

Participant Materials

October 20, 2011

Cultural Competence



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the New York State Office of Children and Family Services,
funded by the federal Child Care and Development Fund and administered by
the Professional Development Program, Rockefeller College, University at Albany.



 **PROFESSIONAL DEVELOPMENT PROGRAM**
ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York

Andrew M. Cuomo, Governor
Gladys Carrión, Esq., Commissioner

Co-Trainer Guide: Cultural Competence

October 20, 2011

6:45 PM- 9:15 PM

Co-Trainer Quick Guidelines:

- Read through this entire guide before the evening's videoconference.
- Attend the Co-trainer webinar to take place Tuesday, October 18, 2011 from 1-2PM.
- Verify that you have received all necessary materials. If anything is missing, call our office at (518) 443-5940 immediately and we will ship them to you. This will ensure that you and all materials are ready for the training.
- Make sure all equipment is working properly before the evening's videoconference.
- Follow all policies and procedures as outlined in this guide.
- If you have any questions regarding any portion of the videoconference training or the on-site activities, call the ECETP prior to the training at (518)443-5940.

Please fax or phone in participant questions during the video conference:

Fax: 518-408-3840

Phone: 518-486-5101

Videoconference Overview

Moderator: Colleen Faragon

Live Guests: Janice Molnar

Ms. Molnar is Deputy Commissioner of the Division of Child Care Services in the New York State Office of Children and Family Services and a co-chair of the New York State E-C-A-C's Quality Improvement Work Group.

Hannah Matthews

Ms. Matthews a senior policy analyst on the Child Care and Early Education team at CLASP. Ms. Matthews' expertise is in the areas of children of immigrants and early education, child care subsidies, and preschool.

Torie Seeger

Ms. Seeger is a principal education specialist for the Professional Development Program. She has also written several training manuals and worked as an early childhood trainer and consultant.

Agenda

6:45 PM – 9:15 PM

(All times in italics are approximate)

6:30-6:45 Seating and on-site registration

6:55 Broadcast: Safety First / Getting It Right

7:00 Segment 1: Cultural Competence Basics

Broadcast: During this segment the panelists will discuss quality rating and improvement systems including QUALITYstarsNY. We will also see video describing a personal experience of a non-English speaking child on their first day of school. Guests will also discuss the definition of cultural competence, characteristics of cultural competence, and other elements of cultural competence.

On-site: During this activity session participants will define words related to cultural competence using the activity sheet titled "Definitions Related to Cultural Competence". Co-trainers will then share the correct definitions as printed in this guide.

7:45 Segment 2: Culturally Competent Relationships with Families

Broadcast: During this segment the panelists will discuss why relationships with families are so important and how this relates to cultural competence. Guests will discuss how providers can work with families from all cultures to help children grow and develop. Guests will also share ideas for working with families when they have different parenting styles and cultural differences.

On-site: During this activity session participants will create an action plan to implement in their program which will help them to be more culturally competent.

8:30	Segment 3:	Strategies for Cultural Competence
	Broadcast:	During this segment panelists will discuss specific strategies for creating a culturally competent program. They will discuss the importance of finding out about the children's communities, what they can do to make children feel welcome and the importance of self-assessment.
9:00-9:15	Segment 4:	Test and Wrap-Up
	Broadcast:	During this segment there will be a one-minute countdown clock until the test begins. Each test question and 3 answer choices will appear on the screen and be read by a narrator. After all ten questions and answer choices have been read, the entire sequence will be repeated.
	On-Site:	During this segment, participants will complete the 10-question test and return it to the Co-trainer.

On-site: Welcome, seating and formulating questions
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1. Objectives:

As a result of this activity, participants will:

- a) identify their expectations for tonight's training;
- b) formulate questions for the panelists; and
- c) receive all Participant Materials including the test.

