




# Learner-Centered in Focus

An Exploration of Young People's  
Experiences in Learner-Centered Environments

Khara Schonfeld-Karan, Ph.D.  
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education   
reimagined

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## FOREWORD

Young people are the evidence that learner-centered education works.

This is more than just a statement. This is a testament to the power of young people when they know they matter, find belonging in their community, and witness the ripple effects of their actions on the world as the world shapes them in return.

Since our founding, Education Reimagined’s vision has been to make learner-centered education available for every child in the United States. We and our national network of educators have witnessed pieces of this vision up close. We have seen a group of children exhibit agency and leadership by growing and harvesting corn and cabbage, with dirt under their nails, to prepare for a community fundraiser with a local farmer. We have watched a once-timid teenager confidently present to a packed room what she learned after writing and directing a film about her city’s housing disparity. We have observed learners, with the support of their advisory, move through discomfort and doubt to achieve goals they once thought impossible.

These stories are real and powerful anecdotes of young people experiencing learner-centered education. There are thousands more stories like these—stories our team has published over the years, stories from hundreds of educators and young people we have convened, and stories whose impacts we have heard described time and time again as something you cannot measure with academic tests but must experience for yourself.

We know that the lack of valid, reliable data poses significant obstacles for the field.

To ensure that young people of every race, background, and circumstance receive a powerful, learner-centered education, we need research-based evidence that accurately reflects learners and their diverse experiences in context. We need a fuller picture of who learners are and what they are capable of, including—and beyond—academics. We need assessments to ensure the field is delivering its promise to every child. This kind of evidence is also crucial for trust and credibility, to broaden the aperture of this approach beyond the educators who have been leading this work. It is essential to engage key partners and stakeholders in education—such as policy influencers, funders, parents, and other educators—whose support is vital for the sustainability of this movement.



The *Learner-Centered in Focus* report marks Education Reimagined's first step in connecting research and data to the experiences of learner-centered education. Thanks to our partners at Transcend, a national nonprofit that supports school communities to create and spread extraordinary, equitable learning, we have incorporated their validated tool, the Leaps Student Voice Survey, into our exploration. This survey is designed to capture insights from learners and has been used by more than 260 learning environments across the country to date. With our partners at learner-centered sites, we have been collecting quantitative and qualitative data from young people to find out about their learning experiences.

In this report, self-reported survey results from youth in our network of sites are presented in greater detail, along with survey benchmarks provided by Transcend. The report also includes strategies, stories, and perspectives of learners and educators at learner-centered sites through the lens of the five key elements of learner-centered education and backing from relevant academic research.

Dr. Khara Schonfeld-Karan, Education Reimagined's Director of Field Research, led this work as our organization's first initiative in the analysis and interpretation of this national data set, revealing early but promising results. This report is one of many conversations and efforts that the field needs for holistic outcomes, assessments, and accurately communicating the difference that learner-centered education is making on lives and communities.

Several years ago, we convened a national group of educators and young people who were deliberating how to prove that learner-centered education works. During the discussion, someone asked, "What is the evidence that this is working?" A young person stood up and said, "We are the evidence."

There is a saying that a journey of a thousand miles begins with one step. As we embark upon a new research journey with the publication of this report, the wisdom of this statement rings true. Education Reimagined is grateful to be on this journey with our partners in the field and the young people impacted by their work, and we look forward to many more steps to come.

Lindsay Ogawa  
*Senior Director of Practice and Field Advancement*  
*Education Reimagined*

## EXECUTIVE SUMMARY

In an era where the need for educational transformation is more critical than ever, how can the needs of every young person truly be met? Education Reimagined, a national nonprofit organization, considers this question in all aspects of its work. To center public education around the needs of young people, it is vital to understand their educational experiences. In research, this means turning to the real experts—the young people themselves.

Education Reimagined aims to make learner-centered education available to every child in the United States, inclusive of race, background, and circumstance. Over the past 10 years, the organization has worked with communities to galvanize the field of learner-centered education. Education Reimagined defines “learner-centered education” as an educational approach that focuses on the holistic development of young people within and as part of supportive communities and through unique learning journeys. This approach is grounded in five key elements that, when present and equitably expressed, are designed to support young people for a life of learning as engaged members in society: 1) learner agency, 2) socially-embedded, 3) personalized, relevant, and contextualized, 4) open-walled, and 5) competency-based

As the demand for insight into innovative approaches for public education continues to grow, Education Reimagined commenced its research work by examining the self-reports of youth to discover what they are experiencing in K–12 learner-centered environments. This report dives deep into those experiences, offering a compelling glimpse into the innovative practices that are shaping the future of education. In addition to amplifying learners’ voices, young people’s learner-centered experiences are compared to national benchmarks and enhanced by showing how these experiences are enabled and supported in learning environments. The intention for this report is to share these valuable insights with those interested in supporting learner-centered education and understanding its broader significance within the educational landscape.

### EDITOR’S NOTE

**Learner:** Education Reimagined uses “learner” to refer to young people (ages 3–22). Unlike the term “student,” which often implies a passive role in school, the term “learner” captures the active and dynamic nature of learning in learner-centered environments and acknowledges that education is not limited to formal schooling. It also encompasses the evolving ways that young people grow, explore, and understand the world around them.

### Learning Environment & Site:

Education Reimagined uses these terms interchangeably to refer to educational settings that are designed for holistic learning and to support the interests, needs, and goals of each learner in their community. Learning environments include formal K–12 school settings, virtual spaces, youth development, and out-of-school providers.

## Methods

Drawing from data collected from nine K–12 learning environments, this exploration focused on 1) the extent to which learners are experiencing—and sites are expressing—the five elements of learner-centered education, 2) the learner-centered practices that youth are experiencing, and 3) how young people’s experiences in learner-centered environments compare to those of other youth across the nation. In addition, references from academic research show potential outcomes of the learner-centered approach and practices. To collect data, Education Reimagined employed a mixed-method design utilizing the following tools:

- **Transcend’s [Leaps Student Voice Survey](#)** was issued to 308 learners from nine sites to report on their educational experiences in learner-centered settings. Aggregated survey results were examined via descriptive analysis and compared to the survey’s national benchmark dataset representing other sites, including many conventional district schools and a few independent, charter, or microschools.
- **Site Self-Assessment Questionnaires** were completed by site leaders to self-assess how learner-centered education is being expressed in their learning environments, report on their learner-centered practices, and share reflections on learner survey results.
- **Virtual Interviews** were conducted with select site leaders and learners to better understand the survey results by learning more about their models, practices, culture, and learners’ experiences.

The learner-centered environments that participated are located across seven states, representing public schools, a public charter school district, independent private schools, and an out-of-school organization. These sites include the following:

- **FabNewport** (Newport, RI)
- **Highlands Micro School** (Denver, CO)
- **The Lab School of Memphis** (Memphis, TN)
- **LaFayette Big Picture** (LaFayette, NY)
- **Norris School District** (Mukwonago, WI)
- **Rock Tree Sky** (Ojai, CA)
- **Springhouse** (Floyd, VA)
- **Village High School** (Colorado Springs, CO)
- **The Village School** (Arlington, VA)

## Key Findings

The findings from this exploration suggest that young people’s experiences in the participating sites closely align with the collective goals for learner-centered education in that learners are known, feel cared for, understand their gifts, and know how they can contribute to the world. The findings from the three data sources indicate a strong connection between the intended vision for the approach and its actual application in practice. This is seen through the survey responses, which show that a majority of surveyed youth agree that their experiences in learner-centered environments reflect the key elements of learner-centered education.

Overall, young people from learner-centered sites reported 73% agreement to having experiences that reflect all five key elements of learner-centered education, which is 21% higher than the survey’s national benchmarks.

The overall survey agreement rates from young people in learner-centered environments were substantially higher than the survey’s overall national rates. These notable results are evidenced by the following findings that reflect each learner-centered element.

Overall, young people from learner-centered sites reported 73% agreement to having experiences that reflect all five key elements of learner-centered education, which is 21% higher than the survey’s national benchmarks.



## Learner Agency

Promoting Empowerment, Self-Awareness, and Personal and Shared Responsibility

- **All nine learning environments provide learners with opportunities to cultivate learner agency to a large extent**, according to the site leaders' self-assessments.
- **Youth from learner-centered sites reported 72% agreement to having experiences that support learner agency, which is 19% higher than the national benchmarks.** Through indicators related to learning agency, young people report that they positively experience this element in learner-centered settings, which includes having choices about how to do their work and how to pursue their learning goals.
- Findings from this exploration suggest that youth in learner-centered sites are supported to do the following:

**1**  
Learn more about who they are and experience learning that matters to them

**2**  
Determine what they want to learn, select goals for their learning, and decide how to pursue those goals

**3**  
Be supported to develop their own ideas and learn a lot through high expectations and levels of support

**4**  
Advocate for what they want to see happen in their learning environment while also taking action to fix societal issues

## LEARNER AGENCY RESEARCH

Research indicates that fostering learner agency can lead to promising outcomes. When young people feel like they have a choice about how to frame a learning activity in their educational environment, they may be more likely to experience optimal engagement (Schmidt et al., 2018).

## LEARNER AGENCY PRACTICES



of the sites offer passion projects or project-based learning



of the sites engage in learner-led conferences



## Socially-Embedded

Cultivating a Sense of Belonging, Mutual Learning and Support, and Expanded Social Networks

- **All nine learning environments provide learners with socially-embedded opportunities to a large extent**, according to the site leaders' self-assessments.
- **Youth from learner-centered sites reported 72% agreement to having socially-embedded experiences, which is 16% higher than the national benchmarks.** Learners' reports on socially-embedded indicators show that they positively experience this element in learner-centered settings by having their ideas respected and by being appreciated for being themselves.
- Findings from this exploration indicate that learner-centered environments support youth to do the following:

- 1 Be part of a caring community where they are welcomed, appreciated, and celebrated for being who they are
- 2 Feel safe and proud to be themselves and feel included by their peers
- 3 Have their ideas and suggestions respected and well-received
- 4 Be encouraged and receive help when they want to give up on difficult tasks

- 5 Share with interested educators about their experiences at home
- 6 Interact with and learn from a network of adults beyond site educators

### SOCIALLY-EMBEDDED PRACTICES

8 of the sites have mentorships or internships

6 of the sites have advisories or home-base structures

### SOCIALLY-EMBEDDED RESEARCH

When learners feel personally accepted, respected, included, and socially supported by others in an educational environment, research suggests that they are likely to perform better in school and show more favorable motivational, social-emotional, and behavioral outcomes (Korpershoek et al., 2020).

## Personalized, Relevant, and Contextualized

Focusing on Purposeful Learning, Dynamic and Responsive Experiences, and Real-World Application

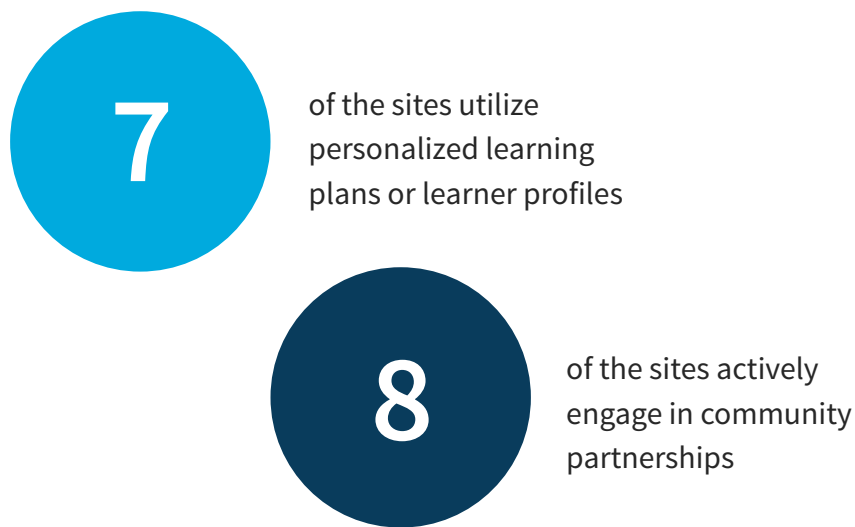
- **All nine of the learning environments provide learners with personalized, relevant, and contextualized learning opportunities to a moderate or large extent**, according to the site leaders' self-assessments.
- **Youth from learner-centered sites reported 70% agreement to having personalized, relevant, and contextualized experiences, which is 23% higher than the national benchmarks.** Personalized, relevant, and contextualized indicators show that learners positively experience this element in learner-centered settings by having resources and knowing that their learning interests are being accounted for and valued.
- Findings from this exploration show that young people in learner-centered sites are supported to do the following:

- 1**  
Learn what, and in ways that, interest them
- 2**  
Have the resources to support that learning
- 3**  
See how their learning relates to what they have learned in the past
- 4**  
Connect learning experiences to their lives, personal experiences, and life outside of the site
- 5**  
Apply what they have learned to their own interests and solve real-world problems

## PERSONALIZED, RELEVANT, AND CONTEXTUALIZED RESEARCH

Research shows that educational environments that are more positive and individualized to learners' needs can lead to more caring relationships among teachers and students with fewer youth "getting lost" in the system (McClure et al., 2010).

