



**Winston-Salem State University Cultural Competence Breakthrough Series
Collaborative (WSSU CC BSC)**

FINAL REPORT

Submitted to

**North Carolina Department of Health and Human Services
Division of Child Development and Early Education**

Submitted by

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NC DCDEE Race-to-the Top Early Learning Challenge

Winston-Salem State University

Final Report

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Introduction

Winston-Salem State University (WSSU) received a \$957,000 grant funded by the Race to the Top/Early Learning Challenge (RTTELC) through the Division of Child Development and Early Education in October 2012. The overall goal of the Winston-Salem State University Cultural Competence Breakthrough Series Collaborative (WSSU CC BSC) was to increase the cultural competence of early childhood professionals to provide and strengthen culturally and linguistically responsive assessments, teaching practices, culturally inclusive program policies, and respectful, strength-based family engagement. To accomplish the goal, WSSU CC BSC recruited technical assistants, professional development providers, and early childhood education providers from centers and family child care homes across the state of North Carolina to engage in a year-long project.

The Challenge

The *Collaborative Goals Framework (CGF)* discussed in more detail later in this report, clearly articulates the challenge addressed by the WSSU CC BSC in its opening paragraph:

North Carolina serves an increasingly diverse group of children in our early childhood programs and schools. The child population is 57% White, 25% Black, 1% American Indian, 3% Asian or Pacific Islander, and 14% Hispanic or Latino.⁹ Furthermore, 14% of families in North Carolina speak a language other than English in their home. An average of 26% of North Carolinian children live in poverty, varying by county from 14% to 44%. During the early childhood years, gaps are identified in social and cognitive development by socioeconomics. These gaps are evident in later school and life success. In North Carolina, 84% of Black, 80% of Hispanic or Latino, and 90% of American Indian children in the fourth grade score below proficiency in reading compared to 55% of the White population. These scores reflect a socio-political history of education policy and practice that has excluded diverse and minority representation, marginalizing children and families of diverse backgrounds¹¹ (Appendix A – WSSU CC BSC CGF Final).

The *CGF* highlights the need for research supported access to information, resources, skills, practice, coaching and accountability aimed at supporting positive change and improved

outcomes that address the needs of the culturally diverse populations of early child care centers and child care family home providers in order to optimize the benefits of early brain development and learning and to increase culturally and linguistically responsive practices in such settings.

The WSSU CC BSC project initiated the project with 175 individuals representing Early Child Care Center Directors, Family Child Care Home Providers, Early Child Education Teachers, Technical Assistants and Professional Development Providers. Applicants were highly screened to make sure they would be a good fit for and were committed to the long-term, intense iterative process required. In spite of the stringent application process, attrition of participants occurred for various reasons resulting in 77 participants representing 16 Early Child Care centers, 4 Child Care Home Providers and 52 Technical Assistants and Professional Development Providers who completed the project. Project activities were implemented across three regions of North Carolina: Central, Western, and Eastern.

The three-pronged approach for achieving the goals consisted of three phases which took place between June 2012 and September 2014. Phase One consisted of development of the Cultural Competence Breakthrough Series Collaborative Leadership Team, Expert Panel, and Curriculum Development and Learning Team preparation. Phase Two consisted of recruitment and orientation of Learning Teams, implementation of learning sessions and three action periods. Phase Three consisted of training and practicum for technical assistance providers, support via online formats, and final documentation and evaluation of the Curriculum and project.

The project activities were broken into three 2 - 3 month Action Periods spearheaded with two-day and single day intense learning sessions followed by virtual learning for participants via webinars/telephone conferences, and readings and videos shared via Wiggio, an internet platform, designed for collaboration. Participants were guided through each Action Period with checklists which contained required assignments and information regarding topical and affinity calls. (See Appendix B for Learning Session Agendas and Sample Action Period Checklists). After Learning Sessions 1 and 2 were conducted in each of the three regions, Learning Session 3 was conducted virtually bringing all three regions together for the first time

after seven months of active engagement of participants. Learning Session 4 was conducted face-to-face bringing all three regions together physically for the first time.

Breakthrough Series Collaborative Methodology

The Breakthrough Series Collaborative (BSC) methodology was followed to increase the cultural competence of early child care providers in the early child care centers and family child care homes participating in the project. The BSC model is an evidence-based methodology for change developed by the Institute for Healthcare Improvement and Associates in Process Improvement as a quality improvement method for the healthcare arena. The methodology has been implemented worldwide and was first piloted with the North Carolina early childhood workforce in 2010-2011 where it was found to be an effective approach to implement and spread positive change and improvement across services in early childhood programs. The methodology for this program was designed to increase cultural competence of service providers included the following components:

