

2008

**The Warren County
Action Team for Child
and Youth Success**

with

**Jereann King Johnson
and Doris Terry Williams**

FROM TALK TO ACTION

The Warren County, North Carolina, community vision and action plan to ensure that all of its children and youths succeed and thrive

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*To the extent that it is possible,
You must live in the world today
As you wish everyone to live
In the world to come.*

*That can be your contribution.
Otherwise, the world you want
Will never be formed. Why?*

*Because you're waiting for others to do
What you're not doing;
And they are waiting for you,
And so on.
– Alice Walker*

From Talk to Action

Warren County Action Team
for
Child and Youth Success

January 2008

Presented by
The Warren County Training School-North Warren High School
Friends and Alumni Association

ACKNOWLEDGEMENTS

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We owe a special thanks to Warren County Superintendent Dr. Ray Spain, Community School Coordinator Pat Draffin, and other Warren County Schools personnel for assisting with and participating in the dialogue and action process; the Warren County Board of Education for co-sponsoring the community dialogue process; the Rural School and Community Trust for providing funding, guidance, and technical assistance; and the many citizens of Warren County for volunteering to facilitate and participate in the dialogue process, serve on various Action Teams, and implement selected actions on behalf of the county's children.

CONTENTS

	Page
Project Background and Goals.....	6
Community Context.....	7
The Visioning Process.....	9
Key Findings.....	12
Recommendations.....	15
Team Actions	16
Conclusion.....	19
Appendices	
➤ Action Team Time Line	
➤ Study Circle Participants List	
➤ Warren County School Report Card: A Summary of Selected Data	
➤ Warren County Child Health Data	
➤ Warren County Economic Data	

PROJECT BACKGROUND AND GOALS

From Talk to Action documents the efforts of Warren County citizens to create and actualize a vision for the success of all of its children and youth. From early to mid-2007, some 80 individuals from various socioeconomic, political, and religious backgrounds participated in a series of conversations known as “Study Circles.” Launched by the Warren County Training School-North Warren High School Friends and Alumni Association (Alumni Association) in partnership with The Rural School and Community Trust, the Study Circles immersed community members in an intensive visioning and planning process that included a deep study of the plight of the county’s young people, barriers to their success, and ways in which the community might respond to ensure that all of the county’s young people thrive.

From Talk to Action captures the “what,” “so what,” and “now what” of the Warren County visioning process.

“What – the study circle process

“So what” – the discoveries and findings of the study circle process

“Now what” – recommendations, community responses, and actions

Three key questions guided the county’s visioning process...

- What would a community look like that ensures success for all of its children?
- What relationships must be in place for children to succeed and thrive?
- What is the community’s capacity to ensure success for all of its children?

The Alumni Association is one of three community-based organizations partnering with the Rural Trust in Northeastern North Carolina in the “Connecting School and Community” initiative. The Rural Trust started the initiative with a three-year commitment from the W.K. Kellogg Foundation. The overarching goal is to build the capacity of grassroots leaders and community-based organizations to engage in local school reform in vulnerable rural communities, build justice-oriented models for academic and other supports for vulnerable children, and establish a network of rural activists who will advocate for supportive educational policies and practices.

COMMUNITY CONTEXT

The Warren County discussion, visioning, and action planning process was influenced by a number of local circumstances. Like its neighboring counties, Warren County faces the challenges of globalization, a shifting economic base, the doubled-edged legacy of southern history and relationships, and rapidly changing cultural and social dynamics. In addition, the county, like many other rural communities, is struggling with the new frontiers of ever expanding technological forces. These circumstances and a chronically low-performing educational system have combined in ways that make success for the county's low-income and largely African American children and families especially difficult.

Ironically, Warren County once held a prominent place in North Carolina and United States history and was described by one historian as a center of wit and high fashion. Families of high estate frequented the county's hotels and mineral springs. Many of them sent their sons to study in the libraries and under the mentorship of private citizens.

When the Warren County Training School began in 1921, it joined the county's already rich education legacy. That legacy is largely attributable to the prosperity that resulted from the enslavement of Blacks on the county's tobacco and cotton farms and plantations. But much of it can also be attributed to common people's unrelenting desire to improve their allotted condition. The Warrenton Male Academy was established in 1786, the Mordecai School in 1809, and the First Colored School in 1862. By the 1930's, more than 40 small community schools for African Americans stood amidst the host of schools for the children of white farmers and plantation owners.

Established and supported by the community's generous donations of land, money, and labor, and the contribution of Jewish Philanthropist Julius Rosenwald, the school was more than a place where children learned to read and write. It was a center of community life and a symbol of the importance that the Black community placed on education as a vehicle for the general uplift of the race.

The Warren County Training School was established in the early 1920s, as a result of major contributions by the community and Julius Rosenwald, a prominent Jewish philanthropist who saw the critical need for educating Blacks throughout the South. The school originally occupied a 6.46 acre campus northwest of Wise. The first high school students enrolled in October 1921 and included 11 girls and 4 boys. With dropouts and additions, 10 students graduated in 1925. In later years, the school was renamed North Warren High School. The school was located in a Christian community that was sustained by lofty ideals.

Further evidence of the importance of education in the Black community is seen in the efforts of leaders such as Reverend Isaac Alston and Mansfield Thornton and the establishment of the Shiloh Institute in 1870. Many of those associated with Warrenton's Shiloh Institute were instrumental in establishing the National Religious Training School and Chautauqua, later to become the first state-supported African American liberal arts college in the United States. Now known as North Carolina Central University, it is the second largest historically black college or university in the state.

