



# Leadership North Carolina

Class XXIX Orientation Session

October 5-7, 2021  
Virtual

[#LNCXXIX]

## Session Workbook

### CAROLINA SPONSORS



Leadership North Carolina  
[www.leadershipnc.org](http://www.leadershipnc.org)

This workbook contains links and materials you will need to make the most of your Orientation session. Please download it or have it accessible online during the program.

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## General Session Information

This workbook contains links and text for use during your Orientation session. Please download it or have it accessible online during the program.

### Zoom Links and Instructions

Each segment of Orientation can be joined through a unique Zoom link. Please log onto Zoom five minutes before the start of each segment. You will be placed in the Zoom waiting room, and content will begin promptly per the schedule below.

Please keep your video on and your microphone muted during session programming unless otherwise instructed. During breaks, stay logged into the Zoom session but mute your camera and microphone. If you accidentally log out at any point during the session, log back in using that segment's link. You will enter the waiting room and we will admit you back into the session as soon as possible. Be sure to return from breaks promptly so you don't miss any content when the program resumes.

- [Tuesday Afternoon Zoom Link](#) Tuesday, 2:00 – 4:30 pm
- [Tuesday Class Social Zoom Link](#) Tuesday, 5:00 – 6:00 pm
- [Wednesday Zoom Link](#) Wednesday, 8:30 am – 3:30 pm
- [Thursday Zoom Link](#) Thursday, 8:30 am – 2:30 pm

### Agenda

The detailed Orientation session agenda is available through [this link](#).

### Speaker Directory

The Orientation Speaker Directory is available through [this link](#).

### Zoom Protocols and Technology Tips

Zoom protocols and technology tips and instructions can be found through [this link](#).

### Class Directory

The password-protected Class XXIX Class Directory is available through [this link](#). The password was shared by email and is the same as your Class Portal password. If you need a password reminder, please email [Emily@leadershipnc.org](mailto:Emily@leadershipnc.org) or [Kelly@leadershipnc.org](mailto:Kelly@leadershipnc.org). You may download the directory to your computer or print a personal copy but do not share it outside Class XXIX.

## Homework and Resources

All session homework assignments and resources can be found on [this page](#) of the Class Portal. Be sure to complete the assignments listed below.

### Check for a Zoom Update Before Tuesday

Make sure you are running the most up-to-date version of Zoom before the Orientation session starts on October 5. Detailed instructions are available [here](#) from Zoom.

1. Log into the Zoom desktop client.
2. Click on your profile picture.
3. Select "check for updates" from the drop-down menu.
4. Apply any available updates.

## Two Case Studies to Read Before Thursday

Read both case studies prior to Orientation and be prepared to discuss the one assigned to you. Your Learning Team assignments are available [here](#) and are also included later in this workbook. The case studies are available through the links below and are also included later in this workbook.

- Learning Teams 1-4: [Case Study: Educational Gaps Toward Living Wage Jobs](#)
- Learning Teams 5-9: [Case Study: Child Hunger in North Carolina](#)

## Other Session Resources

Additional resources to enhance and expand session content are also available on the session [Homework and Resources page](#). You are encouraged to explore those that interest you, both in advance of and following the Orientation session.

# Class Roster

Your class roster is below and also available through [this link](#).



## Leadership North Carolina Class XXIX Roster

**Atinuke Akintola Diver Wake**  
Executive Director and Lead Organizer  
Durham CAN

**Jennifer Allen Wake**  
Senior Vice President, Chief Strategy Officer  
SEPI Engineering & Construction

**Amanda Balwah Forsyth**  
Associate Vice Chancellor for Institutional  
Integrity  
UNC School of the Arts

**Kevin Baxter Burke**  
Vice Chancellor & Chief Campus Officer,  
Morganton Campus  
North Carolina School of Science &  
Mathematics

