



<b>NYSED CULTURALLY RESPONSIVE-SUSTAINING EDUCATION IMPLEMENTATION ROADMAP (K-12)</b>					
<b>Phase I: Raise Awareness and Support for the Culturally Responsive-Sustaining Framework</b>	<b>Responsible for Implementation*</b>				<b>Implementation Notes</b>
<b>Key Implementation Activities</b>	NYSED	S/CDN & BOCES	Local Schools and Districts	Other Groups (Parents, caregivers, students, community)	<b>Action Steps Taken (To be completed by local district or organization)</b>
<b>1.1:</b> Publish Framework Briefs and Roadmap of CR-S Education Framework Implementation	✓				
<b>1.2:</b> Present virtual and/or face to face sessions that allow participants to unpack the CR-S Framework and share the Framework briefs	✓	✓	✓	✓	
<b>1.3:</b> Establish forums and meetings to build understanding of and support for the Framework	✓	✓	✓	✓	
<b>1.4:</b> Unpack key vocabulary and concepts from CR-S Framework		✓	✓	✓	
<b>1.5:</b> Utilize electronic communication and social media to inform stakeholders (students, parents/caregivers, community members, youth organizations, non-profits) of resources/briefs	✓	✓	✓	✓	
<b>1.6:</b> Create stakeholder-specific materials to introduce the CR-S Framework	✓	✓	✓	✓	

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<p><b>1.7:</b> Institute a series of community and parent/caregiver forums on culturally responsive-sustaining education (translated and offered in multiple languages and modes of communication)</p>		✓	✓	✓	
<p><b>1.8:</b> Provide opportunities to collect input from the community, and to increase stakeholder involvement in supporting implementation statewide</p>	✓	✓	✓	✓	
<p><b>1.9:</b> Conduct district and school level pre- and post-assessments of CR-S awareness</p>		✓	✓		
<p><b>1.10:</b> Examine and explore resources that may be available for implementation of CR-S (both within and outside the district)</p>		✓	✓	✓	

[Phase I Resources](#)

Measurements: NYSED Phase I survey template, plus other local measures and questionnaires

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<p><b>Phase II: Build Capacity for the Culturally Responsive-Sustaining Framework</b></p>		<p>Responsible for Implementation*</p>				<p>Implementation Notes</p>
<p><b>Key Implementation Activities</b></p>	<p>NYSED</p>	<p>S/CDN &amp; BOCES</p>	<p>Local Schools and Districts</p>	<p>Other Groups (Parents, caregivers, students, community)</p>	<p>Action Steps Taken (To be completed by local districts or organization)</p>	
<p><b>2.1: Professional development for:</b></p> <ul style="list-style-type: none"> <li>• All teachers and professionals</li> <li>• School leaders and administrators (board members, superintendents, principals and other administrative officials)</li> <li>• All school staff</li> <li>• Students</li> <li>• PTA/PTSA leadership and other parent/family leaders</li> <li>• Higher education teacher/administration programs</li> <li>• Communities and families</li> </ul>		✓	✓	✓		
	✓	✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		
	✓					
			✓	✓		
<p><b>2.2: Create student-based groups/committee that would lead to student designed and executed professional learning opportunities</b></p>		✓	✓	✓		
<p><b>2.3: Sharing of strategies, practices, and professional learning activities by partners who are implementing the CR-S Education Framework</b></p>	✓	✓	✓	✓		
<p><b>2.4: Promote communications to ensure cohesive messaging related to the framework across partners</b></p>	✓	✓	✓	✓		

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<p><b>Phase II: Build Capacity for the Culturally Responsive-Sustaining Framework</b></p>		<p>Responsible for Implementation*</p>				<p>Implementation Notes</p>
<p><b>Key Implementation Activities</b></p>	<p>NYSED</p>	<p>S/CDN &amp; BOCES</p>	<p>Local Schools and Districts</p>	<p>Other Groups (Parents, caregivers, students, community)</p>	<p>Action Steps Taken (To be completed by local districts or organization)</p>	
<p><b>2.5:</b> School Districts audit/review:</p> <ul style="list-style-type: none"> <li>Curriculum/instruction and assessment on inclusiveness and implicit biases (including parents, caregivers, students, and community feedback) to the extent practicable.</li> <li>Analyze school data for indicators of biases and gaps in opportunities, such as: student placement to gifted &amp; talented and special education services, course placement (includes access to AP, high school coursework, advanced coursework, IB courses), suspensions, attendance</li> </ul>		✓	✓			
<p><b>2.6:</b> School or District audit/review:</p> <ul style="list-style-type: none"> <li>School environment and all district school policies and activities, including interview processes and hiring policies, teacher diversity, and all employee and volunteer training. (including parents, caregivers, students, and community feedback) to the extent practicable.</li> </ul>		✓	✓			

[Phase II Resources](#)