2. Time:

15 minutes

3. Materials:

Participant Materials

Questions I Have form

Evaluation (you may distribute this with all other materials or wait until the conclusion of the training)

Test - The information at the top of the test sheet will be filled in by each participant. Please remind participants that it is important to include the complete name and address, and to write or print the information clearly, using a pencil.

4. Directions for Activity:

- a) Welcome participants. While checking in participants, using the prepared registration list, ask them to review their handout materials. Point out any additional resources that you may have brought to the training.
- b) As the training begins, introduce yourself and tell participants something about your background or experience as it relates to the topic. Relate any housekeeping details (location of bathrooms, telephone, refreshments, etc.) and "house rules" (smoking areas, clean-up duties or other expectations).
- c) Put the following into your own words:

"Good evening and welcome to tonight's videoconference training, 'Cultural Competence.' What expectations do you have for tonight's training? What do you hope to learn?"
- d) Record participant's expectations on a flip chart or wipe-off board.
- e) Put the following into your own words:

"It is important to us that tonight's training answer as many of your questions as possible. Take the next few minutes to formulate a question based on your expectations for tonight's training. We'll fax your questions to the panel to be answered throughout the training."

- f) Select an expectation from the list and demonstrate how it can be turned into a question. For example,
- I. **Expectation:** I want to learn what exactly cultural competence is.
 - II. **Question:** What is the definition of cultural competence?
 - III. **Expectation:** I want to know how to work with families who are from other cultures.
 - IV. **Question:** What are some strategies for working with families whose first language isn't English?

5. Activity Wrap-up and Suggested Transition Statement:

Put the following into your own words:

"If your question is not answered tonight, someone from the Early Childhood Education and Training Program will follow up with a response so please remember to include your name and a phone number or e-mail address where you can be reached."

6. FAX your questions to the panel using the following FAX number:

518-408-3840

**Please make sure FAX questions are written in
INK or they might not be received clearly.**

Broadcast: Segment 1— Cultural Competence Basics

This segment will focus on:

- describing quality rating and improvement systems including QUALITYstarsNY;
- sharing a personal experience of a non-English speaking child on their first day of school;
- explaining the definition of cultural competence;
- listing characteristics of cultural competence; and
- explaining other elements of cultural competence.

On-site: Definitions Related to Cultural Competence

1. Objectives:

As a result of this activity, participants will:

- a) define terms related to cultural competence;
- b) share these definitions with a partner;
- c) discuss differences in their definitions;
- d) hear the actual definitions of each term; and
- e) discuss why there might be variations in these definitions.

2. Materials:

Activity sheet- "Definitions Related to Cultural Competence"

Pen/pencil

3. Time:

15 minutes

4. Directions for Activity:

- a) Begin by taking 5 minutes to look over activity sheet #1-"Definitions Related to Cultural Competence".
- b) Look over the words on this activity sheet which are all related to tonight's topic.
- c) Write your definition of each word on the sheet.
- d) Get together with a partner and share your definitions. Consider the ways your partner's definition might have differed from yours.
- e) Get back together as a group and your co-trainer will share our definitions of each word as follows:

