**Restart Resources for DC Public Charter Schools**

As part of the Restart Authorization project, sponsored by the Michael and Susan Dell Foundation, we have prepared the following documentation to facilitate the completion of our “Resource Database”. The Resource Database is a collection of tools, artifacts, process descriptions and other original source materials from authorizers, state education agencies, third party support organizations and funders that relate to authorizing charters (or contracted schools) as restart operators. The Resource Database complements the Process Guide, which provides the written narrative of guiding principles and process steps to authorizers and restart operators.

**Part 1: Permission to Use Resources**

In the course of the last several months, organizations have submitted a number of documents to the project for review; in addition, we have collected a few publicly available materials from websites. The documents listed below are the resources from your organization that we would like to include in our Resource Database. The Resource Database will be:

* Published via the internet (linked from multiple sites) and made publicly available at no cost
* Cross-referenced throughout the Process Guide both by general reference and by links to specific documents in the Resource Database
* Searchable by keyword, region, type of document, process step and other common tags to help users find applicable resources
* Reviewed 2-3 times in 2016 and possibly again in 2017 for updates/additions/subtractions
* Jointly managed by EdPlex and Public Impact
* Structured to allow for user feedback and commentary, if possible

At this time, we are not sure whether the Resource Database will continue to be available beyond 2017 as we recognize that the field evolves quickly and there are not financial resources set aside for ongoing maintenance.

By adding your name by each resource listed below, you are:

* Granting permission for each document to be published in the Resource Database
* Acknowledging that you understand the purpose and intent of the Resource Database as a free and publicly available tool
* Acknowledging that if you change your mind and would like your resource removed from the database, you will need to reach out to a designated contact at EdPlex or Public Impact to request this change as part of the review cycles scheduled for 2016 and possibly 2017

In addition to adding your name to grant permission for use, please:

* List any desired modifications or redactions that you would like the project team to complete (you may also edit directly and e-mail revised version)
* Note whether you are willing to provide the resource in an editable format; editable formats are much more useful for our users as they enable people to more quickly adapt tools for their own use without recreating them (and avoid future direct requests to you for an editable version)

|  |  |  |  |
| --- | --- | --- | --- |
| **Resource File Name** | **Name of Individual Granting Permission for Use** | **Any requested modifications or redactions within the resource prior to publishing**If yes, please specify information to redact or modify (e.g. page numbers, names, etc.) | **If the file is not yet in an editable format, are you willing to provide it in one?****(**e.g. Word, Powerpoint, Excel) |
| Restart Case Study NSVF | Sujata Bhat | None | No, keep in pdf |

**Part 2: Resource Descriptions and Lessons Learned**

Each document in the Resource Database will be published with text to describe how the document was used, where it came from and high-level outcomes or lessons learned from using the document. The working group to this project has emphasized the importance of providing this type of context with each published resource.

In the tables provided for each resource:

1. Suggest any revisions to file name title.
2. Review and edit the draft “Description” (if included) of the resource to articulate the intended audience, purpose and high-level content within the resource.
* Minimize or eliminate the use of abbreviations.
* 3-5 sentences is sufficient.
* If a draft description is not included, please create one.
1. Add text to describe the outcomes and lessons learned from the use of the resource.
* Consider what would be most important for an external reviewer to understand in order to learn from and adapt the tool/resource.
* 3-5 sentences is sufficient (can be less if there is not much to say).
* The text can be specifically about the resource (e.g. “The presentation probably includes too much detail for a large public meeting, but it helped to ensure accurate reporting about the process in local media outlets”), or about the process step that the resource represents (e.g. “The handbook for School Councils is a good example of Community Engagement but it provided too much detail and was too prescriptive about their responsibilities and activities. It exposed the District to criticism because the Councils were not conducting many of these activities and we did not have capacity to monitor and support their work.”).

|  |  |
| --- | --- |
| **Process Step(s)** | Identify, Engage, Match, Transition |
| **Keywords** | DC PCSB, NSVF, Case Study, Charter-to-Charter |
| **Vignette** | “Role for Sitting Charter Board” |
| **File Name**  | Restart Case Study NSVF |
| **Description**(e.g. What is it? What was the audience and purpose? How and why was it used?) | This is a report commissioned by the DC Fund of New Schools Venture Fund. It profiles two charter-to-charter restarts and explores some of the challenges and lessons learned early in the process. From the report, “this report examines the initial execution of the two restarts in detail, from the selection of the restart operator to the negotiations of the asset transfer – in order to pull out lessons learned for future restarts.” |
| **Outcomes & Lessons Learned**(e.g., What happened? What did you learn? What would you do different? What worked well?) | **Key Lessons Learned*** **Start the process as early as possible**, even informally, in order to allow sufficient time for all stakeholders – particularly families of students attending the school - to prepare for the restart. Rather than waiting for an authorizer decision, founding operator boards should proactively review their school’s progress annually, and if goals are not being met, plan for multiple scenarios, including a restart.
* **Conduct thorough due diligence** to ensure that all parties have a clear picture of the process and what it will entail. Founding operator boards need to engage in internal conversations to determine how they will assess quality and which factors they will prioritize so they can effectively vet potential restart operators. Similarly, potential restart operators should carefully review the founding operator to determine what the restart would require, particularly in terms of school program and staffing. Ideally, a potential restart operator would also review its internal staffing resources to see if it could handle a restart, even before there is a clear opportunity for one.
* **Allocate sufficient staff resources** both for the planning process as well as the negotiation over the specifics of implementation and associated legal agreements. The necessary staff and board time required from both the founding operator and the restart operator are easily underestimated.
* **Balance the need for transparency with tight coordination** over external communication with stakeholders throughout the process. Founding and restart operators should act as a team and confer on family communication in advance to avoid confusion and mixed messages, which would undermine families’ trust in the process and in the new operator.
 |

**Part 3: Additional Restart Resources**

Please identify any additional resources that you recommend for inclusion in the restart resource database. Please post the document to your DropBox folder and include a description and summary of outcomes and lessons learned.

|  |  |  |
| --- | --- | --- |
| **Resource File Name** *(Please post actual document in DropBox folder)* | **Description** (What is it? What was the audience and purpose? How and why was it used?) | **Outcomes and Lessons Learned****(**e.g. What happened? What did you learn? What would you different? What worked well?) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |