

Lynn E. Swaner, Jon Eckert, Erik Ellefsen, and Matthew H. Lee

FUTURE READY

Innovative Missions and Models
in Christian Education



“In a time of fear, stress, and polarization, will Christian school leaders try to hunker down behind shrinking tribal boundaries or find transformative ways forward? This book offers hope for the latter. It offers valuable, practical help for those who still envision a thriving future for Christian education.”

—David Smith

*Director, Kuyers Institute for Christian Teaching and Learning;
Coordinator, de Vries Institute for Global Faculty Development; and
Professor of Education, Calvin University*

“This is a hopeful book. The case studies are rigorously researched, accessible to read, and will inspire your school community to feel excited about Christian education for our present times. With Swaner, Eckert, Ellefsen, and Lee, you are in the safest of hands. . . . I am grateful for the way their work is leading and shaping the future of Christian education.”

—Beth Green

Provost and Chief Academic Officer, Tyndale University

“Through thorough research and detailed accounts of eleven Christian schools and networks, Swaner, Eckert, Ellefsen, and Lee offer wisdom for navigating recurrent challenges that school leaders face. Speaking as a school board member, these accounts inspire my own redemptive imagination and reassure me of God’s faithfulness. . . .”

—Albert Cheng

*Professor of Education Policy, University of Arkansas and
Governing Board Member, Anthem Classical Academy*

“*Future Ready* offers research-based strategies and real-world examples of innovative programs that challenge us to make our schools more relevant and sustainable for the future while staying true to our mission. I was inspired by this book, and I plan to give a copy to each member of my board and leadership team.”

—Julie Ambler

*Head of School, The Woodlands Christian Academy and Executive Committee
Vice Chair, Council on Educational Standards and Accountability*

“Christian schools are developing novel, creative business strategies that can serve as a guiding beacon to all. *Future Ready* gathers top minds in Christian school research to unpack these innovations, drawing out themes and ideas that can assist all leaders in designing new models for their own schools’ future viability.”

—Jay Ferguson

*Head of School, Grace Community School and
Board Chair, Association of Christian Schools International*

“The chapters in *Future Ready* cover vital issues around mission and practice. Christian school leaders looking to found, lead, or strengthen Christian schools—whether in conventional models, or in hybrid, micro, or online settings—will find this research invaluable.”

—Eric Wearne

Director, National Hybrid Schools Project, Kennesaw State University

“Before the COVID-19 pandemic, only five percent of schools were future-ready. Now every school has no choice but to become future-ready or die. *Future Ready* provides the first roadmap for Christian educators to cross the chasm from the limitations of the past to a hopeful future.”

—Rex Miller

Futurist, Author, and MindShift Founder

“Candid, relevant, and timely, *Future Ready* brings a hopeful challenge to Christian schools. Through stories of innovation, change, and cooperation, Christian educators are inspired to be creative, imaginative, and curious about what is possible. . . . The shared experiences found in *Future Ready* spur schools and their leaders to put their faith and their mission into action.”

—Jennifer Thompson

Chief Operating Officer, Christian Schools International

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CONTENTS

Preface	ix
Introduction	I
PART I Mission and Culture	
1 Be Distinctive	21
2 Be Relevant	37
3 Be Inclusive	50
PART II Structures and Practices	
4 Resource Creatively	65
5 Reimagine Structures	78
6 Take Disciplined Risks	96
PART III People and Community	
7 Prioritize People	111
8 Invite Partners	122
9 Share Innovation	131
Epilogue	141
Appendix	145
Notes	159
About the Authors	171

PREFACE



The authors of this book are old enough to remember what it was like to travel long distances by car before GPS, with our glove boxes filled with printed maps picked up from gas stations along the way. Today, we can all plug a destination into our phone’s map app, hit start, and we’ll get the correct directions turn by turn. Except when we don’t, of course. Sometimes because of a poor signal, new construction, or even a wrong turn we’ve made, the dreaded “recalculating” message emanates from our phones. We’ve all been there—praying that a new route appears quickly while we continue to drive without the guidance we’ve become so dependent on, often at high speeds, and flying by exits we don’t know whether we should have taken.

This moment of anxiety has become the norm for many of today’s educational leaders, when they think about the direction of their schools, career, and profession. School leadership is perhaps more challenging now than at any previous time in history, filled with both known and unknown obstacles—as well as opportunities. For Christian schools, the world of the last half of the twentieth century, when most of them were founded, no longer exists. It is not surprising that the financial and educational models that Christian schools were

built on are often no longer suited to the cultural, social, and market realities of today. Whether we like it or not, this is a “recalculating” moment in Christian education. It’s time to move into new places that our trusted maps likely cannot take us.

