

Priorities for Chapel Hill/Orange & Chatham

Top Priorities for Change and Improvement Selected by the CCDC

- **Increased commitment to the understanding and acceptance of diversity by all participants in training programs (students, faculty, administrators, program developers)**
 - Provide incentives and resources for implementing changes that increase the diversity of the workforce serving young children
 - Increase faculty expertise
- **Stronger campus-community connections through the following strategies:**
 - Community-based programs
 - Communities of practice & learning
 - Inservice for teachers & counselors
 - More experiences with diverse children and families
 - Improved articulation (transfer of credit between 2- and 4-year colleges/universities)
 - Guest lecturers
 - Parents as co-instructors
 - Faculty learning from the community

Additional Priorities for Change and Improvement

- **Program(s) to encourage middle grade kids to go to college and to consider careers in early intervention through internships**
 - Take college students into the community and bring the community into college classrooms
- **Mentorship for college students with special focus on students who might not be thinking about careers working with young children and families**
- **Increased faculty expertise in diversity issues**
 - Inservice on diversity
 - Bring the real world into classroom
 - Summer/distance course on diversity
 - More diverse faculty
 - All faculty take cultural plunge
- **Recruitment**
 - Educate middle/high school students about early intervention
 - Recruit students at earlier ages
- **Increased focus on diversity in training and program implementation for school support personnel**
- **Support system/incentives for those who want to work with young children in order to complete their education**
- **Support for students (social, emotional, financial)**
- **Pervasive intercultural focus**
- **Mentoring programs at all levels**

- **More diverse people licensed to serve young children**