



CATALYZING NATIONWIDE, SYSTEMIC TRANSFORMATION IN EDUCATION

Imagine a future of education in which all children and their families are supported in caring communities to navigate vibrant ecosystems of learning experiences. A future in which the community and world are the playground for learning; where equity and the worth and dignity of every child is fostered; and silos between youth development, employment, K-12, higher education, and the community are broken down in service of the growth and development of young people. In this future, the purpose of education is to support young people—no matter who they are or where they are from—to discover their unique gifts and how to contribute those gifts meaningfully to the world.

At Education Reimagined, we call this vision for a transformed future [“learner-centered education.”](#) It is our mission and work to realize this future for each and every child and young person in the country, regardless of background or circumstance. This has always been our imperative, but never before has our goal been so within reach.

Right now, in the midst of a global health crisis and the national awakening to systemic racism, appetite for something different in education is at an all-time high. Our country is faced with a choice—to return to our efforts to modify, fix, and reform a system built for another era or to set aside what has always been, to truly leverage the full potential of communities and technology to organize, support, and credential learning in fundamentally new ways that enable each child to fulfill on their boundless potential.

Education Reimagined is committed that this be the moment to invent a new system of education that produces the results families and society most want, but can’t yet see a way to reach.

Why Transformation is Necessary: Desire for a different kind of education and for an equitable education system is not new. In fact, for decades, we have invested in wave after wave of reform to raise academic achievement and our nation’s test scores. Yet, the results of this incredible investment—by any measure—have been anything but a match for the amount of effort, time, and money. Graduation rates, state test scores, and college admissions and matriculation rates have all stayed about the same, including the disparities of those outcomes based on race and socio-economic status.

Meanwhile, for years, leaders in education and beyond have called attention to a painful truth: the current system is producing the results it was designed to produce. In fact, all of the above data is evidence of this very fact. No amount of additions or modifications to the current system will be enough to:

1. Unleash the full potential of all children and young people, especially our most marginalized and vulnerable, as well as those who face far fewer challenges; and
2. Deliver the kinds of learner outcomes that set young people up for success in today’s world and prepare them to be agile, adaptable, and caring contributors in a complex, fast-changing world.

This leads us to a bold conclusion. We must invent a new system of education that can produce these vital results.

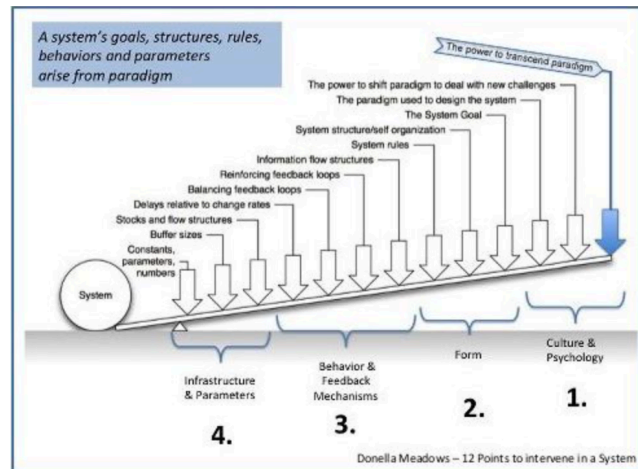
Buckminster Fuller famously said, “You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.” We are out to invent a system of education that can make the current system obsolete.

That said, invention is no easy task. As Albert Einstein warns, “We cannot solve our problems with the same thinking we used when we created them.” We must operate from a new way of thinking about education—a challenging task as almost all of us have grown up in and worked in the current way of doing and thinking about education.

When we say a “new way of thinking,” we mean something very specific. Our current system was built entirely inside a particular way of thinking, or you could say paradigm—a paradigm dominant at the turn of the last century and still alive in all of our systems and conversations about K-12 education.

Donella Meadows, an expert in complex adaptive systems and author of *Thinking in Systems: A Primer*, wrote that, “a system’s goals, structures, rules, behaviors, and parameters arise from its paradigm.” Therefore, to create new goals, structures, rules, and behaviors, we must operate in a new paradigm. As her famous image of the leverage points to alter a system illuminates, the only lever that has the power to create new systems is paradigm shift.

But, working at the level of paradigm is a [tricky thing](#) because it is the air we breathe, it is the lens through which we see the world. As Meadows explains, “Your paradigm is so intrinsic to your mental process that you are hardly aware of its existence, until you try to communicate with someone with a different paradigm.”



