

THE VISION FOR LIFE PODCAST

Episode 105 | Faithful Presence, Part 1: Education, Policy, And Politics

Featuring: Autumn Gardner, Jill Anschutz, Hanna Skandera



Autumn: Welcome to the Vision for Life podcast, an ongoing conversation between the pastors of Fellowship Denver and the church at large. Each week we talk about life, faith, the Bible, and how to follow Jesus as we go about our daily lives. I'm Autumn, host of the podcast, and I have a couple of guests joining me today. Jill and Hanna are here on the podcast with me today. Jill is a returning guest—so good to have you here—and Hanna is joining us for the first time on the podcast. Thank you both for being with me.

Jill: Thanks for having us.

Autumn: First, I'm just going to ask you if you would introduce yourself to our listeners. Let us know a little bit about you in your life.

Jill: I'm Jill; I'm a member of Fellowship Denver, and I moved to Denver from Louisville, Kentucky, in 2007 when I finished college, and have loved making my adult life here. I've worked in communications, and now I'm married and I have one little baby.

Autumn: And Hanna.

Hanna: I'm Hanna Scandera, and I'm actually a relative newbie to Denver. I moved here in the middle of 2017, and love to call Colorado my home. I have worked extensively in the policy arena, working for several governors and a president in the past around education policy, and currently have the privilege of leading the Daniels Fund as their new CEO in the last couple of years. And I also am a mom of a 20-month-old.

Autumn: So, you both have little ones. I didn't realize that Hanna, that you also had a 20-month-old. We all share this; we all share the work and mom roles. Well, today our conversation is kicking off a series of conversations that we're going to have about faithful presence in the workplace. We've discussed here on the podcast before and at Fellowship before our perspective on vocation that it's integral to God's design for human flourishing. We see this in the opening pages of the Bible. In Genesis 1, 2, and 3, God placed people in the garden and gave them the command to work and be fruitful and bring fruitfulness out of their work in their interaction with creation, and that is the picture that we look to, to see God's design for human interaction with His creation and His intent for good work in the world, the good work that he made for humans to do. So, we believe that vocation is not only integral to our flourishing and to the mission of God on the earth, but it also really practically is a way that many of us spend a lot of our time. And so, it does beg this question how do we, as Christians, live in the workplace in a way that allows us to experience flourishing and to do what God asked Adam and Eve to do in the garden as the first humans to do, to do it in such a way that we cultivate and care for His creation and for people through our work. When we do that, that brings about our own flourishing and the fulfillment of God's design, which allows others to flourish.

So, I've asked both of you to join me because you have worked in a really specific area of the marketplace. Hanna, you mentioned this a little bit in your introduction that you have worked in education policy and currently oversee the Daniels Fund. Jill, in our past conversations, we've also talked about your work with the Charter School Institute. And so today we're asking, how is faithful presence, how is living with integrity as a Christian in this area of education and education policy? How can that be transformative for the people who you work with and in this area of the marketplace? So, to that, I wonder if you would describe for us—you touched on this already in your introduction—but describe a little

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bit of the nature of your work, the type of work that you do in the environment in which you work, and then maybe what attracted you to that area of work in the first place.

Hanna: I'll go ahead and kick off and just say, I think if I look at kind of my past and working in education policy, I didn't have a plan to go into education policy, but I felt brought into it with deep conviction and passion about the work because of my conviction about each individual and that they're created for a purpose, they're unique. And that really, if I think about education and the purpose of education, it's that every young person would thrive in their unique, individual purpose and be prepared for a life that flourishes and that they can live in a flourishing way because they are well equipped and well prepared, and that there's a uniqueness in that. And so for me, the journey in education policy, while it can get wonky, it can get crazy, it can get political, I think the most beautiful thing to do is to do exactly what you just said is, at the end of the day, what's at the core, what's education really about? And when I think about my son, the work we do at the Daniels Fund, education is about giving people opportunity to become who they were made to be in their uniqueness and flourish and then actually be a part of contributing in their own lives as they grow up.

Autumn: What about in the world of education policy, Hanna? What are some of the specific things that your work entails?

