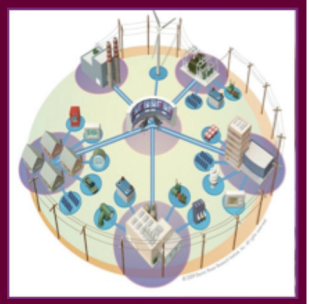




# Charging Stations

*A metaphor for educational opportunity and access*



*The story you're telling:*  
Learning opportunities are like charging stations. Presently, access to these stations varies greatly from one place to the next. We need to make powerful charging stations ubiquitous so every child can charge up to take an active role in their learning.

*Strategic way to redirect thinking away from patterns such as:*



**Consumerism, Separate Fates, Tangible Triad, Will Power, Zero-Sum Thinking**

*Concepts and ideas included in this frame element:*

- **A complex network of infrastructure:** frames inequitable outcomes as due to the system we've built, not the individual characteristics of students, teachers, or parents.
- **Unreliable or spotty charging systems:** helps to communicate that inequity is a problem of access, opportunity, and systemic distribution of resources.
- **School as one of many charging stations** – museums, parks, libraries, and after-school programs being others: helps to establish the full range of contexts that influence children's access to learning.
- **Power or reliability of a given station:** opens up space to talk about school or program quality.
- **How we supply the 'stations' we set up:** funding, staffing, instructional resources are factors in whether neighborhood schools (or other stations) are reliable and powerful charging stations.

*(Continued on reverse)*



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*Concepts and ideas included in this frame element:*

- **Differential access in different geographic spaces:** taps into a 'flavor' of fairness that Americans across the political spectrum find it difficult to argue against.
- **Strengthening or repairing the network of charging stations:** frames the issue as a collective issue – gives us all a stake since it is an infrastructure issue.

*Read the original research behind this recommendation at [FrameWorksInstitute.org](http://FrameWorksInstitute.org)*