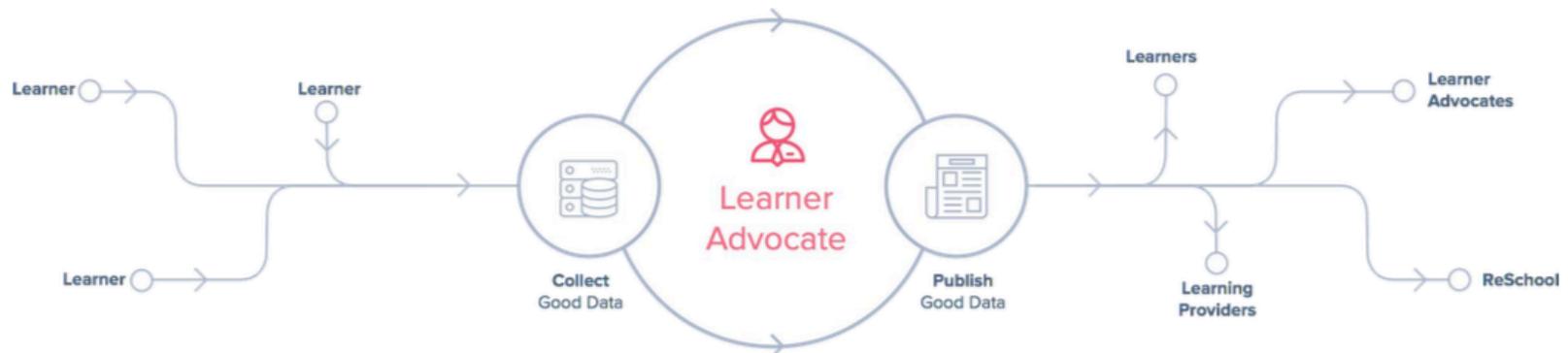# A Framework for Quality Assurance

In the summer of 2016, the ReSchool team partnered with the consulting firm Entangled Solutions and five Denver learning providers and the young adults they serve, to prototype how we might measure quality and value in a learning system with multiple providers. We embarked on this prototyping experience in an attempt to explore the following questions:

- Is there ample supply of quality learning providers in Denver focused on serving teens and young adults outside of school?
- How might we ensure these providers are of high quality, and the learning experiences students partake in will be of value to them and to others with whom they will interact in their personal and professional lives?
- How might we redesign the structural and operational elements to support learning in a new system – specifically quality assurance - just as we have worked to redesign governance and finance in previous prototypes?

As a result of our efforts this summer, *A Framework for Quality Assurance* is beginning to take shape for the new system design. While this should be viewed as a work in progress that requires additional testing and input, we think it holds promise. The image below represents our thinking at this stage, followed by a discussion of some key ideas that emerged from our process that provide further context. We expect to incorporate the Framework and our learning from this prototype into further ideation and testing in 2017.
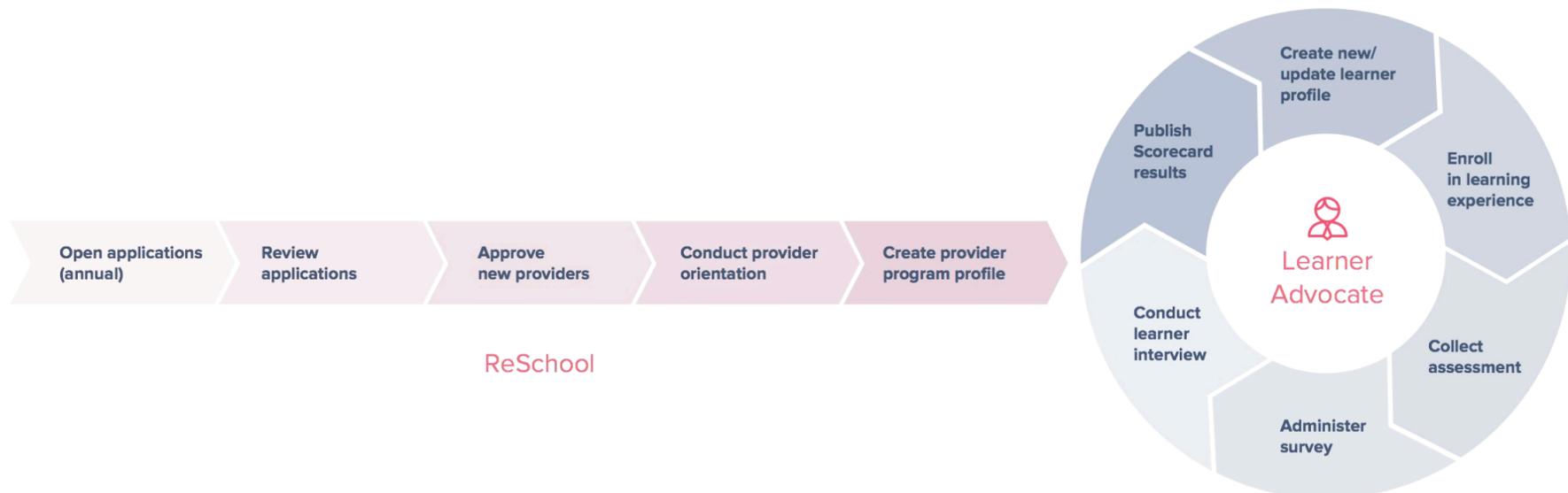
1. **Quality Providers.** There must be a transparent process for screening and onboarding providers and ensuring that the assessments being used are credible and aligned with the system's goals and metrics for learners.

2. **Learner Advocates** are essential, as they are objective partners and focused exclusively on looking out for the best interests and needs of the learners they serve. As such, advocates are best positioned to facilitate the quality assurance process and ensure that both learners and learning providers contribute to monitoring and improving quality within the system.

3. **Good Data.** Given the complexity of the system, a variety of important sources of information and data need to be collected and used to ensure learner progress and system quality, including: dynamic learner profiles, end of experience surveys, assessments, and one-on-one discussions with learners. We used off-the-shelf technology to collect and analyze this information during our prototype. We anticipate as the system evolves we will need to find or develop more sophisticated tools, perhaps that may allow us to build some sort of Learner Scorecard that holds learner progress and growth over time.

4. **Transparency to Guide Decision-making.** Quality assurance depends on input and buy-in from the entire system. Therefore, learning providers must be involved in creating the quality assurance metrics. Once measures are defined, it will be important to publish aggregate data about programs and providers, perhaps in the form of a Provider Scorecard, in order to guide learners and their advocates through their searching and selection of learning experiences. Learner Advocates will need to have a transparent and fair process for collecting and sharing information with the system and the learners they serve about providers that are knocking it out of the park, as well as those that are falling short of expectations.