

Identifying Caswell County's  
educational priorities and  
strategies.

# VISION PLAN

# 20 23





Educational attainment is key to accomplishing the tasks of today and conquering the challenges of tomorrow. Engaged communities play a role in learning by expanding opportunities, assisting parents, and supporting educators.

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# Letter from The Education Collaborative

Dear Neighbors,

We, as The Education Collaborative — Caswell County, N.C., are delighted to present the first Education for All Vision Plan. It is the result of nearly eighteen months of learning and exploration.

Caswell County is a great place to live. It includes rolling hills, charming towns and neighbors who watch out for one another. Our communities' most precious assets are the people, including the youngest among us.

We have a lot to take pride in and also face challenges, like lower academic outcomes than we aspire to for our youth. Educational attainment is key to accomplishing the tasks of today and conquering the challenges of tomorrow. We can make this happen together by expanding opportunities, assisting parents and supporting educators. Caswell County, when we work together, can rise to the challenges we face because of our shared value of community, relationships and care for our children and young people.

The Education Collaborative is made up of neighbors with different backgrounds and experiences that come together to discuss how to address our challenges, inside and outside of the classroom. The challenges are too large for one group to fix. We know that no one organization is responsible for the change. The strategies and ideas in this vision plan can positively impact education when all of us work together.

This plan includes thoughtful and feasible ideas from the Education Collaborative and input gleaned from community meetings in Spring 2023. It was a community effort to get this far and our thanks to all who were and will continue to stay invested.

This document serves as a blueprint for action. To be successful, it will take effort and support from formal and informal leaders at all levels to build a strong future.

Teachers come in many forms. Each of us can remember a counselor, a coach, a Sunday School teacher or a neighbor who had a positive influence in our lives. Organizational action — from civic organizations, churches, government agencies, schools, community college, public service and business — matters too. Thank you for joining us in creating the environment where our children can learn and grow into their full potential.

Sincerely,

The  
Education  
**COLLABORATIVE**  
Caswell County, NC



## Consensus Statement

We are neighbors with different backgrounds and experiences interested in creating an environment where:

- Caswell children and youth learn and grow into their full potential,
- Caswell families are supported, and
- Caswell educators and school staff are valued.

Educational attainment is key to being prepared for the future.

Engaged communities play a role in learning by expanding opportunities, assisting parents, and supporting educators.

learn.  
thrive.

# Taking Action

Historically, efforts to improve educational achievement have focused on the school day and only within a few systems. Now, research and lived experience tells us that learning and growth occurs everywhere kids and young people are, both in and outside of school.

"What are the biggest education challenges in Caswell County?" This is the question that the Danville Regional Foundation posed to the community and was an early step in creating this action plan. It generated interest from passionate community members wanting the best for the county's future. From there, a group met in May 2022 to unpack the question further which led to the second question, "What would be the most impactful strategies to address the challenges?"

This group was a starting point. It was small enough to have time for each participant to be heard and reflective of the communities' viewpoints.

Over the following months, the group met monthly and learned about the focus areas they had identified: academic readiness, afterschool and summer learning, attendance, technology (access, devices and literacy) and what creates a sense of belonging to identify strategies that could positively impact Caswell County.

In April 2023, The Education Collaborative — Caswell County, N.C. held three community meetings to share strategies proposed that will positively impact the priority areas. The locations were South Elementary, Gunn Memorial Library and Pelham Community Center. We shared a draft of impactful strategies and described each one. Participants commented on, reviewed and edited proposed strategies.

We knew we could not proceed until we had more input from others. We are grateful to the community members who shared their time and thoughts with us, bringing the vision into focus.

This document, the Caswell County Education Action Plan, is a result of many residents' input, passion and hope for the future of Caswell County. It contains focus areas, values and strategies to support learning inside and outside of the classroom. We anticipate it will be updated as we grow and learn together.



## Our Timeline

- March 2022** Met with Superintendent, described broad vision, and received support.
- April 2022** Conducted 15+ exploratory interviews.
- May 2022** Convened first meeting.
- June 2022** Selected focus areas and values.
- October 2022** Held catalyst project — an educator and staff appreciation event.
- February 2023** Completed draft strategy identification.
- April 2023** Held community meetings with 30+ attendees to solicit input.
- July 2023** Began creating governance structure.
- September 2023** Visited two rural education collaboratives in Iowa.
- November 2023** Release action plan at launch event.
- Spring 2024** Test strategies via a short-term project.