The current status of public education and community based supplemental support for children has been greatly influenced by the school integration and consolidation movements of the 1970's and 1980's, the push for "accountability" as measured by increased standardized test scores and school performance initiatives of the 1990's, and the overall decline in the county's economic base. Today, Warren County has one high school, one middle school and four elementary schools serving approximately 2,800 mostly African American students. While there are significant challenges to student achievement, funding adequacy and equity, and the recruitment and retention of teachers, half of the county's high school graduates attend some post secondary institution and many of Warren County's young people compete with the best in the country. However, far too few students actually reach graduation, and the community's connection to the schools and the school's expectation of community involvement in decision-making and problem solving are not what they once were.

Key Questions:

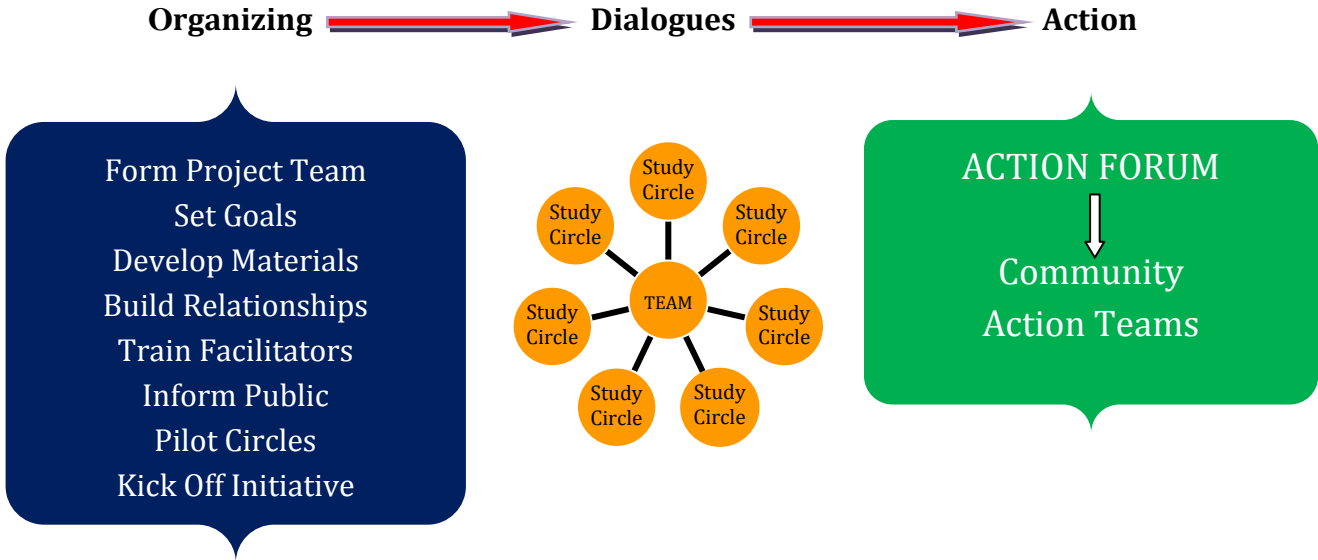
- What factors have led to the decline of community involvement with schools and young people?
- What are the significant factors to consider when discussing economic development, education, and youth?
- What is the community's role in ensuring that all children will thrive?
- What actions can be taken, individually or collectively, to support children's success?

THE VISIONING PROCESS

After considering several approaches to visioning change in a small rural community, the Rural Trust staff decided to use an adaptation of the National Study Circle Resource Center’s “study circle” process and *Helping Every Student Succeed: Schools and Communities Working Together* discussion guide. This process was valued over others because of its power to draw large numbers of citizens from diverse backgrounds into intensive and informed discussions of the issues of race, poverty, and responsibility, and to build the capacity of local citizens to facilitate such conversations in a variety of contexts.

The Warren County visioning process involved multiple steps, including forming a coordinating team, building relationships, informing and reaching out to the community, training facilitators, launching and conducting the study circle process and action forum.

Figure 1. The Study Circle Visioning Process



COORDINATING THE WORK

The Warren County Training School/North Warren High School Alumni and Friends Association was the lead community-based organization in the visioning process. Under the

leadership of the Association's former president, Frank Hendrick, the group identified community members to serve with the Rural Trust staff on a coordinating team. The team's first task was to develop its own understanding of the study circle process and its utility in helping to accomplish the goals of the Connecting School and Community initiative.

BUILDING RELATIONSHIPS

The coordinating team initiated conversations with Warren County School Superintendent Dr. Ray Spain and the District Office staff to build a collaborative effort and followed up with several presentations to the Warren County Board of Education. Both Dr. Spain and the school board embraced the effort, seeing it as supportive of the district's desire to connect more effectively with the community. Community School Coordinator Pat Draffin, an experienced study circles facilitator, was appointed as the school district's representative to the coordinating team.

Although the focus of this visioning process was not entirely on schools, it was important to build relationships with the school because of its central role in preparing children to succeed. It was also important to begin with a cooperative rather than an adversarial relationship in order to leverage and maximize the impact of the county's available resources.

INFORMING AND REACHING OUT TO THE COMMUNITY

Once the groundwork was established with the District Office, team members generated a list of key community sectors and individuals to recruit for the dialogues. The list included business, government, faith-based, civic, arts and education sectors, as well as interested and supportive community members. Recruitment flyers were circulated throughout the county, along with newspaper articles and face-to-face contacts.