Answer Sheet for Definitions Related to Cultural Competence

- Culture-A complex whole, which includes knowledge, beliefs, art, morals, law, custom and other capabilities acquired by man as a member of the society. -Schott Foundation for Public Education
 - Cultural Competence- The ability to understand diverse perspectives and appropriately interact with other members of other cultures in a variety of situations. -National Association for the Education of Young Children
 - Stereotype-Something conforming to a fixed pattern; especially a standardized mental picture that is held in common by members of a group that represents an oversimplified opinion, prejudiced attitude , or uncritical judgment. - Merriam-Webster
 - Bias- An inclination of temperament or outlook; especially a personal and sometimes unreasoned judgment. - Merriam-Webster
 - Diversity-The condition of having or being composed of differing elements; especially the inclusion of different types of people (as people of different races or cultures) in a group or organization. - Merriam-Webster
 - Cultural reciprocity-The efforts of staff to understand families' cultural beliefs and to use this understanding as a way to promote the healthy development of children- Zero to Three
 - Acculturation- Changes or adaptations in cultural beliefs, values, and traditions resulting from contact with other cultures over time. Contact may result in the borrowing of certain traits by one culture from another, or from the relative fusion of separate cultures. -Encyclopedia.com
 - Family centered care- Providers consistently seek out the skills, knowledge and tools to communicate effectively and appropriate with all families, including those of different racial/ethnic and other subgroups. -Familycenteredcare.com
 - Cultural Proficiency-The organization seeks to develop a base of knowledge of culturally competence services by conducting research, developing new therapeutic approaches based on culture, publishing and disseminating information on cultural competence and hiring specialists in culturally competent practices. - National Center for Cultural Competence
 - Linguistic Competence-The capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities. Linguistic competency requires organizational and provider capacity to respond effectively to the health literacy needs of populations served. The organization must have policy, structures, practices, procedures and dedicated resources to support this capacity. - National Center for Cultural Competence
- f) Think about the differences in our definition as well. We hope this sparks some discussion of the elements of cultural competence and lead you to think about culture in different ways. Discuss.
 - g) If time permits browse through pages 16-24 of your handouts to find out more valuable information about anti-bias and multicultural education.

Broadcast: Segment 2— Culturally Competent Relationships with Families

This segment will focus on:

- discussing why relationships with families are so important and how this relates to cultural competence;
- identifying how providers can work with families from all cultures to help children grow and develop; and
- sharing ideas for working with families when they have different parenting styles and cultural differences.

On-site: Activity: Cultural Competency Action Plan

1. Objectives:

As a result of this activity, participants will:

- create an objective to make their program more culturally competent;
- outline steps to take to do this; and
- define when they will know they have completed this objective.

2. Materials:

Activity Sheet- "Cultural Competency Action Plan"

Pen/pencil

3. Time:

10 minutes

4. Directions for Activity:

- a) Look over the "Cultural Competency Action Plan" activity sheet.
- b) Fill out the activity sheet with an objective you will meet in the next year to make your childcare program more culturally competent.
- c) Include the steps you will take, people who can help, and the resources and materials you will use to help achieve this goal.
- d) Outline how you will determine if you have met this goal.
- e) If time permits take a few minutes to refer to pages 1 through 14 of your handout packet to find out about some resources we have shared to help you be more culturally competent.

Broadcast: Segment 3— Strategies for Cultural Competence

This segment will focus on:

- identifying specific strategies for creating a culturally competent program;
- discussing the importance of finding out about the children's communities;
- sharing what providers can do to make children from all cultures feel welcome; and
- explaining the importance of self-assessment.

Broadcast: Segment 4: Test

The test segment of the video will begin 1 minute after the training has ended. Participants should have their test sheet and pen or pencil ready. If participants have completed their test before the video begins, they may hand in their test sheet and evaluation and leave. Remind participants to leave quietly so that those who are watching the video are not disturbed.

- a) Questions will be shown and read aloud on the video screen and repeated a second time.

On-site: Training Wrap-up

1. Objectives:

As a result of this activity, participants will be able to:

- a) complete and turn in the written test; and
- b) complete and turn in the evaluation form.

2. Time:

15 minutes

3. Materials:

Written tests and evaluation forms

4. Directions for Activity:

- a) Collect the test sheets from participants.
- b) Remind participants to sign the attestation statement on the test sheet.
- c) Ask each participant to complete an evaluation form.

*PLEASE NOTE:

On the back of the regular evaluation form you will find the evaluation form which is required by the New York State Office of Children and Family Services. Please have participants fill this form in completely with the exception of the county code which is already coded on the front of the form. The trainer(s) to be evaluated is the Co-trainer at the site.

5. Suggested Closing Statement:

Put the following into your own words:

"Thank you for your participation in tonight's training. I hope that this session has provided you with valuable information on how to help children from all cultures. Have a good evening."