**The Education Collaborative recognized early on that no one group can solve our challenges.**

**Positively impacting education outcomes requires a long-term approach, focusing on the systems, policies and environments that children, youth, parents and educators encounter.**

Our communities care deeply about children and youth. A commitment to children, youth, families and educators was an immediate common link among the members. The complex problems we face are too big for any person or organization to solve. No single group or organization is responsible for the change. We know that collective action can lead to shaping the Caswell County we want and deserve.

The group understood that while our neighbors face a wide range of education concerns, a more focused effort was needed to make the greatest impact. We stayed open to possibilities, even as limitations came to mind, about state and federal rules, resource constraints and community differences.

The learning journey of the past two years refined what could be possible. We spent 11 months learning about and identifying promising practices that align with this approach, followed by community meetings, visiting other rural education coalitions and designing an initial governance structure. We discovered much together and recognize that there is much yet to be learned.

Early on we recognized that through joint efforts we can accomplish so much more. Positively impacting outcomes requires a long-term approach, focusing on the systems, policies and environments that children, youth, parents and educators encounter. Together, we believe we can make a difference.

In 2024, The Education Collaborative — Caswell County, N.C. will form four workgroups that align with the focus areas: sense of belonging, academic readiness, non-school hours and technology. These workgroups will deploy strategies and start the continuous improvement cycle.

We are excited for you to join us and explore how together we can create an environment where our children can learn and grow into their full potential.



## LEARNING OCCURS INSIDE THE CLASSROOM

We want our students to learn and thrive from instruction and then move with confidence from elementary to middle to high school, graduating on time, and transitioning successfully into adulthood with an effective set of academic tools and life skills.

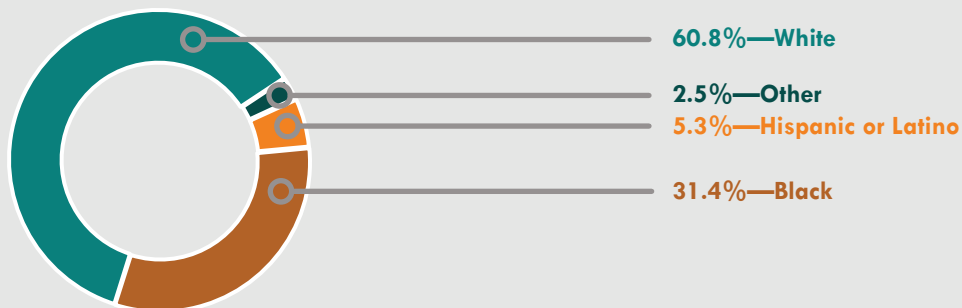


## LEARNING OCCURS OUTSIDE THE CLASSROOM TOO

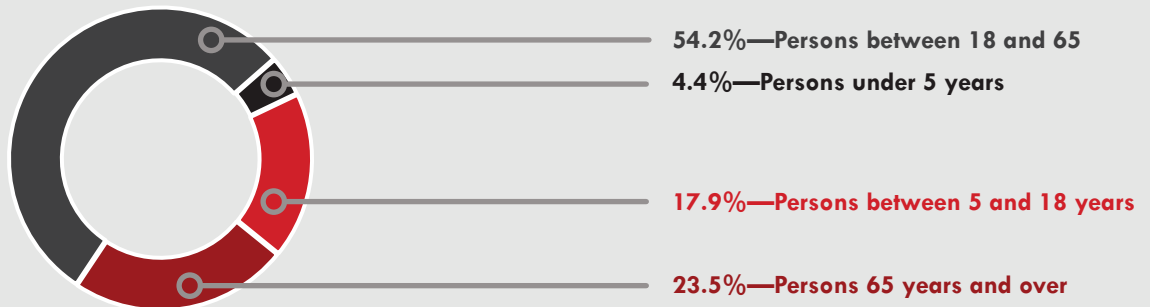
Before kindergarten, during the afterschool hours, and even during summer break learning is happening! Teachers come in all forms. Each of us can remember a counselor, a coach, a Sunday School teacher, or a neighbor who had a critical, positive influence in our lives.