Two authors have inspired us to think of the future of Christian schools in terms of maps. First, in *Canoeing the Mountains: Christian Leadership in Uncharted Territory*, Tod Bolsinger of Fuller Theological Seminary recounts the two-year exploratory journey of Meriwether Lewis and William Clark through the Louisiana Purchase as going “off the map and into uncharted territory. . . . What lay before them was nothing like what was behind them. There were no experts, no maps, no ‘best practices’ and no sure guides who could lead them safely and successfully.”¹ Bolsinger makes the case that most challenges facing today’s organizations are similar, because they are “adaptive” in nature—meaning they “go beyond the technical solutions of resident experts or best practices, or even the organization’s current knowledge. They arise when the world around us has changed but we continue to live on the successes of the past.”²

Tim Elmore applies similar thinking to the field of education in his book *Marching Off the Map: Inspire Students to Navigate a Brand New World*. In recounting the practice of ancient mapmakers of inserting dragons or serpents into corners of the map where land had yet to be explored, Elmore explains, “Mapmakers would include a drawing like this to communicate the message: Over here—this land is a known world. But up there—we don’t know what exists. It’s unknown territory. Be afraid. Be very afraid.”³ Elmore uses this analogy to explain the state of schools today, where leaders need to “recognize what changes you must make to lead and equip a new generation of emerging adults who live in the corner of the map.”⁴ This is especially true if we as educators have gotten used to receiving turn-by-turn directions from the tried-and-true voices in our field, whose advice worked well for times that were more stable or predictable. But now, as Elmore explains, “making new maps is an art we must learn.”⁵

Fortunately, we learned something about this art in a previous two-year collaborative project that resulted in the book *MindShift: Catalyzing Change in Christian Education*.⁶ With the help of Rex Miller, a futurist and pioneer of the MindShift process of sector-level transformation, we learned the importance of finding outliers—those few who have already taken steps off the map, or have marched off entirely—and understanding their stories. In the process of writing the book you now hold, we visited eleven Christian schools and networks that have transformed their structural, financial, or operational models with the goals of long-term sustainability and increased missional reach. More than tweaking a practice or process here or there, these schools and networks have engaged in fundamental mindset changes about what it means for Christian schools to be future-ready.

The stakes are high when it comes to transformational decisions like the ones that the schools in our study have made. And yet as Beerens and Ellefsen point out in regard to change in Christian education, “It is a risk to try new things, to move in new directions . . . but we have reached a time in history where by not innovating we are running a greater risk than staying our current course.”⁷ We hope the stories and strategies in this book will inspire leaders of Christian schools to think innovatively, strategically, and above all, missionally about long-term sustainability. Reaching future generations with the love of God through healthy, thriving Christian schools is well worth the risk.

—Lynn Swaner, Jon Eckert, Erik Ellefsen, and Matthew Lee
Fall 2022

CHAPTER TWO

BE RELEVANT



Our mission, in light of the current environment we find ourselves ministering within, is to present a Christianity that is as concerned with human flourishing as it is with doctrinal orthodoxy. . . . The gospel should meet people at the point of their deepest confusion and at the height of their loftiest ideals.

—Christopher Brooks, *Urban Apologetics*¹

God’s Word is both eternal (Isaiah 40:8) and eternally relevant (Hebrews 4:12–13). The Christian schools in this study are relevant to their communities because they are standing firm on the timeless truths of the gospel. At the same time, like the good Samaritan in Jesus’s parable (Luke 10:25–37), they do not cross to the other side

of the road when they see their neighbors in need. Instead, precisely *because* of the gospel's relevance to their community, Christian schools seek to love and serve their neighbors by meeting them where they are at. True relevancy for Christian schools means being both firmly grounded in their Christian mission, as discussed in the preceding chapter, *and* being dynamic and responsive to the opportunities God presents for them to serve the common good.

For the schools in this study, being relevant in this way led to shifts in programming, resources, and messaging to better serve the needs of their communities through Christian education. In addition to increased opportunities to be the salt and light of Christ to their neighbors, the resulting kaleidoscope of educational options they created in the process has drawn even more families to the school. Using this definition of relevancy, we identified three elements among the schools in this study: (1) *knowing* the community they serve by being aware of needs related to demographics and urbanicity, (2) *growing* with their community by adapting with changing community profiles, and (3) *listening* to their neighbors by relentlessly seeking and acting on community feedback.

