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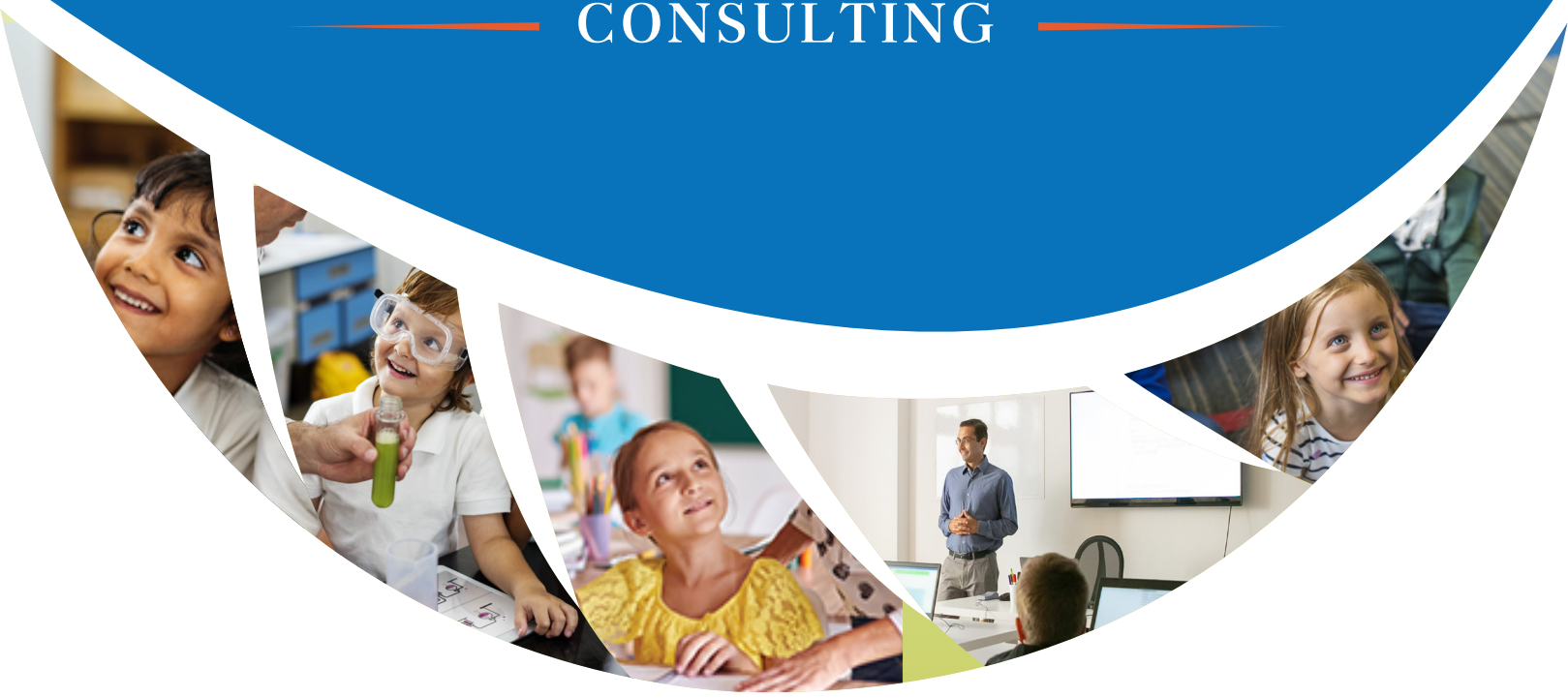

GUIDE TO FACILITIES INNOVATION

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KEYS TO QUALITY: CHARTER SCHOOL FACILITIES INCENTIVE GRANT

The Indiana Department of Education's Keys to Quality: Charter School Facilities Incentive Grant provides per-pupil facilities aid to Indiana charter schools. The objectives of Indiana's Keys to Quality grant are: (a) to improve consistency of high quality authorizing statewide to reduce the number of poor quality charter schools, (b) increase the number of high quality charter schools statewide via incubation, replication, expansion, or improvement, (c) provide support specific to building the capacity necessary for the Indiana charter school sector to access a variety of facilities funding, and (d) evaluate the impact of increased access to charter school facility funding on Indiana student outcomes. More information about the state program can be found at https://www.in.gov/doe/grants/charter-school-program/

