

News and Updates

Crosswalks Web Site and Toolbox Launched

Go to <http://www.fpg.unc.edu/~scpp/crosswalks/> to read all about what's happening in the Crosswalks project. Click on **About Crosswalks** to learn more about the project. Click on **Participants** to read about the North Carolina programs that are part of the Crosswalks project. You can also go directly to the web page for Western Carolina University (http://www.fpg.unc.edu/~scpp/crosswalks/pages/participant_wcu.cfm) or the web page for UNC Pembroke (http://www.fpg.unc.edu/~scpp/crosswalks/pages/participant_uncp.cfm) to learn more about the plans and goals of each campus. Clicking **Research** will give you access to all Crosswalks measures. For a real highlight, click on **Toolbox** to discover an interactive database for finding instructional resources that address early childhood content and diversity. Notice that you can search for resources by 3 sets of North Carolina standards and 5 sets of national standards.

Content Resources

Crosswalks Bibliography Available to Download

The Crosswalks project has developed a bibliography of resources supporting the importance of addressing cultural, linguistic and ability diversity as part of personnel preparation. *Diversity and Professional Development: Selected Resources* highlights print materials and web-based resources with relevance for preservice education and inservice training. This resource may be helpful for grant writing, syllabus updating and student/trainee assignments. This document is available to download at http://www.fpg.unc.edu/~scpp/crosswalks/pdfs/professional_development_resources.pdf

On Points: Understanding Culture

Take a look at this resource if you want to support thoughtful conversations with students, staff or colleagues about culture and diversity. The document raises essential questions related to culture (What is culture? Why does culture matter? What is a cultural identity? How do practitioners become culturally responsive?) and offers insights and ideas to support thinking about educational settings and scenarios from a cultural perspective. Compiled by the National Institute for Urban School Improvement, this document is available to download at <http://www.urbanschools.org/pdf/understanding.culture.LETTER.pdf>

On Points: Cultural Identity and Teaching

Interested in how teachers can build awareness of their own culture, especially values and beliefs? Want to discuss how teachers can build and present culture in their classrooms? This new document from the National Institute for Urban School Improvement may be a good resource. It examines how teachers can bring more than their assumptions and beliefs to each day's classroom experiences. The document is available to download at <http://www.urbanschools.org/pdf/cultural.identity.LETTER.pdf>

New Early Childhood Curriculum Now Available

The Parent Services Project has recently released a new early childhood curriculum, *Making Room in the Circle: Lesbian, Gay, Bisexual and Transgender (LGBT) Families in Early Childhood Education*. The information and activities in this 438-page curriculum provide a structure that college instructors, directors and trainers can use to engage in work that protects the civil rights of all families. Additional resources (glossary, bibliography, syllabus) may be useful in a variety of contexts. A sample of the curriculum which includes the following sections is available to download at <http://www.parentservices.org/content.php?url=lgbt.html>

Introduction

Glossary

Unit 1 Building Relationships With 'All' Families

Unit 2 Training Activities – “Building Relationships With “All” Families. . .”

Bibliography

Syllabus

The entire curriculum may also be purchased for \$90 (black and white) or \$120 (color). Email family@parentservices.org for details.

Family/Community Resources

Reaching Out to Diverse Families

Family involvement in schools is often limited to a small group of parents who seem to do everything. Culturally diverse families may not feel they fit in at the school or they may have a different perspective on what it means to be involved, so they are often left out of school activities. How can schools move beyond a limited level of family involvement and encourage all families to become more active in their children's schools and education? A new strategy brief from the Southwest Educational Development Laboratory (SEDL) helps answer this question. It discusses strategies helpful to schools that want to broaden and deepen involvement beyond the traditional fundraising or party-planning activities. Chris Ferguson, author of the brief, says that schools can help parents become more comfortable playing a strong role in their children's education. Schools that are successful involving families are able to build on the cultural values of families and foster communication with families. Successful schools have also created an inviting environment for families and often facilitate involvement by providing transportation, translators, and other similar services. They can also help parents learn strategies to support their children's academic needs. "All schools can increase their parent and family involvement," says Ferguson. "It just takes time and innovative strategies to develop a strong, two-way relationship." Download this document at <http://www.sedl.org/connections/resources/rb/rb5-diverse.pdf>

Questions? Comments? Suggestions? Contact Camille Catlett at (919) 966-6635 or catlett@mail.fpg.unc.edu