Know the Community

Being relevant within a community involves knowing the needs of that community. This is particularly true of three schools in our study—one in a rural context, and two in large urban centers.

Lynden Christian Schools (Lynden, Washington)

We begin on the West Coast in rural Lynden, Washington, which is primarily a ranching and farming community that is buffered from the urban growth of the Vancouver-Surrey metroplex because of the US-Canada border. Lynden Christian Schools (LCS) has been serving its community for close to one hundred years and was originally founded by Dutch Reformed farmers who settled in the area. As the school has grown over the decades and expanded the student population

it reaches, it continues to respond to the needs of the surrounding community it serves. Recently, this has included reimagining and redesigning its Career and Technical Education (CTE) program. In response to Washington state emphasizing a need for the development of increased CTE training to meet the job needs of the state, the school convened a CTE committee to meet with local farmers and business owners to focus their program. As a result, they have reimagined what might have been a more traditional vocational-technical program into an innovative and developmental hands-on CTE program, which includes classroom learning combined with innovative projects and on-the-job experience. For example, LCS students are an integral part of the on-campus greenhouse and plant sale that they host on campus.

Through this effort, the school has facilitated opportunities for their students to be creators, developers, and leaders within the vocational careers their community needs as the students are provided skill development in small engines, welding, and construction while problem-solving with local companies. Likewise, the school has a historically strong agriculture program and they have expanded opportunities for middle school students. By expanding the agriculture and CTE programs, LCS is innovating course offerings to align student interests in agriculture and veterinary science through the National FFA Organization (formerly Future Farmers of America). The domino effect of partnering with the community to provide professional opportunities leads to curricular and programmatic changes that required facilities adjustments, including renovating an old woodworking shop to create a multi-dimensional CTE space and redesigning and expanding the school's greenhouse. Thus, the school's efforts to be responsive and relevant have resulted in a reshaping of its programmatic offerings and its physical campus, all while continuing to stand firm on a century of Christ-centered education that serves its unique community.

The City School (Philadelphia, Pennsylvania) and Oaks Christian School (Westlake Village, California)

The City School in Philadelphia and Oaks Christian School outside of Los Angeles, both introduced in the preceding chapter, are schools in urban centers that have cultivated reciprocal relationships with their communities, in an effort to both serve their neighbors and connect their students with the rich resources of their cities.


The City School is a three-campus school in three unique sections of the city with each neighborhood providing cultural richness and a wide range of learning opportunities. The opportunities are not without their challenges as many students take public transportation and then have to walk several blocks to get to the combined middle and high school campus. Serving students in an urban center requires particular attention to the needs of the community, but school leaders see these needs as an opportunity to seek the *shalom* of the city. In fact, The City School sees itself as part of the fabric of the neighborhoods and city it serves. That service is tangible in the form of renting its gym for use by a neighborhood basketball program, hosting three local churches on their campuses for Sunday services, and housing a neighborhood daycare facility in one of the upper school's wings. The school has also partnered with Marc Vetri, a celebrity chef and award-winning restaurateur based in Philadelphia, to offer cooking classes to its middle schoolers and to serve as a site for Vetri's educational filming projects.

In addition to these everyday opportunities to be a good neighbor to their community, The City School has also opened its doors when its neighbors have faced challenges and tragedies. For example, when a charter school up the block from the Poplar campus lost heat in the middle of the winter, the principal knew he could walk down the street and ask for The City School's help; Joel Gaines, head of The City School, invited the charter school students and staff in to use their cafeteria for classes and a pick-up space for the day. And when a devastating fire in the Fairmount neighborhood took the lives of

twelve people, including eight children, the nearby Fairmount campus of The City School offered up the school basement to receive overflow donations for the families. This level of service to one's community requires deliberate effort as well as a posture of openness to the opportunities that God provides. Through it all, The City School has become increasingly known in the city of Philadelphia as a school that is not only an integral part of the community but also a good neighbor to all with whom they share a block or a neighborhood.

On the opposite coast, due to their proximity to Los Angeles, Oaks Christian School can tap into high-level experts to serve as advisors for their three academic institutes (arts and innovation, global leadership, and engineering), thereby ensuring that the skills, knowledge, and habits of mind their students are developing are not only relevant but also on the cutting edge of industries. For example, a University of Southern California professor and advisory board member co-designed a business class for Oaks Christian, and through partnerships with Spotify and Skype, Oaks Christian teachers and students are collaborating with students and advisors in Sweden through songwriting and digital production. Because of the diverse influences on the direction of programs, the school is finding that they have individual students who are talented in disparate areas like improvisation and engineering, and who flourish in their intersection.

