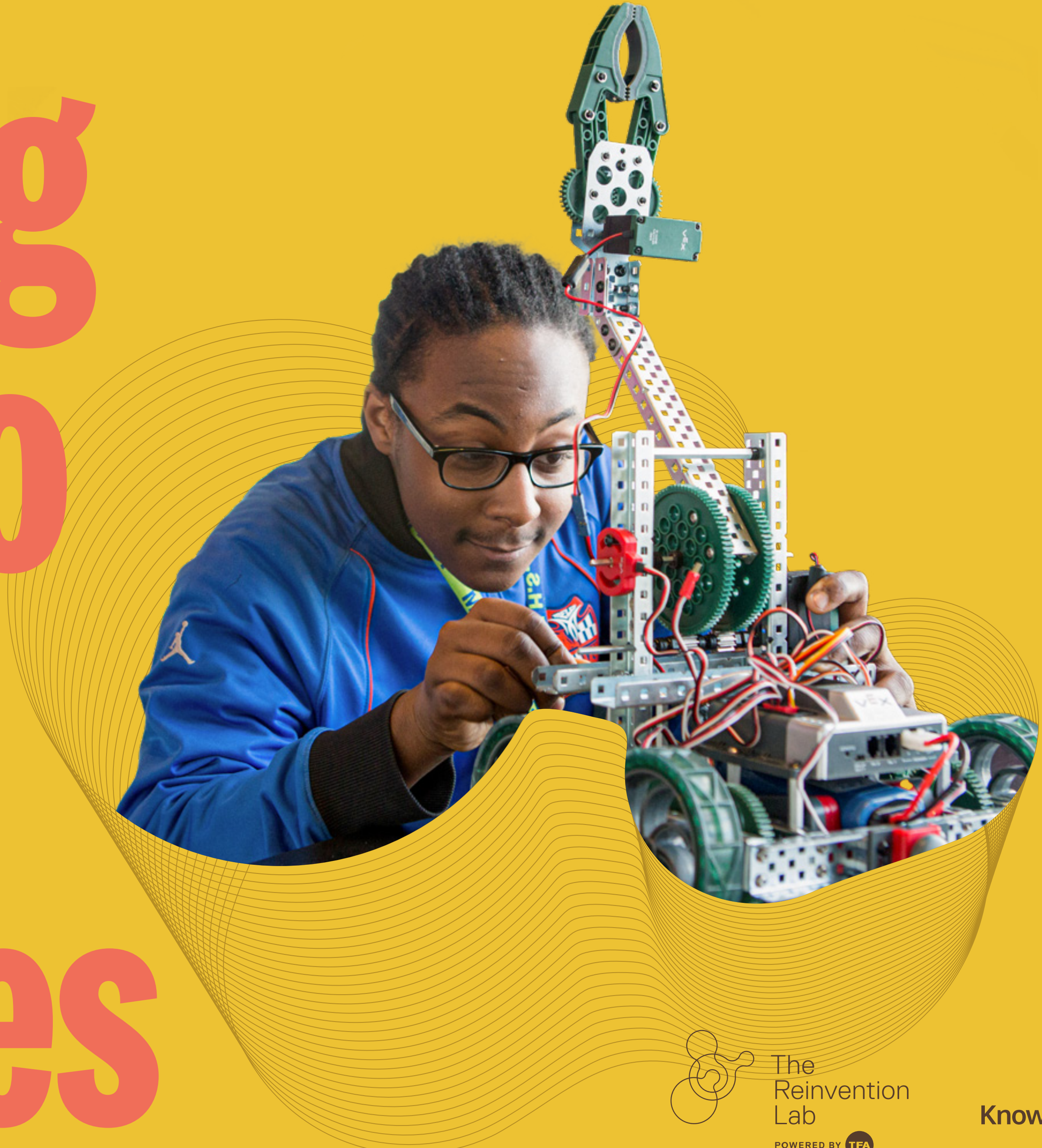


Dreaming Into Learning Futures

Changes provoking us to
imagine where education
could be headed in 2032
and beyond



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Lab
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Acknowledgements

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Grounded in Reality and Filled with Possibility

We are living through, and finding ways to navigate, a wild time in history. How are you? Us? Sunanna and Jason, the authors of this paper? Our communities and co-contributors? The general sense is: We're tired.

We've got cognitive overload. Every day brings a fresh barrage of news that makes the world seem more complex, volatile and scary. Given that reality, it's easy to compartmentalize: to think about one thing at a time. Wars. The pandemic. Gun violence. Technological advancement. Policy. And in our case, education.

But what if we took a moment to break free of those siloes in our mind? To dream into the possibilities at the intersections between them? To process in a different way — by taking those complexities and looking at them head-on?