# Caswell County Education-Related Data

**Population:**  
(est. as of July 2022)  
**22,614**



**Age**  
Percent of  
Population



## Education

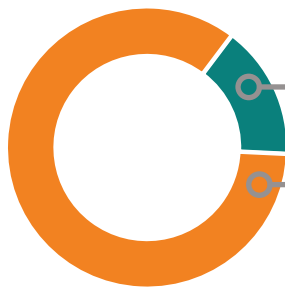
Residents without a degree (between ages 25 – 44)	66.8%
Students enrolled in Caswell County schools (K-12)	2,660 (82%)
Homeschooled	18%
3rd – 8th graders earning college-and-career-ready scores (level 4 or 5) in reading (state goal is 73%)	17%
3rd – 8th graders earning college-and-career-ready scores (level 4 or 5) in math (state goal is 86%)	17%
9th graders graduate within four years	82%
Students are chronically absent from school	31%





## Caswell County Education-Related Data

### Level of Education Achieved



15.1%—Associates or bachelors

82.5%—High school or higher

### Schools

Bartlett Yancey High School  
Dillard Middle School  
North Elementary  
Oakwood Elementary  
South Elementary  
Stoney Creek Elementary  
Piedmont Community College – Caswell County Campus

### Number of Students

- 2,100 in Caswell County Schools
- 224 in Charter or Christian Schools
- 450 Homeschooled in 300 Different Home Schools

### Other Social Determinants of Education

Median Household Income (2017–2021)	\$53,279
Persons in Poverty	20.7%
Child Poverty Rate	25.9%
Households with Broadband	75%
Unemployment rate	5.3%
Home Ownership	75%

We note data limitations for technology. Access to broadband per available data from the U.S. Census means through a cell phone company or Internet service provider, through a smartphone data plan, broadband internet, satellite, dial-up or other.

A strong majority of the workforce — 72% — is employed outside the county. For this group, the average commute length is 30 minutes. Over half of these workers travel to work for over half an hour.

Of grandparents living with their grandchildren, over a third are responsible for their grandchildren. Fifteen percent of grandparents are raising their grandchildren without a parent present.

Sources: U.S. Census, myFutureNC and The Caswell Messenger

# Values

Three values are central to strategy evaluation:

- **Community & Relationships**

The concentric circles of care, coming out from homes and rippling through the community, built by mutual support and ingenuity.



- **Equity**

Access to educational opportunity and distribution of resources is unequal. Whether differences in outcomes are based on income, race, gender, age, immigration status or sexual orientation, what can be done to shift education equity?



- **"See the Possible"**

Expand the imagination and provide inspiration with the intent to gain new insights, perspectives and ideas.



For efforts in the focus areas to succeed, these are fundamental components.





# Focus Areas

## Four focus areas were identified:

### • **Sense of Belonging**

Children and youth develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Young people have healthy social skills and can cope when there are problems.



### • **Academic Readiness**

Children benefit from formal learning experiences, like preschool, and informal learning experiences, like family, friend and neighbor care, and are ready to learn from structured educational instruction.



### • **Non-School Hours**

Children and youth often participate in programs outside of school hours. Impactful programs have a learning or skills component, with organized activities and may be offered before or afterschool or on weekends, or in a virtual space.



### • **Technology**

Access and devices, along with student and adult digital literacy all are necessary to ensure children and youth can successfully participate in the digital world. Each component matters. They are all interconnected.



For educational attainment and success to expand, these focus areas have meaningful impact.

Positive outcomes in all of the focus areas are supported by many factors. The cross-cutting areas are present and contribute to each focus area.

➔ Six cross-cutting areas were identified:

### **Family Engagement**

Parents are a child's first teacher and coach.



### **Youth Voice**

Lived experience matters and student wisdom strengthens planning providing, context and content.



### **Attendance**

Students and young attend school, participate in non-school hours programs to reap the benefits.



### **Data**

A tool for understanding what's working, for who and how are a useful component in continuous improvement.