WELCOME
ABOUT THIS GUIDE

Hello, and thank you for taking time to review this Guide to Facilities Innovation. This past year, school leaders such as yourselves faced challenges never before imagined. You came together alongside your teachers, students, families, and communities to rapidly design new learning methods, environments, and tools to meet your students' needs while dealing with the evolving circumstances of the COVID-19 pandemic. You were often faced with limited or conflicting information, and you had to make significant decisions where the right answers were anything but clear. We are now seeing the light at the end of the COVID-19 tunnel, and hopefully we will never again see circumstances as dire as those faced this last year. Though we may not yet be back to "normal," we can begin to reflect on what we have learned and to think creatively and intentionally about our paths forward.

The idea behind this Guide is to capitalize on the skills and experience you and your team have gained through necessity while coping with the adversity of the pandemic. You accomplished change at a scale and pace never thought possible. To be sure, many of these changes are not something we seek to preserve; we have all yearned for pre-pandemic learning to return. Still, nearly all of us have uncovered new insights or surprising connections that we envision applying and integrating into our traditional approaches post-pandemic.

This Guide is intended to inspire and spark ideas. Some may fit your school's goals and culture, while others may not. Some are relatively easy to implement, while others require long-term facility planning or significant capital expenditures. Nearly all touch on some aspect of your school beyond facilities – from curriculum to community out-reach to scheduling and much more.

Full community engagement and ownership is the key to success moving forward; the ideas that are right for your school are as unique as your community. You likely have staff, parents, and perhaps even board members with very different opinions on the changes that occurred this last year. After providing examples to spark ideas, we shift our focus to a template of a proven strategies for structuring these conversations in your community for positive, lasting impact.

Thank you for your time reviewing this Guide, for your leadership, and for the support you provide for Indiana's young people.

Oscar Gutierrez

Principal, Bondry Management Consultants

DIMENSIONS OF FACILITIES INNOVATION

This whitepaper focuses on three primary dimensions of facilities innovation: space, use, and time.

- By **space** innovation, we refer to changes to where activities happen.
- By **use** innovation, we refer to changes to what activities happen in a given space.
- By **time** innovation, we refer to changes to when activities happen for a given space and use.

Schools have become extremely familiar with examples of all three dimensions of facilities innovation during the pandemic. Space shifted from the four walls of the school building to the four walls of each student's home. Use of classroom space and furni-ture shifted to accommodate social distancing and many larger areas like cafeterias or media centers were repurposed to accommodate overflows. Staggered scheduling became common, with tiered arrivals and departures and in-person group rotations helping keep student numbers manageable for social distancing. These innovations in space, use, and time were borne from necessity, but the underlying principles can be applied as schools return to pre-pandemic practices and rethink what "normal" should look like going forward.

The next several pages outline a number of questions to ask to spark conversations around these innovation dimensions, as well as a number of specific examples of innovation along these dimensions. Think of these not as a playbook to implement, but rather a set of launching points for your school's own conversations about creative facility usage. You will also notice that these innovations each touch significantly on other dimensions of the school model – from curriculum to technology to scheduling. Facilities' needs sit at a nexus of all of these other choices you make about your school; they can act to facilitate or to hinder these aspects of your learning model. Therefore, bringing everyone together to think through and inform the facilities innovation process is crucial to long-term success.

It is worth noting that most if not all facilities innovations could be classified along multiple of these three dimensions. The exact classification is unimportant – we have found these particular dimensions useful both as an organizational tool and as a way to stimulate creative thinking about facilities innovation. As you pursue these ideas with your own teams, you may develop your own language and classifications. In fact, we hope you do, as that it one of the telltale signs that an advanced practice and culture of innovation is taking root in your school!