One way of processing the hard things that we've experienced over the last couple of years is to imagine. To be grounded in reality while

being filled with possibility. To say what we hope to see so we have something to aim for. So that we can move beyond what we know.

We started thinking about what it would mean to start to process the current moment in public. To be in community and discuss the changes we are feeling and experiencing. To explore their interconnectedness. To intentionally dive into complexity and ambiguity. To dream into the future: not because we aren't taking the current moment seriously, but because this moment is so serious. We can use the future to process our current reality, to see beyond the problems of the present and begin to imagine future possibilities. Dreaming into the future is a way to bring agency to that which feels beyond our control and of sparking our creativity to imagine something radically different.

And so: this paper explores trends that are provoking us to imagine where learning in the United States might be headed over the next ten years. It is full of difficult truths. It is also

full of possibilities and opportunities. While current trends and forces of change often feel destabilizing and negative, it aims to highlight images of the future that are provocative, useful and hopeful.

We were lucky enough to be in community and learn in public with many people over Twitter Spaces during May and June 2022 to talk about how they've been experiencing current trends and changes, what they've been thinking and feeling and what they've been dreaming. We hope that this publication will be interactive — that you will reach out to us, comment on social media and continue to engage with us and one another. Let's continue this conversation as the world continues to change. Let's start to live into some of our collective dreams.

**To dream into the future:
Not because we aren't
taking the current moment
seriously, but *because* this
moment is so serious.**

Why Today Feels Different Than Yesterday

During the course of our roundtable conversations, participants grappled with change. In May 2022 alone, the month we began these discussions, so much was unfolding week after week. Our very first conversation started with Politico's Roe vs. Wade Supreme Court leak. Over the course of our discussions, we experienced the continued war in Ukraine, Elon Musk's Twitter takeover, a COVID resurgence, soaring inflation, the white-supremacist Buffalo shooting, the Uvalde tragedy and more. As we talked, we explored the ways in which events that are widely felt are experienced differently depending on a wide variety of factors such as location, race, profession, identity and income level.

This list represents a synthesis of those conversations: shifts that are shaping both our current lived experiences and the future of learning. They offer a potential starting place,

a way to support us in making sense of today that might serve as a jumping off point for dreaming into a different tomorrow.

The next section provides more detail about each shift, along with quotes from roundtable participants, accompanying provocations and current examples of organizations living into the futures that participants dreamed and imagined. These provocations are short images of the future that take the form of "What if?" questions. They resulted from asking ourselves: If the shifts we are experiencing were to continue, stop, reverse or accelerate, what would learning look like in 2032? These provocations are intended to spark fresh thinking about what might be possible for learning. They've also helped us process the events of today by allowing us the creative freedom to imagine, and work towards, better tomorrows.

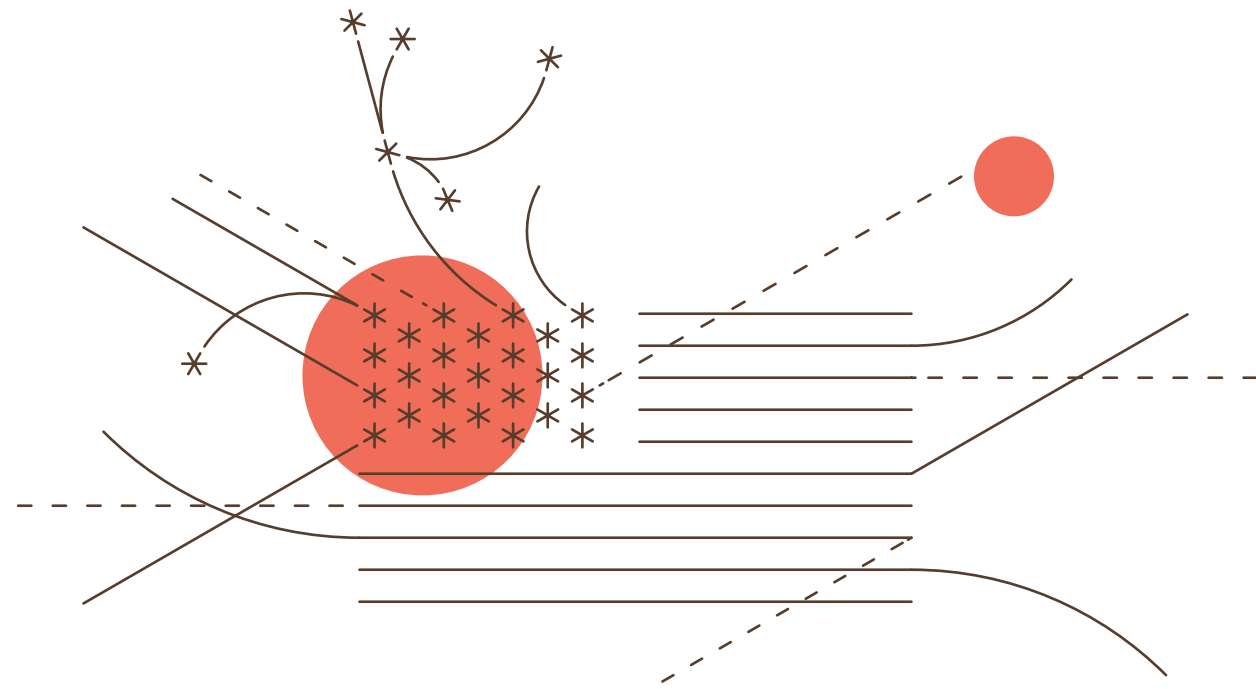
Creating this Forecast, Learning in Public