Hanna: You know, right now, we have a commitment at the Daniels Fund to have 100,000 new choice seats by 2030. And number one, we can't accomplish that without partners, and so we're excited about working with other individuals and foundations and nonprofits and schools to accomplish that goal. And at the core, why would we do that? Because at the core, what we see right now in education, it's rough, it's tough; it's been a really rough couple of years in regards to COVID and its impact on families, and families are desperate for great opportunities for their kids. And in fact, a great expression of having new choices—what does that mean?—that means that parents have the opportunity to choose the best option for their child, that they're no longer confined to the zip code that they live in, but they're actually able to ask what is best for my son or my daughter or my sons and daughters that will equip them to flourish. And so, our commitment to those 1000 choice seats is all about seeing parents and their families make choices that serve and prepare them for who they're made to be.

Autumn: And how about you, Jill? What is the nature of the work that you're involved in in education right now?

Jill: So, my career started in mass communications, and that work took me into the area that's broadly called 'public issues,' which is any issue that touches most people's lives and therefore kind of ends up needing super high-level, wide-reaching communications. So, things like energy, transportation, healthcare, and education. And so, a lot of my work in education started out in a communications role helping schools, helping school systems and districts communicate more clearly. And that work just drew me in. I was much more interested in education than any of the other areas where I had clients, and so I started to get involved as a volunteer as well. And public education to me is one of the most interesting social areas. It's very, very difficult to do well on a large scale. In Denver, we have over 90,000 students in the public school system. But it is something that, as Hanna has talked about, is critical to the future of our communities, the opportunity that individuals will experience as they grow up and become adults. And so, it's very interesting to me and it's a great place to serve.

So right now, a couple of the hats that I wear, I'm the chair of the board of the Charter School Institute which is a state entity that authorizes a little over 40 charter schools, and there're over 250 students in Colorado in those schools. So, I

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can draw a direct line through my work leading that board to students and families that are being served across the state. And I also am involved in education from a philanthropic perspective and get the chance to look at where there're great ideas and good things happening and help direct money toward those things to help them grow or scale or impact more kids. So, it's fun to wear a couple of different hats in the education space.

Autumn: And that is a large part of what the Daniels Fund does as well. Is that correct Hanna?

Hanna: It is. We absolutely invest in scholarships for young people graduating high school and going on to college. In fact, we have almost 5000 alumni and scholars to date who have participated in the Daniel Scholarship. And in fact, the application is open, so people should apply. And then we also, very similar to what Jill shared, we give to entities that are providing opportunities and options for young people, whether that's public, private, hybrid, unique opportunities, entrepreneurial endeavors to serve families and give them opportunities for their kids to succeed.

Autumn: So, today we're discussing directly the impact of faith on work and vice versa of our work on our faith and how they integrate and how they impact each other. So, you've just described for us a little bit about your work, the organizations that you work in, some of the vision that you have in this area of work for education, some of why you think it's so needed and necessary and vital to our common good. But I wonder if you would also share with our listeners a little bit of your own story of faith. What was your background? Were you raised in a Christian environment or not? What is a bit of your own story of faith?

Hanna: First, I'll say I was raised in an incredible home. It was a faith-based home with parents that had a conviction that I have three siblings, so all four of us had unique purpose, and that they wanted as parents to draw that out of us as their kids and also imparted to us the importance of the opportunity to live your faith in everyday opportunities, not as they go to Sunday school and then there's work and there's sports and there's music and there's ballet or whatever it may be. It was your faith pervades all that you do. If you have a set of values that is informed by your faith every day and every moment that you show up, you either live them or you don't. And I am grateful for that because I think often it's easy to have almost a dualistic perspective around kind of work and faith. There's the work lane or the life lane and then there's Sunday, and that maybe the only way to actually live your faith is to be explicitly leading a church. And my parents were really committed to saying there're so many ways to walk out your faith in everyday life, and in fact, that is real faith. It's not a moment, it is a lifetime. I and my siblings, we were in a small parochial school in the Bay Area in California, and we moved and we were going to homeschool, which was- that's very popular today. In fact, we saw a doubling of the number of homeschooling families in the last year because of COVID and opportunities that presented themselves. But at the time, it was not actually very popular, and we were going to homeschool for the last six to eight weeks of the school year. I'll just say this, I immediately marched into my parents room and said, this is not going to work—I am social, I am cool—I will be none of these things. I compete for my grades. Life is over. They promptly said, 'We're confident that it's not.' And the idea of homeschooling for six to eight weeks turned into a commitment to home educate through high school. And that was in the fifth grade that that all started. And I don't think homeschooling is for everyone, but I'll say this, I believe that fundamentally the role of parents, guardians, if you are raising and have the joy of raising a child or children, it is your opportunity to ask, how do I give my child the best option and choice? And I think that's what my parents did for me, and I'm grateful.

