



## **News Release: Kennesaw State University's Newly Launched Hybrid Schools Project to Explore New Forms of K-12 Education**

The Education Economics Center at Kennesaw State University is pleased to announce the launch of the Hybrid Schools Project. The mission of the Project is to be the national clearinghouse for research, data, practices, and networking for the burgeoning hybrid homeschool and microschool movement.

The purpose of the Hybrid Schools Project is to document and analyze the variety of independent actors who are creating these new forms of K-12 schooling outside of the conventional education system. The project explores the many ways individuals and small groups are finding different ways to serve families' and students' diverse needs. Over time, the project will produce unique datasets and analyses for publication. The Hybrid Schools Project will also act as a convener to bring together hybrid and microschool founders, educators, policymakers, and researchers interested in these school models.

The project's major activities this year include creating a nationwide survey of hybrid schools and establishing a conference to be hosted at Kennesaw State's KSU Center in Spring 2022.

"Especially since COVID, there is strong and growing interest in these schools from researchers, from policymakers, and from families across the country," said Hybrid Schools Project Director Eric Wearne. "These schools are fascinating examples of civil society coming together to solve local problems."

The National Hybrid Schools Project staff includes two researchers.

Wearne is an associate professor in the Education Economics Center at Kennesaw State University and Director of the Hybrid Schools Project. He is the author of *Defining Hybrid Homeschools in America: Little Platoons*, published by Lexington Books in 2020. His work on hybrid schools has been published by the Peabody Journal of Education, the Journal of School Choice, Catholic Social Science Review, City Journal, and Law & Liberty, among others. He was previously provost at Holy Spirit College, associate professor of education foundations at Georgia Gwinnett College, and director of data analysis and deputy director of the Governor's Office of Student Achievement in Atlanta.

John Thompson is a clinical assistant professor of economics at Kennesaw State University. Prior to joining the University, Thompson was a researcher at the Texas Schools Project, where he investigated the impact of policies related to student access and success in higher education within Texas. Thompson's research interests include the economics of education, program evaluation, and labor economics. His research on articulation agreements in Texas has been presented at the Association for Education and Finance Policy and the Association for Public Policy Analysis & Management.

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