



Learner-Centered
COLLABORATIVE

Impact Report 2025



**Centering
Learners
by Design**

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Letter from Executives

“Learners are more engaged, educators feel more capable, and leaders are finding clarity on the path toward learner-centered change.”

Across the country, communities are calling for a new kind of public education, one that reignites engagement, strengthens belonging, and prepares every learner for a rapidly changing world. **The question is no longer *if* we need to redesign our education systems, but *how* we will do it.**

At Learner-Centered Collaborative, we exist to answer that question. We are among a small handful of organizations positioned to support large-scale school and district redesign, and **we have developed a model that meets systems and leaders where they are.** We’re redesigning public systems by combining deep partnership, networks, and field-building with the ultimate goal of creating the conditions where all learners can thrive. This holistic approach allows us to maintain a remarkably high satisfaction rate with over 90% of our school and district partners agreeing that LCC provides excellent resources to guide their work, are very satisfied with their LCC experience, feel meaningfully included in our activities, and have clear next steps after our sessions.

Over the past year, our partners have increasingly turned to us for inspiration and implementation. **We help districts design their dual operating system,** supporting what exists today while building what comes next. In practice, this means serving as their research and development partner: co-creating new models, testing and refining them, and scaling the most effective practices across their systems.

Whether it’s codesigning [Portraits of a Learner](#), reimagining assessment through [a new report card](#), creating [authentic learning experiences](#), or creating systems for [powerful teacher learning and development](#), our work is about turning possibility into proof. Every step of that process—from vision to implementation—requires vision, commitment, iteration, and shared learning. It’s not about flipping a switch; it’s about building evidence for what works and making that evidence usable for others.

That evidence showed up in two critical publications this year: [A Learner-Centered Ecosystem](#) and our [School Redesign Playbook](#). Written with learner-centered visionaries in mind, both publications help build understanding and provide practical examples on what it takes to build aligned, coherent systems around the whole learner.

Also new this year are our [Impact Surveys](#), which provide partner districts with actionable insight into how their communities experience learning, belonging, and growth. The early findings are promising and validate what we see every day in learner-centered classrooms: **learners are more engaged, educators feel more capable, and leaders are finding clarity on the path toward learner-centered change.**

Of course, these are only a few of our highlights from the year; many more are featured throughout our 2025 Impact Report. As you explore the report, it's important to note what makes our work unique. We operate the same way we encourage schools and districts to operate—as a growth and strengths-focused learning organization. Internally, we iterate, reflect, and improve using the same learner-centered principles we help our partners adopt. This alignment between how we work and what we teach is a core source of our effectiveness. It allows us to model a learner-centered ecosystem from the inside out.

Since our founding in 2021, we have demonstrated that public systems can evolve and that learner-centered education is both possible and powerful. **By 2030, we aim to serve as the research and development partner for 100 systems** serving diverse communities to shift to learner-centered ecosystems. As a result, we will move closer to our vision of education ecosystems where learners know who they are, thrive in community, and actively engage in the world as their best selves.

We are grateful to our partners, funders, and communities who share this vision for the future of learning. Together, we are proving what is possible when we center learners and learning by design.

Together in Collaboration,

Devin Vodicka **Katie Martin**
Co-CEO Co-CEO

P.S. Learn more about why we do this work in our featured video from Brief But Spectacular.



Our Story

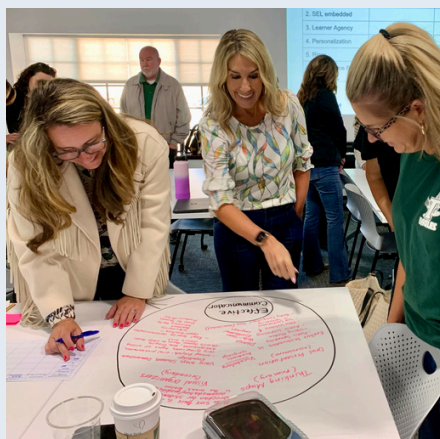


Learner-Centered Collaborative is a national nonprofit founded and staffed by educators and leaders with decades of experience designing, implementing, and sustaining learner-centered practices in classrooms, in schools, and throughout district systems.

Our field experience has shown us what's possible when learning is designed around people rather than programs. And, it is this lived experience that keeps us grounded in our commitment to developing education ecosystems where every learner knows who they are, thrives in community, and actively engages in the world as their best selves.