**Manjunatha Bhat Forsyth**  
Interim Associate Dean  
Winston-Salem State University

**Jonathan Biggs Durham**  
Vice President of Risk Management and  
Education  
Investors Title Insurance Company

**Christopher Brandenburg Wake**  
Associate State Director, Advocacy  
AARP NC

**Beckie Brooks Wake**  
Director, Drivers of Health Strategy  
Blue Cross and Blue Shield of North  
Carolina

**Kathryn Bruner Swain**  
Principal Broker/President  
KBR-Kathryn Bruner Realty LLC

**Amanda Bryant Buncombe**  
Executive Director  
Asheville Museum of Science (AMOS)

**Pierre Bynum Sr. Alamance**  
Senior House Manager, Men's Program  
TROSA

**Wanda Coley Brunswick**  
Vice President of Strategy  
UnitedHealthcare

**Samantha DeLoache Mecklenburg**  
Pharmacy Manager  
Kintegra Health

**Brian Denisar Alamance**  
CEO & President  
Bobbitt

**Timothy Downs Durham**  
Regional Director, North Carolina Economic  
Development  
Thomas & Hutton

**Dean Drescher Wake**  
Director of Operations  
EducationNC

**Alexander Fagg Wake**  
Director of Government Relations  
North Carolina Community College System

**Phillip Feagan Wake**  
General Counsel  
North Carolina Department of Natural and  
Cultural Resources

**Michelle Fortune Polk**  
Chief Executive Officer  
St. Luke's Hospital

**Kate Glaze Wake**  
Assistant General Counsel and Director of  
Land  
Martin Marietta Materials, Inc.

**April N. Harley Mecklenburg**  
Executive Director  
LEAD NC/LEAD NC Institute

**Mathew Hayes Guilford**  
Account Executive  
Siemens Medical Solutions

**Shakira Henderson Pitt**  
Vice President Research Officer/Clinical  
Research Integration Officer  
UNC Health

**Brian Heslin Mecklenburg**  
Deputy General Counsel  
Duke Energy

**Reva Holland Cleveland**  
Director of Medical Operations  
Kintegra Health

**Chantal Howard Wake**  
Interim Chief Nursing Officer  
Duke University Hospital

**Elayne Jones Guilford**  
Business Officer  
North Carolina A&T State University

**Peter Klein New Hanover**  
Business Continuity Manager  
Corning

**Felicia Kline Mecklenburg**  
Consumer Affairs – Large Banks  
Federal Reserve Bank of Richmond,  
Charlotte

**DeWarren Langley Durham**  
Executive Director  
Charles Hamilton Houston Foundation, Inc.

**Cooper Linton Chatham**  
AVP, Home and Community Based Care  
Duke University Health System

**Erin Lynch Forsyth**  
Associate Provost of Research  
Winston-Salem State University

**Julian Macaulay Jr. Gaston**  
SVP, Control Executive  
Wells Fargo Bank N.A.

**Howard Manning Wake**  
Executive Director  
Dorcas Ministries

**Jeff Marko Wake**  
Senior Tax Manager  
DMJ & Co., PLLC

**Dionne McLean Wake**  
Project Manager, Supplier Diversity Equity &  
Inclusion  
RTI International

**Danika Mills Wake**  
State Director, North Carolina  
Unite Us

**Ryan Minto Wake**  
Director, State Government Affairs  
Duke Energy

**Kirk Montgomery Alamance**  
Information Technology Director  
City of Mebane

**James Musilek Wake**  
Director, Strategic Initiatives & Project  
Management  
North Carolina Electric Membership  
Corporation

**Deepa Naik Mecklenburg**  
Director of Philanthropy  
The Merancas Foundation

**Stephanie Norander Mecklenburg**  
Executive Director/Associate Professor  
University of North Carolina at Charlotte

**Rachel Page Durham**  
Deputy Director  
Go Global NC

**Amy Policastro Schroeder Wake**  
Education Consultant, Career Development  
North Carolina Department of Public  
Instruction

**Sarah Prence Catawba**  
Governmental Affairs Analyst  
City of Hickory

**Denika Seymour Johnston**  
Financial Professional  
MassMutual North Carolina

**Irvine Sloan Mecklenburg**  
Vice President, Strategic Account  
Management  
Duke Energy

**Jeffrey L. Smith Forsyth**  
Litigation Paralegal (Retired)  
Syngenta Crop Protection, LLC  
Owner, Smitty's Notes & SmittysNotes.com

**Sharon Smith Perquimans**  
Special Projects Administrator  
Albemarle Commission COG

**Diamond Staton-Williams Cabarrus**  
Director  
Atrium Health

**John Tartt Mecklenburg**  
Assistant Vice President  
Atrium Health

**Ryan Urquhart Durham**  
Principal Interaction Architect  
Blue Cross and Blue Shield of North  
Carolina

**Peter VanGraafeiland Wake**  
SVP, Member Services  
Civic Federal Credit Union

**Edna Wallace Durham**  
Manager, Strategic Partnerships  
RTI International

**Kelly Webb Wake**  
Director of Development  
Communities In Schools of North Carolina

**John White Guilford**  
Chief NC Lobbyist / Manager - State & Local  
Affairs  
Dominion Energy

## Learning Team Assignments

You have each been assigned to a Learning Team for the program year. Each session will offer opportunities for small-group work, simulations, and dialogue with your Learning Team members as well as with other LNC classmates. During Orientation you will start getting to know your team members, and you will be invited to choose a name and a Navigator for your Learning Team.

