

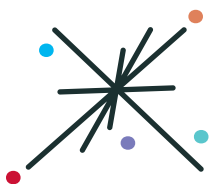


# Map of Innovative Learning Environments and Efforts

AN INITIATIVE OF CONVERGENCE • MARCH 2017







# An invitation for engagement and feedback

We are excited and encouraged by the transformational learning environments and efforts that we are encountering. Each is committed to a similar vision of transforming our Industrial-era education system to one that is learner-centered. Looking across these environments and efforts, we are discovering the variety of ways that learner-centered education is being brought to life and supported. We see an emerging learner-centered field of education.

This map is intended to be an iterative and ever-growing collection of the learning environments and efforts that populate this burgeoning field.

1. We hope it serves as a resource for you to learn about other learner-centered environments and efforts.
2. We request feedback from readers regarding the information included. The details listed were gathered from websites, videos, articles, blog posts, and, when applicable, conversations. Please notify us of any revisions or updates.
3. We ask for suggestions of other learner-centered environments and efforts that should be included.

The map is comprised of two sections:

- **Innovative Learning Environments** (page 4)
- **Innovative Learning Efforts** (page 30)

The section of **Innovative Learning Environments** includes schools, districts, networks of schools, organizations, programs, and beyond-school opportunities.

Our understanding of learner-centered education and evaluation of learning environments is guided by: **A Transformational Vision for Education in the US**. This vision was created by a group of ideologically diverse education leaders and thinkers through an 18-month dialogue process. It focuses on the development of learners' knowledge, skills, and dispositions and outlines five elements that, when taken together, characterize great learning experiences: 1) competency-based; 2) personalized, relevant, and contextualized; 3) learner agency; 4) socially embedded; and 5) and open-walled.

Thus, we identify a learning environment's **Key Areas of Innovation** by looking and listening to a set of indicators that correspond to the vision. These indicators are outlined on page 5, preceding the map of learning environments.

The section of **Innovative Learning Efforts** includes initiatives, networks, and organizations engaged in transformational work, dialogue, and thinking. They largely exist to support the environments innovating with learner-centered education.

Our understanding of the learner-centered education field is guided by a set of **2020 Ambitions** created by Education Reimagined's Advisory Board. These ambitions are meant to capture what success, by 2020, would look like for the field as a whole. These ambitions are in the realms of 1) the public conversation; 2) educator preparation; 3) networks of practice; 4) public policy; 5) evidence; and 6) the implementation of learner-centered environments.

We have identified to which of the 2020 ambitions each effort is contributing. To do this, we utilized a set of indicators that can be found on page 30, preceding the map of learning efforts. This process is not an exact science. It is meant to catalogue the work already occurring to support our education system's transformation and to provide a clearer picture of the state of the emerging learner-centered education field.

If you would like to provide feedback on the map or learn more about the way we distinguish each term, please reach out to us at:

[educationreimagined@convergencepolicy.org](mailto:educationreimagined@convergencepolicy.org)

# Key Areas of Innovation for Learning Environments

We used the indicators on page 5 to identify each pioneering learning environment's key areas of innovation. These indicators are practices and attributes evident in learner-centered environments. They are categorized according to the five elements that characterize great learner-centered learning experiences. An indicator may appear under more than one element. This list of indicators is neither exhaustive nor limiting. Rather, it encompasses the expressions of each element that we've encountered to date.

This process is not an exact science. While a mark for a particular element signifies the existence of at least one indicator for the element, it neither reflects the number of indicators present in that environment nor the total extent to which that element is exemplified by the environment. The elements "learner agency" and "socially embedded" are particularly challenging to identify from the resources available to us.

- **Knowledge, Skills, & Dispositions (KSD)**  
Learning experiences that value and incorporate the development of knowledge, skills, and dispositions that prepare learners for lifelong success
- **Competency-Based (CB)**  
Learning experience organized around building a learner's capacity to do things proficiently
- **Personalized, Relevant, & Contextualized (PRC)**  
Learning that is responsive and adaptable to each learner's individual needs, strengths, and circumstances; is applicable to the learner's real-world challenges, interests, experiences, and/or aspirations; and is effectively embedded within a context
- **Learner Agency (LA)**  
Methodological development of the capacity and freedom of learners to organize and drive their own learning experience
- **Socially Embedded (SE)**  
Learning rooted in learning communities in which learning with others is a central part of the learner's journey
- **Open-Walled (OW)**  
Learning unconstrained by time or space that leverages and integrates opportunities beyond the limits of the primary learning environment

PLEASE NOTE: PRC is and should be seen as one discrete element, with full and partial expressions. PRC indicates full expression of all components. P indicates Personalized only and RC indicates Relevant & Contextualized only.



## Pioneer Lab Community Member


Please note we have indicated those environments and efforts that are members of the Pioneer Lab Community of Practice, a stream of work initiated and supported by Education Reimagined.


# Element Indicators used to identify **Key Areas of Innovation**

Knowledge, Skills, & Dispositions (KSD)	Competency-Based (CB)	Personalized (P)	Relevant & Contextualized (RC)	Learner Agency (LA)	Socially Embedded (SE)	Open-Walled (OW)
<p>Learning standards explicitly include development of skills and/or dispositions</p> <p>Social-emotional learning emphasis</p> <p>Performance-based assessments that include and value KSD development (e.g. performance assessments)</p> <p>Learning experiences that intentionally provide opportunities to develop skills and dispositions (e.g. project-based or real-world learning)</p>	<p>Mastery is the constant and time is the variable</p> <p>Utilized as alternative to age- or grade-based learning</p> <p>Standards organized as a progression toward mastery</p> <p>Mastery-based credentialing and graduation requirements uncoupled from seat-time</p> <p>Mastery-based assessment and reporting</p> <p>Learners' trajectories toward mastery are monitored and guided</p> <p>Flexible and/or mixed groupings of learners</p> <p>Different learners progress at different paces</p> <p>Supports badging and/or other mastery-based credentialing programs</p> <p><b>PLEASE NOTE:</b></p> <p>● indicates learners are not cohorted by age</p> <p>○ indicates learners are cohorted by age</p>	<p>Flexible and varied learning pathways, methods, and assessment options</p> <p>Personalized/ Individualized Learning Plans (PLP/ILPs)</p> <p>Opportunities for each learner to work on individualized content at their own pace</p> <p>Processes in place to identify and address challenges in health, safety, economic situation, emotional well-being, social interactions, and/or competency development</p>	<p>Project-based learning</p> <p>Place-based learning</p> <p>Inquiry-based learning</p> <p>Expeditionary learning</p> <p>Passion-/ interest-based learning</p> <p>Community-based learning</p> <p>Service learning</p> <p>Learning engages with real-world challenges</p> <p>Workplace opportunities (e.g. intern- or externships)</p> <p>Creative and play-based learning opportunities</p> <p>Learners connect learning with real-world challenges</p>	<p>Learners supported to ultimately take full ownership of their learning</p> <p>Learner ideas, thoughts, and opinions are paramount in organizing learning experiences</p> <p>Passion-/ interest-based learning</p> <p>Learners co-create learning pathways and experiences</p> <p>Educators assume a supportive, coaching role</p> <p>Learners guided to self-assess, incorporate feedback, and develop their metacognitive capacities</p>	<p>Learning rooted in meaningful, sustained relationships</p> <p>Learners feel they are known and belong to a learning community</p> <p>Learners engaged with adults/peers who have something to share with them</p> <p>Shared discovery among a group of learners</p> <p>Learners share what they've previously learned with peers</p> <p>Advisories, mentorships, or other systems for adult and peer support</p> <p>Learning community is expansive and includes learners, families, professional educators, community members, and others</p>	<p>Entire community and its assets are the playground for learning</p> <p>Experiences that leverage community resources</p> <p>Credentialing outside experiences (e.g. digital badging)</p> <p>Learners connect learning with real-world challenges</p> <p>Community-based health and social services leveraged for learners</p> <p>Online, virtual, multimedia, and computer-based opportunities</p> <p>Workplace opportunities (e.g. intern- or externships)</p> <p>Learning expeditions</p> <p>Classes at colleges, technical schools, etc.</p> <p>Opportunities for organized play and recreation</p> <p>Life experiences valued as learning experiences (e.g. travel, personal reading, hobbies)</p> <p>Community-based learning opportunities (e.g. theater, scouting, athletics)</p>

Name	Type	Location	Age/ Grade Range	Key Areas of Innovation						Highlights
				KSD	CB	PRC	LA	SE	OW	
<b>826 National</b>	non-profit organization	7 tutoring centers nationwide: New York City, NY; Boston, MA; Washington, DC; Michigan; Chicago, IL; Valencia, CA; Los Angeles, CA	ages 6-18			<b>PRC</b>		●	●	Network of 7 writing and tutoring centers. Free programs that integrate writing, learning, and arts education into one-on-one instruction.  6 Core programs: 1) after-school tutoring, 2) field trips, 3) in-school projects, 4) Young Author's Book Project, 5) workshops, and 6) scholarships.
<b>A+ Unlimited Potential</b>	public charter school	Houston, TX	grades 6-8	●	○	<b>PRC</b>		●	●	Proprietary personalized learning framework, GREAT Personalized Learning, emphasizes five points to build classroom community, strengthen learner engagement and ownership, build relationships, and leverage technology: Growth; Relationships; Empowerment; Anytime, Anywhere; and Technology. Flex model where learners work out of a homebase campus, spending significant time at various community institutions. Learning design is a joint venture between families, learners, and Learning Coaches.
<b>A Place Called Home</b>	organization	South Central Los Angeles, CA	ages 8-21	●		<b>p</b>	●	●		Program open Monday-Friday from 2:00-6:30pm. Offers academic courses, extracurriculars, counseling and medical services, and parent classes. Distributes \$1 million a year in goods, including beds, furniture, food, clothing, and books. Offers teens paid internships to teach vocational and professional skills. Allows learners to build ideal schedule with advisor's guidance. More than 90% of HS seniors graduate.
<b>Acton Academy</b>	network of private schools	nationwide & Guatemala City	grades 1-12	●	●	<b>PRC</b>	●		●	"Learner Driven Community" where learners use technology to create personalized learning paths. Over-arching theme: Hero's Journey. 3 areas of learning: 1) Core Skills (math, reading, and writing): self-paced learning equips children to be independent lifelong learners through the use of technology and socratic discussion with teachers as "Guides"; 2) Quests: competing and collaborating in a game-like series of real-world projects to learn 21st century skills and give context to foundational lessons; and 3) Apprenticeship: experimenting with entrepreneurs, scientists, and community leaders so learners can find a "calling" in life.



Name	Type	Location	Age/ Grade Range	Key Areas of Innovation						Highlights
				KSD	CB	PRC	LA	SE	OW	
<b>Alamo Heights Independent School District</b> 	public school district	San Antonio, TX	grades PK-12	●		PRC		●		Collaboration between teachers and learners provides a wide array of engaging, personally challenging, and relevant academic and extracurricular offerings. Project-based learning. Entire community helped develop strategic plan for district. Values development of love of learning, strong character, close relationships, and leadership skills. Showcases learner progress in multiple ways.
<b>Albemarle County Public Schools</b>	public school district	Charlottesville, VA	grades PK-12	●		PRC	●			Framework for Quality Learning, organized around curriculum, assessment, and instruction to guide teachers. Standards-based and concept-centered curriculum. Design lessons using a central concept that learners may encounter in various content areas. 12 Life-Long-Learner Standards and Habits of Mind applied across disciplines. Inquiry-based learning. Balanced assessment: for and of learning with high learner involvement. Promotes makerspaces.
<b>AltSchool</b> 	network of 4 private schools	San Francisco, CA	grades TK-8		●	PRC		●	●	Mixed-age groupings include Transitional Kinder/1st grade, 2nd-5th grade, and 6th-8th grades. Frequent use of neighborhood resources. Staff composed of educators and computer engineers. "Micro-schools" consisting of 1-4 classrooms. Project-based learning. Continuum of learner objectives for all learners. Personalized learning plans (PLPs).
<b>Anne Frank Inspire Academy</b>	charter school	San Antonio, TX	grades K-10	●		PRC	●		●	Curriculum emphasizes learner choice and exposure, ensuring that learners meet standards, pursue passions, and are exposed to new interests. Building design allows learning to happen in different settings: small group, teacher-led, or individual. Learner and parent input contributes to personalized electives and ILPs.
<b>Avalon Charter School</b>	charter school	St. Paul, MN	grades 6-12	●	○	PRC	●	●	●	Replaced grade levels with multi-age advisories to build relationships, develop learning plans, and hold occasional seminars. Offers learners' choice whether they want to learn standards through more traditional courses or through learner-initiated projects that incorporate standards. Empowers learners to set rules, resolve conflicts, and enforce norms. Structured comparably to colleges where learners take several courses during the day, then spend the rest of their time doing work at their own pace. Encourages learners to advocate for social justice locally, nationally, and internationally.

Name	Type	Location	Age/ Grade Range	Key Areas of Innovation						Highlights
				KSD	CB	PRC	LA	SE	OW	
<b>Avenues: The World School</b>	private school	New York City, NY	grades PK-12	●		<b>PRC</b>			●	Educational objectives include global readiness (fluency in at least 2 languages; non-western-centric combination of history, geography, and world issues; and overseas learning opportunities), life skills and values, and core academic skills. Learner time is divided among traditional classroom settings, project-based work, and pursuit of highly individualized learning. Continuous and meaningful assessments used to adjust learners' academic plans. Plans to be one international school with 20 or more campuses worldwide in the next decade.
<b>Aveson Charter Schools</b>	public charter schools	Altadena, CA	grades TK-5, 6-12	●	●	<b>PRC</b>	●	●		Groups by two-year age-bands in elementary, and mixes all ages in high school. Independent Study Programs allow learners to engage in exploratory learning experiences outside brick and mortar buildings three days a week. Educators and learners co-design what is learned, when it should be learned, and what can determine mastery. Learners engage in passion projects that they take to action in the community. Invites alumni to stay in contact and intentionally incorporates their feedback. Purchased their own school bus for frequent field trips.
<b>Big Picture Learning</b> 	network of more than 90 public and charter schools	22 US states, Australia, Canada, Israel, Netherlands	grades K-12	●	●	<b>PRC</b>	●	●	●	Learning team responsible for each learner and for creating relevant ILPs around specific interests and goals. Learning Through Internships/Interests for all learners. No tests/ grades: assessment criteria individualized and fit to each learner based on real-world standards. "Advisors" rather than teachers. Learners part of small advisory groups through high school. Over 90 schools in the network. Approx. 75% public schools and 25% charter schools.
<b>Big Thought</b> 	organization	Dallas, TX	grades K-12	●	●	<b>P</b>	●	●	●	Seeks to close the opportunity gap. Operates 8 programs, offerings of which include summer learning opportunities, instruction in the arts, cultural experiences, after-school programming, and access to high-quality field trips. Manages the Dallas City of LRNG, a network of which is a network of approx. 200 partners that offer learning opportunities for learners in the summer.



