

**Partnership for Change Communication Plan – Revised April/May 2014**

**Framing Statement:**  
*Provide a communications framework that tells the story of how the Winooski and Burlington School Districts with support from the Partnership for Change are remodeling to be innovative, collaborative, and equitable learning organizations that inspire all learners to lead their communities to a dynamic and sustainable future.*

<p><b>Stakeholder Goals</b> →</p>	<p>Develop capacity for <b>internal leaders</b> to continuously create and test messages and design strategies for key messengers.</p>	<p>Build understanding and opportunities for engagement in the school redesign process among all Burlington and Winooski middle and high school <b>students</b> so that they are empowered as drivers of student-centered change.</p>	<p>Build understanding and opportunities for engagement in all aspects of the school redesign process among <b>administrators, teachers, and staff</b> so that everyone owns their role as communicators and drivers of the work.</p>	<p>Create opportunities for <b>families</b> to understand and collaborate in the school redesign process so they are supported as partners and resources in their child’s education.</p>	<p>Ensure that <b>the public, the media and policymakers</b> understand why we’re changing, what we’re changing, and how we’re getting there in order to build public will and community engagement in the school redesign process.</p>
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<p><b>Strategies</b> →</p>	<p>Ensuring avenues for <b>Listening</b> to stakeholders at every stage of the process in order to help influence the school redesign work.</p>	<p><b>Develop shared language</b> and build capacity for articulating why our schools are changing, what is changing, and how, including our mission, vision, approach and progress.</p>	<p><b>Educate</b> everyone about student-centered learning to increase informed engagement with the redesign process, and to ensure alignment across the two school districts and their respective stakeholders.</p>	<p><b>Produce</b> a range of accessible communication tools, resources, and materials to provide comprehensive information about the school redesign process.</p>	<p><b>Curate</b> stories in our community to illustrate the redesign work and aid in sharing the proof points of student-centered learning in engaging and accessible ways.</p>	<p>Use shared language to <b>disseminate</b> the story of the school redesign process through a range of school and community channels to give everyone an access point to the work.</p>	<p>Strategically <b>organize</b> people in order to facilitate deep dialogue and build support for student-centered learning that influences the direction of the redesign process.</p>	<p><b>Advocate</b> for student-centered learning in local, state, regional, and national conversations about education.</p>	<p><b>Evaluate</b> the effectiveness of efforts to build understanding of, support for, and engagement in the school redesign process and student-centered learning approaches.</p>
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**Explanation:**

The following chart illuminates the communications efforts of the Partnership for Change by indicating which stakeholders were impacted by each strategy based on the communications activities between September 2012 and June 2014 and highlights the variety of strategies that each activity engages. This chart also indicates in the notes, how some key strategies will be a part of the communication plan moving forward. There is a glossary of “activities/tactics” at the end for further definition. The bolded words at the top of each column are representative of the strategies listed above.

<b>Activities/ Tactics</b> ↓	<b>Listening</b>	<b>Develop Shared Language</b>	<b>Educate</b>	<b>Produce</b>	<b>Curate</b>	<b>Disseminate</b>	<b>Organize</b>	<b>Advocate</b>	<b>Evaluate</b>
Communications Team Meetings	<i>P4C Staff</i>  <b>Notes:</b> Staff brings feedback and experiential anecdotes to the weekly meeting to help influence strategy	<i>P4C Staff</i>  <b>Notes:</b> This meeting is a place to brainstorm new needs for language and share field testing of language based on experience	<i>P4C Staff</i>  <b>Notes:</b> With so much going on, these meetings align the work in different spheres and keep everyone informed	<i>P4C Staff</i>  <b>Notes:</b> Most materials are produced through these meetings and identifying the needs with the team	<i>P4C Staff</i>  <b>Notes:</b> Work on the website, videos, print materials etc. curate by design as we look for the examples that best demonstrate the work	<i>P4C Staff</i>  <b>Notes:</b> Strategies for dissemination are discussed and mobilized			<i>P4C Staff</i>  <b>Notes:</b> Evaluation of communication materials and their effectiveness are always discussed
Communications Trainings	<i>P4C staff, Admins, teachers, students, steering committee</i>  <b>Notes:</b> Engages participants by discovering their challenges in	<i>P4C staff, Admins, teachers, students, steering committee</i>  <b>Notes:</b> Utilizes research-based messaging within the B/W context	<i>P4C staff, Admins, teachers, students, steering committee</i>  <b>Notes:</b> Uses best practices from the field based on cognitive and	<i>P4C staff, Admins, teachers, students, steering committee</i>  <b>Notes:</b> Provides participants with templates and ideas to customize messaging	<i>P4C staff, Admins, teachers, students, steering committee</i>  <b>Notes:</b> Future trainings could be used to brainstorm story ideas	<i>P4C staff, Admins, teachers, students, steering committee</i>  <b>Notes:</b> Gives participants practice with messaging			