This forecast was co-created through a series of five public, open invitation roundtables held on Twitter Spaces, most occurring each week of May 2022. The authors proposed an initial list of trends. Participants helped hone it, adding nuance and examples. They also crafted images of the future and developed strategic questions and implications. This was both a lesson in learning in public and in creating a participatory forecast. We are indebted to all the participants for being so incredibly generous with their expertise, time and perspectives.

A Note on Terms

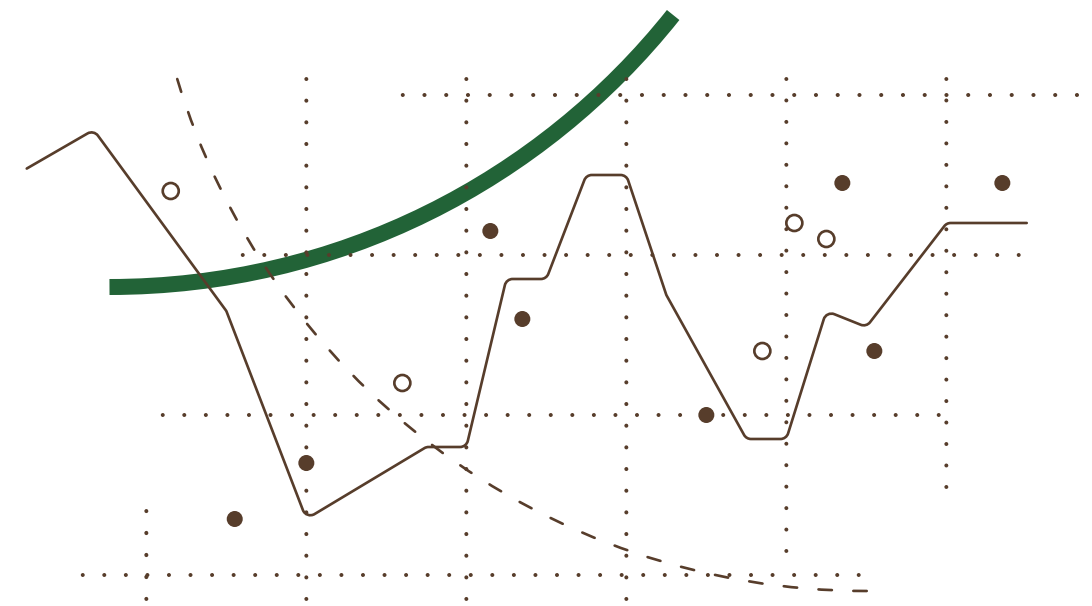
We know that not everyone reading this is an expert on the future, technology or education. We are thankful you are reading the paper and want it to be as accessible as possible no what matter your knowledge base is. The following section may contain terms that are unfamiliar, so we have created a glossary that you can [find here](#).