Jill: I also grew up in a wonderful Christian home environment, and actually all of my school experiences were private

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Christian environments. I went to Catholic preschool or elementary school, an evangelical Christian high school, a nondenominational Christian college. And so, I was very much just enveloped by wonderful Christian adults throughout my life. I made my own profession of faith when I was ten, and feel that in that experience God very clearly showed me—gave me some gifts that I don't think were evident in my life before. And those are some of the main gifts I feel that I lead with and serve with today. And so, that was kind of a special experience for me, and I think it's important— I grew up in an environment where the broader environment, it was in the Bible Belt, and there was a little more dualism than what Hanna described, where there was a sense of when you grow up and you go to work, that the main way you serve God through your work is by giving from the income that you make, or there may have sometimes been an evangelistic bent to that, that you should be evangelizing in your workplace. I think both of those things, generosity and evangelism, are wonderful, but I personally felt sometimes— I felt worried when I was a young adult, like, is there enough depth and beauty to Christianity to engage me my whole life? And as I moved to Denver and started to make my own way in the world, I discovered that there is. And for me, that has primarily played out in working out what it looks like to bring my faith to my work regardless of what context I'm in. And I feel very strongly that God has met me in that place and equipped me as those opportunities have changed, as my roles have changed.

Autumn: This is so visionary. I think if there are parents listening, we often talk about what you described as the role of your parents in your lives. We talk about the absolute necessity of parents, Christian parents, who desire to raise their children, to know and love and walk with God, to live these sort of integral lives, to really take on the call for discipleship at home. And that could, as you indicated, Hanna, have this sort of hand-in-hand walk with the way you choose to do school. I think that regardless of whether someone chooses homeschooling as your family did or chooses a different avenue—Jill, you went to, you said, Christian and/or private schools for your schooling—regardless of the avenue that the parent chooses and the reasons for that, the role of the parents in raising their children with this thoughtfulness in mind about the impact that school has on their child's life and then also about their own role to help their children see and know God, the ways of God and the works of God, is incredibly important. So, it's so encouraging to hear that in your stories about how both your parents and the other adults around you—this community of faith—really impacted your perspectives on life that are still important to the way that you exist in your work worlds now. Such an incredible testimony and so encouraging, I think, for parents to hear.

Hanna: Can I just double down on something you said that I just think so many times I can remember, even at a younger age, thinking, what's the right way to educate or what is the right path? And I think I'm not saying there's not right and wrong things in life, but when it comes to education, I think that's the beauty of it and the beauty of being responsible for raising up the next generation is that there are so many unique pathways. And Jill and I have talked about this before, the concept of equity. Well, often we can get in our head that equity means the same. And I would just say that the beauty about education is actually acknowledging that equity is not about the same outcomes. It's about the same opportunity to flourish, but the opportunity can look very, very different. And that, to me, is just the incredible piece about being a new parent, is thinking through what's my son made to be and how do I call that out of Him? And I have no clue, by the way, but the charge and the challenge of calling out of your children what is in them that's unique. And to me, that is kind of when we think about education, that is at the core of the purpose of education.

Autumn: Thank you, Hanna. Okay, let's continue our conversation about education specifically. If I were to ask, could you help me understand—could you help us, our listeners—understand the state of education in America today? Obviously, that's a huge question, but this is the world you work and live in, and in summary fashion, if you could give us sort of

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your elevator speech version of some of the most consequential issues facing policymakers and governing entities and school boards in this moment and your summary of the state of education in our country today.

Hanna: Well, that's just really simple.

Autumn: Thank you. Oh, good. I was worried that it would be complex. But since you have it figured out, Hanna, we'll just really lean into that.

