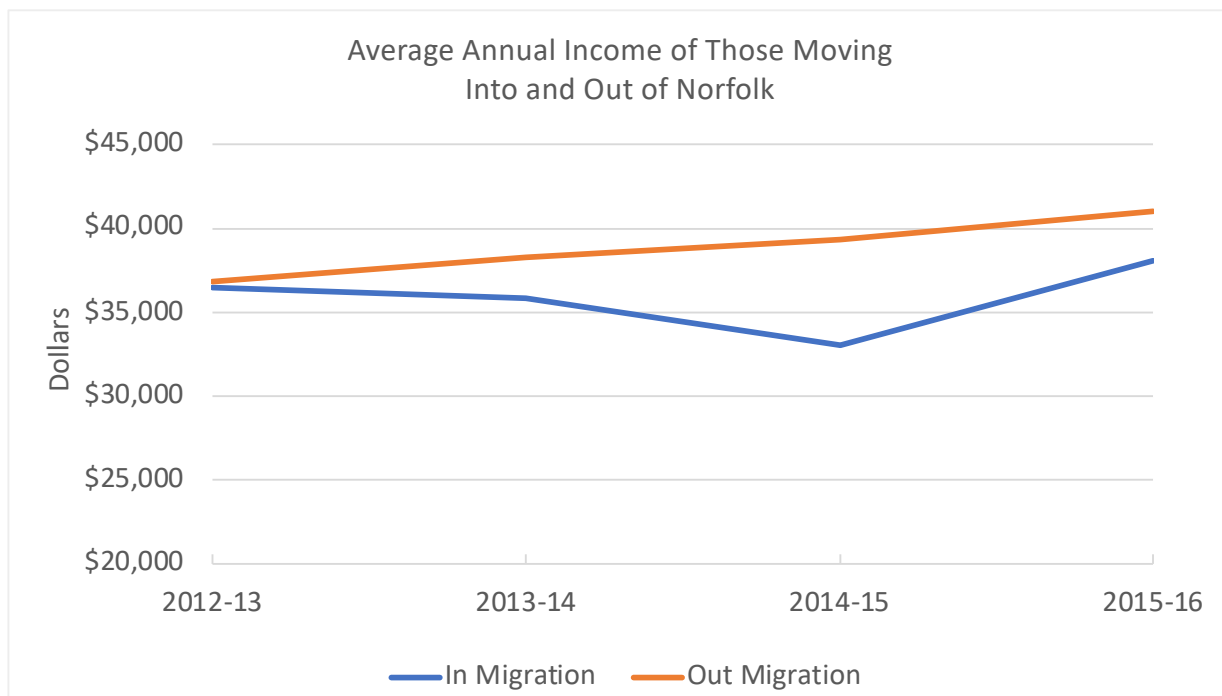
### Question 4: What is Virginia's recidivism rate?

In November 2017, the Associated Press reported, "Gov. Terry McAuliffe said Friday that among 45 states that produce three-year recidivism rates for felons, Virginia has the lowest rate, at 22.4 percent. He credited initiatives to rehabilitate inmates and help them develop skills they need for when they return to their communities."

## Life

### Question 5: What is the average annual income of households moving into and out of Norfolk?

The Internal Revenue Service reports that the average annual income of those moving into Norfolk is slightly less than the average annual income of those moving out of the city.



Average Annual Income of Those Moving Into and Out of Norfolk for Selected Years				
	2012-13	2013-14	2014-15	2015-16
In Migration	\$36,501	\$35,793	\$33,030	\$38,061
Out Migration	\$36,820	\$38,284	\$39,360	\$41,005

Internal Revenue Migration Data



## **Appendix 3:**

### Citizen Survey



## CITIZEN SURVEY

**1. What is your concept of Lifelong Learning? The Commission has come up with the following ideas, but needs community input before moving forward. Please check all of the concepts that you think are important to your community and/or to the City.**