## PERSONALIZED, RELEVANT, AND CONTEXTUALIZED PRACTICES



## Open-Walled

Advancing Community Connections, Exposure to New Perspectives and Opportunities, and Equitable Access

- **All nine learning environments provide learners with open-walled opportunities to a moderate or large extent**, according to the site leaders' self-assessments.
- **Youth from learner-centered sites reported 71% agreement to having experiences that support open-walled learning, which is 31% higher than the national benchmarks.** Learners' self-reports on open-walled indicators show that they positively experience this element in learner-centered settings by learning from and within their local communities.
- Findings from this exploration suggest that youth in learner-centered sites are supported to do the following:

1

Share what they are learning outside of school and have these activities valued

2

Spend time and learn outside of the site building

3

Experience community-service opportunities and learn from local community members on- and off-site

4

Have tools to learn everywhere, from everyone, all the time

## OPEN-WALLED PRACTICES

ALL 9

offer field experiences or other off-site learning opportunities

5

of the sites credential out-of-school learning

## OPEN-WALLED RESEARCH

When educational environments develop community partnerships, spaces are created for learners to explore their interests and develop trusting peer relationships (Malone, 2020).

## Competency-Based

Emphasizing Holistic Development and Life Skills, Reflection, and Proficiency Over Pace

- **All nine of the learning environments provide learners with competency-based opportunities to a moderate or large extent**, according to the site leaders' self-assessments.
- **Youth from learner-centered sites reported 79% agreement to having competency-based experiences, which is 16% higher than the national benchmarks.** Learners' reports on competency-based indicators show that they experience this element in learner-centered settings by explaining their ideas and having opportunities to think about and correct their mistakes.
- Findings from this exploration suggest show that youth in learner-centered sites are supported to do the following:

- 1 Be where they are in their learning journeys
- 2 Explain their ideas and answers and correct their mistakes
- 3 Use critical thinking skills to analyze ideas and solve complex problems
- 4 Consider other ways to understand what they are learning

## COMPETENCY-BASED RESEARCH

When educational environments incorporate competency-based learning, research suggests that learners become more autonomous, perform better, and are more motivated (Henri et al., 2017).

## COMPETENCY-BASED PRACTICES

8 sites use learning portfolios or alternative records to capture young people's learning journeys

8 sites hold exhibitions or other demonstrations of learning

## Key Takeaways

Youth in learner-centered environments reported substantially higher agreement on having experiences that reflect all five key elements in comparison to the survey's national benchmarks. Descriptive analyses revealed that overall response rates were as follows:

**31% HIGHER**  
for Open-Walled Questions

**23% HIGHER**  
for Personalized, Relevant, and Contextualized Questions

**19% HIGHER**  
for Learner Agency Questions

**16% HIGHER**  
for Socially-Embedded and Competency-Based Questions

These insights are compelling, and they represent just the start of Education Reimagined's research journey, paving the way for deeper investigations into the implementation and impact of learner-centered education that are yet to come.

### KEY TAKEAWAYS

1

Results from learners' and site leaders' self-assessments show how the key elements of the learner-centered approach are being intentionally and thoughtfully implemented.

2

The anticipated outcomes of key learner-centered elements and aligned practices are undergirded by academic research.

3

Findings suggest that the learner-centered approach and practices are translating into meaningful, positive experiences for young people.

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<https://education-reimagined.org/wp-content/uploads/2024/10/Learner-Centered-in-Focus-Report.pdf>

## INTRODUCTION

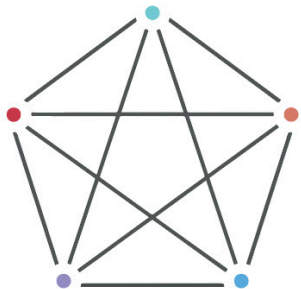
In an era where the need for educational transformation is more critical than ever, how can the needs of every young person truly be met? Education Reimagined, a national nonprofit organization, considers this question in all aspects of its work. To center public education around the needs of young people, it is vital to understand their educational experiences. In research, this means turning to the real experts—the young people themselves.

Education Reimagined aims to make learner-centered education available to every child in the United States, inclusive of race, background, and circumstance. Over the past 10 years, the organization has worked with communities to galvanize the field of learner-centered education.

Education Reimagined defines “learner-centered education” as an educational approach that focuses on the holistic development of young people within and as part of supportive communities and through unique learning journeys. The approach is grounded in five key elements that, when present and equitably expressed, are designed to support young people for a life of learning as engaged members in society:



In addition, learner-centered education emphasizes core principles that support youth to cultivate their sense of self, develop healthy relationships, navigate the dynamic landscapes of virtual and community-based learning, and gain exposure to diverse life skills and pathways. Collectively, these values aim to support lifelong well-being by equipping youth with tools and experiences that can help them and their communities thrive and, in turn, more broadly serve the world.



- Learner Agency
- Socially-Embedded
- Personalized, Relevant, and Contextualized
- Open-Walled
- Competency-Based

Since young people reside at the center of learner-centered education, there is much that can and should be learned from learners themselves. Accordingly, Education Reimagined elected to begin its first research exploration by listening to young people and elevating their voices to discover what they are experiencing in K-12 learner-centered environments. This report dives deep into those experiences, offering a compelling glimpse into the innovative practices that are shaping the future of education. In addition, learners' experiences are compared to national benchmarks and enhanced by showing how these experiences are enabled and supported in learner-centered environments. By amplifying learners' voices, and comparing their self-reported experiences to those of other youth across the nation, this exploration highlights how learner-centered experiences are facilitated and supported within innovative educational settings. The purpose of this work is to provide valuable insights for those committed to advancing learner-centered education and understanding its impact on the broader educational landscape.

It is important to explore forward-thinking approaches like learner-centered education with methods that are designed to study holistic outcomes. For these reasons, Education Reimagined collaborated with Transcend, a national nonprofit that supports school communities to create and spread extraordinary, equitable learning. Both organizations are interested in providing young people with equitable, caring, and impactful learning experiences. This aligned positioning led to a collaborative effort to utilize Transcend's Leaps Student Voice Survey in this exploratory investigation.

## METHODS

This report explores the following overarching question: What are young people experiencing in K–12 learner-centered environments? To explore this inquiry, Education Reimagined employed a quantitative-qualitative mixed-method design, focusing on the following sub-inquiries:

- 1 To what extent are learners experiencing—and sites expressing—the five elements of learner-centered education?
- 2 What learner-centered practices are youth experiencing in their learning environments?
- 3 How do young people’s experiences in learner-centered environments compare to those of youth in other sites in the United States?

In addition to the data collected from the learners and site leaders, references from academic research are presented throughout this report to address the above research questions and provide potential outcomes of learner-centered education and aligned practices. In this section, information on the participating sites is presented first, then the methods for data collection and analysis are discussed.





## The Learning Environments

Education Reimagined utilized convenience sampling to select environments in its network that self-identify as learner-centered and represent diverse characteristics (e.g., community type, organization type, geographic location, and learner characteristics). The extent to which Education Reimagined has engaged with the participating sites varies. At minimum, Education Reimagined’s team or partners have visited all of the nine environments and observed that all of the sites express—or are working toward an expression of—the five key elements of learner-centered education.

The nine environments who contributed to this investigation include the following:

- **FabNewport** (Newport, RI)
- **Highlands Micro School** (Denver, CO)
- **The Lab School of Memphis** (Memphis, TN)
- **LaFayette Big Picture** (LaFayette, NY)
- **Norris School District** (Mukwonago, WI)
- **Rock Tree Sky** (Ojai, CA)
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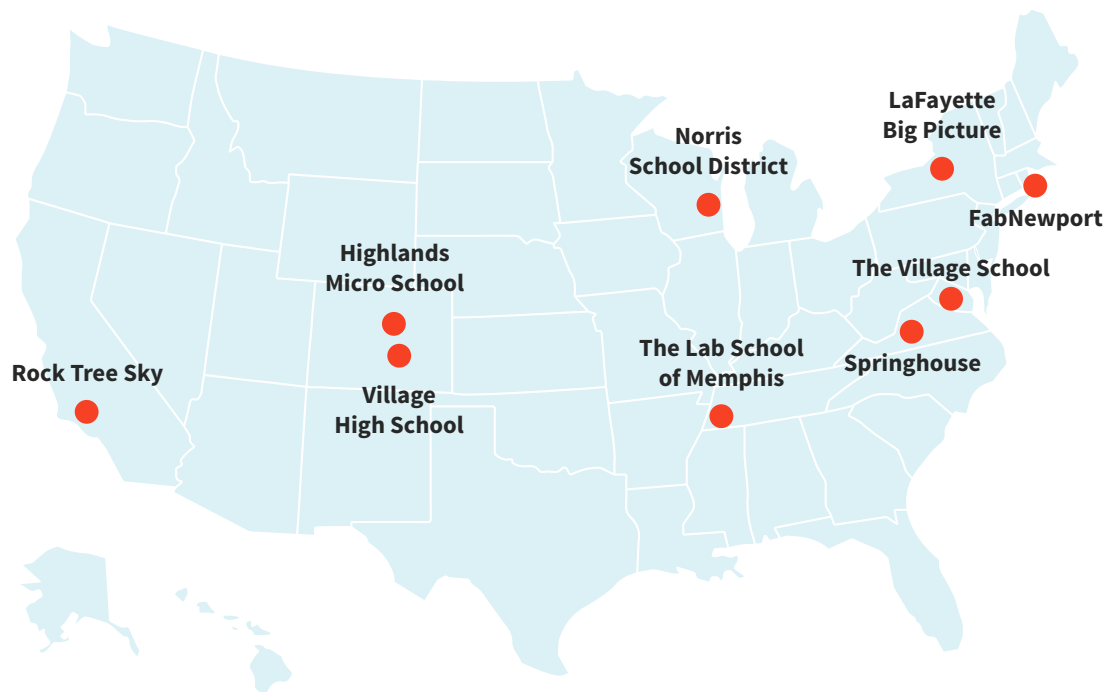
These learning environments are located across four regions of the United States, with two in the Northeast (RI and NY), one in the Midwest (WI), three in the South (VA and TN), and three in the West (CO and CA). Four of the sites are located in rural settings (with two situated between rural and more populated areas), three are in urban settings, and two are in suburban settings.

Among these sites, two are public schools, one is a public charter school/school district, one is an out-of-school/youth development organization, and five are independent private schools (one of which partners with its local school district). While a majority of the participating sites are independent private schools, many of these were founded to serve learners who were not being adequately served in public schools by means of smaller learning communities that could offer more responsive and flexible learning opportunities.

All of the environments have been in operation ranging from three to 16 years. Two of the sites have early childhood programs, five serve elementary-aged learners, six serve middle school-aged learners, and six serve high school-aged learners. In terms of enrollment, one site serves between 1–19 learners, three serve 20–49, two serve 50–99, two serve 100–499, and one serves over 500 learners.

### SITE LOCATIONS

See [Table 1](#) in the Appendix for general information on each of the sites.



## Data Collection & Analysis

There are many assessment tools and methods that can be used to evaluate conventional forms of education. However, innovative educational approaches like learner-centered education require data collection instruments that can accommodate the distinctiveness of nonconventional models. Accordingly, data collection tools and analysis processes were selected and designed for this investigation taking sites' contextualized needs into account. In this section, the Leaps Student Voice Survey, as well as the site leaders' self-assessment questionnaires and virtual interviews, are discussed in more detail.

### THE LEAPS STUDENT VOICE SURVEY

The Leaps Student Voice Survey is a validated tool developed by Transcend to help learning communities understand the experiences of learners through the lens of its Leaps for Equitable, 21st Century Learning. Each of Transcend's 10 Leaps represents an educational direction that could shift education from an industrial-era approach to a new learning experience (e.g., the leap from a "narrow focus" to a "whole-child focus," the leap from "inflexible systems" to "customization," and the leap from "passive compliance" to "active self-direction"). The Leaps Student Voice survey scales were developed by drawing on existing instruments and underwent a rigorous validation process with pilot data collected from thousands of students (Student et al. 2024).

To initiate the customization of the Leaps Student Voice Survey, Education Reimagined mapped survey questions to the five key elements of learner-centered education, and then selected questions to create a customized survey for this exploration.

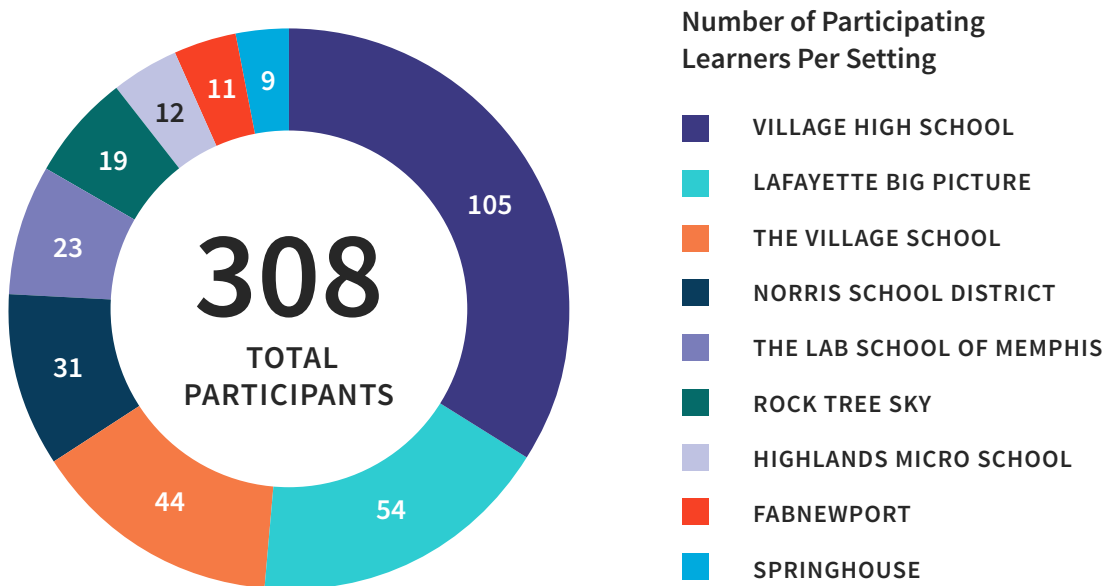
Between January 2024 and May 2024, 308 learners from nine learner-centered sites across the United States completed the Leaps Student Voice Survey as part of this investigation. The number of learners who participated from each site ranged from 9 to 105 learners.



The Leaps Student Voice Survey was designed by [Transcend](#) to help communities understand the experiences of learners through the lens of the [Leaps for 21st Century, Equitable Learning](#). These experiences are important both as leading indicators of learning outcomes and as important ends in their own right. The Leaps Student Voice Survey builds upon and extends beyond currently available surveys in several important ways:

- **To focus specifically on the quality of experiences young people are having in school.** Experiences were prioritized because 1) they are near-term predictors of outcomes (typically lagging indicators), 2) they can be measured with a relatively high degree of validity 2, and 3) the quality of experiences is valued by families and young people to a degree that existing systems do not consistently reflect.
- **To avoid assumptions embedded in the traditional, standardized system of school.** These can include single-teacher classrooms, A-F grading systems, and age-grade cohorts.
- **To prioritize customizability to the unique contexts of communities.** For example, the survey allows communities to disaggregate responses by any element of students' identities, not just federal census categories.

The survey was built in partnership with outside psychometricians. They have gathered significant evidence of its validity and reliability across diverse settings and student groups, providing us a high degree of confidence in the accuracy of its results. [Read more about the Leaps Survey here.](#)



Since the sites self-selected if, and what, they wanted to capture in terms of learner demographics, Education Reimagined did not have access to a complete set of data across the learning environments to examine in the data analysis process. While information is not available on the specific individuals who took the survey, the collective demographics for each learning environment are provided for the site’s total learner population in [Table 2](#) of the Appendix.

In the Leaps Student Voice Survey, Likert-style prompts asked learners to respond in multiple degrees of agreement, and learners were able to skip any question they did not want to answer. Percent agreements (e.g., strongly agree/agree, extremely likely/likely, etc.) were included in the tally of aggregated scores for each survey question. These aggregated results were examined in comparison to a dataset of national benchmarks from other sites that also participated in the survey. Most of these learning environments are in various stages of a design journey with Transcend. The level of innovation being implemented within these sites varies; many are conventional district schools, and a few are independent, charter, or microschools.

Responses from the aligned survey questions were compiled and analyzed for each key element. Three specific survey questions were selected to highlight each element and to feature in this report. The process of selecting these involved ranking each survey question by aggregated scores across the nine learner-centered sites and in relation to the national benchmark data. In addition, questions were selected to best capture the multidimensionality of each element.

### **SITE SELF-ASSESSMENT QUESTIONNAIRES & VIRTUAL INTERVIEWS**

While the learners were taking the surveys, the site leaders completed self-assessment questionnaires. In these questionnaires, site leaders provided general information about their sites and completed self-assessments on how learner-centered education is being expressed by way of the key elements in their environments. In addition, site leaders were asked to share which educational practices (e.g., advisories, personalized learning plans, and learning portfolios) they engage in that align with the learner-centered approach.

Initially, this exploration was designed to employ the Leaps Student Voice survey and self-assessment questionnaires as the two primary sources of data. That plan changed when Education Reimagined reviewed the survey responses—the results were striking with notably higher agreement rates than the survey’s national benchmarks. As a result, Education Reimagined was inspired to collect additional data via a third method, and virtual interviews were conducted to uncover what the participating sites are doing that resulted in such powerful survey ratings.

Based on their questionnaire responses, their survey results, and their unique educational models, site leaders and learners from four of the nine sites engaged in additional online interviews with Education Reimagined’s team. In 60-minute conversations, the site leaders—and learners, if available—were asked to review their site’s survey responses. Then, the results were used to prompt discussions about their environment’s model, culture, and practices, with emphasis being placed on learner experiences.

The qualitative data obtained from both the questionnaires and the interviews was examined via descriptive analysis strategies. Questionnaire responses were systematically analyzed to examine the individual sites and the sites as a collective unit by means of the disaggregated and aggregated data. Transcripts containing narrative accounts from the interviews were analyzed, coded, and compiled for the purpose of further illuminating the survey and questionnaire responses.

## FINDINGS

Findings from this exploratory investigation offer compelling glimpses into the experiences of youth at learner-centered sites across the nation. What the findings suggest is that learners' experiences in the participating learning environments closely align with the collective goals for learner-centered education—indicating a strong connection between the intended vision for the approach and its application in practice. From developing profiles of learners to encouraging passion projects, the participating environments are creating rich, meaningful experiences that seem to align, in significant ways, with the key elements of learner-centered education.

Site leaders in all nine of the participating environments report in their self-assessments that their environments are expressing the learner-centered approach. Moreover, the site leaders' self-assessments align with the learners' self-reports in the survey in that a majority of surveyed youth also agree that their experiences in learner-centered environments reflect the key elements of learner-centered education. The overall responses from young people in the learner-centered sites show the following:

**73%**  
AGREEMENT  
to having experiences  
that reflect all

**5** ELEMENTS OF  
LEARNER-CENTERED,  
which is

**21%**  
HIGHER  
than the survey's  
national benchmarks.

These results are further evidenced through the narrative data provided in the interviews with site leaders and learners, which focused on specific practices and learner experiences.



While each learner-centered environment is designed and organized in different ways, all of them are interested in creating a culture where every young person is developing their independence within a nurturing community. To show how these sites are expressing learner-centered education collectively and individually, each of the five key elements are explored in depth. For each element, site leaders' questionnaire responses are reviewed, highlighting their self-assessments on the expression of the learner-centered key elements, the practices they implement in their environments, and insight from scholarly literature. Learners' survey results are also presented in terms of each element and in relation to benchmarks from the survey's national dataset. To enrich these survey results, detailed narrative accounts from the interviews with site leaders and learners are also provided.

Although each element is examined individually in this report, they do not occur independently of each other in practice. Learner agency enables young people to build confidence in themselves, and this is nurtured by socially-embedded learning communities, which center around the development of strong relationships. These relationships ensure every learner is known, and knowing each learner's identity, background, and aspirations augments personalized, relevant, and contextualized learning. In turn, this supports the selection of open-walled opportunities, like internships, community projects, and virtual experiences with mentors within and beyond a site's campus. Finally, all of the elements are tied together with a competency-based focus, ensuring that learning and life skills are recognized and valued whenever and wherever they occur. The key elements may be divided for exploratory purposes in this report, but they are all, in actuality, entwined and interconnected. It is hoped that their complementary nature is revealed through the forthcoming evidence and stories.



Site leaders in all nine of the participating environments report in their self-assessments that their environments are expressing the learner-centered approach.



# 1

## Learner Agency

Promoting Empowerment, Self-Awareness, and Personal and Shared Responsibility

Learner agency is the cornerstone of learner-centered education and involves intentionally supporting learners to make choices; grow their sense of self-knowledge, purpose, and responsibility for their choices; and be cognizant of the impact they have on others around them. The goal for the element of learner agency is for learners to develop into responsible citizens who are empowered to shape their own learning journeys and their lives with and in service of others.

The site leaders' questionnaires indicate that all nine of the participating sites are providing opportunities for learners to express learner agency to a large extent.

In addition, learners' responses to the nine survey questions on learner agency were substantially higher than learners' responses in the survey's national pool— youth from learner-centered sites reported



to having experiences that support learner agency, which is



than the national benchmarks.

## LEARNER AGENCY RESEARCH

Research on student voice suggests that, when learners feel like they have a choice about how to frame a learning activity, they are more likely to experience optimal engagement (Schmidt et al., 2018).

In terms of agentic engagement, research shows that learners tend toward a trajectory of rising engagement throughout a semester when they perceive their teachers to be autonomy supportive and need satisfying (Jang et al., 2016).



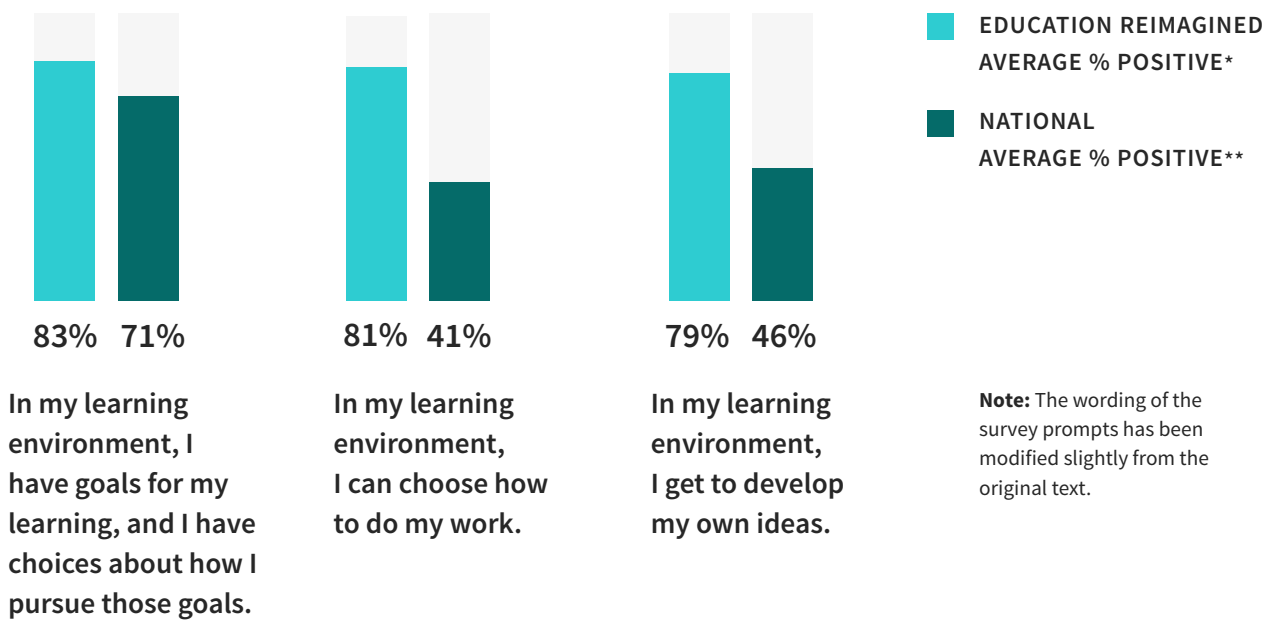
“ Students monitor and adjust their goals. As they are learning more, their exploration question gets more refined. ”

**SUSAN HART**  
PRINCIPAL,  
LAFAYETTE BIG PICTURE



Figure 1 provides examples of learners' responses to some of the survey questions.

### Learner Agency Survey Responses (Figure 1)



\*Average number of participating youth: 306 from 9 learner-centered sites

\*\*Average number of participating youth: 79,858 from an average of 267 national sites

Results from the survey suggest that learners feel supported to develop a sense of agency in their learning environments. These survey findings show that youth in learner-centered sites are supported to do the following:

- 1**

Learn more about who they are and experience learning that matters to them
- 2**

Determine what they want to learn, select goals for their learning, and decide how to pursue those goals
- 3**

Be supported to develop their own ideas and learn a lot through high expectations and levels of support
- 4**

Advocate for what they want to see happen in their learning environment while also taking action to fix societal issues

“ We want learners to walk away with an understanding of what they need and the ability to advocate for themselves. ”

**JOHNNA NOLL**  
EXECUTIVE DIRECTOR,  
NORRIS SCHOOL DISTRICT



The following narratives add to these survey results by offering more nuanced glimpses into stories of young people and the practices being enacted in sites that engender learner agency.

Learner agency is not necessarily about “doing your own thing”; rather, it is about pursuing your interests within a supportive and flexible structure. At Norris School District, building a culture of agency begins even before learners’ first day. During their pre-enrollment interviews, educators listen carefully to prospective students and help them identify where they might find excitement and connection on campus. Opportunities that promote learner agency also begin on the first day of orientation. As new learners tour the campus, they are encouraged to stop and ask people questions, explore spaces, join a conversation, or even partake in a meeting initially intended for just the educators.

Many learners at Norris and other learner-centered environments may not be accustomed to having any agency in a school setting, so for them to truly act with agency, it must be grounded in trust. Throughout the first 30 days of enrollment, learners partner with the educators at Norris, who help them say “yes” to their aspirations through the creation of a plan for their learning journey. Even seemingly small practices, like being able to add meetings to any staff member’s online calendar, create an environment where supportive adults are accessible. Building relationships upfront changes the conventional teacher-student power dynamic to create a space where learners and educators can respect each other mutually.