Therefore, if we don’t invest in people in a new paradigm, we will continue to tweak the system, even when we have the express intention of overthrowing it.

A New Paradigm for Education: This is why we at Education Reimagined champion a new paradigm for education and seek out leaders and practitioners already operating in it. This paradigm is a shift from a systems-centered one to a learner-centered paradigm.

At the heart of this paradigm shift is a shift in purpose. The current system—is essentially “built on two assumptions: 1) individuality doesn’t matter and 2) only a select few are capable of high achievement;” it is designed to filter the best performers based on their intake of standardized material (Todd Rose, *Systems Change: A Leader’s Guide to Leverage Points*. 2020. pg. 97). Therefore, all of its systems and structures are designed to deliver standardized material and rank children on their performance.

In a learner-centered paradigm, we assume and value each child as unique and believe all children have boundless potential to contribute in countless ways. The design of education is to maximize exploration and learning, so that each child can discover who they are, their unique gifts, and how to contribute those gifts meaningfully in the world.

In Education Reimagined’s foundational document “A Transformational Vision for Education in the US”—which was created by a group of 28 ideologically and otherwise diverse stakeholders who came together to transcend their differences in service of articulating a vision for a transformed future of education—the paradigm is described in this way:

The learner-centered paradigm for learning functions like a pair of lenses that offers a new way to look at, think about, talk about, and act on education. It constitutes a shift of perspective that places every

learner at its center, structures the system to build appropriate supports around them, and acknowledges the need to adapt and alter to meet the needs of all children.

The learner-centered paradigm changes our very view of learners themselves. Learners are seen and known as wondrous, curious individuals with vast capabilities and limitless potential. This paradigm recognizes that learning is a lifelong pursuit and that our natural excitement and eagerness to discover and learn should be fostered throughout our lives, particularly in our earliest years. Thus, in this paradigm, learners are active participants in their learning as they gradually become owners of it, and learning itself is seen as an engaging and exciting process. Each child's interests, passions, dreams, skills, and needs shape their learning experience and drive the commitments and actions of the adults and communities supporting them. "

—A Transformational Vision for Education in the US." Education Reimagined, 2015. Page 5.

Inside this paradigm, the systems and structures to support learning look dramatically different. Things like age cohorting, dividing learning up into historically set subjects, letter grades, seat-time requirements, and learning happening exclusively in schools disappear because those are all elements of a standardized education.

Rather, in learner-centered education, we find that learning models are designed with five interlocking elements, as laid out in "A Transformational Vision for Education in the US":

- Learning that is characterized by **Learner Agency** recognizes learners as active participants in their own learning and engages them in the design of their experiences and the realization of their learning outcomes in ways appropriate for their developmental level. As such, learners have choice and voice in their educational experiences as they progress through competencies.
- **Socially Embedded** learning is rooted in meaningful relationships with family, peers, qualified adults, and community members and is grounded in community and social interaction. It values face-to-face contact, as well as opportunities to connect virtually, and recognizes the significance of establishing continuity in children's lives through the development of stable relationships.
- **Personalized, Relevant, and Contextualized** learning is an approach that uses such factors as the learner's own passions, strengths, needs, family, culture, and community as fuel for the development of knowledge, skills, and dispositions. Learning experiences are leveraged to bridge gaps and meet learning challenges; designed to expand interests, opportunities, and perspectives; and responsive to learners' passions. At the same time, they are rooted in real-world contexts and empower the learner to demonstrate their learning in a variety of authentic ways and settings.
- **Open-Walled** learning acknowledges that learning happens at many times and in many places and intentionally leverages its expansive nature in the learner's development of competencies. It creates and takes full advantage of opportunities in a variety of communities, settings, times, and formats. All learning experiences, whether highly structured or exploratory and experiential, are valued, encouraged, and integrated into the learner's journey. These experiences may be in-person, virtual, or blended. Play, recreation, technology-enabled experiences, community-based work, and service opportunities, for instance, are all recognized as legitimate vehicles for learning.
- **Competency-Based** learning is an alternative to age- or grade-based learning. In competency-based learning, each learner works toward competency and strives for mastery in defined domains of knowledge, skills, and dispositions. Learners' trajectories toward mastery are guided and managed, rather than placing the emphasis on their achievement of specific benchmarks in a fixed amount of time. Learners demonstrate their learning in diverse ways appropriate to the material and there is no one way to demonstrate competency or mastery.