- ☐ Develop neighborhood leaders to help improve local communities.
- ☐ Encourage military personnel to remain in Norfolk after retiring from the service.
- ☐ Bring neighbors together to address city-wide issues.
- ☐ Increase preparedness for 21st Century employment for all residents.
- ☐ Engage families in learning initiatives together, beyond school activities.
- ☐ Ensure continued learning for incarcerated and returning citizens.
- ☐ Improve high quality early childhood programs for all children.
- ☐ Improve workforce learning opportunities for those at risk of dropping out of school and those without a GED.
- ☐ Encourage military personnel to remain in Norfolk after retiring from the service.
- ☐ Other (please specify)

**2. What are some ways that you and/or your neighborhood could be involved in Lifelong Learning initiatives? Please check all that apply.**

- ☐ Identify assets and resources in your neighborhood/community (land, facilities, businesses, schools, arts, leadership, talents, etc.).
- ☐ Identify gaps and needs to achieve neighborhood/community goals.
- ☐ Identify neighborhood/community goals and develop an action plan to achieve them.
- ☐ Identify any existing or needed partnerships (businesses, faith community, schools, etc.) to achieve these goals.
- ☐ Support use of community assets, such as schools, libraries and other public spaces, for multi-generational activities.
- ☐ Identify non-traditional opportunities for year-round family learning activities.
- ☐ Provide students who have not completed high school with specific tools or training to aid in their transition to work.
- ☐ Help link transitioning military to the civilian workforce.
- ☐ Other (please specify)

**3. Are you aware of the following programs available to Norfolk residents?**

- ☐ Opplnc. (Job assistance)
- ☐ Hampton Roads Veteran Employment Center (part of Opplnc.)
- ☐ *Norfolk Works* (Job assistance)
- ☐ Tidewater Community College Workforce Development
- ☐ Neighbors Building Neighborhoods - Grants
- ☐ Neighborhood University
- ☐ Norfolk Public Schools' Adult Basic Education (GED)
- ☐ Together We Can Foundation (Employment for at-risk youth)
- ☐ Creative Studios at Slover Library
- ☐ *Norfolk Arts*
- ☐ Other (please specify)

## Comments to Question 1:

What is your concept of Lifelong Learning? The Commission has come up with the following ideas, but needs community input before moving forward. Please check all of the concepts that you think are important to your community and/or to the City.

### **Seniors**

- Encourage continued learning by senior citizens including training of younger people to assume leadership roles in business and the community.
- Engage senior citizens in volunteer opportunities in schools/neighborhoods/HOA/city government to share their knowledge. Where you help/teach you learn.
- If we wish this to be a retirement region, which it already is to a small degree, we need to provide continuing ed for retired persons on a variety of levels.
- Keep Seniors learning -- new skills, facts, and attitudes.
- Low cost, non-credit, enrichment classes for senior citizens like many other communities provide
- Provide retirees with stimulating learning opportunities to keep engaged in improving brain health and social engagement. It can be learning a new language, to play a musical instrument, dance classes, discussions on local, national & global current events, reading groups, etc.

### **Family Learning**

- Seek policies that maintain the nuclear family; mothers and fathers, to teach their children to be wise continuing to learn throughout their lives. Seek policies that support the police in their efforts to maintain law and order. Seek policies that dissuade the family, the bedrock of our civilization from breaking apart in divorce. Support fathers to love their wives and teach children to be wise and not do wrong. Support mothers to respect their husbands and love their children.
- Encourage intergenerational learning opportunities.

### **City Assets**

- More promotion and advertising of the city's history, charms, services, libraries and recreation facilities. Extend the hours of city's recreation facilities to include Sunday hours. Promote existence of & use of the recreation facilities and the programs offered. Many people do not know of the existence of such a facility as NFWC; or the Therapy Program for persons with developmental disabilities
- Lifelong learning is just that. Learning through a lifetime... One such place that is based on this concept is **The Muse Writers Center. You may want to contact us. We could be very helpful.** Also, I used to work for the American Council on Education, which has a very strong lifelong learning Component
- Offer opportunities for residents of all ages to participate in community learning activities (i.e. Citizens Police Academy, CERT Trainings)
- Use city facilities (library, zoo, botanical gardens, etc.) for workshop learning opportunities.
- Improve availability and affordability of quality recreation centers for all age groups.

