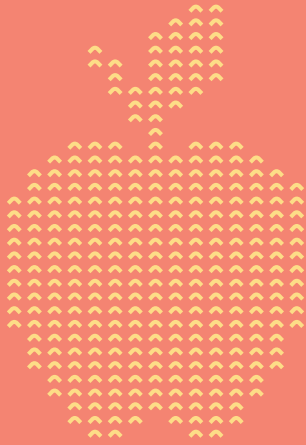


CASE STUDY



Reimagining Education

*HOW UNLIKELY ALLIES ARE TRANSFORMING EDUCATION
FOR THE TWENTY-FIRST CENTURY*

CONVERGENCE




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Convergence is a non-profit organization that convenes leaders with divergent views to build trust, identify solutions, and form alliances for action on critical national issues. It achieves outcomes through structured, facilitated dialogue and long-term relationship building, shifting the focus from winning the debate to collectively seeking solutions. Convergence is addressing a broad range of issues including health care reform, poverty and economic mobility, incarceration, and the federal budget process.

Education Reimagined is a community of learner-centered leaders seeking to transform education for all children in the United States. They are guided by "A Transformational Vision for Education in the US," a vision of a learner-centered future created out of a dialogue amongst 28 ideologically diverse practitioners and leaders to reimagine education. Education Reimagined partners with a growing network of leaders to unite and ignite the individuals and organizations already creating and supporting learner-centered models across the country. Alongside practitioners, youth leaders, policy advocates, and other visionary leaders, the organization aims to deepen and spread the presence of learner-centered innovation across the country such that it becomes available to each and every child in the U.S.

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Convergence Center for Policy Resolution brought together 28 diverse education stakeholders to reimagine and transform—not just reform—the United States educational system. Leaders of teacher unions, companies, foundations, school districts and long-time educators, deeply immersed in policy issues, were asked to put aside their sincerely held beliefs about how to improve the nation’s current education system. Convergence invited them to imagine: What is the purpose of education? What kind of learning system would enable students to reach their full potential? What would such a learning environment look like?

Convergence tackled this daunting challenge because it believed the inherent difficulties with U.S. schools were in need of a new conversation that spanned conflicting viewpoints. “Education fit all our criteria,” recalled Convergence President Rob Fersh. “It was an issue of national consequence. Opinions were divided.” And even though other groups were struggling to solve the problem, education “was an issue where there was room for us to make a difference,” he said, although he still wondered whether “there was something fresh and different we could do.” It was, Fersh admits now, a bit of a gamble.

The stakeholders of [Education Reimagined](#), as the project came to be known, would agree that Convergence’s bet paid off handsomely. Today, Education Reimagined is armed with a powerful vision for a transformed educational system. It has brought together hundreds of educators, policy advocates, students and other leaders to discover what they can do collectively to advance the vision that they could not accomplish alone.

This is the story of how Education Reimagined has become widely recognized as a national leader in an emerging movement focused on learner-centered education. In this transformation of education, young people help guide their own learning, have opportunities to collaborate with others in projects in their communities, and are equipped to be successful in life, pursuing their aspirations and passions. In a new vocabulary to describe this reimagined system, students are now called “learners,” schools are relabeled with the more encompassing term of “learning environments,” and grades and testing have evolved into “real demonstrations of learning.” All students will receive the support they need to thrive—whether they are confronting challenges like poverty and trauma, or just learn differently.

The Beginning

The genesis for the group began in 2012, when Kelly Young, one of the original founders of Convergence, returned to the organization to lead the project. Kelly had just ended her time as chief for family and public engagement for the District of Columbia Public Schools. At DCPS, Young worked with parents, students, teachers and community members on a visioning process that included determining what qualities they would like to see in a graduate of the D.C. public schools. “The profile of a graduate was inspiring, but I couldn’t see a path to every child loving learning and thriving without a dramatic shift in how we did education,” recalled Young.

Her D.C. schools experience helped prepare her for what she would encounter at Convergence. Young spent her first year there reaching out to people around the country who were involved in education issues. She sought a way to frame the conversation that would not only bring people to the dialogue table but also keep them there. Topics she tested were wide ranging, including how to recruit and retain top-notch teachers and what technology’s role in schools should be.

Building the Rocket Ship

Young said, “In about my fortieth interview, I talked with Gisèle Huff [executive director of the Jaquelin Hume Foundation, a conservative, libertarian nonprofit that at the time was a leading advocate for blended learning and formerly for school choice], who told me, ‘With all those questions, you’re just tweaking the current system. That’s like trying to use a Model T car to get to the moon. You need to build the rocket ship.’”