To see this commitment through, we partner with educators to define whole-learner outcomes, design meaningful learning experiences, and create enabling conditions for learner-centered education. In other words, **we support holistic systems change.** By addressing the whole system and not just a piece of it, we focus on three key areas of work:

- **Forming deep partnerships** with schools and districts (and their communities) to create learner-centered visions and bring them to life in day-to-day practice
- **Creating networks of support** across schools, districts, and states that learner-centered educators can tap into throughout the year
- **Building the learner-centered education field** by creating freely accessible tools, publications, and other resources that any educator can use in their own context



Templeton USD Guiding Coalition



North County Superintendents Network

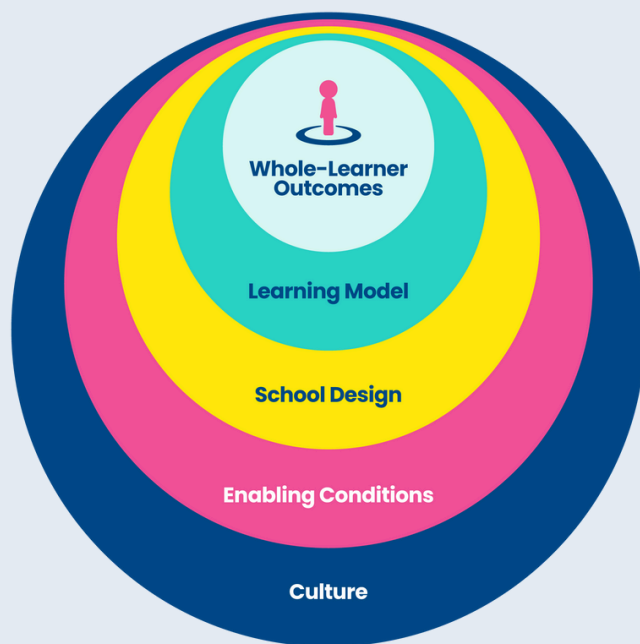


Western Pennsylvania Innovation Cohort

Whether we're supporting [School Redesign in California](#), facilitating cross-district [Innovation Cohorts](#) in Western Pennsylvania, or creating case studies on [how to integrate AI into learner-centered practices](#), we are guided by **our core values**:

- We are trusted and responsible partners
- We are curious and humble learners
- We are courageous
- We are inclusive community builders
- We are impact-driven

To put our vision, mission, and values into action, we use a guiding framework that illustrates how learner-centered principles and practices take root within real systems of teaching and learning.



*Learner-Centered Collaborative's
Learner-Centered Ecosystem Framework*

Our Learner-Centered Ecosystem Framework

In a learner-centered paradigm, **we are required to rethink everything we do in education** at the school, district, state, and federal level—from how we define and measure success to when, where, and how learning happens to who a learner *really* is.

For young people to thrive today, we need to design learner-centered ecosystems that support the conditions and experiences necessary to achieve the outcomes that will prepare them for our rapidly changing, interconnected world.

Our [Learner-Centered Ecosystem Framework](#) provides a blueprint for this type of whole systems change. Informed by the work of Urie Bronfenbrenner, a renowned developmental psychologist best known for developing ecological systems theory, our framework has five layers, starting from the inside out: Whole-Learner Outcomes, Learning Model, School Design, Enabling Conditions, and Culture.

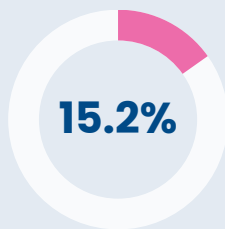
Want to learn how this framework would work in your learning community?
Reach out to our team at collaborate@learnercentered.org



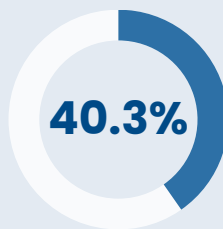
Our Impact



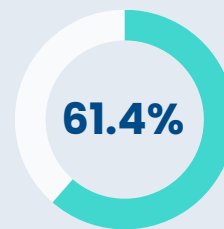
We value and prioritize **deep, long-term partnerships** that lead to sustainable learner-centered change. Our active partnerships span public, private, charter, urban, and suburban schools and districts. And, they are representative of the overall K-12 student population in the United States. Across our partnerships:



of all students are
**English-Language
Learners**

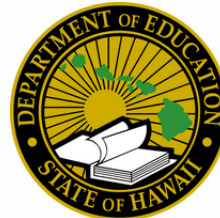


of all students
receive **Free &
Reduced Lunch**



of all students are
Students of Color

Overall, Learner-Centered Collaborative is actively engaged in over **30 state and public school district partnerships** that serve 250,000+ students and 13,000+ educators. In 2025, some of our partners included:



THE ACADEMY
OF OKMULGEE



What Our Partners Are Saying

Motivating Teachers

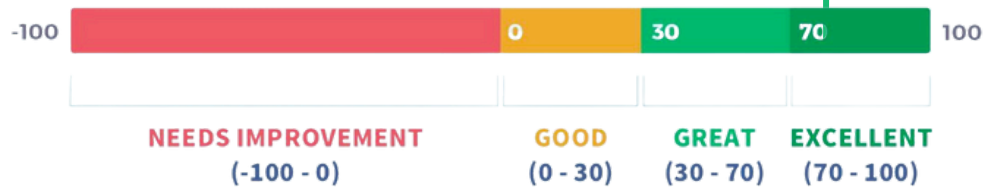
"I am so happy to be a part of this work, to experience and meet other teachers from across the district who feel the same way I do about teaching! It has been an amazing experience, and I look forward to implementing more in my school and class."

"Our conversations pushed my thinking about how deeply students' sense of belonging and motivation are connected to how they are seen by their teachers. This challenged me to reflect on the role teachers play in shaping a student's confidence and engagement. It reminds me that meaningful learning isn't just about the content we teach; it's about the connections we build and the ways we help students see their own value."