### **College alternatives**

- Create robust vo-tech programs in high schools for kids who do not want to go to college.
- Improve educational opportunities for all students with workforce opportunities and not just college entry activities. How many students begin college and find out it is not for them but they now have no workforce skills to fall back on. How many students complete a college education and find out their degree will not get them a job? They all need some marketable skills or workforce skills to be able to make a good life themselves and be able to make a contribution to our society.
- Extend the school year and encourage schools to promote real-life learning on topics like personal finance (e.g., how credit cards work, managing a budget), wellness, how to be a good neighbor, etc. and reinforce college alternatives such as trade schools and community courses.

### **Technology**

- Provide technical training to ALL students to address the needs of the IT community. Train older generation on skills needed to survive in this high technology environment.
- Encourage STEM learning and technology leadership in Norfolk to diversify economic opportunities
- Increase awareness and preparedness for new technology for all residents (e.g. Smart cities, healthcare for seniors, and learning opportunities).

### **Adult Education**

- Having easily accessible, adult education classes taught all around town.
- Increase availability and awareness of adult literacy programs
- Let any citizen audit classes at any city school if there is space, and gradually develop the infrastructure to do this online
- Provide educational opportunities for adults....for self-improvement....not for purpose of degree attainment or acquiring work.
- There are many programs available to help younger adults (like job Corps, etc.) and veterans but nothing for the 30/40/50/60+ adults. Programs geared to this crowd would be much appreciated
- There are excellent free resources on line for continued self education and learning such as MOOC....massive open online courses. Coursera and Edx are two that I enjoy.
- I think we need to offer learning to adults for free in our local schools...languages, skills etc.
- Strongly encouraging personal growth by continually promoting/providing a broad range of continuing educational activities for all residents

### **Regionalism**

- Work closer with other cities to create one region, instead of seven divided cities. This only hurts Hampton Roads in the long run, considering many people live in one city, but work or socialize in another.

## **Lifelong Learning Concepts**

- -Improves our abilities to act as responsible citizens  
-Keeps our minds active, regardless of age and health  
-Increases our range of perspectives so we can be better neighbors  
-Increases interaction among people of different ages so we can learn what problems we will face in our own personal futures and ways we can respond to those challenges
- I checked some other boxes, but the key thing that Lifelong Learning means to me is always growing and learning instead of stagnating and calcifying into one's comfort zone of knowledge, skills and opinions. Navigating life successfully requires a growth mindset.
- Lifelong Learning keeps the mind young, alert and interested in the world and what it has to offer. I am a docent at the Chrysler Museum - It is always a pleasure giving tours to the seniors from Beth Shalom Home – my favorite is a 96 years old male and he remembers when the Chrysler Museum was not called the Chrysler Museum.
- Lifelong Learning, to me, is to encourage people after they leave K-12 and/or college to continuing to learn. This could be a single mother, a veteran, an middle class couple (no children), etc. It should be open to EVERYONE who is over the age of 30. As we age and leave the school environment behind, many people stop learning new technology, a new skill for everyday life or to start a new career during mid-life. I am 50 and I am taking a foreign language again online, for free. To me, this is an example of lifelong learning.
- While each of these initiatives may be valuable, none fit the most typical use and meaning of the term “lifelong learning” in my experience. That term typically refers to continued opportunities for learning for all citizens, particularly older adults. ODU offers a variety of continuing education courses but they located the program far out in Virginia Beach! (A sore point for me as a downtown Norfolk resident.) You might also request a program bulletin from Christopher Newport University regarding their very full, rich and diverse Lifelong Learning offerings for the Peninsula community. Many communities offer OLLI programs in university settings which you could explore (a thriving one in Wilmington NC for instance, with meetings at the Wilmington branch of U of NC. Have you considered cooperative programs with TCC or perhaps encouraging ODU to “bring home to Norfolk” some of what is now an unreasonable commute for many Norfolk citizens who are interested in lifelong learning in multiple fields? Best wishes for the successful work of the new Commission.
- My concept of lifelong learning is quite different from most of the options listed above. To me, it involves just that - learning throughout one's lifetime. The city can help facilitate this by offering specialized "good citizen" courses, by offering small scholarships for those who might not be able to afford tuition at a community or four-year college, offering free programs where residents can learn how to be more sea-level-rise resilient, etc.
- I'm in favor of lifelong learning for everyone, not just subsets of the community (older people, transitioning service members, people who have been incarcerated, e.g.).
- Create opportunities and enthusiasm for learning for self-improvement, actualization and individual/community growth/advancement.
- Develop goals and action plans to reach global communities, schools, and businesses leveraging technology.