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<b>Blue School</b>	independent school	New York City, NY	grades PK-8	●		<b>RC</b>	●	●		Inquiry-based learning. School environment considered as the "third teacher." Focus on creativity. Co-curricular, integrated, expressive arts program that includes art studio, dramatic play, music, and movement. Many projects emerge from learners' interests. Variety of enrichment and sports options in after-school programs.
<b>Boston Day and Evening Academy</b>	alternative Horace Mann public charter school	Boston, MA	ages 16-22	●	●	<b>PRC</b>		●		Alternative high school open to serve learners who are overage, dropped out, or felt they weren't getting the attention they needed to succeed. Competency-based with weekly check-ins and reports on learner progress. Individualized learning plans (ILPs). Assessments include oral and written exams and portfolio presentations. Experiential projects include yearly two-week Symposium, capstone project, and classroom projects. "Habits of Success" built into competency rubrics: vision, perseverance, curiosity, social intelligence, and self-regulation. Diploma requirements: 300 content benchmarks, capstone project, "competence" in college and career readiness classes, and pass MA's standardized tests.
<b>Brightworks</b>	private school	San Francisco, CA	ages 5-18	●	●	<b>PRC</b>	●	●	●	Three project-based learning cycles (Arcs) focus on different topics each year. Bands of learners (3-year age range) explore the topic and design their own projects. Teachers are "Collaborators" with learners. Assessment through portfolios and written narratives, with emphasis on learner reflection. Core values of collaboration, support, and passion.
<b>Brooklyn Lab Charter School</b>	charter school	Brooklyn, NY	grades 6-7 (expanding)	●		<b>PRC</b>	●	●		Project-Based Enrichments offered in STEAM education and extracurriculars. Real-world skills and opportunities. Each learner spends two hours daily in 1:1 tutoring. Emphasis on empowerment and closing the opportunity gap. 25-30% of learners with IEPs, 20% transient or homeless, and 60% live in public housing. Partnering with InnovateEDU.


Name	Type	Location	Age/ Grade Range	Key Areas of Innovation						Highlights
				KSD	CB	PRC	LA	SE	OW	
<b>Building 21</b>	public school district	Philadelphia, PA	grades 9-12	●		<b>PRC</b>	●	●	●	Customized learning pathways that include 6 components: 1) blended, self-paced modules; 2) opportunities for internships and dual enrollment; 3) studios for deeper, applied learning; 4) 5-person peer teams for peer support; 5) 15-learner advisories; and 6) 30-learner Anchor Learning Communities. Learners are designers of their own pathways to graduation. Reorganized traditional courses into "studios" based on fields of study (e.g. journalism, finance, environmental science) to promote application of knowledge and skills. NGLC grant recipient.
<b>Camden Big Picture Learning Academy</b>	public school	Camden, NJ	grades 6-12	●	○	<b>PRC</b>	●	●	●	Promotes Learning Goals that focus on learning how to learn through problem solving, reasoning, and cooperating in the community. Provides feedback on portfolios, projects, and exhibitions through panels that consist of advisors, mentors, peers, and families. Encourages older learners to act as role models and assist younger learners with projects and Learning Goals. Learners participate in two advisory meetings daily for idea sharing, discussions, team-building activities, and listening to guest speakers share their careers and interests. Requires older learners to participate in off-site internships twice a week to experience world, contextualize learning, and learn how to learn.
<b>Carpe Diem Schools</b>	network of charter schools	Cincinnati, OH; Indianapolis, IN; San Antonio, TX; Yuma, AZ	grades 6-12	●		<b>P</b>				Proprietary blended learning model. "EEE" focused: educating with knowledge, empowering with character, and equipping for life. Provides full service and ad hoc consulting support to schools wishing to create state-of-the-art personalized learning.
<b>Carroll Gardens School for Innovation</b>	public school	Brooklyn, NY	grades 6-8		●	<b>PRC</b>		●		Mastery-based grading with clear expectations. Project-based, blended, and asynchronous learning. Every learner has an ILP (47% of population with traditional IEPs, all of whom are integrated into the classroom). Each learner has an adult mentor. Integrated Co-Teaching Model. Uses "Accountable Talk" to ensure learners are accountable to and supportive of each other and to develop communication and critical thinking skills. Distributed school leadership.

Name	Type	Location	Age/ Grade Range	Key Areas of Innovation						Highlights
				KSD	CB	PRC	LA	SE	OW	
<b>Casco Bay High School</b>	public school	Portland, ME	grades 9-12	●	●	<b>RC</b>		●	●	Expeditionary Learning curriculum. Supports learners in becoming college-ready through the 3Rs: Rigor, Relevance, and Relationships. Standards-based grading: learner must meet 10-15 course standards. Learners receive both academic and habits of work grades for each class. Intensives: one week, mini-expeditions two times per year. Junior Internships: long-term interdisciplinary projects that result in demonstration of learning. Each grade divided into Crews: groups of learners that stay together through all four years with the same faculty advisor for grades 9-10 and 11-12.
<b>Central Park East I &amp; II</b>	network of 2 public schools	New York City, NY	grades PK-5	●	●	<b>PRC</b>	●	●	●	Project-based learning. Classes set up as working laboratories. Flexible groupings of children according to skill level. Teachers measure learners' progress against two standards: 1) individual growth and 2) grade-level appropriateness. Learning happens within a social context, emphasizing cooperative learning. Learners apply knowledge and skills to real-world, meaningful problems.
<b>Central York School District</b>	public school district	York, PA	grades K-12	●	○	<b>PRC</b>	●	●	●	Mastery- and project-based learning. Builds an ecosystem of learning around every learner that includes how all areas of planning and operations can create customized learning experiences. Learners have access to curriculum maps and use self-paced, flexible schedules. Incorporates community-based learning. Each learner creates personal learning networks, both virtual and in-person, to guide their learning progression. One:World Initiative: provides all learners with access to technology resources.
<b>Charleston County School District</b>	public school district	Charleston, SC	grades PK-12	●	○	●				Focuses on literacy-based education, educator effectiveness, innovative schools, and partnerships between schools, families, and communities. Helps learners develop the critical skills and knowledge necessary to succeed in college and career. Began shifting to a performance-based system in 2010. Member of Reinventing Schools.


Name	Type	Location	Age/ Grade Range	Key Areas of Innovation						Highlights
				KSD	CB	PRC	LA	SE	OW	
<b>Chicago City of Learning</b>	city initiative	Chicago, IL	all ages	●	●	<b>PRC</b>	●	●	●	Provides out-of-school learning activities for learners of all ages. Offers wide range of opportunities that are project-based, online, hands-on, and/or community-based. Mayor Rahm Emanuel launched the year-round program so learners and families see all of Chicago as a classroom. Supports learners in learning or strengthening skills, building interests, and furthering education and careers. Runs CCOL Youth Hubs in five Chicago locations during the summer to connect youth and families without personal internet.
<b>Chugach School District</b>	public school district	Anchorage, AK	grades K-12	●	●	<b>PRC</b>	●	●	●	Individualized, learner-centered approach based on standards in 10 content areas (math, science, reading, writing, service learning, career development, cultural awareness and expression, and healthy development). Transformation began in 1994 through community engagement and visioning processes. Voyage to Excellence School—"variable term residential school." 77% of district learners are homeschoolers.
<b>City Neighbors Charter Schools</b>	network of 3 charter schools	Baltimore, MD	grades K-12	●		<b>PRC</b>	●	●	●	Network of 3 arts-integrated, project-based, Reggio Emilia charter schools. Each learner is part of a "Homebase" (Pod) designed in response to the question: What would it take for every learner to be Known, Loved, and Inspired? Each learner has a workspace and a shared living room and kitchen. Focused on project-based learning and the Workshop model. Internship program based on learner interest and teacher input. Strong belief that the environment is the third teacher. Ashoka Changemaker School.
<b>City Pathways</b>	non-profit organization	New York City, NY	grades 5-8	●		<b>PRC</b>	●		●	Provides low-income middle schoolers with opportunities to combat the enrichment opportunity gap. Helps learners engage in a dynamic menu of experiences in digital learning, the arts, athletics, service learning, literacy, and enriched academics by creating an ecosystem of high-quality opportunities customized to each learner's interests and needs. Coaches assist learners in crafting competency-focused PLPs.

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				KSD	CB	PRC	LA	SE	OW	
<b>Clear Creek Independent School District</b>	public school district	League City, TX	grades K-12	●		<b>PRC</b>		●		Learners set individual learning goals based on high-priority learning standards. Project-based learning that takes multiple forms and uses various assessments. Mentors aid learners in meeting their personalized needs and goals. Committed to CCISD beliefs: Courage, Collaboration, Innovation, and Self-Direction.
<b>Cloud 901—Teen Learning Lab</b>	public program	Memphis, TN	ages 13-18	●		<b>PRC</b>	●	●	●	Housed in Benjamin L. Hooks Public Library. Offers innovative space, classes, and other services for teens to explore and develop interests after school and on weekends. Combines social media, self-guided learning, and expert-led workshops with video and audio production labs, editing and mixing stations, performance areas, makerspace, and collaboration and homework zones. Up to 16 classes available each day. Provides interested teens with a 6-week leadership training to become “Accelerators” who assist their peers in the lab.
<b>Compass Academy</b>	charter school	Denver, CO	grade 6 (expanding to 12)	●		<b>P</b>		●		Focus on learners developing ownership of their own learning. Each learner has Learner and Leader Plan digital portfolio. Competency-based grading, with emphasis on knowledge, skills, and dispositions. 1 teacher and 2 City Year Corps members in each classroom. City Year partnership school.
<b>Cornerstone Health + Technology High School</b>	charter school	Detroit, MI	grades 9-12	●	●	<b>PRC</b>	●		●	Groups learners according to a continuum from beginner to professional as they demonstrate mastery. Learners gain increased autonomy, privileges, and opportunities at each level, and those who move quickly to the professional level begin taking college courses and engaging in internships. Partners with the Detroit Medical Center, Beaumont Hospitals, and others so that students can explore health-related careers. Blended learning model.

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				KSD	CB	PRC	LA	SE	OW	
<b>Cornville Regional Charter School</b>	public charter school	Cornville, ME	grades K-8	●	●	<b>PRC</b>	●		●	Flexible grouping of learners based on current levels, interests, and social dynamic rather than age. Each learner has a coach for the duration of their time at CRCS who helps create and monitor goals, foster interests, and build relationships with parents. Customizes activities within a unit around learner needs and interests. Encourages community professionals to share expertise with learners through Student Interest Groups. Incorporates Agriculture Education and offers on-site outdoor classroom with compost bin, chicken coop, garden, aquaponics, and more.
<b>Creativity Challenge Community (C3)</b>	public open-enrollment school	Denver, CO	grades K-5	●		<b>RC</b>	●	●	●	Collaborates with community members while building curriculum to connect it to real-life learning. More than 75% of Fridays spent in off-site learning with community partners and multi-age enrichment clusters focused on interest-based projects. Groups and regroups learners in morning meetings to ensure learners know all educators, not only homeroom educator. Dedicates two hours per week toward collaboration amongst peers who share similar interests.
<b>Da Vinci Schools</b>	network of 5 charter schools	Hawthorne, CA	grades K-12	●	○	<b>PRC</b>		●	●	Real-world, project-based, college preparatory curriculum. Strategic public-private partnerships with local industry help define the knowledge and skills needed to succeed in the 21st century global workplace. Personalized learning environment. The Da Vinci Innovation Academy combines school-site instruction with home-based learning. Promotes meaningful relationships with seminar classes, advisories, mentoring, tutoring, and internships. NGLC grant recipient.
<b>Danville Schools</b>	public school district	Danville, KY	grades K-12	●		<b>PRC</b>	●			Engaged community in visioning and transformation of the district. Educators from across the district created new definition of what learners need to experience before graduating to create the "Danville Diploma": identifies knowledge, skills, and applications in which all Danville graduates must be competent to be successful. Developing performance-based assessment continuum for all grades. Project-based learning. Showcases learner work through yearly district-wide "Presentations of Learning."

Name	Type	Location	Age/ Grade Range	Key Areas of Innovation						Highlights
				KSD	CB	PRC	LA	SE	OW	
<b>Denver School of Innovation and Sustainable Design</b>	public school	Denver, CO	grades 9-10 (expanding)	●	○	<b>PRC</b>	●	●	●	Career-readiness pathways: job shadowing in 9th grade, mentorships in 10th, internships in 11th, and capstone projects in 12th. Emphasis on social entrepreneurship and leadership. Advisors, counselors, and mentors offer hands-on support. Colorado Department of Education Innovation School (receives waivers and exercises more choice in planning).
<b>Design39Campus</b> 	optional enrollment public school	San Diego, CA	grades TK-8	●	●	<b>PRC</b>	●	●		Inquiry-based learning. Learning Experience Designers (LEDs) work in pods and meet together to collaborate on learner needs. Uses Adaptive Schools training to promote collaboration between LEDs, learners, and community. Learner-driven projects. Focuses on design thinking to make learners global citizens. Promotes growth mindsets in learners and teachers and structured with a flat leadership model. 1:1 technology. Flexible learning spaces, collaboratories, and studios allow for diverse learning experiences.
<b>Digital Harbor Foundation</b>	non-profit workshop provider	Baltimore, MD	grades 1-12, families, educators	●		<b>RC</b>		●	●	Makerspace for youth that fosters innovation, tech advancement, and entrepreneurship by helping youth develop digital-age skills and tech workforce readiness through maker activities. Offerings are all “Pay-What-You-Can.” Both summertime and school year programs for youth. Regularly hosts community meet-up groups in the evening.
<b>EPiC Elementary School</b>	optional enrollment public school	Lincoln, MO	grades K-5	●		<b>PRC</b>			●	Every Person Inspired to Create (EPiC). Project-based learning. Learning emphasizes hands-on creativity and teamwork. Community serves both as a resource and as partners. P21 Exemplar School for 2015-16.
<b>Eagle Rock School</b>	free private school	Estes Park, CO	ages 15-18	●	●	<b>PRC</b>		●		Enrolls learners based on their needs, mindset, and desire to be in the program. Tuition-free. Admits and graduates learners three times each year. Learners may instruct courses and lead professional development sessions. Focuses on mastery of concepts rather than time taken to master concepts. Places learners in various houses on campus where they form relationships with “house parents” and peers. Tracks progress through portfolios, presentations, and educator observations.



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				KSD	CB	PRC	LA	SE	OW	
<b>EdVisions</b>	non-profit organization	over 60 schools nationwide	grades 9-12	●		<b>PRC</b>	●			Design essentials: small learning community, self-directed project-based learning, authentic assessment, and teacher-ownership/democratic governance. PLPs. Project-based learning driven by learner interest and connected to the real world. Uses "Hope Survey," a series of online surveys taken by learners to assess non-academic learner outcomes and school environments.
<b>Evergreen State College</b>	public liberal arts college	Olympia, WA	post-secondary	●	○	<b>PRC</b>	●	●	●	Offers interdisciplinary courses to develop concepts in context. Eliminated departments and hierarchy of professors. Replaces standardized grades with one-on-one, conversational evaluations that describe the learner's work approach, collaboration abilities, attendance, and highlights of skills and abilities. Offers Prior Learning Experiences option for learners to apply prior professional experience to override up to 30 credits. Approximately 97% of learners working or returning to college after long hiatus. Offers academic and mentorship support for returning learners to guide them towards interests and strengthen basic skills.
<b>Fannie Lou Hamer Freedom High School</b>	public small school of choice	Bronx, NY	grades 9-12	●	○	<b>PRC</b>		●	●	Graduation based on mastery that is demonstrated through project-based portfolios. Learners supported by group advisories that connect learners, families, and staff. Internships at schools, hospitals, and offices in the neighborhood. Partners with the NYC iZone to enable anytime, anywhere learning. Partners with the Children's Aid Society to address challenges to learning faced by >90% economically disadvantaged learner population.
<b>Francis W. Parker Charter Essential School</b>	charter school	Devens, MA	grades 7-12	●	●	<b>PRC</b>	●	●		Centered on the Parker School Habits of Learning—a mix of knowledge, skills, and dispositions, as well as curriculum guides. PLPs and competency-based education. Learners responsible for own learning experiences. Academic advising takes a myriad of roles—community building, play, community service. Member of Coalition of Essential Schools.
<b>Furr High School</b> 	public school	Houston, TX	grades 9-12	●		<b>PRC</b>		●		Culture of trust, safety, and opportunity. Utilizes Habits of Mind and Restorative Discipline. Academic core paired with skills-based learning. XQ Super School (2016).