Centering Learners

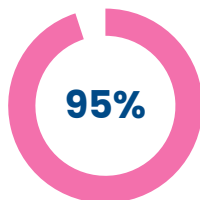
Partner Satisfaction

In 2025, our **Strategic Partnership Services** received an NPS* score of **72**

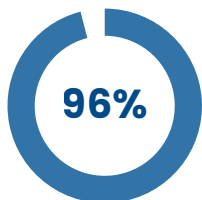


*NET PROMOTOR SCORE (NPS) is an industry standard to gauge customer satisfaction

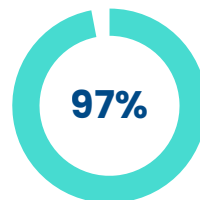
62 is the industry average for consulting organizations



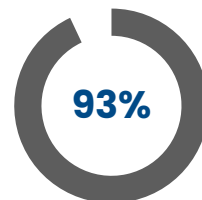
agree that **LCC** provides them with excellent resources to guide their work



agree they are **very satisfied** with their LCC experience



agree they feel **meaningfully** included in activities



have **clear next steps** after sessions

Spotlight on the Learner-Centered Assessment Fellowship

OVERVIEW

In partnership with Digital Promise, the inaugural Learner-Centered Assessment Fellowship connected early-career researchers with K–12 partners to study if and how learner-centered practices make an impact.

Four fellows explored different dimensions of learner-centered education: student access to learning opportunities, survey design, professional development, and school-level performance assessment. Together, these studies strengthen the evidence base showing that learner-centered practices drive access, engagement, and excellence in schools nationwide.

THE STUDIES & EVIDENCE OF IMPACT

1

Increasing Student Access & Engagement

Study Purpose: At Bonsall Unified School District, we examined ways to increase Native American students' participation in advanced coursework.

Bright Spot: Chronic absenteeism among Native American students in Bonsall Unified decreased from 50.9% to 41% between 2021 and 2024.

Takeaway: "By fostering belonging, amplifying student voices, and building stronger community partnerships, schools can create pathways where all students—regardless of race, background, or economic status—can thrive."

[Read More About The Study](#)

2

Measuring What Matters, Matters

Study Purpose: In Hawai'i, we showed how Scorecards can transform school accountability into a practice of community storytelling.

Bright Spot: 100% of participating schools have outcomes that directly align to each school's mission and values. Words like "community," "ancestors," and "'ohana" are now present in these outcomes.

Takeaway: "We spoke with a group of school leaders about the scorecard process, and they shared it not only provided a tool for assessment but also fostered a sense of ownership and collaboration. As one educator said, 'We've been talking for years about ways to focus more on our mission- and vision-aligned outcomes. The Scorecard gave us a framework to prioritize and measure what we value most.'"

[Read More About The Study](#)



With continuous connection and support of school leaders, Learner-Centered Collaborative, and the Hawai'i Charter Commission, there is every reason to believe this Scorecard process can remain sustainable, flexible, and maintain its intended purpose.

Nicolas Mireles,
LC Assessment Fellow



3

Professional Development is a Process, Not an Event

Study Purpose: In Western Pennsylvania, we assessed educator growth for participants in our regional Innovation Cohort.

Bright Spot: 90% of educators had evidence of implementing learner-centered practices in the classroom, leading to increased confidence in developing learner agency and amplifying learner voice.

Takeaway: “The Innovation Cohort is a collaborative space that allows educators to work with and learn from one another as well as shift their mindsets toward learner-centered practices. Educators have access to strategies and tools to support personalized learning, which can lead to increased student engagement and potentially improved academic and non-academic outcomes.”

[Read More About The Study](#)

4

Surveys Promote Learner-Centered Change

Study Purpose: Validate the Learning Experience Student Survey as a valid tool for advancing how we measure personalized, authentic, and competency-based learning based on the learner's perspective.

Bright Spot: The survey was validated using advanced statistical analysis of data sourced from 8,900 student responses.

Takeaway: “Surveys provide one of the most direct and powerful ways to see how learner-centered practices are taking hold and where more support is needed within a school or district system. By designing them with care, analyzing them with rigor, and using the findings to guide next steps, we ensure that the vision of learner-centered education moves from aspiration to everyday practice.”

[Read More About Surveys](#)

Partner Impact Story

Muhlenberg County Public Schools Kentucky



At a Glance

Learner-Centered Collaborative is in partnership with Muhlenberg County Public Schools (Kentucky) to guide an intentional, community-driven transition toward learner-centered education:

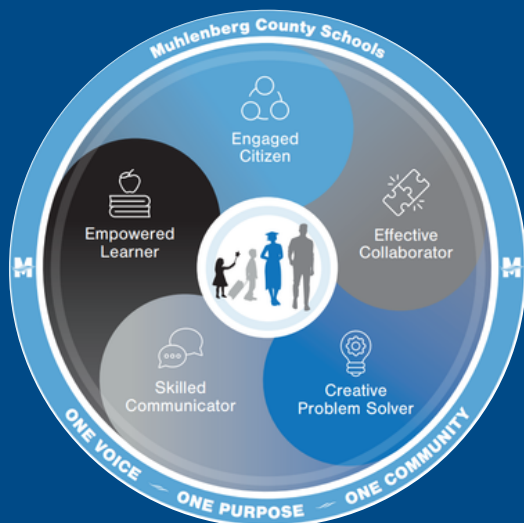
- **Partnership Length:** 2022–Present
- **Geographic Area:** Rural
- **Schools:** 9
- **Students:** 4,186
- **Free/Reduced Lunch:** 62.7%
- **Teachers:** 298



Profile of a Learner



Blueprint for
Success



Muhlenberg County Public Schools'
Profile of a Learner

OUR GOAL

Our primary goals throughout our partnership with Muhlenberg have been to ensure district-wide coherence, strong board alignment, and growing ownership across schools. This has resulted in a focused and intentional process that prioritizes one work stream at a time, all in service of the district's vision: **One Voice, One Purpose, One Community.**

OUR APPROACH

1

Profile of a Learner

A Guiding Coalition representing students, families, educators, and leaders collaborated to articulate the skills and dispositions all Muhlenberg learners should develop. Their Profile of a Learner, as they call it locally, was officially launched across the district in 2024, setting the foundation for the work to come.

2

Defense of Learning

To measure learner progress related to the Portrait's competencies, a Design Team was formed to design and prototype a Defense of Learning experience. After a successful pilot year, the Board approved district-wide implementation in grades 3, 5, 8, and 12.

3

Blueprint for Success & Scorecard

The district co-created a Blueprint for Success, their local strategic plan that outlines five key priorities: student-centered learning, college and career readiness, student assessment, educator growth and development, and community engagement. Paired with the Blueprint is a district-wide Scorecard that will be used to measure progress.



From a student's perspective, it's so meaningful that the teachers and administrators care so much about our students!

High School Student & Design Team Participant, Muhlenberg County



RESULTS AND IMPACT

- **Full Community Representation:** 100% of schools, along with families, students, and board members, are represented in the five strategic design teams focused on advancing each of the strategic priorities.
- **Defenses of Learning Launched:** Defenses of Learning are Board-approved and fully implemented in grades 3, 5, 8, and 12.
- **Career Exploration:** Launched career exploration labs, including 36 unique modules, at the middle school and upper elementary levels, expanding authentic learning experiences and supporting more informed high school pathway decisions.

MUHLENBERG
County Public Schools



BLUEPRINT FOR SUCCESS



Muhlenberg County Schools' Blueprint for Success is a shared vision crafted through collaborative partnerships of students, parents, teachers, staff, community members and administrators.

Partner Impact Story Colorado Springs District 11 Colorado



At a Glance

Learner-Centered Collaborative launched a partnership with Colorado Springs School District 11 to build capacity for human-centered design and accelerate innovation across the district:

- **Partnership Length:** 2023–Present
- **Geographic Area:** Urban
- **Schools:** 59
- **Students:** 22,265
- **Free/Reduced Lunch:** 58.2%
- **Teachers:** 1,568



[Blog: Design Thinking at D11](#)



[D11 Design Lab Microsite](#)



D11 Design Lab participants collaborating to drive improved educational outcomes for all students

DESIGN LAB GOAL

One goal in this partnership is to create a Design Lab that empowers D11 stakeholders—students, families, staff, leaders, and community members—to collaboratively solve challenges and create opportunities through empathy-driven, learner-centered design. Specifically, the district is creating a Design Lab to build capacity for empathizing with stakeholders, viewing challenges from multiple perspectives, and solving them in learner-centered ways.

OUR DESIGN LAB APPROACH

1

Design Sprints

Cross-functional teams applied human-centered design to district-identified challenges such as reimagining new teacher orientation and removing student fines and fees.

2

Capacity Building

Leadership, teacher, and community sessions introduced design thinking strategies and invited new participants into the Design Lab process.

3

School Redesign

In collaboration with West PK–8, the team launched a redesign effort aligned with LCC's school design structures: Clear Identity, Small Learning Communities, Real-World Learning, Performance Assessment, Teacher Collaboration, and Distributed Leadership.



The passion and knowledge of the people in the room have challenged and pushed me in a very good way to resist hasty solutions in such a big, diverse system.

**Family and Community Engagement
Staff Member,
Colorado Springs District 11**



RESULTS AND IMPACT

- > **Real-World Learning:** 343 PK-8 students at West will experience entrepreneurship and real-world learning connected to Old Colorado City Business Core through the school redesign process
- > **Peak Experiences:** Established district-wide “Peak Experience” strategies that connect real-world learning with learner outcomes.
- > **Highly Engaged Community:** 133 students, family members, teachers, leaders, and community members participated in *three or more* design sprints throughout 2024-25, increasing capacity and application of human-centered design across the district.

D11 Design Lab Design Principles



Empathize: Do *with* and not *for*! The people closest to the work are closest to the solution. Seek to deeply understand their perspectives.



Iterate, Iterate, Iterate: Refine relentlessly! Bias toward action. Failure is feedback and leads to growth.



