

Governance of a New System

The goal of the governance model for a new system is to promote a highly learner-centered approach by using a flat organizational structure with distributed authority. Serving the needs of learners and ensuring learners and families have the greatest possible level of autonomy in the system is key to ReSchool's governance philosophy.

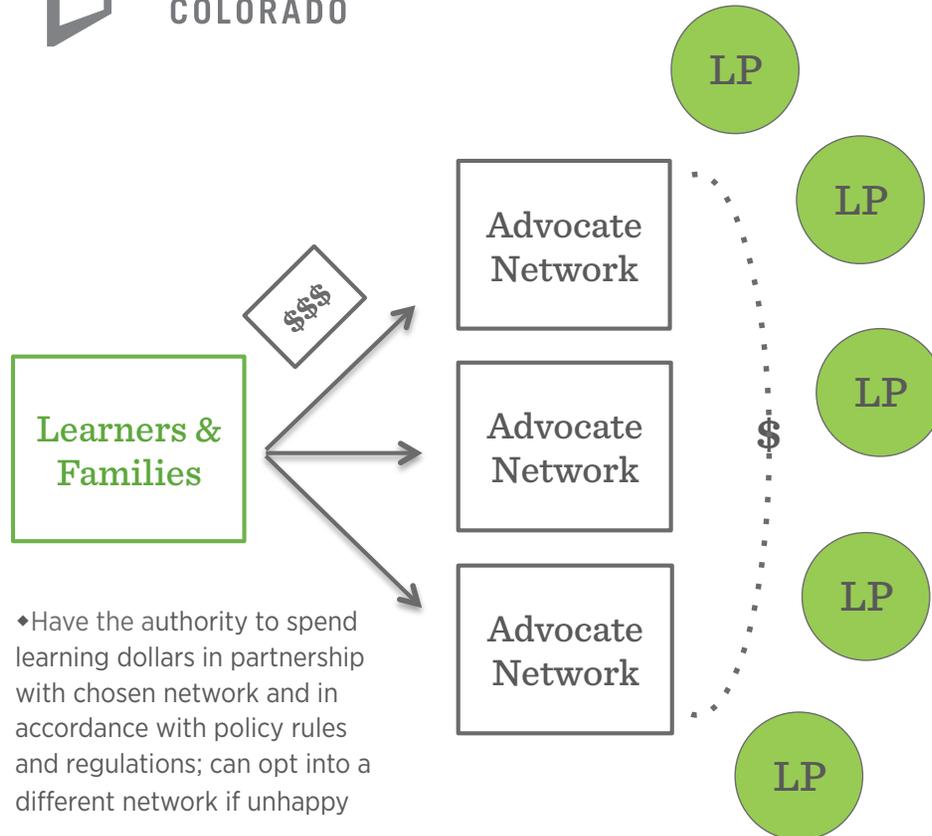
In December 2015, the Donnell-Kay Foundation, Gates Family Foundation, and Bellwether Education Partners convened two dozen researchers, policy experts, funders and system leaders who are focused on increasing equity and excellence in education through governance reform, to the Education Governance Summit in Denver, Colorado. It was two days of deep conversation and ideation about the current state and future possibilities for structuring and managing our public education systems across the country. Several trends identified during the Summit continue to shape our thinking today: that local governance is getting more varied and complex, the locus of power is shifting from the federal to the state level, and the political environment is getting more polarized and challenging to navigate. As such, we expect to see more parallel systems emerge to meet the growing demand for equity across sectors.

The model depicted on the next page is one possible solution to the question of governance in a new system.

In it, advocate networks are largely self-directed and personally responsible for their results; although they hold performance contracts with the central authority, they have significant freedom and flexibility to assign roles and responsibilities as they see fit in order to best serve the learners in their network. The central authority is kept intentionally lean and has the least amount of administrative overhead possible, justifying every function around the needs of learners. It is responsible for distributing learning dollars into learners' accounts, as well as contracting with an external auditor to evaluate the system's overall health and progress. The governor appoints a board to hire a CEO, and that leader's job is to see the system is ensuring equity, quality and value, health and safety, and fiscal and operational responsibility for its learners on an ongoing basis. The visual on the next page further describes the roles of learners/families, advocate networks, learning providers, central authority, and governor/senate.

Potential Governance Model

drafted in December 2015 for ideation



- ◆ Have the authority to spend learning dollars in partnership with chosen network and in accordance with policy rules and regulations; can opt into a different network if unhappy

- ◆ Provide regular input on the quality of advocate networks and learning providers

- ◆ Develop a strong understanding of their learning progression through tech-enabled systems that track their collection of competencies, knowledge and experiences

- ◆ Build greater agency to navigate their path over time

A Learning Provider (LP) is any entity such as a library, museum or other cultural institution, educator co-op, school, business or industry, that provides learning opportunities to students, either in person or online.



- ◆ Negotiates performance-based contracts with advocate networks

- ◆ Distributes funds to students' learning accounts

- ◆ Contracts with an external auditor/evaluator to monitor progress and ensure adherence to system assurances

- ◆ Sets policies as required, and hires and holds the CEO accountable for the following system assurances:

- Equity**
- Quality & Value**
- Health & Safety**
- Fiscal & Operational Responsibility**

- ◆ Appoints board members to oversee central authority, according to the rules established in policy.