Sample CRE Policy Demands

This document is intended to give a few examples of CRE policy demands. It is not comprehensive and is a living document that will continue to grow.

Recruitment and Retention of Teachers of Color

Examples of some possible policy demands in this area include:

- Require the creation of a program to recruit teachers and principals of color to the district
  - Teacher residency programs like Boston Teacher Residency and San Francisco Teacher Residency graduate cohorts of majority teachers of color each year.

- Require the creation of a program to recruit teachers and administrators of color to the district and provide intensive supports so that they stay
  - The Black Teacher Project, a nonprofit in San Francisco, Oakland, and New York City, works to sustain Black teachers through personal and professional growth opportunities and working with districts, to retain teachers.

- Require the creation of a program to promote current teachers of color to leadership positions such as instructional coaches, assistant principals and principals
  - The Delta State University in the Mississippi Delta started a university-district partnership to work with local school districts to recruit teachers into a principal training program. They provide teachers full-time paid internships at school sites.

- Require the creation of a program to recruit and financially support parents, community members, paraprofessionals and other people who represent the diversity of the district to become teachers
  - Grow-Your-Own teacher programs recruit and support community members to become certified teachers

- Change the teacher certification policies to eliminate racial and economic bias, clear hurdles for people of color to become teachers, and/or require coursework in culturally responsive education
  - States can adjust licensure requirements and allow teaching candidates to demonstrate competency through performance-based assessments like edTPA instead of traditional exams like Praxis.

- Something else!
Professional Development for Teachers

Examples of some possible policy demands in this area include:

- Require coursework on CRE for teacher certification (pre-service)
- Require professional development on CRE for all teachers/principals (in-service)
  - The Coalition for Educational Justice in NYC campaigned for the Department of Education to fund anti-bias teacher trainings in all NYC public schools
- Require professional development on CRE for a subset of teachers/principals (by subject, grade level, school cluster, those who choose it, etc.)
- Require professional development on CRE for all teachers, principals, school staff and district staff and leadership
- Require ongoing continuous professional development on CRE for the group of people you choose (not just one-off workshops or one-day trainings)
- Something else!

Culturally Responsive Curriculum and Course Offerings

Examples of some possible policy demands in this area include:

- Require new culturally responsive curriculum in certain, or all, subjects
  - NYC Coalition for Educational Justice has a campaign to require new culturally responsive curriculum in all English Language Arts classes from Pre-K through 8th grade
  - In Seattle K-12 schools, Ethnic Studies is being integrated across content areas as early as elementary school, and offered as an elective in high school
  - West Dayton Youth Taskforce and Racial Justice NOW! won a campaign to introduce culturally responsive curriculum in Dayton Public Schools in Ohio
- Encourage schools to offer Ethnic Studies as an elective
  - In this scenario, schools are encouraged to offer Ethnic Studies, but are not required to, and not all students are required to take it
  - The Providence Student Union won an Ethnic Studies course offering in five high schools in Providence, Rhode Island
  - The Seattle NAACP got an Ethnic Studies resolution passed to launch Ethnic Studies courses in Seattle Public Schools
○ **Pa’lante** worked with the Holyoke School District to offer Ethnic Studies with an emphasis on Puerto Rican studies in 7th to 12th grade curriculum

● Require all schools to offer Ethnic Studies courses
  ○ In this scenario, schools are required to offer Ethnic Studies, but not all students are required to take it
  ○ **Hearing Youth Voices** and **Students for Educational Justice** won statewide legislation for all school districts to offer **Black and Latino Studies** as an elective

● Require all schools to offer Ethnic Studies courses as mandatory courses and require all students take them
  ○ **Fifteen California school districts**, including San Francisco and Los Angeles, have passed Ethnic Studies high school graduation requirements

● Something else!

Contact us at nyu-ejroc@nyu.edu if you have further questions, suggestions or to include your organizing campaign here.