The results that young people experience from being in learner-centered environments that advance these five elements are incredible. They develop a love for lifelong learning; are self-reflective; are able to collaborate effectively with other youth and adults; have literacies in the sciences, communication,

quantitative and qualitative reasoning, and the social sciences; and know their strengths, interests, and areas for growth. Most importantly, they have developed into self-motivated, self-directing young adults with the capacity to lead their lives through good times and adversity with humility and compassion.

We call this a “new” paradigm, not because it has never been thought of before but because it is not the paradigm giving rise to the vast majority of educational conversations or efforts—politically, administratively, or philanthropically. Yet, thousands of educators, youth development professionals, families, business people, and community members are already operating in this learner-centered paradigm, building, running, and advocating for learner-centered sites, programs, and learning opportunities across the country.

These sites and programs exist in pockets—always needing to find ways to operate inside of the public education system or choosing to step outside of its constraints. Some leading, advanced models (most of which are operating in the public system) include: [Montessori](#); Reggio Emilia; [the Met High School](#) in Providence, RI; [Norris Academy](#) in Mukwonago, WI; [Iowa BIG](#) in Cedar Rapids, IA; [Design39Campus](#) outside of San Diego, CA; [Nautilus School](#) in Chicago, IL; [Harbor Freight Fellows](#); [Verdi EcoSchool](#) in Melbourne, FL; [Springhouse Community School](#) in Floyd, VA; and [Embark Education](#) in Denver, CO. There are also thousands of learner-centered out-of-school time programs, internships and apprenticeships, homeschooling co-learning hubs, travel experiences, and more.

An Ecosystem Approach—Inventing Systems in a Learner-Centered Paradigm: As invention must happen from a new paradigm, we believe these thousands of learner-centered practitioners and leaders must be supported to come together to invent a new system of education that enables a wholly new way of educating our children.

A famous inventor once told a child who was seeking advice on how to invent a new lunchbox, “Don’t call it a lunchbox.” For us, transforming education is not about transforming “school” or “districts.” It is about building a system that sees learning everywhere and supports children and families to navigate engaging learning experiences across their community and virtually, to credential that learning so that it is meaningful to employers and higher education institutions, and to provide the stable and healthy relationships among peers and adults that enable joyful, caring, inclusive learning journeys.

So, rather than transforming schools, we see our work as inventing the systems and structures to enable **community-based ecosystems** of learning that by design, ensure equity and enable learner-centered education. In an ecosystem approach, education is no longer an isolated institution that judges and promotes young people based on comparisons to averages. Rather, young people develop the core competencies to be life-long learners; gain educator and real-world feedback; delve deeply into the things they most care about; develop literacies in language and communication, quantitative and qualitative reasoning, science, and the social sciences; and gain the set of competencies they uniquely need to successfully pursue their aspirations and lead a meaningful, fulfilling life.

In a community-based ecosystem, the community and world become the playgrounds for learning; equity, human dignity, and liberation are fostered; and young people—no matter who they are or where they are from—are supported to thrive, discover their own boundless potential, and contribute in a complex, fast-changing, and interconnected world.

One of the exciting benefits of thinking from a new paradigm is that it not only gives you a wholly new vision for the future, it gives wholly new actions to take in the present. There are many ways to start making the vision of an ecosystem actionable now—with minor system changes—that can alter young people’s lives in profound ways.

This means that what there is to do today is to act on two levels. First, to take those immediate actions to have learner-centered experiences available widely and broadly, such as finding ways to credential the

vibrant, authentic learning that happens outside of a school building or tapping the capacity and expertise of the youth development sector, which the K-12 system has historically ignored or shut out. And, second, to work toward the full systems transformation we know will be necessary to have learner-centered education be available reliably and equitably to each and every child across our country, regardless of their race, background, or circumstance. This is the work of inventing a new system of education from a learner-centered paradigm.

This is the dual work of shifting a paradigm—bringing it to life for those who want what it promises and creating the enabling systems and structures that will support that paradigm to sustain. In the rest of this paper, we assume the first to be part of the process to getting to the building demand for new systems, and will focus on what it takes to invent, demonstrate, and spread learner-centered, community-based ecosystems.

