



What is the Culturally Responsive-Sustaining Education Framework? Why now for New York State?

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 promo

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with them multiple facets of

their identity, along with unique



implementing policies that educate all students effectively and equitably, as well as provide appropriate supports and services to promote positive student outcomes.

The CR-S Framework marks our journey forward and begins the evolution toward leveraging difference as an asset. The framework is grounded in four principles:

- A Welcoming and affirming environment
- A High expectations and rigorous instruction
- A Inclusive curriculum and assessment
- A Ongoing professional learning

Each principle is illustrated by a set of features rooted in elements of quality education that illustrate how CR-S might look in practice across a range of domains, from the State Education Department to the classroom. The framework represents an opportunity for stakeholders to continue to work together and plan for the unique needs of their communities. The New York State Education Department recognizes much of this work is already happening across the state and looks forward to an even deeper understanding of culturally-responsive-sustaining education in New York State schools, districts, and communities.



Learn more about [Culturally Responsive Sustaining Education Framework](#).

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