### **Educator Support**

The structures and supports of adults caring for children and youth matter.



### **Transitions**

From hospital to home, from parental to family or neighbor care, to academic engagement, and from one school building to another, transitions are critical moments in the lives of kids and their adults.



The cross-cutting areas are useful for assessing that a focus area has appropriate breadth. A particular focus area might not have active strategies in every cross-cutting area.



# Sense of Belonging

**“The most important component in any type of education,”**

said one community meeting participant.

A sense of belonging is part of a process that supports healthy development and relationships. Leaders in this field describe it as the abilities of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

No matter our age, we all want to feel like we belong in the places and with the people we see day to day. For children and youth in Caswell County, this includes where they live, their school environments and where they spend their time outside of school.

In 2023, the U.S. Surgeon General released a report, “Our Epidemic of Loneliness and Isolation.” The report defines belonging as “a fundamental human need – the feeling of deep connection with social groups, physical places, and individual and collective experiences.”

Cultivating a sense of belonging within children and youth has been shown to increase their ability to thrive in the classroom, navigate problems better and have positive development into adulthood. The Collaborative for Academic, Social, and Emotional Learning (CASEL) focuses heavily on social-emotional learning (SEL), which can set up children and youth to build their own abilities and skills to find a sense of belonging. The CASEL framework includes five areas of competence that are interconnected:

1. **Self-awareness**
2. **Social awareness**
3. **Responsible decision making**
4. **Self-management**
5. **Relationship skill**

**Our traditional thinking is that social-emotional learning comes naturally or organically over time. But what if these competencies were skills – like mathematics or playing a sport – that required more intentional and ongoing practice?**

There is a direct correlation between social-emotional learning, students' academic success and their ability to manage stress. So, when strategies are in place to support students' SEL, everyone wins.

How and where in Caswell County are children and youth currently learning SEL skills on a regular basis? Implementing more strategies that account for the importance of belonging does not all require vast resources or severe changes, but instead can be embedded into everyday lessons. For example, perhaps teachers, parents and coaches start asking children and youth to share their feelings on a regular basis. This would expand the child's emotional vocabulary, encourage more empathic ways to engage with peers, and build opportunities for self-reflection that leads to better self-awareness and self-management.

Caswell County does not have one single culture. Having a strong sense of belonging includes seeing oneself and one's culture reflected in their opportunities and environments, through leaders in the community, and with connections to peers. Supporting a stronger sense of belonging within Caswell County includes focusing on individual- and community-level strategies. CASEL states, “the way SEL is implemented in schools and which skills are emphasized are driven by partnerships between families and schools and tailored to the local community's priorities, cultures, and needs.”

To increase everyone's sense of belonging, sustained and intentional strategies need bottom-up and top-down support.





# Sense of Belonging

## Cross-Cutting Areas

### Engage Parents & Caregivers



- Commit to creating a caring, supportive environment for all.
- Connect parents to resources to meet their needs so they can help their children.
- Support and expand access to parenting classes.
- Hold ongoing community events where parents and kids can learn together.

### Youth Voice



- Equip youth for decision-making and self-advocacy.
- Solicit youth voice into decision-making through multiple means and for more than one purpose. Engage voices from different communities and cultures.
- Create and foster opportunities to build trust between youth and adults.
- Explore youth-driven peer-to-peer support.

### Attendance



- Foster school-student connection.
- Lift up opportunities to be engaged in school events and decision making.
- Address logistical barriers that may occur like transportation, family responsibilities, etc.
- Promote service learning and community volunteering.
- Increase field trip access to engage students in the learning process.

### Driving With Data



- Advocate for engaging learning opportunities: project-based learning, arts, sports, and field trips.
- Utilize data to drive decision making, both numbers and stories, as well as nontraditional data that impacts education like mental health (NCPAL data).

### Teacher Appreciation & Mental Health



- Create more social-emotional learning opportunities for youth, families and educators.
- Support educators' mental health.
- Involve students in decision-making for classroom growth.
- Add more resources to support students' mental health.
- Raise awareness of youth mental health first aid resources.