Hanna: I think there's a lot going on. And I think as I reflect on the last kind of season in education, for lack of a way of saying it, we've had a lot of convergence of challenging things. COVID was huge in regards to our young people and being isolated and whether or not they are getting a good education. And so, when I think about where we are today, I think it's a hard spot. I think it's a hard spot. But I also believe in every hot spot or every challenge, there's an opportunity. And so, as hard as it is, and let's be really clear, the data tell us our kids are struggling immensely coming out of COVID. I just want to say, though, that at the end of the day, many of our young people across the country have been struggling prior to COVID. COVID exacerbated and punctuated opportunity and challenge. And so, I think we have an incredible gap in learning that has been an entire generation, and I'm deeply concerned about their opportunity and what's ahead for them. And in the same breath, I'll say we have that incredible opportunity. And the opportunity, I think parents, many parents or guardians for the first time are very aware of what their kids did or didn't get in education. They are empowered with a firsthand experience that's very present to today. They watch their child online or not. Yes, they watched them engaged or not. They watch whether they learned how to read or not. And so, they are equipped with a passion. Obviously, every parent cares, but there's a tangible dynamic of the last couple of years, and frankly, what we're seeing, public school enrollment is dropping almost everywhere. And it's dropping, I think, because parents said, hey, I saw something for my child that I want to be more engaged in charter school, which are public schools, that enrollment is going up on the whole about seven percentage points in our area because parents are saying, I do have choices, I'm going to seize them. I think that's a win. It's a win because parents are more engaged and they're taking that responsibility. So, huge challenge, I don't want to minimize that. We have a lot of work to do. Huge opportunity. I mentioned earlier, home schooling numbers have doubled. Now, do I think home schooling, we said this before, or charter schools or private schools or public schools, do I think one is better than the other? Not inherently, no. I think what's better is when we see parents and communities engaged in a meaningful way and proactively saying, what can I do to be a part of my child or my community's children's education in this moment.

Autumn: That's a great way to say it, Hanna, a huge challenge and huge opportunity. I think in every moment of crisis, if you look back historically, every moment of sort of cultural crisis or crisis within a particular institution, within governments, unearths some things that need to be reconciled and rectified and then does present these moments of opportunity for us to identify cracks that probably existed and now are evident. And so, in this moment of challenge and opportunity. One thing that I've been mulling over just from a parent's perspective, so, as I try to track along with education as a concerned community member, as a parent who has kids in schools, one of the questions that I keep running into is, I can agree at times with an assessment that I see made in an article that I read, let's say, about the nature of a problem—so you just said challenge—but then when it comes to clarifying what the opportunity is or the way forward out of that particular challenge, I sometimes find myself at odds with either the DPS school board or a certain administrative perspective, or so I think. Even though I can say, yes, I agree with that, what you've identified as a challenge. I disagree with perhaps what your assessment says we should put in place, for instance, as far as a policy to

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address said challenge. So, that leads me to the next question that asked you what are some of the operating assumptions about the nature of people in reality that are shaping education and educational policy right now? Because in my wonderings, I wonder if that is part of where I ultimately am at odds with some of these proposed paths in education.

Jill: I can give you one example. I think that there is a strong underlying current of what I would call sort of secular humanism, which basically has the philosophy that people are sort of born good, which of course is at odds with the Christian idea of original sin and that all of us are born with a sin nature and a bent towards sin. And it of course does not mean that we are as bad as we could be, but it also means that, left to our own devices, we can't be expected to be good or end up on the road of goodness. And I think that the Christian view of human nature is so vastly different than that secular humanism. And I think it shows up in schools when you look at how they think about addressing discipline or behavior problems or school safety, for example, or mental health issues. And I think it leads to different ideas of what solutions are to those problems. For example, like you see a lot of schools, I think, for example, Denver a year or two ago voted to—the school board voted—to take school resource officers out of school. A school resource officer is their name for police officers that they had placed on campuses because of concerns with violence at schools. And there're all kinds of reasons that they decided to take those school resource officers away. I would have a different perspective. I mean, I would like to send my child to a school where there's a police officer who could call for backup if there was a potentially violent or unsafe situation. But different ideals, I think, of how you bring out the good in people led to the school board to make a very different decision than I would personally have made.

Autumn: Yeah, that's a great example, Jill, of bringing what I was saying into a realistic sort of scenario. Those are exactly the sorts of questions that I am wrestling with and asking. And that brings us into this next question. What would you say, from your vantage point, are some of the longings of our anxious age that you see, and how are those longings exhibited in this arena of education? How is the realm of education then shaped by those longings?