### **Team 1**

Manju Bhat  
Shakira Henderson  
Jeff Marko  
Deepa Naik  
Sarah Prencipe  
Pete VanGraafeiland

### **Team 2**

Tinu Akintola Diver  
Beckie Brooks  
Erin Lynch  
Ryan Minto  
Kirk Montgomery  
John Tartt  
Kelly Webb

### **Team 3**

Michelle Fortune  
Mat Hayes  
Rachel Page  
Denika Seymour  
Sharon Smith  
Jeff Smith  
John White

### **Team 4**

Chris Brandenburg  
Kathryn Bruner  
Phil Feagan  
Elayne Jones  
Irvine Sloan  
Diamond Staton-Williams

### **Team 5**

Jennifer Allen  
Kevin Baxter  
Pierre Bynum  
Felicia Kline  
Cooper Linton  
Danika Mills

### **Team 6**

Amanda Balwah  
Reva Holland  
DeWarren Langley  
Dionne McLean  
Jim Musilek  
Ryan Urquhart

### **Team 7**

Jon Biggs  
Amanda Bryant  
Samantha DeLoache  
Timothy Downs  
Kate Glaze  
April Harley

### **Team 8**

Wanda Coley  
Dean Drescher  
Alex Fagg  
Brian Heslin  
Howard Manning  
Stephanie Norander

### **Team 9**

Brian Denisar  
Chantal Howard  
PJ Klein  
Julian Macaulay  
Amy Policastro Schroeder  
Edna Wallace

## Tuesday Program Materials

There are no additional materials needed for Tuesday's program. Just bring yourself to Zoom and get ready for the start of your LNC experience!

## Wednesday Program Materials

### NC History Lectures Schedule and Resources

During Wednesday's program you will be invited to watch three separate lectures from Dr. Karl Campbell covering 500 years of North Carolina history. A link to each lecture will be shared during the program. For each lecture you will have the flexibility to watch the lecture and also take a break within the designated time frame.

### NC History Lectures Schedule

- 9:00 – 10:30 am "The Tar Heel State—1540-1835" + 30-minute break
- 11:00 am – 12:50 pm "North Carolina in the 19th Century—1835-1900" + 60-minute break
- 1:20 – 2:30 pm "The Progressive Plutocracy—1900-2020" + 20-minute break

### NC History Lectures Resources

The following resources are also posted on your [Orientation Homework and Resources](#) page of the Class Portal.

- [Dr. Campbell's Bibliography](#)
- [Dr. Campbell's Timeline](#)

### Values Discussion

At 10:30 am on Wednesday, Dr. Karl Campbell will join the Zoom call to facilitate a live discussion. For this exercise, please have within reach a pen or pencil and the eight blank notecards that were included in your LNC welcome box. If you don't have easy access to your notecards, eight separate slips of paper will work as a substitute.

### Building Connections Recording Form Link

During the 12:50 – 1:20 pm Learning Teams breakout session, you'll start getting to know your teammates. You'll also have a chance to name your team, choose your team Navigator, and schedule your October Learning Team call. During your breakout, each team will need a recorder with access to [this Google Form link](#) to capture responses.

## Thursday Program Materials

### LNC Mojo Challenge

You may use the page below or your own paper for the “LNC Mojo Challenge” exercise during Thursday’s program.

1.

2.

3.

4.

5.

6.