Young began discussing with education leaders the possibility of “transformation,” rather than reform. Leaders were excited about the prospect of such an overhaul. With this idea in mind, she began applying Convergence’s approach of assembling a group of stakeholders who are selected for their diverse opinions, expertise and commitment.

She sought out people who represented the major debates in education: charter vs. traditional public; technology as solution or problem; testing vs. no testing; vouchers and school choice vs. traditional neighborhood schools; how much social and emotional factors should be considered in the curriculum; and how financial resources could be fairly allocated to remedy racial and socio-economic disparity. In addition to having members on opposing sides of these debates, Young sought to include representatives of the different roles that comprise the educational system, including teachers, principals, administrators, policy advocates, and business, philanthropic and union leaders.

First Meeting

“At the end of the first day of the meeting, I gave it maybe a 25 percent chance that there would be a day two,” Young said. People were aware they were supposed to be having a different conversation, but they were firmly stuck in their usual corners, having the same debates with no resolution in sight.

That night, the facilitation team and Young redesigned the next day’s meeting. She asked the group to look to the future and imagine what the newspaper headline would be if the dialogue were successful. The participants created headlines that emphasized that “strange-bedfellow” education leaders had launched a new vision for education. “At that point, people were saying, ‘Yes, we want to do this,’” Young recalled. “Importantly, one participant said, ‘What we’ve shown is that we’re not blank slates. We’re coming in with all of our baggage. We need help to get to a blank slate.’” The group agreed.

Convergence had already shown its skill at convincing participants to set aside their ingrained opinions to reach a common goal. Convergence had organized a few earlier dialogues by sitting stakeholders in a room and having them meet for two days every few months over the course of a year and a half. Expert facilitators and issue-knowledgeable Convergence staff guided the participants to build trust, frankly express their views, and then forge solutions together. “The

technique is Convergence’s ‘secret sauce,’” said Stephan Turnipseed, former President of LEGO Education North America, current executive vice president for Pitsco Education, and an Education Reimagined participant.

For the Education Reimagined dialogue, however, it was not a simple task to convince participants that getting to a blank slate was possible. Close to a third of the participants at the initial meeting wished the group the best of luck but did not return to the table.

Young reached out to other potential stakeholders. Although they were ready to sign on to the reimagining process, many of the new stakeholders were skeptical. “I thought with all the different voices in the room, we’d just end up with more of the same, or a tinkering at the edges,” said Judy Pepler, former president and CEO of KnowledgeWorks. Turnipseed echoed her opinion, noting that he had been involved with other efforts to improve education before, all of which had failed.

Challenging Conversations

The second meeting was risky but successful. By engaging in challenging conversations that poked at the assumptions each member had about the education system, the reconstituted group was able to reach the desired “blank slate” condition. “I knew we’d gotten there when we asked people, ‘What do you think the future of education is?’ and stakeholders honestly said, ‘I don’t know.’ And these were people who’d been involved with education all their lives,” Young said.

The stakeholders began to realize they all wanted the same thing: for the educational system to be able to nurture young people who would love learning, could apply knowledge to solve real-world challenges, and would be self-aware, independent thinkers and collaborators. The participants recognized that schools in the United States are operating on an educational model that is more than 100 years old. Reflecting the early 20th century industrial age, schools have been designed like factories, mass producing students with a system

that has been of adequate quality for some but has scant flexibility for any who do not adapt to the one-size-fits-all system.

The dialogue stakeholders hoped that a post-industrial form of education would enable all young people, regardless of background or circumstance, to be equipped to succeed in the 21st century. But the question was what would this new system look like? Rather than start with that inquiry, the stakeholders first grappled with the question of what great learning for young people from radically diverse backgrounds and circumstances would look like.

Education Reimagined participants wrestled with these questions and ideas over the next year. Between meetings, subsets of the group participated in learning about all sorts of educational topics through webinars, articles and other activities. Inspired by new insights and perspectives, the stakeholders were able to approach the inquiry with renewed vigor.

Handling Conflict

Especially effective throughout the process were the dialogue facilitators—David Fairman, from the Consensus Building Institute, who had worked with Convergence dialogue groups before, and Allan Cohen, a consultant with a specialty in human transformation, who Young knew from previous work at DCPS. Participants agreed that the skills of Fairman, Cohen and Young magically combined to help them achieve success. “The facilitators were fabulous,” said Bobbi Macdonald, a founder of City Neighbors, Baltimore’s first charter school. “One of the levers that helped us go forward was that the group was not adverse to conflict,” she explained. “Because we had conflict, we could hold it, look at it, and go forward. It felt like at every meeting we worked even better together.”