Policies and Procedures

As a videoconference Co-trainer, you play an important role in the success of this training. Co-trainers must maintain a professional and supportive atmosphere for the training to be a valuable experience for each individual in attendance.

For each videoconference training, Co-trainers must prepare in advance by:

- reviewing the Co-trainer guide;
- attending the Co-trainer webinar;
- checking to be sure there are enough materials for each registered participant and contacting the Early Childhood Education and Training Program if anything is missing;
- gathering any additional materials/resources to enhance the on-site activities and discussion opportunities;
- bringing a copy of the New York State Office of Children and Family Services Regulations for Day Care Centers (418), Family Day Care Homes (417), Group Family Day Care Homes (416) and School-age Child Care (414).

The new regulations can be found on line at www.ocfs.state.ny.us.

Registration Policy

Licensed and registered child care providers receive a brochure from the Early Childhood Education and Training Program listing 3 months of training.

Participants may register via mail, fax or online at www.ecetp.pdp.albany.edu . The Early Childhood Education and Training Program *cannot* accept registration over the telephone.

Registration deadline is two (2) weeks prior to the videoconference training.

Participants will receive a confirmation letter with a site address or a declination letter indicating they have been placed on a waiting list.

If a registered participant is unable to attend the training, the Early Childhood Education and Training Program asks that they call us directly to cancel. Following the cancellation, we will contact the declined participants.

Roster Policy

The Early Childhood Education and Training Program will provide a roster of participants for each training based on the confirmation and declination list. The roster will be included as part of the videoconference mailing and will be placed in the Co-trainer packet. Each participant must sign the roster in order to receive a certificate by mail upon successful completion of the post-test. Each page of the roster must be signed by the Co-trainer where indicated to certify that it is an accurate reflection of attendance. Please keep a copy of the roster for your records, in case there are any questions about attendance.

As part of the Co-trainer agreement, the roster must be completed accurately and returned to the Early Childhood Education and Training Program.

Seating Policy

Participants must arrive at the training site no later than 6:45 P.M. The broadcast portion of the videoconference begins at 6:55 P.M. and concludes at 9:15 P.M. Seating is limited and seats will not be reserved for participants arriving later than 6:45 P.M.

Depending on the size of the training space, you may be able to accommodate declined and walk-in participants. This decision is up to each individual site.

Using the roster, seat all registered and confirmed participants first. Ask all others to wait.

Second, seat participants who are listed on the "declination list" only if you have enough room to accommodate them.

Finally, seat any walk-in participants and ask them to fill out all of the necessary information on the walk-in registration form that is included in the Co-trainer packet only if you have enough room to accommodate them. The walk-in registration form must be returned to the Early Childhood Education and Training Program.

Certificate Policy

Videoconference training is an adult learning experience designed to help child care providers fulfill the training requirements of the New York State Office of Children and Family Services regulations.

The expectation of an adult training session is that a participant will be actively engaged in the broadcast, and the on-site activities and discussions.

At each training site, attendees will take a written test, *consisting of ten questions*, at the conclusion of the training video. The questions on the test sheet will also be read aloud and will be on the screen while being read. The completed test sheet must be signed by the attendee in the space indicated and returned to the Co-trainer. The tests will be submitted to ECETP by the Co-trainer for grading. A passing score of 70% is required. Those who pass the test successfully will be issued a certificate by mail. Those who do not pass the test will be notified by mail. **If the participant fails to sign both the test and the roster, no certificate will be issued.** Because the test is designed to confirm the provider's knowledge of the material covered in that particular videoconference, *there will be no re-testing.*

Cheating Policy

It is the responsibility of the Co-trainer to ensure that an adult learning environment is maintained at all times throughout the videoconference. As a result, all written tests should be completed independently without giving or receiving any assistance as stated by the Attestation Statement on the back of the test.