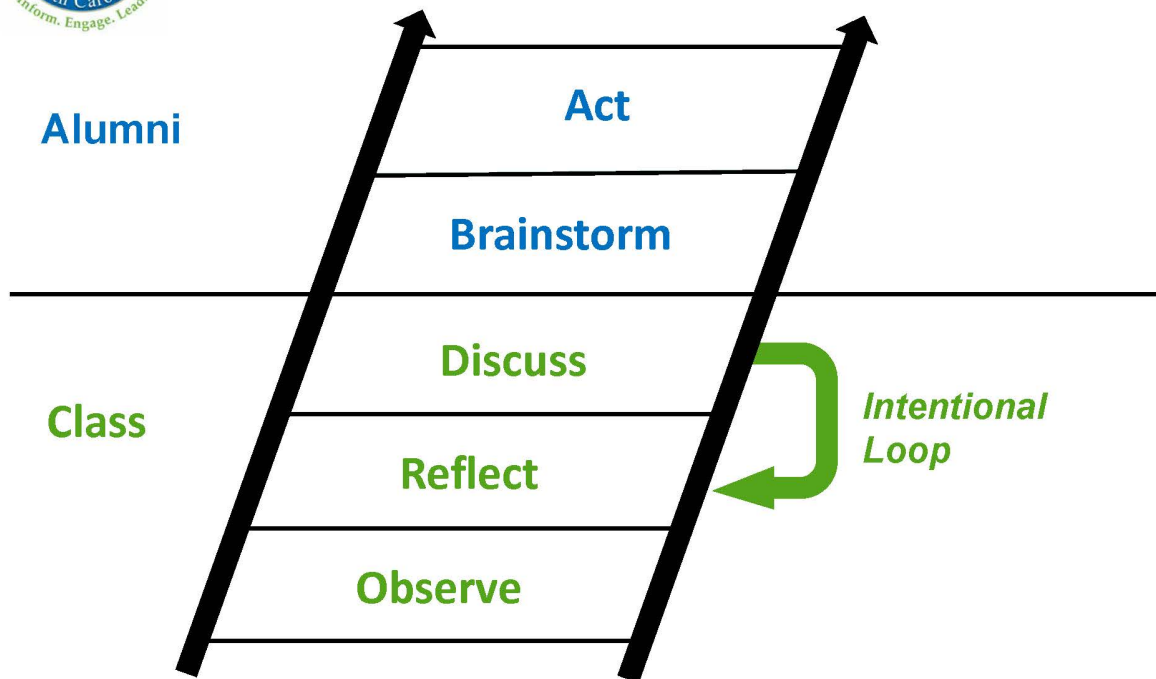


## LNC Learning Model and Guiding Principles

During “The LNC Approach to Learning,” Kristy Teskey will refer to the LNC Learning Model and Guiding Principles. Both are included below and also available through [this link](#). Please make sure you have access to this material on Thursday morning.



# LNC Learning Model



## LNC Learning Model Guiding Principles

- What are my biases?
- What do I already think?
- Am I only hearing the things that reinforce what I already think?

### Team Agreements Form Link

After lunch on Thursday you will have an opportunity to break into your Learning Teams to discuss the LNC Learning Model and Guiding Principles and to draft five Team Agreements. Agreements from all nine Learning Teams will be compiled and combined to create a set of agreements for the full Class XXIX program year. Each team will need a recorder to capture your agreements and submit them during or immediately after Orientation through [this Google Form](#).

## Case Studies for Pre-Reading

During his North Carolina history presentations, Dr. Karl Campbell talks about issues and events that connect to each of the five LNC focus areas: government, education, health and human services, economic development, and the environment. Each LNC program session is organized around one of these five topics, but during every session you will learn about issues, challenges, and opportunities that connect to all of them. Read both of the following case studies prior to Orientation and be prepared to discuss the one assigned to you.

### Case Study 1: Educational Gaps Toward Living Wage Jobs

For Learning Teams 1-4, your discussion during the “LNC Approach to Learning” portion of Orientation will focus on the following case study. During Thursday’s program you will be given instructions for reflection and group discussion. This case study is also available as a separate document through [this link](#).

#### **Team 1**

Manju Bhat  
Shakira Henderson  
Jeff Marko  
Deepa Naik  
Sarah Prencipe  
Pete VanGraafeiland

#### **Team 2**

Tinu Akintola Diver  
Beckie Brooks  
Erin Lynch  
Ryan Minto  
Kirk Montgomery  
John Tartt  
Kelly Webb

#### **Team 3**

Michelle Fortune  
Mat Hayes  
Rachel Page  
Denika Seymour  
Sharon Smith  
Jeff Smith  
John White

#### **Team 4**

Chris Brandenburg  
Kathryn Bruner  
Phil Feagan  
Elayne Jones  
Irvine Sloan  
Diamond Staton-Williams