This in turn is reshaping their campus facilities; Oaks Christian purchased a pet food facility that became their ten-thousand-square-foot innovation space, called the IDEA (Innovation, Design, Engineering and Aeronautics) Lab, which is now a state-of-the-art fabrication and production facility. Teachers and several students have gone through weeks of professional training programs to use the lab's complex tools, with students now building an electric car,



This level of service to one's community requires deliberate effort as well as a posture of openness to the opportunities that God provides.

designing robotics, and creating with 3D printing (see photo insert). A day before the site visit for this study, the chief innovation officer of NASA Jet Propulsion Laboratories had visited the IDEA Lab and had determined that it was the only non-university partner they would pursue because of the quality of the facilities, faculty, and students. These and other partnerships between industry leaders and students are sparking innovation that enhances relevance for students' learning and relevance for what the school can contribute to the community.

Grow with the Community

While the mission of a given Christian school stands firm throughout the years, the community served by that school can often change drastically from one decade to the next. For three schools in this study, a key part of being relevant has been growing with their communities.

Chattanooga Christian School (Chattanooga, Tennessee)

Chattanooga Christian School (CCS) is located in Chattanooga, Tennessee, a mid-sized city that is growing both in population and in diversity. The school serves the multi-dimensional needs of its community as it changes rapidly and significantly. As the community has changed, the school itself has expanded its community partnerships to develop programs in the areas of inclusion and disability, health and wellness, and neighborhood education needs. One example of this is The Learning Center, which is a partnership with the Siskin Children's Institute for students in grades 6 to age twenty-two who have significant learning and developmental needs. Through this partnership, CCS can tap into the expertise of the Institute's therapy services while using their own expertise in educational and social programs to expand their mission of partnering with families to provide a Christian education for more students. The Learning Center can serve up to thirty-two students who the school would not have been able to serve on its own. Serving students with diverse learning needs has become part of the school's identity; as one school leader shared, "This is not optional. It

is part of who we are.” This is evident in their demographic numbers, with 20 percent of the school’s students being served by a 504 plan or individualized education plan.

CCS also desires to become more racially and ethnically diverse to better reflect the city of Chattanooga. To this end, they have developed purposeful marketing and outreach along with strategic scholarship programs that are supported by \$2.4 million in financial assistance. However, as the school reached capacity, school leaders identified that particular communities were unable to afford CCS’s tuition or they did not have access to the school’s location. Therefore, over the past five years, school leaders met with over one hundred community leaders to develop neighborhood microschoools to provide a CCS education in partnership with local churches. By partnering with churches in different neighborhoods of the city, a CCS education is becoming increasingly relevant for larger sections of the city at a fraction of the cost of the tuition on the primary campus.

There are now three microschoools in operation, but the first that launched is The King School located at Olivet Baptist Church in downtown Chattanooga. Olivet is a historic black church with a rich history in the civil rights movement. While the church provides the space, CCS provided support in helping to fundraise the resources needed to upgrade the church facilities to house a school. In addition to hiring, training, and paying the salaries of all teachers and staff, the school also provides all of the microschoools’ marketing and back-office support. Although the price point is significantly lower than the tuition at the CCS main campus, the curriculum and resources are the same. According to The King School’s principal, the microschoools “give students a full education. We don’t give them second-hand things.” In the fall of 2021, the school had just opened its second microschoool in a converted K-Mart. The new school, Purpose Point Learning Academy, provides early childhood education in partnership with Mount Canaan Church, which shares the space. The church and community saw early childhood education as a need in the most

economically depressed neighborhood in Chattanooga, and with this partnership, CCS has stepped into that gap—being responsive to the needs of its growing community and reaching more children with a quality Christian education.

Cincinnati Hills Christian Academy (Cincinnati, Ohio)

Cincinnati Hills Christian Academy (CHCA) was founded in 1989 and operates multiple campuses in northern Cincinnati, among them the downtown Armleder campus, which opened in 2000 in the historic Crosley Square Building. CHCA is a Christian non-denominational, college preparatory school ranging from PK2 to twelfth grade, educating over thirteen hundred students. While the school has a heritage of seeking and incentivizing innovations, their Entrepreneurship and Sustainability Program is a tremendous example of how a Christian school can grow alongside its community with a willingness to develop new programs, facilities, and community connections to better serve its students and neighborhood.

