

Priorities for Greensboro/Guilford County

Top Priorities for Change and Improvement Selected by the CCDC

- **Increase collaboration among colleges and universities**

Possible Strategies:

- Encourage participation in shared professional-student organization (ie., NAEYC)
- Identify diverse placements for student practica
- Create faculty forum to share experiences regarding diversity curriculum
- Create a group to provide support training for practicum teachers
- Provide peer mentoring between graduate or undergraduate students and high school students
- Attend career fairs, Student Advisory Recruiting Board meetings
- Create a Community College-University Diversity Consortium, which would:
 - form a partnership between the school system and institutions of higher education
 - focus on recruiting and sharing faculty
 - have an advisory board
 - provide avenues for global mentoring

- **Increase collaboration among community members**

Possible Strategies:

- Share awareness of all diversity-related community resources, collaboratives and initiatives
- Model mentor programs where diversity is represented
- Increase availability of resources for ongoing diversity training – multi-tiered diversity
- Provide training to empower staff supporting diversity
- Provide diversity training for administrators
- Develop a Continuity in Diversity Training Model that defines diversity with areas of interests, has corporations as partners and supports a community initiative of diversity training for public pre-K and child care professionals

Additional Priorities for Change and Improvement

- Work to get support and “buy in” from university, child-care and public school administration for diversity
- Grow quality EC practicum placements for our community to accommodate four programs (embrace diversity, DAP, ability level, race)
- Create preservice and inservice teacher-training programs that sensitively deal with linguistically and culturally diverse students
- Develop an accurate profile of what constitutes the local “Hispanic population”
- Develop a cross-campus B-K committee to discuss relevant issues
- Develop a support system that explains the steps necessary and resources available to teachers who wish to further their education
- Examine curriculum at the two- and four-year schools in terms of its diversity content. Possibly create a mandatory diversity course where the definition of diversity is discussed [in terms of family structure, race, ability, ideas, religion]
- Develop leadership skills in more students
- Support students through compensation / credit for mentoring and practicum
- Increase family involvement. This will provide real-life experiences, introduction to different cultures, co-teaching opportunities and curriculum development