	communicating the work		social science research		together				
Communications Consultant	<b>Internal Leadership</b> <b>Notes:</b> Uncovers challenges in communications and helps strategize solutions	<b>Internal Leadership</b> <b>Notes:</b> Continuous review and refinement of language aligned with new developments	<b>Internal Leadership</b> <b>Notes:</b> Works to frame SCL based on what's happening on the ground – the real or most impactful proof points	<b>Internal Leadership, public</b> <b>Notes:</b> Tools, resources for wider use; some pieces for public consumption	<b>Internal Leadership</b> <b>Notes:</b> Dependent upon resource creation		<b>Internal Leadership</b> <b>Notes:</b> Helps prioritize key events and move their planning forward based upon communication significance	<b>ALL</b> <b>Notes:</b> Consultant's education and media connections at local, state, and regional levels help keep word of the work afloat	
Steering Committee (SC)	<b>ALL</b> <b>Notes:</b> Members provide a channel for two-way communication and stakeholder connections to leadership		<b>ALL</b> <b>Notes:</b> This is the main purpose of the SC meetings and the task of each member		<b>ALL</b> <b>Notes:</b> SC member should be sharing and collecting stories as part of their outreach efforts	<b>ALL</b>		<b>ALL</b> <b>Notes:</b> This is an important role of an SC member to do in professional and personal circles – they carry the urgency	
Site Visits		<b>Internal leadership, admins, teachers, students, families</b> <b>Notes:</b> The locations provide	<b>Internal leadership, admins, teachers, students, families</b> <b>Notes:</b> The hands on interaction with		<b>Internal leadership, admins, teachers, students, families</b> <b>Notes:</b> Stories from the visit as well as how	<b>Internal leadership, admins, teachers, students, families</b> <b>Notes:</b> Our work is shared with each site		<b>Internal leadership, admins, teachers, students, families</b> <b>Notes:</b> As we share our story with the sites,	<b>Internal leadership, admins, teachers, students, families</b> <b>Notes:</b> Individual visits are evaluated

		language – like ERS giving voice to PPBL	different models help all participants become well-versed in how to talk about SCL		teachers implement what they learned make our progress	and the work that is produced from each visit is widely shared		the word is spread about our efforts	for engagement and effectiveness in sparking new ideas and implementation
Public Action Meetings (PAM)	<b>Families, students</b>  <b>Notes:</b> not about all stakeholders, just about families, students, and recent graduates from marginalized backgrounds	<b>Families, students, admins, staff, community partners, public (media)</b>  <b>Notes:</b> adapting the shared language, media and venues for a particular constituency for a particular change	<b>Families, students, admins, staff, community partners, public (media)</b>  <b>Notes:</b> educating about a specific, systemic change that we’ve identified through research report	<b>Families, students, admins, staff, community partners, public (media)</b>  <b>Notes:</b> research report, 1-pager, news coverage, video of event	<b>Families, students, admins, staff, community partners, public (media)</b>  <b>Notes:</b> why we need to change and what changes might be important	<b>Families, students, admins, staff, community partners, public (media)</b>  <b>Notes:</b> Media coverage	<b>Families, students, admins, staff, community partners, public (media)</b>  <b>Notes:</b> YES, just yes.	<b>Families, students, admins, staff, community partners, public (media)</b>  <b>Notes:</b> the model and the work through presentations at conferences, webinars, etc.	<b>Families, students,</b>  <b>Notes:</b> evaluation and debrief of Action, but more is needed
Explainer – Foundational Document	<b>Internal Leadership</b>  <b>Notes:</b> In the drafting and editing process, P4C staff listens to internal leaders to ensure that our story aligns with their understanding	<b>ALL</b>  <b>Notes:</b> Developing shared language and shared “story” for all stakeholders is the primary objective of this activity.	<b>ALL</b>  <b>Notes:</b> Educating about the features of student-centered learning, our approach to remodeling the system, and proof points of the work.	<b>ALL</b>  <b>Notes:</b> A product in itself, though primarily intended for internal leadership. A variety of print and electronic products can grow out of this foundational document for other	<b>ALL</b>  <b>Notes:</b> Presents a few strong proof points of our work and links to some resources for further learning.	<b>Internal Leadership, Admin, Teachers, Staff, Public</b>  <b>Notes:</b> Will be disseminated primarily to key messengers, educators, and the press, who may then			