Jeff Weissglass, former president of the Oak Park and River Forest High School Board of Education and a Convergence board member, agreed. The facilitators were expert at understanding where the group was in the process, what the next steps should be, and how

to guide the group to take those next steps. “It was a really grounded experience,” he said.

The participants “could be in deep disagreement but not be disagreeable,” said Turnipseed. “That’s a big deal.” The stakeholders were leaders in their field, not often accustomed to having their opinions questioned. Young’s leadership, and the behavior she modeled had a positive influence on everyone, said Turnipseed, remembering one meeting when Young told them, “This isn’t working. It’s my fault, but we’re going to have to stop.” Turnipseed said, “You’ve got to be courageous to do that. I found it remarkable.”

STEPHAN TURNIPSEED, LEGO

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To reach a consensus was difficult, agonizing work. The facilitators urged the stakeholders on. They led the group through unusual exercises, such as creating and acting in skits that considered what students of different ages, genders, backgrounds, and learning styles might experience in a day of excellent, impactful learning.

The participants considered all angles as they dealt with new approaches to learning. The ramifications of each possibility were examined. They considered how the role of teachers, families, administrators and community members would change and what they had to gain. They also talked about how they could structure transformation that would deal effectively with issues of equity and race.

Learner-Centered Experience

This new system would give learners a wide range of learning experiences and provide them with what the stakeholders identified as the necessary “knowledge, skills, and dispositions,” to succeed

in the 21st century (See chart, page 12.) They believed that learners should acquire skills such as communication, creativity, critical thinking, and problem solving; and that they should develop dispositions like resilience, confidence, curiosity, and persistence. Learners should be able to acquire and apply knowledge as life-long learners, not merely memorize information.

The group defined the ideal learner-centered learning experience as possessing “five elements”: learner agency; socially embedded; personalized, relevant, and contextualized; open-walled; and competency-based. (See chart, page 13.) The five elements, key components of the vision document the group ultimately produced, were hammered out relatively early in the process, when Young and Weissglass spoke after a dialogue meeting.

“Kelly talked about what she got out of that day,” Weissglass recalled. “I like organizing my thinking, so I was scratching out the ideas on a notepad while she talked.” His notes outlined the five elements that Young said she observed as the unifying characteristics in the stakeholders’ skits, when they had acted out their dream day in the life of a learner.

“I felt like the articulation of the five elements that come together in what we call learner-centered education remains a beautiful, humane vision of what learning should be about,” Weissglass said. “I get really emotional when I think what my experience would have been like if I had had this kind of education.”

Paradigm Shift

At subsequent dialogue meetings, stakeholders discussed programs around the country they had visited that were doing innovative, exciting work in line with the emerging vision. These visits confirmed their belief that education needed a paradigm shift and that the shift should be toward a learner-centered experience that supports the needs, talents and interests of each child. The visits also confirmed that these five elements “naturally emerge” in diverse learner-centered models.

Education Reimagined stakeholders gather for the first meeting of the dialogue in April 2013.



STAKEHOLDERS WROTE IN DESCRIBING THEIR DIALOGUE:

“We wrestled with theories of change. And aligned behind the belief that the transformation will emerge—not from top-down mandates or one-size-fits-all implementation strategies—but from the innovation and experimentation of local communities and educators finding their way to new systems.”

By the end of the dialogue, even those holding radically opposed ideas were in unison. Becky Pringle, Vice President of the National Education Association, and Gisèle Huff, Executive Director of the Jaquelin Hume Foundation, who had vastly different views on how to best organize the current education system, came into the group expecting not to agree on anything, but ended up expressing mutual respect and affection. “Over time, we built a relationship that actually increased the collective thinking of the entire group,” Pringle reflected. “That actually increased the quality of action that we took as we created this vision, and that increased the quality of the results that we know our students will have because of the work we did.”

Huff and Pringle feel that the relationships they built during the dialogue have contributed to the group’s continuing success. Calling her Education Reimagined work “the highlight of my professional life,” Huff said, “With this vision, we are in a different place for what we can do for the kids in this country.”