If at any time the Co-trainer observes that a participant's work is not their own, the Co-trainer must collect the participant's exam and the participant should be informed that they **will not be receiving credit for the Early Childhood Education and Training Program's videoconference.**

Faxing and Phoning Questions to the Panel Policy

Using the "Questions I Have" form provided by the Early Childhood Education and Training Program, Co-trainers may assist participants in formulating questions to ask the panel during the broadcast.

In order for a participant's question to be answered on-air, the "Questions I Have" form must be completed with the participant's name, site number/location and a daytime telephone number.

Co-trainers must screen questions for professionalism and/or regulatory issues. The Co-trainer must address lack of professionalism and/or regulatory issues immediately.

Children Attending Training Policy

Videoconference training is an adult learning experience; due to the sensitive nature of some of the topics, children are not permitted.

Inclement Weather Policy

The policy of the Early Childhood Education and Training Program is to conduct the videoconference trainings as scheduled, regardless of inclement weather. It is at your discretion, as a Co-trainer, to continue as scheduled or to cancel due to the weather in your area.

If you choose to cancel, immediately contact the Early Childhood Education and Training Program at (518) 443-5940. Then, using your registration roster, contact registered participants by phone to inform them of the cancellation.

Contact the Early Childhood Education and Training Program, the next day, to reschedule the training.

Technical Policy (A)

The satellite system can be checked for transmission from 12:15-12:35 Monday- Friday. You will see the New York State Lottery drawing being aired.

6:45 Test Pattern: Night of the Broadcast

A test pattern of color bars and/or a Title Screen will appear on your TV/monitor screen at **6:45 P.M.** If you do not see a test pattern or program announcement, please follow the steps below in an effort to solve the problem before you make a call to the Technical Assistance line.

If you are at a site that has a media or technical services representative, please use their expertise.

If you have trouble with the video reception, please check the following:

2. TV/Monitor is on and tuned to channel 3.
3. Both satellite receivers are ON.
4. *Miralite Digital* receiver is on channel 01.
Be sure that the A/B switch on top of the **Digital** receiver is on B.
5. If you are using a VCR in conjunction with your Satellite Receiver equipment, the VCR power switch is ON and the VCR channel selector is tuned to channel 3.
6. Make sure each cable is connected to the correct plug-in. (You might want to color code the entire system's cabling).
7. Lastly, before every broadcast, check to make sure each cable is tightly connected.

If you have trouble with the sound, please check the following:

1. Satellite receiver volume is turned up fully (use the remote control to set volume on satellite receiver).
2. Volume on TV is turned to a comfortable level (if the volume on your satellite receiver is not turned up fully, no amount of adjustment to the TV volume control will make a difference).
3. VCR power is on.

For sites with a steerable dish and a digital receiver, the following are the coordinates:

Satellite:..... AMC 15
Transponder.....02 Slot NYN - (6.0 MHZ)
Location.....105 degrees west longitude
Receive frequency.....11727 MHZ
Symbol Rate.....3.9787 Msb
FEC(Forward Error Correction) 3/4
PolarityHorizontal

If you are still experiencing technical difficulties after following these steps, immediately contact Rich Reid at the videoconference up-link technical assistance number at (518) 453-9521.

If you do not have long-distance telephone service, call New York Network toll-free at (877) 280-7400. The person answering at this telephone number will contact Rich Reid immediately and Rich will contact your site to try to remedy the problem.

If you have technical questions about your satellite receive site, at any time other than a scheduled videoconference, please call the Early Childhood Education and Training Program office at (518) 443-5940.

Technical Policy (B)

After you have contacted the videoconference up-link technical assistance line and the technical problem cannot be remedied:

1. Send participants home and let them know that they will be contacted with an alternate training date.

Contact the Early Childhood Education and Training Program the next day to report the technical problems and reschedule. The Early Childhood Education and Training Program will assist with technical issues and send a VHS tape or DVD of the broadcast for the rescheduled training.

Conducting training using the handout materials is not an acceptable form of training.

*****Failure to comply with any of these policies may result in non-payment to the agency and/or individual.**