	of the work.			purposes and audiences.		disseminate the story to others.			
Implementation Team Meetings	<i>ALL</i> <b>Notes:</b> This is a main listening avenue as all stakeholders are invited to participate, ask questions and share feedback	<i>ALL</i> <b>Notes:</b> Each individual team developed their own shared language to move forward with their work	<i>ALL</i> <b>Notes:</b> This ended up being the main function of the I-teams		<i>ALL</i> <b>Notes:</b> Many teams discussed examples of the work as a way to understand what is happening in the schools.	<i>ALL</i> <b>Notes:</b> The meetings and the listservs were key places to share information and get the word out about events	<i>ALL</i> <b>Notes:</b> I-Teams were a great place to pull people for CLCs and NLCs and other engaged volunteer needs		<i>ALL</i> <b>Notes:</b> I-Teams did a lot of evaluation of their structure and processes as a way to look at community engagement with the effort as a whole
Partnership e-newsletter		<i>ALL</i> <b>Notes:</b> Draws on shared language to report on timely activities and events.	<i>ALL</i> <b>Notes:</b> Keeps readers informed on our progress.	<i>ALL</i> <b>Notes:</b> Sometimes used to debut new products, but more often used to curate/disseminate existing products.	<i>ALL</i> <b>Notes:</b> Used to curate powerful stories and resources related to our work.	<i>ALL</i> <b>Notes:</b> Key channel for disseminating information about and examples of our work.	<i>ALL</i> <b>Notes:</b> Promotes events and opportunities to organize around the school change work.		<i>ALL</i> <b>Notes:</b> Built-in tools on MailChimp allow us to track the effectiveness of this strategy.
Neighborhood Learning Conversations (NLCs)	<i>ALL</i> <b>Notes:</b> but not at every stage, although at key stages; need to do more to ensure the feedback gathered will actually influence the	<i>ALL</i> <b>Notes:</b> with internal leadership in the process of development	<i>ALL</i> <b>Notes:</b> great opportunity to do that; ensuring alignment - yes, although it also presents opportunity to customize to smaller groups	<i>ALL</i> <b>Notes:</b> in a very non-traditional way	<i>ALL</i> <b>Notes:</b> can be an opportunity to share stories	<i>ALL</i> <b>Notes:</b> through documents and conversation with participants	<i>ALL</i> <b>Notes:</b> if we have a specific "call to action"	<i>ALL</i> <b>Notes:</b> especially with policy-makers hosting and attending	<i>ALL</i> <b>Notes:</b> Potential for evaluation at and about the NLC

	redesign		of audiences						
Family Friendly Progress Report	<p><b>Students, families</b></p> <p><b>Notes:</b> The design process alone allowed for students and families to have their voices heard and to see the process for changing the system</p>		<p><b>Students, families, administrators, staff</b></p> <p><b>Notes:</b> Education on student progress which will inform students' learning</p>	<p><b>Students, families, administrators, staff</b></p> <p><b>Notes:</b> The FFPR is easily accessed on the website and uses both language and color to help with understanding. Also, all students can relate their educational journey to it.</p>		<p><b>Students, families, administrators, staff</b></p> <p><b>Notes:</b> The progress report itself tells a story and allows anyone to see what ability levels are connected with certain classes.</p>			<p><b>Students, families, administrators, staff</b></p> <p><b>Notes:</b> With additional feedback mechanism or tool for cross-referencing student outcomes with progress using this report.</p>
Community Learning Conversation (CLCs)	<p><b>ALL</b></p> <p><b>Notes:</b></p>	<p><b>ALL</b></p> <p><b>Notes:</b></p>	<p><b>ALL</b></p> <p><b>Notes:</b></p>	<p><b>ALL</b></p> <p><b>Notes:</b></p>	<p><b>ALL</b></p> <p><b>Notes:</b></p>	<p><b>ALL</b></p> <p><b>Notes:</b></p>	<p><b>ALL</b></p> <p><b>Notes:</b></p>	<p><b>ALL</b></p> <p><b>Notes:</b></p>	<p><b>ALL</b></p> <p><b>Notes:</b></p>
School Innovation Seminar (SIS) Consultancies	<p><b>Students</b></p> <p><b>Notes:</b> By having an audience with students to bring up aspects of the redesign work and get their feedback, these were a main place for hearing from</p>		<p><b>Students</b></p> <p><b>Notes:</b> Dialogue and question and answer portions of the consultancies often produced more informed students</p>				<p><b>Students</b></p> <p><b>Notes:</b> Sometimes, these consultancies would highlight a problem that students wanted to address and they would mobilize to do so</p>		

