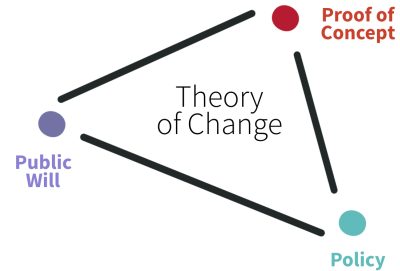


Theory of Change: Making the Shift to Learner-Centered Education Inevitable and Irreversible

This movement is seeking to create the conditions in which learner-centered education can thrive and spread and become the prevailing approach to education in this country. This requires diverse stakeholders in the movement to simultaneously activate three primary levers for change:

- **Increasing Public Will.** This movement must engage members of the public—including parents, business and civic leaders, educators, and advocates—in the conversation about the growing gap between what the world demands of our young people and how schools currently operate. They must be persuaded that we cannot close that gap by tinkering with the current version of school. We need to invent a whole new system that is flexible enough to maximize the potential of each individual learner.
- **Refining Public Policy.** There are countless policy barriers currently impeding the work of learner-centered schools and practitioners. These obstacles range from how we hold schools and educators accountable to high school graduation requirements and college admissions criteria. The intersection of these policies makes it difficult, if not impossible, for learner-centered leaders to invent the new systems, structures, and processes needed for learner-centered environments and models to flourish. We need to identify and understand the impact of these policies and create room for policy pilots that enable empowering new systems and solutions to be developed.
- **Building Proofs of Concept.** Most critically, the movement needs to expand the number, variety, and reach of learner-centered environments so that diverse communities around the country can see, touch, and experience the impact learner-centered education can have for all students, especially those not well-served by the current system. These models and ecosystems of learning are critical to demonstrating that learner-centered approaches can reliably deliver the outcomes society needs and wants for all learners.



Education Reimagined's Contribution: Uniting and Igniting Learner-Centered Leaders

The purpose of Education Reimagined is to unite and ignite the leadership of learner-centered actors who are inventing the future of education and to enable them to activate these three levers simultaneously to catalyze a wave of education transformation across the country. We identify, connect, and challenge these leaders to see themselves as the architects of a learner-centered future for education in the country. We convene practitioners, young people, and other visionary leaders to work collaboratively with a broad range of systems-level stakeholders to address the practice-based and policy-oriented challenges that currently impede the movement's ability to grow and spread.

Most critically, we work to ensure that these conversations and the new solutions that emerge avoid the biases and shortcomings of our existing systems by attending to the diversity and inclusiveness of the learner-centered movement. We are broadening the perspectives, backgrounds, roles, and sectors that are engaged in this work with an eye towards having learner-centered solutions be adaptive to the needs of all young people regardless of their background, circumstances, or identity.

Our Work

Working with an ever-expanding coalition of players, Education Reimagined currently has three key areas of focus, mobilizing and partnering with a diverse range of stakeholders, communities, and advocates across the country to:

- Make learner-centered education visible, tangible, and desirable to key constituencies across the US;
- Build lasting leadership to create and sustain the conditions for learner-centered education to spread and thrive in specific geographic regions; and
- Evolve shared notions of learner outcomes and model quality.

Each body of work is designed to push on two or more of the three levers at one time and always with an eye towards increasing the range of stakeholders engaged and the diversity of the movement at the local, regional, and national level. Lessons from each major body of work will help to inform the evolving strategy around each of the other areas.

Making Learner-Centered Education Visible, Tangible, and Desirable to Key Constituencies Across the Country: A Year of Learning (September 2019 - September 2020)

We need to build the systems and structures necessary for the learner-centered movement to become inevitable and irreversible in the U.S. To do this, we must shift the broader, national conversation about the purpose and outcomes of education and what it will take to transform our system to produce those results. Our Year of Learning campaign is designed to ignite such conversation among key stakeholder groups whose partnership is critical to the movement, including business and civic leaders; civil rights activists; advocates for learners with diverse learning needs; higher education; and school boards and superintendents. In tandem, this campaign will be designed to expand the racial, socio-economic, geographic, and political diversity of leaders and allies championing learner-centered education, ensuring that the movement itself represents the full diversity of the communities and young people our education system must serve.

