

Winston-Salem/Forsyth Action Plan

Community Action Team (CAT) for Walking the Walk

Project: Walking the Walk (Cohort 2)

Date: 05/31/2002

Team Members: Susan Benjamin, Dean Clifford, Audrey Davis, Beth Day-Hairston, Miriam Hernández, Lorena Muñoz-Holladay, Ann McElaney-Johnson, Frankie Denise Powell, D Smith, Susan Stewart, Claudia Warren, Ellen Wenner

Goal #1

Recruitment and hiring of a culturally competent workforce representative of the community to work with young children and their families

As evidenced by:

- Having honest dialogue and evaluation of child development and cultural issues
- An increase of pay and prestige of Early Childhood Development as a career
- Culturally diverse workforce that reflects the community
- Family and community members recruited and trained as workers
- Degreed program in family development

Needs/Action Steps:

1. Recognize cultural differences of universities/colleges:
 - a. Develop recruitment/marketing guidelines for institutions to use in developing their individual market plans (*Responsible: CAT*)
 - b. Each institution will examine their market and recruitment plans and revise them based on standards (*Responsible: Susan S., Ellen, & Claudia*)
2. Get buy-in from administrators, community and faculty:
 - a. Schedule a community meeting with university, college and community members who are in leadership roles to get buy-in and commitment (*Responsible: Miriam, Beth, Frankie, & Ellen*)
 - b. Create promotional packets for high school counselors and students (*Responsible: Dean C.*)
3. Utilize the current pool of culturally competent workforce:
 - a. Using ABCD program, Hispanic staff members to train/teach sessions on early childhood and create mechanism for these hours

and experience to count as credit toward Early Childhood degree/certificate (*Responsible: Miriam, Ellen, Claudia, Susan S.*)

4. Research and use cultural competencies to assess current workers and the learning of students in institutions:
 - a. Investigate New England, Mexico and Buncombe models of competency- based programs along with Urban League assessment (*Responsible: Beth, Claudia, Anne, Susan S., Susan B., & D Smith*)
 - b. Meet with respective registrars to determine where this model can be adopted (*Responsible: CAT and institution registrars*)

Goal #2

Develop sensitive educational environments that are responsible to multiple cultures, perspectives, learning styles and personal differences.

As evidenced by:

- Variety of cultural service learning opportunities
- Culturally specific training/education and recognition of sameness
- Family-faculty team teaching in university/college classrooms
- Understanding child development in the context of culture
- Family-worker partnerships where families are recognized as experts and there is an exchange of ideas and information of child development in the context of culture and research.

Needs/Action Steps:

1. Training and recruitment of faculty within the system to champion the importance and relevance of culture in early childhood and culturally competent workers:
 - a. Create visiting lecture series to train faculty on how to infuse cultural competence into curricula and instruction using adult learning principles (*Responsible: Beth, Susan S.*)
2. Support for students to remain in early childhood programs:
 - a. Partner with community agencies that have money for in-service learning
 - b. Provide mentoring to students
 - c. Pair English as a Second Language (ESL) students with teachers needing ESL experience
 - d. Involve School of Education, Second Language Program (*Responsible: Miriam, Ellen, Claudia*)
3. Develop cultural competence as a way of transferring learning and experience into credit hours:

- a. Use Hispanic International Center staff as teachers for Hispanic population in Forsyth County (*Responsible: Miriam*)
 - b. Recruit school personnel onto CAT and begin process of creating early childhood and cultural competence learning opportunities in high school setting (*Responsible: Claudia, Ellen*)
 - c. Meet with school PTA to discuss getting support for importance of culturally responsive teachers and educational system (*Responsible: Miriam, Susan B.*)
4. Family members and community involved in curriculum development and classroom instruction:
 - a. Use of Urban League, Hispanic International Center in the classroom to deliver culturally specific training (*Responsible: D Smith, Miriam, Susan, Claudia, Beth, & Ellen*)
 - b. Create a system for providing honorariums for community and families to co-teach on cultural specific information related to child development, etc.
5. Culturally specific practicum in a variety of settings:
 - a. Develop early childhood grant which focuses on cross-cultural competence and community partnerships (partners would include: WSSU, FTCC, Living Waters, St. Peter's World Outreach Center) (*Responsible: Audrey, Claudia, Susan B., Sharon, Miriam*)
 - b. Develop guidelines for what is considered as a culturally competent and diverse practicum site (*Responsible: Claudia, Susan, Ellen, community members*)
 - c. Utilization of home-visiting programs for children with disabilities as practicum sites (e.g., Living Waters as a site for partnering students with workers, itinerant program with school, adaptive centers, YMCA, etc.)
6. Technical assistance to existing centers in the area of culturally responsive care and incentives for growth:
 - a. Use Journey to the Stars Program, QEP, and Directors services, and salary supplement to work with existing centers (*Responsible: Dean C.*)