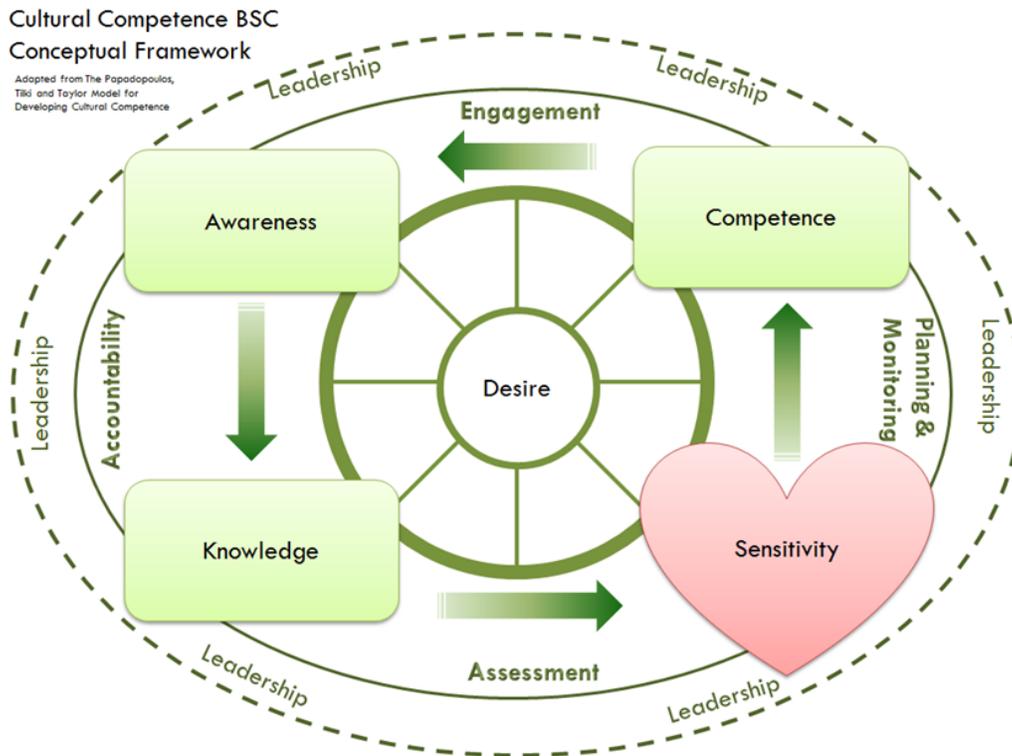
- Extensive training to build awareness, knowledge, sensitivity and competence.
- Collaborative teams (teachers, administrators, technical assistance providers, and families) working with coaches to become skilled at the BSC methodology, to set specific goals and test improvements.
- Use of Small Tests of Change (STOC) to build evidence to implement and spread improvements in teaching practice and program policies.
- Technological support to promote ongoing learning and sharing.

Collaborative Goals Framework

The initial draft of the *Collaborative Goals Framework* was developed by the project team from the Papadopolous, Tilki and Taylor Model for Developing Cultural Competence (Papadopolous, 2006). Modifications were made based on feedback from the Expert Panel, existing evidence and stakeholder experiences. The final *CFG* (Appendix A) served as a guiding document for the implementation of the WSSC CC BSC. As documented in the Figure 1, cultural competence is developed when individuals cycle through four distinct stages once the

Desire or Commitment to change is present. A description of each stage and a definition for Desire/Commitment are given after Figure 1.

Figure 1



Stage 1 - Cultural Awareness

This stage begins with an examination of one's personal value base and beliefs. This raising of self-awareness crucially contributes towards one's understanding of the nature and construction of their cultural identity. While a person becomes more aware that his/her cultural background is a major factor in shaping values and beliefs, he/she come to understand that in turn influences his/her health beliefs and practices. Therefore the 'cultural awareness' stage constitutes an essential first stage in the process of achieving cultural competence; unless one goes through this stage, it is unlikely that s/he can become culturally sensitive and ultimately competent.

Stage 2 - Cultural Knowledge

This stage is noted by meaningful contact with people from different ethnic groups which enhances knowledge about health beliefs and behaviors and raise understanding of the problems they face. This knowledge is required in order to understand the similarities and differences of cultural groups as well as the inequalities in health within and between groups, which may be the result of structural forces in society, such as the power of health care professionals, and the role of medicine in social control. This stage is also marked by sociological study to encourage consideration of such issues and to make links between personal position and structural inequalities. However, cultural knowledge can be gained from all disciplines including psychology, biology, pathology and anthropological studies, whilst historical understanding is increasingly being emphasized.

Stage 3 - Cultural Sensitivity

The ability to achieve cultural sensitivity is how professionals view people and what they think about people in their care. Considering individuals and families as true partners, and that their culture is seen as strength, and not a deficit, is a very important stance in becoming culturally sensitive and a crucial element in anti-oppressive practice (Dalrymple & Burke 1995). Partnership demands that power relationships are challenged and that real choices are offered. These outcomes involve a process of facilitation, advocacy and negotiation that can only be achieved on a foundation of trust, respect and empathy. The importance of cross-cultural interpersonal communication cannot be underestimated.

Stage 4 - Cultural Competence

This stage requires the synthesis and application of previously gained awareness, knowledge and sensitivity. Further, focus is given to practical skills such as assessment of need, clinical diagnosis and other caring skills. A most important component of this stage of development is the ability to recognize and challenge racism and other forms of discrimination and oppressive practice. Papadopoulos, Tilki, and Taylor (1998).

Desire/Commitment

Desire is essential in order for the individual or the organization to be motivated to want-to engage in the process of becoming culturally competent, rather than feeling "I have-

to.” Cultural desire includes a genuine passion and commitment to be open and flexible with others, and to respect differences but build on similarities, and to be willing to learn from others as cultural informants. This is a life-long learning process that has been referred to as cultural humility by Tervalon and Murray-Garci (1998).

Collaborative Framework Goals

The key domains and goals outlined in the *Collaborative Goals Framework (CFG)* for the WSSC CC BSC project participants were as follows:

- Family and Community Engagement Domain - Goal #1 - Engage families, children, and communities to accurately learn about, be informed by and respond to the social and cultural backgrounds of children and families.
- Professional Development and Technical Assistance Domain - Goal #2 - Commit to ongoing reflection and action about cultural differences that affect attitudes, beliefs, methods and practice in the classroom and administration of the early childhood program.
- Teaching and Classroom Practices Domain - Goal #3 - Demonstrate awareness of how cultural groups and communities nurture a growing child to ensure his/her survival and optimal development by continuously creating responsive classroom and teaching practices that support every child’s success.
- Program and System Policies - Goal #4 - Develop organizational capacity and commitment to value culture in ways that transform policies, practices, and teaching to ensure the ability to function as cultural and linguistically competent organizations.

Each goal contained specific objectives aimed at guiding the teams to achieve WSSU’s mission for the project. (See Appendix A – *WSSU CC BSC CGF Final*). The WSSC CC BSC project followed a multi-step process to guide project participants to meet the goals outlined in the *Collaborative Goals Framework*. The goals encompass all levels including system, team, and organization, not just what technical assistants or professional development providers must do. All of the *Collaborative Goals Framework* goals were met by participants who completed the project, although some goals were accomplished to a higher degree than others. A detailed discussion of each *Collaborative Goals Framework* goal is included in this report.

Projected Outputs and Goals and Actual Results

The WSSC CC BSC was designed around 11 Projected Outputs and Projected Goals aimed at driving the project toward achievement of the Project Outcomes. The Projected Outputs and Projected Goals were met with varying degrees of success. *Table 1* provides an overview of those Projected Outputs and Goals with their Actual Results. The narrative for each output includes details regarding the rationale for the output, the process followed to achieve the projected goal, the actual results of the output, challenges faced, strategies for overcoming challenges, and lessons learned while working toward completing the output and accomplishing the projected goal.

Table 1 Projected Outputs, Goals and Actual Results

	A	B	C
	Projected Outputs (Counts of Program Activities)	Projected Goals	Actual Results
1	75 Coaches/TA and facilitators assessment, training and orientation sessions (Phases I-3)	Create a network of skilled, knowledgeable and effective personnel to support the sustainability and spread of CLC in ECE programs and home centers throughout NC	40 Coaches/TA and facilitators completed the entire process of assessment, training, and orientation session.
2	Develop criteria for selection of participants, TA providers and coaches by WSSU, G&A, Leadership Team in collaboration with DCDEE representatives.	Criteria for participants and coaches that will ensure successful outcomes for participants and coaches and TA providers that are able to provide culturally and linguistically competence support for programs.	WSSU, G&A, Leadership Team, and DCDEE representatives developed criteria for selection of participants and TA Providers and coaches.
3	Convening of Expert Panel and of 12-15 Experts	Development of Collaborative Goals Framework (Phase 1) to inform the CLC curriculum development	Expert Panel of 21 experts convened and developed the <i>Collaborative Goals Framework</i> which guided the project.
4	Cultural and Linguistic Curriculum Development (Phase 1)	Develop a comprehensive and responsive CLC curriculum that focuses on awareness, knowledge, sensitivity and skills development	The <i>Cultural and Linguistic Curriculum</i> was developed during Phase 1 and revised throughout the remainder of the project.
5	Pre-learning webinar for Learning Collaborative Teams and pre-reading	Ensure that participants maximize face to face opportunities for collaborative learning and undertake critical background work around clinical and implementation competence.	Webinars were conducted monthly for the affinity groups in addition to regularly scheduled Topical Calls which focused on Go-to-Meeting and WebEx were used as the platforms for delivering the webinars. Additionally, readings and videos were provided via <i>Wiggio</i> , the collaboration platform used throughout the project.
6	First draft of Cultural and Linguistic Competence Curriculum complete.	Curriculum (including content, learning activities and evaluation tools) is completed and ready for delivery in the Learning Collaborative Sessions)	The first draft of the <i>Cultural and Linguistic Competence Curriculum</i> was completed.
7	Completion of assessment tools and processes that will measure the project outcomes.	Thorough understanding of the effectiveness and impact of the learning of the participants and the effectiveness of the approach in facilitating changes in classroom practices and program policies.	Various assessment tools and process were developed to measure the project outcomes.
8	Three two day Learning Collaborative Sessions for ECE center participants and 75 TA/coaches and Facilitators (Phase I & II)	Strengthen the ability of teachers, programs and agencies to offer high quality, culturally and linguistically responsive teaching, learning, family engagement and to develop and implement policies that facilitate functioning as culturally competent organizations	Two two-day Learning Sessions (LS) were held for each region; one one-day virtual collaborative LS was held for all three regions; one two-day collaborative LS was held for all three regions.
9	Conduct 2-3 Action Periods (Phase 1)	Participants engage in collaborative work to practice and apply new skills and problem-solve practice barriers.	Activities for the WSSU CC BSC Project were divided into three Action Periods designed to gradually develop cultural competence.
10	Quarterly Training and Support via webinars and other on-line formats (Phase 1, 2 & 3)	Introduce innovative use of technology to accelerate learning	Quarterly training was provided for TA Professional Development Providers in addition to readings and videos provided via <i>Wiggio</i> and affinity calls.
11	Technical Assistance deliver .5 CEU course starting in third quarter of 2014.	Thirty 30 providers will successfully complete this practicum experience and become approved cultural and linguistic competence trainers.	Forty TA and Professional Development Providers were endorsed to deliver the .5 CEU Credit Course starting in the third quarter of 2014.

Projected Output & Goal 1 – To create a network of 75 skilled, knowledgeable and effective personnel (Phases 1-3)

Although WSSU CC BSC was able to create a network of skilled, knowledgeable and effective personnel, the project did not meet the Projected Output of obtaining 75 TA facilitators and Coaches. In order to accomplish the output and goal of creating a network of 75 skilled, knowledgeable and effective personnel who could provide the support and training for Early Childhood Education Programs, after the criteria was set for technical assistants and coaches, WSSU advertised across the state, primarily through the state agencies that offer technical assistance and professional development for ECE providers and home centers. As stated above, the goal was to recruit 75 technical assistants and professional development providers to participate in the project. Interested individuals applied for participation, and application were reviewed. Individuals who met the criteria were invited to participate in the project.