Time is also something that is highly valued in relation to learner agency. At The Lab School of Memphis, educators embrace time as a gift. Since they do not have a state-required curriculum and 180 days to complete it—as is the norm in most conventional schools—they can take time upfront to get to know each learner and build a community within the school. Once learners know that they are trusted and free to explore their ideas, the spirit of learner agency can truly take hold.

## PASSION PROJECTS

**All nine of the sites engage in passion projects or project-based learning.**

Passion projects and project-based learning typically involve learners engaging in extended, in-depth investigations of real-world problems or topics that are of interest to them. Passion projects require students to apply knowledge and skills from multiple disciplines, encouraging critical thinking, creativity, and collaboration—often culminating in a public presentation or product.

A research synthesis on project-based learning emphasizes its effectiveness in promoting essential 21st-century skills, revealing how it can enhance students’ metacognitive skills by giving them the opportunity to plan, monitor, and evaluate their thinking and learning strategies (Oduro et al., 2024).

In the survey, 79% of learners reported that they get to develop their own ideas in their learning environment. This can be seen at LaFayette Big Picture, which is part of the larger Big Picture Learning network. At LaFayette, one learner cultivated agency by creating a coffee cart service at the school. She was involved in every part of the project—from obtaining an internship as a barista to learn the necessary skills, to raising the money to purchase supplies for the cart. This learner fully embraced developing this project of her own design. As the coffee cart manager, she hired fellow learners as staff and worked with suppliers to make sure lattes and cold brews were always flowing. Although this learner has since graduated, the coffee cart has now transformed into a full-blown coffee shop, with a distinct line in the district’s budget.

In many learner-centered environments, young people contribute to the environment’s culture by creating group projects or proposals that can be formal or informal, as exemplified in the following story from The Lab School of Memphis. After a youth injury left staff members hesitant about the school’s nature-based adventures, the learners were missing the freedom to explore the outdoors as they had prior to the incident. The young people, empowered by their own agency and on their own accord, created a proposal—complete with a pitch deck—including the importance of outdoor play, the safety protocols they planned on implementing, and an accountability system to enforce the entire plan. Within a few days, the learners were back to climbing trees and exploring the outdoors with even more knowledge, confidence, and agency than they previously had.

Learner agency grounds learner-centered education in practices that center around a young person’s ambitions and autonomy. Too often, people who are not involved in learner-centered environments might see a young person’s aspirations as “cute” but perhaps unattainable. Learner agency empowers each young person to take steps to achieve their goals, while learning important skills and opening doors for other areas of exploration along the way. This notion of learner agency is embodied in the survey data, where 83% of learners share that they have goals for their learning and have choices about how to pursue those goals within their learning environment. Along with instilling confidence in young people, agency affords them the opportunity to explore, experiment, and grow throughout their childhood and teen years.

## LEARNER-LED CONFERENCES

### Seven of the nine sites practice learner-led conferences or meetings.

Learner-led conferences or meetings involve youth leading discussions on their personal and academic progress, goals, and challenges with those who support them (e.g., educators, parents/caregivers, and mentors). During these conferences or meetings, students can reflect on their learning, present their work, and set future goals, thereby fostering ownership and responsibility for their education.

According to research, student-led conferences open opportunities for young people to be more visible and foster a more open conversational climate (Tholander, 2011).

# 2

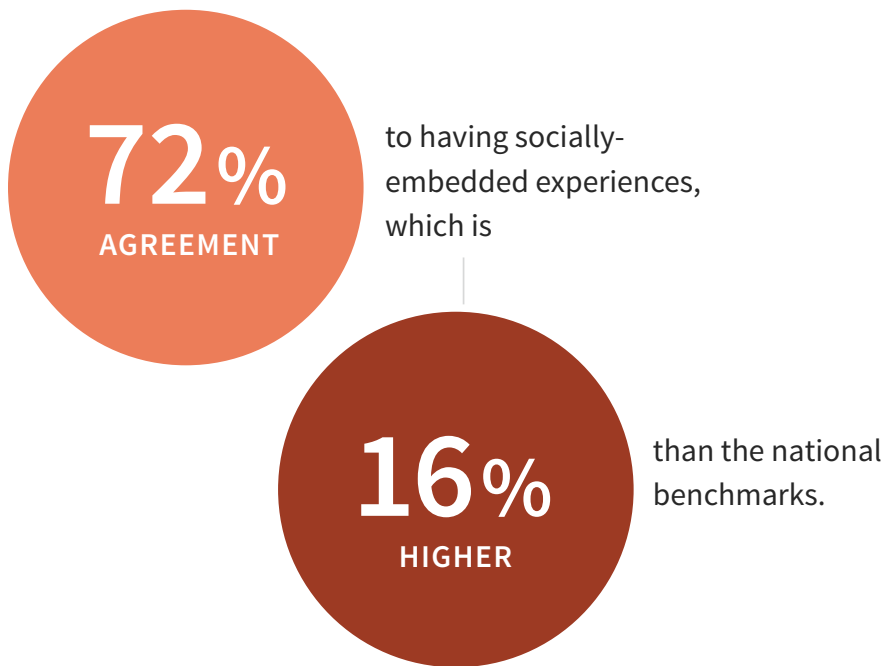
## Socially-Embedded

Cultivating a Sense of Belonging, Mutual Learning and Support, and Expanded Social Networks

The socially-embedded element is expressed in learning environments as the intentional fostering of relationships among members of a learning community so that each person is known and welcome to bring their whole selves. The goal for the socially-embedded element is for learners to feel a sense of belonging, build social capital, and expand their social networks within a web of stable, supportive relationships.

In the site leaders' self-assessments, all nine of the sites indicated that they provide socially-embedded opportunities for learners to a large extent.

Results from the site leaders' self-assessments are substantiated by the youth survey ratings, which were considerably higher for the 11 socially-embedded survey questions than the national benchmarks. Youth from learner-centered sites reported



### SOCIALLY-EMBEDDED RESEARCH

Research suggests that learners who feel personally accepted, respected, included, and socially supported by others in an educational environment are more likely to perform better in school and show more favorable motivational, social-emotional, and behavioral outcomes (Korpershoek et al., 2020).

In addition, studies indicate that learners may become more engaged in learner-centered classrooms, while also forming better relationships with themselves and others (CorneliusWhite, 2007).

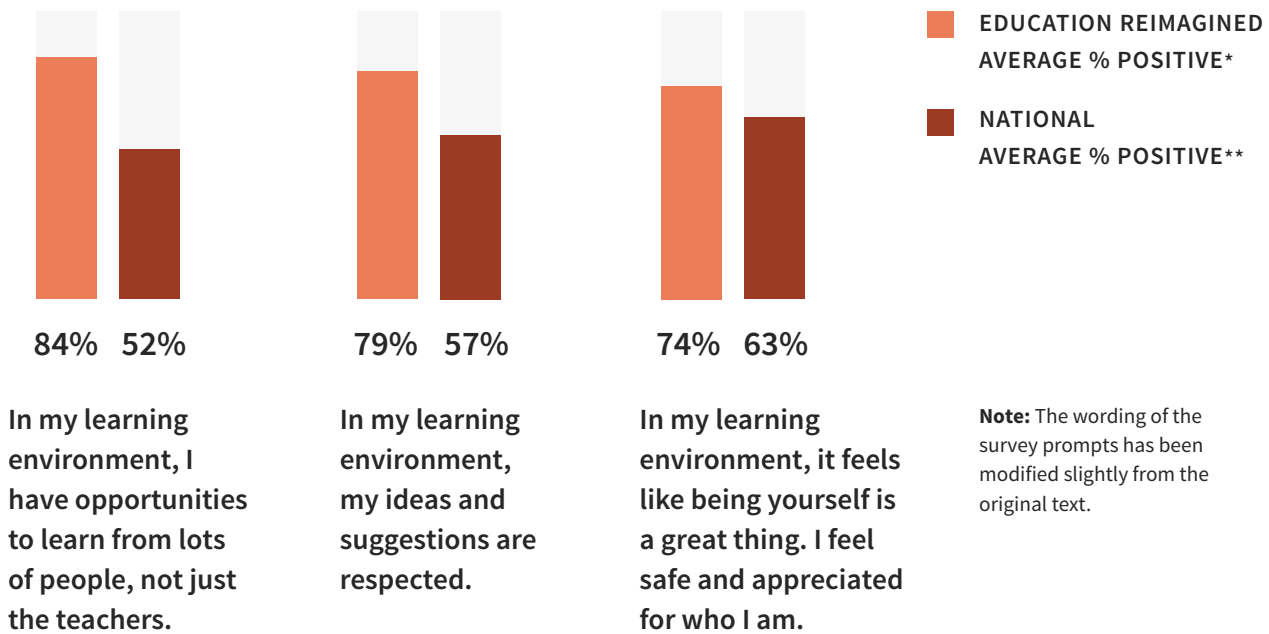
“ It is a pretty big family. It is an on-running joke in my household that [three of the educators] are like my three extra dads. ”

**LEARNER**  
FABNEWPORT



Figure 2 provides examples of learners' responses to some of the survey questions.

### Socially-Embedded Survey Responses (Figure 2)



\* Average number of participating youth: 305 from 9 learner-centered sites

\*\* Average number of participating youth: 42,173 from an average of 158 national sites

The socially-embedded survey questions indicate that learner-centered environments support youth to do the following:

- 1 Be part of a caring community where they are welcomed, appreciated, and celebrated for being who they are
- 2 Feel safe and proud to be themselves and feel included by their peers
- 3 Have their ideas and suggestions respected and well-received
- 4 Be encouraged and receive help when they want to give up on difficult tasks
- 5 Share about their experiences at home with interested educators
- 6 Interact with and learn from a network of adults beyond the site educators

The subsequent narratives add depth to these survey results, offering insights into the expression of the social-embeddedness in learner-centered sites.

For learning experiences to be socially-embedded, each learner needs to be truly known—from the colors and foods each younger learner enjoys, to the skills and career aspirations of older learners, as well as everything in between. According to Coi Morefield, founder and chief executive officer of The Lab School of Memphis, “Being yourself is a great thing.” In The Lab School, creating a culture that embraces this sentiment begins with their orientation for staff, during which team members host workshops for each other to share their skills and areas of expertise. Like the learners, the educators (known as “guides”) are also centered as full human beings. As part of their professional development, the school even brings in life and wellness coaches to support the guides. This focus on nurturing the whole person extends to the entire Lab School community. By taking care of each other and learning together, the adults tend to a culture of care for themselves and their learners. Youth at The Lab School seem to embrace this culture—a young learner once shared with a visitor, “This is not my school. This is my home.”

At FabNewport, which offers out-of-school experiential programs, emphasis is placed on cultivating a socially-embedded space. The staff members get to know every learner by listening to what they say and observing what they gravitate towards, and surveys are offered to learn what piques learners’ interests. Beyond these practices, social-embeddedness also extends to learner-learner relationships. For instance, some of the high school-aged learners who have been with the organization for several years will help lead some of the summer workshops for middle school-aged youth. One of the older learners shared a story of a younger learner who, during one of their paddle boarding ocean explorations, wanted to go through an area called “Purgatory Chasm,” which is a big split in the rocks that people can paddle or swim through to see a view of the ocean from a new vantage point. While it is safe and somewhere that the young learner was eager to explore, the challenge still intimidated her. With a little encouragement from the older learner—and grounded in the trusting relationship they had formed over the previous few weeks—the young learner paddled ahead, feeling a new sense of confidence, joy, and excitement in conquering a previously daunting challenge. This support of each other is also felt by the parents of youth who are in the program. A father from El Salvador, who speaks limited English, once shared that FabNewport “makes me feel whole.”

At LaFayette Big Picture, every day starts with a morning meeting where the whole school gathers together to give each other appreciative shout-outs and share announcements. This is a time when students get to talk about what they are working on, as well as anything else that might be on their minds. LaFayette



## ADVISORIES & HOME BASES

**Six of the sites report that advisories or home bases are part of their learning model.**

Advisories and home bases are generally composed of a small group of learners that is assigned to a specific educator who provides ongoing support, guidance, and mentorship. These groups often meet regularly to discuss personal and learning goals, promote social-emotional well-being, and foster a sense of belonging and community.

Research on advisory programs shows that they can encourage close, long-lasting relationships and promote positive behavioral, social, and academic outcomes for middle school students (Gallassi et al., 1997).

also has advisories—groups that can feel like a second family that learners stay with until graduation. In an advisory, there are opportunities to connect, including warm-up exercises, sharing about one’s life, and reflecting on what is being learned in and out of school.

In addition to having socially-embedded experiences within their learning environment, youth are also supported to learn, build their social and professional networks, and form a web of stable relationships across their broader community. This is reflected in the survey: 84% of learners reported having opportunities to learn from a lot of people, not just teachers. Since 40% of LaFayette’s student population is Indigenous, LaFayette’s team ensures that learners have numerous opportunities to engage with and learn from experts from their local communities. One LaFayette administrator shared how community members are seen as invaluable educators: “They are the native plant and garden people that are growing food and sharing food with the larger community. They are the keepers of the buffalo. They are the experts within their fields, and we strongly encourage our students to use those experts.”

