

Implementation Plan: Better Integrate Cultural Competence into QUALITYstarsNY*

Action/Task	Key Steps	Target Dates	Responsible/Involved Parties	Resources	Measurable Outcome
Explicitly Link NY Revised Pathways to Cultural Competence QUALITYstarsNY Resource Guide (The Resource Guide provides important guidance for implementing the standards)	1. Include statement in existing Resource Guide about future updates	1. Fall 2012	1. QUALITYstarsNY staff	1. ~ half day	Updated Resource Guide with explicit guidance on cultural competence
	2. Review Resource Guide/guidance memos and offer revisions	2. Fall/Winter 2012-2013	2. Quality Improvement Work Group and Early Childhood Systems Specialist (Taniesha and Elba indicated they could help with this)	2. Review memos, ~1-2 weeks	
	3. Update Resource Guide and make available to programs	3. Winter/Spring 2013	3. QUALITYstarsNY staff	3. ~ 1 day	

**Currently cultural competence is reflected as an independent component of QUALITYstarsNY; the long-term goal of this initiative is full integration of cultural competence into the QUALITYstarsNY standards.*

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<p>Train Quality Improvement Specialists on the Pathways Checklist and cultural competence issues</p>	<ol style="list-style-type: none"> 1. Provide QI Specialists with the Pathways toolkit, checklist and quality improvement plan 2. Train QI Specialists on cultural competence issues in early childhood 3. Provide QI Specialists access to resources aligned with Pathways tool 4. Distribute webinar more broadly so that it cultural competence training is available to the EC field; explore starting a Learning Community around cultural competence so that practitioners have on-going support 	<ol style="list-style-type: none"> 1. Fall 2012 2. Winter 2012 3. Winter 2012 	<ol style="list-style-type: none"> 1. Quality Improvement Work Group; Invite Strong Families Workgroup to develop a webinar or 1 day training that could be presented to Quality Improvement (QI) Specialists on the use of the Pathways toolkit, checklist, and Quality Improvement Plan. 	<ol style="list-style-type: none"> 1. Identify who on Quality Improvement Work Group, Strong Families has skills to develop webinar/training 2. Time needed to develop webinar/training 3. Materials for training QI Specialists (copies of Pathways toolkit, checklist, Quality Improvement Plan form) 4. E-blast and other advertising used to announce webinar; Facilitator identified to support Learning Community 	<p>QI Specialists attend trainings and demonstrate understanding of culturally competent practice</p>

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<p>Provide information to parents on cultural competence</p>	<ol style="list-style-type: none"> 1. Update Parent Portal of QUALITYstarsNY website to include content on cultural competence in early childhood programs 2. Develop parent resource- “All Families Belong”- A Cultural Competence Checklist based on NAEYC Program Standard #7 Families and NYS revised version of Pathways 3. Develop one-pager on cultural competence that providers can hand out to parents (especially helpful to parents without internet access – think about where to refer families that have questions) 4. Refer parents to listing of resources [identifying resources implementation plan] 	<ol style="list-style-type: none"> 1. Fall 2012/ Winter 2013 	<p>Quality Improvement Work Group; Invite Strong Families Work Group</p>	<p>Time, meeting space to develop parent resource & upload to Parent portal of QUALITYstarsNY website.</p>	<p>Updated website with cultural competence information and resources</p>

Implementation Plan: Utilize Research to Understand Communities' and Programs' Needs Around Cultural Competence

Action/Task	Key Steps	Target Dates	Responsible/Involved Parties	Resources	Measurable Outcome
Re-administer Cultural Competence Survey to programs (use existing survey questions from 2011 field test)	1. Collect completed surveys from programs	1. Spring 2013	1. ECAC & Quality Improvement Work Group	1. Online, Survey Monkey	Document containing findings about programs' challenges and accomplishment around culturally competent practice; can be used to inform resources and trainings
	2. Review survey findings	2. Spring/ Summer 2013	2. Quality Improvement Work Group	2. Meeting time for teleconference; materials	
	3. Make adjustment to cultural competence resources and trainings based on survey results	3. Summer/ Fall 2013	3. Quality Improvement Work Group disseminates findings and recommendations to key stakeholders	3. Meeting time for teleconference; materials	
	4. Follow-up: Discuss with key stakeholders	4. Fall 2013	4. ECAC, Quality Improvement Work Group, and key stakeholders (e.g., QUALITYstarsNY, CCR&Rs)	4. Meeting time & room or teleconference; materials	

