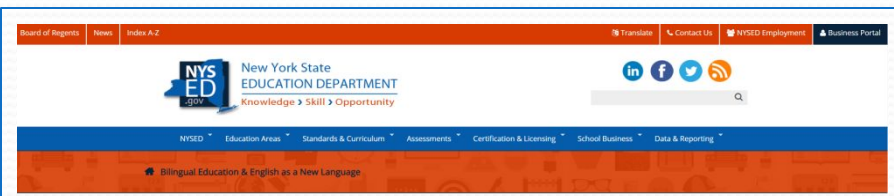


LIRBERN Reads & Resources...



Culturally Responsive-Sustaining Education Framework

The Culturally-Responsive-Sustaining (CR-S) Education Framework [\[Link\]](#)

The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

**CULTURALLY
RESPONSIVE-
SUSTAINING
EDUCATION**



For more than a century, education providers throughout the United States have strived and struggled to meet the diverse needs of American children and families. A complex system of biases and structural inequities is at play, deeply rooted in our country's history, culture, and institutions. This system of inequity — which routinely confers advantage and disadvantage based on linguistic background, gender, skin color, and other characteristics — must be clearly understood, directly challenged, and fundamentally transformed. The New York State Education Department (NYSED) has come to understand that the results we seek for all our children can never be fully achieved without incorporating an equity and inclusion lens in every facet of our work (see also New York State's Every Student Succeeds Act (ESSA) Plan). This understanding has created an urgency around promoting equitable opportunities that help all children thrive. New York State understands that the responsibility of education is not only to prevent the exclusion of historically silenced, erased, and disenfranchised groups, but also to assist in the promotion and perpetuation of cultures, languages and ways of knowing that have been devalued, suppressed, and imperiled by years of educational, social, political, economic neglect and other forms of oppression.

In January 2018, the New York State Board of Regents directed the Office of P-12 Education and Higher Education to convene a panel of experts, engage with stakeholders, and develop from the ground up a framework for culturally responsive-sustaining education. The New York University Metropolitan Center for Research on Equity and the Transformation of Schools, under the leadership of Dr. David Kirkland, drafted a robust guidance document that served as a springboard for this initiative. The New York State Education Department presented this guidance document to students, teachers, parents, school and district leaders, higher education faculty, community advocates, and policymakers. The guidelines in this document represent the collective insight of this work.

The Culturally Responsive-Sustaining (CR-S) Education Framework [\[Link\]](#) is intended to help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. The framework was designed to support education stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate supports and services to promote positive student outcomes.



<http://www.nysed.gov/crs/framework>

EXECUTIVE SUMMARY

The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

Welcoming and Affirming Environment
Collective responsibility to learn about student cultures and communities.
Close relationships with Students & Families.
Social-Emotional Learning Programs.
Materials that represent and affirm student identities.

High Expectations and Rigorous Instruction
Student-Led Civic Engagement.
Critical Examination of Power Structures.
Project-Based Learning on Social Justice Issues.
Student Leadership Opportunities.

Inclusive Curriculum and Assessment
Current events incorporated into instruction.
Students as co-designers of curriculum.
Resources written and developed by racially, culturally, and linguistically diverse perspectives.
Instructional strategies that adapt to diverse learning styles.

Ongoing Professional Learning and Support
Diversity, Equity, and Inclusion Training, examining implicit bias and interrogation of beliefs and assumptions.
Support in aligning curriculum and instruction to the histories, languages, and experiences of traditionally marginalized voices.

STUDENTS

DISTRICT LEADERS
COMMUNITY MEMBERS
EDUCATION DEPARTMENT POLICYMAKERS
SCHOOL LEADERS
TEACHERS
HIGHER EDUCATION FACULTY
STUDENTS AND FAMILIES

<http://tinyurl.com/CulturallyRespSustPDF>



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CUNY IIE
SUPPORTING IMMIGRANTS IN SCHOOLS

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<http://www.cuny-ije.org/>

SUPPORTING IMMIGRANTS IN SCHOOLS
RESOURCE GUIDE

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The City College of New York

New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

AVAILABLE VIA **CUNY-IIE.ORG**

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<https://tinyurl.com/SupportImmigrantsGuide>

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NYSED Education Area Standards & Curriculum Assessments Certification & Licensing School Business Data & Reporting

Bilingual Education & English as a New Language

QR Code

A Guide to Community-Based Organizations for Immigrants

An informed, empowered community of parents, guardians and other persons in parental relation is critical to ensuring that Multilingual Learners/English Language Learners (MLLs/ELLs) are well supported and thrive. The New York State Education Department's Office of Bilingual Education and World Languages (OBEWL) has created A Guide to Community-Based Organizations for Immigrants which provides a list of organizations throughout New York State. Each organization offers a variety of services. Some of these services include, advocacy & community engagement, health care & insurance, housing, labor & employment, legal services & lawful status, public assistance, safety, and youth & education, that may be useful to parents and communities.

OBEWL is committed to supporting MLLs/ELLs and their families across New York State. Parents of MLLs/ELLs and former MLLs/ELLs are encouraged to contact these organizations when they need assistance. When families' needs are supported, children have a base to build upon in order to achieve academic success and become college and career ready.

<http://www.nysed.gov/bilingual-ed/guide-community-based-organizations-immigrants>

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A Guide to Community-Based Organizations for Immigrants

Long Island 2019

NYS ED gov

<https://tinyurl.com/LongIslandCBOs>