INNOVATIONS IN SPACE

Innovations in space concern where activities happen. By their nature, they often incorporate elements of new activities that are possible because of the space or unique timetables to take advantage of the space, but the key difference is in what space is used. The facilities innovation ideas that follow all have as their main element the selection of space.

INNOVATIONS IN SPACE: KEY QUESTIONS

1. Which of our students' activities require the current spaces? Which could occur elsewhere?
2. What physical space assets does our community have and how might we leverage them?
3. Do we have existing partnerships for space that could be expanded?
4. What unique academic opportunities would we like to offer but have not had satisfactory space? How could we gain access to such space?
5. Are there industry or college facilities that could enable further academic opportunities?

FACILITIES INNOVATION IDEA #1: USE OF HOME

Though homework has long brought learning outside the school's walls and into the home, with the exception of homeschooling and virtual schools, the pandemic brought actual classroom interactions into the home in an unprecedented way. Carefully consider how at-home learning can be leveraged moving forward. Most school activities are better in-person, but there may be some activities where at-home learning is preferable, either because of the nature of the activity or because it allows comfort and flexibility for the student or teacher at little cost. Even where there might be a marginal advantage to doing the activity in-person, that advantage may be outweighed by benefits from reducing facilities usage and saving resources to allocate to higher-priority opportunities, either financially or in the form of small-group in-person attention.

FACILITIES INNOVATION IDEA #2: USE OF INDUSTRY/COLLEGE SPECIAL PURPOSE FACILITIES

Businesses or higher education institutions in your community may have unique facilities that can enable advanced academic opportunities for your students. These partnerships can enable everything from direct early career training to opportunities for advanced science and engineering curriculum through shared lab facilities.

FACILITIES INNOVATION IDEA #3: USE OF COMMUNITY-BASED LEARNING

Community-based learning comes in many forms, but the basic idea is to leverage places outside the traditional school environment to host unique learning opportunities. Internships are one example, but others may include embedding into a local museum, library, or technology hub. From a facilities perspective, this reduces the load on in-school spaces, freeing up resources or creating opportunities for small-group attention.

INNOVATIONS IN USE

Innovations in use concern what activities happen. The activities possible within a space of course also depend on the nature of the selected space itself and require balancing time of access to the space, but the key difference is in what activities are occurring in a given space at a given time. The facilities innovation ideas that follow all have as their main element space use.

INNOVATIONS IN USE: KEY QUESTIONS

1. What are our historical assumptions on use of space? Which of these are justified and which are simply habit?
2. What other ways could our existing spaces be used?
3. Are there times when the spaces are not currently being used? How could we leverage them during those times?
4. Do we have unused or under-used space assets that could create value for others in the community?
5. Are there certain spaces that we would like but haven't been able to create because they would be under-used? How could we partner to create and share such spaces?

FACILITIES INNOVATION IDEA #4: FLEXIBLE USE

Multipurpose rooms are incredibly common among schools and probably the best historical example of this idea. A cafeteria may double as a gym or have an adjacent stage for assemblies and events. Many newer elementary schools are built with common activity space adjoining the classrooms of a particular grade level. Consider how these ideas can be extended into other school activities and grade levels. Classroom spaces might have garage doors that can open to create modularly larger spaces for different sizes

of classes, or to open up classroom space to adjoining common areas to create open study or collaboration space. Furniture choices are key to each aspect of flexible use as well. Consider furniture that is mobile, but not overly so, so it can be rearranged with ease but does not become a nightmare to navigate around. At the extremes of flexible use, consider the need for the traditional classroom model at all – the standard model for upper-grade students is now for only the students to rotate and the teacher to remain in the same place, but what if the teachers rotated too? Space could be adaptive to curricular activity. By freeing up space by reducing the number of traditional classrooms needed, smaller spaces for collaborative team activities or small-group teaching could be created.

FACILITIES INNOVATION IDEA #5: SHARED USE

Apart from after-school activities and occasional events, facilities sit largely empty each evening as well as throughout the summer. Additionally, there may be facilities you wish you had (an auditorium, science labs, etc.) but cannot due to your constrained resources. Consider ways to create value for other community partners and organizations by sharing space when you are not using it, or choosing to create common facilities by co-locating and sharing them (and sharing the expense). The more that new facilities are designed with the flexible use ideas above, the greater the likelihood facilities can be shared in this manner.