	students								
Partnership Website	<b>ALL</b> <b>Notes:</b> Through open forms soliciting feedback such as the GX survey in May of 2013	<b>ALL</b> <b>Notes:</b> Can be a resource for key messengers to find language about the work and a place to direct all stakeholders for more info	<b>ALL</b> <b>Notes:</b> Increases engagement through events and educates through the Blog, Diigo, foundational content, & grant documents		<b>ALL</b> <b>Notes:</b> The "Our Progress" page is a literal storyboard of the pockets of innovation from 2012-2014				
Videos - P4C, YES, 9th Grade Race, 9th Grade Change night, Providence, RI, NYC, iPads	<b>Students, Teachers, Partners</b> <b>Notes:</b> Students, educators, and partners experiencing school change reflect on their experience in interviews and testimonials.	<b>ALL</b> <b>Notes:</b> Draw on shared language to frame the individual experiences presented.	<b>ALL</b> <b>Notes:</b> One of the most powerful ways to demonstrate how student-centered learning works best for all students.	<b>ALL</b> <b>Notes:</b> Videos are among our most powerful and widest-reaching products.	<b>ALL</b> <b>Notes:</b> Effective way to curate a cohesive thematic story made up of many individual experiences.	<b>ALL</b> <b>Notes:</b> Key because it is an audio-visual way of disseminating the story of our work.		<b>ALL</b> <b>Notes:</b> Because they are so portable and engaging, videos are a great way to advocate for SCL in state, regional, and national conversations.	
Proposal/ Workshop Communications	<b>Proposal Applicants including: Teachers, Students, Community Members, I-Team Members</b>	<b>Proposal Applicants including: Teachers, Students, Community Members, I-Team Members</b>		<b>Proposal Applicants including: Teachers, Students, Community Members, I-Team Members</b>		<b>Internal Leaders, Admins, teachers and other proposal applicants</b>		<b>All</b>	

Positioning of Partnership w/in districts – (joint visioning)	<i>Internal Leaders, admins</i>	<i>Internal Leaders, admins</i>	<i>Internal Leaders, admins, teachers, students</i>					<i>All</i>	<i>Internal Leaders, admins, teachers</i>
Media Coverage	<i>Public</i>  <b>Notes:</b> Depending on the piece, can be an opportunity to listen to the public's thoughts about our work.		<i>Public</i>  <b>Notes:</b> Great opportunity to educate the broader public about our change efforts.			<i>Public</i>  <b>Notes:</b> Wider reaching than any other channel we have access to.		<i>Public</i>  <b>Notes:</b> Great way to get the proof points of our local change efforts to an audience of policy-makers.	
End of Year Celebration Dinners 2013 & 2014	<i>ALL</i>  <b>Notes:</b> Guests listen to the stories of those doing the work, who in turn listen to the questions and feedback of their audience.	<i>ALL</i>  <b>Notes:</b> Shared language developed for and deployed in addresses from Director and Steering Committee Co-Chairs.	<i>ALL</i>  <b>Notes:</b> Huge opportunity to educate the Partnership community (in the broadest sense) about a year of learning.	<i>ALL</i>  <b>Notes:</b> Possibly, if those sharing their work create products (e.g. videos, brochures, etc.).	<i>ALL</i>  <b>Notes:</b> Indeed, it's a live exhibition of all of the work/learning of the past year!	<i>ALL</i>  <b>Notes:</b> Our <u>only</u> opportunity to disseminate all of the stories of our work in one venue.		<i>ALL</i>  <b>Notes:</b> The stories shared are proof points of SCL and, depending on who is in attendance, could be a powerful way to advocate for school change.	
Publication in Winooski District News		<i>All Winooski Residents</i>  <b>Notes:</b> Exposes a range of stakeholders to our shared	<i>All Winooski Residents</i>  <b>Notes:</b> Regular opportunity to introduce aspects of the	<i>ALL</i>  <b>Notes:</b> Pieces are often drawn from or easily adapted into other products for a broader,	<i>All Winooski Residents</i>  <b>Notes:</b> Some pieces take the form of a collection of	<i>All Winooski Residents</i>  <b>Notes:</b> Wide-reaching way to disseminate information to	<i>All Winooski Residents</i>  <b>Notes:</b> Can be used to promote events and opportunities to		