Particular barriers faced with this particular goal included recruiting and retaining Technical Assistants and Professional Development Specialists who were committed to the work required by the project. It is critical to remember these individuals also held full-time jobs, most also had family obligations, and a few attended school. The project lost participants who moved away, accepted other jobs, or found that their other commitments simply did not allow them to fulfill the in-depth requirements of the project.

The WSSU Team worked to be as supportive as possible of participants who experienced commitment challenges, rescheduling meetings, allowing more time for completion of projects, and even allowing individuals to work with others to complete projects. What the WSSU Team learned is that in spite of all efforts, projects such as the WSSU CC BSC cannot guarantee that 100% of participants will buy in to or commit to the project goals. Also, it was clear that sometimes personal events and challenges happen that prevent individuals from completing commitments.

Projected Output & Goal 2 -- To develop criteria for selection of participants

The WSSU CC BSC met the Projected Output and Goal of developing criteria for selection of participants, TA providers, and coaches. In order to identify the criteria for technical assistants and coaches, the Project Planning Team hosted a Culturally Competent Technical Assistance and Professional Development (TA and PD) Consensus Meeting. The Team invited technical assistants and professional development specialists, families, ECE program administrators and teachers, and higher education faculty in order to gain the perspectives from the individuals who currently provide TA and PD and from individuals who receive TA and participate in PD. The purpose of the gathering was to inform the development of competency based criteria that would be used to create a profile of culturally competent technical assistance.

The unique perspective of the participants on culturally competent TA and PD practices in early childhood programs was critical to developing a TA and PD function Profile. During the session, the WSSU team used participants' expertise coupled with the valid and reliable Saville tools to inform personality and skills needed to implement best practices for culturally responsive technical assistance, professional development, and coaching during the WSSC CC BSC. This process allowed WSSU to select the criteria relevant to the specialty area of Cultural and Linguistic Competence and to build a profile that could lead to measureable results for building a system of culturally competent TA and PD providers in North Carolina. The competencies identified in this process built on the recently developed NC DCDEE Competencies.

The profile enabled technical assistants participating in the project to conduct a self-assessment and identify areas of strength and improvement in their capacity to offer culturally competent technical assistance and professional development. A coaching session was held with each TA provider to identify their individual improvement plan to guide their growth and development throughout the project. An analysis was completed for each participant providing technical assistance and professional development.

Development of the assessment criteria did not present problems. However, per the challenges outlined for Projected Outcome & Goal 1 above, many technical assistants were not able to achieve the high levels of professionalism set for the project.

Projected Outcome & Goal 3 – Convening of Expert Panel of 12-15 experts

The Expert Panel of 15 participants representing all segments of the Early Childhood field convened July 9 - 10, 2012. The panel refined the Collaborative Goals Framework which was used to guide the work of faculty/Core Learning Facilitators and implementation teams who participated in the WSSU CC BSC. The panel also prioritized framework objectives to inform the selection of metrics that were used by the participating sites to gauge progress through the course of the WSSU CC BSC project. The revised framework incorporated knowledge and experience of a diverse group of stakeholders and content experts including family members with children in early childhood settings, teachers, administrators, as well as professionals with expertise in the areas of assessment, early childhood development, and state policy development.

Projected Output & Goal 4 -- To develop a comprehensive and responsive Cultural and Linguistic Curriculum (Phase 1)

The comprehensive and responsive Cultural and Linguistic Curriculum was developed after the *Collaborative Goals Framework (CFG)* and its Learning Objectives were completed in September 2013. The curriculum content (including Learning Sessions and Webinars) was constructed to address framework goals and to respond to the teams' goals as identified on their self-assessment using the Dashboard. The first phase of the curriculum was implemented in October 2013 at the first Learning Session and was continuously revised based on feedback from participants and project staff assessment of its effectiveness at meeting the framework goals.

Projected Output & Goal 5 – Pre-learning webinar for Learning Collaborative Teams and pre-reading

The WSSU CC BSC project met Projected Output and Goal 5 through an All Collaborative Conference Call which was held on October 15, 2013. The purpose of the All Collaborative Call was to have participants meet one another and to orient them to the WSSU CC BSC process. Prior to the call, participants were required to watch the

video, *The Danger of a Single Story* by Chimamanda Ngozi Adichie and to respond to reflection questions. The purpose of the assignment was to introduce participants to a core idea of reflection on new concepts and processes. The orientation included the process and expectations for their participation in the WSSU CC BSC project.

Projected Output & Goal 7 – Completion of assessment tools and processes to measure project outcomes

The UNCG Research Team conducted both quantitative and qualitative evaluations of the project using self-assessments, Senior Management surveys, and interviews to measure project outcomes. The full report is located in Appendix H- Evaluation of the Impact of the WSSU CC BSC Final Report.

Projected Output & Goal 8 -- Three two-day Learning Collaborative Sessions for ECE center participants and 75/TA coaches and facilitators. (Phase 1 & 2)

Three two-day Learning Collaborative Sessions were facilitated for each region. The first two Learning Collaborative Sessions were offered specifically for participants in their particular region. Learning Session Three was offered virtually and brought participants across all three regions together for the first time. The overwhelming appreciation from participants that stemmed from the opportunity to collaborate across regions spearheaded the WSSU CC BSC Planning Team's decision to bring all three regions together for Action Period Three via *Wiggio*, Topical Calls, and Affinity Calls and to bring all three regions together for the Learning Session Four.