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<b>GCE Lab School</b>	private school	Chicago, IL	grades 9-12	●		<b>PRC</b>	●	●	●	Integrated curriculum includes courses such as Fuel, Urban Planning, Disease, and Biomimicry to contextualize learning. Promotes relevant curriculum so learners form emotional attachment with what and why they learn. Offers 100% integrated curriculum online. Partners with more than 200 organizations (e.g. Chicago Bulls, Whole Foods, and Chicago Teachers Union) that provide learners with internships, apprenticeships, and learning opportunities based on personal interests. Dedicates Wednesdays to field experiences—field trips, internships, weekly guest workshops, and deep exploration into case studies. Offers 7 college scholarships to graduates who demonstrate financial need, academic proficiency, and desire to enhance GCE Lab's community.
<b>Henderson-Hopkins</b>	contract school of Baltimore City Public School System	Baltimore, MD	grades K-8	●		<b>RC</b>		●		Project-based learning. New state-of-the-art campus draws on the most contemporary architectural plans for school design and serves as a community hub for family engagement, citizenship, and wellness. Facility includes K-8 school, an early childhood center, library, family resource center, auditorium, health suite, and gymnasium designed for community access. Operated by Johns Hopkins University School of Education.
<b>Henry County School District</b>	public school district	McDonough, GA	grades PK-12	●	○	<b>P</b>	●			Developed strategic plan to transform all 51 schools within district to employ personalized learning by 2020. Offers learners opportunities to be part-time or full-time; three graduation dates each year; and appropriate courses that meet individual needs of emerging and exemplary learners. Core tenets of its personalized learning are Student Voice and Choice, Learner Profiles, Competency-Based Learning, Authentic/ Project-Based Learning, 21st Century Skills, and Technology-Enabled. Environments are afforded significant autonomy and support in the transformation process. Offers Impact Academy, an optional virtual high school.



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<b>Highland Academy</b>	public charter school	Anchorage, AK	grades 6-12	●	●	<b>PRC</b>	●		●	Groups and re-groups learners by levels rather than age in language arts and math. Offers flexible graduation requirements. Learners engaged in individual projects based on personal interests to build critical thinking skills, deepen knowledge in subject areas, and measure competency. Assesses competency through individual projects, extension activities that delve deeper into standards, and portfolios.
<b>High Tech High</b>	network of 8 charter schools	San Diego, CA	grades K-12	●		<b>PRC</b>	●	●	●	School-development organization that includes a network of charter schools, a teacher certification program, and a graduate school of education. Project-based learning designed to mesh multiple subject areas. Local businesses and community members participate as experts, clients, or judges. Internships for all high school juniors. 1 adult advisor for every 10 learners.
<b>Hive Learning Networks</b>	non-profit network of community organizations	4 full-fledged Learning Networks: Chicago, IL; New York City, NY; Pittsburgh, PA; Toronto, Ontario	grades 5-12	●	●	<b>RC</b>			●	Project incubator and professional development resource for Hives—city-based networks that champion digital skills and web literacy through youth programs. Hives are comprised of organizations (e.g. museums, libraries, schools, nonprofits) and individuals who create transformative learning experiences for youth. Learning is recognized through a system of digital badges. Three levels of engagement: Events > Hive Learning Communities > Hive Learning Networks. Project of Mozilla.
<b>Incubator School</b>	public pilot school	Los Angeles, CA	grades 6-9 (expanding to 12)	●	○	<b>PRC</b>	●	●	●	Focused on developing entrepreneurship; encourages and prepares learners to develop a startup within the school by 8th grade and a startup in the real world by 12th grade. Utilizes both personalized blended learning and project-based learning models. Public LAUSD Pilot School such that, as a result of an agreement between the district and UTLA, it has autonomy similar to that of a charter school.
<b>Ingenium Schools</b>	network of 4 charter schools	Los Angeles, CA	grades TK-8		●	<b>P</b>				Competency-based. Learners are placed in classes based on academic performance, rather than age level. Various types of Proofs of Proficiency and Standards Clearing. Assessments determine when learners have developed mastery. Member of Reinventing Schools.

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<b>Innovations Early College High School</b>	public school	Salt Lake City, UT	grades 9-12	●	○	<b>PRC</b>	●	●	●	Technology-rich blended learning model incorporates digital and face-to-face instruction from the local community college, the district's career and technical education center, district high schools, and the district's online platform. Learners design individual course loads and progress based on competency. Learners are required to be on campus at least four hours a day.
<b>Interagency Academy</b>	network of public alternative schools	Seattle, WA	grades 9-12	●		<b>PRC</b>	●	●	●	Utilizes brain research to meet individual needs and learning styles. Partners with community learning centers, service agencies, and institutions to address needs of learners inside and outside school. Learners help create ILPs, integrating project-based and experiential learning, technology fluency, integrated arts, and career exploration. Focuses on fostering meaningful relationships with adults to encourage learner engagement and motivation.
<b>Intrinsic Schools</b>	public charter school	Chicago, IL	grades 7-10 (expanding to 12)	●		<b>PRC</b>	●			ILPs for each learner with real-time tools to monitor their own progress. Learners lead two parent-teacher conferences per year to discuss their progress. Blended learning and 1:1 technology. Classrooms are "pods" with flexible furniture and five main areas: 1) "the coastline" for individual, independent work; 2) "the shade" for collaborative, project-based work; 3) "the big and little boards" for technology-enabled direct instruction; 4) "the seminar room" where learners debate, discuss, and collaborate; and 5) "the exchange" for 1-on-1 instruction. Promotes E.P.I.C core values: Empathy, Perseverance, Independence, Curiosity. NGLC grant recipient.
<b>Iowa BIG</b>	network of districts	Cedar Rapids, IA	grades 9-12	●	●	<b>PRC</b>	●	●	●	Connects Iowa businesses, organizations, and government agencies with learners to create collaborative partnerships tackling community-based projects. Learners spend two continuous periods a day on a Big project and earn required credit and elective credits. Emerged after community members experienced a day in the life of a learner. Partnership with three public school districts: Cedar Rapids Community School District, College Community School District, Linn-Mar Community School District.


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<b>iZone Academy</b>	public school	New York City, NY	grade 9			<b>PRC</b>		●	●	Learning independent of a school building, with both a physical and virtual presence. Blended learning model utilizes business, government, and cultural community resources. Community-bridged learning experiences where small businesses and startups share space, resources, and projects with learners in a common co-working space.
<b>Jenaplan School</b>	public school	Jena, Germany	ages 3-20		●	<b>PRC</b>	●		●	Highlighted as one of the best of 40 international case studies the OECD conducted as part of its Innovative Learning Environments project. Flexibly groups learners of various ages. Divides curriculum into thematic areas to allow for interdisciplinary learning. Guides learners toward taking full responsibility for their projects and toward maintaining and reflecting on a representative portfolio of work.
<b>Kettle Moraine School District</b>	public school district	Waukesha County, WI	grades PK-12	●	●	<b>PRC</b>	●	●	●	Innovates and personalizes through four unique charter schools—an elementary school with generative curriculum, an arts-based high school, a high school focused on global awareness and leadership, and a high school focused on the health sciences. Vision includes scaling some innovations from the charter schools to the whole district. Involves community in visioning process. Robust technological infrastructure.
<b>Khan Lab School</b>	private school	Mountain View, CA	ages 5-13 (expanding)		●	<b>PRC</b>	●	●		Project-based learning incorporates technology. Learners are encouraged to leverage a library of resources to pursue personal passion projects. Learners also design and modify spaces on the campus, including rooms and gardens. Parents and community members are invited to present on various topics. Mixed-age cohorts allow learners to mentor and tutor one another. Founded by Khan Academy creator and <i>The One World Schoolhouse</i> author Salman Khan.
<b>KoSchool</b>	private school	Austin, TX	ages 13-20	●		<b>PRC</b>	●	●	●	Requires 3 courses in humanities, math, and personal development but otherwise fully interest-driven. Invites business leaders and community members to talk with young learners. Offers entrepreneurial and creative electives that allow learners to create projects or pursue interests. Provides option for learners to take a gap year or spend majority of days off-site. Built flexible work environment and culture that allows learners to work in ways that work best for them: inside, outside, alone, in groups. Private school with open enrollment.

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<b>Lake County School District</b>	public school district	Lake County, FL	grades K-12		O	P	●			Goal is for all schools to be personalized by 2022. Using a Cohort Scaling Strategy—8-10 schools initiate a 1-2 year planning process every year and then begin implementation. Schools afforded significant autonomy to innovate in ways that best fit their specific communities. Partner with Great Schools Partnership and Marzano Research's Reinventing Schools.
<b>Lindsay Unified School District</b>	public school district	Lindsay, CA	grades K-12	●	●	P	●	●		Flexible groupings of learners based on competency. Performance-based education. Designed comprehensive assessment system in which self, peers, "learning facilitators," administrators, and other stakeholders evaluate learner work. Formative assessment of "lifelong learning standards." Engaged community stakeholders in transformation process and development of district's Strategic Design.
<b>Los Altos School District</b>	public school district	Bay Area, CA	grades K-8	●		PRC		●		Project- and problem-based learning. Design thinking and blended learning. Helps learners identify their passions and offers elective classes to pursue them. Developed 7 key learning principles: 1) connect experiences; 2) personalize learning; 3) nurture a growth mindset; 4) process and outcome; 5) empower students; 6) leverage technology; and 7) act now. All nine schools are California Distinguished Schools and/or National Blue Ribbon Schools.
<b>Making Community Connections (MC<sup>2</sup>) Charter School</b>	charter school	Manchester and Keene, NH	grades 7-12	●	●	PRC	●	●	●	Learners progress through phases (rather than grades) and graduation is competency-based. Each learner works with an advisor to develop an ILP. Mentors help learners design personally meaningful work and take responsibility for their own learning. Learning goals are based on MC <sup>2</sup> Learner Expectations. 4 main types of learning opportunities: 1) personal life experiences; 2) learning studios; 3) treks; and 4) citizenship internships. Initiative of QED Foundation.
<b>McComb School District</b>	public school district	McComb, MS	grades PK-12	●	●	P	●	●	●	No traditional grade levels; learners move at own pace. Utilizes "zSpace" virtual reality technology and high-impact learning labs. Virtual learning opportunities allow learners to participate from afar.

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<b>Mesa County Valley School District 51</b> 	public school district	Grand Junction, CO	grades K-12	●	○	P				Began transformation to Performance-Based Learning system in 2015-16 and is committed to bringing it to scale district-wide. Gathers input from learners, parents, educators, and community members to shape its shared vision. Focuses on helping learners develop principles of Growth Mindset and the 16 Habits of Mind.
<b>Millennium School</b>	independent middle school	San Francisco, CA	grades 6-8	●	○	PRC	●	●	●	Designed using concepts of developmental science, tailored specifically for adolescent learners. Size limited to 100 learners because of research showing such a group large enough to be dynamic, and small enough for every learner to know each other. Three core methods of instruction: Socratic seminars in groups of 12, project-based learning (often based in the community), and apprenticeships. Each learner is a member of a 8-10 person Advisory group, which provides peer and mentor support. Competency-based assessments. Community resources often leveraged and brought directly into the learning community.
<b>Minnesota New Country School</b>	public charter school	Henderson, MN	grades K-6, 7-12	●	●	PRC	●			Educators act as mentors who help learners plan interest-driven projects, set individualized goals, provide appropriate resources and feedback, and assess projects and depth of knowledge. Learners plan projects of interest, while mentors find state standards that align with learner's proposal. Groups by age-span. Receive credits based on time spent on project, learning objectives met, and quality of projects, rather than standardized grades. Devotes entire day to project-based learning except math.
<b>Mission Hill K-8 School</b>	public pilot school	Boston, MA	grades K-8	●		PRC				Project-based, collaborative curriculum. Inclusive of all learning abilities. On-going assessment system including staff reviews, portfolios, reports, and family conferences built around Graduation Portfolio Standards. Portfolio committee of teachers, family members, and community members assess learner portfolios. Schoolwide Curricular Trimesters: 1) science and technology; 2) ancient civilization; and 3) struggle for justice in America. Promotes democratic habits of mind and work.



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<b>Mooreville Graded School District</b>	public school district	Mooreville, NC	grades K-12	●	○	<b>PRC</b>		●		Blended learning model. Each learner (grades 4-12) receives own laptop. Learners progress at different paces. Curriculum is competency-based and guided towards progression to mastery and technological literacy. Learning environment based on peer-to-peer interaction. Mentor program available for all learners.
<b>Mount Vernon Presbyterian School</b>	private school	Atlanta, GA	age 6 weeks-grade 12	●	○	<b>PRC</b>		●	●	Uses multiple community and school partnerships to advance the idea that learning isn't confined to school walls, including their Institute for Innovation. Innovation Diploma program where learners engage in project-based learning. Engages learners in real-world, people-centered problem solving through their Center for Design Thinking. Venture projects which allow learners, individually and collectively, to challenge themselves and engage their curiosities. Named Ashoka Changemaker School.
<b>MUSE School</b>	private school	Calabasas, CA	ages 2.5-14	●		<b>PRC</b>	●	●	●	Passion-based learning develops learners as whole people, who are open, resourceful, and persistent. 5 pillars: 1) Academics; 2) Sustainability; 3) Passions; 4) Self-Efficacy; and 5) Communication. Uses ILPs, mentorships, and independent studies rooted in real-world experiences. Focuses on sustainability and eco-literacy. Provides parent curriculum of communication and efficacy training to help support learners. Global MUSE initiative to create a global network of MUSE schools.
<b>New Directions Alternative Education Center</b>	non-traditional public charter school	Manassas, VA	ages 14-22	●	●	<b>PRC</b>			●	Alternative school for learners for whom a traditional environment was not the best fit. Personalized academic plans for every learner. Flexible schedule based on individual academic and non-academic needs. Project-based and expeditionary learning. Graduation based on electronic portfolio: resume, cover letter, personal budget, college and career goals, and school evaluation.

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<b>NEXT High School</b>  	charter school	Greenville, SC	grades 9-12	●	○	<b>PRC</b>	●	●	●	Incorporates “Impact-Based Learning,” a model that moves learners from personal interest through inquiry and into real-life impact. Balances core curriculum and skills with personal projects. Invites community professionals to share expertise and create hands-on experiences on weekly basis. Focuses on learner competency through learner portfolios, qualitative assessments, and daily communication. Paces learners to complete core curriculum within three years, so learners focus on internships, business launches, or inventions in fourth year.
<b>Northern Arizona University: Personalized Learning Division</b>	higher education public university	34 locations (Arizona and online)	adult learners		●	<b>P</b>	●	●	●	First public competency-based, personalized learning online bachelor’s degree. Creates IEPs organized around a clear set of modules and learning outcomes. Recognizes prior coursework and workplace experiences in the creation of plans. Online “social spaces” foster collaboration. NGLC grant recipient.
<b>Nuestra Escuela</b>	network of public non-profit schools	Puerto Rico	high school	●		<b>PRC</b>				Offers education services to youth and adults outside the education system who have not completed a fourth year of high school. 6-week orientation with a 12-step initiation process, including diagnostic tests and the “Vital Essence Workshop” to work on self-esteem, goal setting, motivation, and values. Learners work with teachers to create strategic ILPs to manage in- and out-of-school life.
<b>NuVu Studios</b>	private network of schools	Cambridge, MA	ages 11-17	●	●	<b>PRC</b>	●	●	●	No classrooms, subjects, age-cohorts, and A-F grading. Learners work on multidisciplinary, collaborative projects with coaches. Learners enroll in themed courses that provide ambiguous, real-world questions that require learners to look at the issue using multiple perspectives and perform research within and outside school buildings. Learners build portfolios that demonstrate their growth in academic and life skills. Hires PhD candidates and field experts to work as coaches. Uses MIT and Harvard resources.