**Implementation Plan: Utilize Research to Understand Communities' and Programs' Needs
Around Cultural Competence**

Action/Task	Key Steps	Target Dates	Responsible/Involved Parties	Resources	Measurable Outcome
Monitor programs' results on the Pathways to Cultural Competence Checklist and Improvement Plans	1. Review results from programs' Pathways Checklist and their Improvement Plans	1. Spring 2013	1. Quality Improvement (QI) Specialists in consultation with QUALITYstarsNY	1. Time and effort	Monitor Program Progress on Pathways to Cultural Competence Checklist; Meaningful Implementation of Improvement Plans
	2. Provide/refer programs to cultural competence training(s) and resources as necessary based on their Improvement Plans	2. On-going	2. QI Specialists	2. Time and effort	
	3. Monitor and provide support re: programs progress on Pathways Checklist and implementation of Improvement Plans	3. On-going	3. QI Specialists in their coaching & Technical Assistance specialist in their support	3. Time and effort	
	4. Annual (or some time-specified follow-up): Discuss with QI Specialist, EC programs, & key stakeholders	4. Spring 2014	4. Programs and QI Specialists; Quality Improvement Work Group and key stakeholders (e.g., QUALITYstarsNY CCR&Rs, PD providers)	4. Meeting time & room or teleconf.	

Implementation Plan: Identify and/or Develop Resources to Support Improvements in Cultural Competence

Action/Task	Key Steps	Target Dates	Responsible/Involved Parties	Resources	Measurable Outcome
Identify Resources to Support Improvements in Cultural Competence; Where resources do not currently exist provide guidance about/ develop	1. Continue to administer and review survey findings on cultural competence	1. On-going	1. Quality Improvement Work Group; Invite Strong Families, Workforce Development Work Groups	1. Initial survey is completed; continue annually	Document on existing resources and gaps; Guidance about the development of new tools and resources to fill gaps
	2. Follow up with key partners re: cultural competence implementation models and recommendations	2. Winter 2013	2. Quality Improvement, Strong Families, and Workforce Development Work Groups in consultation with key partners (e.g., BUILD, NAEYC, Head Start, NYSPEP)	2. Time & Effort; Email & Phone Calls	
	3. Review relevant resources (e.g., BUILD Diversity Resource)	3. Winter/ Spring 2013	3. Quality Improvement, Strong Families, and Workforce Development Work Groups	3. Time & effort; Emails, phone calls, & in person meetings	
	4. Prepare initial listing of existing resources and gaps	4. Spring 2013	4. Quality Improvement Work Group	4. Meeting time & teleconference, email to share materials	
	5. Discuss possibilities for development of new resources	5. Summer 2013	5. Quality Improvement, Strong Families, and Workforce Development Work Groups in consultation with key partners	5. Meeting time, room, & materials	
	6. Engage and disseminate findings to key stakeholders	6. Summer/ Fall 2013	6. ECAC; Quality Improvement Work Group	6. Meeting, email, phone call	

Appendix. Description of ECAC Work Groups

Description of the ECAC Data Development Work Group: The Data Development Work Group is working to determine systems and data needed for a cross-program early learning longitudinal data system that helps state and local agencies and others identify trends in early learning programs, answer policy questions, and plan for program development. Plans are to extend this effort to other early childhood service systems and to link data systems to P-20 student tracking system being developed by the State Education Department. When this data is combined and then connected to the State Education Department data, we will start to have a much fuller picture of our early childhood education system in NYS, including the program and providers, staff members and the children and families they serve.

<http://ccf.ny.gov/ECAC/WG/Datadev/index.cfm>

Description of the ECAC Quality Improvement Work Group: The Quality Improvement Work Group provides critical support for the development of [QUALITYstarsNY](#), the voluntary quality rating and improvement system for early learning and development programs, including centers, schools, and family child care homes in New York State. QUALITYstarsNY will provide a coherent, systematic way to support program improvement, ensure the best use of public dollars in all early childhood settings, and inform parents in their search for quality care. It will establish standards of program excellence through a research-based tool for assessing the quality of early learning and development programs and will create a comprehensive strategy for aligning the quality of programs with the investment of public resources.

<http://ccf.ny.gov/ECAC/WG/Quality/index.cfm>

Description of ECAC Strong Families Work Group: The purpose of the Strong Families Work Group is to incorporate the principles of strengthening families, promoting resiliency, and enhancing protective factors into a framework for all health, education, and human services. That framework informs the efforts of the Work Group to ensure that appropriate services and supports are provided to families. <http://ccf.ny.gov/ECAC/WG/StrongFam/index.cfm>

Description of ECAC Workforce Development Work Group: The Workforce Development Work Group is organized to advance the components of an Early Learning Workforce Professional Development System and respond to related issues such as coordination of pre-service education in early childhood (i.e., articulation agreements among institutions of higher education); recruitment, staff retention, continuing education and compensation. Work group members have been working to create and implement a competency-based professional development system through a variety of related activities, including these three priorities:

- Revision of the Core Body of Knowledge;
- Development of a Career Lattice and Registry; and
- Promotion of high quality learning opportunities for active professionals and students entering the early care and learning professions

<http://ccf.ny.gov/ECAC/WG/Workforce/index.cfm>