While the practices may differ by site, each environment has its own way of providing learners with socially-embedded learning opportunities with informed adults who are happy to share their knowledge. At Norris School District, educators assume distinct roles as “navigators,” “learning design architects,” and “advisors” to attend in different ways to young people’s cognitive, social, and emotional development. In these roles, the educators are encouraged to share knowledge based on their expertise and interests, and they also bring in other professionals to talk about topics that are intriguing to learners. Likewise, the team at The Lab School of Memphis is always growing their network by making personal and professional connections with individuals—from farmers and graphic designers to hairstylists and tennis professionals—who are eager to help young people learn.

Whether it is an advisory structure, mentorship model, or other systems to support learners to feel supported and connected socially, many learner-centered environments have a network across their community that includes multiple adults who can support a young person’s success in a myriad of ways. This social network is further enhanced by a network of peers, typically from diverse age groups. When the socially-embedded element is cultivated, learning environments not only support individual growth but also create spaces where each person is supported to recognize their own strengths and gifts, as well as the gifts of others. As the survey shows, having opportunities to be authentically connected are reflected by 74% of participants reporting that it feels like being yourself is a great thing in their learning environment.

“ We really encourage our students to learn from their community and take advantage of the elders and their knowledge. ”

**SUSAN HART**  
PRINCIPAL,  
LAFAYETTE BIG PICTURE

## MENTORSHIPS & INTERNSHIPS

**Eight of the sites provide opportunities for mentorships or internships.**

Mentorships and internships are structured experiences where learners get the chance to work with professionals in a particular field of interest to gain practical knowledge and skills. Mentorships focus more on guidance and career advice from experienced professionals, whereas internships typically involve hands-on work.

Research suggests that mentorships and internships can be of great value—when a school becomes a bridge between the local community and the outside world, it is reinstated as a community institution that contributes to and builds upon local knowledge and local ways (Keith, 1997).



# 3

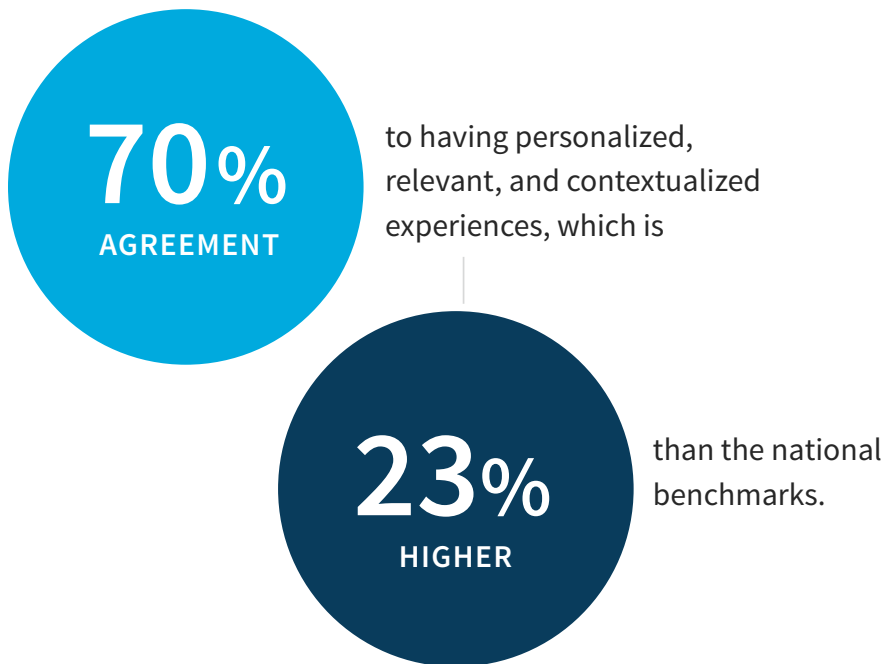
## Personalized, Relevant, and Contextualized

Focusing on Purposeful Learning,  
Dynamic and Responsive Experiences,  
and Real-World Application

The personalized, relevant, and contextualized element is expressed in learning environments by focusing on who learners are, what prior experiences they have had, what they want to do, and where they want to go through the course of their lives. To accomplish this, learners' interests, backgrounds, strengths, needs, and aspirations are explored and leveraged. The goal of the personalized, relevant, and contextualized element is for learners to find purpose in their learning, explore what they care about, and expand known areas of interest through their experiences and development of relationships.

According to the site leaders' self-assessments, eight sites are providing learners with personalized, relevant, and contextualized opportunities to a large extent, and one site is expressing this element to a moderate extent.

In line with the site leader's responses, learners' responses to the 10 survey questions reflecting the personalized, relevant, and contextualized element yielded much higher results than those in the survey's national pool. Youth from learner-centered sites reported



## PERSONALIZED, RELEVANT, AND CONTEXTUALIZED RESEARCH

Research conducted in an initiative-based, learner-centered environment revealed that students in that setting were significantly more likely to report that they are concentrating, enjoying the activities, and able to do the activities successfully (Gute et al., 2018).

Studies on culturally responsive teaching, which involves drawing from learners' diverse backgrounds, suggest that this pedagogical approach can benefit ethnically diverse learners' motivation, interest in content, ability to engage content area discourses, and perceived competence (Aronson & Laughter, 2016).

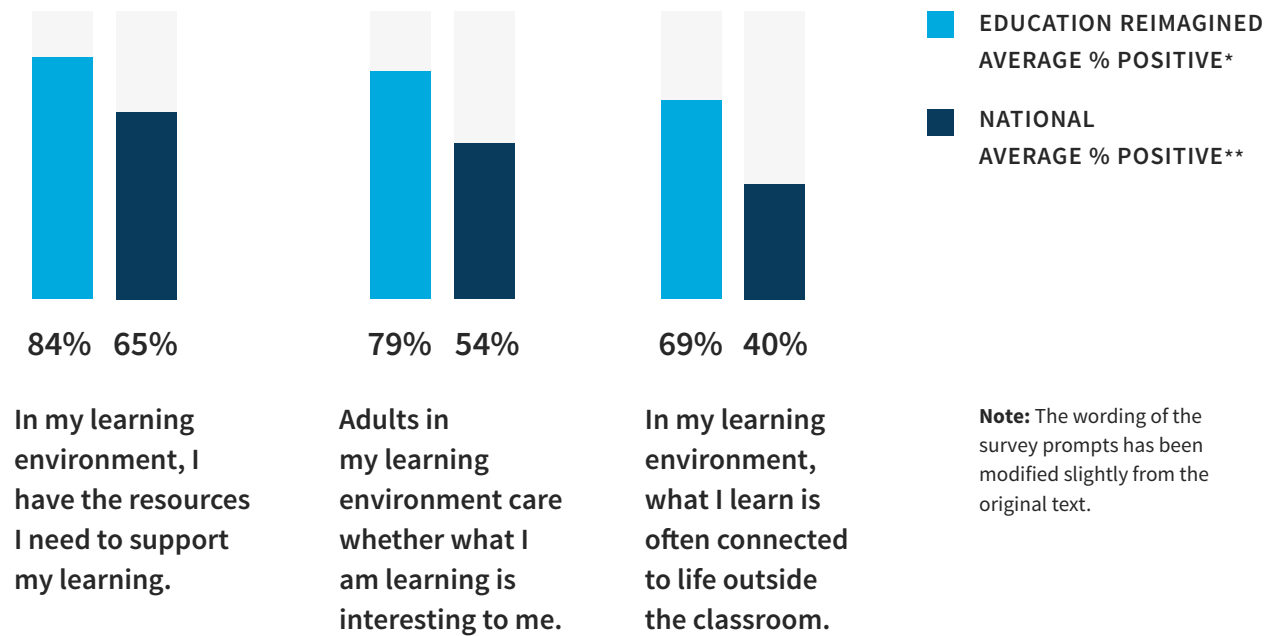


“ One of the many surprises is how many talents young people bring to a space that you didn't even know they have. ”

**STEVE HEATH**  
EXECUTIVE DIRECTOR AND  
CO-FOUNDER OF FABNEWPORT

Figure 3 provides examples of learners' responses to some of the survey questions.

### Personalized, Relevant, and Contextualized Survey Responses (Figure 3)



\* Average number of participating youth: 306 from 9 learner-centered sites

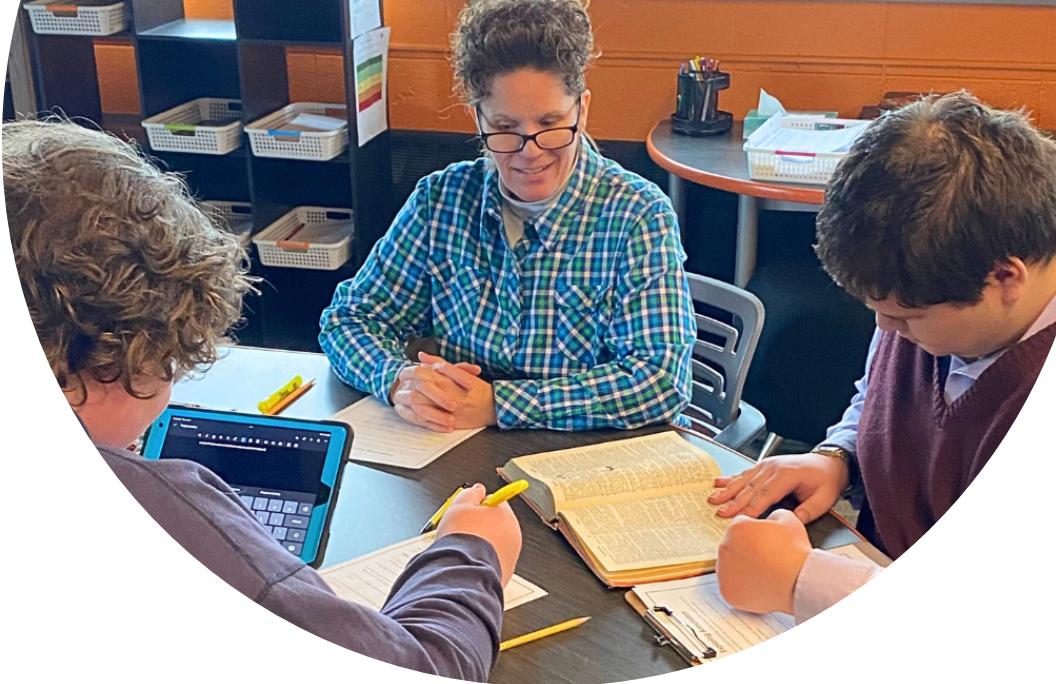
\*\* Average number of participating youth: 53,977 from an average of 191 national sites

According to socially-embedded survey findings, young people in learner-centered sites are supported to do the following:

- 1 Learn what, and in ways, that interests them
- 2 Have the resources to support that learning
- 3 See how their learning relates to what they learned in the past
- 4 Connect learning experiences to their lives, personal experiences, and life outside of the site
- 5 Apply what they have learned to their own interests and solve real-world problems

“The people here are consistently kind and have been interested in what I want to do for years now.”

**LEARNER**  
FABNEWPORT



In this section, a more detailed view is provided of the personalized, relevant, and contextualized practices that are being implemented in the sites that participated in this exploration.

Sometimes, young people only explore things they think they are good at or what an adult tells them they should do. Learner-centered environments aim to help young people discover what talents they have and what they enjoy by creating learning experiences that are personalized, relevant, and contextualized. During FabNewport’s summer program, learners have the opportunity to partake in a wide range of activities, exploring various areas of interest by completing three 2-week-long exploration sessions. These areas can range from farming and surfing to woodworking and sailing. As with many learner-centered environments, multiple elements of learner-centered education are working in harmony at once. For example, the composition of the learning teams is designed to be personalized, contextualized, and relevant while also expressing the socially-embedded element with each group consisting, ideally, of an adult team leader, a college-aged assistant, two high school navigators, and six middle schoolers.

While many schools might have a “profile of a graduate” to guide learning, Norris School District has a “profile of a learner.” This is an integral part of its personalized, relevant, and contextualized model—and even the educators develop their own learning profiles. As Johnna Noll, executive director of Norris School District, shared, “It’s not about graduation. It’s about learning.” These profiles are shared throughout the learning community and contain information like someone’s hobbies and skills, as well as topics they are interested in learning about in more depth. The profiles are not simple icebreakers but rather an in-depth exploration of who someone is. Many relationships at Norris are built around these profiles, and they are used between educators and learners and vice versa. Just as an educator can look at a profile to see that a learner might be interested in archery, a learner can view a profile and seek out an educator who is interested in growing strawberries or experimenting with electromagnetism.

## PERSONALIZED LEARNING PLANS

**Seven of the sites utilize learner profiles or personalized learning plans.**

Learner profiles and learning plans are individualized documents that outline a learner’s strengths, interests, goals, and learning needs. These profiles are used to tailor educational experiences to each young person, ensuring that they align with the learner’s unique learning style and aspirations.

According to research, schools that are more positive and individualized to learners’ needs can lead to more caring relationships among teachers and students with fewer youth “getting lost” in the system (McClure et al., 2010).

Since learners at Norris School District might only be with the school for as little as three months, the team intentionally tailors experiences to be impactful in an abbreviated timeframe. The Norris Connects program offers both “mini-pursuits” and “curiosity labs” for young people to learn, explore, and grow. There are 32 mini-pursuits that learners can partake in when they first enroll to experiment with different types of creation and thinking. These include building a creation in the woodshop, practicing debate techniques in the civic lab, and cooking in the culinary lab. Learners can choose to participate in a handful or all of them; the objective is to explore new opportunities and discover what excites them.