Projected Output & Goal 9 – Conduct 2-3 Action Periods (Phase 1)

Three Action Periods were planned for each region of participants. Each Action Period began the day after the Learning Session for that region ended resulting in staggering dates and varied lengths for Action Periods.

Projected Output & Goal 10 – Quarterly training and Support via webinars and other online formats (Phases 1-2)

Several forms of technology introduced and utilized to accelerate learning of WSSU CC BSC project participants in order to maximize use of time during the face-to-face Learning Sessions and Technical Assistant/Professional Development Specialist sessions. *Wiggio*, an online collaborative tool was used as a platform for posting

resources such as articles, videos, relevant documents and discussion around cultural competence topics. *Wiggio* housed the calendar for participants so that they could keep up to date on project events and requirements. *Wiggio* was also initially used as the primary method for email communication from the WSSU Team and project participants and vice-versa.

To accommodate virtual synchronous meetings, *Go-To-Meeting™* was initially used and later *WebEX™* was used to accommodate video conferencing required for topical and affinity calls/conferences, and virtual training sessions. *WebEx™* was selected because it was more cost effective than the initial system, and it allowed more individuals to participate in the conferences than the previous system. Both systems allowed participants to engage via the internet or via telephone calls.

Many of the challenges faced with the technology utilized for the project replicate challenges faced by use of any technology. Aside from the normal challenges of systems being down or individuals having limited internet access or slow speeds, many of the participants were not comfortable using the technology. Additionally, many saw the technology as a hassle. *Wiggio* feeds often got lost or disappeared. And for individuals who did not know how to set up the frequency of how often they received emails from *Wiggio*, became frustrated when they received an email every time another participant in a particular group would post to a particular feed or discussion board. Due to the overwhelming emails received, many participants just began to ignore the email from *Wiggio* often missing critical information.

The video conferencing technology presented additional problems related to how to view or present documents using the system. And for those who could not attend during a session, the *WebEx™* system could not accommodate recordings of all of the sessions.

The WSSU Team supported participants to overcome the challenges by offering technical support, one-on-one assistance, and pairing particular individuals with others who needed support. For participants who did not possess particular equipment, efforts were made to ensure that participants had access to particular equipment. For

Learning Session 3 which was held virtually, individuals who did not have the required equipment according to assessment of particular requirements were provided opportunities to view the sessions from another site, or technical assistants assigned to sites brought necessary equipment to the site for the session.

One lesson learned from the challenges regarding technology was that perhaps technology resources should have been assessed and addressed early in the project. Most technical assistants had not visited the actual sites for their teams prior to Learning Session 3.

One interesting observation made at the end of the project was that even though participants often complained about *Wiggio*, they acknowledged openly that they were going to miss the constant contact and ongoing collaboration with one another. A separate group was created for Technical Assistants and Professional Development Specialists after Learning Session 4 when center and family child care home providers were no longer involved project activities.

Projected Output & Goal # 11 Technical Assistants deliver .5 CEU Credit Course starting in third quarter of 2014.

The WSSU CC BSC project exceeded the goal of endorsing 30 Technical Assistants (TAs) and Professional Development Specialists (PDSs) to deliver the Cultural Linguistic Curriculum for .5 CEU Credits at the conclusion of the project; thirty-nine were endorsed to be able to deliver the Cultural Awareness Curriculum. One TA pursued the training in Cultural Competence but not approval to deliver the curriculum. Individuals pursuing endorsement to deliver the curriculum completed in-depth training and completed an observed practicum experience for other professional and technical assistants in the state agencies in order to meet the criteria to be endorsed.

A few challenges faced in relation to endorsing TA/PDS is that some individuals did not complete the pre-requisite reading and reflection assignments in a timely fashion, and a few were not successful during their first practicum observations and had to repeat their practicum observations. Additional challenges faced related to practicum observations that had to be rescheduled do inclement weather and state agency scheduling conflicts.

A plan was developed across regions to deliver the training to DCDEE staff, Center Directors, TAs, teachers, parents and family child care providers. Refer to Appendix F for the list of *WSSU CC BSC TAs & PD Providers*.

In spite of exceeding the goal of endorsing 30 individuals to be able to deliver the CLC, the WSSU Team learned a great deal from the challenges faced by participants. One lesson learned was that even though technical assistants work with individuals on a daily basis, their own cultural competence levels determine their readiness and willingness to do the work required to be able to guide growth in cultural competence.

As part of the WSSU CC BSC grant, participants were able to earn up to 6.5 CEU credits based on their level of participation in grant activities as documented through their attendance at Learning Sessions and participation in Affinity and Topical Calls. On the form, participants discussed two ways in which they increased their cultural competence, reflected on growth in two domains on the Collaborative Goals Framework, and described a policy, process or resource they implemented as a result of participating in the project. Twenty-one participants received CEU credits ranging from 3 – 6.5. Participants earning CEU credits included 3 Teachers, 3 Center Directors, 4 Family Home Child Care Providers and 11 Technical Assistants. CEU Certificates were sent to participants as evidence of earning CEU credits (Appendix F).

