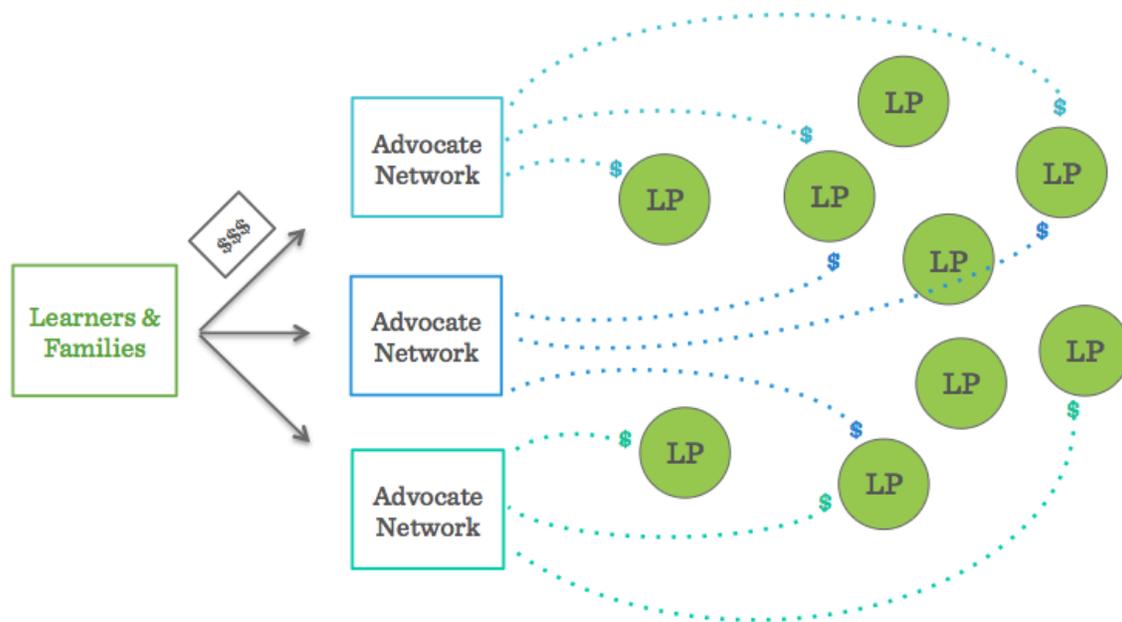


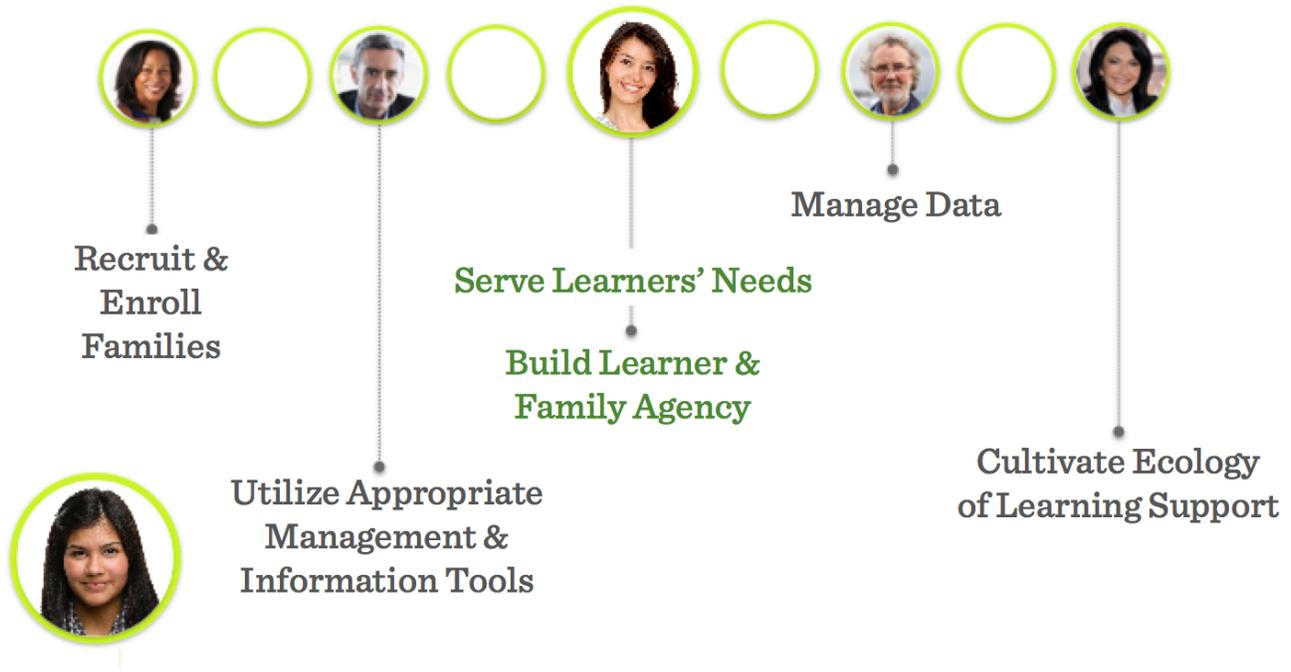
## The Learner Advocate Network

The primary role of the Learner Advocate is to help the learner, in collaboration with their family or guardian, to navigate the learning ecosystem in service of their personalized goals through the coordination of experiences, resources, and people. Ultimately, we hope the advocate can support a learning pathway that enables the student to reach their potential. The advocate serves as a bridge between “the system” and the community, both locally and globally. In an unbundled system where learners and their families have decision-making authority over how to spend their learning dollars, the advocate fosters connections to the Learning Providers (LP) best aligned to the needs of each learner at that time. Through the monitoring and management of supplemental tools, the advocate ensures access to relevant and timely information that is updated frequently as the landscape evolves.



The learner advocate is a piece of a larger advocate network, a design decision we came to after prototyping the advocate role in various contexts. Ultimately, we see the advocate network as characterized by a simple, flat organizational structure with high levels of autonomy. As such, the model outlined below builds on our prototyping by including lessons learned from in-depth interviews with our advocates, strategies we think will support building family and learner agency, and the functions necessary for serving a learner’s needs over a longer period of time.

We recognize that to serve a learner well, the family needs support. Their readiness and willingness to navigate a larger landscape of learning significantly impacts the work of the advocate network. This model does not assume which individuals meet each role and/or responsibility. We trust that advocate networks will best organize themselves in service of the learners and their families. Please note this model is still in the design phase and currently describes a theoretical network; all names and photos are examples only.



In the example above: 17-year-old Katrina (bottom left corner) with her advocate network. Most of Katrina's contact is with Jackie (center), the most "front-facing" member of the network who also serves Katrina's siblings. Jackie relies on the supporting functions of her colleagues in order to serve Katrina's family well.