Like the mini-pursuits, curiosity labs are designed to offer learners experiences that interest them. Examples of curiosity labs include learning to play chess, collecting and analyzing water samples from around campus, and sewing. The curiosity labs might not be available on a regular basis but, if learners or educators are interested in more in-depth experiences than what is being offered currently, labs can be proposed to initiate a group exploration of a particular topic. Through both of these experiences—the introductory mini-pursuits and the more in-depth curiosity labs—learners begin to see new career pathways for themselves or ways to learn more about a newly sparked interest.

Other sites use different tools, including ones that are digital. For instance, LaFayette uses Big Picture Learning’s [ImBlaze](#) platform to log internship hours and experiences. This platform was created to acknowledge that learning extends outside of the conventional school day and to support the documentation of learning of this nature. So, if a young person is working on something connected to their learning journey outside of school time—or during a time that works best for them—they can still earn credit.

At The Lab School of Memphis, learners start the school year planning for their own success. Instead of a prescribed curriculum or mass-produced academic planner, each young person develops their own planner. During their first six weeks of school, they learn about different aspects of personal development, explore time and stress management, and complete an “energy audit.” All of these activities help them establish a plan that is bolstered by a physical weekly planner that they designed and created to set themselves up for a successful year.

While tools and plans exist, learning that is personalized, relevant, and contextualized is not static. In the survey, 69% of learners report that their learning is connected to life outside of the classroom. One learner’s interest in dirt bikes at LaFayette Big Picture led him to become a metal artist. The learner entered his freshman year at LaFayette already knowing a lot about the mechanics of dirt bikes, so his first project focused on the history of dirt bikes. This prompted a deeper exploration of spark plugs to earn science and math competencies. Intrigued by the welding aspect of spark plug creation, the learner explored auto body work and welding. Inspired by his father who is an artist, the learner decided to take his newfound welding skills in an artistic

## COMMUNITY PARTNERSHIPS

### **Eight of the sites actively engage in community partnerships.**

Community partnerships involve collaborations between learning environments and external organizations, such as businesses, nonprofits, and government agencies to provide resources and connect learning to life outside the classroom. These partnerships can provide learners with resources, real-world learning opportunities, and connections to the broader community, thereby enriching young people’s learning journeys.

Research shows that community partnerships complement the learning day by creating spaces for learners to explore their interests and develop trusting peer relationships (Malone, 2020).

direction. In his final project before graduation, he designed a woven metal bench for the school and worked with an architect to map out the technical design, while also learning financial skills to secure the money for the project. After graduation, this learner continued his studies at the Rhode Island School of Design to further explore metalworking, and he still works as a metal artist today.

In other cases, personalized, relevant, and contextualized learning does not always come easy, which is demonstrated by another learner at LaFayette Big Picture. When this learner began his freshman year, he was very unengaged and uninterested in most of the opportunities offered to him. Staff members would take him to shadow (i.e., observe) different internships for short or day-long visits, but nothing seemed to ignite his enthusiasm. It was not until his senior year that he expressed an interest in designing t-shirts. The LaFayette staff connected him with an internship at a screen printing and design studio, and his demeanor changed practically overnight. For this learner, time to explore and discover on his own terms was needed for him to finally find something that truly excited him.

When learner-centered experiences are personalized, relevant, and contextualized, learning opportunities will look different for everyone. In the survey, 79% of participants report that adults in their learning environment care whether what they are learning is interesting to them. With the learner-centered approach, young people are not expected to conform to a system; rather, they are met exactly where they are in their lives. With the support of advisors and mentors, youth are encouraged to confidently step outside their comfort zone and expand their range of interests by exploring topics that connect with who they are and where they want to go in the future.



# 4

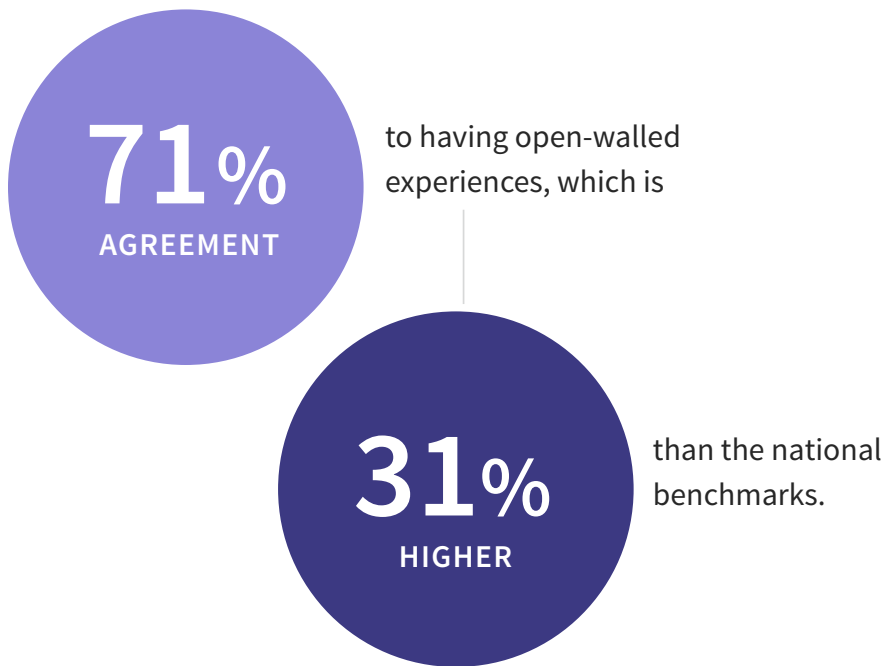
## Open-Walled

Advancing Community Connections,  
Exposure to New Perspectives and  
Opportunities, and Equitable Access

Learning environments that embrace the open-walled element see the world as a playground for learning—inside and outside of school settings—by valuing and integrating these experiences into young people’s education. The goal of the open-walled element is to support and recognize that learning can happen anywhere and at any time.

The site leaders' self-assessments show that six sites provide open-walled learning opportunities for learners to a large extent, and three sites provide them to a moderate extent in their environments.

In terms of the student voice survey, young people's responses to the seven open-walled survey questions were dramatically higher than the national benchmarks. Youth from learner-centered sites reported



## OPEN-WALLED RESEARCH

Research suggests that successful youth organizations that align with the open-walled principles can provide strong support for youth to develop positive identities, wherein youth are seen as capable beings who are able to prove themselves (Waterman, 1998).

Additional areas of study highlight other aspects of the open-walled element. For instance, research indicates that learning in natural outdoor settings may lead to increased learner engagement and ownership of one's learning (Mann et al., 2022).

“ We have a pretty significant pool of mentors and sites in the community that will continue to take our students, but every year we seek out new ones because our students develop interests in areas where we did not previously have a mentor. ”

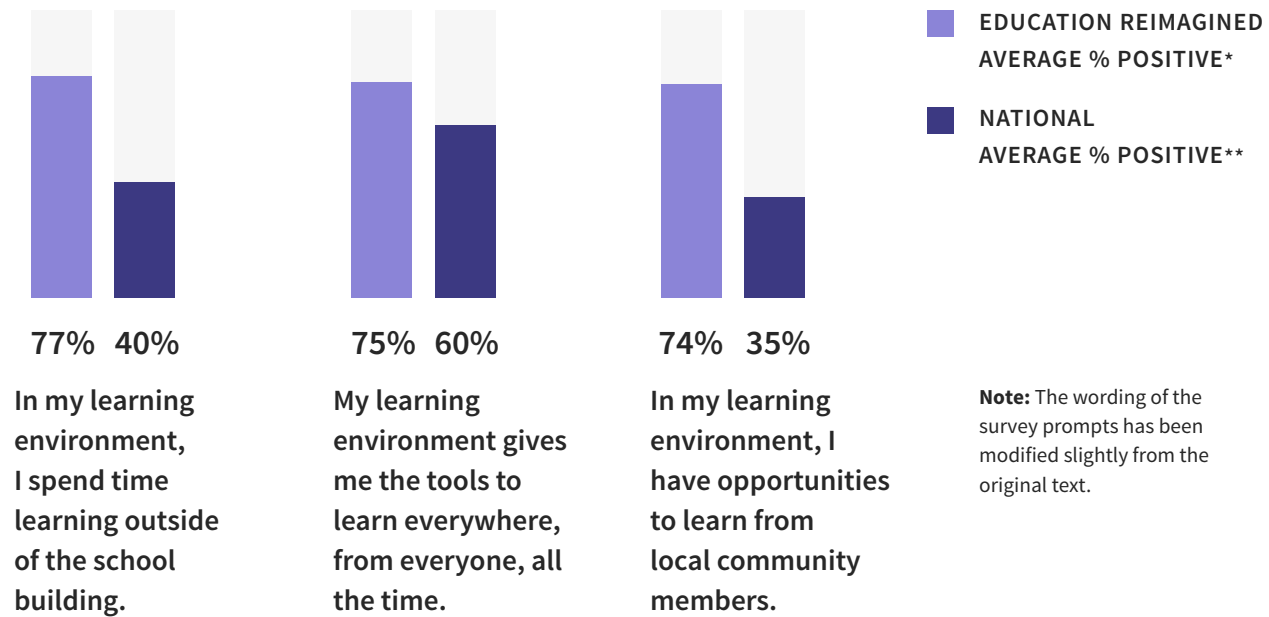
**SUSAN HART**  
PRINCIPAL,  
LAFAYETTE BIG PICTURE





Figure 4 provides examples of learners' responses to some of the survey questions.

### Open-Walled Survey Responses (Figure 4)



\* Average number of participating youth: 305 from 9 learner-centered sites

\*\* Average number of participating youth: 45,770 from an average of 161 national sites

Findings from this exploration show that youth in learner-centered sites are supported to do the following:

- 1** Share what they are learning outside of school and have these activities valued
- 2** Spend time and learn outside the site building
- 3** Experience community-service opportunities and learn from local community members on- and off-site
- 4** Have tools to learn everywhere, from everyone, all the time

“ A learner at Norris was very interested in looking at profit analysis. He is now doing a finance internship with an accountant who has been helping him look at the investments, read actual portfolios, help balance and issue checks, and prepare their accounts payable. ”

**JOHNNA NOLL**  
EXECUTIVE DIRECTOR,  
NORRIS SCHOOL DISTRICT



The following stories enrich the survey findings by highlighting specific open-walled practices and descriptions of learners' experiences.

In learner-centered environments, open-walled opportunities unlock an entire world of learning for both young people and educators. In the survey, 77% of learners reported spending time learning outside of their school building. At LaFayette Big Picture, twice-weekly internships are a core part of its model, but these internships do not start on day one. Rather, first-year learners participate in service opportunities, such as volunteering at a local soup kitchen. Throughout these service experiences, educators are observing the learners. They are looking for durable skills and seeing how learners manage themselves and their time. Educators also observe how the learners are interacting with adults and if they meet goals by committing to and completing tasks.

These informal assessments help learners and educators at LaFayette evaluate what work and skills will need to be established, if any, before a young person can take on an internship with more independence. Usually after a month or so of service work, a few learners can start shadowing at internship sites to see if any appeal to their interests. For the learners who are not quite ready, educators support them at school through different opportunities with the goal of preparing them to take on a full-length internship. As always, this learning is mapped back to a young person's learning goals.

The Lab School of Memphis helps learners engage with community partners by making the process as simple as possible for the partners. Not everyone is used to having high school-aged interns or talking to middle schoolers

## FIELD EXPERIENCES

**All of the nine sites offer field experiences or other off-site learning opportunities.**

Field experiences or other off-site learning opportunities are typically arranged through or by the learning environment and involve learners engaging in educational activities outside of a main site's location. These can include field trips, community service projects, outdoor education, or participation in cultural activities.

Research suggests that being involved in one's community plays a critical role in whole child development, peer and adult relationships, and learning in general (Malone, 2020).

about their work. Due to this, The Lab School provides samples of engaging projects, tasks, and questions to the partners who work with them. This way, partners get to show up as experts and talk about their work, their experience, and how they got to where they are today. Coi Morefield of The Lab School of Memphis understands the importance of making the work easy and enjoyable for their community partners. “It is extra work on our end. It requires a lot of us, but it is an important part of what we do here. So we have spent the time to build something that is easily accessible for our partners,” Morefield said. Whether in school or off-site, young people are learning beyond the four walls of a classroom in learner-centered environments.

One of The Lab School’s open-walled learning opportunities is a learner-led community yard sale, in which each aged-based band of learners play a specific part. The youngest learners are in charge of inventory—sorting, counting, and organizing different categories of materials. The elementary-aged learners focus on entrepreneurship basics and customer service, and the oldest learners participate by pitching to sponsors and managing the finances. Each age-based band learns these different competencies prior to the yard sale and reflects upon what they learned, with the yard sale serving as an anchor activity for open-walled learning.

When learners get to experience open-walled opportunities, they can be remarkably transformational. One LaFayette learner entered high school as a very quiet person, often communicating through index cards. She had expressed an interest in music and asked to intern with an elementary music teacher. Her transformation was magnificent. When the learner had the opportunity to engage with other young people and adults within the context of a music class, the full breadth of her personality and knowledge was witnessed by all. Now, a few years into her high school career, she manages the school’s learner-run coffee shop, where she is communicating with both peers and adults daily. She also interns with the high school music teacher. For this learner, the open-walled approach helped her gain a deeper knowledge of herself and further develop her communication skills, revealing that, when physical walls open, personal walls can quickly follow suit.