Build Trust: Change is collaborative! Embrace and invite vulnerability. Shed positional authority and harness the power of diverse perspectives.



Center Learners: Nothing for us, without us! Empower students and be an ally for action.



Embrace Ambiguity: Uncertainty = Opportunity! Navigate the work with curiosity and creativity.

Partner Impact Story

Santa Ana USD California



At a Glance

Learner-Centered Collaborative has partnered with Santa Ana Unified School District (SAUSD) to create and implement a comprehensive Framework for the Future, which includes the district's vision, mission, values, Portrait of a Learner, and Learning Model:

- **Partnership Length:** 2021–Present
- **Geographic Area:** Urban
- **Schools:** 56
- **Students:** 35,000
- **Free/Reduced Lunch:** 77%
- **ELL:** 42%
- **Teachers:** 2,535



Reimagining the
Learner Experience



SAUSD Family
Partnerships



SAUSD educators explore learner-centered opportunities they might bring to their schools and classrooms

OUR GOAL

SAUSD set out to transform its original Portrait of a Learner (what they refer to as their Graduate Profile) from an abstract and overwhelming document into a clear and actionable framework that centers the unique interests, potential, and needs of every learner. Once the Portrait and broader Framework for the Future were finalized, the district's goal has been to build the capacity of teachers and leaders to bring this vision to life—empowering students to explore their passions, develop future-ready skills, and achieve success in whichever path they choose.

OUR APPROACH

1

Leadership Academies

Principals and Assistant Principals engaged in a year-long learning journey that centered the Portrait of a Learner in leadership, culture-building, and data-driven decision-making.

2

Learning Walks

We created space for leaders, educators, and parents to see the Portrait of a Learner in action and reflect on real-time learner experiences.

3

School and District Leader Evaluation Refresh

Teams created an aligned school and district leader growth and evaluation tool and process by integrating the SAUSD Portrait of a Learner into the leader's measures of success.



I appreciated the opportunity to reflect on our current practices, highlight the accomplishments of our staff, and showcase their work in action. It was validating to share our efforts and receive feedback on how we're doing.

**School Leader,
Santa Ana USD**

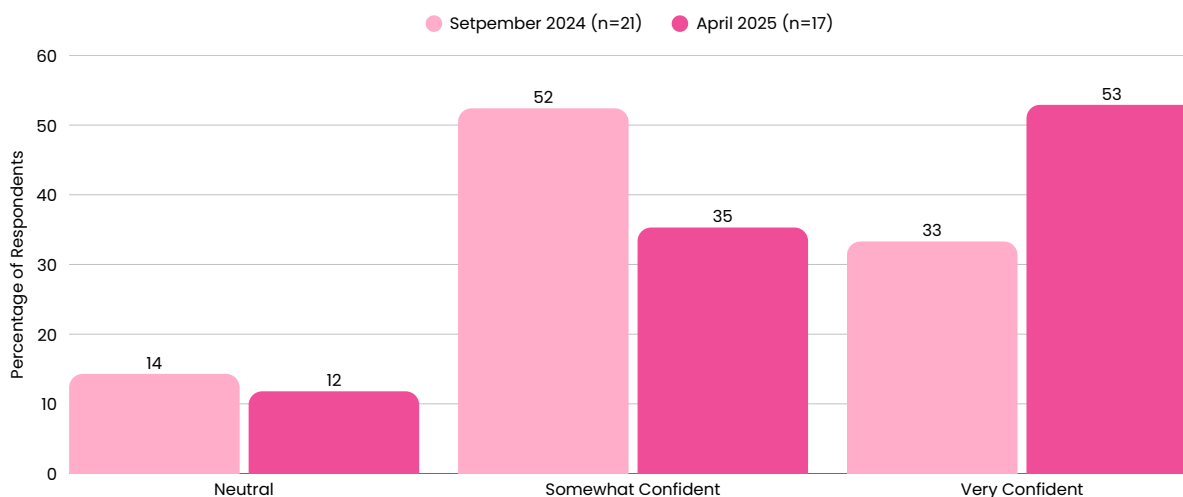


RESULTS AND IMPACT

- > **Framework for the Future:** Co-created a Framework for the Future featuring a refreshed vision, mission, values, Portrait of a Learner, and Learning Model.
- > **Learning Walks:** Conducted 32 Learning Walks across 26 schools, engaging families, staff, and leaders.
- > **Leader Evaluations:** Aligned leader evaluation systems to Portrait of a Learner competencies.
- > **Coherence:** Strengthened coherence through district-wide professional learning and collaboration.

EDUCATOR CONFIDENCE TO IMPLEMENT LEARNER-CENTERED STRATEGIES GREW 60%

Survey Question: How confident do you feel as an instructional leader at your school site?



Networks & Convenings



Learner Advisory Council

This year marked the launch of our Learner Advisory Council (LAC)—a network of 15 students in grades 6–12 from across the country who came together to shape our work and amplify learner voice within and beyond their schools. Rooted in our commitment to act on learner-centered values, the council provides students a platform to share their perspectives on what makes learning meaningful and how schools can better reflect the needs, interests, and goals of young people.