<p style="text-align: center;"><b>NYSED CULTURALLY RESPONSIVE-SUSTAINING EDUCATION IMPLEMENTATION ROADMAP</b></p>					
<p><b>Phase III: Full Implementation of the Culturally Responsive-Sustaining Framework</b></p>	<p>Responsible for Implementation*</p>				<p>Implementation Notes</p>
<p><b>Key Implementation Activities</b></p>	<p>NYSED</p>	<p>S/CDN &amp; BOCES</p>	<p>Local Schools and Districts</p>	<p>Other Groups (Parents, caregivers, students, community)</p>	<p>Action Steps Taken (To be completed by local district or organization)</p>
<p><b>3.1</b> Ongoing community and professional learning based on identified needs regarding equity. Learning sessions could include, but not be limited to the following (for stakeholders to refine implementation based on identified needs):</p> <ul style="list-style-type: none"> <li>• School infrastructure and systems</li> <li>• How to have tough conversations</li> <li>• Reflecting on yourself, your role, and implicit bias</li> </ul>		✓	✓	✓	
<p><b>3.2</b> Ongoing Local and grade/curriculum-based planning opportunities for alignment of CR-S Education Framework</p>		✓	✓		
<p><b>3.3</b> Formative assessment/status check at school level: (Where you are and where you want to be as pursuant to your school/district plan)</p>		✓	✓		

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<p><b>Key Implementation Activities</b></p>	<p>NYSED</p>	<p>S/CDN &amp; BOCES</p>	<p>Local Schools and Districts</p>	<p>Other Groups (Parents, caregivers, students, community)</p>	<p>Action Steps Taken (To be completed by local district or organization)</p>
<p><b>3.4</b> Ongoing Self-assessment reviews of protocols, policy changes, meetings and written decisions (organizational commitment) related to district-level CR-S goals. For example:</p> <ul style="list-style-type: none"> <li>• student placement to gifted and talented and special education services as well as other courses</li> <li>• suspensions</li> <li>• attendance</li> <li>• teacher diversity (tracking)</li> <li>• resources</li> </ul>		✓	✓		
<p><b>3.5</b> Continuation of auditing curricula materials to ensure implementation of the updated curriculum, including new materials. Maintain communication as needed.</p>		✓	✓		
<p><b>3.6</b> Continue community (parents/caregivers, students, and community members) dialogues, gathering feedback to inform and guide-implementation process. Create shared governance structures (advisory committees, policy committees.) that include both school and community participants to assist in the implementation of the CR-S Education Framework.</p>		✓	✓	✓	

[Phase III Resources](#)

<b>NYSED CULTURALLY RESPONSIVE-SUSTAINING EDUCATION IMPLEMENTATION ROADMAP RESOURCES</b> (To the extent possible parent and caregiver resources will be translated)		
Raising Awareness-PHASE 1	Building Capacity-PHASE 2	Full Implementation-PHASE 3
<p>Resources provided by NYSED:</p> <ul style="list-style-type: none"> <li>• Website with supporting resources and videos</li> <li>• Framework briefs, Professional Development Toolkits with slides, and Frequently Asked Questions</li> <li>• Communications toolkit for amplifying CR-S messages</li> <li>• District/state survey and public forum opportunities</li> </ul> <p>Resources to be developed:</p> <ul style="list-style-type: none"> <li>• Locally created professional development focused on educator training and community needs</li> <li>• Pre/post local district survey</li> <li>• List of vocabulary activities and concepts; translations of words and languages available for parents</li> <li>• Toolkit or flyer for parents and videos</li> </ul>	<p>Resources provided by NYSED:</p> <ul style="list-style-type: none"> <li>• Communications toolkit (e.g. social media, messaging, etc.) for resources and professional development (asynchronous and synchronous modes)</li> <li>• Learning standards, including any review or updates, will reflect the culturally diverse needs of all students</li> <li>• Curriculum auditing tool for school materials (texts, lessons, etc.)</li> <li>• Auditing tool for local district policies (hiring, school data, student placement)</li> </ul> <p>Resources to be developed:</p> <ul style="list-style-type: none"> <li>• Locally created professional development focused on educator training and community needs</li> <li>• Examples of printed professional development activities for Phase 2</li> <li>• A culturally responsive check-up or tool for parent/family leaders</li> <li>• Student clubs and opportunity for feedback from student groups about CR-S</li> <li>• Additional tools for curricular audit resources for instructional audit</li> <li>• Local district and schools will explore ways to share data to support equity and inclusion (includes access to AP, high school coursework, advanced coursework, suspensions, attendance, etc.).</li> </ul>	<p>Resources provided by NYSED:</p> <ul style="list-style-type: none"> <li>• Ongoing updated NYSED website with professional development for CR-S resources and tools.</li> <li>• Communications toolkit containing messaging and updates.</li> <li>• <a href="#">Social Emotional Learning</a></li> </ul> <p>Resources to be developed:</p> <ul style="list-style-type: none"> <li>• Locally created professional development focused on educator training and community needs</li> <li>• Ongoing local curricular review of all texts and materials across content areas for bias and cultural responsiveness</li> <li>• Current research on best practices for instruction</li> <li>• Communication tools for sharing updates and feedback between community-based organizations and schools</li> </ul>