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<b>Pathways in Technology Early College High School (P-Tech)</b>	public school	Brooklyn, NY	grades 9-14	●		<b>PRC</b>		●	●	Completion of grades 9-14 earns learners an Associate's degree. Maps areas of core academic skills, professional skills, and technical skills based on workplace needs. Mentoring program invites professional community into schools to provide meaningful academic and workplace learning and emotional support. Created in collaboration with the NYC DOE, NYC College of Technology, City University of NY, and the IBM Corporation.
<b>Pike Road Schools</b> 	public school district	Pike Road, AL	grades K-9 (eventually through 12)	●	○	<b>PRC</b>				Began serving learners in August 2015. Standards-based grading and project-based learning with a strong focus on application. Learners are flexibly grouped based on learning needs. Through POP (Pursue our Passions), learners have a designated time to pursue topics of interest to them and share their learning with various audiences.
<b>Pittsfield School District</b>	public school district	Pittsfield, NH	grades PK-12	●	○	<b>PRC</b>	●			Offers multiple pathways for earning credit, including courses offered at the school, opportunities outside of the school called "Extended Learning Activities," and online courses. Learners are shared stakeholders in decision-making through various school councils. Involved entire community in redesign and put structures in place to continue the partnership.
<b>Portfolio School</b>	independent school	New York, NY	ages 5-10	●	●	<b>PRC</b>	●	●	●	Begins and ends each day with "community meetings" that allow learners to reflect, engage in open discussions, and understand their peers. Young learners co-design learning experiences with educators. Spends time on assigned learning experiences, exploring interests, attending field trips, and listening to visiting artists. Learners work in groups based on age, need, and interests rather than strict age-based cohorts. Emphasizes importance of family time and exploring personal hobbies by implementing "no homework policy."

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<b>Quest to Learn</b>	public school	New York City, NY	grades 6-12	●		<b>PRC</b>				Translates underlying forms and design principles of games into a pedagogical model. Brings together learners, educators, game designers, curriculum specialists, and parents. 6 Core Principles: 1) learning for design and innovation; 2) learning for complexity and systemic reasoning; 3) learning for critical thinking, judgment, and credibility; 4) learning using a design methodology; 5) learning with technology and smart tools; and 6) prep for college and the world of work. Collaboration between DOE, New Visions for Public Schools, and the Institute of Play.
<b>Red Bank Elementary School</b>	public school	Lexington, SC	grades PK-5	●	○	<b>P</b>	●			Standards-based system that allows the pace of learning to match each learner's needs. Learners work in stations, splitting time between small group work, instruction with teacher, and independent work. Empowers learners by teaching them to track their own learning and through skills and dispositions imparted through "The Leader in Me" program. Partnered with Reinventing Schools.
<b>Remake Learning Network</b>	organization	Pittsburgh, PA; West Virginia	grades K-12	●	●	<b>PRC</b>	●	●	●	Network of more than 200 schools, museums, libraries, after-school programs, community centers, higher education institutions, education technology companies, philanthropies, and civic leaders. 5 focus areas: 1) Digital Learning; 2) Maker Learning; 3) Early Learning; 4) STEAM Learning; and 5) Youth Voice. Focus on technology, media, and the arts. Uses digital badging system that tracks the development of learners' "Remake Learning Competencies." Hive Learning Network member since 2013. City of LRNG designation since 2014. Managed by The Sprout Fund.
<b>ReSchool Colorado</b>	Coordinated system of learning providers, including schools, community organizations, cultural institutions, etc.	Colorado (statewide)	ultimately, ECE, grades K-12, and higher education	●	●	<b>PRC</b>	●		●	Multi-year initiative to design and launch a new, parallel public education system in the state of Colorado. Learner-centered system will serve students from birth to career by bundling together diverse learning experiences to meet their needs, interests and aspirations. Instead of choosing into a school, learners and their families opt-in to a newly cultivated role called the Advocate Network, their partner to navigate the new system. By participating, learners will develop agency, a sense of self, and a clear set of transferable competencies. Currently co-designing the system in partnership with users by prototyping and piloting across Colorado.


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<b>Roaring Fork School District</b>	public school district	Glenwood Springs, CO	grades PK-12	●	○	<b>RC</b>		●		Pillars of the district vision are academic excellence, culture of character, and community partnership. Uses standards-based evaluation, assessment including Habits of a Scholar, and opportunities for applied learning and out-of-classroom experience. Every learner participates in a small advisory group lead by a teacher providing social-emotional support for the whole child.
<b>Rooted Schools</b>	charter school	New Orleans, LA	grades 9-12	●		<b>PRC</b>	●	●	●	Prepares learners for college while filling critical workforce demand in Greater New Orleans. PLPs that educate the “whole child” based on goals, learning styles, interests, parent input, and skill level. Project-based learning. Coaches help learners become self-directed. Partners with a diverse set of local employers to immerse learners in real-world experiences.
<b>Roots Elementary</b>	public charter school	Denver, CO	grades K-1 (expanding to 5)	●	●	<b>P</b>				Each learner has a Learning Coach who develops deep relationships with kids and families, helps them set goals and individual plans, and then coaches them through the execution. Individualized daily schedules allow learners to be grouped and regrouped throughout the day based on each learner’s unique needs. The design of the school’s physical space facilitates independent, technology-enhanced, small group, and large group learning opportunities, as appropriate.
<b>Roycemore School</b>	independent school	Evanston, IL	grades PK-12	●		<b>PRC</b>			●	College-preparatory education with a focus on encouraging intellectual curiosity and personalized learning. Project-based learning. January Short Term allows learner to design their own 3-week projects to explore their personal interests in and outside the school with faculty guidance. Board passed a new vision and faculty developed innovative philosophy to include more customized and personalized learning experiences.
<b>RSU 2 (Regional School Unit 2)</b>	public school district	Maine	grades K-12	●	○	<b>PRC</b>	●	●		Implements standards-based design and learner-centered instructional strategies. Learners advance upon mastery of standards, not based on seat-time. Grouped standards into “Measurement Topics,” which learners are expected to learn and on which their progress is continually assessed in multiple ways. Community-driven visioning process in 2010. Composed of schools from 5 towns in Maine.



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<b>Sanborn Regional School District</b>	public school district	Kingston, NH	grades K-12	●	○	P				School-wide competency-based grading and reporting model aligned with Common Core State Standards. 6 competencies described as 21st-Century Learning Expectations, assessed based on rubrics. Works with the Center for Assessment to create performance tasks to better assess the application of knowledge.
<b>School for Tomorrow</b>	independent non-profit school	Rockville, MD	grades 4-12	●		PRC				Transdisciplinary approach/integrated curriculum. Multi-age groupings when appropriate. ILPs and customized schedules. Focuses on skills (e.g. investigation, analysis, critical thinking, collaboration, and problem-solving). Mission includes serving as a model for others and ultimately as a motivator for transformational change in American education.
<b>Schools for the Future Detroit</b>	public charter school	Detroit, MI	grades 9-12	●	●	PRC			●	Mastery-based school with a blended-learning curriculum for overage and under-credited learners. Groups learners by “levels,” not grades. First two levels receive daily 1:1 tutoring and advising support; upper levels are given autonomy over self-directed internships, projects (known as “Learning Quests”), and college courses to increase college readiness. Social worker-led PACT youth development program helps learners develop social-emotional literacy, self-efficacy, and group/ individual problem solving skills.
<b>Science Leadership Academy</b>	2 public schools	Philadelphia, PA	grades 9-12	●		PRC	●		●	Inquiry-driven, project-based, and focused on 21st century learning. Longer class periods allow for more lab work in science classes and performance-based learning in all classes. Opportunities for dual-enrollment programs and internships in laboratory and business settings. ILPs. Partnership between School District of Philadelphia and The Franklin Institute (museum).
<b>The Seed School</b>	public tuition-free boarding school	Washington, DC	grades 6-12	●		PRC			●	Opportunities to engage in internships, summer camp, or leadership programs. Each learner assigned to an advisor.

Name	Type	Location	Age/ Grade Range	Key Areas of Innovation						Highlights
				KSD	CB	PRC	LA	SE	OW	
<b>Springhouse Community School</b>  	private school	Floyd, VA	grades 7-12	●	●	<b>PRC</b>	●	●	●	Academic program comprised of competency-based core courses, project-based elective classes, and learner-driven individual or group projects. Involves and leverages community by inviting community members to share their gifts/areas of expertise on “Experience Fridays,” serve as project mentors for learners, offer internships, and participate in biannual public learning presentations. PLPs include personalized fitness plans. Learners supported socially and emotionally by adult advisor/mentor and an advisory group that meets daily. Facilitates monthly discussion series for learners’ parents.
<b>Summit Public Schools</b>  	network of charter schools	Bay Area, CA; WA	grades 6-12	●	○	<b>PRC</b>	●	●	●	PLPs designed to foster development in 4 domains of college readiness: 1) content knowledge; 2) cognitive skills; 3) habits of success; and 4) real-world experiences. Mentors develop cognitive and noncognitive skills in learners through project-based learning experiences. Playlists for all content. Expeditions: opportunities to engage in a course, internship, or project to explore areas or interest/passion and investigate potential careers.
<b>Taylor County School District</b>	public school district	Campbellsville, KY	grades PK-12	●	●	<b>PRC</b>	●	●	●	Self-paced and competency-based. ILPs created based on college/ career goals. Dual enrollment options. Programs for learners to work directly with adults in the community to learn a “trade.” 12 learner-run enterprises. “6-Spoke Wheel of Learning”: 1) traditional; 2) project-based; 3) self-paced; 4) peer-led; 5) virtual; and 6) Cardinal Academy (independent learning program with an internship). Zero drop-outs for 6 straight years. One of first four KY Districts of Innovation.
<b>Tennessee Code Academy</b>	camp/workshop provider	Tennessee	ages 10-18	●		<b>RC</b>			●	Teaches the basics of programming through games and web application. Develops digital literacy and problem-solving skills. Professional developers interact with learners about their job and the computer science industry. Program of The Biz Foundry, a Launch Tennessee business accelerator.



Name	Type	Location	Age/ Grade Range	Key Areas of Innovation						Highlights
				KSD	CB	PRC	LA	SE	OW	
<b>Teton Science Schools</b>  	organization which operates two independent schools	WY and ID	ages PK-12	●	○	RC			●	Offers an array of place-based educational programming for learners of all ages and walks of life in and around Yellowstone and Grand Teton National Parks. Operates two schools: Journeys School and Teton Valley Community School, which feature place- and project-based learning. Other programs include the Teacher Learning Center, which provides professional development opportunities centered on innovative place-based education; Field Education, which includes numerous summer camps; and the Graduate Program, which is focused on place-based field science education.
<b>Tremont School</b>	independent school	Weston, MA	grades 5-12	●	○	PRC		●		Multidisciplinary, project-based curriculum within thematic units. Learners complete a contract at the beginning of each week to identify goals for the week. Provides combination of directed learning time and "contract time," during which learners complete independent work to fulfill goals. Focus on social/ emotional skills supported by full-time teacher and collaborative problem-solving program. Growth mindset with focus on knowledge, skills, and dispositions.
<b>The Walden Project</b>	alternative public program	Vergennes, VT	grades 10-12			PRC	●		●	Learners spend 3 days/week at "the land" (230 acres of woods) learning with peers and teachers and working on individual projects. Remaining time is split between internships and visits to government offices, non-profit organizations, and institutions in nearby Burlington. Alternative, self-selected method of instruction through Vergennes Union High School.
<b>Venture Academy</b>	public charter school	Minneapolis, MN	grades 6-9	●	○	PRC	●		●	Learners conduct independent research for personal projects based on interests. Utilizes online curriculum for blended, self-paced learning that adjusts to learner levels. Daily collaboration between learners and educators to discuss progress and individual goals. Learners create individual roadmaps for learning. Plans to expand through grade 12 and implement non-classroom-based learning model with older learners that will emphasize off-site learning experiences as integral components of a regular school day.

Name	Type	Location	Age/ Grade Range	Key Areas of Innovation						Highlights
				KSD	CB	PRC	LA	SE	OW	
<b>Village Green Virtual Public Charter School</b>	charter school	Providence, RI	grades 9-12	●	●	<b>PRC</b>		●	●	Blended learning. Learners spend 60% of their time online or in reading groups and 40% with teachers. Competency-based. Self-paced learning where learners advance to next unit when they meet proficiency level. PLPs. Learners complete capstone project and compile portfolio for graduation.
<b>Virtual Learning Academy</b>	charter school	New Hampshire, nationwide	grades 6-12, adult education	●	●	<b>PRC</b>	●	●	●	Entirely virtual and competency-based school. Creates endless paths for customizable learning by allowing each learner to select from and blend four methods of competency attainment: courses, projects, experiences (e.g. internships), and team-based work. Learners consistently interact with their teachers, guidance counselor, and adviser and have access to clubs with other learners. Opportunities for full- and part-time enrollment. Free for New Hampshire residents and tuition-based for out-of-state learners.
<b>Washtenaw Alliance for Virtual Education (WAVE)</b>	free public high school program	Ypsilanti, MI	grades 9-12	●	●	<b>P</b>	●		●	Gives learners an alternative path to graduation. Self-paced credits. Opportunities for to create self-designed courses. Blended learning. Community partnerships. Composed of learners from the districts in Washtenaw County, MI.
<b>Waukesha STEM Academy</b>	public charter school	Waukesha, WI	grades K-8	●	●	<b>PRC</b>	●			Incorporates proficiency-based reporting, learner reflections, and portfolios to track learner understanding and provide valuable feedback. Schedules weekly FLEX Learning Days that allow learner-structured time to work on interests and work of choice. Replaced classrooms with open learning spaces and whiteboards. Groups learners by two-year age spans.
<b>Wausau Engineering and Global Leadership Academy</b>	public charter school	Wausau, WI	grades 9-12	●	○	<b>PRC</b>		●	●	School-within-a-school charter. Typical mornings include advisory, self-paced online learning, and teacher-led instruction. Afternoons are devoted to project-based learning. Each learner completes a yearly independent project. Teachers or community-based topical experts offer workshops on specific skills. Teachers lead month-long seminars on in-depth topics or interdisciplinary study. Job shadowing and internship opportunities available to learners.

Name	Type	Location	Age/ Grade Range	Key Areas of Innovation						Highlights
				KSD	CB	PRC	LA	SE	OW	
<b>Western Governors University</b>	online university	online university with campuses in IN, MO, TN, TX, and WA	adult learners		●	P		●	●	Online, competency-based degree programs. Personalized, flexible schedules with individual faculty mentors. Affordable, flexible, and learner-focused. Uses prior experience and education to determine learner progress. Serves more than 50,000 learners across 50 states. Founded by 19 US governors.
<b>Wheatley Education Campus</b>	public school	Washington, DC	grades PK-8	●	○	P		●		Pilots competency-based learning model that empowers learner agency. Personalized and differentiated grading model and feedback. Blended learning. Learners drive own instruction and set individualized goals with teacher facilitators. Builds digital learning and life skills. NGLC grant recipient and Breakthrough Schools: DC Grant Recipient.
<b>Year Up</b>	organization	13 US states	ages 18-24			RC		○	●	Low- or moderate-income young adults participate in a year-long program: 6 months in the classroom developing skills employers are looking for and 6 months interning for one of Year Up's partner companies. Partners with over 250 companies and serves over 2,000 young adults per year. 85% of graduates are employed or attending college full-time within 4 months of completing program.
<b>YOUmedia Network</b>	network of programs	more than 25 US cities	ages 13-19			P	●	●	●	Connects young adults, books, media, mentors, and institutions in a dynamic space designed to inspire collaboration and creativity. 21st century teen learning spaces in public locations (e.g. libraries, museums) provide drop-in, out-of-school learning environments for teens to develop skills in digital media, STEM, and decision-making.



# Innovative Learning Efforts Supporting the Field

Innovative Learning Efforts includes initiatives, networks, and organizations engaged in transformational work, dialogue, and thinking. They largely exist to support the environments innovating with learner-centered education.

Our understanding of the learner-centered education field is guided by a set of **2020 Ambitions** created by Education Reimagined's Advisory Board. These ambitions are meant to capture what success, by 2020, would look like for the field as a whole.

These ambitions are in the realms of:

- the public conversation
- educator preparation
- networks of practice
- public policy
- evidence
- implementation of learner-centered environments

We have identified to which of the 2020 ambitions each effort is contributing. This process is not an exact science. It is meant to catalogue the work already occurring to support our education system's transformation and to provide a clearer picture of the state of the emerging learner-centered education field.



## Pioneer Lab Community Member

Please note we have indicated those environments and efforts that are members of the Pioneer Lab Community of Practice, a stream of work initiated and supported by Education Reimagined.

# Indicators used to identify pursuit of **2020 Ambitions**

Public Conversation (PC)	Educators Prepared (EP)	Practice Networks (PN)	Enabling Policies (PO)	Evidence (EV)	More Environments and Communities (EC)
<p>Invites public conversation about education transformation (as distinct from reform)</p> <p>Creates ways for a diversity of stakeholders to engage in the conversation</p> <p>Amplifies and promotes the work of pioneering practitioners</p> <p>Focuses on education as a public good with an eye toward encouraging public investment</p>	<p>Provides preparation and training for new educators to enter the learner-centered field</p> <p>Hosts or supports professional development and trainings for educators already engaged in the field</p> <p>Advocates for and supports shifts in education schools to prepare educators for learner-centered work</p> <p>Curates a database of professionally-developed resources to support educators and environments</p>	<p>Creates avenues (online or in-person) for educators, practitioners, and other stakeholders to connect</p> <p>Facilitates the sharing of ideas and best practices</p> <p>Curates an open-source database of resources developed for educators, by educators</p>	<p>Actively advocates for policies that allow for and support learner-centered innovation</p> <p>Offers policy recommendations for creating friendly policy environments for learner-centered innovation</p>	<p>Conducts research related to the learner-centered paradigm</p> <p>Seeks ways to organize, assess, and determine metrics and measures of success for learner-centered education</p>	<p>Directly supports the creation and maintenance of environments and communities that realize all elements of the vision</p> <p>Provides tools and resources for learning environments to either start or make the shift toward learner-centered education</p>

Organization	Mission	Approach	Highlights	2020 Ambitions					
				PC	EP	PN	PO	EV	EC
<b>2Revolutions</b>  	2Revolutions is a national education design lab striving to transform the American education system.	Employs a user-centered design approach to give education leaders and practitioners permission and support to innovate. Works with “Discover-Map-Build-Implement” continuum: guides partners to identify root causes of issues, design solutions at the right scale, clarify testable hypotheses, and empower them to successfully implement ideas. Aids in the development, use, and dissemination of publications, design tools, and resources.	Has led 150+ unique design and professional learning engagements in more than 25 states. Hosts social learning platform, InspirED, to offer content, courses, credentialing, and consulting services for educators working to transform their environments. “So You Think You Want to Innovate?” toolkit guides states and district leaders looking to build a culture of innovation.		●	●			
<b>4.0 Schools</b>	4.0 Schools builds the future of school, one piece at a time, by investing in people who know that school needs to change and are ready to start building real solutions to real problems.	Runs four-day intensives, book clubs, un-conferences, and other programs to turn teachers and others with a passion for education into for-profit or non-profit entrepreneurs. Offers a platform for education entrepreneurs.	Hosts programs designed to help education stakeholders implement innovative ideas. Online platform connects educators and education entrepreneurs to facilitated trainings, testing of ideas, and collaboration.		●	●			
<b>50CAN</b>	50CAN is a nonprofit organization that works at the local level to advocate for a high-quality education for all kids, regardless of their address.	Builds enduring, research-backed advocacy campaigns. Finds, connects, and supports local leaders in states across the country to help them improve educational policies in their communities. Offers training in education advocacy and policy through workshops, courses, annual fellowship, and resources.	Supports leaders of advocacy campaigns in 10 states. Through YouCAN Advocates program, helps community leaders make lasting local change through advocacy projects. Five guiding policy principles: 1) high-quality preschool for all; 2) expanded choices rather than one-size-fits-all answers; 3) high-quality standards, assessments, and accountability for learners’ development of knowledge, skills, and abilities; 4) cultivation of educator talent; and 5) commitment to every learner.			●	●		



Organization	Mission	Approach	Highlights	2020 Ambitions					
				PC	EP	PN	PO	EV	EC
<b>AASA (The School Superintendents Association)</b>	AASA advocates for the highest quality public education for all students, and develops and supports school system leaders as the national voice for public education and district leadership on Capitol Hill.	Advocates for the education policy goals of its thousands of public district leaders, on a federal, state, and local level. Hosts professional development conferences and runs national and regional professional learning programs. Serves as a hub for consortiums working to transform education towards a learner-centered, personalized paradigm.	Hosts numerous consortiums, including the Personalized Learning Cohort, which brings together leaders starting or already practicing personalized learning in their environments. Launched the “Redefining Ready!” program, which produced a set of college and career ready indicators that reject “one size fits all” education. Published Personalizing 21st Century Education, calling for a paradigm shift from differentiation to true personalization of content. Partners with the Center for Disease Control to train district leaders to coordinate their approaches to establish lifelong healthy behavior patterns in their learners through the “Coordinated School Health” program.	●	●	●	●	●	●
<b>American Alliance of Museums</b>	The American Alliance of Museums nurtures excellence in museums through advocacy and service.	Supports and strengthens the museum community by developing standards and best practices and providing resources and career development.	Seeks further integration between museums and the education system by compiling case studies of successful projects, sharing information with policymakers, identifying and evaluating high-performing digital platforms, and organizing local convenings. Houses the Center for the Future of Museums, which helps museums shape a better tomorrow by exploring cultural, political, and economic challenges.				●	●	

Organization	Mission	Approach	Highlights	2020 Ambitions					
				PC	EP	PN	PO	EV	EC
<b>American Federation of Teachers</b>	The American Federation of Teachers (AFT) is a union of professionals that champions fairness, democracy, economic opportunity, and high-quality public education, healthcare and public services for students, their families and communities. AFT is committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work its members do.	Advocates on behalf of its members on local, state, and national levels. Catalyzes partnerships with national groups to provide non-academic support for learners. Offers newsletters and formal PD to deliver resources and training to members.	Partners with organizations like the Food Research and Action Center and First Book to serve socio-emotional needs of learners. The AFT Professional Development Program for Educators provides evidence-based training that connects to applicable, real-world scenarios. Awards grants from the AFT Innovation Fund to educators, districts, community colleges, city governments, and business groups that support career and technical education to provide powerful links to secondary ed, well-paid jobs, and higher education.	●	●	●	●		●
<b>Bill &amp; Melinda Gates Foundation</b>	The Bill & Melinda Gates Foundation is committed to ensuring that all students in the United States have the opportunity to receive a high-quality education.	Invests in programs with an aim to strengthen the connection between teacher and student. Works with educators, policymakers, parents, and communities to expand and accelerate successful programs and identify innovative new solutions that can help unlock students' potential.	Through its Personalized Learning program, invests in schools and systems creating the conditions for personalized learning and efforts to improve the quality, availability, and effective utilization of digital content and tools. Partners with the RAND Corporation to produce a series of reports based on ongoing, long-term study of schools that are using a variety of approaches to personalized learning.	●	●	●	●	●	●

Organization	Mission	Approach	Highlights	2020 Ambitions					
				PC	EP	PN	PO	EV	EC
<b>Carnegie Foundation for the Advancement of Teaching</b>	The Carnegie Foundation for the Advancement of Teaching is committed to developing networks of ideas, individuals, and institutions to advance teaching and learning.	Engages networks of faculty members, researchers, designers, learners, and content experts to create statistical and quantitative reasoning pathways to address "high-leverage problems" that affect large numbers of learners. Requires network members to commit to a new pedagogy, new tools, a new work process, and a new knowledge-collection sharing mechanism.	Develops Networked Improvement Communities (NICs): scientific learning communities organized around distinct problems and composed of educators, administrators, parents, and learners. NICs develop, test, and refine interventions around a common aim and effectively integrate them into varied education contexts. Employs rapid-testing improvement science to guide the development, revision, and continued fine-tuning of new tools, processes, work roles, and relationships that accelerate learning and help address problems of practice.		●	●		●	
<b>Center for Teaching Quality (CTQ)</b> 	CTQ connects, readies, and mobilizes teacher leaders to transform our schools and create a high-quality education system for all students, driven by the bold ideas and expert practices of teachers.	Supports teacherpreneurs: expert teachers whose workweeks are divided between teaching students and designing systems-level solutions for public education. Provides facilitation, technical support, and recommendations to districts, agencies, unions, and other non-profit, seeking to advance teachers as leaders and/or improve professional learning systems. Conducts research focused on teacher leadership and on how to spread their expertise.	Hosts the CTQ Collaboratory (a virtual, global community of more than 8,500 educators that provides opportunities for discussion, learning, and action) and several state-level Collaboratories. Supports teachers as they "go public" with their bold ideas and expert practices via high-profile publications, speaking opportunities, and social media campaigns. Conducts research on factors affecting teaching and learning.	●	●	●		●	

Organization	Mission	Approach	Highlights	2020 Ambitions					
				PC	EP	PN	PO	EV	EC
<b>Chan Zuckerberg Initiative</b>	Chan Zuckerberg Initiative believes a high-quality education is the gateway to opportunity and supports innovative leaders, effective teachers, next generation school models, and unique tools that are leveling the playing field for all students, especially those in historically underserved communities.	Supports a broad range of learning environments and efforts that are innovative in the ways they improve educational opportunity for the most underserved learners. Special focus on improving outcomes for first-generation learners, building pipelines of strong educators and leaders in underserved communities, educational personalization for every student, and innovations that can be replicated on a large scale.	2010 donation of \$100 million dollars to the Newark Public School System. 2015 donation of \$120 million to San Francisco's Bay Area public school system.	●	●	●	●	●	●
<b>CityBridge Foundation</b>	CityBridge is guided by an unshakable belief in the equal worth of every person: Regardless of station, regardless of calling, every individual has equal value and deserves access to abundant opportunity.	Conducts best practices research to identify what is working in education reform, locally and nationally. Invests in these practices to bring efforts to scale in Washington, DC. Cultivates knowledgeable, long-term stewards for transformative education. Collaborates with schools, school leaders, and teachers across the city.	Education Innovation Fellowship introduces teacher leaders to the most promising innovations in personalized learning and offers them opportunities to pilot personalized learning models in their schools. Breakthrough Schools: DC is a grant competition, in partnership with Next Generation Learning Challenges, that supports educators and school leaders who are ready to design and launch new, whole-school learning models to better personalize learning. Hosts annual Education Innovation Summit.		●	●		●	●

Organization	Mission	Approach	Highlights	2020 Ambitions					
				PC	EP	PN	PO	EV	EC
<b>Coalition for Community Schools</b>	The Coalition advances opportunities for the success of children, families, and communities by promoting the development of more and more effective community schools.	Connects school and community resources to improve school effectiveness and enhance the lives of learners, families, and communities. Supports the advancement of community schools through research, partner convenings, resources, and public education efforts. Promotes a policy framework that supports community schools.	Alliance of national, state, and local organizations in K-16 education, youth development, community planning and development, family support, health and human services, government, and philanthropy. Convenes key learning networks to support more effective community schools. Aggregates a wide variety of research on leadership, policy, scaling-up, and on-ramping for community school stakeholders. Housed at the Institute for Educational Leadership.	●			●		●
<b>Coalition of Essential Schools (CES)</b>	CES envisions an educational system that equips all students with the intellectual, emotional, and social habits and skills to become powerful and informed citizens who contribute actively toward a democratic and equitable society.  <i>12 Centers; 2 Organizations; 3 International Schools; Over 70 National Schools</i>	Facilitates communication within and about the CES Network. Convenes Essential Schools, CES Affiliate Centers, and their allies for professional development and community-building. Advocates for local, state, and national conditions that support personalized, equitable, and academically challenging schools and school systems.	All CES schools committed to 10 Common Principles. Annually convenes teachers, administrators, parents, students, and leading thinkers in education for its Fall Forum to exchange ideas, ask questions, and share insights and effective practices. Conducts research to demonstrate the effectiveness of its approach. Partners with media and educational organizations to create conditions in which CES schools can succeed.		●	●	●	●	
<b>CompetencyWorks</b>	CompetencyWorks is an online resource dedicated to providing information and knowledge about competency education in the K-12 education system.  <i>Partners: iNACOL, American Youth Policy Forum, National Governors Association, Jobs for the Future, MetisNet, Donnell-Kay Foundation, and Nellie Mae Education Foundation</i>	Shares knowledge, original research, and a variety of perspectives through an informative blog that highlights practitioner knowledge, policy advancements, papers on emerging issues, and a wiki with resources curated from across the field.	Provides resources to support new innovators and early adopters. Develops briefing papers on important issues, organizes corresponding webinars, and houses a database of individuals involved and interested in advancing competency education. Offers a higher education blog.	●	●		●	●	


Organization	Mission	Approach	Highlights	2020 Ambitions					
				PC	EP	PN	PO	EV	EC
<b>Connecticut Association of Public School Superintendents (CAPSS)</b>  	CAPSS leads the continuous improvement of public education for all students by advocating public policy for children and by developing and supporting executive school leaders.	Researches, gathers, and disseminates data and information necessary for the management and operation of effective school systems. Influences positive state and federal laws and regulations affecting CT's students. Provides educational and administrative leadership on state and national levels. Holds statewide conferences for the education community.	Supports professional learning opportunities, including mentoring services and executive coaching, for member superintendents. Their Educational Transformation Project developed a report entitled "Next Ed: Transforming Connecticut's Education System," which includes a set of action-oriented recommendations to promote personalized learning and encourage a policy field open to adopting a personalized learning system.	●	●		●		
<b>Council of Chief State School Officers (CCSSO)</b>	CCSSO is committed to creating a public education system that prepares every child for lifelong learning, work, and citizenship.	Leads chief state school officers and their organizations by focusing on state-driven leverage points they are uniquely positioned to address. Establishes business and industry partnerships to build capacity for states and their schools.	Heads and facilitates collective state action to transform the public education system in four strategic areas: 1) Educator Workforce; 2) Information Systems and Research; 3) Next Generation Learners; and 4) Standards, Assessment, and Accountability. Houses the Education Workforce Initiative, which seeks to increase teacher and leader effectiveness, and the Innovation Lab Network, which strives to implement student-centered approaches within and across states. Gives the National Teacher of the Year award.		●		●	●	