### Transitions (Esp. Into K, Into Middle & HS grad)



- In sports, traveling to other schools is good for learning how to behave in different settings and holding teammates accountable to represent Bartlett-Yancey as a whole.
- Self-management and conflict resolution skills can support smooth transitions.
- Provide community resources to support student confidence in transitions: lunch buddies for K, community party for sixth graders, career/job pathways etc.
- Hunting, basketball, gaming — How do we make decisions that all subcultures have a voice?
- Career and college pathways — Help families and students to be aware of vocational technology skills and certificate. Do students have ways to learn beyond paper and pen?



# Academic Readiness

## Every parent is a brain-builder.

Parents are a child's first teacher, mentor and coach. When babies and toddlers hear language from caring adults, their brains develop the important connections needed to learn how to read. Studies show that children whose parents and caregivers regularly talk and read with them develop larger vocabularies, become better readers and do better in school.

The first five years of a child's life are when the brain grows and develops the most. As one community member said, "It's not just 'play.'" Play is the work of childhood.

Children who hear a variety of words and have more adult interactions will have increased nerve connections in the brain. These adult interactions occur before a child can yet talk, yet they are still responding by cooing, babbling and gesturing. Ninety percent of brain growth happens before age 5.

Decades of early childhood research demonstrates that children with access to high-quality early childhood development activities are more prepared for academic instruction, whether that's entering a classroom, like most do, or beginning a curriculum at home. Children who benefit from early childhood education also perform better academically and are more likely to graduate high school. They also tend to have better physical health.

Children who attend preschool programs are better prepared for academic learning than children who don't. While all children benefit from preschool, children from poorer households often make the most gains. Some studies show the academic and social benefits of preschool continue throughout school and into adulthood.

Family support services promote social skills that contribute to child, parent and family health. Whether a child attends a formal program or is cared for by family members or neighbors, consistent, long-term caring relationships are essential to healthy development.





# Academic Readiness



## Cross-Cutting Areas

### Engage Parents & Caregivers



- Develop non-judgmental, non-punitive parenting support programs that center parent expertise, share information and foster support.
- Provide a variety of opportunities for parents to engage in student learning.
- Use faith networks to connect with parents and expand resources and programs already present.

### Youth Voice



- Provide opportunities for play in the community among families.
- Support parents with identifying various strengths and weaknesses and in making decisions for their own well-being.
- Help children discover and build their own voice. Explore a youth role, perhaps as tutors.
- Prioritize time for exploration.

### Attendance



- Affirm parent knowledge and offer information on child development.
- Fill available early education classrooms and expand access to early childhood education programs.
- Be attentive to care that happens with friends, families and neighbors.
- Cost is often a barrier. Prioritize affordable and attainable solutions for families, whether that's transportation or a virtual option.

### Driving With Data



- Describe child outcomes from early childhood education.
- Use data for transition and engagement stages, displaying academic and attendance progress.
- Strive to reduce participation barriers to Head Start and other early childhood education programs.

### Teacher Appreciation & Mental Health



- Access to behavioral health prevention and early intervention for our youngest learners and their adults.
- Provide connection to supports following a traumatic event children and youth.
- Be attentive to the long pandemic impact.
- Connect adults to crisis training.

### Transitions (Esp. Into K, Into Middle & HS grad)



- Possible transitions include hospital to home; immediate family care to extended family, friend or other childcare setting; and into kindergarten.
- Consider developing a tracking system to see how children and families are accessing support.
- Evaluate disabilities access.



# Non-school Hours

## Non-school hours programs are an essential driver for thriving Caswell County communities.

Caswell County families describe the non-school hours as a time for choice, and welcome both the expansion of current programs and the addition of new ones. The community recognizes that children and youth have different interests and needs. These hours of opportunity, when school is not in session, are ideal for exploration.

Parents, educators and neighbors value entities in Caswell County that engage children outside of the classroom, such as:

- Library events,
- Tutors,
- Church programs,
- Afterschool programs,
- Summer Learning programs, and
- Sports.

The research-based and common-sense benefits of high-quality afterschool and summer learning programs include better school attendance, improved behavior and increased academic performance.

Built environment aspirations for young kids through teens, including hopes for a community center, park, playground and trails, were a repeating theme in the collaborative's conversations and again at community meetings.