From their first meeting in February, members built connections and defined “meaningful learning” in their own words. Throughout the spring semester, they took on new leadership roles: co-designing meeting activities, brainstorming redesign ideas for schools, participating in the SoCal Link research project, offering feedback and insights on real problems of practice in education, publishing a blog post on [community-connected learning](#), and creating a public service announcement video to highlight what learner-centered education means to them.

“This council confirms our strong belief that providing a platform for learner voice and engagement on a regular basis is well worth the effort.” ~Jesse Ross, LAC Facilitator and Director of Strategic Partnerships at Learner-Centered Collaborative

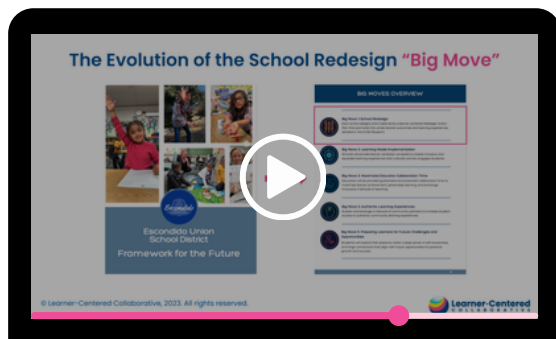
Leadership Community of Practice

Communities of Practice (CoPs) are a powerful model for scaling learner-centered education. They honor the fact that lasting change in education requires sustained collaboration and shared learning over time. CoPs bring leaders together to exchange ideas, solve problems, and build collective capacity to lead systems change.

Our Leadership Community of Practice was created to meet this need for ongoing connection among school and district leaders across our partner network. Each month, school and district leaders join an hour-long virtual session to connect, learn, and reflect with peers. Every meeting includes a partner spotlight story, collaborative action planning, and time to share commitments and next steps.



School Redesign with Escondido USD



[WATCH THE CLIP](#)

Communicating the Work with Mentor Public Schools



[WATCH THE CLIP](#)

Spotlight on the North County Superintendents Network

Formed in partnership with the San Diego County Office of Education and Learner-Centered Collaborative (LCC), the North County Superintendents Network brings together leaders across 13 districts to advance learner-centered education and strengthen collaboration in the region.

The network was founded on a shared vision to develop North County San Diego as a "model innovation region where all learners thrive," **united by a mission to achieve whole-learner outcomes through partnership, coherence, and courageous leadership.**

Throughout 2025, superintendents from each of the participating districts came together for a series of learning walks, district spotlights, and collaborative sessions designed to align leadership around shared priorities. These sessions focused on balancing regional alignment with local autonomy, measuring what matters, and creating enabling conditions for innovation.

Each convening featured hands-on learning experiences at exemplar sites, including Hidden Valley Middle School's microschool, Vista High School's focus on wellness and relevant learning experiences, and Pacific Sky Elementary School's emphasis on visible thinking and collaboration. Leaders explored frameworks for deeper learning and whole-learner assessment, including scorecards, Portraits of a Learner, and performance-based measures that redefine what student success looks like across the region.

By spring 2025, superintendents reported stronger relationships, clearer regional alignment, and new tools to scale learner-centered practices within their own districts. As one participant reflected, the network provided "a rare space for authentic, strategic dialogue" and "real examples of how to make our vision for learners a reality."



Connections Leadership Cohort

Now in its third year, the Connections Leadership Cohort continues to bring together school and district leaders from across the country to see learner-centered ecosystems in action and connect those insights to their own contexts.

In 2025, participants visited New York City and Fargo, North Dakota, exploring learner-centered ecosystems at Mineola Public Schools (NY) and Northern Cass School District (ND), alongside industry visits to Apple's and Bobcat's headquarters.

At Mineola, participants experienced what happens when every learner can confidently talk about their learning—from kindergarteners explaining the “Pop, Buzz, Zap” of their metacognitive process to middle schoolers tracking mastery in their Badge Books. At Northern Cass, participants observed learner-centered assessment practices and student agency in action. At Apple and Bobcat, participants heard from industry leaders about the knowledge, skills, and dispositions needed to thrive in today's workforce. Both visits underscored how districts can align learner-centered outcomes with workforce readiness.

“This visit was the first time I saw competency learning in action. I truly appreciated being able to see it work. I also appreciated the sense-making activity grounded in the LCC ecosystem framework. The visit to Bobcat was amazing. Truly excellent example of industry partnerships.”
~2025 Fall Connections Participant



Connections' Ongoing Impact

106

School and
district leaders
engaged

22

Districts
represented

10

Learner-centered
districts and
industry partners
visited

High School Transcript Design Sessions

Learner-Centered Collaborative partnered with California State University San Marcos (CSUSM) and eight North County San Diego school districts to reimagine the high school transcript. The goal was to create actionable recommendations for CSUSM's Guaranteed Admissions MOU that authentically capture student learning, reflect whole-learner outcomes, and expand access to postsecondary opportunities.