INNOVATIONS IN TIME

Innovations in time concern when activities happen. From a facilities perspective, the value of time innovation is to unlock capabilities or efficiencies in use and space, but the underlying innovation required to do so is to think creatively about when a particular activity occurs or a particular space is used. The facilities innovation ideas that follow all deal primarily in time.

INNOVATIONS IN TIME: KEY QUESTIONS

1. What would we change about our current schedules if there were no obstacles?
2. What do we currently do in person that could be done virtually?
3. What do we currently do synchronously that could be done asynchronously?
4. What unique academic opportunities would we like to offer but could not accommodate in our schedule? What would it take to make them work?
5. What are the time needs and preferences of our various stakeholders (students, staff, parents, community members)? How might we allow flexibility for different preferences

FACILITIES INNOVATION IDEA #6: STAGGERED SCHEDULING

The benefit to staggered scheduling is being able to accomplish more with a given amount of space (or as schools learned in the pandemic, use the same space but spread individuals out more). Staggering can occur by having students present at different parts of the same day or on different days. By considering what off-site learning might be able to occur (whether at-home learning, learning at a community space or internship, or a class at a local higher education institution), opportunities arise for reduced facility needs, both in absolute terms and with respect to specialized spaces or equipment. A significant obstacle to staggered scheduling has been the tools available to facilitate it. With ever-better online learning platforms, integrated data systems, and automated scheduling software, the logistical hurdle to implementing a staggered schedule is decreasing. With technology and the pandemic having broken expectations around standard school hours, there is a unique opportunity to investigate use of staggered schedules post-pandemic.

FACILITIES INNOVATION IDEA #7: OPEN SCHEDULING

The idea of open scheduling is to create opportunities for flexible use of time and space based on students' real-time needs or interests. Within set time blocks, students could have multiple options of spaces, activities, and supports that they could access. For example, one student might have struggled with math the prior night, so he selects to go to a math collaboration lab where he can access support. Another student did great on the math but had trouble with a paper she's writing, so she could go to a writing collaboration lab where she can access support. Another student might work in an open study space on an asynchronous learning activity. Facility spaces adapted to each of these purposes, and for students' movement between them, can help enhance the learning environment and minimize distractions and logistical issues. As with staggered scheduling, technology also plays a key role in enabling open scheduling to run smoothly.

LASTING INNOVATION IS A PROCESS

The pandemic provided the building blocks for future innovation – experience with managing and communicating change, making decisions in an uncertain environment, collaborating across divisions and disciplines, and iterating and adapting an approach in real time at a scale and pace never before seen. Yet we all know that the emergency nature of these changes and decisions was not ideal. We were not able to achieve the level of advance stakeholder buy-in we would have liked to. We had to make changes on the fly that we could have avoided with a little more opportunity for small-scale testing. The rapid pace and overwhelming amount of change placed an unsus-tainable amount of stress on our teachers and administrators. If change flowed in at a trickle before, during the pandemic it was a firehose on full blast We now have a unique opportunity to capture a balance between these two extremes and to set in motion a self-perpetuating culture of sustainable innovation. To achieve this, we need to refine and adapt the skills, experiences, and processes of the last year for the non-emergency circumstances of the post-pandemic world. Lasting innovation is a process. It requires careful planning, thorough stakeholder engagement, precise communication, ample testing and iteration, and finally, for those few ideas that prove out[1], structured plans for embedding them into the fabric of our institutions. In the pages that follow, we will outline a five-step innovation process tailored to our post-pandemic reality: engaging, ideating, testing, iterating, and implementing. Surrounding each step in this process is the the crucial factor of communication. Though seemingly simple, this process is amazingly complex in practice and takes years to master. Your teams have a head start because of their work in the pandemic, but as you will see there will also be consequences of the pandemic to mitigate and navigate as well.