Additionally, such programs keep children and youth safe, meaningfully engaged with caring adults and support working families. Positive mentor and peer relationships cultivated during this time build valuable social skills, preparing young people for success in school and post-graduation.

For all these reasons and more, the non-school hours programs are an essential driver for thriving Caswell County communities.





# Non-school Hours



## Cross-Cutting Areas

### Engage Parents & Caregivers



- Engage the business community in developing career opportunities throughout a student's school experience, like mentorships and internships. Express how these learning opportunities will benefit a child in the short- and long-term.
- Use multiple means to communicate with parents: newsletters, social media, meetings and events.
- Consolidate program information to ease parent planning and decision-making.
- Maintain a feedback loop: "You said X, we did X and learned Y..."

### Youth Voice



- Design participant-selected schedules, allowing youth to choose their activity, such as homework help, career/college prep, career prep, enrichment (weightlifting, robotics, chess, arts, literacy, etc.)
- Pay attention to location, as youth express their desire to participate and the challenges reaching program site.
- Explore outdoor activities and skills education, as that is an interest area.

### Attendance



- Use program and school attendance to evaluate outcomes and adjust operations accordingly.
- Keep accessibility in mind, both the cost and transportation.
- Recognize that health needs are a factor: meals, clothing, substance usage, etc.

### Driving With Data



- Incentivize youth participation on program operation over multiple years. Offer program graduate leadership opportunities.

### Teacher Appreciation & Mental Health



- Support educator mental health and prioritize staff input.
- Engagement opportunities for out-of-school learning activities and projects.

### Transitions (Esp. Into K, Into Middle & HS grad)



- Incorporate support for middle and high school transitions, such as new building orientation events.
- Introduce youth to career options and teach work-ready skills.
- Do not assume prior knowledge; affirm the basics.



# Technology

**Having access to high-speed broadband across the county – both in Yanceyville and in much more remote, rural areas – can be considered a “super social determinant of health.”**

Caswell County has been working in earnest to expand its availability of high-speed broadband to all of its residents, regardless of where they live. This will have a positive impact and will connect more households, including those with school-aged children, to learning opportunities and access to resources and services. Having access to high-speed broadband across the county – both in Yanceyville and in much more remote, rural areas – can be considered a “super social determinant of health.” This means individuals' and families' have access to not only educational information but more opportunities for employment, healthcare and economic mobility that were unavailable before.

The county is a part of the Rural Digital Opportunity Fund (RDOF), a Federal Communications Commission initiative intended to bring more networks to rural communities across the U.S. At the same time, N.C. received \$1.5 billion in funding from the bipartisan infrastructure law, some of which will improve infrastructure and internet speeds in the county.

This is significant, and it will certainly increase children and youths' ability to access educational opportunities, as well as help the school district and teachers assign and expand their own toolboxes for learning, yet it is not a silver bullet solution. The Education Collaborative knows that increasing digital literacy and technology adoption in Caswell County will require a multi-faceted approach.

While public and private partnerships build out the needed infrastructure, there are other strategies leaders and stakeholders can implement to support students and schools in the meantime to ensure a seamless transition as more of the county is connected to the internet.

For example, through in- and out-of-school programs, leaders could provide more opportunities to increase digital literacy. Regardless of internet capabilities, there is a lower level of digital literacy among students and schools experiencing higher rates of poverty (13.5% of Caswell County families live in poverty). The American Library Association defines digital literacy as the “ability to find, evaluate, and communicate information by utilizing typing or digital media platforms. It is a combination of both technical and cognitive abilities in using information and communication technologies.” Other strategies might include finding resources for more families to obtain devices like tablets or laptops; establishing “technology hubs” at well-positioned locations around the county; or collaborating with businesses and nonprofits to pool expertise for technology initiatives.

Some rural communities, like others in the Dan River Region, are addressing the digital divide by providing technology education that introduces children and youth to engineering, programming and robotics at a young age. Allocating resources that show the importance of technology in and out of the classroom has also been shown to accelerate learning and teaching for teachers. The most successful strategies take into account the unique cultural assets within the county and consistent involvement from students, families, and other community members in the process will ensure long-term success. A holistic approach to addressing technological needs while building infrastructure will create a more connected Caswell County.