TRAINING FACILITATORS

In October 2006, some 22 Warren County residents participated in a study circle facilitator training conducted by the National Study Circle Resource Center. The day-long session provided the facilitators an opportunity to observe and practice the facilitation process. Trained facilitators, working in two-member teams, then led two pilot circles and reported the outcomes and next steps to the superintendent and school board.

LAUNCHING THE STUDY CIRCLES

A November kick-off event signaling the beginning of the community-wide visioning process attracted approximately 45 community members. Additional participants were recruited and added to groups, new groups were developed, and the full round of circles was implemented between January and April 2007. In all, more than 80 Warren County citizens met for approximately eight hours each, mostly in four two-hour sessions with seven to ten of their fellow community members. Each session's discussion was guided by a key question or charge...

1. How has our education affected our lives?
2. What do we want our young people to know and be able to do?
3. What is causing Warren County's children and youth not to succeed?
4. Develop action steps to which you can commit individually and collectively.

With diverse community participation, the dynamics within the circles and commitment to the discussion process were phenomenal. For some, the study circles provided an opportunity to hear perspectives from people with whom they would not ordinarily communicate. For others, the study circles meant meeting neighbors and getting to know new people. However, for all, it was a chance to review and analyze statistical information about the county and explore the community's role in supporting its young people.

KEY FINDINGS

The Warren County Study Circles revealed important insights into the barriers and bridges to children's success. It was not surprising that many of the discussions focused on parents and their roles and what teachers and schools might do differently to address academic achievement. Outside of the parent-teacher-student examples, several key themes emerged that reflect the complex set of ideas, relationships, and behaviors that impact conditions and outcomes for children. Community and school collaboration, attention to the whole child, and information dissemination and its impact on the community's ability to change and experiment with new relationships and approaches stood out as critical issues.

Parents and Community in Schools Can...

- ✓ Serve as guest speakers, experts, and classroom helpers.
- ✓ Assist classroom teachers, ride on buses, and have meals with children.
- ✓ Co-teach areas of the curriculum.
- ✓ Provide technological resources, knowledge, and expertise.
- ✓ Assist with teacher professional development.
- ✓ Provide new teacher orientation to the community.

COMMUNITY AND SCHOOL COLLABORATION

Study Circle participants identified a number of ways for the school and the community to work together to benefit children. First, school-community collaboration could be enhanced by increasing the value that the community and school place on working together for children and by raising the expectation that such collaboration occur.

The superintendent's comments at a recent forum hosted by the Action Team underscores this point. The discussion led to a statement about the pressing need for mentors for children who are at risk of failure or who are exhibiting behavioral problems in school. While the superintendent and

team members agreed on the need, the superintendent explained that the school district had put this issue on the back burner because managing a mentoring program was too "labor intensive."

Parents and Community in Community Can...

- ✓ Develop and expand community-based social, academic, economic and cultural programs.
- ✓ Implement professional development programs, e.g., orientating teachers and school staff to local history, culture, traditions and geography.
- ✓ Offer parenting, health education, and teen development workshops in local churches, organizations, and homes.
- ✓ Include young people in the design, planning, and implementation of community events, i.e., festivals, cultural events, civic activities, field trips, etc.
- ✓ Mentor children who are at risk of failure.

This statement followed the passionate comments of one community member who had voluntarily served as a mentor for a number of children through their elementary and middle grades years but felt shut out of the schools. He and others like him are seeking opportunities to connect with the schools to build a more structured mentoring initiative. At the same time, several community and faith-based groups are conducting mentoring programs for small numbers of children. That the superintendent would put the need for mentoring at-risk children on the back burner rather than reach out to existing programs and potential partners to help fill that need speaks to the deeply ingrained notion that schools must be the universal remedy for child success.

Second was the issue of trust between school and community, referred to by many of the study circle participants as a “break-down” that began when schools were integrated in the late 1960’s and early 1970’s. Most agreed that trust is built over time and distrust is overcome by intentionally and respectfully working together and sharing responsibility. Last was the issue of school and community joint accountability for ensuring the success of all children.

ATTENTION TO THE WHOLE CHILD

As participants moved through the study circle process, focusing on creating supportive community involvement and effective community and school collaboration, new ways of defining children’s achievement and a broader understanding of the barriers to student achievement began to surface. Self-esteem, quality health care, structured recreational activities, exposure to other places and cultures and healthy families and communities were identified as critical contributors to success-oriented behavior and school performance.

The notion that student achievement was impacted by both in-school and out-of-school factors and that the child is indeed more than a test score caused circle members to consider all of the factors that contribute to a child’s success. One circle member, an artist, introduced the idea of “connectivity” not only as a tool for building self-esteem but also as a means of ensuring that children are united with their heritage, culture, environment, home and inner self.

Purposefully to express or represent the need to attend to “the whole child,” the group shifted its language from references to “*student achievement*” as the goal to “*children succeeding and thriving*” as the goal. This shift in understanding meant that community members, in their efforts to provide support for young people, must consider doing more than replicating or supplementing school functions such as academic and test taking tutoring. Community-based, out-of-school-time activities must include focuses on such topics as health and wellness, self efficacy, heritage arts and

crafts, and alternative economics, entrepreneurship, and asset building. Attending to the whole child also necessitated that the group build partnerships across agencies that serve children and families and center those partnerships within broader community collaboration.