Table 2 – WSSU CC BSC Projected Outcomes With Target Achievement Date, Type of Objective & Actual Outcomes

	A	B	D
	Projected Outcomes for Proposed Activity & Target Achievement Date	Identify the Type of Objective for Projected Outcome	Actual Outcomes
1	By September 1, 2012, the Expert Panel of 12-15 Experts will convene	Process	Expert Panel of 15 convened July 9-10, 2012.
2	Completion of Change Framework by September 15, 2012	Process and Product	Change Framework completed by
3	By October 1, 2012, 75 Coaches/TA and facilitators will be assessed using the Saville assessment tool	Product	All Coaches/TAs and facilitators were assessed using Saville Assessment Tool
4	By December 2014, 100% of TA CLC improvement plans will be completed by coaches, facilitators and TA	Product	Coaches, facilitators and TAs completed 100% of TA CLC Improvement Plans
5	The first Draft of the Cultural and Linguistic Curriculum will be completed by October 31, 2012	Product	The first draft of the Cultural and Linguistic Curriculum completed
6	By January 15, 2013, three Pre-learning webinars for Learning Collaborative Teams and pre-reading will be completed	Process, performance, behavior	Webinars completed
7	100% of Learning Collaborative Sessions for 100 ECE center participants and 75 TA/coaches and Facilitators will be completed by December 30, 2013.	Process, performance, behavior	All Learning Collaborative Sessions were completed by October 24, 2014. An additional Learning Session was conducted in November 2014 for TAs.
8	100% of Action Periods (STOC) will be completed by June 30, 2015.	Product, performance, behavior	All Action Periods were completed by June 2014.
9	100% of Quarterly Training and Support via webinars and other on-line will be completed by December 2014.	Process	All content webinars and conference calls for center participants completed by May 2014 and by December 2014 for TAs.

Achievement of Collaborative Framework Goals

As stated early in this report, the *Collaborative Goals Framework (CGF)* was the key document that guided all of the participating teams in developing their cultural competence. The initial draft of the framework was developed by the project team and refined based on feedback from an Expert Panel consisting of 15 participants representing all segments of the Early Childhood field including centers, family child care homes, national and state agencies and parents. The *CGF* facilitated implementation of tested and successful ways to change, develop, and monitor early care and education programs in North Carolina. The panel also prioritized objectives to inform the selection of metrics that were used by the participating sites to gauge progress through the course of the WSSC CC BSC. The work of the WSSC CC BSC supported ongoing access to information, skills, practice, coaching and accountability to support positive change and improved outcomes.

Development of the *CGF* presented no challenges; however, the degree to which individuals achieved the goals outlined in the framework depended upon their commitment and the impact participation in the grant had on individual resources and systemic support.

Although the WSSU Team was able to identify participants' achievement of the *Collaborative Framework Goals* through their Monthly Metrics and PDSA's and during information shared during Topical and Affinity Calls, project participants were asked to specifically document and share their growth during Learning Session 4 through mini sessions that were held in breakout groups. Twelve teams prepared mini sessions. Participants were asked to identify the framework domain as well as the type of improvement they would share during their session. All eleven teams shared products or procedures they had begun using implement culturally and linguistically responsive practices in their early education sites. (See Appendix E *WSSU CC BSC Mini Session Brochure*)

Additionally, participants who requested CEU Credits were also asked to document achievement of the project goals when they submitted their *WSSU CEU Request Form* to receive the Certificate of Completion (Appendix F) with supporting documentation.

Goal #1 – Engagement of Families, Children and Communities

Engaging families to help address the needs of children and communities is critical to the success of any Early Childhood program. One aspect of the project included exploring families' funds of knowledge which embraces the expertise, traditions, and practices that families can share in the classroom. Participants in Learning Session 4 outlined a number of ways to solicit engagement including email, daily notes, face to face, texting, phone, newsletters, informational blurbs, Social Media (Facebook, Twitter, Instagram), focus on parent buy-in, ice breakers (offer food, offer transportation, cultural parade) to build relationships, meet parents where they are along the engagement continuum, make meetings more convenient, engage families in activities that can be completed at home, communicate expectations, and create a safe zone for sharing thoughts and ideas.

Goal #2 – Commitment to Ongoing Reflection

Reflection is an important component of any learning opportunity, which involves the analysis of the goals or assumptions initially established. Reflecting upon the experiences allows the goals and the outcomes to share the same space in participant/researchers' minds in an attempt to analyze the process, results, and overall development of the project. One's transformation of ideas and activities long after the project, embody the commitment to continuous growth and change toward initial goals and the knowledge gained. Commitment to our goals may be identified by the process of revising one's interpretation based on intentional experiences, which guide awareness, understanding, and ultimately acceptance or transformation.

As participants continue to dialogue, connect and transform their centers to incorporate the ideals and practices learned during the WSSU CC BSC project, and as they reach out to us, the grant facilitators, we are made aware of the impact this experience had on participants and their work. Moreover, we are made aware of the impact of our work together on the children and families these participants currently represent, as well as the children and families of their centers' future. The impact is endless and the cultural competence element is most powerful.

Noted in dialogue between participants, they built both professional and personal bonds/connections with participants both in and out of their regions. Participants seek

opportunities on their own to continue their collaborations and evolve culturally. The following post on our Wiggio, online collaborative site, is an example of how participants reach out to just connect with other project participants as they gather for conferences.

Hello all my beautiful Cultural Competence Friends. I was wondering if you all want to meet. The national Smart start Conference is happening in May at the [Joseph S. Koury Convention] Center in Greensboro, NC. On Tuesday 05/05/2012 at 6:00 they will start the Cocktail Hour and at 7pm the Dessert Reception. Many of us will be at the Conference. It would be so great to see you all. What do you all think of meeting at 6:00 pm in front of the big ballroom doors close to the hotel reception table and we can decide together what we want to do? Please give me feedback. I am excited to meet you all and to see what's new in your center. BIG SMILE (Posted April 24, 2015).

Additional posts of growth, awareness and continuation include:

I am attaching a flyer for anyone who is interested in joining the Diversity in Leadership Alliance (Posted March 31, 2015).