[1] One of the biggest mistakes that can be made is thinking that innovation initiatives should have a high rate of success. Just as startups fail at nearly a 90% rate, so too will many innovation initiatives at your school. And that is okay! It is the culture of improvement and innovation that is valuable to the organization and has far-reaching effects beyond the high-level projects undertaken. The key at the institutional level is to provide a skillset for setting and reaching milestones for learning – for understanding success or failure or the need to adapt – quickly, so that time and resources are used as efficiently as possible. One major success will more than make up for the nine quick failures, all of which will have provided valuable learning of their own.

SUMMARY OF THE INNOVATION PROCESS

- **Engage**: Sustainable innovation starts with understanding the needs and experiences of your stakeholders. Given the unequal impacts of the pandemic on different groups, setting the stage from the start that all changes will be driven by their thoughts, wants, and needs is crucial. This is true for all stakeholders, from teachers to families to community partners.

- **Ideate**: Closely tied together with engagement, after understanding needs and experiences, it is time to uncover and leverage assets – resources that exist inside and outside your school walls, from people to technology to facilities – to generate ideas. This is a divergent, open-ended exercise, and no idea is too small or too big for this stage.

- **Test**: With a wide range of ideas on the table, it is time to select those to move forward with testing. Tests are for learning. Carefully structured milestones to see whether an idea is worth progressing or not are key. And the more that the selection of ideas to test and the tests them selves can engage the stakeholders who generated them, the better.

- **Iterate**: The only certainty in this process is that the idea as originally laid out will not be perfect. Tests are for learning, and after learning comes iteration of the ideas to make them better fit the needs they were meant to address. And after iteration comes more testing.

- **Implement**: Taking an idea from testing to full-scale implementation requires its own careful and structured approach. Running an innovation cycle on implementation itself is often a good approach to ensure the idea makes the transition successfully.

Through it all: **communicate**. Lasting change, and the development of a culture of continuous innovation and improvement among your teams, can only happen through a fully transparent and participatory process. Flexibility is key, and though not everyone will believe in a particular project or path at its start, open communication allows everyone to get behind and trust the process through which decisions will be made.

ENGAGE

Facilities innovation, and indeed any innovation at your school, starts by engaging your entire community in the process. There cannot be whispers of change beforehand. No one can be left thinking that others are going to thrust change upon them, or that their voice will be left out of the conversation. And the reality is that over the past year, some voices have been left out, never intentionally, but often accidentally or incidentally because of the pace of change required, despite herculean efforts on your part and the part of your teams to involve everyone. That means there are people who have been hurt, and the first thing they need to hear is that this process is their process. There are no predeterminations, no preordained ideas, no fixed parameters.

We hear you. We value you. Everything we do from this point forward we do together.

Overcommunicate at every opportunity. Every meeting with the community, every letter sent home to parents, every meeting with teachers, let them know that they are part of the decision-making team. Let everyone know that this is going to be a long and inclusive process. There is no fixed timeline on which decisions will be made – this is about the long-term. It starts now, but it will evolve and progress as they collectively determine. This is about giving everyone a voice in their school, and harnessing the creative potential of every single member of the community to generate the best outcomes for all students moving forward.

Though flexibility throughout the process is extremely important, clearly communicated and carefully planned structure is equally vital to successful engagement. After initially announcing the idea (not before), we recommend structuring a series of introductory community conversations, allowing each stakeholder group – teachers, students, parents, support staff, formal community partners, community members, etc. – their own set of opportunities to engage.

What have we learned about school from our experiences this last year?

Consider existing events and activities that bring your school community together and how they might be leveraged as part of the process. Design multiple avenues for input. Not everyone can attend an in-person meeting, so what virtual or asynchronous options can be provided? How can the ideas of individuals who

can't make the in-person meeting be validated and explored alongside the in-person ones? How can automatic or low-commitment feedback avenues be designed to gather thoughts from those who may not seek out the process themselves? Carefully consider how the information gathered during these sessions will be recorded and shared. The point of all these touchpoints is to gather feedback, ideas, and experiences that can inform the process moving forward, as well as make sure that everyone has ample opportunity to engage.