The program started close to ten years ago with humble beginnings when a teacher and a group of students launched a coffee cart business called The Leaning Eagle, named after the school's mascot. The coffee cart began with gross sales of \$15,000 by delivering coffee to students and faculty before and after school and at school events. During this start-up season, the team faced many challenges, including nearly being shut down due to a lack of awareness of health code requirements. But over time, the coffee cart grew into what is now the Leaning Eagle Coffee Bar; located at the entrance of the school, the student-run business is ethically sourced coffee and grosses \$50,000 per year (see photo insert).

Students and faculty did not stop there, however. What began as a coffee cart has grown into a business incubator that seeds resources for other entrepreneurial ventures. The school has a dedicated director of entrepreneurship and sustainability at CHCA, Stephen Carter, who has spearheaded the building of a teaching kitchen that is attached to its on-campus Eagle Farms and Greenhouse, where they are growing

organic fruits and vegetables using aeroponic, hydroponic, and soil-based growing systems. Students both sell their produce to the community and use it in their teaching kitchen, which is run by a graduate of the school who is an executive chef. Through the teaching kitchen, they are exploring cuisine from around the world and sharing their products with the community. For example, on Fridays, using produce from the greenhouse, students make wood-fired pizzas that they sell to students and the community. Through related classes, they are integrating science, business, entrepreneurship, and marketing.

The student-run businesses that the school incubates are held to high standards for both business integrity and environmental stewardship. The school's website points out that the Entrepreneurship and Sustainability Program is "more than just a business class." Instead, it is a robust initiative that combines innovation, real-life learning, leadership development, business and management skills, and environmental sustainability goals in an effort to not only train student leaders but also connect with and serve its community.

Grand Rapids Christian Schools (Grand Rapids, Michigan)

Grand Rapids Christian Schools provides a compelling lesson in growing with a changing community. The institution has been in operation for more than 130 years and is the combination of a number of Christian private schools that ultimately came together in stages. The school now educates twenty-three hundred students across five sites throughout the city: the elementary school's Iroquois Campus (grades PK–4); the elementary school's Evergreen Campus (PK–5); Rockford Christian School (PK–8); the middle school (5–8); and the high school (9–12). A unique feature of the school as a multi-campus school is the distinctive nature of each school and how each campus has a level of autonomy to innovate. For example, the Evergreen Campus classrooms are multi-aged, the pedagogy is built around "inquiry learning" using a modified school calendar, and it will apply for the International Baccalaureate Candidacy (Primary Years Program) in 2022. To meet another community need, the Evergreen

Campus is also in the process of opening an Early Learning Center for children between eighteen and thirty-six months of age, which will be open for current and other non-attending neighborhood families. The Iroquois Campus offers a Spanish Immersion program that begins in preschool and now continues through high school graduation for interested students, and Rockford Christian School offers outdoor and environmental education as a significant part of preschool to eighth-grade students' educational experience.


Similarly, the high school is connecting students to the local community via their Winterim program, through which students can take courses, participate in service trips, or do internships. Specifically, a broader multidisciplinary project titled *Gone Boarding*—which is a combination of design arts, industrial arts, physical education, and business—grew from a Winterim class. As originally designed, the course was focused on snowboarding, but grew into the regular curriculum where students can design, build, use, and sell a variety of boards including snowboards, skateboards, and longboards.

The school's ability to grow with its community is evident not only in its programs but also in its physical buildings. The newest, the Iroquois Campus, was built on the site of a former public high school in a historic neighborhood that had served the community since 1925. The fact that many of the residents of the neighborhood attended that high school gave a high degree of local attachment to the site. Recognizing its importance, school leaders and architects engaged the community in the design process to ensure the building reflected the community's values while keeping architectural components such as pillars and stonework from the original school. A two-story stained-glass window depicting the connections between the former school with the community embodies the school leadership's attention to historical and communal detail (see photo insert). Likewise, internal artifacts were used from the multiple Christian schools that were merged over decades to form Grand Rapids Christian Schools, so that alumni of those schools could easily see their experiences as

now part of the larger school story. The new Iroquois Campus was a significant investment that reflected the value of connecting past, present, and future, as well as understanding Grand Rapids, the particular neighborhood, and the relevance of the school's mission to the community.