This campaign will be aimed at helping key constituencies recognize the deep urgency behind shifting to learner-centered education; to grasp the magnitude of the changes needed to enable this transition; and to embrace their role in making such changes happen. This conversation will be led by local, regional, and national learner-centered advocates who can share the power of what learner-centered education makes possible for young people and the societal necessity of this new future for education.

By the end of the Year of Learning, the learner-centered movement will have expanded the scope, scale, and diversity of the coalition committed to making this new vision a reality for learners and their communities across the country.

Regional Deep Dives: Building Sustainable Leadership and Conditions for Learner-Centered Education

In order to transform education in this country, we do not believe that it is necessary to change the entire system all at once. Rather, education transformation will become a reality for the broader country once a handful of regions have demonstrated what it looks like to create the fully aligned systems and structures to support learner-centered models to thrive and spread. Education Reimagined is committed to discovering what it takes to create these aligned systems and supportive conditions within specific regional policy contexts.

These regional deep dives will focus on building the aligned leadership across diverse sectors and stakeholder groups within a region who are positioned to accelerate the emergence of supportive

conditions inside of a state or region. Our regional work brings together the two core capacities that have driven our efforts and successes at the national level: 1) the ability to align, empower, and embolden learner-centered practitioners, learners, and advocates; and 2) the ability to convene, unite, and maintain alliances among diverse stakeholders that represent the communities in that region to move the learner-centered vision forward.

In the next 3-5 years, our goal is to have at least 3-5 states or regions on the road to becoming exemplars of what it can look like to support learner-centered education from early childhood through higher education.

Proof of Concept: Evolving Notions of Learner Outcomes and Model Quality

In order to enroll the public and persuade stakeholders to design new models and create new policy conditions, the learner-centered movement must develop proofs of concept at both the model and the policy level. For this to succeed, we need two things: 1) a shared view of the kinds of outcomes we want learner-centered models and systems held accountable for—including clarity on how to measure them; and 2) shared tools for the model and system creators to evaluate their models' progress fully realizing the vision, from nascent to advanced.

With respect to learner outcomes, we know the movement needs to begin by making the case for the kinds of outcomes society needs now and then demonstrating that learner-centered education produces those results. We will be convening a group of diverse national stakeholders to tackle this challenge—engaging them in a dialogue about the kinds of outcomes education needs to produce in order for learners to be successful and the kinds of evidence that would allow us to know young people were achieving those outcomes. We plan to identify and partner with researchers, existing networks, and practitioners to identify or develop the metrics that will allow learning environments to demonstrate the types of outcomes that current school and accountability systems do not capture—but which sit at the heart of what society is demanding and what learner-centered education aims to produce.

With respect to model quality, we have spent the last year developing and piloting a site-visit toolkit and set of corresponding protocols with a core group of leading practitioners, both of which have been well-received by practitioners. These tools will empower sites to self-evaluate their progress toward a full expression of a learner-centered vision for education. They will also allow for cross-model visits during which practitioners can assess and work to challenge each other's thinking around what strong learner-centered practice looks like. We believe these protocols will help to inform conversations around the types of policy systems that will enable learner-centered education to thrive.

An Idea Whose Time Has Come: Why Now is the Moment to Invest in Transformation

We stand at a unique moment in history when there is a growing and united call for education to create new outcomes—for learners, society, and the economy. With growing interest in educational equity for all learners and the emergence of national and state policies that are more supportive of innovation, we stand at the start of a 3-5 year window during which the learner-centered education movement has an opportunity to lead the way to nationwide transformation.

As the only player in the field to combine a transformative vision with a proven track record of building bridges among the diverse players needed to support this work, Education Reimagined is a high-leverage investment in the success of this movement. We will be glad to discuss our strategy, staffing, and budget with anyone interested in supporting the movement to make learner-centered education possible for every child in America.