WHY TODAY FEELS DIFFERENT THAN YESTERDAY



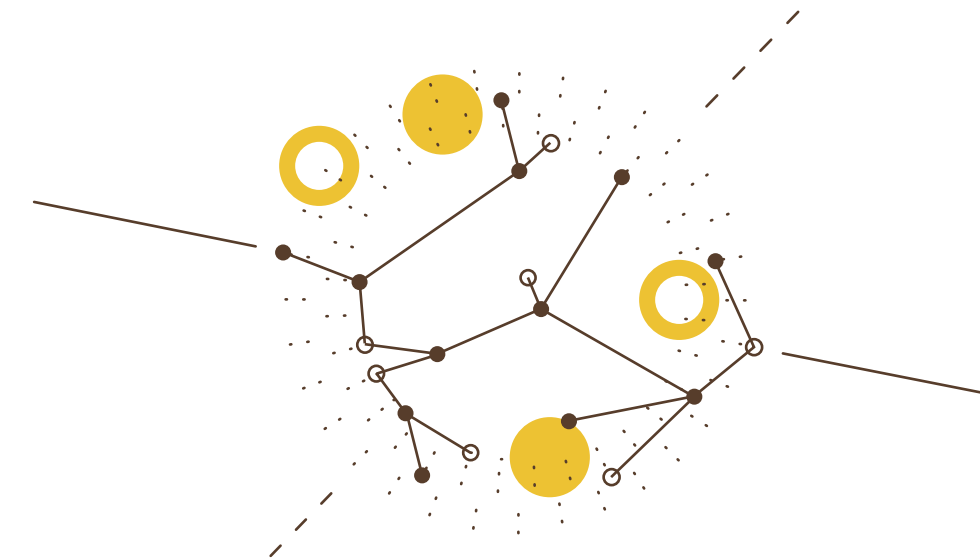
Power Flows

Power in the U.S is moving both away from ordinary people and toward them. People in traditional seats of power are fearing its loss, passing legislation and sparking a culture war in order to consolidate it. In response, ordinary people are finding power in social movements and new forms of activism.



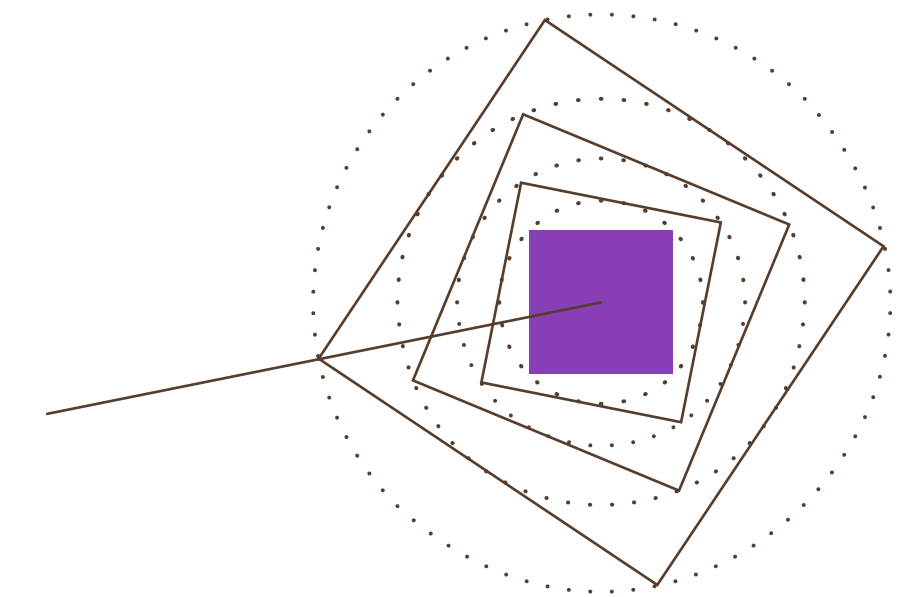
Markets and Jobs in Flux

Inflation, the reconfiguration of work (including the Great Resignation) and supply chain woes are creating new economic and employment realities.



Digitally Decentralized

Advances in digital technologies, particularly those that are defined by decentralization, are putting power into users' hands rather than corporations, changing ideas about asset, content and data ownership, authority and monetization.



Layers of Safety

What it means to feel “safe” is changing, and definitions of safety are increasingly personal. Natural disasters, mass shootings, viruses and emotional isolation are interconnected threats to personal and community safety.


The background is a solid orange color. It features several decorative elements: a cluster of white stars in the top left corner, some with curved lines trailing behind them; a grid of white stars in the middle left; and various thin white lines, including solid, dashed, and curved ones, scattered across the page. The text 'Power Flows' is written in a large, bold, dark grey font, centered horizontally and slightly to the right of the star grid.

Power

Flows

Power Flows

Intro



Power is shifting. It's shifting towards ordinary people, adults and youth alike. Resurgent social and racial justice movements such as [Black Lives Matter](#) and the [Extinction Rebellion](#) are bringing people together to advocate for change. Groups such as the [Fair Fight Action](#) are working to promote fair elections and promote voting rights. [Climate activists](#) joined the board of Exxon, and a [renewed interest in labor unions](#) is uniting workers from different walks of life to challenge existing power structures. Generation Z is demanding more power in the hands of young people through organizations such as [March For Our Lives](#) and [Student Voice](#). Power is also shifting away from ordinary people. One participant named the [dismantling of Roe vs. Wade](#) as, in her opinion, a shift of power away from ordinary people — the Politico leak was the very first thing discussed in our conversations. Other subsequent rulings from the [Supreme Court](#), including those

around climate change, Miranda Rights and the final decision on Roe vs. Wade, as well as legislation passed by states that limits [voting rights](#), represent further shifts in power for many people.

The flow and consolidation of power are creating culture wars and a further divided country, fueled by fear of both power being hoarded and power being taken away, in which the field of education has been embroiled. This has been characterized by [battles over school board elections](#), pushes for and against initiatives such as [educational equity](#) and whole-learner health and [social-emotional learning](#), the misrepresentation of [Critical Race Theory](#), [book banning](#), [policies targeting LGBTQIA+ learners](#) and struggles around what a [teacher should and should not teach](#) and where [parental rights](#) begin and end in education.