### **Overview**

Across the country, there is a growing need for talent within industries such as finance, healthcare, and advanced manufacturing that provide stable, living wage jobs. Many of these jobs require postsecondary education. For the individual, education beyond high school in the form of credentials or degrees provides extensive life benefits that include higher wages, better health, and a lower likelihood of requiring disability payments. Education serves as the primary pipeline to viable employment, but there are significant gaps in who is reaching higher levels of educational attainment and moving into living wage jobs. Populations most likely to be left behind include low-income, rural, people of color, and first-generation college-going students.<sup>1</sup>

### **Evolving Job Market Toward “Good Jobs”**

Due to the increase of technology, jobs have evolved and changed over the years. More traditional “blue collar” occupations now require some postsecondary education.<sup>2</sup> “Across the nation, good jobs have

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<sup>1</sup> Oreopoulos, Philip and Uros Petronijevic. “Making College Worth It: A Review of the Returns to Higher Education.” *The Future of Children*, Volume 23, Number 1, Spring 2013, pp. 41-65.

<sup>2</sup> National Governors Association. (2018). *Aligning State Systems for a Talent Driven Economy: A Roadmap for States*. <https://www.nga.org/center/publications/aligning-state-systems-for-a-talent-driven-economy-a-road-map-for-states/>

shifted toward associate’s degree holders and away from workers with a high school diploma or less.”<sup>3</sup> Between 2010 and 2016, the U.S. economy added 11.5 million jobs, with 99% of those jobs going to individuals with at least some college education.<sup>4</sup>

- The data shows that by 2025, 60% of Americans will need some type of high-quality credential beyond high school.<sup>5</sup>
- According to Georgetown University Center on Education and the Workforce, a “good job” is earning a minimum of \$35,000 (\$17 per hour for a full-time job) for those under 45.<sup>6</sup>
- North Carolina’s employers say they are challenged to find enough workers with the skills they need for their experienced positions that provide higher pay. Based on the North Carolina Department of Commerce’s 2020 Employer Needs Survey, employers cited a lack of employability qualities (67%), technical skills (66%), and education credentials (64%) for the jobs they are unable to fill.<sup>7</sup>

### **Postsecondary Attainment Needs**

For North Carolina to be economically competitive and meet the present and future workforce needs, more individuals need education beyond high school, commonly referred to as postsecondary attainment. The Lumina Foundation defines postsecondary attainment as credentials or degrees beyond high school with clear and transparent learning outcomes leading to further education and employment.<sup>8</sup> North Carolina’s postsecondary attainment rate is 51% (44% associate degree and higher and 7% short-term credentials), indicating that more than 48% of adults did not receive any credentials or degrees beyond high school.<sup>9</sup>

The high school graduation rate in North Carolina was at an all-time high of 86.5% in 2017; however, a large percentage of high school graduates do not begin or complete postsecondary education. Postsecondary enrollment is the precursor to attainment and according to myFutureNC, only 41% of people 18-24 are currently enrolled in college or graduate school.<sup>10</sup>

To understand the full scope and interconnectivity of the education pipeline, the data leading up to high school also needs consideration.

- The level of academic achievement [by] eighth grade has a more considerable impact on [student] college and career readiness than anything that happens academically in high school.<sup>11</sup>
  - Less than 50% of 8th graders are college and career ready based on end-of-grade tests.
  - Less than 30% of economically disadvantaged students meet that target.
- Students who met more benchmarks on the ACT were more likely to enroll in a postsecondary program after graduation.

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<sup>3</sup> Carnevale, Anthony P., et al. (2016). America’s Divided Recovery. Georgetown Center on Education and the Workforce. <https://cew.georgetown.edu/wp-content/uploads/Americas-Divided-Recovery-web.pdf>

<sup>4</sup> Carnevale, A. (2016)

<sup>5</sup> Lumina Education Foundation (2020). A Stronger Nation: Learning Beyond High School Builds American Talent. <https://www.luminafoundation.org/stronger-nation/report/2020/#state/NC>

<sup>6</sup> Carnevale, A. (2016).

<sup>7</sup> NC Works Commission. (2020). 2020 Employer Needs Survey. [https://files.nc.gov/nccommerce/documents/files/2020-Employer-Needs-Survey\\_Final.pdf](https://files.nc.gov/nccommerce/documents/files/2020-Employer-Needs-Survey_Final.pdf)

<sup>8</sup> Lumina. (2020).

