The Learning Environment, in its totality, is the path that moves a Very Important learner (VIL; an individual) to a known place they want to go (dreams and goals), throughout their lifetime.

Very Important Learners

- Family / Spiritual
- Life Experience
- Formal Education
- Informal Education

The wheels must move independent, but also together, to safely and effectively carry the VIL to their destination.
COMMUNITY PARTNERSHIP
The relationship between an entity or individual with a Very Important Learner (VIL), usually through/via another established entity (for example a school or museum), that provides or supports learning opportunities intended to move the VIL toward a goal.

Bottom Line Up Front: The “Who” that provides the VIL with learning opportunities are numerous.

Informal Education
Museums, Parks, Competitions, and other entities providing learning opportunities through non-traditional strategies, practices, and assessment.

Family
Relational and generational learning through people who share common values.

Spiritual / Religious
Theological learning

Formal Education
School Districts, University Systems, and other entities providing learning opportunities through traditional in-classroom strategies, practices, and assessment.

Life Experience
Learning opportunities associated with being a living being.
COMMUNITY PARTNERSHIP
The relationship between an entity or individual with a Very Important Learner (VIL), usually through/via another established entity (for example a school or museum), that provides or supports learning opportunities intended to move the VIL toward a goal.

Bottom Line Up Front: The “Who” can provide learning experiences (the “what”) to VILs that are non-structured, structured, or authentic.

**Non-structured**
Open learning opportunities that are self-guided, not graded........

**Structured**
Learning opportunities that are well planned and executed that have been developed for a particular audience......

**Authentic Experience**
Learning opportunities that naturally evolve from life or that are not manipulated for an intended outcome (example: “canned” science labs)
COMMUNITY PARTNERSHIP
The relationship between an entity or individual with a Very Important Learner (VIL), usually through/via another established entity (for example a school or museum), that provides or supports learning opportunities intended to move the VIL toward a goal.

Bottom Line Up Front: The “Who” provides their opportunities for VILs for many different reasons (their “why”).

- State and Federal Mandates
  - School Districts
- Financial Support
  - Corporations
  - Non-Profit Organizations
  - Private Donations
- Philanthropic
  - Non-Profit Organizations
  - Individuals
- Economic Development
  - Corporations
- Authentic Experiences
  - Non-Profit Organizations
COMMUNITY PARTNERSHIP
The relationship between an entity or individual with a Very Important Learner (VIL), usually through/via another established entity (for example a school or museum), that provides or supports learning opportunities intended to move the VIL toward a goal.

Bottom Line Up Front: The “where” of an VILs learning experience will occur through a variety of places, materials, or events.

Place-based
Schools
Museums
Libraries
Churches

The Learner

Virtual
Websites
Games

Materials
Books
Games

Event-based
Competitions
Festivals
COMMUNITY PARTNERSHIP
The relationship between an entity or individual with a Very Important Learner (VIL), usually through/via another established entity (for example a school or museum), that provides or supports learning opportunities intended to move the VIL toward a goal.

Bottom Line Up Front: The learning opportunity will occur throughout the VILs lifetime, "the when" is continual.

- Infants
- Childhood
- Adolescence
- Young Adult
- Middle Age Adult
- Elderly Adult