INFORMATION DISSEMINATION

There is often an inadequate flow, misunderstanding, or confusion of information among the schools, other youth-serving entities, and the community about programs and innovations that are intended to address the needs of the most vulnerable children. While some of this problem can be attributed to adult literacy levels and communication behavior, much can also be attributed to public institutions' disconnect from and subsequent lack of

understanding of the public audience. As a result, children and their caregivers do not access in representative numbers the various programs from which they might benefit and are unclear about pertinent policies and expectations. The lack of accurate information is problematic for the school and the community-at-large as it negatively impacts the capacity for effective, child-focused school and community collaborations.

A recent example of this type of communication breakdown occurred around the establishment of the county's New Tech High School. Because the tech school's purpose was unclear, resentment built throughout the community and school staff around the speculation that the school was intended to serve academically gifted students to the exclusion of others. Valuable time and opportunity for the school to benefit from the wealth of skills, knowledge, and resources available in the community were lost.

Similarly, community-based efforts are not always known and understood by school officials and other agencies serving children, resulting in the underutilization or uncoordinated use of community-based services. Consequently, opportunities to relieve the schools of some of the cost and staff time devoted to various non-academic interventions are lost.

In summary, attention to the whole child, community-school-family collaboration, and information dissemination are all essential to ensuring that all children get what they need and are prepared to thrive.

School in the Community can...

- ✓ Engage local businesses in planning and providing cooperative learning opportunities for children.
- ✓ Partner to create opportunities for high quality, relevant community-based professional development.
- ✓ Partner to design place-based learning opportunities for children.
- ✓ Include school children in current events, e.g., documentation of local history, data collection, and research for public projects, peer support, etc.

RECOMMENDATIONS

Following is a sample of the study circles' recommendations for individual and collective action to be implemented by various constituencies in schools and in the community.

Constituency	In School	In Community
Community Members	<ul style="list-style-type: none"> ▪ Discuss with school staff and schedule with principal or teachers an activity (based on area of expertise) to conduct with children in the school. ▪ Offer volunteer support. 	<ul style="list-style-type: none"> ▪ Organize educational and recreational activities for children. ▪ Become a conduit for distributing information and materials related to children to neighbors, parents, and others.
Community-Based and Civic Organizations	<ul style="list-style-type: none"> ▪ Schedule with school principal and implement one school-based activity related to the organization's mission. 	<ul style="list-style-type: none"> ▪ Implement one community activity related to the organization's mission. ▪ Provide out-of-school-time activity (academic, health, recreational, cultural) for children in church or other community setting.
School Officials (teachers, principals, school board members, central office staff, etc.)	<ul style="list-style-type: none"> ▪ Promote purposeful and transparent policies and practices throughout the school system. ▪ Promote and expect accountability throughout the school system. ▪ Promote and include parents and community members in deliberations on school and youth issues and concerns. 	<ul style="list-style-type: none"> ▪ Devise a process for community input in school policy deliberations and establish a School Community Advisory Board. ▪ Include other entities serving youth in policy deliberations, i.e., juvenile justice, health department, social services, faith-based groups. ▪ Make transparent program and educational goals and objectives.
Parents and Other Adult Caregivers	<ul style="list-style-type: none"> ▪ Overcome barriers to communicating with school staff and teachers. ▪ Participate in PTA meetings regularly and bring a relative, neighbor, or church members. Collect information and materials to distribute in other settings. ▪ Volunteer time and talent. ▪ Advocate for all children. 	<ul style="list-style-type: none"> ▪ Conduct activities that include local children and children of relatives, neighbors, church members, etc. ▪ Become familiar with issues, policies, and procedures that impact schools, children, and other youth-serving agencies. Share and discuss information with neighbors, relatives, church members, elected officials, etc.
Children and Youths	<ul style="list-style-type: none"> ▪ Communicate openly with teachers and staff on needs and interests ▪ Strive for excellence ▪ Exercise positive leadership 	<ul style="list-style-type: none"> ▪ Mentor and tutor other young people ▪ Research issues and plan and implement place-based and service projects ▪ Explore entrepreneurial opportunities
Economic and Business Owners/Leaders	<ul style="list-style-type: none"> ▪ Encourage collaborations with school and youth organizations. ▪ Work with teachers and principals to design community based projects that are economic or business based. 	<ul style="list-style-type: none"> ▪ Provide business (site-based) opportunities for youth training and mentoring. ▪ Make transparent the connections between economic initiatives, academic skill areas and community capacity.
Churches	<ul style="list-style-type: none"> ▪ Coordinate and provide volunteers for school activities. ▪ Assign church members to attend school and school board meetings to gather information for discussion and dissemination through church activities. 	<ul style="list-style-type: none"> ▪ Provide out-of-school-time activities (academic, health, recreational, etc.) for children. ▪ Disseminate information on policy changes and other relevant information. ▪ • Host forums to discuss important issues related to youth, school, and families.

TEAM ACTIONS

In an Action Forum following the completion of the study circles, The Action Team reviewed, expanded, and prioritized recommended activities. Action teams formed to carry out a range of activities around prioritized themes. Community members signed up for specific teams based on their interests and areas of expertise and adopted a timeline. (Attachment I)

Overcoming Apathy Team. Throughout the study circle process and during the Action Forum, community members voiced concern about the lack of understanding and involvement of everyday citizens in not only educational issues but also overall civic matters. One participant stated, “We are going to have to overcome apathy if we are to fight the battle for our children.” For community members to be active and productive in overcoming barriers to children’s success, there first must be some hope that community involvement matters in the quality of outcomes for children. Community members must be able to find and use information, express ideas and opinions, work effectively with others to solve problems, and exercise their rights and responsibilities as citizens to improve and strengthen conditions for all children.