<sup>9</sup> Tippet, R. (2018). Attainment Goals Attainment Gaps. Presentation to myFutureNC, February 13, 2018.

<sup>10</sup> myFutureNC. (2021). Dashboard: Postsecondary Enrollment Rates. <https://dashboard.myfuturenc.org/postsecondary-completion/postsecondary-enrollment-rate/>

<sup>11</sup> Tippet, R. (2018).

- Nearly half of all N.C. high school graduates (49%) met no college-readiness benchmarks on the ACT.
- Statewide, only 15% of graduates met all four college-readiness benchmarks.<sup>12</sup>
- There are large gaps in College and Career readiness indicators between different demographics: Approximately 63% of White students performed at the state’s College and Career Readiness level compared to 30% of Black students and 39% of Hispanic students.

### **North Carolina’s Education Goal**

myFutureNC (MFNC) was created in 2017 to address the challenges of the education to workforce pipeline. This effort brought together a cross-sector group of leaders and stakeholders from across the state with the shared belief that “educational attainment is the key to the short-term recovery and long-term resiliency of North Carolina’s economy.”<sup>13</sup> In 2019, the MFNC Commission set an education goal of *2 million North Carolinians between the ages of 25-44 to hold a high-quality credential or postsecondary degree by 2030*. This goal was codified into law on June 26, 2019 ([HB664/SL 2019-55](#)).

According to MFNC, estimates project that the state will fall short of the 2030 goal by 300,000 individuals. The current pandemic is exacerbating educational barriers, especially for underserved and underrepresented populations. As a result of COVID-19, FAFSA completions and postsecondary applications and enrollment have declined year-over-year with indications that too many high school graduates face a risk of not completing higher education.<sup>14</sup> As a comparison, after the Great Recession in 2011, “North Carolinians ages 25-44 without any college education were 3.5x more likely to be unemployed than those with college degrees.”<sup>15</sup>

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<sup>12</sup> ACT. (2019). The Condition of College and Career Readiness 2019: North Carolina Key Findings.

<https://www.act.org/content/dam/act/unsecured/documents/cccr-2019/North-Carolina-CCCR-2019.pdf>

<sup>13</sup> myFutureNC. (2020). Executive Summary: A Year in Review 2019-2020. <https://www.myfuturenc.org/wp-content/uploads/2020/09/Executive-Summary-myFutureNC-Progress-Report-to-the-JLEOC-9.1.2020.pdf>

<sup>14</sup> myFutureNC. (2021). The State of North Carolina’s Talent Pipeline: Educational Attainment Report, September 1, 2021. [https://www.myfuturenc.org/wp-content/uploads/2021/08/MyFutureNC\\_Educational-Attainment-Report-2021-Executive-Summary-8.20.2021.pdf](https://www.myfuturenc.org/wp-content/uploads/2021/08/MyFutureNC_Educational-Attainment-Report-2021-Executive-Summary-8.20.2021.pdf)

<sup>15</sup> myFutureNC. (2020).

## Case Study 2: The Impact of Child Hunger

For Learning Teams 5 - 9, your discussion during the “LNC Approach to Learning” portion of Orientation will focus on the following case study. During Thursday’s program you will be given instructions for reflection and group discussion. This case study is also available as a separate document through [this link](#).

### **Team 5**

Jennifer Allen  
Kevin Baxter  
Pierre Bynum  
Felicia Kline  
Cooper Linton  
Danika Mills

### **Team 8**

Wanda Coley  
Dean Drescher  
Alex Fagg  
Brian Heslin  
Howard Manning  
Stephanie Norander

### **Team 6**

Amanda Balwah  
Reva Holland  
DeWarren Langley  
Dionne McLean  
Jim Musilek  
Ryan Urquhart

### **Team 9**

Brian Denisar  
Chantal Howard  
PJ Klein  
Julian Macaulay  
Amy Policastro Schroeder  
Edna Wallace

### **Team 7**

Jon Biggs  
Amanda Bryant  
Samantha DeLoache  
Timothy Downs  
Kate Glaze  
April Harley

## **The Impact of Child Hunger**

Child hunger is an issue that cuts across many sectors and can be addressed from many angles. There are families and individuals across the state struggling to make ends meet. For many, this means uncertainty about where their next meal will come from. The impact of food insecurity and hunger is especially severe on young children, but it has broad consequences for all of us.