In a similar fashion to posts on *Wiggio*, several project participants--teachers, center directors, and even technical assistant providers--wrote about how they have begun to reflect on practices in an ongoing manner when they completed their *WSSU CEU Request Forms* (See Appendices F).

Goal #3 - Awareness of Cultural Groups and Communities

Cultural Awareness begins with a self-examination of beliefs and values, and can be deemed the foundation of communicating and understanding as we interact with others. As individuals, we view, interpret, and evaluate life differently, based on our own life experiences. Cultural awareness embodies the act of communicating about our values, beliefs, and experiences as a means to understanding and making connections with one another culturally.

The Cultural Awareness goal was designed to demonstrate awareness of how cultural groups and communities nurture a growing child to ensure his/her survival and optimal

development by continuously creating responsive classroom and teaching practices that support every child's success. Early on the participants realized the need to communicate with families to ensure the centers understanding of the cultural groups they represented. During Learning Sessions 1, participants engaged in activities and dialogue that revealed their individual lack of cultural knowledge, as well as the importance of the information they truly did not know about the families, not only the children, they represented. Upon that heartfelt discovery, the energy transformed from, "I did not realize I was ignoring ..." to "Let me figure out how I can change that level of neglect/mistreatment." The collaboration at that point ignited ideas of creativity and inclusions. Participants shared concepts of inclusion and getting to know you activities with families, as well as community agencies that would open doors for engagement, interests, involvement and learning for all.

Newfound cultural awareness activities included family and community bulletin boards where photographs and write-ups by families shared their background and cultural for deeper understanding; backpacks went home with children to return with items to share and gain greater cultural understanding; family nights in the centers included information and beliefs that were guiding principles at home. These and so many other ideas and activities built a bridge between home and school that also linked cultures, values , and ultimately communication among child care providers and the families they served.

Additionally, qualitative data from blog posts, and online chats yielded dialogue among participants that lowered and eventually diminished the barriers that once kept them separated. The posts below not only share links to articles which identify the awareness and promise of cultural diversity, but one writer also includes personal information that may have otherwise been concealed.

Another great article! This one gives away the fact that I'm a comic book nerd, but I'm okay with that. LOL! Seriously, though – this is a great look at how pop culture media such as comics and the superhero phenomenon is moving toward cultural competency and embracing diversity! (Posted April 23, 2015)

I found this simple little post and it brought tears to my eyes! This story is a beautiful example of what cultural competence looks like in a child! (Posted April 1 2015)

The tear-jerking post referenced a young child's innocent discovery of an autistic peer while at the community pool. Sometimes it is through the eyes of others, especially children that our vision is made clear and this project aided in that discovery for its participants.

Additional posts include participants seeking professional resources to assist in their quest to further educate parents and families that do not speak/read the English language.

Hello friends! It is exciting to read about what everyone is up to around the state. I wanted to reach out to you and see if anyone could help me out with locating translated materials. I am doing career presentations at the local High Schools and Middle Schools. At the end we leave an information packet for the students. I would love to find some information on careers I early childhood to share with Spanish speaking students and their families. Does anyone know where I can find translated career information or information about the star rating system in NC? (Posted March 6, 2015)

Each of these encounters, indicate the cultural awareness that was developed within participants and their use of the valuable information they received to assist the cultural growth in their centers and daily lives. They viewed through a more inclusive set of lenses and that view paints a brighter picture for our future and the children who will lead us.

Goal #4 - Develop Transforming Policies

In order for true, ongoing change to occur, it is necessary to develop policies and practices that impact change systemically. Participants in the project developed such policies and practices in centers, family child care homes, and in the organizations that provided technical assistance to the educators and child care providers. Centers and family child care home providers developed questionnaires to gather information about the cultures of families represented. Bulletin boards were developed to celebrate family cultures, centers and family

child care home providers developed practices and processes to engage families in center activities, and the *ECE Scan* developed for the project is being used by center directors and TAs to increase the cultural responsiveness of centers See Appendices --- for examples of WSSU CEU Request Forms and supporting evidence documenting such changes brought on as a result of involvement in the WSSU CC BSC.

Overall Impact of the Project

The research team at UNCG conducted both quantitative and qualitative evaluation of the WSSU CC BSC. For the qualitative evaluation two additional experts from UNCG were engaged in the discussion of themes and analysis of data. Their evaluation report describes in detail the methodology they followed, sample size, instruments utilized, and specific analysis of the data collected. Their report indicates the various ways participation in the project impacted participants. As part of the evaluation, “the team examined participants’ concerns about implementing culturally competent practices at the start of their participation and at the end of the project. Their report documents the participants’ different stages of concern from *Stage 0: Awareness* through *Stage 6: Refocusing Concerns* (Mims, Sumrall, Cassidy; 2015). Their analysis documents that the WSSU CC BSC had significant impact on participants as a whole.

Online Assessment Measures

Multiple instruments were used throughout the project. Participants completed assessments based on the role they played in the WSSU CC BSC project. Center Directors, Teachers, Family Child Care Home Providers and Technical Assistance and Professional Development Providers completed self-assessments prior to the first Learning Session via online instruments using Survey Monkey, on-going assessments, and final assessments at the end of the project. At the onset of the project, 109 of the 175 invited participants completed the Time 1 surveys, and 48 participants completed the Time 2 surveys after Learning Session 1. The Time 1 and Time 2 surveys included multiple components assessing various attitudes and beliefs as required for the effective development of cultural competence efforts. Additional assessments were completed by center directors and family child care home providers.