IDEATE

After the initial engagement conversations, you will have a wealth of information and insights from a broad and diverse cross-section of your school community. Take time to deeply analyze this information and uncover patterns that may not be apparent on the surface. Specific themes will likely emerge from each stakeholder group, and often across different groups. By analyzing these themes, you will be able to identify priority issues within your community to begin your work together. Continue to overcommunicate throughout the process. Repeat frequently that no matter where things start, all ideas are valued and are being retained to explore in the future..

What problems or areas of interest should we set out to tackle first?

With these themes in hand, you can bring diverse stakeholder groups back together again for ideation sessions to generate concrete paths forward on common problems and interests. You might organize different sessions based on themes that impact only certain groups and can be solved by those groups. For example, issues that touch solely on the teacher experience could be ideated at a meeting exclusively for teachers. Make sure to have all relevant stakeholders present and part of the process though – many ideas and solutions for the teacher experience will likely require participation from administrator and support staff in understanding, solving, and implementing solutions. All participants need to be at the table as equals, working together to solve the challenges of each group in turn.

Ideation sessions should be places where individuals feel free to express their craziest of ideas. The more ideas that are heard, the more ideas that will be generated. The idea is to think broadly and aspirationally at first. Only after this divergent ideation will groups begin to hone in on the solutions they want to prototype and advance to the testing stage. Guiding groups through these divergent and convergent phases of the

conversation takes significant structure and skill of its own. One of the most successful strategies we have employed for this process is Strategic Doing, an agile strategy method specifically designed to help diverse groups solve complex challenges together. Once ideas are selected to advance, it is important to reengage the community as a whole to validate the path forward.

How might we tackle this challenge in a new and creative way?

Key to all of these conversations is constant communication that all ideas are heard and will be explored at some time along the school's innovation journey. This will be a frequent and necessary refrain at the beginning of building this innovation practice, as individuals will try to diverge from the focus of the session at hand into another topic they care about deeply. Establish a means early on for validating and preserving these ideas for later discussion when then arise so that you can quickly refocus on the task at hand.

Throughout both the engagement and ideation stages, do not overlook the power of language and branding. Labels might seem superficial, but they can have a major impact on the energy that your stakeholders bring to the table.

TEST

Linked to the ideation stage is setting the beginning roadmap for testing selected ideas. The goal of testing is not to show something works or does not work; the goal of testing is to learn. Undergirding every idea are numerous hypotheses, some that have more existing data or support behind them than others. You want to design a testing path that gets to the heart of each of these hypotheses as quickly as possible with the smallest investment of time and resources possible. At the same time, you want to be careful not to starve the idea or process before it gets off the ground. The testing path for every idea will be different and may require a different scale of minimum investment to have valuable outcome data.

What do we need to learn, and how can we learn it using the shortest time and fewest resources?

Most ideas will be too large to test all at once or in their final form. It will likely be necessary to develop a series of prototypes, lean steps toward the full idea, to ensure both an efficient use of resources (you do not want to commit to building a software platform before you know if it would actually help anyone) as well as to enable many more ideas to be tested at once (if you can test an idea at the classroom level, you could test dozens of ideas at once without asking anyone to focus on more than one idea at a time). For each idea tested, make sure the idea has a champion who will ensure the test is implemented with fidelity and results are recorded and updated accurately.

Setting transparent, concrete and specific goals and milestones for the tests in advance is also extremely important. Not only is this vital to actually learning from the process, but it is essential to achieving consensus and buy-in for later steps in the process, particularly from individuals who may approach a given idea with more skepticism than others. As long as the testing process is robust, the beginning scale is small, and the important decision gates and success criteria are established through a collaborative and transparent process in advance, it is easy to obtain buy-in from hesitant individuals to give something a try. Then, the idea will sink or float on its own merits as the process moves forward.

How will we know what success looks like and when will we know it?