So, what do we mean by inventing a new system of education from the learner-centered paradigm?

What We Mean by “Invent a New System”: To be clear, the proposal of transformation and invention is not a proposal to disrupt, dismantle, or destroy the current system. Rather, it is a proposal to create a parallel, learner-centered system that exists right alongside the conventional system, creating a choice for families and young people. This means that any community could have two systems and the option to play by two different sets of rules—one focused on GPAs, course graduation requirements, and SAT and ACT scores; and one focused on performance-based assessments, competency-based progressions and transcripts, and leveraging the community as the playground for learning.

While these systems would be distinct, they could be very porous. In fact, children could even be in the same building, operating in the two different systems. Imagine one middle school age child going to homeroom and moving through their seven courses that progress with the bell schedule—advancing based on seat-time and graded with bubble tests and essay assignments. Then, in that same building, another child meets with their advisory, takes a class or two in the conventional setting, writes “lost stories of history” with their virtual writing pod, and leaves the building to participate in a science project at a community learning hub. A handful of days a week, this child works on a project run through their local YMCA to eliminate homelessness, enabling them to pursue an area of interest with youth from across their community. This child’s learning is credentialed as they demonstrate what they can do and know to their peers, mentors, and community members; and they ongoingly engage with their advisor to set and check in on learning goals, adjust their learning plan, and identify where they may need support. Two different stories, happening simultaneously and sometimes, tapping into the same resources and engaging with the same people.

With these two distinct options available, families will be empowered to select the system that best matches their aspirations and the needs of their children. Many will certainly choose the conventional system, uncertain of the new system’s results. And, others (what Education Reimagined believes would be a great majority) will choose to step into the less familiar—curious and excited by the opportunity for them and their children to be valued for who they are, given lots of choice over the pathways that their child takes, and supported as their child develops the knowledge, skills, and dispositions to be a life-long learner and pursues the goals most important to them.

To have two systems operating side-by-side eliminates the need to either force-fit learner-centered experiences inside the conventional system (an impossible task) or for the conventional system to be eliminated before learner-centered ecosystems can exist (equally an impossibility).

Moving Toward Full Systems Transformation: To make learner-centered education available to each and every child and family who wants it, we know there are several key markers we must hit. To get to the stage of scaling new ways of organizing, supporting, and credentialing learning, we must first demonstrate that learner-centered, community-based ecosystems can be viable, reliable, and equitably effective.

This stage of demonstration is critical to any paradigm shift. For a paradigm to shift societally or in a field, a solution developed in the new paradigm must solve a pressing problem that cannot be solved in the dominant paradigm (Thomas Kuhn, *The Structure of Scientific Revolutions*). So, when the problem we are solving for is an education system that ensures every young person graduates with the knowledge, skills, and dispositions they need to thrive and contribute in a complex, fast-changing world, we must demonstrate that our paradigm can deliver on that goal, where the dominant one could not.

But, because education is not a science lab, there is much to be done to illuminate the vision and support committed communities to move forward and demonstrate what's possible. Rather than asking every community to invent a new system from scratch, there must be a robust, thriving field of learner-centered organizations with the capacity to make pursuing this vision actionable for communities across the country. Rather than a top-down approach, this is a bottom-up, top-enabled effort.

Given this arc and the work to be done, we foresee the journey toward full systems transformation broken into three major interrelated, overlapping phases.

- Phase I: Building the Field & Making This Vision Actionable
- Phase II: Community Demonstrations of Viability, Reliability, and Equitable Effectiveness
- Phase III: Scaling and Spreading

Phase I: Building the Field & Making This Vision Actionable

Right now, the learner-centered education field exists in pockets across the country, loosely connected and largely operating constrained by the current public education system, funding structure, and policy allowances or operating outside of it all together. This phase of work is about coalescing the field of learner-centered education around a bold goal of demonstrating what a learner-centered, community-based ecosystem makes possible for young people and their families and communities.

At the end of this phase, the learner-centered field would be robust enough to be worthy of significant investment and have the capacity, critical mass, and connectedness to create full-blown demonstrations of a new learner-centered education system. In other words, the field would have moved from being a fringe effort to a mainstream approach to systems transformation.