Power Flows

Dreaming into the Future

We discussed how power could flow even more directly to those most impacted by education – young people – and how civics education could be reimagined to practice the actions that produce a thriving democracy.

“I feel as if there’s this undercurrent of shifting of power. Either it’s more towards the people or more against the people in response to something going towards the people. How do we in education begin to acknowledge that? With this idea of moving power, we need to defend the liberties of young people the same way people want to take the rights of young people away. We need to be louder. How do we ensure that education loudly and boldly defends the liberties of young people?”

● LATRENDA SHERRILL

Power Flows

What If?

Every school in the country were required to have at least one voting student school board representative and they had veto power over the decisions made by school boards?

Students could earn academic credit for the civic activism in which many are already engaged?

Young people were hired as paid administrators within learning environments, with real power to influence decisions affecting their educational experiences?

School districts leveraged technology to broaden school-board participation from a handful of people to the entire community?

Civics education was updated for the 21st century to include knowledge of the digital tools used in modern-day advocacy, along with an understanding of cause and effect and how things are interrelated?

State education departments had Offices of Out-of-School Time Learning (OST) to take advantage of those providers unique expertise to help guide the development of community-based education policy?

**WHAT'S YOUR
"WHAT IF" ABOUT HOW
EDUCATION WILL
BE SHAPED BY THESE
POWER FLOWS?**

Tag @ReinventionLab and/or @KnowledgeWorks on social media to let us know.

Power Flows Who's Living into these Futures?

Civics Unplugged helps to create young Civic Innovators through an ecosystem dedicated to training, funding and connecting young people.

iCivics is a non-profit civic education provider that seeks to spark life-long civic engagement by providing free curricular resources, digital literacy tools, professional learning materials and educational video games.

Nevada95 seeks to increase youth presence on existing boards and commissions to elevate youth perspective and voice and to ensure issues that impact young people are being addressed.

Markets and Jobs in Flux

Markets and Jobs in Flux

Intro

Much is being said about the economy at this moment — no need to repeat the statistics here. In our conversations, we talked about how statistics are being felt in our lives and in learning environments; as one participant put it, about the “facts on the ground.”¹ That included how the gig economy is providing young people and the adults in their lives with flexible work (and even paying in digital currencies) but is terrifyingly unstable and lacks worker protections. We talked about inflation and how it’s devastating already systemically oppressed communities — and how it’s causing them to band together in new ways. We talked about how robots (or more accurately, automation) are taking over jobs and how many people are leaving them.

Market fluctuations will impact education. Educators are leaving the profession, creating educator scarcity. This could present an opportunity for educators to demand more power, compensation and autonomy for creativity, which could in turn impact how teaching and learning are experienced and facilitated. The rise in Black-led businesses also led us to discuss how youth entrepreneurship programs, in and out of school, could positively impact communities of color and the economy as a whole. We also talked about how non-linear career trajectories already are and how to replace outdated career counseling with a more flexible, immersive and exploratory ways for young people interact with varied careers and gain critical future-of-work capacities.

Markets and Jobs in Flux Dreaming into the Future

We considered how educator scarcity could lead to new definitions of who an educator could be and what economy educators are supporting young people in preparing for.

“I see the changing nature of work as an opportunity. If we get that right, then the teaching profession becomes something different, and learning does too. What does it mean to learn? Who do you learn from? Do teachers hold all the knowledge, or are they truly in an experience that is shared with young people? What do learning spaces look like as a result of this shift? Those are the things I’m excited about.”

● MIKE YATES

Markets and Jobs in Flux

What If?

Every young person had an opportunity to run a business before they graduated and create relationships that connected into the professional world beyond the classroom? ³

Educator scarcity forced learning environments to break the “one teacher, one classroom” model of education and to think more holistically about how young people, community members and others could form a web of educational support around a young person? ^{4,5}

Educator scarcity put more power in the hands of teachers, allowing them to be more creative and autonomous? ²

Educators from both in- and out-of-school time learning advocated together to increase the value society placed on education?

Young people, from as early as middle school, had access to rapid certifications that prepared them for the future while providing work experience and a viable wage?

Educational institutions broke from static, linear “career-pipeline” strategies and reframed career attainment and coaching for young people as being fluid and interest based?

Education placed less emphasis on worksheets and multiple-choice tests and systemically integrated creative expression and digital production skills as legitimate forms of student assessments to prepare for a creative, knowledge-based and fluid economy? ⁶

WHAT'S YOUR “WHAT IF” ABOUT THE FUTURE OF EDUCATION IN THE MIDST OF MARKETS AND JOBS IN FLUX?