Be certain to involve all relevant stakeholder groups at some stage of testing. Though you want to start small, be sure to expand over time to explore all pertinent variables. What will work in one classroom or school may not work for another, and what may work when under a microscope may not work when integrated into a normal workflow. Create the appropriate supports early on in the testing process to get a new idea off the ground, but make sure to scaffold the support over time to ensure the results give valuable data on real-world implementation. Involving all groups at some point in the testing also helps create experts and champions later on if an idea moves into the implementation stage.

ITERATE

Just as establishing an open, clear, and thorough testing plan upfront is crucial to the innovation development process, so too is adapting that plan, and the underlying innovative idea, as things break and fail (note that we say as things break and fail, not if they break and fail). At the center of the testing process is learning, and the only way to create value from the information learned is to implement it through changes to the underlying innovation. The goal again is not to show that an innovative idea works or does not work, it is to develop a solution to a specific problem by starting somewhere and then iterating and adapting that idea until it is as well-suited as possible to addressing the problem at hand. Though an idea may fail wholesale in some cases, it is much more likely to simply evolve into another idea over the course of the testing and iteration process.

How can we adapt this idea based on what we have learned?

By focusing on quick, iterative feedback loops, learning can be maximized, and the potential solution optimized, with the least amount of time, money, and energy expended to accomplish it. Another benefit of the iterative development process is that it addresses an idea's critics by being its own toughest critic: no idea survives long that does not prove its promise, and any issues with an idea in a given form are quickly discovered and iterated out of the design.

The key in this portion of the process is to focus on doing and showing rather than talking or telling. The proof is in testing, and the improvements are in the fast iteration cycles. As long as the prototypes are lean and these iterative feedback loops are short, the amount of time and energy invested in simply trying an idea and seeing how it works out is typically far less than the amount of time and energy for individuals to set up meetings to discuss the idea in theory at length. And at the end of such a discussion, that is all there is – a theory, which still requires testing anyway and likely is missing key elements of what it needs to be successful that will only be discovered when rubber meets the road. Better to accelerate the process, learn more sooner, and save time, energy, and resources in the process.

How can we clearly document our tests, adaptations, and learning journey?

Another key to the iterative testing stage is clear documentation of the innovation's evolution and the lessons learned. Like documentation of a science experiment, this helps crystallize the data and learnings for the testing and iteration process itself. But perhaps even more importantly, it provides the story of how an idea evolved and the reasons it evolved that way, which is critical to achieving buy-in and preventing regression of the innovation if and when the solution moves into the implementation stage.

IMPLEMENT

As an innovation traverses the testing and iteration stages, a tremendous amount of data is generated on the exact situations and applications in which it may be valuable to bring to a larger and more permanent audience. Where those tests and iterations ultimately pan out, and the decision is made to incorporate the innovation into standard workflows of the organization, the innovation moves into the implementation stage. This stage is like a microcosm of the entire design process itself: to ensure an innovation successfully makes the transition to wider implementation and adoption, much attention has to be paid to how to engage, inform, and onboard the relevant stakeholders. The process of designing a successful implementation is likely to follow a similar innovation design cycle of its own.

How can this innovation be integrated into standard practice with the least disruption?

Successful implementation starts by gathering all of the stakeholders and understanding their ideas, needs, and concerns in a similar manner to the original innovation design itself. Consistent communication throughout the original innovation design process will be a significant advantage, as will the domain champions developed through the testing process. Still, there may be additional barriers or risks to mitigate, and identifying how to do so may follow its own process of ideation, testing, and iteration.

Like plans for prototyping and testing, the necessary structure for implementation varies widely based on the unique nature of the innovation itself. While some innovations may be incredibly easy to implement and require very little advance communication, others may require a significant amount of time and effort ensuring everyone is aware of the changes and the reasons for them well in advance of the changes going into effect. It is critical not to underestimate the importance of a smooth implementation, and the structured and careful design process necessary to achieve it. Many great innovations with tremendous benefits have found their way to the graveyard not due to a deficit in the idea, but due to a botched implementation that turned stakeholders against it.

What needs to be communicated and when to ensure full transparency, understanding, and buy-in?