Hanna: I think it's such a great question. In some ways I think we've talked a little bit about it, the longing of seeing, as a parent or as a community, children, the next generation, the generation that's going to lead someday be prepared and equipped and flourishing in unique ways that allows for unique expressions and unique influence and unique engagement as they grow up. And there's that sense of- underlying that is that you're created uniquely, that you are loved and known uniquely, and therefore you are then able to flourish and cultivate that with and in your community. So, I think at the most basic level, that's the case. I think also when I just go, I'm not sure how I've described where I'm going other than to say this: at the most basic level, we want what's best for our kids. And Jill, as you were talking earlier, and I think there are so many philosophical questions that inform your choices about education, about everything from the nature of human nature to who is the primary decider on education—is that the parent or government? I mean, we could go down a list of basic presuppositions that totally inform how policy is made, actually. And I would just say that to go really simple, one way I think about it—and I don't mean to be trite—are decisions being made in the best interest of our kids. Are we having nice adult conversations, or not so nice adult conversations, that have lost sight of our kids and their ability to flourish? And I think there's a lot of culture war conversations amongst adults. And I'm not saying they don't have implications and aren't important, but I am saying that when that becomes the ping-pong ball match, instead of the fundamental question of, will our kids flourish today? Are they safe? Are they learning how to read? We're losing sight of, I think, what education should be about.

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Autumn: Even though that longing still probably informs some of those discussions. We have-

Hanna: Agreed. Yeah, it's tough.

Autumn: Yes. I think that as I listen to this—Jill and I have talked about a little bit before over the course of this last year—my own discouragement was listening to the DPS school board meetings and seeing that on display, the sort of culturally-derived progressive ideals that were woven through all of the discussions without an aligned discussion about how those things were actually impacting children's education, what they were learning in terms of reading, and so on, the actual parts of their education that schools, I would hope, as a parent were attending to was absent from some of those discussions, and it was disheartening for the parents to listen to. But ultimately, I think that we still see that longing displayed. All parents do come to this with a desire to see their children learn and grow and grow up to be equipped to navigate life. Jill, how would you answer this question?

Jill: I think of some of the buzzwords you hear in education—like in every meeting that I'm in, someone is using the word 'equity'—and I frankly think if you asked each person who uses that word to write a definition, there would be a broad range of what people mean by equity. But I think it points to one of these longings, which is a desire to see children, whether that's your own child or children of the community, to see them have the educational experience they need to be equipped regardless of their home environment, their economic situation, the color of their skin, which are all data points that frankly get over analyzed sometimes in education. I mean, when you're educating 900 kids in DPS, I think it's right to take things like academic testing data and say, let's look at it and let's see how this group of kids who are from lower-income homes with their outcomes look like compared to kids from higher-income homes. That's insightful and it points to this desire that we sometimes try- we want the education system to be able to overcome these vastly different experiences that are, you know, the unfortunate part of living in a broken world. That not every child comes from a home with enough books or parents who have the time and energy and their own education to help their children. They come from a home where they might not have enough food, which we know affects a child's ability to focus in school. I mean, those are realities, but we long for a world and a life where those things don't hold people back. And we sometimes expect our public school system to be able to fully overcome those challenges. And I think it's a great thing to strive for, but it's an impossibility; it's something we will only see accomplished when the kingdom of God comes in full. And so, there's a healthy tension there between striving to serve all kids with as great of an education as we can possibly give them, and a realization that the challenges that they bring to school every day are sometimes huge and cannot be overcome by a huge system no matter how much money you put in and how many loving teachers there are.

Autumn: You have asked this before, Hanna, and so I'd like us to return and land here. You had said that we have to ask, what is education for? So, from your perspective, what is education for? What's the purpose of education and how does your faith affect your perspective?

Hanna: Such big questions, and so I wouldn't pretend to have a perfect answer, but I would say this, I fundamentally believe that education is about providing a unique opportunity for each young person to discover who they are created to be. And that means the basics. So, they're equipped to then learn, grow, and move forward in a way that they can explore their calling and purpose, and I guess ultimately become a generation, the next generation, that's engaged in life in a meaningful way as they go forward. So, I think the purpose- I think there's a lot of underlying presuppositions about human nature and what are the drivers for and the environment that creates that possibility. So, I don't want to be overly

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simplistic, but at its core, education is about raising up a generation that can flourish.

Jill: If I go back to Autumn, some of the framing you offered at the beginning of our conversation around God's design and intent for us that we see in Genesis, I think education is about drawing out the potential that God puts in every human. And it's both with basic skills like reading and understanding mathematical concepts and being able to make sense of the world around you so that you can understand yourself and you can understand your community and you can be a part of that. And I think that that is a common grace. That is something that we hope for every person, not just, you know, people who have the resources to pay for it in a particular way. And that's, for me, what brings me back to my involvement in public education. And I think we take it for granted because probably many of our listeners have had education opportunities that have equipped them with those basic sort of tools needed for adulthood, but it's not a given for everyone.