		language on a monthly basis.	school change work to readers and keep them up to date on our progress.	cross-district audience.	powerful proof points of our work.	Winooski community.	organize around the school change work.		
Publication in BSD Spotlight, NAN, Jeanne's Blog		<b>Burlington Teachers, Admin, Staff, Residents</b>  <b>Notes:</b> Regular opportunity to expose stakeholders to our shared language.	<b>Burlington Teachers, Admin, Staff, Residents</b>  <b>Notes:</b> Length restrictions limit opportunity to educate. Usually there is only space for a proof point or two.	(pieces usually adapted from existing products)	<b>Burlington Teachers, Admin, Staff, Residents</b>  <b>Notes:</b> Some submissions take the form of a collection of powerful proof points of our work.	<b>Burlington Teachers, Admin, Staff, Residents</b>  <b>Notes:</b> Wide-reaching way to disseminate small pieces of information to Burlington community.	<b>Burlington Teachers, Admin, Staff, Residents</b>  <b>Notes:</b> Can be used to promote events and opportunities to organize around the school change work.		
Report Card Inserts Jan. 2014		<b>Students, Families, Teachers, Admin</b>  <b>Notes:</b> Internal leaders and P4C staff develop shared language that is disseminated to school community.	<b>Students, Families, Teachers, Admin</b>  <b>Notes:</b> Gets the big ideas and some proof points out to a large group of stakeholders.	<b>Students, Families, Teachers, Admin</b>  <b>Notes:</b> Yields a product that can be easily adapted for different audiences.	<b>Students, Families, Teachers, Admin</b>  <b>Notes:</b> Presents several of the most powerful examples of our work.	<b>Students, Families, Teachers, Admin</b>  <b>Notes:</b> Wide reach—one of the only ways to reach all BHS and WMHS students and their families.	<b>Students, Families, Teachers, Admin</b>  <b>Notes:</b> Can be used to promote events and opportunities to organize around the school change work.		
BHS Summer Mailer 2013		<b>Burlington Students, Families,</b>	<b>Burlington Students, Families,</b>	<b>Burlington Students, Families, Admin</b>	<b>Burlington Students, Families,</b>	<b>Burlington Students, Families,</b>			

		<b>Admin</b> <b>Notes:</b> Internal leaders and P4C staff develop shared language that is disseminated to the entire school community.	<b>Admin</b> <b>Notes:</b> Gets the big ideas and some proof points out to a large group of stakeholders.	<b>Notes:</b> Yields a product that can be easily adapted for different audiences.	<b>Admin</b> <b>Notes:</b> Presents several of the most powerful examples of our work.	<b>Admin</b> <b>Notes:</b> Wide reach—one of the only ways to reach all BHS and WMHS students and their families.			
Alert Now			<b>ALL</b>				<b>ALL</b>		
Events Calendars			<b>ALL</b>				<b>ALL</b>		
Kick-Off/ Official Launch BBQ			<b>ALL</b>			<b>ALL</b>			
Logo/Branding	<b>ALL</b>	<b>ALL</b>	<b>ALL</b>	<b>ALL</b>					