The fundamental goal of this team is to build hope, excitement, and a spirit of change – a sense that everyday citizens, working together, can make a difference in the quality of community life and can contribute to the success of young people.

Key activities for this team include:

- Bridging the information gap between local agencies and communities
- Analyzing state and local policies that offer critical opportunities for strengthening the community and its children
- Organizing, engaging, and supporting broader involvement of everyday citizens and young people in community problem-solving and collaboration

Team Members: Connie Crump, Linda Cullen, Pat Draffin, Dennis Gayles, Earlean Henderson, Arvella Scott, Rosemary Lewis, Larry Sledge and Charles Jefferson

Community-Teacher Partnerships Team. The perception that schools are separated and isolated from the community runs deep in the minds of many community people. More and more teachers and school leaders come to teach in Warren County from vastly different places and cultures. Community members can play a critical role in helping teachers feel grounded in and more connected to the local community and culture.

A primary goal for this team is to figure out ways to support teachers and offer insights to resolving problems in their classrooms or in their communities. Community members can share with teachers their knowledge and perspectives on local history and current events, which teachers can then use to enhance teaching and learning.

Many of the young teachers who come to Warren County are recent college graduates, with limited resources. Community members can play a critical role in orientating teachers to the community. This team can help new teachers identify affordable housing, churches, and other social networks. Community members can also be instrumental in professional development and new teacher induction.

Team Members: Theotice Cheek, Charles A. Cheek, Heidi Hogan, Pat Draffin, Jereann King Johnson

Connectedness Team. Connecting children to their cultural heritage, community history, and community elders is a critical factor in building young people's self-esteem and expanding their experience and knowledge base. Three areas of connectedness were noted during the Warren County Study Circle process and Action Forum:

1. Helping young people feel connected through positive mentoring. Embracing children to feel connected to their culture and community.

Team Members: Brenda Brown, and Sherrie Evans Earlean Henderson, Sherman, Johnson, J. A. Person

2. Project-Based Learning Activities

Team Members: Elizabeth Baskerville, Linda Cullen, Pat Draffin, Sherrie Evans, Tammy Evans, Frank Hendrick, Heidi Hogan, Sherman Johnson, Calvin Jones, Deryl Von Williams, Doris Williams

3. Community Festivals. Providing a platform from which young people can connect to and actively engage in community events.

Team Members: Sherman Johnson, Brenda Brown, Linda Cullen, Dennis Gayles, Earlean Henderson

High School Reform/New Tech High School Team. The Warren County School District has embraced the concept of small schools as a strategy for addressing the critical problems associated with low student and school performance. With limited Gates Foundation funding, the

superintendent has announced plans to break the current 1,100-student high school into four small schools. In 2007, a New Tech High School, with a projected enrollment of 400 students over the next four years, was launched. This group and its tasks emerged out of wide-spread concern over the lack of community input into the decisions regarding the small schools reform effort and the subsequent dearth of information about the effort. This group aspires to participate in the planning and decision making around the district's on-going high school reform initiative and is to educate parents and other community members about the intent of the initiative.

One immediate goal of this action team is to ensure that community members have accurate information about the New Tech High School, the implications of enrolling there, and the ways in which teaching and learning there differ from traditional models. The team aims to promote a positive approach to high school reform and work with school teachers and others to identify relevant topics and themes that contribute to an overall strategy for school reform.

Team Members: Linda Cullen, Pat Draffin, Costel Evans, Tammy Evans
Heidi Hogan, Jereann King Johnson, and Sherrie Evans, Doris Williams

Supplemental Community-Based Support for Youth Team. Warren County Training School/North Warren High School will conduct the Saturday Academy on-site at the school three Saturdays a month and a Summer Academy for two to three weeks. The intent is to meet identified academic skills needs and provide enrichment activities for children in the elementary grades. The teaching and learning approach is to be student centered and place based.

Team Members: Frank Hendrick, Clara Henderson, Arvella D. Scott, Zandra Spruill, Dennis Gayles, Mable Slade, Doris Williams and others

Rising Star Youth Program

Team Members: Pastors Curtis Palmer and John E. Alston

Warren Family Institute, Inc.

Team Members: Connie Crump, Ihsan Abdin, Cathy Alston-Kearney

Heritage Quilters:

Team Members: Margaret Bullock, Earlean Henderson, Jereann King Johnson, Cathy Alston-Kearney, Ellen Paney

CONCLUSION

The Warren County Study Circles process and Action Team are making significant impact in terms of new ways of framing and responding to young people's issues. At the same time, they are raising awareness about the powerful difference that community-based resources, organizations, and individuals, working collaboratively and intentionally, can have on the success of young people. More and more community members are looking to each other and asking, "What can we do in community settings to help young people?" In response, people are saying, "Let's start a tutoring program in the church," "Let's take kids on a field trip," and "Let's door-knock in communities and invite parents, grandparents, and others to a community and parent forum."

As community members individually and collectively study and reflect on issues and plan, organize, and implement responses to those issues, they gain new experiences, insights, skills and confidence to build and sustain stronger and more effective supports for young people in Warren County. This kind of change in individual and group behavior and attitudes was a goal of the dialogue and visioning process. New relationships and networks have formed and action team members are creating effective partnerships with community-based organizations, faith groups, businesses, community activists, and school and other publicly funded agencies. What happened in Warren County to create strong collaborations highlights the need for better facilitation and cross-cultural communication skills for all involved, and especially for public agencies that often times work in isolation of each other and the broader community.