Open-walled learning is more than a field trip—it is about intentionally learning from and with one’s community. In the survey, 74% of learners share that they have opportunities to learn from local community members. Also, many see the value of hands-on experiences. Whether it involves performing a task at work, learning a new language, or cooking a new meal, an additional depth of knowledge can be gained by doing something rather than just reading about it. Open-walled learning brings this concept to life, truly embedding learners in places where they can learn in and from the world around them.

## OUT-OF-SCHOOL CREDENTIALING

### Five of the sites credential out-of-school learning.

Credentialing learning outside school involves recognizing and validating the knowledge and skills learners acquire through experiences that occur outside of school and are not part of school program requirements. These experiences can include internships, volunteer work, online courses, or other formal or informal learning opportunities that occurred previously or concurrently with enrollment in a learning environment.

When educational institutions utilize mechanisms that recognize and value informal and non-credit learning, research suggests that this increases the use of more authentic forms of student-centered assessments and enables more students to complete degrees that they might have otherwise struggled to obtain (Kamenetz, 2011).

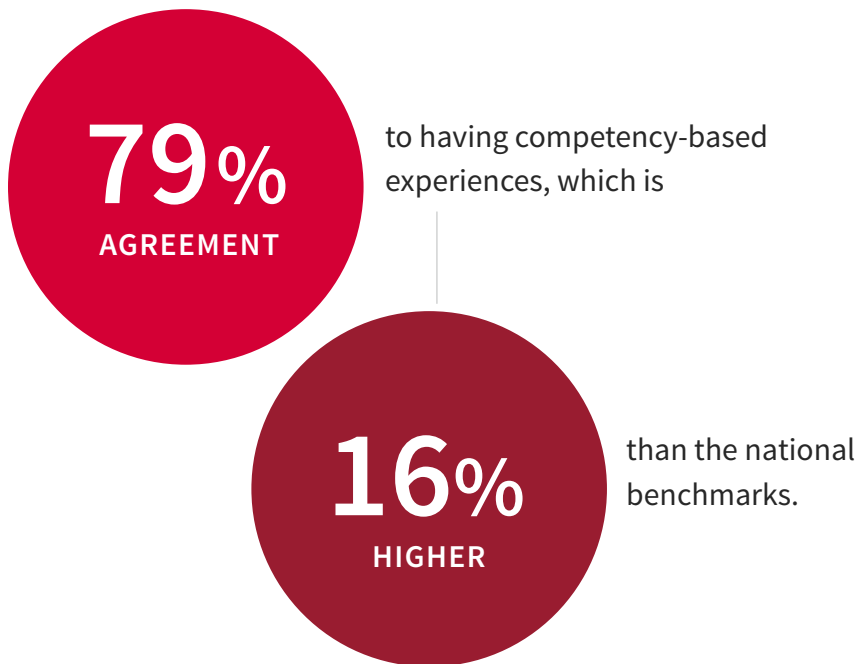
## Competency-Based

Emphasizing Holistic Development and Life Skills, Reflection, and Proficiency Over Pace

Learning environments that express the competency-based element guide learners to develop competence through the acquisition of the skills, knowledge, and dispositions that they might need to achieve their unique academic and life ambitions. The goal of the competency-based element is for learners to be well-rounded, healthy human beings who can engage productively as members of society.

Leaders at seven sites reported in their self-assessments that competency-based learning opportunities are happening to a large extent, and two sites noted that this is happening to a moderate extent.

Learners from all of the sites indicated, via seven survey questions, that they have experienced competency-based learning, which is noticeably higher than the responses from the national survey pool. Youth from learner-centered sites reported



## COMPETENCY-BASED RESEARCH

According to research, learners who perceive their classroom as mastery goal-oriented appear to be more positive about the overall classroom climate and feel more strongly connected to their school (Korpershoek et al., 2020).

The use of authentic assessments is associated with a perceived increase in learners' intrinsic motivation, and a favorable change in several learning capacities is associated with clearly defined learning targets (Haynes et al., 2016).

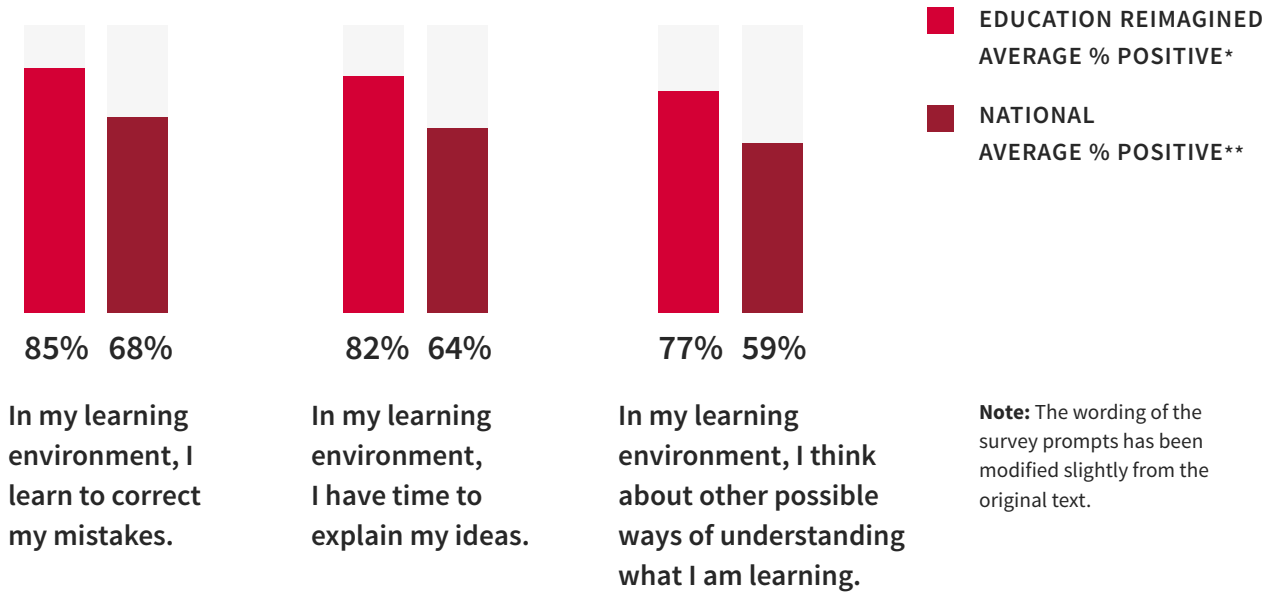
Research also suggests that competency-based learning can be effective due to its student-centered approach, allowing students to be more autonomous, perform better, and be more motivated due to a stronger sense of perceived control over their own education (Henri et al., 2017).

“ Have the learners built this capacity so they can serve someone else in the community? That is literally what we do here—build skills for life. ”

**COI MOREFIELD**  
FOUNDER AND CEO,  
THE LAB SCHOOL OF MEMPHIS

Figure 5 provides examples of learners' responses to some of the survey questions.

### Competency-Based Survey Responses (Figure 5)



\* Average number of participating youth: 306 from 9 learner-centered sites

\*\* Average number of participating youth: 29,091 from an average of 111 national sites

This exploration's findings suggest that youth in learner-centered sites are supported to do the following:

- 1**

Be where they are in their learning journeys
- 2**

Explain their ideas and answers and correct their mistakes
- 3**

Use critical thinking skills to analyze ideas and solve complex problems
- 4**

Consider other ways to understand what they are learning

“ We identified, in advance, some academic competencies that the learner could work on. Then, the learner, the advisor, and the internship host talked about those competencies to figure out how to gather evidence to see how he is learning. ”

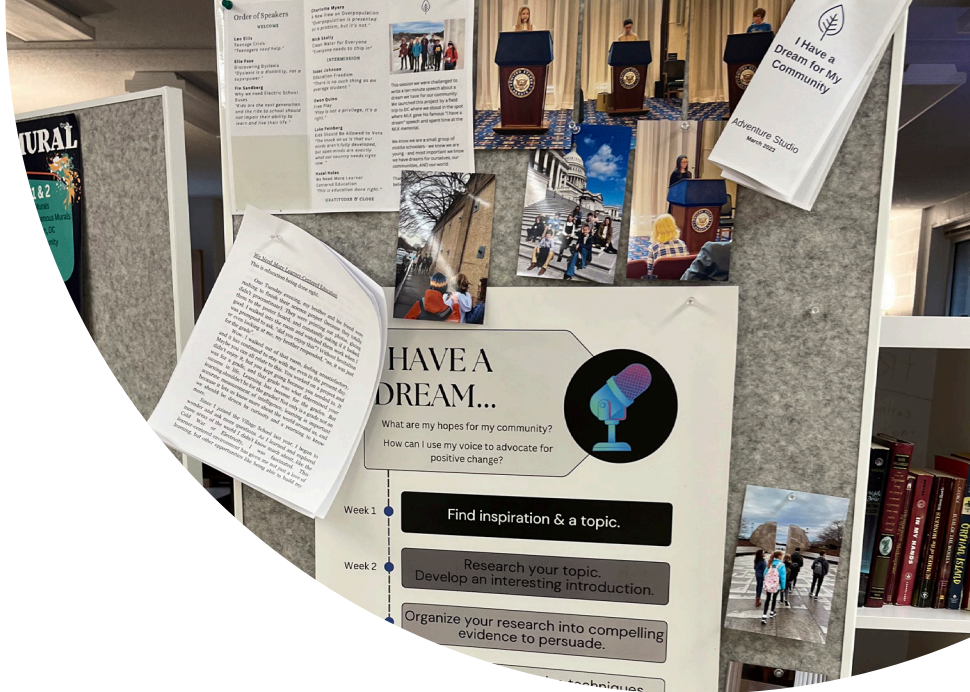
**JOHNNA NOLL**  
EXECUTIVE DIRECTOR,  
NORRIS SCHOOL DISTRICT

The following narratives provide a richer context and enhance these survey results by exploring the competency-based practices at various sites and showcasing the unique experiences of some of their learners.

While they want young people to learn from the world around them, many parents and education systems are, understandably, eager to know what and how much young people are learning. Just as the approach to learning looks different in learner-centered environments, so does assessment, with many environments adopting a competency-based approach.

In many learner-centered environments, receiving credit for learning is based on an individual’s learning goals and focuses on demonstrating a learned skill or concept. For instance, in The Lab School of Memphis, learning that occurs through internships is credited through an evaluation by the industry mentor and a self-assessment by the learner. In a 6-week internship, the first 3 weeks are spent learning about the industry and the internship role, with a consistent cadence of feedback. Then, for the remaining 3 weeks, learners have more independence as they complete a project related to and useful for their internship site, and learners present these projects to their industry mentor. The assessments in these scenarios are not necessarily about getting the “right” answer. Instead, they are about showing how the learner thinks, listens, communicates, and approaches challenges that are embedded in real-life contexts.

A host of competency-based assessment tools also exist, such as the [International Big Picture Learning Credential](#) (IBPLC), which is used at LaFayette and other Big Picture Learning network schools internationally. This tool is based on Big Picture Learning’s six frames of learning: personal qualities, quantitative reasoning, empirical reasoning, social reasoning,



## LEARNING PORTFOLIOS

**Eight of the sites utilize learning portfolios or alternative records of learning journeys.**

Learning portfolios or other alternative records of learning are physical or digital collections that document learners’ progress, achievements, and reflections over time.

Findings from a research study suggest that ePortfolios can provide students with a personal space to evaluate their own learning, process their thoughts and experiences, and document their lives and learning in authentic and meaningful ways (Farrell & Seery, 2019).

communication, and knowing how to learn. As learners plan and complete projects throughout the year, they work with their advisor to ensure that their projects have elements that can help them achieve each of these competencies. For example, a young person who wants to learn about becoming a chef might explore measurement conversions to achieve a quantitative reasoning competency and spend time front-of-house learning customer service skills to earn a communication competency. Learning will look different based on what is being learned, but this tool is utilized to verify that learning is being effectively measured and credentialed.

The focus in many learner-centered environments is the application of real-world knowledge and self-discovery over grades and test scores. Norris School District helps learners who might be missing credit within the conventional school system by assisting them through “credit acceleration.” If a learner is deficient in specific areas, a learning design architect from Norris will work with an internship mentor to see how the experience can help the learner earn credit once they demonstrate their experience with a competency or subject area. While it could seem like any experience would easily check a box, the relational nature of learner-centered education helps to ensure that the learning is authentic. When learners feel respected and valued, they are often highly receptive to feedback from educators, their advisor, and mentor. If a learner cannot accurately show the development of a skill, staff will work with the learner until they figure out how to authentically demonstrate that competency.

In the survey, 85% of the learners reported that they learn to correct their mistakes. One learner from FabNewport recalled a time when she had a mishap with the site’s laser cutter—a very costly piece of equipment. After she had spent several months working with an educator to learn how to use the laser cutter, she was free to use it on her own. Even with her training, she once made the mistake of not checking the files correctly. Due to this, the cutter went over the same section of wood over and over again, eventually starting a small fire. Instead of getting in trouble or being banned from using the equipment, the learner debriefed with the FabNewport team to understand what went wrong and how to avoid similar situations in the future. By taking a “hey, stuff happens” approach rather than a punitive one, a culture of openness and exploration was cultivated. After all, if mistakes are not allowed, a huge part of the learning process may be missed. In this case, the learner was able to move beyond this accident and is now selling the laser-cut bookmarks she created in local businesses throughout the Newport area.

