The purpose of this form is to provide information about initiatives that could support programs in addressing CQI after needs are identified though examination of relevant sources of evidence.

Title of activity/initiative:	**Effective Strategies for Promoting Systematic Cultural Competence**

Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?	Promote cultural competence in early childhood and school-age programs, policies and practices in Pennsylvania.
	• Create an understanding among professionals of the complexities of family structures within diverse cultures that influence child development and learning
	• Develop an awareness of diverse family systems and cultures, and an appreciation of own and other cultures
	• Use knowledge and understanding of diverse cultural, ethnic and racial context of children and families to:
	  - Create learning opportunities and environments for children that result in child positive outcomes
	  - Enhance interaction with children and families from diverse cultural backgrounds
	  - Develop and maintain respectful, reciprocal relationships that support and empower families from diverse cultural backgrounds
	• Acknowledge, value and embrace the strengths of diverse families; engage and involve all families positively and meaningfully in the development and learning of their children
	• Better able to meet the developmental and educational needs of all children from diverse cultural, ethnic and racial backgrounds

Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)	1. Cultural Competence PDII 2. Cultural Competence Workshop Series 3. Online Self-module 4. 1, 2 & 3 centering on the following key content areas: ▪ Cultural awareness and understanding ▪ Cultural Self-assessment ▪ Process of inquiry – communicating in a multicultural environment ▪ Responsive Early Care and Education delivery systems in a multicultural environment ▪ Engaging and involving diverse, multicultural families in early childhood education and school-age programs
Program eligibility criteria or recommended programs for initiative	Age Group Serving: ☐ Infant/Toddler ☐ Pre-K ☐ SACC X All Program Type: X All ☐ Head Start ☐ Early Head Start ☐ PA Pre-K Counts ☐ Early Intervention Providers ☐ School District ☐ PCHP ☐ NFP ☐ Keystone Babies Child Care: X All ☐ STAR 1 ☐ STAR 2 ☐ STAR 3 ☐ STAR 4 ☐ Center ☐ Group ☐ Family Other: RK staff and PA Key field staff Certification field staff

Website(s) for initiative	1. www.naeyc.org (Cultural Competencies Benchmark) 2. http://gucch.georgetown,edu (National Center for Cultural Competency) 3. http://www.achievementgaps.org/assets/docs/mf_PB13_CulturalCompetence.pdf-Power 4. http://www.dec-sped/professionals/Position_Statement_and_Concept_Papers 5. http://www.clasp.org 6. http://www.harvardfamilyresearchproject.org 7. http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20language%20Learners (Revisiting & Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five, 2008)
Identify focus areas the initiative addresses	X Administrative and Staff Competencies ☐ Best Practice in Teaching and Learning X Cultural Competence and Supporting Diversity X Engaging Diverse Families ☐ Healthy Children/Families/Practitioners ☐ Social Emotional Competence and Challenging Behavior ☐ Other (list): _____

Other initiatives, resources, organizations or professional development that support or enhance the initiative	Race Matters Project and Materials:
	      VIDEOS :
	1. "A World of Differences: Understanding Cross – Cultural Communication."
	2. "The Human Face."
	3. "The Human Voice."
	4. "A World of Gestures."
	      BOOKS:
	1. "Getting It RIGHT for Young Children from Diverse Backgrounds" - Espinosa, 2010
	2. "Diversity in Early Care and Education" -Gonzalez-Mena, 2008
	3. "What If All The Children Are White" - Derman-Sparks, 2007
	4. "Other People's Children: Cultural Conflict in the Classroom" -Delpit, 2006
	5. "Building Culturally & Linguistically Competent Services to Support Young Children, Their Families and School Readiness", - Hepburn, 2004
	6. "Culturally responsive teaching: Theory, research and practice" – Gay, 2000
	7. "Ethical Relativism in a Multicultural Society" - Macklin, 1998
	8. "Implementing an Anti-Bias Curriculum in Early Childhood Classrooms" – Hohensee, Derman-Sparks, 1992
	9. "White Privilege: Unpacking the Invisible Knapsack" -McIntosh, 1989
	10. www.naeyc.org (Cultural Competencies Benchmark)
	Quality Benchmark for Cultural Competence Project (2009)
	NAEYC's Pathways to Cultural Competence Project (2010) aims to give early childhood programs that are participating in their state's quality rating and improvement system (QRIS) two checklists (program and teacher checklist) to help guide them in reflecting and improving upon their use of culturally-competent practices.
	- Pathways to Cultural Competence, Program Checklist (2010)
	- Pathways to Cultural Competence, Teachers Checklist (2010)
	10. The National Center for Cultural Competence at Georgetown University's Center for Child and Human Development has developed a new tool for assessing organizational cultural and linguistic competence, designed specifically for family organizations concerned with children with behavioral-emotional disorders,

	special health care needs, and disabilities. The *Cultural and Linguistic Competence Family Organization Assessment Instrument* (2010) can be downloaded in PDF format at http://www.gucchdgeorgetown.net/nccc/clcfoa/ 11. http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20language%20Learners (Revisiting & Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five, 2008) 12. http://www.achievementgaps.org/assets/docs/mf_PB13_CulturalCompetence.pdf-Power 13. Reach Center for Multi-Cultural and Global Education. 307 North Olympic Avenue, Suite 211, Arlington, WA 98223. www.reachctr.org 14. www.naeyc.org (Cultural Competencies Benchmark) 15. http://gucch.georgetown,edu (National Center for Cultural Competency) 16. http://www.dec-sped/professionals/Position_Statement_and_Concept_Papers 17. http://www.clasp.org 18. http://www.harvardfamilyresearchproject.org 19. Annie E. Casey website: www.aecf.org. Search "Race Matters" for the toolkit 20. The National Center for Culturally Responsive Educational Systems (NCCREsT). http://www.nccrest.org.
Audiences for direct participation in the initiative, list all that apply	X Directors X Management/Leadership Teams X Teachers X Assistant Teachers X All Staff X Parents X Board Members X Community Stakeholders ☐ Children Is a component of the initiative that information be brought back to the program and intentionally shared with other s? ☐ Yes ☐ Not necessarily Notes: Children, especially school-age children (incorporate in learning activities)
Research or national context to support the initiative	Lack of awareness about cultural difference can make it difficult for childcare professionals and families to achieve the best and most appropriate care and educational experiences for young children. In spite of all our similarities, fundamental differences arise from culture, ethnicity, nationality &family background. These differences have the potential to influence expectations that both early childhood professionals and families have of each other with regards to children's care and learning (Klump, 2005). Understanding children and families' ethnicity and culture, multi abilities, complex identities and complex educational and developmental needs of children can have positive impact on the teaching and learning process, children's positive outcome, school readiness and later success in school and life (Green et.al., 2007; Ray & Bowman, 2006; Decker and Decker, 2005; Henderson & Mapp, 2001; Bruns and Corso, 2001).
Keystone STARS or Program Standards addressed and CBK Topic Codes (if applicable)	CBK : Knowledge Areas - ALL

Additional information or materials	Next Steps in PA: Develop a Cultural Competency Training Module and Workshop Series for early learning and school-age professionals and providers in Pennsylvania
Other clarification or information about the activity	1. Integrate and diffuse cultural competence in all early learning and school-age programs both at the policy and service-delivery levels 2. Gain self-awareness and understanding of role of culture in children's learning and development 3. Acquire cultural competence skills in working with children and families from diverse cultural, ethnic and racial backgrounds 4. Develop strategies for effective cross-cultural communications and interactions with children and families 5. Enhance learning opportunities and experiences for all children that result in child positive outcomes
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