

The Emergence of a Quality Assurance Framework Summer Learning Partners Prototype

In the spring of 2016, we set out to prototype how we might measure quality and value in a learning system with multiple providers. We put out a simple call for learning providers in the Denver metro area serving 15-21-year-olds in the summer – and were humbled by the response we received. More than 20 education providers serving young adults reached out to share their programming. Choosing five was no easy task – but we were thrilled to partner with [Generation Teach](#), [Arts Street](#), [Prodigy Ventures](#), [Goodwill Denver](#), and [Denver Public Library](#). We also partnered with Entangled Solutions, who developed the research structure, including surveys and interview protocols, to help us understand how providers were already determining quality and value within their programs. We had four main goals leading up to this prototype:

- Gain greater insight towards the needs and interest of learners from ages 15-21 and how those needs are currently being met
- Begin to understand how learning providers define and ensure success
- To identify the attributes of a quality learning provider based on alignment to a set of outcomes that include learning goals, satisfaction of the learner and the culture of the learning environment
- Advance our understanding of the role the ReSchool Framework for the Future of Learning plays in supporting a shared commitment to student learning and preparation for success

As a result of our 2016 Summer Learning Partners prototype, ***A Framework for Quality Assurance*** is beginning to take shape for the new system design. For more on that, visit the Library section of our website. While we will continue to test that Framework on a larger and larger scale, we also learned many lessons specific to the learners and providers we partnered with in the current landscape of Denver metro:

- **There are *many* learning providers in the Denver metro area who already serve teens and young adults in some capacity**, as evidenced by the response we received to our [Call for Learning Providers](#). Our concerns about the supply of providers and the range of experiences they offered were diminished through this prototype. Furthermore, given the diversity in types of providers we ultimately selected to participate, it allowed us to stress test the system and look at a variety of indicators in ways a more homogenous set of providers might not have allowed.
- **Teens and young adults are eager for learning outside of their traditional school environments.** They used these summer experiences as an opportunity to fit in, explore areas of passion, improve confidence, increase motivation, be part of a team, and navigate postsecondary pathways.
- **This is a complex system with a wide variety of stakeholders, beneficiaries, goals, metrics, and documents to collect**, each of which are difficult to organize individually, and even more challenging to analyze collectively. While we did use some common measures to gauge impact (interviews, surveys, alignment to the Self Manager domain of the Learning Framework), we found that in order for this type of complexity to work in a larger system, we have clear next steps:
 - Further articulate the Learning Framework domains, so providers can more purposefully align with experiences and competencies learners will gain through their programming; and
 - Begin to explore metrics that can be used by the ReSchool system to examine impact and alignment to providers' assessments to track learner outcomes.