When the stakeholders finalized their vision for learner-centered education, they stopped short of answering how to create actual models and systems. They realized that if they came up with an “answer,” it would just be another standardized, one-size-fits-all system. Rather, they knew that communities committed to creating learner-centered models would need to discover how these five elements come together in their own community. The stakeholders knew these models would look different across the country, unified by a learner-centered way of operating.

BECKY PRINGLE, NATIONAL EDUCATION ASSOCIATION

“Over time, we built a relationship that actually increased the collective thinking of the entire group.”



Education Reimagined’s 2018 Learning Lab Training in San Francisco.

Although the dialogue portion of Convergence’s Education Reimagined project was complete, the stakeholders realized there was still much work to be done, and the group was determined to persevere. “The Convergence idea is that you bring people together and you don’t predetermine what they will come up with,” explained Weissglass. In this instance, the Education Reimagined stakeholders were still at the table, ready to continue their work and to remain under the Convergence umbrella. “If Education Reimagined were to have been subsumed by one of its stakeholder’s organizations, it might have been seen as aligned with a single agenda or model,” said Young. Having Convergence as a neutral, impartial space remained critical. (For more on Convergence’s facilitation techniques, see page 14.)

The stakeholder group and Young spent the next nine months sharing the [vision document](#) with educators, policymakers and funders. They continued to convene to discuss the post-dialogue mission of Education Reimagined and the possibilities for success of the emerging learner-centered movement. During this period, stakeholders also convened their first gathering of educators for a two-day meeting, bringing together learner-centered practitioners from around the country to exchange ideas, dig into problems they were facing, and learn a new vocabulary to describe the work they were doing.

Launching Education Reimagined

In September 2015, the finalized vision signed by all 28 stakeholders was released publicly, and Education Reimagined was launched as a new initiative of Convergence. This set Education Reimagined apart from other organizations pursuing education reform because they “don’t have visions signed by unions, conservative groups, business leaders and others,” said Pepler. Stakeholders also felt comfortable standing behind the vision “because they weren’t signing onto a particular type of system,” explained Pepler. Macdonald agreed, noting, “It’s a powerful vision and not so prescriptive that it’s going to go out of date.”

Transformation of education would best come about not from an edict at the national level, the

stakeholders felt, but from a grassroots movement with individual communities experimenting with their learning environments and systems enabled by policy makers and leaders. The Education Reimagined participants had developed an expertise in identifying learner-centered environments. “One of the unique things is that we’re able to find learner-centered educators—regardless of what vocabulary they are using to describe their work—and bring them together,” said Young. “These are people who really want to grapple with how to bring this vision to life.”

Young and many of the participants initially thought the group would become the hub for learner-centered work. However, some of the stakeholders knew that other learner-centered actors and hubs already existed, and they advised that Education Reimagined could be another hub—not “the” hub. “There are many people who have been at this longer than Education Reimagined has been around,” said Young. “Because we said we wanted to be a contributing node to the work already underway, it enabled us to respectfully build relationships with key leaders for the long term.”

JUDY PEPPLER, KNOWLEDGEWORKS

This set Education Reimagined apart from other organizations pursuing education reform because they “don’t have visions signed by unions, conservative groups, business leaders and others.”

Growing Ambitions

Inspired by the difference it made to convene learner-centered educators and administrators, Education Reimagined continued to expand this network of practitioners, holding multiple events



Learners at Education Reimagined's 2017 SparkHouse gathering.

over the following years to engage new teachers, school and district leaders, and others building learner-centered models. They call this growing community the [Learning Lab](#) (originally called Pioneer Lab). In 2016, Education Reimagined launched [SparkHouse](#), an annual meeting for young people who attend learner-centered schools. It aims to empower young learners to return to their communities and push for more educational change and support by talking with school boards, writing opinion pieces, and engaging teachers and young people in their community.

In early 2018, the Convergence board members discussed the future for Education Reimagined, which they felt had made a shift into being an initiative primarily focused on advocating for a learner-centered approach. Convergence and Education Reimagined agreed it was time for Education Reimagined to become its own independent organization. Elements of the Convergence approach, however, will stay with Education Reimagined. Weissglass said the

[Convergence process](#), of bringing people together and building trust to reach breakthrough solutions, “continues to be very valuable in this work. It’s something really fundamental that’s embedded in Education Reimagined’s way of operating.”

It was agreed that the best solution would be to spin off Education Reimagined into a separate 501(c)(3) in 2019. One of the nonprofit’s key goals will be to “broaden the base of those who want to champion this kind of learning,” said Pepler, who will serve as board chair of the newly independent Education Reimagined. There is a “sense of urgency,” she said. “We have a moment in time. We need to move quickly.”