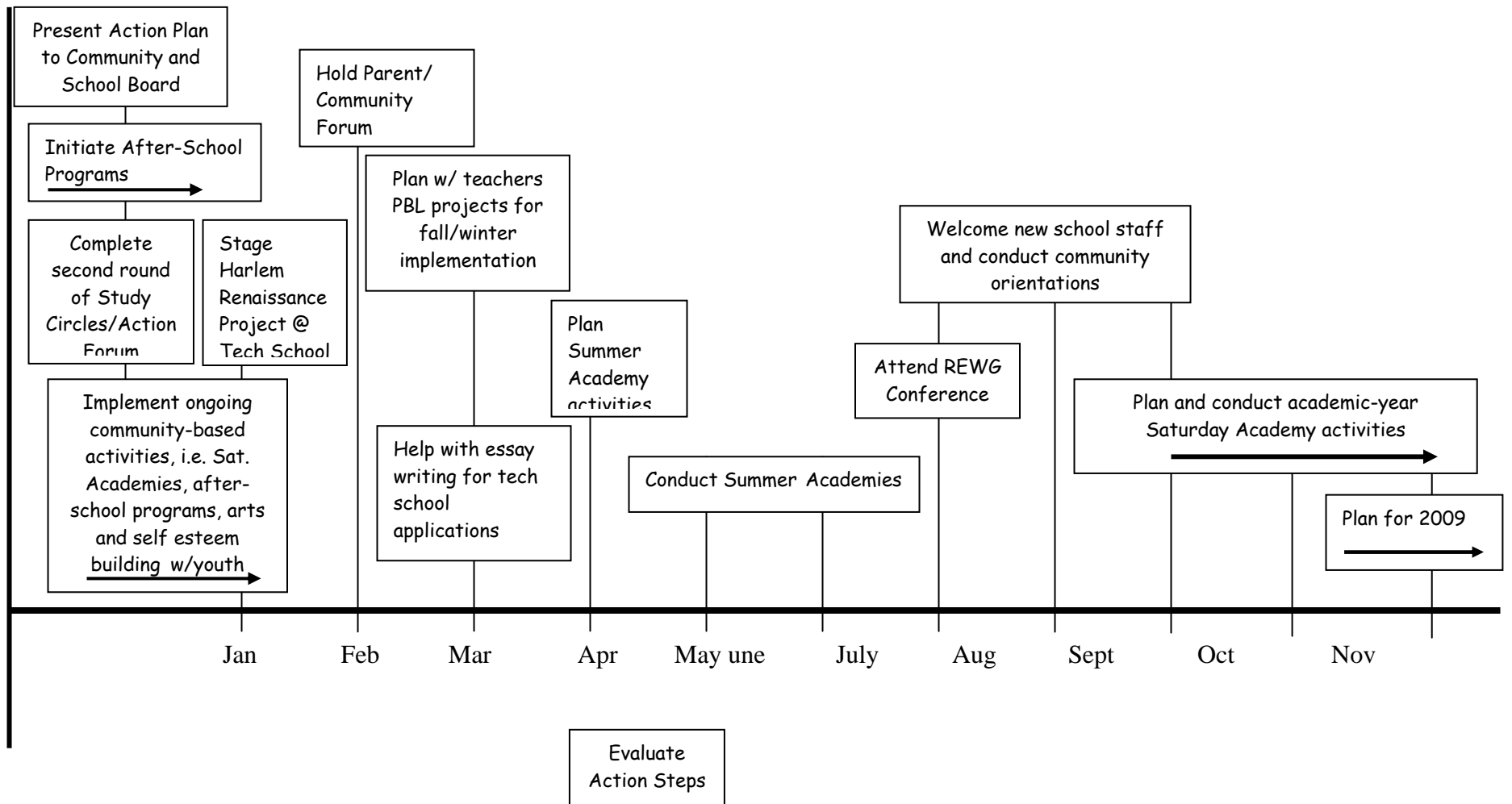
To arrive at the ultimate reality of a community intensively and intentionally engaged in ensuring the success of all children will require change not only in individual and group behavior and attitudes, but also in institutions, public policy, and public life. It requires overcoming deep historical divides that serve to maintain the status quo. The long lasting and sustainable changes needed means, as a community, we must be purposeful, transparent, results oriented, and accountable to the goals we set. The community-wide dialogues and study circle process has exposed many opportunities and provided Warren County an awesome experience upon which to build and change.

Appendices

- I. Action Team Timeline: December 2007 – December 2008
- II. Study Circle Participants
- III. Warren County School Report Card: Summary of Selected Data
- IV. Warren County Child Health Data
- V. Warren County Economic Data