Autumn: Okay, one last question. Jill, I'm going to throw this to you. You used the term a minute ago when you were describing what education is for, that a part of this is helping children gain a sense of themselves within this idea of reality. So, what is the nature of reality? Your perspective on that, I imagine as a Christian, could be very different than some of the people who you work very closely to or sit alongside. And so, as you go about answering some of these big, complicated, convoluted questions that you have to face in this world of education or in the world of philanthropy, where to direct the funding that you get to help make decisions on what to support, where to direct your attention, these funds, and how to direct some of the potential solutions, these opportunities that you and Hanna were talking about, could you give us an example of what that either might look like or have looked like for you?

Jill: I love this question because I think it points to what are some of the skills that anyone trying to have a faithful presence in any secular setting needs to do that well. And the way that I think about it is, I'm always looking for persuasive ideas or data or concepts that I think will support either the strategy or the approach that I'm pushing for that's motivated by my deep faith, but that will appeal to someone who doesn't share my faith. And I will give you a specific example. One of those concepts that I find to be effective in education is the idea of pluralism. So, pluralism is about encouraging a huge range of ideas as opposed to pushing one dominant idea. And on the surface, it might actually seem like this conflicts with my faith, but let me tease it out a little bit more. I often find myself in conflict with people who have a different view of reality that are also making decisions about schools. And a common topic for us is what to do around ideas of diversity, racial diversity in particular. And what I find to be persuasive is to say, rather than our organization mandating a particular view of how racism and racial diversity is handled in schools, let's take a pluralistic approach where we let our schools teach in different ways based on what their community, what their students, and what their families want. And what that results in is a range of different ideas and approaches at different schools that then actually gives families a choice. So, when it comes down to a parent choosing a school, there are schools that are going to approach this difficult topic in different ways. And the parent has choices to send their child to a school that will handle a sensitive topic in a way that's aligned with how they want to talk about it at home. And that's why I find pluralism to be an effective idea. It's kind of hard to fight against that, you know? I-t's even someone who's very passionate about a particular view of racial diversity can often see the value in families having different choices of what is taught in their school. So, I think you just have, you know, it's not going to be effective if I'm coming to a board meeting and saying, the Bible says this. I mean, that's not persuasive to a secular person. But the concept of pluralism is something that works in a lot of conflicts for me, and I think it keeps the door open to people having different perspectives and choosing what they think is going to be the best approach for their child and their family.

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Autumn: That's an excellent example. So, the way you conceive of something and then discuss it in these ways can actually help provide some diverse perspectives when there are louder voices driving a certain direction. I think, too, Jill, that you are a great example of this, and Hanna, someone who maintains a conscientious sort of non-anxious presence in these sorts of scenarios so that you can continue to have an influential spot within this whole world and discussion, I think also is an essential piece of this. I did want to mention too that we didn't call this out directly before, but both your work and Hanna's are in secular organizations. So, even though today our conversation is specifically about being a Christian in the marketplace and we've spoken very clearly about how your faith impacts both your perspectives and your work, and also, as you and I just discussed, your presence in it, your ability to maintain this sort of grounded presence regardless of the challenges, both of you are actually working in secular worlds and organizations.

Jill: That's right. Neither of our organizations has an explicitly Christian mission or agenda, so we are always bringing our faith to bear in ways that also is consistent with the approach our organizations have taken.

Autumn: Well, thank you for spending some time on the podcast with me today, Jill. This is one of the times that I get to talk to you most. I love it. We've been friends for a long time, but now I just have to schedule podcast conversations in order to be able to talk to you. But thanks for spending time with us today. Hanna, Jill, I'm so grateful for your work, your presence in education, and you just offering some thoughts and insight to our listeners today. If you have questions about today's episode or a question or suggestion that you'd like to submit for us to discuss on the podcast in the future, you can send all of that any time to podcast@fellowshipdenver.org. Thanks for joining us on the Vision for Life podcast. Special thanks to Adam Anglin for our theme music, to Jesse Cowan, our producer, and to Judd Connell, who provides transcription for these episodes.