Organization	Mission	Approach	Highlights	2020 Ambitions					
				PC	EP	PN	PO	EV	EC
<b>CCSSO Innovation Lab Network (ILN)</b>	<p>ILN is a group of states taking action to identify, test, and implement student-centered approaches to learning that will transform our public education system. CCSSO acts as a centralizing entity that facilitates collaboration and communication amongst ILN states.</p> <p><i>Member states: CA, CO, IA, KY, ME, NH, OH, OR, VT, VA, WV, and WI</i></p>	<p>Spurs systems-level change by scaling locally-led innovation to widespread implementation, both within and across states, with a constant focus on student outcomes. Schools and districts within member states act as pressure-testers of new and innovative ways to address student needs.</p>	<p>Innovations grounded in 6 critical attributes: 1) world-class knowledge and skills, 2) student agency, 3) personalized learning, 4) performance-based learning, 5) anytime/anywhere opportunities, 6) and comprehensive systems of learner support. Five specific programs: 1) College and Career Readiness, 2) Personalized Learning Experiences, 3) Balanced Systems of Assessment and Aligned Accountability, 4) Networked Improvement and Innovation, and 5) Implementing Policy Changes that Support Innovation.</p>	●		●	●	●	●
<b>Deeper Learning Network</b>	<p>The Deeper Learning Network is committed to the goal that all US students will receive an excellent education centered on deeper learning.</p> <p><i>Over 500 schools in 41 states. Consortium of 10 school operators, including Big Picture Learning, EL Education, High Tech High, and New Tech Network.</i></p>	<p>Works with states and districts to improve learning goals. Develops new ways to evaluate what learners know and can do. Provides educators with ongoing training and tools. Shares best practices from exemplary schools, as well as research on how learners benefit from deeper learning.</p>	<p>Serves more than 227,000 learners, most of whom are low-income minority learners. Focuses on rich assessments, global perspectives, career readiness, technology, and personalized and project-based learning. Each school operator uses a unique approach to deliver deeper learning. Defines “deeper learning” as a mix of knowledge, skills, and dispositions that include critical thinking and problem solving, effective communication, collaboration, an academic mindset, and the ability to learn how to learn. Housed at the Alliance for Excellent Education.</p>			●			●

Organization	Mission	Approach	Highlights	2020 Ambitions					
				PC	EP	PN	PO	EV	EC
<b>Destination Imagination</b>	Destination Imagination develops opportunities that inspire the global community of learners to utilize diverse approaches in applying 21st century skills and creativity.	Project-based programs incorporating STEM, the arts, and service learning. Partners with innovative private and public organizations like 3M and NASA to develop, design, and facilitate learning experiences which take learners through the creative process. Focuses on development of patience, flexibility, persistence, ethics, respect, and collaborative problem solving.	Runs the Challenge Program, seven year-long open-ended academic competitions. Top teams present at Global Finals, the world's largest celebration of creativity. Pathways and Rising Stars! products introduce even the youngest learners to creative thinking.			●			●
<b>Digital Promise</b>	Digital Promise works at the intersection of education leaders, researchers, and learning technology developers to improve the opportunity to learn for all Americans through technology and research.	Partners with schools, districts, non-profits, and the business sector to provide programs that expand the opportunity to learn for learners of all ages. Initiatives are focused on Adult Learning, Micro-Credentialing, technology in the classroom, and the quality of and access to online tools. Connects researchers with groups within their network to produce research focusing on what's possible and what works. Hosts a blog to distill and share that research.	The Beacon Project: partnerships with agencies, colleges, and community groups that are developing supportive and innovative adult learning communities. Digital Promise Schools: partnership of 21 schools and 10 districts seeking to close the digital literacy gap by providing each learner and educator with a tablet. League of Innovative Schools: network of forward-thinking district leaders that serves as a testbed for new approaches and peer feedback. Hosts bi-annual meetings of the League of Innovative Schools. Launching the design phase of a hybrid R&D-and-support structure called the Innovation Cluster Network, which will serve to support Education Innovation Clusters—local communities of practice that bring together educators, startups, policymakers, investors, researchers, and community groups.		●	●			●



Organization	Mission	Approach	Highlights	2020 Ambitions					
				PC	EP	PN	PO	EV	EC
<b>Digital Youth Network</b>	The Digital Youth Network creates an equal platform for ALL to be digitally literate.	Empowers youth through media production, critique, and “initiative pods” where mentors provide scaffolded learning experiences that allow learners to learn the basics or become experts in an artistic medium, such as poetry, film, or fashion. Creates specific tools to facilitate the ability of youth to become creators, designers, builders, and innovators. Works with DYN mentors, learners, families, and other practitioners to better understand the impact of DYN initiatives and learning environments on youth, educators, organizations, and communities.	Implemented Chicago City of Learning to join together learning opportunities for youth across the city. Created iRemix social learning network: a cloud-based social learning platform to connect youth with extended learning and mentorship opportunities. Co-founded YOUmedia to develop innovative spaces for youth. “Digital Diva,” where young girls earn a variety of technical skills through the completion of digital challenges in design, programming, and circuitry.	●	●				●
<b>Don’t Ever Stop!, LLC</b> 	Don't Ever Stop!, LLC builds capacity in educational systems for personalized mastery	Consults educators and administrators in public environments to develop a culture of continuous improvements. Supports organizations with building knowledge and skills for collaborative educator-administrative leadership and learner-educator relationships.	Builds local capacity in environment leadership, educators, community, and youth. Embeds professional development in collaborative inquiry teams to improve teacher evaluations, transparent goal-setting, and monitor progress. Develops collective efficacy in young learners and adults. Enhances improvement by ensuring learners have choice and collaborative time with adults to assess and evaluate learning.		●				

Organization	Mission	Approach	Highlights	2020 Ambitions					
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<b>Education Cities</b>	Education Cities builds the capacity of organizations and leaders committed to growing the number of great public schools in their cities.  <i>31 city-based organizations and 24 cities</i>	Convenes members to discuss challenges, explore solutions, and generate new ideas. Advises members and helps non-members to apply resources and lessons learned from the network. Documents ideas from the network. Holds working groups to devise solutions to problems, share best practices, and communicate ideas about personalized learning.	Network of leading city-based education non-profits, termed education “harbormasters,” dedicated to building quality learning environments, developing effective educators, and engaging communities in learning opportunities. Builds the capacity of member organizations to implement personalized learning environments, policies, and ecosystems in their cities. A partner of Next Generation Learning Challenges.		●		●	●	●
<b>Education Evolving</b> 	Education Evolving seeks to turn public education into a self-improving system, which will be the case when policy is designed to enable and encourage innovation, when teachers lead the learning, and when schools break from traditional givens.	Imagines the best design changes for public education, tests the best ideas that emerge, and generates interest. Launches communication and policy initiatives to advance innovation, using Minnesota as a laboratory.	Investigates policy barriers in MN, resulting in policy recommendations. Drafted report on new teacher prep aimed at the proliferation of student-centered learning through teacher-led schools. Creates communities and networks within MN for sharing of best practices amongst practitioners.			●	●		

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<b>Education Funders Strategy Group of the National Public Education Support Fund</b>	<p>The Education Funders Strategy Group helps to maximize philanthropy's effectiveness in improving U.S. public education systems across the learning continuum from early childhood to college and career.</p> <p><i>Membership forum of 30 leading education policy foundations</i></p>	<p>Convenes quarterly meetings with top policy makers and participating funders to exchange expertise and ideas on reform priorities to strengthen the public's commitment to public education for all children as a national priority for the future of our democracy and economy. Provides members with regular policy updates and analyses. Organizes seminars and site visits to top-performing education systems around the world to demonstrate international best practices. Promotes collaboration by facilitating working groups focused on areas of high interest among multiple funders.</p>	<p>Hosts the Partnership for the Future of Learning, a self-organized group with a shared mission to develop and advance a new, richer, and deeper education reform frame.</p>	●			●		
<b>Education Reimagined</b> 	<p>Education Reimagined seeks to accelerate the growth and impact of the learner-centered education movement in the United States.</p>	<p>Shares and advocates for a "Transformational Vision for the Future of Education in the US." Finds and encourages learner-centered pioneers who are already at work in communities, school systems, policy arenas, and the education profession. Brings diverse movement pioneers together who wouldn't otherwise engage with one another and creates the conditions for their effective collaboration and innovation. Shares the possibility of learner-centered education with a broad spectrum of education stakeholder groups.</p>	<p>Created a vision for the future of education that lays out a paradigm shift from a school-centered to a learner-centered system of education, in which great learning is characterized by 5 elements: 1) competency-based; 2) personalized, relevant, and contextualized; 3) learner agency; 4) socially embedded; and 5) open-walled. Advisory Board includes diverse and influential education stakeholders who together created the vision. An initiative of Convergence Center for Policy Resolution.</p>	●		●			

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<b>EL Education</b>	<p>EL Education is committed to creating classrooms where teachers can fulfill their highest aspirations and where students can achieve more than they think possible.</p> <p><i>More than 160 schools and 4,000 teachers</i></p>	<p>Builds teachers' capacity through curriculum development, a best practice blog, and funding. Partners with districts, states, and charter management organizations to meet higher standards by deepening learner engagement. Invests in the growth of both new and veteran teachers by helping them create rigorous and stimulating learning environments where learners love to learn and teachers love to teach.</p>	<p>Designed around experiential "Learning Expeditions:" multidisciplinary projects that allow learners to investigate issues in their school community and the greater world. Areas of focus: dynamic leadership, compelling curriculum, engaging instruction, continuous assessment, and positive school culture.</p>		●				●
<b>Ford Next Generation Learning</b>	<p>Ford NGL mobilizes educators, employers, and community leaders to create a new generation of young people who will graduate from high school both college- and career-ready—an emerging workforce prepared to compete successfully in the 21st century economy.</p> <p><i>20 Learning Communities (county, school, and district partners) and 7 Hubs (certified regional service-provider entities) nationwide</i></p>	<p>Supports a network of communities committed to comprehensive, long-term education revitalization. Convenes community stakeholders to develop a vision and 5-year plan for a career academy network to prepare students for high-skill, high-wage careers in their communities.</p>	<p>Framework includes three major research-based strands, which help communities to revitalize their education systems: 1) Transforming Teaching and Learning; 2) Redesigning High Schools; and 3) Sustaining Change Through Business and Civic Leadership. Each strand includes "essential practices," which guide communities through implementation of the framework and are expressed in an Assessment Tool for Implementation of the Essential Practices, a rubric for communities, districts, and schools.</p>					●	

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<b>Future Ready Schools</b>	Future Ready Schools is an effort to maximize digital learning opportunities and help school districts move quickly toward preparing students for success in college, a career, and citizenship.	Invites district leaders to sign the Future Ready District Pledge indicating their commitment to develop the human and technological capacity needed to personalize learning using digital tools. Provides participating districts with a self-assessment of their technology implementation and staff capacity and then gives them access to planning tools, curated resources, a national summit, regional planning workshops, and cross-district collaboration.	Supports districts through both planning and implementation phases. The pledge includes efforts to ensure that both educators and learners have access to wireless internet and learning-enabled devices. Led by the Alliance for Excellent Education and the US Department of Education.			●	●		
<b>GlassLab Games</b>	<i>GlassLab Games empowers youth to claim their path to 21st century success through high-impact digital games.</i>	Develops next generation learning games to support learners' acquisition of critical 21st century skills and studies the impact games have on improving student outcomes. Gives game developers the tools they need to build better learning games and reach more learners. Offers Teacher and District Networks to provide inspiration and support for innovators in the game-based learning field.	Develops digital games that serve both as potent, engaging learning environments and real-time assessments. Approach based on 5 pillars: 1) Deep Learning Matters; 2) Fail Forward; 3) Immediate Feedback to Learners; 4) Not-so-standardized Assessment; and 5) Transformative Learning. First initiative: NYC public school Quest to Learn, a "living lab" with a game-like approach to learning. Affiliate of LRNG.		●	●		●	

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<b>Global Education Leaders' Partnership (GELP)</b>	<p>GELP seeks to transform education, effectively and sustainably, at local, national, and global levels. It envisages education systems that equip every learner with the skills, expertise, and knowledge to survive and thrive in the 21st century.</p> <p><i>Participating jurisdictions: Australia and the state of Victoria; the province of British Columbia in Canada; Chaoyang district in Beijing, China; Brazil; CO, KY and NYC in the USA; Finland; India; New Zealand; South Korea; and South Africa</i></p> <p><i>Funders: Cisco, Bill and Melinda Gates Foundation, Promethean</i></p>	Brings together philanthropists, teachers, academics, and business leaders to collaboratively redefine education and radically transform it for the future. Focuses on education systems, system conditions, and understanding how these affect learners and learning at scale.	Offers a roadmapping tool for partners to plan, describe, and monitor transformation of their education systems. Tool includes 16 separate “essential elements” of systems change (i.e. collaborative learning and teaching, building of innovative cultures, and relevant learning and application). Hosts Biannual Global Events to share stories and best practices of transformation. Designs and facilitates working groups around key transformational issues. Authored <i>Redesigning Education</i> , which sets out the key insights and challenges that inform GELP’s work. GELP experts based in the Innovation Unit UK.		●	●			●
<b>Great Schools Partnership</b>	The Great Schools Partnership is a school-support organization working to redesign public education and improve learning for all students. It develops and advocates for sustainable educational policies, effective school leadership, proven instructional practices, and student-centered learning models built on strong community connections.	Provides school coaching, professional development, and technical assistance to educators, schools, districts, organizations, and government agencies at all levels. Creates tools and resources for educators. Administers public and private grant programs. Coordinates large-scale school-improvement initiatives for foundations and states.	Advocates a “schoolhouse to state-house” approach to educational transformation. Promotes a strategic-planning process that helps districts and schools create a comprehensive 5-year plan to put learners' needs first. Offers tools for developing proficiency-based systems. Serves as lead coordinator of the New England Secondary School Consortium and the League of Innovative Schools. Part of the technical-assistance team for US Department of Education.		●	●	●		●

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<b>GripTape</b>  	<p>GripTape is a champion for youth agency, committed to informing, convening and building a vibrant ecosystem where youth are inventors, designers, and producers, actively constructing their path for success.</p>	<p>Seeks to ignite a national movement to recognize critical importance of agency for learning and development and ensure youth have access to the opportunities, environments, and resources to shape and accelerate their own path for success. Four cornerstones: 1) Build research-based framework of agency that provides clear definitions, indicators, and metrics. 2) Collaborate with youth-serving and youth-run organizations to expand agency-rich opportunities to engage youth. 3) Provide platform to publish, share evidence, and form strong networks to inform and amplify movement. 4) Produce data-driven lessons that may be widely adopted and easily implemented.</p>	<p>After drafting a research-based framework for facilitating youth agency, tests their hypothesis with a select group of partners and in collaboration with youth to improve quickly and establish a guide for learning environments. Implementing GripTape Learning Challenge (<a href="http://www.griptape.org/">http://www.griptape.org/</a>) in which youth are awarded grants to propose, design, and execute their own learning journey. An initiative of America Achieves.</p>	●	●	●	●		●
<b>Highlander Institute</b>	<p>The Highlander Institute uses innovative education practices as a catalyst for social change and is working to ensure that all children have the educational opportunities and support they need to achieve their full potential.</p>	<p>Focuses on blended learning, teacher support, and creating avenues for educators and stakeholders to discuss personalized learning. Promotes entrepreneurial principles.</p>	<p>Gathers monthly and annual meet-ups and “unconferences” for educators, local business owners, and leaders to discuss, learn about, and empower personalized and blended learning. Helps educators evaluate learners, monitor progress, adapt instruction, share data, and collaborate across schools and districts through its real-analytics program, Metryx.</p>		●	●			

