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

NYSED CULTURALLY RESPONSIVE   -SUSTAINING EDUCATION IMPLEMENTATION ROADMAP

NYSED CULTURALLY RESPONSIVE   -SUSTAINING EDUCATION IMPLEMENTATION ROADMAP

Phase II: Build Capacity for the Culturally Responsive Sustaining Framework	Responsible for Implementation				Implementation Notes
Key Implementation Activities	NYSED	S/CDN & BOCES	Local Schools and Districts	Other Groups (Parents, caregivers, students, community)	Action Steps Taken (To be completed by local districts or organization)
2.1: Professional development for:					
• All teachers and professionals		9	9	9	
• School leaders and administrators (board members, superintendents, principals and other administrative officials)	9	9	9	9	
• All school staff		9	9	9	
• Students		9	9	9	
• PTA/PTSA leadership and other parent/family leaders		9	9	9	
• Higher education teacher/administration programs	9				
• Communities and families			9	9	

2.2: Create student-based groups/committee

* NYSED, S/CDN, BOCES, Big 5, Districts, professional organizations, NYSUT, NYS Teacher Centers, IHEs, PTA, and others

NYSED CULTURALLY RESPONSIVE -SUSTAINING EDUCATION IMPLEMENTATION ROADMAP

Phase II: Build Capacity for the Culturally ResponsiveSustaining Framework	Responsible for Implementation*				Implementation Notes
Key Implementation Activities	NYSED	S/CDN & BOCES	Local Schools and Districts	Other Groups (Parents, caregivers, students, community)	Action Steps Taken (To be completed by local districts or organization)
2.5: School Districts audit/review: • Curriculum/instruction and assessment on inclusiveness and implicit biases (including parents, caregivers, students, and community feedback) to the extent practicable. • Analyze school data for indicators of biases and gaps in opportunities, such as: student placement to gifted & talented and special education services, course placement (includes access to AP, high school coursework, advanced coursework, IB courses), suspensions, attendance					
2.6: School or District audit/review: • 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.					

Phase II Resources

* NYSED, S/CDN, BOCES, Big 5, Districts, professional organizations, NYSUT, NYS Teacher Centers, IHEs, PTA, and others

* NYSED, S/CDN, BOCES, Big 5, Districts, professional

NYSED CULTURALLY RESPONSIVE -SUSTAINING EDUCATION IMPLEMENTATION ROADMAP RESOURCES		
(To the extent possible parent and caregiver resources will be translated)		
Raising Awareness PHASE 1	**Building Capacity PHASE 2**	**Full Implementation PHASE 3**
Resources provided by NYSED: • Website with support resources and videos • Framework briefs, Professional Development Toolkits with slides, and Frequently Asked Questions • Communications toolkit for amplifying CRS messages • District/state survey and open forum opportunities Resources to be developed: • Locally created professional development focused on educator training and community needs • Pre/post local district survey • List of vocabulary activities and concepts; translations words and languages available for parents • Toolkit or flyer for parents, videos	Resources provided by NYSED: • Communications toolkit (e.g. social, media messaging, etc.) for resources and professional development (asynchronous and synchronous modes) • Learning standards, including any revisions or updates, will reflect the culturally diverse needs of all students • Curriculum auditing tool for school materials (texts, lessons, etc.) • Auditing tool for local district policies (hiring, school data, student placement) Resources to be developed: • Locally created professional development focused on educator training and community needs • Examples of printed professional development activities for Phase 2 • A culturally responsive checker tool for parent/family leaders • Student clubs and opportunity for feedback from student groups about CR-S • Additional tools for curricular audit resources for instructional audit • 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.).	Resources provided by NYSED: • Ongoing updated NYSED website with professional development for CR-S resources and tools. • Communications toolkit containing messaging and updates. • Social Emotional Learning Resources to be developed: • Locally created professional development focused on educator training and community needs • Ongoing local curricular review of all texts and materials across content areas for bias and cultural responsiveness • Current research, best practices for instruction • Communication tools for sharing

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