Another assessment was completed by family members working with the various sites. See Appendix H for instruments used by the UNCG Research Team.

Individual Interviews

In addition to the quantitative data collected via surveys, 21 participants were interviewed at the beginning of the project to allow individual to tell their stories as they related to cultural identity and experiences. First interviews were conducted face-to-face and typically lasted one hour. All interviews were audiotaped. Most were conducted during Learning Session 1, but a few were conducted at work sites. The research team transcribed the interviews and identified themes that emerged from the data.

Ten of the original 21 participants who were interviewed were interviewed a second time at the end of the data. During the second interviews, participants were asked to reflect on how participation in the project had changed them. Second interviews were conducted by telephone and recorded. Again, the interviews were transcribed and themes were identified. Refer to Appendix H Evaluation of the Impact of the Winston-Salem State University Cultural Competence Breakthrough Series Collaborative Study for specific interview questions and emergent themes from First and Second Interviews.

Summary and Recommendations

The overall goal of the Winston-Salem State University Cultural Competence Breakthrough Series Collaborative (WSSU CC BSC) was to increase the cultural competence of early childhood professionals to provide and strengthen culturally and linguistically responsive assessments, teaching practices, culturally inclusive program policies, and respectful, strength-based family engagement. As a result of the grant, participants were more flexible and open to change and validates the need to replicate the project. The conclusion of the UNCG Research Team's Final Report clearly indicates in their statement below that the WSSU CC BSC Project positively impacted its participants:

We think that it is clear from both the quantitative and qualitative analysis that the Breakthrough Series Collaborative Cultural Competence Project was a resounding success. Although the quantitative analyses frequently resulted in non-significant

results, this is likely due to a small sample size. Indeed, the qualitative results clearly indicate that the project resulted in life altering perspective changes for many participants. We believe that the project can be used as a model for other states and regions as they undertake cultural competence projects of professional development (Mims, Sumrall, Cassidy: 2015, p. 31).

Teams in the project benefited from the WSSU CC BSC and recommendations are based on the learning and implementation experiences of the participants in the project and the project faculty.

QRIS/Regulation

Staff.

- Professional development plans address cultural competence.
- At least 75% of child care program staff at all times have a minimum of 5 hrs. of cultural competence training using the Cultural Competence Awareness Curriculum.
- Cultural competence is included in staff recruitment, hiring and evaluation process.
- Staff reflect the cultural, linguistic, racial and ethnic make-up of the community being served by the program.

Family Engagement.

- Enrollment process and materials reflect variations in family structure, language, and goals for children.
- Families are included in developing and updating program policies and classroom practices. Ideas from families are documented and reflected in policies and practices.
- Families have opportunity to provide regular feedback and assessment that is reviewed and responded to by staff.
- Families are involved in setting goals for their children in all areas of their development.
- Families are involved in assessing their child's progress and strategies for facilitating their children's positive growth and development.

Program Practice.

- Specific criteria that assess the cultural responsiveness of the program are included in regulation. (See Appendix C: ECE Cultural Competence Scan for examples of criteria.)
- Assessing cultural responsiveness of the program is on-going, involves staff, administrators and families.

- Curriculum includes culturally relevant content and culturally and linguistically responsive teaching strategies. It incorporates the strengths of the community served and the families in the program and the interests of the children.
- Child assessments are culturally and linguistically appropriate. Assessments are conducted for the purpose of planning appropriate learning experiences for the child as well as documenting developmental gains. All assessment materials and procedures are shared with families in their primary language.
- Specific attention is given to teaching children who are learning 2 languages (i.e. dual language learners) and teaching strategies adapted to promote successful learning.

Family Child Care.

- All of the above recommendations are adapted and included in QRIS/Regulatory criteria for family child care homes. Family child providers are included in the process of developing these adaptations.

Recognition and Reward.

Establish a Quality Point for cultural competence based on a combination of the recommended criteria.

Professional Development

Training. The *Introduction to Cultural Competence: Awareness* training should be offered by trainers Endorsed by the CCBSC and regularly accessible to all early childhood programs in the state and to staff of agencies serving young children, e.g. DCDEE, CCR&R and Smart Start Partnerships.

Technical Assistants and Professional Development Specialists use tools developed in the Cultural Competence Breakthrough Series Collaborative to support teachers, family child care providers and administrators in transferring learning to practice improvements.

Recognition and Reward. Expand the Professional Development Bonus to include bonuses for staff participation in Cultural Competence training.

Agencies

Agencies receiving public funding to serve young children and families should:

- develop a process for on-going self-assessment of cultural competence and implement strategies to make improvements in being a culturally responsive organization.
- improve the ability of all staff to provide culturally competent services and programs through professional development and supervision.
- offer the *Introduction to Cultural Competence: Awareness* for all staff.
- provide documentation to ensure that the agency and services it provides are culturally responsive to its constituents and clients.

- provide documentation based on client feedback that ensures that the agency and services it provides are culturally responsive to its constituents and clients.

Funding

A portion of the increased Quality Set Aside funding from CCDBG should be used to implement the recommendations related to improving cultural competence in our early childhood programs and agencies.

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Appendices

Appendix A: *Winston-Salem State University CC BSC Collaborative Goals Framework*

Appendix B: *Learning Session Agendas and Sample Action Period Checklist*

Appendix C: *Early Childhood Cultural Competence Scan*

Appendix D: *Cultural Competence: Awareness Curriculum*

Appendix E: *WSSU CC BSC Mini-Session Brochure*

Appendix F: *CEU Forms*

Appendix G: *Cultural Competence BSC Participants List*

Appendix H: *Evaluation of the Impact of the WSSU CC BSC Final Report*