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<b>Houston A+ Challenge</b>  	Houston A+ Challenge strengthens, innovates and connects Houston Schools.	Hosts professional development that focus on academic, social, and emotional learning, and building relationships within educational environments. Creates community for educators to discuss and enhance practice. Researches educational models and topics to form policy recommendations.	Launched Houston A+ Unlimited Potential, Houston's first mobile school that combines community resources, technology, family engagement, and empowered learners. Performs research and publishes classroom experience-based policy recommendations. Connects stakeholders and educators across 180 Houston environments in 20 districts to reflect on professional challenges, share insights from research, and test solutions to improve learner outcomes. Hosts professional development opportunities that include workshops, customized coaching, and lectures.		●	●			●
<b>iNACOL</b>	The International Association for K-12 Online Learning (iNACOL) catalyzes the transformation of K-12 education policy and practice to advance powerful, personalized, learner-centered experiences through competency-based, blended and online learning.	Acts as a clearinghouse of information that allows members to organize, share knowledge, and associate as a group. Supports innovators in online, blended, and competency-based education to share best practices. Provides resources through a "New Learning Models" portal, which connects practitioners, develops quality standards, and amplifies educator voices.	Authors white papers and reports that outline national standards for quality online courses and state-level policy frameworks, as well as focus on specific case studies on topics such as credit recovery using online learning. Hosts annual Blended and Online Learning Symposium and hosts frequent events and webinars. Provides FAQs and a robust resource list for practitioners and educators looking to implement blended and/or competency-based learning.	●	●	●	●	●	



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<b>Innovative Learning Environments Project (ILE)</b>	<p>ILE aims to inform practice, leadership and reform through generating analysis of innovative and inspiring configurations of learning for children and young people.</p> <p><i>Organisation for Economic Co-operation and Development (OECD) and its 34 member countries</i></p>	Analyzed—with numerous international examples—innovative ways of organizing learning at the micro-level (learning environment), connections to the meso-level (networks and communities of practice), and strategies to implement learning change at the macro-level (systems).	Made up of three strands, each of which resulted in a publication: Learning Research, Innovative Cases, and Implementation and Change. One publication includes detailed case studies on 40 innovative learning environments across the world. Concerning large-scale change, its findings suggest that a flourishing middle level of change around networks and learning communities provides the platform on which broader transformation can be built.					●	
<b>Institute for Democratic Education in America (IDEA)</b>	IDEA believes in an education that allows students and teachers to discover and expand their capacity and joy for learning and to thrive through active participation in vibrant learning communities.	Identifies exemplary democratic education using “curating criteria.” Connects education in practice, policy, youth voice, and and communities to organize for change. Works toward 4 drivers of change: 1) Changing Discourse/Public Narrative; 2) Changing Policy; 3) Changing Practice; and 4) Changing Strategies.	Believes that democratic education is not a model but a mindframe that gathers diverse ideas, policies, research, and community visions to make an impact on public education. Identified solutions such as place-based, social-emotional, and proficiency-based learning. IDEA Library contains high-quality resources for those building the will to change, as well as training and development opportunities. Offers customized learning tours around the country for youth, practitioners, policy makers, and community builders to introduce learner-centered environments that have undergone transformation.		●	●			

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<b>Institute for Habits of Mind</b>  	<p>Institute for Habits of Mind is transforming schools into learning communities where thinking and Habits of Mind are taught, practiced, valued, and infused into the culture.</p> <p><i>Institute for Habits of Mind partners with EduPlanet and WonderGrove.</i></p>	<p>Grows teams of affiliates that represent the power of habits and dispositions within the classroom, environments, and communities. Offers professional development through virtual media, workshops, consultations, and conferences. Certifies Habits of Mind Communities of Excellence committed to Habits of Mind as a central thought towards thoughtful and mindful learning environments.</p>	<p>Certifies Habits of Mind Ambassadors nationwide who work in learning environments and volunteer to receive queries and visitors to share Habits of Mind learning with others. Designed four learning paths for EduPlanet: Introducing Habits of Mind, Activating and Engaging Habits of Mind, Journey of Continuous Learning, and Assessing Habits of Mind. Develops dispositions in younger learners through animations with WonderGrove.</p>		●	●		●	
<b>Institute for the Future of Learning</b>	<p>The Institute for the Future of Learning believes the industrial age model of education needs to be transformed. The dropout crisis and a disengaged, under-challenged youth are calling upon us to transform our education system. Great work is underway in many schools and communities across the world. The Institute for the Future of Learning's goal is to help map, connect, and scale that work.</p>	<p>Maps innovative schools to give a snapshot of the work already happening, the existing gaps, and the available pathways. Facilitates conference workshops to provide hands-on training to transform schools. Trains teacher teams that are either transforming current schools or building their own. Offers one-on-one leadership coaching.</p>	<p>Designing a prototype of an open-source alternative assessment database. Partnering with a middle school teacher team to envision a new collaborative teaching model.</p>		●			●	
<b>Institute for Personalized Learning</b>  	<p>The Institute for Personalized Learning guides schools and districts as they implement personalized learning.</p>	<p>Provides a framework; offers professional development, consulting, resources and other supports; and empowers educators to create the conditions that will allow all learners to succeed. Cultivates "Action Networks" by providing opportunities for open access and cross-pollination of promising practices amongst member districts.</p>	<p>Offers educators face-to-face workshops, online offerings, cohort experiences, and webinars. Provides consulting, coaching, and implementation analysis to districts. Incorporates learner voice through its 19-member Youth Advisory Council. The three core components of its framework are proficiency-based progress, customized learning paths, and learner profiles.</p>		●	●			●

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<b>Institute of Play</b>	<p>The Institute of Play believes the real work of a 21st century education is to spark the passion for lifelong learning that our kids will need to navigate their way to a promising tomorrow.</p> <p><i>Partners: Quest to Learn, Chicago International Charter School, Hive Learning Network, and Share My Lesson</i></p>	Creates learning experiences rooted in the principles of game design—experiences that simulate real-world problems and require dynamic, well-rounded solutions. Supports teachers and other learning leaders in making learning irresistible.	Houses GlassLab research and development effort. Now working to scale first initiative NYC public school Quest to Learn’s model to other locations, including the professional development program, TeacherQuest.		●				●
<b>iZone (Innovation Zone)</b>	<p>The iZone harnesses today’s resources to design school around the unique strengths, interests, and needs of each student.</p> <p><i>Over 300 NYC public schools</i></p>	Works with schools, the “edtech” marketplace, and policy makers to design and scale promising learning models that prepare all learners for college and career. Utilizes human-centered innovation design processes that engage all stakeholders in both design and implementation.	Offers Blended Learning Institute to train teachers in how to personalize learning. Programs include: 1) School Challenges, open calls for schools to join in designing and scaling innovative solutions; 2) School of One: Redesigning the Math Classroom; and 3) an Asynchronous Learning Pilot, which focuses on competency-based learning.		●		●		●
<b>KnowledgeWorks</b>	<p>KnowledgeWorks seeks to activate and develop the capacity of communities and educators to build and sustain vibrant learning ecosystems that allow each student to thrive by offering a portfolio of innovative education approaches and advancing aligned policies.</p> <p><i>Two subsidiary organizations: EdWorks and StriveTogether</i></p>	Acts as a social enterprise by supporting the work of two education-focused subsidiary organizations. Provides innovative tools, training, and assistance to school leaders, teachers, and community stakeholders through their portfolio of school and community approaches. Educates legislators, policymakers, educators, business leaders, and the community at large on future trends in teaching and learning, on the need for change, on potential policies for adoption, and on the mechanisms needed to implement these ideas.	Identifying a minimum of 3 school districts over the next 3 years to implement a full model of Competency Based Education (CBE). 2 subsidiaries: 1) EDWorks develops and helps administrators and teachers implement innovative and more effective learning environments; and 2) StriveTogether helps community leaders build civic infrastructure to develop accountability, deliver resources, and sustain reform within a community.	●	●	●	●	●	●

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<b>League of Innovative Schools</b>	The League of Innovative Schools seeks to improve learning opportunities for all Americans through technology and research.  <i>73 member districts in 33 states</i>	Connects educators to motivate, accelerate, and sustain school improvement. Members commit to adopting innovative practices, sharing successes, collaborating with other members, and solving challenges through learning technology and education research.	Hosts biannual meetings of superintendents and district leaders. Hosts working groups on topics relevant to members' interests. Member districts partner with entrepreneurs, researchers, and leading thinkers. Initiative of Digital Promise.		●	●			●
<b>LEAP Innovations</b>	LEAP Innovations connects education and innovation, exponentially advancing teaching and learning in and out of the classroom.	Identifies the best edtech tools and strategies to advance teaching and learning. Helps educators develop and implement personalized learning environments enabled by technology. Runs three initiatives: 1) LEAP Collaboratory, 2) LEAP Pilot Network, and 3) Breakthrough Schools: Chicago.	LEAP Collaboratory brings together innovators of all kinds, including educators, researchers, and edtech companies. Pilots personalized learning technologies and practices and shares the results. Facilitates and incubates the design and innovation processes for Breakthrough Schools in Chicago.			●		●	●
<b>The Future Project</b>	The Future Project works with schools to unlock the limitless potential of every young person in this country.	Provides learner and educator coaching in order to apply culture-evolving techniques in environments. Mentors youth to learn about their unique interests and passions and to help them pursue meaningful personal or community-based passion projects.	Created after noticing that learners are uninspired and unfulfilled in their environments and careers. After conducting a school-wide Possibility Audit, Dream Directors recruit a Dream Team of young learners and staff to create school change strategy. Works with dozens of students throughout the year to discover a dream worth pursuing and bring it to life by building Future Project. Dream Directors help learners discover their passions and purpose in one-on-one sessions.					●	

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<b>The Learning Accelerator (TLA)</b>	TLA transforms K-12 education by accelerating the implementation of high-quality blended learning in school districts across America.	Mobilizes funds to establish scalable solutions to support districts in adopting blended learning. Partners with select innovative districts to assist them with implementing blended learning. Establishes the proof points to reallocate state and federal education funding to bring blended learning to scale.	Develops solutions to overcome barriers to implementing blended learning. Highlights necessary state priorities for blended learning implementation, including leadership, capacity, and communication. Defines "blended learning" as including personalized learning, mastery-based progression, and effective use of technology. Partner districts: Reynoldsburg City Schools, OH; Greeley-Evans School District, CO; and Partnership for LA Schools, CA.				●		●
<b>Living Classrooms Foundation</b>	Living Classrooms Foundation strengthens communities and inspires young people to achieve their potential through hands-on education and job training, using urban, natural, and maritime resources as "living classrooms."	Designs community programs to improve educational outcomes, form career and life skills, promote health and wellness, and break the cycle of poverty. Operates two public learning environments, multiple youth centers, job-training programs, two athletic fields, and partnerships with struggling schools.	Utilizes neighborhood, community, and local maritime resources to create "living learning laboratories." The Baltimore Urban Gardening with Students (BUGS) and Shipboard Education programs create multidisciplinary learning opportunities that stress "Learning by Doing" and build non-cognitive skills. Runs the Children's Target Investment Zone, which collaborates with public and private partners to provide cradle-to-career services for learners and community members within the zone. Operates The Crossroads School.						●

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<b>LRNG</b>  	<p>LRNG is a movement that closes the opportunity gap and transforms how young people access and experience learning and the paths they can take to success.</p> <p>Seeded by the John D. and Catherine T. MacArthur Foundation.</p>	<p>Leverages technology and partnerships to connect both local and global learning experiences that help youth pursue their passions and become prepared for 21st century careers, academic achievement, and civic engagement. Curates Playlists—networked experiences that support high-demand academic and workplace skills—and recognizes their completion with digital badges. Supports 12 partner cities in connecting learning experiences across the community and incorporating them in Playlists.</p>	<p>Intends to strategically scale up connected, 21st century learning nationwide. Works with many community partners (e.g. museums, libraries, and businesses) and national partners (e.g. EA, Gap Inc., National Writing Project, and Mozilla). Invests in teams of teachers exploring how learning experiences can move fluidly and coherently across spheres of formal and informal learning. Houses GlassLab Games, which develops high-quality learning games. First endeavor of Collective Shift.</p>	●		●	●		
<b>Monitor Institute</b>	<p>Monitor Institute helps leaders disrupt the status quo to address pressing social and environmental problems.</p>	<p>Challenges existing mindsets and practices and gives guidance to leaders in understanding, mapping, or inventing something new or in transforming something that already exists. Creates practical insights, built on a rich blend of analysis, synthesis, and real-world experience. Builds organizational culture, relationships, and structures to support execution. Helps networks and organizations create step-changes in impact.</p>	<p>Reinventing Education as one "opportunity space." Focuses on 3 areas of growth: 1) Scaling up: build the infrastructure, funding mechanisms, and collaboration models to identify and rapidly scale what works; 2) Innovation: increase pace of innovation and experimentation across all dimensions of teaching and learning, including moving away from batch processing, seat-time based, and teacher-in-front-of-the-room models; and 3) Redefining "student": investigate and articulate different student pathways and fully engage voices of students, parents, and teachers.</p>	●					

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<b>NapaLearns</b>	<p>NapaLearns encourages the success of every student by providing resources, funding, and thought leadership to help district staff adopt innovations in teaching and learning focused on the demands of the future.</p> <p><i>NapaLearns works in partnership with Napa County's five school districts, Napa County Office of Education, community organizations, and state and national organizations.</i></p>	Partners with school districts, small businesses, and community leaders to collectively gather and share resources, funding, and ideas about leadership to transform public education. Focuses on bringing technology to all, training educators, project-based learning opportunities, and early childhood reading and math.	Invites educators and community members to share knowledge. Aims to attain a 1:1 device in each environment in every grade level throughout the district to enhance personalized and engaged learning opportunities. Provides consistent educator professional development and workshop opportunities, and 50% tuition support for educators to earn Master's degree in Educational Technology. Implements open-source environment to develop unified plans, leverage partnerships, and share resources for all district and school activities. Member of New Tech Network and League of Innovative Schools.		●	●		●	
<b>National Center for Innovation in Education</b>	The National Center for Innovation in Education helps states transform their education systems with the goal of college and career readiness for every student and promotes the role of teachers in the design and development of innovative, high-quality practices that prepare students for a more globally connected world.	Networks local and state leaders, experts, and experimenters and provides national voice to build consensus around a new vision for education. Creates working groups with a focus on actions for testing and iteration. Hosts dialogues with state policy makers to set conditions that support innovation. Provides assistance to the Innovation Lab Network to more rapidly and effectively translate local innovations into policy.	Sees transformation as an iterative process of establishing local proof points, broadening implementation, and transforming entire systems. Promotes the role of teachers as solution designers and producers of new knowledge. Housed at the University of Kentucky.	●			●		