While the knowledge and skills each learner gains at these learning environments and internships may differ, each site has an established process to credential learning. Whether it is to assess a young person’s own learning, or share the development competencies with families, school districts, potential employers, or colleges, these learners achieve by learning through an education that is tailored to them. With an air of confidence, young people can rest assured knowing that they have developed competencies that will carry over, in a plethora of ways, throughout their lives.

## EXHIBITIONS AND DEMONSTRATIONS

**Eight of the sites hold exhibitions or other demonstrations of learning.**

Exhibitions or other demonstrations of learning offer learners opportunities to showcase their growth, knowledge, skills, and accomplishments through presentations, projects, performances, or other public displays. These often occur in real-world contexts for an audience of peers, educators, family members, and other community members.

Research indicates that, when learners develop, share, or prepare an exhibition, they get to experience multiple ways of engaging with a topic in multifaceted manner—skills believed to be highly relevant for individuals to develop into active, well-educated citizens (Kampschulte & Parchmann, 2015).



## Insights & Themes

The findings drawn from both quantitative and qualitative data provided in the student voice surveys, the site leaders' self-assessment questionnaires, and the interviews with site leaders and learners underscore the dynamic ways in which these learning environments are expressing—and learners are experiencing—the five elements of learner-centered education. Gathering data directly from young people and site leaders has illuminated the many ways that learner-centered environments are fostering meaningful and impactful experiences.

Notably, youth in learner-centered environments reported substantially higher agreement on having experiences that reflect all five key elements in comparison to the survey's national benchmarks. Descriptive analyses revealed that responses were

**31% HIGHER**  
for Open-Walled Questions

**23% HIGHER**  
for Personalized, Relevant, and Contextualized Questions

**19% HIGHER**  
for Learner Agency Questions

**16% HIGHER**  
for Socially-Embedded and Competency-Based Questions

The evidence conveyed through these findings highlight the transformative potential of the learner-centered approach.

In summary, the findings revealed insightful themes that can inform the field. First, the learners' and site leaders' self-assessments show how the key elements of the learner-centered approach are being intentionally and thoughtfully implemented. Second, the anticipated outcomes of the learner-centered key elements and aligned practices are grounded in academic research. Third, findings suggest that the learner-centered approach and practices are translating into meaningful, positive experiences for young people. These insights are compelling and demonstrate the need for additional investigations into the implementation and impact of learner-centered education.

### KEY TAKEAWAYS

1

The learner-centered approach is being intentionally and thoughtfully implemented.

2

Anticipated learner-centered outcomes are grounded in research.

3

Learner-centered practices are translating into meaningful, positive experiences for young people.

## DISCUSSION

What were the limitations of this exploration and what considerations can enhance future studies? What was learned from this exploration? How did this investigation contribute to the field of learner-centered education? How do the participating sites plan to use their survey results to further their work?

In this discussion section, these questions and more are considered to convey the lessons learned from engaging in this investigation into the experiences of young people in learner-centered environments.

### Limitations & Considerations

While much has been learned from this exploration, it is important to note that this work is subject to some limitations, which could have impacted its scope and depth. To address these limitations, possibilities are presented to consider for future investigations that might relate to or expand upon this area of study.

### STUDY DESIGN & IMPLEMENTATION

#### Sample Size & Survey Participation

While the number of learners (n = 308) who took the survey fulfilled the investigation's targeted sample size projection, the results may not fully represent the broader population of young people's experiences in learner-centered environments. In addition, not all the learners in each of the nine environments took the survey, and this could have impacted survey results. To increase sample size, future measures could include the employment of various recruitment strategies, random sampling within environments, or supporting sites to offer multiple survey sessions to allow for broader participation.

#### Learner Demographics

Education Reimagined aimed to recruit a demographically diverse sample of sites and learners by focusing on representation across the following factors: age of learners (e.g., early childhood, elementary, middle, and high school-aged), organization type (e.g., public, private, out-of-school, etc.), geographic location (e.g., rural, urban, and suburban), and learner characteristics (e.g., race, learning differences, etc.). Despite these recruitment efforts, the final sample of learners was predominately White, while Black, Indigenous, students of color (BIPOC) represented 36% of all learners across the sites that participated in this study. In contrast, 62% of the learners in Transcend's national dataset identify as BIPOC.

It is also worth noting that, in this exploration, the population of learners who identify as BIPOC came primarily from four of the nine learning environments. Future work can

leverage additional recruitment activities to ensure a more diverse sample. More specifically, additional resources may be dedicated to recruit learning environments that may serve diverse populations, including publicly-funded schools and out-of-school providers.

In addition to the collective learner demographics, there were some limitations related to the collection of individual learner demographics. The site leaders had the option to implement the survey completely anonymously or associate the survey responses with select learner-level demographics. To account for the varied experiences of learners in relation to their backgrounds and lived contexts, it could be helpful to work with sites to ensure that some basic demographic data is collected for all participating learners in other explorations.

### **Longitudinal Survey Administration**

The Leaps Student Voice Survey is designed to be issued longitudinally—with surveys being administered at the start of the school year and again at the end of the school year—and this is a method to consider for future studies. It is also important to take the unique context of the sites into account. At one site, the learner population is consistently transient. The group of learners taking the survey at any given time could be composed of any number of new enrollees; if the survey would be issued again, an entirely different group of learners could be surveyed. To address this, it could be helpful to consider statistical weighting for survey responses that accounts for the length of time learners have been enrolled in a program.

### **Survey Alignment & Language**

Several site leaders reported that some of the language in the survey might have been unclear to their learners given their environments' unique model and practices and could have affected survey results. Suggestions to resolve these limitations include working with Transcend and utilizing their option to customize survey questions to align with the specific language, naming conventions, and specific practices of the participating sites. In addition, pre-survey briefings or explanations could be offered to learners, especially younger ones, but this would have to be done mindfully so as to not influence learners' responses.

### **Conversation Participation & Design**

Given the data collection plan additions, not all site leaders were invited to participate in the interviews due to timing constraints. Consequently, only four of the nine sites ultimately engaged in the video calls. The interviews were also conducted during the summer, which limited learner participation. It is suggested that, in future work, interviews are conducted with all of the site leaders and that online focus groups are held for learners, allowing for multiple young people from the same or different sites to gather and converse together.

## **EMERGING IDEAS FOR FUTURE STUDIES**

- How can the application of more qualitative research methods further reveal the breadth and depth of the learners' experiences?
- How can a greater number and variety of sites be recruited to obtain more comprehensive understandings?
- What more can be understood about learner-centered-aligned educational practices?

Pursuing questions such as these could deepen the collective understanding of the learner-centered approach to education that was initiated in this exploration.

## Contributions & Conclusion

This study contributed to Education Reimagined’s goal, as stated in its [2024-2029 Research Agenda](#), to gather evidence for the purpose of furthering understanding the learner-centered approach. In addition, the report serves as Education Reimagined’s first research-based investigation into young people’s experiences of learner-centered education—one that was enabled by Transcend’s Leaps Student Voice Survey. The survey results revealed that a majority of the surveyed youth agree or strongly agree that their experiences in learner-centered environments align with the key elements of learner-centered education, and this carries great promise for the potential impact of this innovative educational approach.

The exploration also allowed for the launch of a questionnaire prototype, which was designed to allow site leaders to self-assess the expression of the learner-centered approach in their environments. The development of this tool will inform the development of Education Reimagined’s inquiry into the ways that the expression of learner-centered education can be assessed. In addition, the questionnaires and the interviews provided intriguing data on learner-centered practices that are being enacted widely in various learner-centered environments nationwide. Through this evidence, the various ways that the key elements of learner-centered education come to life in various learning environments have become more palpable and visible.

In their self-assessment reflections, site leaders shared how they have or plan to use the survey results to inform and support their work. One site formed a subgroup to review the data, and another site plans to use the results to help tell its story. Two of the learning environments shared that they plan to examine the survey prior to their next school year, with one specifying that it intends to use the results to set it “up for success” and to “incorporate higher expectations” for its practices as a learning community. Another site has already started using the results to rework its learning design, and at least three sites said they are looking at their survey results with their teams to revisit and reflect upon their practices. For instance, one site leader shared that they discussed areas that were surprising to them, where they thought there might be user error, and where the survey results might reveal their team’s blind spots.

The enthusiasm and commitment of the participating environments to use the survey results to refine and enhance their work demonstrates the value of this exploration. It also attests to site leaders and educators’ ongoing dedication to cultivating learning environments where young people can thrive. By aligning their educational practices with the key elements of learner-centered education, the participating sites are not only empowering young people, they are also leading the way to more inclusive, relevant, and impactful educational systems.

“ We have referred to the results all year as we redefine, revisit, and revise our learning design. ”

**PARTICIPATING SITE LEADER**

Through learner-centered education, young people can be empowered to take charge of their learning and growth, feel a sense of belonging and community, and develop the skills and knowledge that they need to thrive in all settings. As the practices that support these outcomes continue to evolve, they hold the potential to enrich the learner-centered movement further, offering a blueprint for educational environments that truly prioritize the holistic development of young people.

The lessons learned from this exploration can serve as a guiding light for future studies. Yet this report is just the start of Education Reimagined's research journey, paving the way for a deeper investigation into the implementation and outcomes of learner-centered education. This study has not only contributed to a deeper understanding of learner-centered education—it has also ignited a spark of inspiration. Let it serve as a rallying call for education system transformation, setting the stage for a future where education is truly centered on the needs, passions, and potential of all learners—each and every one of them.

“When I saw the survey results, I remember feeling so proud and so excited that we had accomplished what we set out to accomplish.”

**PARTICIPATING SITE LEADER**

## ACKNOWLEDGMENTS

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- **Coi Morefield**, The Lab School of Memphis
- **Susan Hart**, LaFayette Big Picture
- **Johnna Noll**, Norris School District
- **Sarah Stabler**, Springhouse
- **Jim Bailey**, Rock Tree Sky
- **Nathan Gorsch and Lindsay Keller**, Village High School
- **Elizabeth Dean**, The Village School

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We are most grateful for all those whose unwavering commitment and practice is advancing this important work of serving young people by reimagining education.

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# APPENDIX

General Site Information: 2023-2024 Academic Year (Table 1)

Site Name and Location	Years of Operation	Age/Grade Served	Learners Enrolled in 2023–24 School Year	Number of Core Staff	Community	Organization Type
<b>FabNewport</b> Newport, RI	11 years (2013–present)	Middle school, high school, and ages 18+	~300*	6–9 staff	Urban	Out-of-school/ youth development (statewide)
<b>Highlands Micro School</b> Denver, CO	8 years (2016–present)	Elementary school	23	1–5 staff	Urban	Independent/ private school
<b>The Lab School of Memphis</b> Memphis, TN	3 years (2021–present)	Early childhood, elementary school, and middle school	33	6–9 staff	Urban	Independent/ private school
<b>LaFayette Big Picture</b> LaFayette, NY	16 years (2008–present)	High school	58	10–25 staff	Rural	District/public
<b>Norris School District</b> Mukwonago, WI	9 years (2015–present)	Elementary school, middle school, and high school	31	24–49 staff	Rural	Public charter/ school district (statewide)
<b>Rock Tree Sky</b> Ojai, CA	8 years (2016–present)	Early childhood, elementary school, middle school, and high school	200	10–25 staff	Boundary of rural/town	Independent/ private school partnering with local school district
<b>Springhouse</b> Floyd, VA	10 years (2014–present)	Middle school and high school	14	6–9 staff	Rural	Independent/ private school

# APPENDIX

General Site Information: 2023-2024 Academic Year (Table 1 continued)

Site Name and Location	Years of Operation	Age/Grade Served	Learners Enrolled in 2023-24 School Year	Number of Core Staff	Community	Organization Type
<b>Village High School</b> Colorado Springs, CO	9 years (2015-present)	High school	544	24-49 staff	Suburban	District/public
<b>The Village School</b> Arlington, VA	6 years (2018-present)	Elementary school and middle school	58	6-9 staff	Suburban	Independent/private school

# APPENDIX

Racial/Ethnic Demographics of All Learners per Site (Table 2)

Site Name and Location	% American Indian/Alaskan Native	% Asian	% Black	% Hispanic/Latinx	% Native Hawaiian/Pacific Islander	% Two or More Races	% White
<b>FabNewport</b> Newport, RI	4%	4%	30%	32%	0	0	30%
<b>Highlands Micro School</b> Denver, CO	0	0	0	0	0	22%	78%
<b>The Lab School of Memphis</b> Memphis, TN	0	0	50%	13%	0	14%	23%
<b>LaFayette Big Picture</b> LaFayette, NY	40%	0	0	0	0	5%	55%
<b>Norris School District</b> Mukwonago, WI	0	2%	35%	6%	0	0	57%
<b>Rock Tree Sky</b> Ojai, CA	2%	1%	1%	8%	1%	5%	82%
<b>Springhouse</b> Floyd, VA	0	0	7%	7%	0	0	86%
<b>Village High School</b> Colorado Springs, CO	1%	2%	4%	12%	1%	6%	74%
<b>The Village School</b> Arlington, VA	0	12%	0	0	0	0	88%