One of the ways to take advantage of that moment is by “shining a spotlight” on the practitioners of learner-centered education, Pepler said. That will be done by holding workshops and meetings and having potential funders, local officials and policymakers tour exemplary learner-centered environments. So far, Education Reimagined has

identified over 100 learner-centered environments—public, private and charter—that offer transformed educational experiences for students from diverse backgrounds.

Education Reimagined will continue to identify leaders in the field and help them collaborate to tackle critical systemic questions. One of those critical questions is what success will look like for students graduating from learner-centered environments. “We have to get to some agreed upon way to do assessments,” said Weissglass, who will serve on the new Education Reimagined board. Quality assessments will help communities evaluate the success of their models. In 2019, Education Reimagined will focus on convening diverse practitioners and leaders to work on these important issues.

Young said that Education Reimagined’s goal is to make transformation the “new normal.” This will take the work of hundreds, if not thousands, of organizations and leaders pushing on three key levers of change simultaneously: creating supportive public policies that make room for learner-centered innovation, building public will and demand for learner-centered education, and inventing systems and structures designed to support learner-centered programs. The group believes that once the movement demonstrates proof of concept in diverse communities across the country—showing that learner-centered education works for all students, not just some—it will spread like wildfire.

Retaining Support from Funders

Critical to its future success, Education Reimagined has been able to retain support from some of its earliest backers. Post-dialogue, they continued to receive significant financial support from original stakeholders, including the Jaquelin Hume Foundation, the Nellie Mae Education Foundation, the National Education Association, American Federation of Teachers, and KnowledgeWorks.

The group also has had success in attracting new funders. Nora Flood, education lead for Denver-based Wend Ventures, a nonprofit that makes grants focusing on education and other social issues, was

inspired when she attended a 2018 convening in San Francisco. “It was being in a room with all these practitioners that really sold me,” she said. Flood also liked Education Reimagined’s philosophy of “pushing from the bottom up” and by its approach to identifying practitioners throughout the United States.

In April 2018, Wend awarded Education Reimagined a three-year, \$1.75 million grant—unusual because Wend usually makes smaller, one-year grants, said Flood. She underscored that she has great faith in Young’s leadership and in the fact that Education Reimagined is on a firm footing, having started under the Convergence umbrella before spinning off.

The spinning off of Education Reimagined from Convergence is a first. Pointing to the determination of the participants to continue with their work, Fersh said that the spin off “goes beyond anything I could have imagined. It was always understood that eventually Education Reimagined’s time at Convergence would end.” He explained, “Convergence is a dialogue group, and we try to move our groups from dialogue to action.” In this case, the stakeholders insisted on making the vision a reality and asked Convergence to support their activities.

ROB FERESH, CONVERGENCE

“These were unlikely allies who wanted to make a difference. We helped them get to the point where they’re ready to fly.”

Education Reimagined is strong proof of the benefit of Convergence’s approach to finding solutions to hot button topics, said Fersh. “People asked, ‘How did you get these people to even sit together in the same room?’ It was a huge organizational accomplishment. These were unlikely allies who wanted to make a difference. We helped them get to the point where they’re ready to fly,” Fersh said.

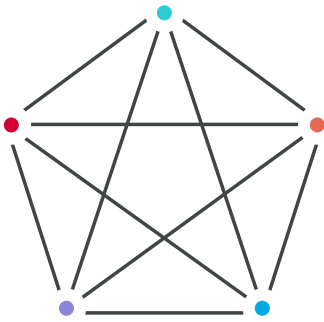
Domains of the Learning Experience



For learners to succeed and thrive, their experiences must support their development in three primary areas: knowledge, skills, and dispositions. These three domains can be mutually reinforcing, for example, helping learners develop communication, creativity and problem-solving skills in tandem with the dispositions of resilience, curiosity, resourcefulness and persistence. Strong skills and dispositions then allow learners to broaden and deepen their knowledge through real-world experiences.