Success in this phase would mean that many more children and young people have access to learner-centered learning experiences for part or all of their day. There would be mounting demand and appetite for what a flexible, adaptable ecosystem of learning could make possible. Early evidence of the difference learner-centered education makes would be increasingly available. And, well-positioned, catalytic organizations would exist that can provide the technical assistance, tools, research, lessons learned, system models, policy options, and communities of practice that communities need to take action. Likewise, there would be myriad organizations and networks partnering with or enabling communities to clear the barriers and create the policy, legislative, and funding conditions necessary for this work, as well as the political and public will.

As a result of all of this, anyone interested in bringing a learner-centered ecosystem to life in their community or in supporting the existence of ecosystems in their state, territory, district, or Native Nation would have access to what they need to jumpstart and advance their work—as well as the ability to connect with, learn from, and be in support to others in this work.

Phase II: Community Demonstrations of Viability, Reliability, and Equitable Effectiveness

While more and more learner-centered ecosystems, programs, models, and opportunities would be coming to life in the prior phase, Phase II brings to bear all that has been learned and the power of an established field to tackle full blown invention of a new, parallel system in a handful of places around the country. This phase is noteworthy because it marks the time when the field is worthy of the kind of state, Federal, and philanthropic funding to move it to the scale necessary to build fully expressed community-based, learner-centered ecosystems in communities across the country.

As a result of this phase, there will be at least a dozen communities with fully expressed equitable, community-based ecosystems of learning demonstrating what learner-centered education can truly make possible for children and communities, as well as hundreds more that are well on their way to bringing this approach to education to life. As communities and families experience what ecosystems offer, demand is building for the kinds of supports, freedoms, and access learner-centered ecosystems provide.

These fully expressed ecosystems would be effectively and equitably serving a wide range of diverse youth, supporting them to create and navigate their unique learning journeys in the context of caring, stable communities of peers and adults. Young people would be engaged in enriching, rigorous learning experiences that leverage the vast array of resources and opportunities in their communities and virtually. All of this would be supported by enabling learner-centered systems of assessing and credentialing learning, governance, resource allocation, accountability, and human capital.

Investment in research, as well as elevating successes and lessons learned, would be paramount in this phase.

Phase III: Scaling and Spreading

Building on the momentum and demonstrations in Phase II, this phase would be focused on scaling and spreading policies, systems, and practices that have been demonstrated to enable learner-centered education's full expression in diverse communities. The ultimate aim being that families and children across the country can confidently have the choice to opt into a full learner-centered experience and find one that is readily accessible no matter where they are.

Moving through these phases could take ten, twenty, or 100 years. We believe, with immediate decisive action, that the field could be into Phase III within 10 years. However, this would require significant investment, commitment, and leadership right now.

Education Reimagined can see what needs to be done and a path to get there. We know the people capable of making it a reality, and we're bringing them together—across disciplines, geographies, and experiences—to build a movement. We have the opportunity to seize this moment, learn from it, and establish an education system truly designed to serve every child, whatever the world throws their way.

Education Reimagined's Role

Education Reimagined is a leader in the national education movement to make learner-centered education available to each and every child, inclusive of race, background, and circumstance. We offer a transformational vision to galvanize the country around a new learner-centered future of education; and we partner with visionary leaders to imagine, invent, and bring to life the new systems and conditions necessary to enable a learner-centered, socially just future for education to spread and thrive. We are committed to playing a catalytic role to make this the moment we shift the direction of education for the country once and for all.

It is our aim that in the next 3-5 years, the learner-centered field is distinct, credible, and robust enough to be worthy of significant investment and have the capacity, critical mass, and connectedness to create full-blown demonstrations of new learner-centered education systems. Said another way, we have set out the bold ambition that Phase I described above is complete within 3-5 years, such that the country can boldly move into Phase II of bringing to life demonstrations of learner-centered, equitable, community-based ecosystems.

To meet this ambition, we are focused on four major, interconnected streams of work aimed at making learner-centered ecosystems visible and actionable for communities across the country. Our work is strategically catalytic, such that we are inspiring and igniting others into action to create a much broader network of players who share this commitment for transformation and the building of a field and are in action to transform the education system. The four streams of work are to:

1. **Build a recognizable coalition of organizational leaders, practitioners, and youth** with the collective influence, reach, and respect to grow the credibility of and air cover for the movement AND build the will to invent the structures to support a parallel public education system;
2. **Spread the vision of transformed ecosystems of learning** such that people can see, feel, and imagine them in their own communities;
3. **Create and spread tools, resources, and spaces of collaboration** to fuel the joyful invention of those seeking to bring ecosystems of learning to life; and
4. **Catalyze efforts to build the evidence base for and advance the quality of learner-centered practice and systems design.**

In this work, Education Reimagined will bring to bear our expansive networks of over 900 leading learner-centered practitioners, youth, and policy actors and our proven capacity to attract and build community amongst the diverse stakeholders who will be essential to advancing this transformation effectively and equitably. We are actively seeking partners, co-creators, and investors who can contribute resources, capacity, and complementary expertise to advance the work.

The below details our plans for the next 2-3 years and the impacts we are seeking to achieve across these four streams of work.

1. Build a Recognizable Coalition of Learner-Centered Organizational Leaders, Practitioners, and Youth: Education Reimagined is activating and expanding upon our already diverse network of learner-centered leaders to unite and launch them as the core of a much broader coalition of leaders capable of collectively illuminating a learner-centered vision for the future of education and making the realization of that vision actionable in communities across the country.

2022 Activity: Our work in 2022 is to both lay the foundation upon which this coalition of leaders can stand and to grow the number of leaders who hold a shared vision and ambition to invent community-based ecosystems of learning.

To set this foundation, we are at work to enroll and convene a diverse set of 25-35 learner-centered organizational leaders and thought leaders—diverse across sector, ideology, and expertise—over the course

of a series of in-person meetings (COVID-19 permitting) to enable them to delve into and grapple with what it will take to invent a system of education that is capable of making the current system obsolete.

Their engagement together will serve dual purposes:

1. to generate a galvanizing roadmap (or national agenda) that articulates the high-level actions the country will need to take in order to bring this new vision for education to life and can serve as the public call to action of the coalition; and
2. to enable those leaders to themselves learn and strategize about what it would take to have their organizational capacity and resources be aimed at transforming, rather than reforming, education.

Likewise, we have an ambition of rallying upwards of 900 learner-centered youth and practitioners to take a public stand, along with these organizational leaders, for the invention of a parallel education system that enables ecosystems of learning to flourish.

Over the last six years, Education Reimagined has built a community of over 650 learner-centered practitioners and youth leaders—diverse across model, geography, role, race, and age. With the launch of new virtual versions of our trainings and programs in 2021, we have plans to exponentially expand this community in 2022—by 200-300 people—through both in-person and virtual offerings. Through our proven trainings, these leaders are equipped with shared language, vision, and commitment to powerfully advocate for learner-centered education and to advance their work together. As this community grows, we also have intentions of dramatically expanding the professional development and community building offerings that we have for the practitioners in this community (more detail on this in work stream #4).

Three-Year Impact: There will be a recognizable coalition of organizational leaders, practitioners, and youth with the collective influence, reach, and respect in the field to grow the credibility of the movement, demonstrate the impact of learner-centered education, and create the enabling conditions for it to thrive.

2. Spread the Vision of Transformed Ecosystems of Learning: Leveraging the reach of those already in our communities and our growing connections, Education Reimagined will bring to bear our recognized brand and growing assets to capture the imagination of targeted community, state, and national leaders and increase their interest in much more revolutionary alternatives to the current design of education than are currently being considered.

2022 Activity: We will create and elevate new images, visions, and stories of what is possible through print, digital, and social media streams and give those ready to step toward this new future the assets and narratives to engage their communities, organizations, and other allies in a conversation about how to bring a new future to life. This includes the public release of a series of six animated videos and a corresponding set of illustrations that we are producing to capture what an ecosystem could look like from the perspectives of key stakeholders, such as learners, advisors, and business owners.

Through op-eds, videos, conversation starters, and social media mini-campaigns; policy advocates, influencers, and decision makers will be able to imagine and discuss a new future of education. Likewise, through the dissemination of new visions, images, and stories, we will illuminate what truly transformed community-based, learner-centered ecosystems could look like and make possible for our children and society and spur people to take bold action to advance the ecosystem vision.

We have engaged a communications firm to partner with in early 2022 to identify and create the goals, target audiences, messages, and tactics to ensure the greatest reach and impact of these powerful assets and visions.