Tag @ReinventionLab and/or @KnowledgeWorks on social media to let us know.

2. Amil Cook @AmilCook
3. Anonymous and Armando Samoza @ArmandoSomoza.
4. Travis Pillow @TravisPillow and Anonymous
5. Learn more from Ivan Illich on [“Learning Webs”](#)
6. Armando Samoza @ArmandoSomoza

Markets and Jobs in Flux Who's Living into these Futures?

Kado, Inc. and **Big Picture Learning**

schools are providing deep career experiences for high school students through internships and job placement.

Programs such as **Gray Matter Experience**, **Socialpreneur Lab** and **Ownership is the Future** are helping youth develop entrepreneurship skills to prepare them for the future of work and impact their communities.

The Warhol Museum's Pop District includes workforce development programs for youth that are focused on developing the skills, knowledge and dispositions needed to navigate the economy.

The background features a complex network diagram with various nodes (solid and hollow circles) and connecting lines (solid and dotted). The overall aesthetic is clean and modern, with a consistent yellow color palette.

Digitally Decentralized

Digitally Decentralized Intro

Over the course of our roundtables, we found ourselves talking about advances in digital technology. We talked about a lot of specific technologies, but the major theme across them all was the possibilities these technologies have for changing ideas about ownership, content creation, decision-making power and authority in digital spaces. Whether we were talking about Web3, blockchain, cryptocurrencies, NFTs, XR or the Metaverse, the underlying shift people kept coming back to was putting power into the users' hands, directly. These technologies represent new ways of connecting with one another, of users taking control over their own data and the content they create, of monetizing and retaining ownership over digital assets and of bypassing the need for third-party validation in favor of peer-to-peer, user-to-user validation. This movement towards decentralization was a trendline underneath all of the specific technologies listed and is possibly more important than how each technology individually operates.

Our conversations brought up the reality that technology advances and their applications in

learning present both the promise of being an enabling force for transformation and a danger of further entrenching inequities in the current education system. During our conversations, many saw the promise of technology to enable intercultural exchanges and to develop cross-cultural competencies through playing video games⁷; for youth to learn about financial literacy and entrepreneurship by using NFTs and cryptocurrencies⁸; and for technology, particularly decentralized technology, to be a tool for creation and not just a product for consumption⁹. Others noted the dangers of overreliance on technology in learning. For example, COVID-19 accelerated the use of technology in education, particularly for virtual learning, yet many learners still lack access to devices and broadband internet even as reliance on those tools has increased. Additionally, constant technology use both in and outside school has contributed to what one participant called “Zoom Doom”¹⁰ or tech burnout. It has contributed to mental health strain; as another participant noted, disconnecting from technology is a challenge.¹¹

7. Amil Cook @AmilCook

8. Ibid.

9. Mike Yates @JustMikeYates

10. This term was coined by young people in the Enduring Ideas Youth Fellowship. Learn more in [“Learning in Uncertain Times”](#)

11. Selene Torres

Digitally Decentralized Dreaming into the Future

During the roundtables, we dreamed about how new technologies could be used to change notions of ownership and authority, allowing for learners, educators and others to have direct control over their content and data; bypassing the need for a third party to validate and access things like credentials and transcripts; changing how we approach things like assessments, financial and digital literacy.

“How do we define success? And then how do we measure that? We currently use these archaic, standardized bell-shaped curves. We need new tools. When I was in California, I was looking at some gaming assessments and some situational assessments that involve the use of virtual reality. The feedback was incredibly convincing around decision-making, problem-solving, critical thinking skills.... Our entire model of accountability around proficiency on standardized assessments just has to change.”

● ANONYMOUS EDUCATOR

Digitally Decentralized What If?

New technologies could be used to create new forms of assessment that leveraged simulation and play and reduced the reliance on standardized testing?¹²

Young people could earn credits through out-of-school experiences credentialed through the blockchain?

Young people co-taught classes in 21st-century digital media citizenship to fellow classmates and adults?¹³

Educators and students co-created digital worlds, centered in students' interests, that extended learning far outside the classroom walls or even beyond geographic realities?¹⁴

Young people could choose to publish what they were learning in public, using Web3 technology to create digital portfolios?

Educational content creators used decentralized technologies such as NFTs to license content and create new income streams?

**WHAT'S YOUR
"WHAT IF" FOR THE
FUTURE OF LEARNING
AS IT MEETS DIGITAL
DECENTRALIZATION?**

Tag @ReinventionLab and/or @KnowledgeWorks on social media to let us know.

12. Anonymous Educator

13. Amil Cook @AmilCook

14. Rosie Molina @rosiebmolina

Digitally Decentralized Who's Living into these Futures?

k20 Educators are bringing DAOs and Web3 to educators in easy-to-access ways by building educator communities of practice using DAOs and building a metaverse specifically for educators.

