



Recommendation #2

Advance a positive vision of educational opportunity that centers race.

A conversation about public education is often also a conversation about race. Whether calling it out is more obvious (e.g. highlighting disparities in school funding or performance outcomes); or more coded (such as hidden in the juxtaposition of “inner city” schools versus “suburban” schools), race is present. Advocates and activists working toward an education system that is more equitable and racially just have solutions that address history and enduring biases. To gain support for those solutions, be sure your communications situate them within an affirmative vision of educational opportunity. Don’t just name the racial inequity or the problem. Instead, consider expressing or outlining the positive change that can occur for a learning community when race is named and centered.

The sample communication below models this recommendation by focusing on culturally responsive education as one solution to mitigating the past and present harms brought on by racial biases.

News Release

FOR IMMEDIATE RELEASE

October 3, 2019

Kingston County introduces “Pride in Me, Strength in We”

New York, NY—Kingston County school district is excited to announce the launch of our new anti-racism, pro-progress curriculum, entitled “Pride in Me, Strength in We.” This initiative is aimed at strengthening community bonds, cultivating a shared sense of purpose, and deepening our collective learning by honoring the dignity, history, and experiences of every single student. *continued*

Advance a positive vision of educational opportunity to build a broad base of public support.

Highlight the benefits that a culturally responsive approach offers to all students, and to the community at large, rather than focusing on benefits to socially and systemically disadvantaged students or historically marginalized groups.



In a globalizing and rapidly changing world, we owe it to our children to provide a relevant and culturally responsive education. One that values the range of identities our students bring to the classroom, and capitalizes on their intertwined stories to build greater understanding about who they are and how they each belong. An education that acknowledges pressing real world problems, like police violence and deportation raids, and equips students with the practical skills and conceptual tools needed to address them.

The new *Pride in Me, Strength in We* curriculum features authors, musicians, and scientists whose contributions have disrupted and revolutionized cultural norms, alongside the better known figures whose contributions helped establish those norms. It celebrates courageous Black, Latinx, Asian, Native and Indigenous leadership during every month of the year. Most of all, the new curriculum prompts us to recognize the ambition, curiosity, and limitless courage that exists within our own community, and encourages us to let these assets guide our way.

Over the next year, schools across Kingston County will invite parents into classrooms as teachers, appeal to students as decision-makers, engage administrators as civic participants, and value neighborhood residents as forward-thinkers on the importance and role of public education. We will ensure that our curriculum is responsive to culture, and therefore relevant to society. We will take pride in our individual identities, deepen our knowledge of one another's, and grow stronger as a community through a greater appreciation of what we can achieve when we come together.

Visit www.PrideinMeStrengthinWe.edu to learn more.

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● Foreground who's responsible for implementing culturally-responsive policies and practices, rather than just who's affected by them.

● Appealing to the widely held value of *Future Preparation* effectively orients public thinking towards why this issue matters—and what's at stake—for us all.

● Center race as a defining attribute of culture, and therefore an essential component of culturally responsive education.

● Advancing a positive vision of educational opportunity involves talking about community assets at least as much, and at least as emphatically, as you talk about challenges or problems.

● At every opportunity, bring the general public into the picture to help them see education as a social issue with universal relevance, rather than a topic of concern just for parents and teachers.

● Use collective language, including words like "we", "us", and "our," to reinforce the essential point that all of us, as a society, are implicated here.

To learn more about framing race and education, and related issues, visit our [K12: Equity & Disparities issue page](http://www.frameworksinstitute.org) at www.frameworksinstitute.org.