Listen to the Community

Both knowing and growing with one's community are both predicated on the final element that emerged from the school stories shared in this section: *listening* to the community. This involves schools' regularly seeking and acting on community feedback, with a willingness to



Some of the feedback school leaders receive comes from walks around the neighborhood, while other feedback is collected systematically and quantified.

change and evolve based on the needs their communities identify. Some of the feedback school leaders receive comes from walks around the neighborhood, while other feedback is collected systematically and quantified. In our survey, we found that having a close connection with the community was a robust predictor of a respondent's optimism that the school would be open and more accessible in ten years.

For example, Cincinnati Hills Christian Academy's evolving entrepreneurship program is built entirely on feedback and student interest. Multiple iterations of businesses and ideas have come and gone over the last decade. One year, students decided to start a smoothie business that struggled; at the end of the year, the business was scrapped as students realized that the location of the business, tight margins, and limited appeal made the business unprofitable. This type of "failing forward" was a powerful lesson in entrepreneurship for the students and represents the way the school seeks and acts on feedback in tangible ways. Similarly, Lynden Christian Schools has recently shuttered a long-standing recycling program that was

historically highly valued by the school community. When the program lost its financial viability due to decreased market demand for recycled materials, school leadership decided to repurpose the recycling center, possibly to expand into sales of construction materials or to provide a multi-use space for the school's growing CTE programs.

At Oaks Christian School in California, two new initiatives demonstrate their responsiveness to community needs. As a result of feedback from students and families, Oaks Christian has developed a student learning center that provides additional support for classes and college admissions exams that is housed in a separate building on campus. The center is available to all students, but Oaks Christian also makes it available to local families who are interested in paying for the additional support. This broadens Oaks Christian's reach to include more community members. Oaks Christian also recently renovated and repurposed dorm space to house over 150 domestic and international students from seventeen countries; the redesign was based on student feedback and is now complete with a kitchen, study spaces, dining areas, movie viewing areas, and game rooms to make students feel comfortable in a collegiate-type space. Launching this during a pandemic has been challenging, but the two new facilities offer opportunities for increasing Oaks Christian's relevance and sustainability within their local community and well beyond.

Along with these findings from the study's qualitative interviews and focus groups, the results of the quantitative survey pointed to the importance of feedback to ensuring schools' relevance to their communities (see the appendix for survey methodology and overview of findings). First, administrators who responded to the survey agreed most strongly with the statement "Our school regularly solicits feedback for improvement from the school community." Second, administrators who welcome feedback also seemed more likely to support relevant innovation. And third, respondents who report that they "welcome change" are also significantly more likely to state they expect their school to be open ten years from now as well as more likely to be accessible to more students.

While remaining true to their mission, the schools in our study are adapting to meet the aspirations of the communities they serve by offering different programs, opportunities, and learning experiences for students. Ultimately, the most important feedback comes from students who are thriving in new offerings that allow them to develop their God-given gifts in ways that are relevant to them and their communities.

A growing number of Christian schools are responding to adaptive challenges and missional opportunities by innovating new structural, financial, and operational models for Christian education.

The research in this book traces the stories of eleven Christian schools and networks that have engaged in fundamental mindset changes around what it means for Christian schools to be future-ready. More than tweaking a practice or process here or there, they have merged schools, started online academies, developed microschoools, leveraged school choice funding, formed Christian school districts, shared backend functions with other schools, engaged in entrepreneurship and facilities leasing, started brand-new schools, and provided inclusive education for students of all abilities. The stories and strategies shared will inspire leaders to think innovatively, strategically, and above all, missionally about how to reach future generations with the love of God through healthy, thriving Christian schools.

“Christian schools have the power to transform students’ lives. But they also face a unique set of challenges to remaining relevant and distinctive in our ever-changing educational landscape. *Future Ready* showcases how faith-based schools are innovating to meet the needs of their students.”

—Linda Livingstone
President, Baylor University

“At a time of unprecedented challenge for Christian education, four star researchers have teamed up. . . . From their findings, colleagues across the country can learn innovative models and missional strategies they can adapt to their own unique academic programs to make them more transformational for their students and more sustainable for the future.”

—Philip Ryken
President, Wheaton College

“The scholars who crafted this book bring substantial research credibility and practical wisdom to their study of the future of Christian schools. They challenge leaders to broaden their outreach to historically underserved young people, build cultures of opportunity and innovation, and sustain the mission of Christian schooling while exploring new models.”

—Ashley Berner
Director, Johns Hopkins Institute for Education Policy

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