

Raleigh/Wake County Priorities

Top Priorities for Change and Improvement Selected by the CCDC

- **Develop cooperative agreements among the six institutions of higher learning in the Raleigh/Wake County community (Meredith College, North Carolina State University, Peace College, Shaw University, St. Augustine's College, Wake Technical Community College) to address shared diversity priorities (e.g., inter-institutional transfer of credit, practicum site information, recruitment strategies).**
 - Focus on matriculation priorities
 - Build on current consortium efforts and collaboration begun by Shaw, Meredith and Wake Tech
 - Work together on grants
 - Increase communication and linkages among university and community college faculty
 - Partner with community resources
 - Develop recruitment strategies and financial supports
 - Structure agreements among graduate programs for resources
 - Create opportunities for students to be able to transfer credits from one school to another
- **Develop an ethnically diverse early intervention and early childhood workforce**
 - Increase participation by family members and persons with disabilities
 - Enhance support for diverse parents, which will enable them to better identify with the professionals who are working with them
 - Create environments of respect and acceptance among all professionals in the field

Additional Priorities for Change and Improvement

- **Encourage faculty, administrators, staff and students to reflect on their own "personal journey"**
 - Provide basic exposure to diversity awareness
 - Assess where "you are" in terms of your own value system/biases
- **Increase acceptance of undergraduate students from diverse campuses in college/university early intervention and preschool special education programs**
- **Develop a communication system for support, networking and information**
 - Create better communication among early intervention and early childhood professionals
 - Set up and use Internet connections to share newsletters
 - Develop problem solving teams and network of support for diversity issues
- **Encourage acceptance and respect for all**
 - Develop a recruitment plan for families
 - Encourage more families with disabilities to receive training to work with other families
 - Eliminate jargon
 - Include persons with disabilities in the early intervention/early childhood workforce

- **Broaden the scope of early intervention and the early childhood profession through a variety of methods**
 - Start with high school students
 - Have an early intervention/early childhood shadow day
- **Increase efforts to reflect more racial and cultural diversity in early intervention service delivery through efforts that include recruitment**
- **Encourage more diversity (race, culture, ability) on state agency committees**
- **Motivate others to advocate for parents**
- **Expand the definition of cultural diversity and cultural competence to include non-traditional families (e.g., same sex parents, multigenerational families)**
- **Increase awareness and use of Early Connections as a resource for presenters and mentors (<http://snnc.med.unc.edu/ec/ec.htm>)**