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<b>National Education Association (NEA)</b>	NEA's mission is to advocate for education professionals and to unite its members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.	Advocates for its over three million educational professionals and acts collectively to improve the standards and status of the teaching profession, and ensure a quality education for every child. Offers professional development opportunities through its state affiliates to help educators improve their skills and job performance.	Operates "community schools" that create and leverage deep partnerships between learning environments and their community resources. Runs professional development programs, including its flagship NEA ESA Conference, on topics like whole learner support and cultural competency. Committed to college, career and technical readiness for every learner, and is a member of the national Career Readiness Partner Council.	●	●	●	●		●
<b>National Institute for Student-Centered Education</b>	The National Institute for Student-Centered Education helps schools realize the goal of being communities that both inspire and support students to be passionate about their learning while preparing them to play active and productive roles in their world.	Hosts platforms for education professionals, students, and parents to share ideas, develop resources, advocate for policies, and provide training in the critical elements of the student-centered approach. Runs an up-to-date blog that keeps readers informed on latest trends, news, and perspectives.	Hosts webinars and the annual "Inspire" conference to bring together leading experts and practitioners with diverse perspectives on student-centered education. Describes "student-centered education" as a set of attitudes, skills, and considerations that affect the way an educator or school will approach learners.	●	●		●		
<b>The National SEED (Seeking Educational Equity &amp; Diversity) Project</b>	SEED drives personal, organizational, and societal change toward greater equity and diversity.	Brings educators together in a peer-led professional development program to understand new perspectives, confront uncomfortable topics and validate their own stories. Trains educators to bring the program back to their communities and schools and to change curricula in ways that validate each learner's story and widen their perspectives of the world.	Reenergizes educators through professional development and personal growth. Empowers educators with language, leadership, and listening skills and a network of support. Helps educators address cultural differences and inclusivity in their work.			●	●		



Organization	Mission	Approach	Highlights	2020 Ambitions					
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<b>Nellie Mae Education Foundation</b>	Nellie Mae stimulates transformative change of public education systems across New England by growing a greater variety of higher quality educational opportunities that enable all learners—especially and essentially underserved learners—to obtain the skills, knowledge, and supports necessary to become civically engaged, economically self-sufficient, life-long learners.	Advances student-centered approaches to learning across New England to meet their goal of ensuring that 80% of New England students are college- and career-ready by 2030. Focuses on four major areas: 1) develop effective systems designs; 2) build public understanding and demand; 3) build educator ownership, leadership, and capacity; and 4) advance quality and rigor of student-centered practices.	"Students at the Center Hub" is a highly interactive, community-driven platform to empower those dedicated to student-centered approaches across New England. The Students at the Center Research Collaborative, run by intermediary Jobs for the Future, is a network designed to build the evidence base for student-centered practices. Implementing a five-year strategic framework, begun in 2014, designed to boost public awareness, understanding, support, and demand for student-centered learning in New England.	●	●	●	●	●	●
<b>New Classrooms Innovation Partners</b>	New Classrooms designs personalized instructional models that help teachers personalize learning to the needs of each student.  <i>15 schools in 6 cities: New York City, NY; Northern NJ; Washington, DC; Chicago, IL; Charlotte, NC; and Atlanta Metro Area, GA</i>	Designs new instructional models that reimagine the role of educators, the use of time, the configuration of physical space, and the use of data and technology to better meet the needs of each learner. Collaborates with educators to support the implementation of these models.	Provides ongoing support to partner teachers and leaders through local, on-site, and remote support to train them in personalizing their classrooms. Programs include School of One and Teach to One: Math, New Classrooms' flagship personalized instructional model focused on middle school math (learners in grades 5-8).		●				●

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<b>New England Secondary School Consortium (NESSC)</b>	<p>The NESSC is a regional partnership that promotes forward-thinking innovations in the design and delivery of secondary education across New England. The five partner states work together to close persistent achievement gaps and promote greater educational equity and opportunity for all students.</p> <p><i>Five states: CT, ME, NH, RI, and VT</i></p>	Brings state leaders and educators together to: 1) advance a state-led policy agenda focused on proficiency-based graduation decisions, personalized learning pathways, and more effective accountability systems; 2) connect and support practicing educators across states through network activities, best-practice exchange, and the League of Innovative Schools; and 3) strengthen public understanding of innovative approaches to educating today's learners.	Hosts annual conference. Seeks out endorsement of proficiency-based learning, including a pledge to accept proficiency-based transcripts, from regional colleges and universities and has obtained 56 endorsements. Improves quality and comparability of data in New England through the Common Data Project.	●	●	●	●		
<b>New Profit</b>	New Profit breaks down the barriers that stand between people and opportunity in America. New Profit works with visionary entrepreneurs, philanthropists, and other partners to upend the status quo and transform the way America educates its children, propels people towards social and financial stability, and creates healthy communities.	Builds cross-sector partnerships to develop problem-solving initiatives and innovative solutions. Provides support to innovative social entrepreneurs and their organizations and pursues a set of social innovation strategies to improve the environment in which all social entrepreneurs operate. Runs its policy arm, America Forward, to connect its growing coalition of nearly 60 high-impact organizations with policymakers and innovators.	Reimagine Learning Fund aims to support schools and communities in the creation of learning environments that unleash individual promise and creativity in all children. Three-pronged approach: 1) change teaching and learning practices in classrooms and schools across the nation; 2) create federal- and state-level policies that support the scaling and spreading of models that advance Reimagine Learning's vision; and 3) mobilize parents, youth, and teachers as part of a targeted culture change campaign.	●			●		
<b>New York Performance Standards Consortium</b>	The Consortium's schools are committed to academic excellence and high performance standards, creating schools the public can trust.	Developed a performance-based assessment system that supports its project- and inquiry-based curricula. Facilitates cooperation amongst member schools to ensure reliability of assessment data.	Schools have been granted waivers from all but one state test and utilize performance-based assessments instead. Consortium schools boast higher rates of graduation, college acceptance, and college retention, including among special populations, than both city and state averages.			●		●	

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<b>NewSchools Venture Fund</b>	NewSchools is committed to transforming public education through powerful ideas and passionate entrepreneurs so that all children—especially those in underserved communities—have the opportunity to succeed.	Finds and funds high-potential teams with innovative school designs. Supports their planning and implementation. Connects them to each other and to other experts so they can get better faster.	Hosts the NewSchools Summit, an annual invitation-only gathering of entrepreneurs, educators, and policymakers, who are passionate about the power of entrepreneurship to transform public education for underserved children. Recent venture: NewSchools Catapult, meant to propel successive waves of education entrepreneurs to launch new schools, particularly for underserved learners.		●	●			●
<b>Newton Innovation Lab</b>	Newton Innovation Lab functions as a student-centered, faculty-powered design lab for collaborative, solution-centered educational research and development.	Serves as an incubator lab to establish the process and procedure for facilitating Newton Public School (NPS) initiatives. Facilitates outreach and community building between NPS, universities, organizations, and the local community. Offers workshops to promote internal innovation (including professional development) and curriculum research. Promotes the use of libraries as innovation labs.	Engages learners in an immersive classroom surrounded by artistic and scientific solutions and complex social issues. Learners operate through the design process and work on specific design challenges based on real-world problems. Focuses on hands-on problem solving, building the culture of innovation, promoting peer teaching and learning, and cultivating curiosity and ingenuity.		●				●
<b>Next Generation Learning Challenges (NGLC)</b>	NGLC is a collaborative, multi-year initiative created to address the barriers to educational innovation and tap the potential of technology to dramatically improve college readiness and completion in the United States.	Invests in transformative learning strategies that leverage proven and emerging learning technologies, collects and shares evidence of what works, and fosters a community of innovators and adopters to build a robust pool of solutions and promote greater institutional adoption.	Encompasses K-16 education. Offers funding in the areas of breakthrough learning models and tech innovation. Defines breakthrough models as those that “meet the needs of individual students through the use of technology, personalized learning tracks, flexible learning schedules, and a demonstration of mastery.” Initiates community building amongst educators through a series of events, resources, and online tools. Content and tools created by grant recipients are available as open resources. Initiative of EDUCAUSE.		●	●		●	●

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<b>Open Badges</b>	Open Badges is a 21st century credentialing approach that can help learners get the recognition and certifications they deserve while helping employers hire and promote workers who have the creative, technical, and higher-order thinking skills in demand in today's economy.	Creates digital platforms to transform badging into a trusted, secure, and portable certification process. Provides information, resources, and technical assistance to businesses, professional institutions, and academic institutions across the country to help them incorporate badges into their hiring promotion, admissions, and certification processes.	Runs an open-source model. Open Badges: 10 Million Better Futures is a commitment to scale up the existing badge ecosystem to a national level to benefit 10 million workers and learners by 2016. More than 14,000 independent organizations issue credentialing badges. Working with Badge Alliance to create a network of organizations actively building a new culture of credentialing. Funded in part by MacArthur Foundation, Mozilla, and HASTAC.						●
<b>Partnership for 21st Century Learning (P21)</b>	P21 serves as a catalyst and builds collaborative partnerships among education, business, community, and government leaders so that all learners acquire the knowledge and skills they need to thrive in a world where change is constant and learning never stops.  <i>Partner states: AZ, CA, IL, IA, KS, KY, LA, ME, MA, NV, NJ, NC, OH, OK, SC, SD, VT, WV, and WI</i>	Leads the conversation about what 21st century learning looks like in and beyond school. Supports states and districts as they implement 21st century learning. Showcases success by sharing exemplars, strategies, and policies for making meaningful learning a reality for all students. Promotes global education through their Global Education Framework.	Encourages educators, policymakers, and business/ community leaders to adopt a program that fuses the 3Rs (Reading, Writing, and Arithmetic) and the 4Cs (Communication, Critical thinking, Collaboration, and Creativity). Hosts annual Summit on 21st Century Learning. Works with a bipartisan Congressional 21st Century Caucus to brief Congress about the importance of 21st century skills.	●	●		●		
<b>Q.E.D. Foundation</b>	The Q.E.D. Foundation creates, inspires, cultivates, and sustains cultures of transformational learning where we are all learners, learning changes lives, learning needs to happen in different ways, and learning empowers us.	Consults with national, state, and local education organizations to provide expertise, coaching, and support. Develops and disseminates tools and applications that provide organizational structures and practical protocols that support a school culture of "choice and voice." Shares stories and lessons to provide inspiration and vision. Cultivates communities of collaboration and partnership, both inside and outside of school.	Relies on 23 learning environment indicators to help catalyze shifts from traditional to holistic learning environments. Demonstration site: Making Community Connections (MC <sup>2</sup> ) Charter School. Houses Faces of Learning, a national grassroots engagement initiative that aspires to help everyone see what powerful learning actually looks like (and requires). Hosts All Kinds of Minds, the Learner Sketch Tool, and the Transformational Change Model.	●	●				●

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<b>Schlechty Center</b>	The Schlechty Center is committed to partnering with school leaders across the country to transform their classrooms, schools, and school districts into engagement-focused organizations.	Provides tools; intellectual scaffolding; frameworks to guide action; training experiences; networking opportunities; and disciplined discussions on strategy and the process of transformation. Focuses on 3 areas of work to create customizable learning experiences: 1) transforming organizations; 2) redefining roles; and 3) increasing engagement.	Hosts the Customization in an Era of Standardization Conference for education leaders who recognize the importance of customized learner and staff experiences. Supports two collaborative networks: Standard-Bearer School District Network and Superintendents Leadership Network.		●	●			
<b>SchoolHack Solutions</b> 	SchoolHack Solutions provides personalized pathways to student success.  <i>SchoolHack Solutions works in partnership with Green River.</i>	Created a platform that implements personalized, competency-based, and community-focused experiences for learners. Ongoing interest surveys allow educators to understand about their learners. Offers opportunities for dynamic, interactive professional development that allows educators to create personal goals and share best practices.	Maps learners' unique and evolving needs, goals, and interests in and outside school hours, allowing educators to know their kids and provide individualized resources. Learners and educators can create personal goals and track which goals have been met. Environments and district leaders can upload community opportunities for kids to find, learn more about, and engage in. Allows for easy communication and collaboration amongst youth, educators, and parents.		●	●			
<b>Springpoint</b>	Springpoint's aim is to enable all students, regardless of environment or background, to succeed in high school, college, and beyond.  <i>Springpoint works in partnership with Brooklyn Laboratory Charter Schools, Cleveland Metropolitan School District, Denver Public Schools, International Network for Public Schools, Providence Public School District, The Phoenix Charter Academy Network, The School District of Philadelphia, and The Urban Assembly.</i>	Partners with districts, charter organizations, and networks to design innovative environments that integrate youth-adult relationships, family involvement, and community participation. Guides partners in developing a foundation that explores and includes learner population, opportunities and constraints presented by location, and resources environments will need to cultivate. Provides resources and coaching to teams to develop proficiency in their design and implementation. Supports youth during transition into and beyond high school.	Published guide on the design process of new environments that acknowledges the need for a foundational understanding of learners and communities, an outline of key elements unique to the model, and a work plan that guides practice in the new model. Curates professionally-developed case studies focused on positive youth development, personalized learning, and new environment planning. Partnered with more than 15 environments to design and launch new innovative high schools.		●				

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<b>Stanford 2025</b>	Stanford 2025, a year-long project at Stanford's d.school, is an exploration of undergraduate experiences in the future.	Explores a new future of learning and living with a design team from the Stanford d.school and hundreds of students, faculty, and administrators over the course of a year. Culminated with an experiential exhibit and website entitled "Stanford 2025" that is intended to ignite discussion and encourage experimentation.	Project completed May 2014. Established 4 provocations (models for transforming higher education): 1) Open Loop University; 2) Paced Education; 3) Axis Flip; and 4) Purpose Learning. Developed key frameworks and toolkits around these provocations to inspire other campuses to enact change.	●					
<b>StriveTogether</b>	StriveTogether supports the success of every child from cradle to career.  <i>65 communities in 32 states and Washington, DC.</i>	Brings proven expertise, effective resources, and a nationally-recognized collective impact approach to create local education ecosystems that support children and youth from cradle to career in the Cradle to Career Network. Provides differentiated support according to members' self-assessments on a continuum of quality benchmarks built on four principles: 1) engage the community; 2) focus on eliminating locally-defined disparities; 3) develop a culture of continuous improvement; and 4) leverage existing assets.	Building Cradle to Career Civic Infrastructure framework includes a shared community vision, evidence-based decision making, collaborative action, and investment and sustainability. Collects, reports on, and analyzes key data, including Kindergarten readiness, early grade reading, middle grade math, high school graduation, post-secondary enrollment, and post-secondary degree completion. Subsidiary of Knowledge-Works.			●		●	●
<b>Superintendents' National Dialogue</b>	The Superintendents' National Dialogue is a network of experienced school district superintendents who have personally committed to participate in an ongoing conversation focused on understanding and articulating what is required to meet the nation's future educational needs. It gives experienced practitioners a voice in creating a compelling vision for public education and serves as a catalyst to move communities closer to transforming that vision into reality.	Identifies and recruits leaders who will independently bring together respected colleagues committed to the improvement of schools in their locale and state. Creates online opportunities for members to read blogs, create forums, participate in discussions focused on particular topic areas, and access a resource library.	Seeks to bring the knowledge, experience and skills of public school superintendents more prominently into the national conversation about the future of public education. Partners include Texas Association of School Administrators (TASA) and Knowledge-Works. Hosted by Northwest Evaluation Association (NWEA).	●		●			



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1133 19th Street NW, Suite 410  
Washington, DC 20036  
(202) 830-2310