Greenlight Credentials uses blockchain to create a digital locker, storing students' credentials and transcripts and giving them free, full access and control over verified records.

STEMuli is an educational Metaverse that is creating a gamified, immersive experience where students can interact with one another while learning in a virtual world. They earn tokens for things like attendance that can be exchanged to upgrade their avatars and can eventually be exchanged for real money.

The background is a solid purple color. It features several overlapping, semi-transparent white geometric shapes: a large circle, several rectangles of various sizes and orientations, and a series of concentric dotted circles. The text 'Layers of Safety' is centered in a large, bold, white sans-serif font.

Layers of Safety

Layers of Safety

Intro

There is a deep acknowledgement that safety is under threat — and safety doesn't just mean one thing. It means psychological safety, an individual's mental health and their sense of belonging in a community. It means feeling safe from a school shooter. It means feeling safe from a tornado in Nashville or a blizzard in Texas. It means safety from COVID-19. These things aren't separate: they all contribute to how we experience our individual safety as we move around our communities and the world.

The effects of climate change are contributing to an increase in extreme weather events, while scientists continue to sound the alarm that the Earth's climate will soon experience irreversible damage. In addition, a widespread mental health epidemic has caused an increase in diseases of despair. A rise in violent crime, continued police violence against Black and brown people

and a surge in mass shootings are making U.S. communities less safe.

These challenges are combining to impact the safety of learning environments. The U.S. Surgeon General issued an advisory on youth mental health, and nine states have allowed students to take off mental health days from school. School shootings, an increase in fights and disproportionate arrests and suspensions for Black and brown students are creating varying degrees of unease in learning spaces. Natural disasters are impacting both learning time and the very infrastructure of physical spaces to learn. Masking debates in schools have led to teacher and student anxiety about personal and familial health. Together, these shifts call into question what reasonable, realistic expectations of safety might be and what constitutes a safe, healthy learning environment.

Layers of Safety Dreaming into the Future

We discussed what opportunities learning environments may have to become resilient, healing spaces in the face of deep instability, uncertainty and trauma.

“Everything is changing and evolving so quickly; it’s not something you can predict. Safety comes in a lot of shapes and forms. For me it’s a total consciousness of all the situations in general... Before COVID, Nashville was hit with a big tornado. Then COVID happened. [We kept] hearing about shootings in schools. It would have helped to have had an experience in any of my school years where, instead of ignoring the big elephant in the room, we accepted our sad reality and saw how we could build a community around that rather than that neglecting the obvious that happening in our everyday lives.”

● SELENE TORRES

Layers of Safety What If?

Funding were taken from school resource officers to fund mental health counselors and programs for youth-led healing spaces?

Schools had new roles such as a resilience officer, who would focus on making schools more resilient in the face of climate disruptions, and a director of belonging, whose focus would be to make sure students and staff felt emotionally safe and to cultivate a sense of belonging?

Spaces for learning, including school buildings, were intergenerationally co-designed to be “green” so that buildings generated as much or more energy than they spent?¹⁵

Each learner knew they were loved, cared for and supported?

Society and education placed the same value on mental health and socioemotional outcomes as on academic outcomes?

Schools held inclusive, intergenerational, community-based conversations about what it meant to feel safe and hired community members to lead them towards that vision?

**WHAT'S YOUR
“WHAT IF” FOR THE
FUTURE OF SAFETY IN
LEARNING ENVIRONMENTS?**

Tag @ReinventionLab and/or @KnowledgeWorks on social media to let us know.

Layers of Safety

Who's Living into these Futures?

Stanford d.school's K12 Lab created [Questions to your Answers about School Safety](#), a tool for generating expansive, intergenerational, community-based visions for school and community safety.

Detroit Heals Detroit is creating [youth-led healing spaces](#) for BIPOC youth across Detroit. These include youth-led healing hubs, healing circles and mental health check-ins.

Youth Vs. Apocalypse is a youth-led movement to combat climate disaster. It uses direct action, lobbying and organizing to fight for a livable climate and an equitable, sustainable and just world.

Ready to Hold Your Own Conversations about the Future?

To make sense of our current realities, it helped us to dream into the future. We discussed how today is different than yesterday, including the hard truths—and we also allowed ourselves to imagine the futures we wanted to make true. Beyond those specific possibilities, we surfaced some overarching lessons that can help guide our collective efforts to process the changes we are all experiencing and to realize today’s hopes as we shape the future of learning.

The process of how we go about changing education is equally important to what we change.

The way we formed community in the process of generating this paper was critical. The process of getting to this document was more important to us than the document itself. As we continue to navigate change and breathe life into our dreams of the future, we need intentionally to create space for educators, young people and others to come together to discuss what's weighing on us, in order to form stronger bonds to work towards better futures. As authors who are or present as White, it was important for us to have as many voices and perspectives as possible in the process of making the paper. That helped expand our collective perspectives and helped us ask questions not only about the future of learning, but about whose futures of learning we might be centering.