**Activities/Tactics Glossary:**

- 1. Alert Now:** Bulk phone calling system to inform school families about meetings, events, school closings, etc.
- 2. BHS summer mailer 2013:** An 11x17, trifold mailer that highlighted all of the innovation that occurred in the 2012-2013 school year including the Year End Studies Program, the Graduate Expectations, and the 9<sup>th</sup> grade Academies among others.
- 3. CLC - Feb. 2, Nov. 2:** Our Community Learning Conversations are large, multi-stakeholder gatherings that bring our community and school together to learn and share feedback on a specific topic. Feb. 2 was about the Graduate Expectations, “What all graduates need to succeed” and included a panel discussion with 350 people in attendance. Nov. 2 was about personalization, “Designing a system for all learners” and took 150 people through a design thinking process with student facilitators.
- 4. Communications Consultant:** Jane Feinberg and her work with our site in supporting and framing the communications.
- 5. Communications trainings:** Framing, storytelling, and messaging trainings for internal leaders, steering committee, teachers and students to help everyone learn how to share our work with the community
- 6. Communications team meetings/calls:** These weekly meetings are crucial to ensuring alignment of the communications strategies and involve the communications team, our consultant, Jane Feinberg, and other internal leaders when appropriate.
- 7. E-newsletter:** The Partnership for Change sends out a monthly e-newsletter that highlights the pockets of innovation and informs our community how to get involved in our work.
- 8. End of year dinner - June 2013, June 2014:** A celebration of learning that involves dinner and a “science-fair” style presentation of all the mini-grant recipients from the previous year. All are welcome.

9. **Events Calendar:** A calendar of events on the Partnership for Change newsletter that informs the public of our weekly and monthly meetings as well as how to get involved.
10. **Explainer:** A foundational document that provides a common language and understanding for how we starting this work, why we are concentrating on specific areas and gives a few examples of what the work looks like. This document is a place where all other communications products can pull language and ideas.
11. **Family Friendly progress report:** A progress report that aligns with the current high school report card to help demonstrate where students' skills are in terms of their preparedness for college. This was developed jointed with the community and the schools through the public action of the Lead Community Partner.
12. **I-team meetings:** Implementation Teams are multi-stakeholder teams that meet to do participatory action research in the 5 levers of change areas. They are supported by co-chairs and a fellow. They meet monthly.
13. **Kick-off/launch BBQ:** A social gathering that announced the beginning of the grant cycle and celebrated the joint community and school effort.
14. **Logo/branding:** A multi-stakeholder process that identified a logo and tag line to help spread the word about the innovative work.
15. **Media Coverage:** Building relationships with local media - TV, newspapers, radio, etc. – to ensure consistent a informed coverage of our successes.
16. **NLC - Dec. 2012, April 2013, May 2014:** Neighborhood Learning Conversations are modeled after political “house parties” and gather small groups of friends and neighbors in homes and local businesses to learn about, discuss, and give feedback on the school redesign process.
17. **Positioning of p4c within Districts (Joint Visioning):** The work of the admin team to create a shared vision between two districts and the Partnership that helps guide the work and allows all stakeholders to understand the “north star” of the work.
18. **Public Actions - Nov. 2012, June 2014:** Meetings organized by family and new American community leaders to make specific requests of the districts (ELL placement and Advisory are the two topics so far) and create a plan to work together on clearly articulated outcomes. The Family-Friendly Progress Report was one outcome.
19. **Publication in BSD spotlight & Winooski District News:** Reporting on Pockets of Innovation around the districts in the publications that go out to the faculty and staff so that colleagues can share in each other's successes.
20. **Report card inserts - HS and MS:** Mid-year inserts that went out to every middle school and high school family with an update on progress, the Graduate Expectations and the work of the Partnership in supporting the redesign efforts.
21. **SIS Consultancies:** The School Innovation Seminar held consultancies where they invited adults into the class to move through a protocol with students in order to get authentic student feedback on real challenges.
22. **Site visits:** Multi-stakeholder visits to an off-site school or program.
23. **Steering Committee:** The multi-stakeholder governance and communications “board” for the Partnership for Change.
24. **Videos - P4C, YES, 9th Grade Race, 9th Grade Change night, Providence, RI, NYC, iPads:** A means of communications that is widely accessible.
25. **Website:** A way to communicate widely with all stakeholders, demonstrate our progress, share blog postings and engage the community in our work.
26. **Workshops/Proposal Activities:** A way for all stakeholders to move forward with specific pilots of innovative work and receive funding to support the work.