The good news is that the innovation design process is set up with successful implementation in mind from the start. By engaging all stakeholders from the very beginning, selecting together which ideas to pursue based on their needs and concerns, developing clear and open standards for testing, documenting the idea's evolution in response to real-world trial and error, and communicating clearly and consistently throughout this process, the design process ensures innovations are positioned as well as possible to become part of everyday practice.

EMBARKING ON YOUR OWN INNOVATION JOURNEY

Facilities innovation, like all innovation in the school context, is a complex process. There can be seemingly endless dimensions to a problem and it is often unclear where to start. It is easy to become paralyzed in the analysis of a problem, discussing the issue repeatedly at length but never seeming to advance. The key is to provide a process of lean, agile development that allows for all stakeholders to be heard, common ideas to advance quickly, and proof and improvement of an idea to come out of real-world, rapid testing and iteration. By establishing a strong process with parameters and results transparent to all, trust is built in and through the process itself, ultimately resulting in reaching a consensus almost automatically that would be much harder if not impossible to achieve when discussing ideas theoretically. And, by nature of the process, that consensus is formed around an innovation that is already proven, and in fact explicitly designed, to work.

Schools' experiences during the pandemic gave them more first-hand experience in rapid innovation and adaptation than ever before. While the full changes of the past year are not something anyone is looking to repeat, these experiences provide a unique opportunity and foundation on which to build a culture and practice of sustainable innovation at your school.

As you embark on creating this innovation practice, you may consider bringing in professionals experienced in guiding teams through complex challenges to help jumpstart these conversations. While the innovation design process is intentionally simple in structure, mastery of the underlying skills is complex and developed over time through repetition and experience. A skilled practitioner can help your teams avoid early pitfalls and navigate the first few repetitions, empowering a team of in-school experts who can lead and guide these conversations and this culture of innovation for your school in the future.

Hopefully this Guide has given you a number of ideas to spark follow-up conversations with your fellow charter school leaders, administrators, and board members around facilities innovation and building and sustaining a culture of innovation in your school community. The next page lists several additional resources that you may find helpful as you explore these topics and their application to your school's unique situation further. Please do not hesitate to reach out with any questions that may arise as well. Communication can be directed to the following address: inquiries@bondryconsulting.com

ADDITIONAL RESOURCES

d.K12 LAB NETWORK

https://dschool.stanford.edu/programs/k12-lab-network

Resources and opportunities from the world-renowned Stanford d.school for learning about and using design thinking to innovate in the K-12 context.

Strategic Doing™ Do More Together.

http://strategicdoing.net/

Agile method for tackling complex challenges, especially those that depend on the actions and input of many diverse stakeholders and community members.

GETTING SMART Think. Learn. Innovate.

https://www.gettingsmart.com/

Comprehensive coverage of innovations happening in schools, from unique facilities to novel curricular approaches and new technological tools.

ABOUT THE AUTHORS

Bondry Consultanting provides municipal advising and financial and management consulting to schools, community organizations, and state and local government agencies. With a particular emphasis on meeting the unique needs of charter schools, Bondry provides guidance and support across a full spectrum of financial issues including strategic management, pro forma analysis, policy preparation, capital planning, and continuing disclosure. A Hoosier business certified as both a Minority Business Enterprise and Veteran Business Enterprise, Bondry is committed to making Indiana a place where everyone has the opportunity to succeed.

Oscar Gutierrez, Principal
Bondry Management Consultants
600 E. Carmel Dr., Suite 263
Carmel, Indiana 46032
www.bondryconsulting.com
inquiries@bondryconsulting.com

The Indiana Department of Education (IDOE) oversees primary and secondary education in the State of Indiana. IDOE is dedicated to providing the highest quality of innovative support to Indiana's schools, teachers, students, and parents. IDOE is proactively working with educators, policy makers, business leaders, and community-based organizations to achieve its mission of "Working Together for Student Success."

Dr. Katie Jenner, Secretary of Education
Indiana Department of Education
IGC North, 9th Floor
100 N Senate Avenue
Indianapolis, IN, 46204
in.gov/doe/
webmaster@doe.in.gov