KNOWLEDGE	SKILLS	DISPOSITIONS
<p>The theoretical or practical understanding of someone or something.</p> <ul style="list-style-type: none"> • World class standards • Career and technical education • Content areas and essential literacies • Global competence • Applied knowledge 	<p>The strategies that enable learners to apply knowledge to a variety of situations.</p> <ul style="list-style-type: none"> • Learning how to learn • Time/goal management • Critical thinking • Problem solving • Working collaboratively • Communicating effectively • Metacognition • Self/social awareness and empathy • Creativity and innovation 	<p>The behaviors that contribute to learners reaching their full potential.</p> <ul style="list-style-type: none"> • Agency • Curiosity • Initiative • Resilience • Adaptability • Persistence • Leadership • Ethical behavior and civic responsibility • Self-control

Five Elements of Great Learning



Learner Agency

Socially Embedded

Personalized, Relevant, & Contextualized

Open Walled

Competency-Based

These five elements were laid out in Education Reimagined’s “A Transformational Vision for Education in the US” and have been refined in consultation with practitioners. They are meant to serve as a “North Star” to guide innovation. Rather than serving as a blueprint for a rigid model, the elements allow learning communities to experiment and discover new ways that the five elements work together to create excellent learning experiences for all children, regardless of background or circumstance.

Learner Agency • The work of education is learning, and this can only be done by and with young learners. Young people learn to own and drive their unique educational experience. This is done in partnership with adults and other young learners.

Socially Embedded • Education is focused on helping create whole human beings, a process grounded in meaningful relationships with family, peers, learning facilitators, and community members. Each young learner feels safe and supported in being their full, authentic, and unique self. And, learning is considered a social endeavor, which helps young people make authentic connections between themselves and their broader community.

Personalized, Relevant, and Contextualized • Education values the diverse lived experiences of young people, viewing them as assets to be built upon rather than deficiencies to be remediated. A learner’s passions, strengths, needs, family, culture, and community are guiding considerations in developing unique learning pathways. Learning is personalized with an eye towards a young person’s background, interests, and aspirations, rather than a standardized set of outcomes. Experiences are relevant to a young person’s life and aspirations and are rooted in real-world contexts that allow learners to demonstrate their learning in a variety of ways and settings.

Open-Walled • Young people have the opportunity to develop the skills, knowledge, and dispositions they need to succeed in life at every moment and in every place. Experiences outside the walls of traditional classrooms are both encouraged and recognized as legitimate opportunities for learning.

Competency-Based • Because each learner’s pathways is unique, learning happens in so many different ways and in so many different places, and each learner is allowed to demonstrate what they know and can do in ways that suit their pathways and strengths; competency-based structures are critical to learner-centered education. Competency-based approaches are the best way to ensure that learners are given credit for all the ways they advance along their learning journey regardless of timing, location, or experience.

Techniques for a Successful Dialogue

Facilitating conversations among stakeholders with diverse, deeply held opinions to generate innovative ideas and solutions requires a variety of skills and qualities. Convergence's teams use the following approaches to help participants reach consensus.

ENABLING GROUP SUCCESS

- Create goals and objectives in advance of each meeting.
- Keep the conversation confidential until stakeholders are ready to share their ideas with others.
- Demonstrate your trust in the process and ability to hold out the possibility for progress even when there are serious obstacles.
- Stay attuned to external events that impact the dialogue and be agile in working with stakeholders to navigate any effects those events may have.
- Incorporate participants' feedback and evaluation into future planning.
- Know when and how to insert strategic or thought leadership at critical junctures.

FACILITATING MEETINGS

- Model and establish ground rules and norms of respect, honesty, curiosity, compassion, and deep listening in all interactions.
- Refrain from judging anyone's views.
- Recognize and address areas of divergence that might emerge.
- Work through tension, anger or perceived risks or fears to keep individuals engaged in the process.
- Pinpoint and bring attention to areas of potential agreement that are forming.
- Pay attention to power dynamics among stakeholders without allowing them to overwhelm the participation of any individual stakeholder.

SUPPORTING INDIVIDUAL PARTICIPANTS

- Connect with stakeholders regularly between meetings to build buy-in for the process, keep them engaged, and debrief with them on their evolving experience.
- Gauge the evolution of stakeholder perceptions, attitudes, and behaviors, and adjust with responses that help the group reach agreement.
- Identify and foster partnership opportunities amongst individual stakeholders that advance their organization's mission.

Signers of the Education Reimagined Vision Statement

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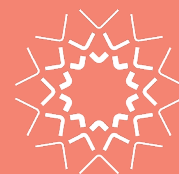
Affiliations listed at the time of signing in 2015

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JEMAR LEE, 2018 IOWA BIG GRADUATE

“Iowa BIG’s mission immediately clicked with me. It was the solution to all my problems with education. I won’t stop advocating to change our educational system until every student has a chance to thrive in a learner-centered environment the way I did.”



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