Learners and their families have the authority to spend learning dollars in partnership with their chosen advocate network. They must do so in accordance with policy rules and regulations. They also have the right to opt into a different advocate network if they're unhappy. Learners and their families are asked to provide regular input on the quality of advocate networks and learning providers. They develop of a strong understanding of their learning progression through tech-enabled systems that track their collection of competencies, knowledge and experiences. They build greater agency to navigate their path over time.

Core Function	Capacity (Skill, Content, Disposition)
Recruit, enroll families	<ul style="list-style-type: none"> <li>➤ Strong community connection and high levels of trust</li> <li>➤ Commitment towards diversity</li> <li>➤ An ability to create community of, and for, family/learner cohorts</li> </ul>
Build family and learner agency	<ul style="list-style-type: none"> <li>➤ Gauge and respond to family readiness, adjusting levels of support over time</li> <li>➤ Collaboratively build, modify learner(s) profile(s)</li> <li>➤ Support goal-setting</li> </ul>

- Support logistics, use of technology, learning needs and requirements
- Connect to additional resources (health, food, transportation, etc)
- Preview appropriate learning opportunities

Serve learners' needs

- Attend to and align to child development needs
- Identify, coach to appropriate learning progressions, such as co-constructing learning pathways
- Connect to additional supports (psychology, health, trauma, substance abuse)

Utilize appropriate management and information tools

- Learner inventory/assessment
- Dynamic learner profile tool
- Learner opportunity recommendations/matches
- Virtual community of other advocate networks
- Dashboard of network team effectiveness and efficiency

Manage data

- Establish, monitor and adjust pathway of learning and support
- Learning competencies
- Finances
- Key assessment milestones (on track progress)
- Alignment to system-wide framework of learning
- Manage community, family, student feedback on quality and value of learning providers

Cultivate ecology of learning support

- Scan and organize current opportunities (learning, health, technology, transportation, etc.)
- Identify, communicate gaps and needs in meeting family/learner's needs

References

- ❑ Buurtzorg, general overview
- ❑ Educator Competencies for Personalized, Learner-Centered Environments
- ❑ Exploring Future Education Workforce: New Roles for an Expanded Ecosystem
- ❑ Getting Smart's 7 Roles of a Next-Gen Learning Ecosystem