More than 40 district leaders, educators, counselors, and admissions officers participated in two design sessions, producing a shared vision for transcripts as living documents of growth and capability. Recommendations included pairing traditional records with narrative or portfolio-based formats, co-designing models with student voice, piloting competency-based admissions pathways, and ensuring these innovations open new doors for historically underserved and first-generation learners.



Spotlight on the Southern California Learning in Networked Knowledge (SoCal LiNK)

OVERVIEW

The Southern California Learning in Networked Knowledge (SoCal LiNK) initiative leverages the power of collaboration between Learner-Centered Collaborative, UC San Diego, and Southern California school systems to accelerate learner-centered education and build a model for regional impact.

Similar to [Networked Improvement Communities](#), participants come together quarterly to co-design practices and exchange evidence-informed ideas to address core educational challenges such as student well-being, family engagement, and competency-based assessment.

In the first half of 2025, SoCal LiNK concluded its second year of work, during which school and district teams focused on centering relationships as a foundation for transformation, surfacing stories of learning and evolution, and integrating research to illuminate impact. Our third year of work began in the fall with the primary goal of creating a regional toolkit for capturing, communicating, and catalyzing learning. Learner-Centered Collaborative's [Competency-Based Reporting Playbook](#) is serving as a core source of inspiration. The work is focused on answering three essential questions:

- 1 How are different types of learning captured?
- 2 How are different types of learning communicated?
- 3 What kinds of learning is this catalyzing?



"SoCal LiNK is a gift of time...it has really helped our team elevate the question: Are all students really centered in our work?"

Dr. Diana Cornejo-Sanchez,
CEO at High Tech High



LOOKING AHEAD

As the third year of work moves forward, participants will map out their core focus area(s) for capturing and communicating learning, identify actions to pilot, share their learning within the network, add their real-world examples and tools to a regional playbook, and present their work to an external audience of key education stakeholders.

The playbook will act as an artifact to support internal sensemaking and communicate across the regional educational ecosystem how organizations are advancing learner-centered learning, why it matters, and the conditions that make it possible.

IMPACT AT A GLANCE

- 10 participating teams representing school districts, charter schools, and the San Diego County Office of Education
- Four convenings in 2025 exploring actionable research, data narratives, and how to measure learner-centered outcomes.
- Featured webinar highlighting five regional leaders and SoCal LiNK participants, exploring the impact SoCal LiNK is having on their individual and collective work

SoCal LiNK Featured in UC San Diego Today



SoCal LiNK Leverages the Power of a Triangle to Transform Schools

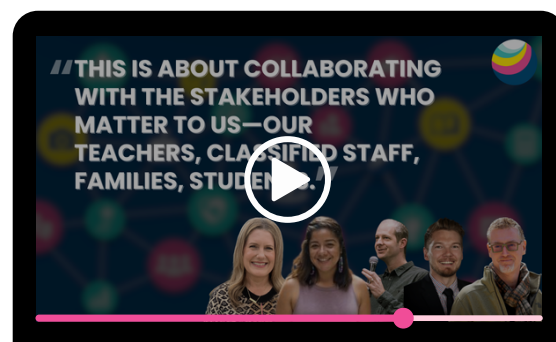
UC San Diego researchers, local educators and community partners join forces to advance learner-centered education in PreK-12 classrooms across Southern California



Image by iStockphoto

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Bridging Systems to Transform Student Learning



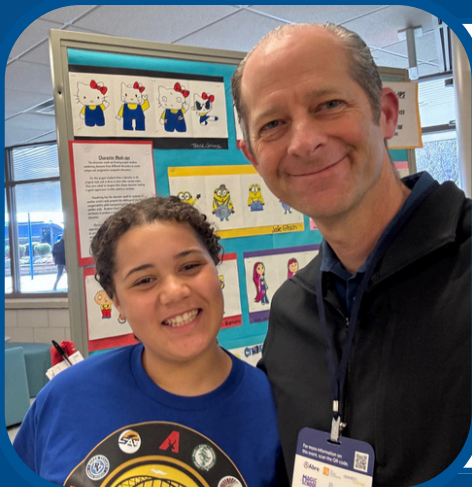
[WATCH THE WEBINAR](#)

Conference Highlights

There are many events throughout the year where learner-centered educators gather to connect and co-create with like-minded colleagues.

Designing the Future of Public Education

A two-day learning experience at Forney ISD's Opportunity Central brought together 20 visionary superintendents and their teams to explore learner-centered models, share breakthrough practices, and co-design scalable strategies for transforming public education.



League of Innovative Schools Spring Convening

We were honored to celebrate our partner, Hampton Township School District, and their exemplary "Portrait of a Talbot." Their innovative approach is an inspiring model of learner-centered education, emphasizing critical thinking, empathy, perseverance, collaboration, communication, and a learner's mindset.

Deeper Learning 2025

We led two powerful sessions inspiring evolution in teaching and learning. Educators designed actionable "stretch ideas" for their innovation spaces and microschools, and they developed new competency-based assessment philosophies and prototypes to move beyond traditional grading.