“We’re faced with an amazingly challenging set of circumstances. But we just have to find creative opportunities to solve the problems. I don’t think it’s just a matter of money or position. I think power is with the people. We have to stay optimistic and hopeful. We need to bring in more educators, more community people, more parents, more youth and have these discussion to see what all the stakeholders think about these topics. We need to democratize the solution and get more people to the boardroom table to make the decisions that are going to impact the future.”

● AMIL COOK

We need to question who shapes the narratives about the trends we see in the world and the lenses through which we see them. We also need to ask who dreams the dreams and then has the power to ensure that those dreams are realized in the future.

We were challenged by Chris Emdin in one of the roundtables about who has the power to name, shape and identify trends that we may feel or experience. Certainly, the media broadly (including and especially social media), corporations and other power holders influence how we understand what these trends are. Many people, especially young people, often have little agency in shaping them, let alone responding to them. Young people are often relegated as consumers but not creators of the narratives that shape our worlds. How might that change? We need to ensure that young people have a much more vocal and powerful ability to shape the very lenses through which we as a society see the world.

“Adults often are the ones who dictate what the trends are for you. Or [some adults] dictate what the trends are for teachers and the teachers bring them to young people. The issue is always that we say we’re paying attention to trends when, in reality, we are constructing them or we’re listening to corporations that dictate to us where they think the trends are. The pedagogical move that needs to be made is to allow young folks not just to be blind consumers, but also producers who have the agency not only to construct trends of their own, but also to shift the existing trends.”

● CHRIS EMDIN

Everything is interconnected in systemic ways. Yet it is simply impossible for people to work towards, or even think about, everything all at once.

Any trends we can describe are inextricably linked. We need to hold the complexity of the things we understand deeply while also finding ways to collaborate across sectors. Education changemakers would benefit from having ongoing interaction with people from different systems and sectors to understand how education is affected by them and vice versa.

“I don’t think that you can point to any one of the trends as the greatest contributing factor and the thing that we need to focus on, because the interplay between all of the trends is what is playing out on a day-to-day basis. You can’t really separate out any of these issues, but I think you have to. I know that sounds like a Catch 22, because if we’re not talking about these things in isolation, then we can’t isolate the specific things that we need to address. But we also need to make sure that we’re talking about them in concert with one another.”

● NICK SCHINER

The future won't unfold in a series of stark dichotomies.

Will Web3 and XR affect young people and society in good or bad ways? Is the Great Resignation a good sign for the agency of workers or a bad symptom of an economy that never worked? Such dichotomies, while helpful for starting conversation, tend to limit our ability to think about the future in a nuanced way. As we continue to explore what we want to bring into the future, we need to consider how we might reject binaries in our understanding of current trends and future possibilities. We found power in allowing ourselves to see past framing things as either good or bad, in actively seeking nuance and in seeing that possibility is what can ultimately create hope for different futures.

“I’m appreciating the interconnectedness of all the trends. Not seeing them in a binary of good and bad but starting to look at them with an eye toward possibility. If this is our reality – teachers are resigning, we have this rapidly advancing climate crisis, we have this economic precariousness – what is the possibility?”

● ELISABETH BOOZE

By Choice, Not by Chance

As we collectively work through the challenges of the present, we know that the question is not whether the future will be different but how it will be different from today. As we explored in this paper, the changes we are experiencing are pronounced and are not always positive. Despite how hard it feels to wrap one's arms around them, we have a collective responsibility to imagine and make real the future possibilities they present.

The future will unfold around us whether we choose to act or not. How we respond to the challenges and disruptions of today will sow the seeds of the future. How will you bring your dreams of the future to life?

Dedication

This paper is dedicated to everyone navigating the challenges of today in order to create a brighter future of learning.

We are thankful for and appreciate all of those who participated in the creation of this paper, along every step of the way.

The Reinvention Lab powers innovation at Teach For America and fuels the future of learning. The Reinvention Lab is an exploratory team founded in 2019. We work with young people, families and caregivers, leaders and educators both in and outside of Teach For America to learn about and work towards the future of learning and the future of the organization. We are focused on equitable innovation and system-level transformation.

[LEARN MORE AT REINVENTIONLAB.ORG](https://www.reinventionlab.org)

KnowledgeWorks is a national nonprofit organization advancing a future of learning that ensures each student graduates ready for what's next. For more than 20 years, we've been partnering with states, communities and leaders across the country to imagine, build and sustain vibrant learning communities. Through evidence-based practices and a commitment to equitable outcomes, we're creating the future of learning, together.

[LEARN MORE AT KNOWLEDGEWORKS.ORG.](https://www.knowledgeworks.org)