# Technology

## Cross-Cutting Areas

### Engage Parents & Caregivers



- Increase digital literacy supports which includes digital safety for children, students and adults covering scams, privacy and more.
- Encourage collaboration. When parents & educators work together, more successful students are empowered.
- Identify funding opportunities to increase access for at-home technology and devices (i.e., laptops, cellphones, Smart TVs).
- Design and implement digital literacy classes at the library and/or cooperative extension.
- Educate and share resources with caregivers about digital tools for children that are developmentally appropriate.
- Disseminate information about the ACP program and BAND-NC.
- Utilize existing technologies, like PowerSchool, to increase awareness of digital literacy opportunities.

### Youth Voice



- Design youth advocacy for peer-to-peer opportunities to share best practices and safety using technology.
- Educate youth around public exposure and safety and the consequences of inappropriate use.
- Train and educate youth to use good judgement with technology.
- Increase the awareness of and consequences of cyberbullying.
- Identify households where youth can help other family members with digital literacy.
- Support at-risk youth who may not be engaged in school activities because of their lack of internet access.

### Attendance



- Increase access to Telehealth for Caswell County residents; train residents in using Telehealth.
- Create more opportunities for innovative technologies, education and use for school-aged children to encourage different learners and learning.
- Implement an appropriate monitoring system for school attendance.

### Driving With Data



- Support broadband access efforts and increased broadband capacity.
- Consider programs that supplement digital equity in lieu of broadband infrastructure.

### Teacher Appreciation & Mental Health



- Support teacher education with technology.
- Train educators to increase their own digital literacy and ability to train others.
- Educate teachers around technology, brain development, and mental health for youth.
- Increase resources that teachers need for technologies that increase learning.
- Increase mental health awareness programs (i.e., NAMI & VAYA support).

### Transitions (Esp. Into K, Into Middle & HS grad)



- Train high school students on specific software that will prepare them for post-high school graduation and increase likelihood of job prospects and college readiness.



# WHAT'S NEXT?

**In Caswell County, there is great work happening, and The Education Collaborative celebrates these efforts.**

Over the past year and a half, we have learned much: from research and experts, from each other, and, most of all, from this community. This document represents our aspirations. We anticipate it being used to foster conversation and guide decisions.

We are confident that this vision reflects research-based practices that respond to community priorities. It is our best understanding as of now. As new information emerges, policies shift, and learnings accrue, it will evolve.

Workgroups for each focus area will launch in 2024. We will aim to work on short-term projects to test strategies and build trust. The strategy refinement will continue based on the results.

The complex problems we face are too big for any person or organization to solve. No one organization is responsible for the change.

Thank you for reading this vision plan to explore how all of us together can create an environment our children can learn and grow to their full potential.

# Acknowledgments

## Initiating Committee Members:

**Jaden Lancaster**

Bartlett Yancey High School Student

**Jerome Wilson**

Principal, South Elementary

**Kameka Totten**

Vice-President of Nursing,  
AuthoraCare Collective

**Melanie Gibson**

Founder, Caswell County Homeschool Group

**Sandra Hudspeth**

Executive Director, Caswell County  
Partnership for Children

**Selena Thornton**

Director, Cool Beans Afterschool Program

**Shannon Moretz**

Director of Strategic Initiatives, Compassion  
Health Care and Project Coordinator, Caswell  
Chapter of the Health Collaborative

**Yolanda Simpson**

Founder, Believe Academy Mentoring

**Ava Talley**

Bartlett Yancey High School Student

**Emily Buchanan**

Director, Piedmont Community College  
Caswell Campus Operations

**John Satterfield**

Caswell County Clerk of Superior Court,  
North Carolina

**Leia Rollins**

Coordinator, Piedmont Community College  
High School Programs

**Lisa Lassiter**

Career and Technical Education Coordinator,  
Caswell County Schools

## Special thanks to:

**Danville Regional Foundation**  
**Schwantes Group**

# Identifying Caswell County's educational priorities and strategies.

[www.educationcollaborative.info](http://www.educationcollaborative.info)