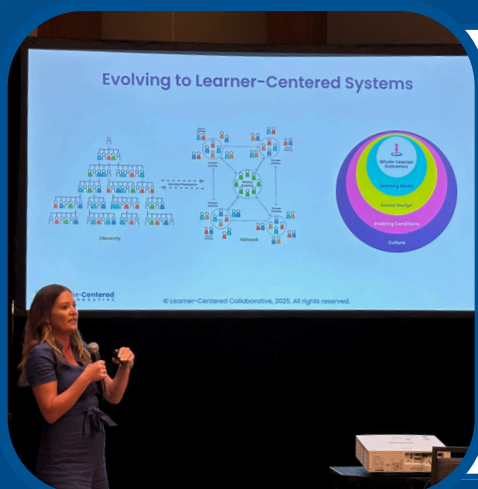


Conference Highlights

These conferences are unique opportunities to expand our reach and evolve what's possible in education across the country.

ASU+GSV Summit

One of our favorite events, we partnered with ASU+GSV to lead four school visits to learner-centered sites throughout San Diego, participated in two breakout sessions to explore innovation in education, including the future role of artificial intelligence, and hosted a joyful and invigorating Taco Tuesday happy hour.



ISTELive 25

It was an honor to host our session, System-Level R&D: Creating the Conditions for Scalable, Sustainable Change. We highlighted bright spots in district-level R&D—from report card redesign to local accountability and school redesign efforts—and invited leaders to consider how we can evolve from hierarchical systems to learner-centered ecosystems.

FullScale Symposium

For the second consecutive year, we hosted an all-day pre-conference workshop on competency-based reporting and assessment. Along with three other breakout sessions, where we saw a dedicated group of repeat attendees, participants embraced joy and engaged in reflection, collaboration, and co-creation.



What's Resonating With Learner-Centered Educators?

Learner-Centered Collaborative creates free learner-centered tools, publications, and resources to ensure every educator, no matter their context, can improve their work to center learners and learning by design.



Top 5 Publications:

- [A Learner-Centered Ecosystem by Katie Martin](#)
- [School Redesign Playbook](#)
- [Durable Skills Learning Accelerator App](#)
- [Designing the Future: Case Studies Highlighting AI in Service of Learner-Centered Classrooms](#)
- [Competency-Based Reporting Playbook](#)

Top 5 Blogs:

- [Rethinking Time in Schools](#)
- [How Unit Design PD Brings Our Learner Profile to Life](#)
- [Can Regional Innovation Hubs Create a More Promising Future for K-12 Education?](#)
- [Passion Projects as a Tool for Real-World Learning](#)
- [AI as my Teaching Assistant](#)



Top 3 Podcast Episodes:

Hosted by Dr. Katie Martin

- [Leading Together—Co-Leadership, Trust, and Redesign \(with Devin Vodicka\)](#)
- [Rethinking High School with AI and Human Connection \(with Lexi and Reese\)](#)
- [The Case for Learner-Centered, Universally Designed Classrooms \(with Katie Novak\)](#)

Board of Directors

Learner-centered change impacts all aspects of a community and requires diversity of perspective and voice.



Brooke Stafford-Brizard
Vice President
Carnegie Foundation



Dr. Devin Vodicka
Co-CEO
Learner-Centered Collaborative



Dr. Frankie Escobedo
Executive Director
National Center of Urban Transformation



Dr. Katie Martin
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ISTE/ASCD



Julie Mitchell
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Aurora Institute

Acknowledgements



Learner-Centered
COLLABORATIVE



As we reflect on 2025, we want to recognize the community that made this work possible.

First, we are deeply grateful for the Learner-Centered Collaborative staff. Our team shows up every day with courage, curiosity, and care. In the field or in our offices, we honor complexity, learn alongside partners, and translate big ideas into meaningful, high-impact practice. Our team's willingness to iterate, reflect, and stay grounded in learner-centered values is the foundation of everything shared in this report.

We extend our sincere thanks to our Board of Directors and Advisory Council. Their guidance, expertise, and steady belief that we can create education ecosystems where all learners know who they are, thrive in community, and actively engage in the world as their best selves is invaluable. Their support enables us to bring learner-centered experiences, systems, and structures to life across our work streams.

Most importantly, we wouldn't be able to do any of this work without our school and district partners. Educators, leaders, learners, families, and community members across the country opened their doors, shared their stories, and committed to doing the hard work of redesigning learning together. Whether co-creating Portraits of a Learner, piloting new assessment models, engaging in learning walks, or building regional networks, these amazing people turned possibility into practice. Their trust and willingness to learn publicly continue to move the field forward and show learner-centered change can happen, regardless of very real or perceived barriers.

Finally, we want to recognize the broader learner-centered community—researchers, collaborators, funders, and fellow organizations—who contribute ideas, challenge assumptions, and help scale what works. Now is the time for learner-centered change in education, and we are grateful for institutional leaders who recognize and contribute toward this urgent need.

Thank you to everyone for your partnership, your belief in learners, and your commitment to building education ecosystems where every learner can thrive. We are honored to continue this work alongside you.

LEARNER-CENTERED COLLABORATIVE

IMPACT REPORT 2025

The Future of Education is Learner-Centered



Our team is ready to partner with your learning community

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