In 2020, an estimated 1 in 10 (10.5%) American households experienced food insecurity during at least some part of the year.<sup>16</sup> During tough economic times, young children can be most at risk of hunger and malnutrition because they don’t yet have access to food programs through the school system. North Carolina has one of the highest percentages in the nation of children under 18 who are food insecure on a regular basis: Almost 1 in 5 (19.3%).<sup>17</sup>

### **“Child hunger is a health problem.**

- Hungry children are sick more often, and more likely to have to be hospitalized (the costs of which are passed along to the business community as insurance and tax burdens);

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<sup>16</sup> US Department of Agriculture Economic Research Service Report No. ERR-275, “Household Food Security in the United States in 2020.” <https://www.ers.usda.gov/publications/pub-details/?pubid=102075>

<sup>17</sup> Feeding America “Child Food Insecurity.” 2020 Fact Sheet. <https://www.feedingamerica.org/sites/default/files/2020-06/Map%20the%20Meal%20Gap%202020%20Child%20Food%20Insecurity%20Module.pdf>. North Carolina ranks 11<sup>th</sup>.

- Hungry children suffer growth impairment that precludes their reaching their full physical potential;
- Hungry children incur developmental impairments that limit their physical, intellectual and emotional development.

**Child hunger is an educational problem.**

- Hungry children ages 0-3 years cannot learn as much, as fast, or as well, because chronic undernutrition and toxic stress harm their cognitive development during this critical period of rapid brain growth. This actually changes the fundamental neurological architecture of the brain and central nervous system;
- Hungry children do more poorly in school and have lower academic achievement because they are not well prepared for school and cannot concentrate;
- Hungry children have more social and behavioral problems because they feel bad, have less energy for complex social interactions, and cannot adapt as effectively to environmental stresses.

**Child hunger is a workforce and job readiness problem.**

- Workers who experienced hunger as children are not as well prepared physically, mentally, emotionally or socially to perform effectively in the contemporary workforce;
- Workers who experienced hunger as children create a workforce pool that is less competitive, with lower levels of educational and technical skills, and seriously constrained human capital.

**Child hunger leads to greater health care costs for families and employers.**

- Short-term: hungry children have greater odds of being hospitalized, and the average pediatric hospitalization costs approximately \$12,000.
- Long-term: the results of chronic undernutrition contribute to high health care costs throughout life.
- Child hunger leads to greater absenteeism, presenteeism (present but not fully productive) and turnover in the work environment, all of which are costly for employers. Child sick days are linked to parent employee absences, for instance.”<sup>18</sup>

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<sup>18</sup> Cook, John, Ph.D., and Karen Jeng, AB. “Child Food Insecurity: The Economic Impact on Our Nation.” Feeding America: 2009. <https://www.nokidhungry.org/sites/default/files/child-economy-study.pdf>

## The Impact of LNC

The pieces below will enhance the discussion around ReCONNECT NC and Civic Conversations that will be led by a team from the Institute for Emerging Issues after lunch on Thursday. These links are also available through the [Orientation Homework and Resources page](#) of the Class Portal.

- [ReCONNECT NC: Five Recommendations—Institute for Emerging Issues](#)
- [Five Recommendations to ReCONNECT NC—Update](#)
- [The Time Is Now: Findings from the Institute for Emerging Issues Three-Year “ReCONNECT NC” Project](#)

## Follow-Up Materials

### Session Evaluation Link

Please complete your session evaluation through [this Google Form](#) by Friday, October 15. Thank you for sharing your feedback!

### Government Session Attendance Survey

Share your attendance plans for the November virtual Government session through [this Google form](#) by Friday, October 15.

### Learning Team Calls: Prompts and Recording Form Link

Hold your Learning Team calls and submit your notes through [this Google form](#) by Friday, October 29.

### Success at LNC Writing Assignment

During Orientation you will be invited to compose a letter to yourself. By October 15, please take 15 – 30 minutes to describe what you think “Success at LNC” will look like for you, both upon completion of your program year and as you join the ranks of LNC alumni. You may type your letter in [this downloadable Word document](#) or handwrite it on your favorite paper. No matter how you compose it, place your letter in a sealed envelope and store it somewhere you’ll be able to find it before your graduation next May.

Some prompts to consider:

- What defines a successful LNC experience for you?
- What do you hope to gain?
- What do you contribute?
- What impact will you have on NC in five years?
- What will help you build and sustain momentum?