APPENDIX I: WARREN COUNTY ACTION TEAM TIMELINE:
DECEMBER 2007 – DECEMBER 2008

From Talk to Action



APPENDIX II: STUDY CIRCLE PARTICIPANTS

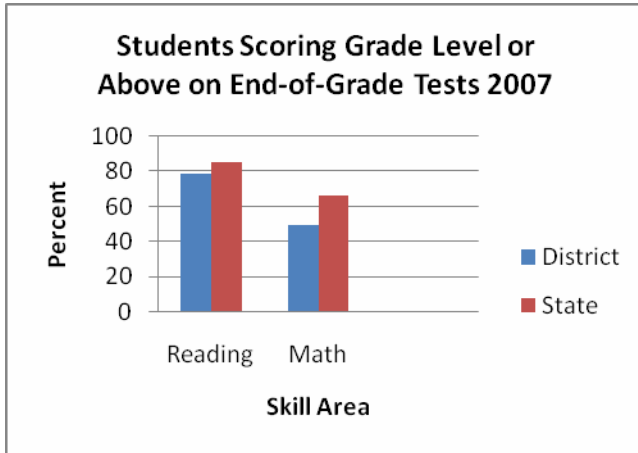
ACTION FORUM

1. Elizabeth Baskerville
2. Mary Boyd
3. Brenda Brown
4. Frank Bullock
5. Charles Cheek
6. Theotice Cheek
7. Jessica Crawford
8. Connie Crump
9. Linda Cullen
10. Pat Draffin
11. Angella Dunston
12. Costel Evans
13. Sherrie Evans
14. Tampathia Evans
15. Dennis Gayles
16. Clara Henderson
17. Earline Henderson
18. Frank Hendrick
19. Reggie Hinton
20. Heidi Hogan
21. Charles Jefferson
22. Jereann Johnson
23. Sherman Johnson
24. Calvin Jones
25. Rosemary Lewis
26. Hazel Middelyn
27. J.A. Person
28. Paul Plummer
29. Willie Russell
30. Victoria Schaefer
31. Arvella Scott
32. Rosetta Scott
33. Mable Slade
34. Larry Sledge
35. Edison Sommerville
36. Ray Spain
37. Zandra Spruill
38. Lucy Weldon
39. Deryl Von Williams
40. Doris Williams
41. Robin Williams

APPENDIX III – WARREN COUNTY SCHOOLS REPORT CARD: SUMMARY OF SELECTED DATA

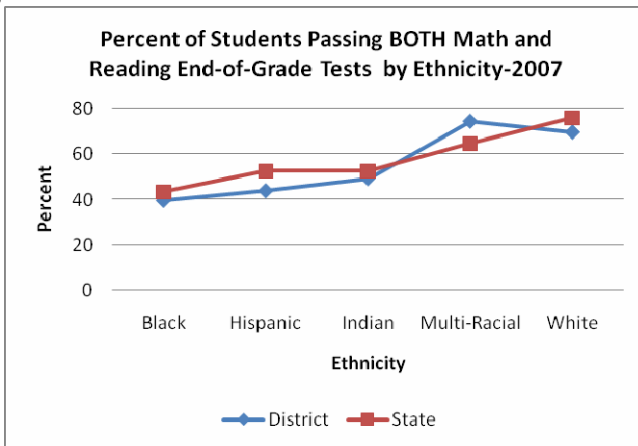
STUDENT ACHIEVEMENT

Figure 1



Note: In Warren County, 78.6% of students scored grade level or above on the state’s end-of-grade test in reading, compared to 85.5% of students in the state. In math, 49.6% of Warren County students scored grade level or above, compared to 66.4% in the state.

Figure 2



Note: Only 39.5% of Black students in Warren County passed both Math and Reading End-of-Grade tests in 2007, compared to 74.3% of Multi-racial students and 69.6% of White students

TEACHER QUALITY

Table 1

Percent of Teachers Fully Licensed - 2007			
	Elementary	Middle School	High School
District	84	80	75
State	97	91	89

Note: Only 75% of high school teachers were fully licensed in 2007, compared to 89% in the state.

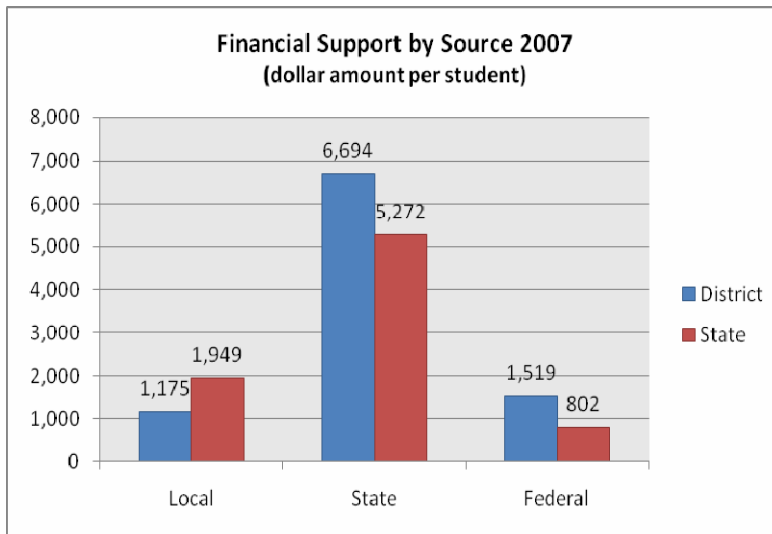
Table 2

Teacher Turnover Rate - 2007			
	Elementary	Middle School	High School
District	23	25	36
State	21	24	22

Note: More than 1 in 5 elementary teachers left their school from the start of 2005 to the start of 2006. One in 4 left the middle school and more than 1 in 3 left the high school. The vast majority of them left the district entirely.