**Neighborhoods**

- Presently, it's necessary to call Norfolk Cares to address overgrown lawns, cars parked on the yards-front and back, grass shavings blown into the street, etc. Some neighbors are afraid to lodge a complaint/concern. Is there any other way to notify without calling?
- With many refugees and foreign nationals moving into the neighborhoods, there's a need for education from a global perspective.
- Community involvement is a great concept but even getting residents to attend civic league meetings is a daunting task. Our civic league once offered college financial assistance. ..no one interested.

**Early Education**

- Literacy, so many students in Norfolk are reading below grade level! This needs to be made a Priority! Our schools have no real Plan to address this issue! We need a Comprehensive plan to ensure all students are reading at or above grade level.

**Misc.**

- Identify and improve disaster preparedness and recovery plans for the city.
- Keeping those not in the workforce engaged and mentally stimulated.
- Get council members and other leaders to listen to citizens.
- END LITTERING: Provide programs that teach children that LITTERING is WRONG. Along with literacy training, anti-littering education is critical to development of healthy communities and respect for others. We need to teach our children that respect for themselves and their neighbors begins when they throw their trash in a trash can.



## Comments to Question 2

What are some ways that you and/or your neighborhood could be involved in Lifelong Learning initiatives? Please check all that apply.

### **Non Traditional Education**

- Develop high quality magnet schools for students...along the lines of the Governor School for the Arts.
- Get major corporations to undergird educational opportunities like the Apprentice school at Newport News shipbuilding.
- Provide anyone who has not completed high school or is unable to read with specific tools to improve their lives
- Start a mentoring program for students and at-risk youth.
- Utilize handicapped people's abilities as resources. Provide more handicapped friendly activities.

### **Facilities**

- Require City buildings and facilities to be designed to incorporate shared uses instead of being single-use.
- Establish physical and programmatic connections between city facilities and the surrounding neighborhoods.

### **Neighborhood Education**

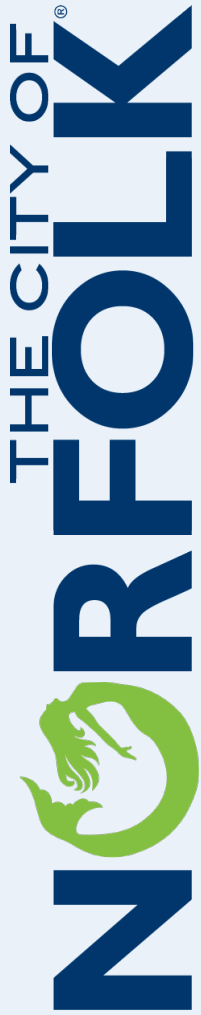
- Provide neighborhood seminars on using solar panels, neighborhood gardens, etc.
- Encourage homeowners to beautify homes, with less regulations. Driveways are too narrow. Drivers have noisy vehicles and go too fast without regard for others.

### **Community Resources**

- This comment/suggestion applies to the below item. There are 10 programs identified, which by name/function are candidates for mergers into maybe only 4 programs. Mergers would require complete mergers of all data bases and create an enhanced method of information exchange with members of the appropriate members of the various City Departments/Agencies. History has shown that 2 many cooks spoil the soup!!....Increase the viability and strengthen the programs by mergers.



Prepared by  
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