Three-Year Impact: Thousands of people will be exposed to the concept and possibility of equitable, learner-centered, community-based ecosystems and see concrete steps they could take to move towards

their invention. We know that without a compelling vision for what is possible, taking action toward a new future is almost impossible. This work will directly address that challenge.

3. Create and Spread Tools, Resources, and Spaces of Collaboration for Ecosystem Invention:

Education Reimagined is partnering with thought leaders, policy actors, and learner-centered leaders on the ground to not only increase the number of efforts aimed at bringing ecosystems to life in communities across the country but also identify new pathways for and remove some of the major barriers to that invention.

2022 Activity: Education Reimagined is working with diverse leaders to articulate a comprehensive view of the reimagined structures and policies that would be needed to support ecosystems, to envision how some of those key structures might operate, and to identify likely pathways to bring about their invention. We will, in turn, produce and elevate dedicated toolkits and resources that share these ideas, options, and insights such that communities can use them to design and implement new structures that are a match for their local context.

One particular project set to complete in early 2022 is our effort to organize and shepherd a set of working groups, comprised of learner-centered experts, systems thinkers, practitioners, and young people representing 25 organizations, to generate a collection of options and toolkits for what enabling structures could look like in three domains: 1) assessing and credentialing learning; 2) governance, shared accountability, and resources allocation; and 3) people and people systems (i.e. human capital).

We also have plans to partner with policy actors and thought leaders from varied institutions—such as The Christensen Institute, Brookings, or CCSSO—to co-author and produce white papers, thought pieces, and reports that provide a clearer sense of what is needed from a policy perspective if we are to invent an equitable system that is flexible and enabling of an ecosystems approach. We already have one co-authored report under development with Thomas Arnett, Senior Research Fellow, at The Christensen Institute.

Finally, we will be working directly with local and regional leaders who share the ambition of inventing ecosystems in their own communities. We will bring our experience and expertise in community building to create space for them to connect across geography, learn from each other, and advance their work in concert.

Three-Year Impact: Communities ready to create or advance community-based ecosystems of learning have access to the tools, templates, resources, and pathways they need to confidently invent a new future of education and at least 10 communities are poised to demonstrate what a parallel system of learning looks like and makes possible.

4. Catalyze Efforts to Build Evidence for and Advance Quality of the Learner-Centered Field: Education Reimagined is continuing our long-standing community building work to enable the learner-centered field to demonstrate results; advance quality; and establish itself as a credible, trusted approach to education for all children, regardless of race, culture, or brain wiring.

2022 Activity: As mentioned above, we have ambitions of significant growth for our practitioner community of practice, the Learning Lab Community—growing from just over 400 to 550-600 by the end of 2022. This is a community of those already bringing learner-centered experiences and structures to life for youth and who are dedicated to demonstrating that this approach to education is credible, reliable, and capable of equitably and powerfully serving each and every child. It includes leaders from some of the most advanced expressions of learner-centered education in the country.

In addition to continuing to expand this community and as mentioned above, in 2022, we have plans to increase our professional development and community building offerings for these leaders to expand their visions of what could be, embolden them to tackle the invention of ecosystems of learning, and deepen

their practice to serve their children and communities. Through such vehicles as our well-read e-magazine, *Voyager*, we will also continue to amplify the stories, success, and challenges of these learner-centered leaders to enable the field to recognize itself and to grow its credibility.

Likewise, through our cutting-edge Immersive Learning Exchange program (ILX), we will continue to foster and spread a field-wide, practitioner-led conversation to advance practice and model quality. These intensive, rewarding offerings invite learner-centered practitioners to visit each others' models, environments, and (as they begin to emerge) ecosystems and engage in conversations to validate whether the visited environment is operating in a learner-centered context, elevate the environment's successes, identify areas for growth, and collect lessons learned that can be shared broadly with the field. As in-person events become possible, we have plans to host regular ILX's to advanced learner-centered environments and to develop new, adaptable models of the ILX protocol to be used for emerging ecosystems.

Finally, we are initiating efforts to embark on a research agenda that 1) collects, synthesizes, and elevates research that validates a learner-centered and ecosystemic approach to education; and 2) catalyzes new research efforts to document the evidence of this approach's impact on youth and communities, particularly through the lens of what new outcomes learner-centered education produces in young people.

Three-Year Impact: The learner-centered education field will be operating as a distinct, credible field with shared language, communities of practice, and a growing body of reputable research with convincing evidence of this approach's effectiveness.