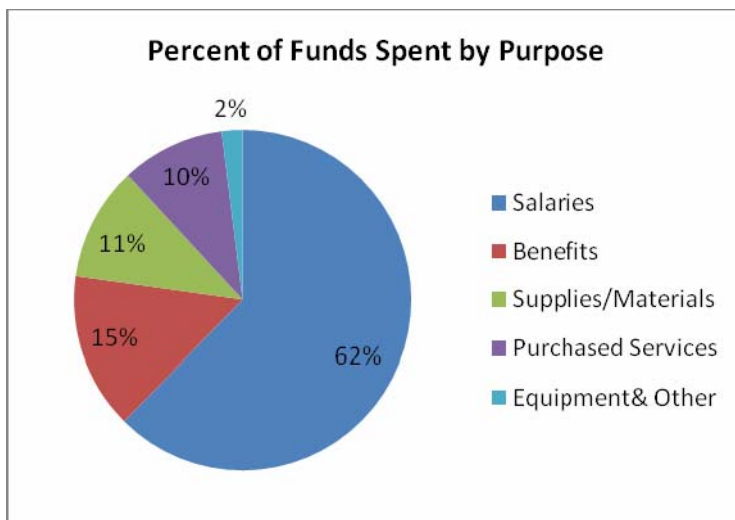
FINANCIAL SUPPORT

Figure 3



Notes: Locally, Warren County pays in education per student than the state average but receives more in state and federal funds.

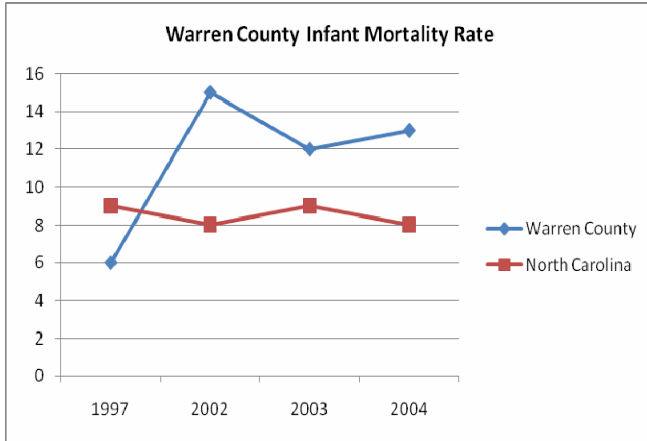
Figure 4



Note: The majority of the district's funds (77%) is spent on salaries (62%) and benefits (15%).

APPENDIX IV – WARREN COUNTY CHILD HEALTH DATA

Figure 1



Note: In 2004, Warren County’s infant mortality rate was 62.5% higher than the state’s infant mortality rate.

Source: NC Action for Children, 2007

Table 1

Teen Pregnancy Rate (Number of pregnancies per 1,000 girls ages 15-17)		
County	2000	2005
North Carolina (state)	44	36
Warren, NC (county)	53	54

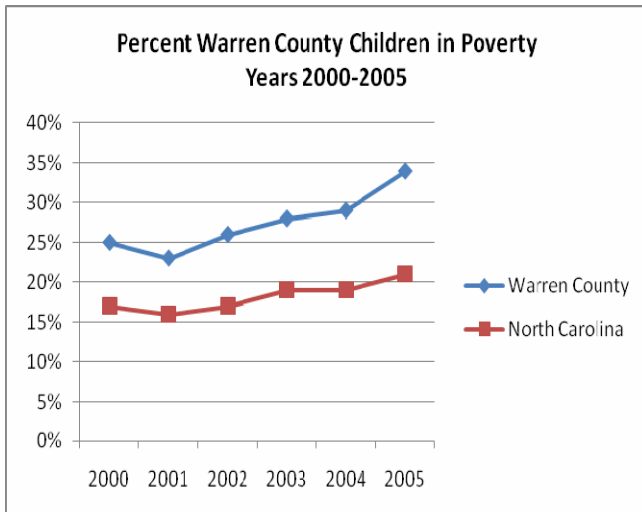
Note: Warren County’s teen pregnancy rate has remained virtually unchanged since 2000 and is about 50% higher than the state rate.

Source: NC Action for Children, 2007

APPENDIX V: WARREN COUNTY ECONOMIC DATA

The economic gap between Warren County and the rest of North Carolina has widened considerably since 2001.

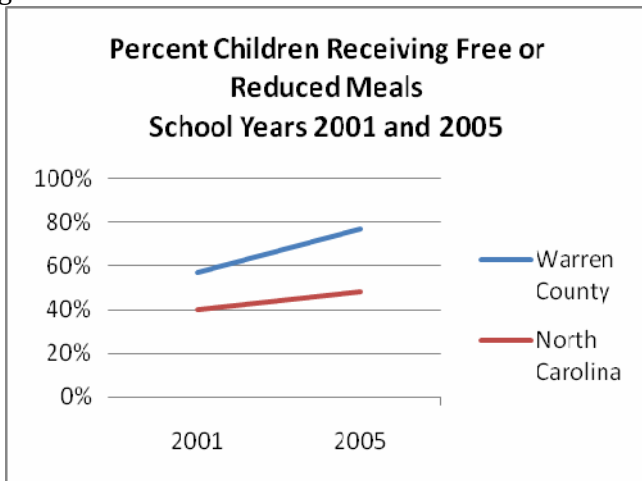
Figure 1



Notes: North Carolina's child poverty rate increased by four percentage points from 2000 to 2005. Over that same period, Warren County's child poverty rate increased by 10 percentage points. In 2005, more than one in three of the county's children lived in poverty.

Source: NC Action for Children, 2007

Figure 2



Note: The number of Warren County children receiving free and reduced priced meals increased by 20 percentage points from 2001 to 2005, from 57% to 77%.

Source: NC Action for Children, 2007

Table 1

Percent Unemployed- Whole Population			
County	2000	2004	2008 * (Feb.)
North Carolina (state)	4%	6%	5.0%
Warren, NC (county)	6%	8%	7.6%

Source: NC Employment Security Commission