



Pilot Development Companion Guide

The goal of this companion guide is to support the Innovation Team Leader(s) as they embrace the innovation learning and pilot development work that is addressed in this asynchronous module series. As outlined in the Innovation Journey RoadMap, team leader(s) lead the innovation team in your district. These leaders are required to participate in one of the various versions of the Innovative Mindset Pilot Development (IMPD) course—with this asynchronous online version being one of them.

The following activities align to the content of the Module Series 6 slides. Please provide the requested information in the activity space for the indicated slide(s). Font size will adjust automatically to allow for printing within the allowable space.

Module 6: Communicating with Stakeholders

Section 1: Summarizing Your Innovation



Slide 6: Your Innovation Abstract should be 1–2 paragraphs and include the following key components:

1. The target population for your innovation
2. A high-level summary of your pilot
3. The type of remote education you are proposing in your innovation
4. Your name, school administrative unit, and email address

Slide 6 Activity Space

– Enter your Innovation Abstract below.



Slide 7: Use the space below to convey the vision of change that will result from your RREV Innovation Pilot. By creating a vision of the ideal state that will result from your innovation, you will help potential stakeholders and partners see the value of supporting your efforts. Be sure to respond to each of the three questions.

Slide 7 Activity Space

1. What will the ideal state (the outcome of your innovation) look like?

2. What will it feel like?

3. What will be fundamentally different?

Slide 8: By integrating elements of your summary and your vision statement, you can create a more robust description of your innovation for marketing and outreach to stakeholders and supporters. Use the Slide 8 Activity Space to do the following:



- Identify your goal.
- Explain your innovation.
- Communicate your vision.
- Engage with a question.

You will end up with a draft that you can use and modify for different purposes and different audiences so that you can craft messages to meet the needs of various stakeholders and types of communication.

Slide 8 Activity Space

Section 2: Determining Potential Supporters and Resources

Identifying Stakeholders



- » Students
- » Parents and family members
- » School board members
- » Community members
- » Businesses, nonprofit organizations, and associations
- » Subject matter experts
- » Central office and business office staff
- » Others

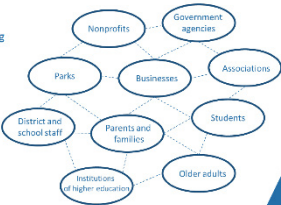
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10

Slides 10 and 11: Consider all of the potential stakeholders for your innovation and use the Slides 10 and 11 Activity Space, Microsoft PowerPoint, or mind-mapping software to help you visually display your results. Enter this information in the chart on the following page. (Note: You identified key stakeholders to involve in planning your innovation in Module 5.)

Mapping Assets

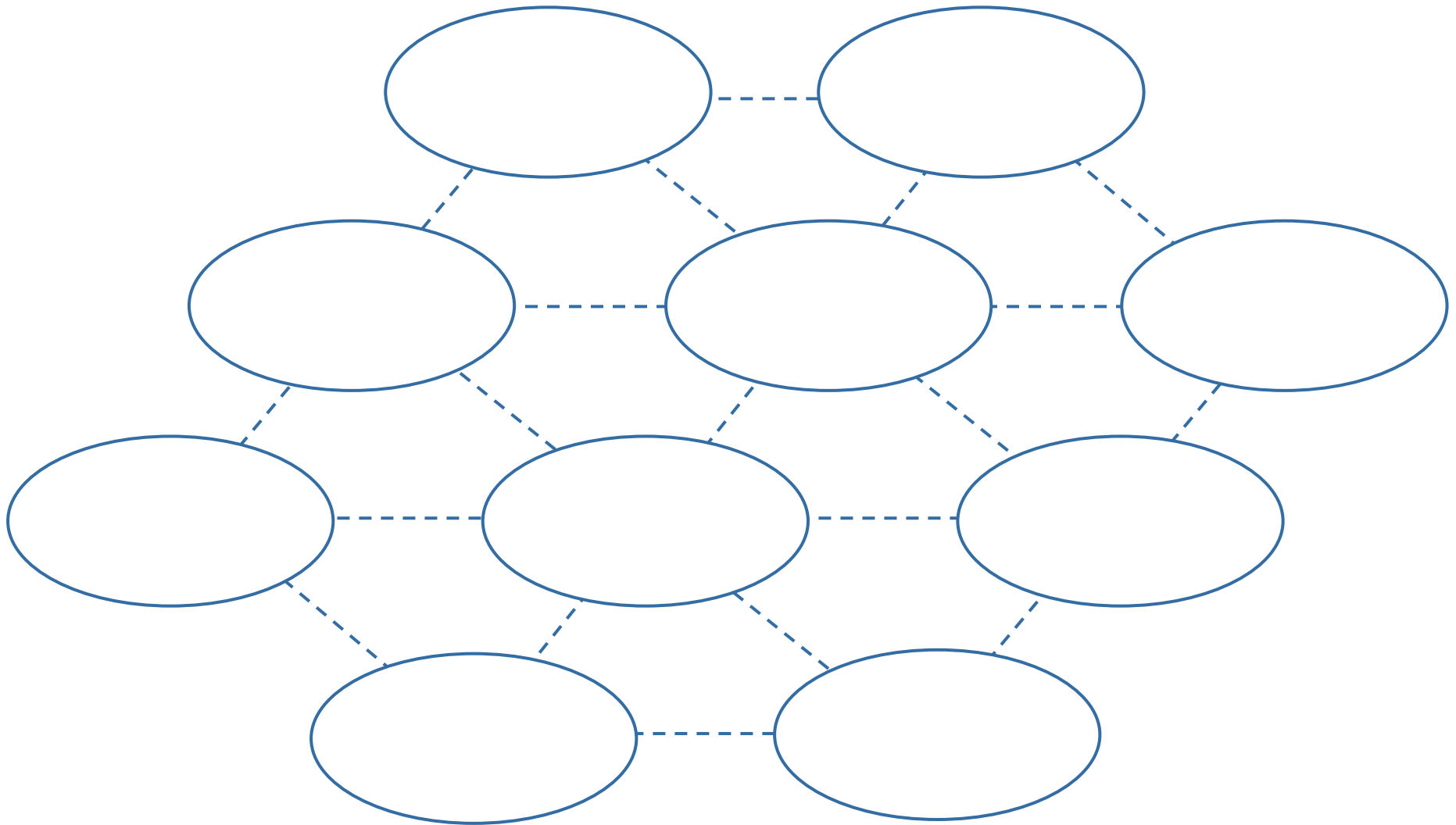
- » Use PowerPoint or mind-mapping software.
- » Focus on what people and organizations can provide.
- » Identify the full range of assets, including human assets.



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11

Slides 10 and 11 Activity Space




Inventorying Resources

1. Review your logic model.
2. Align resources with stakeholder groups.
3. Consider additional categories of resources:
 - a. Knowledge and ideas
 - b. Relationships and networks
 - c. Cultural values and perspectives
 - d. Political influence and support
4. Prioritize key resources by stakeholder group.



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12

Slide 12: Using the table below (or PowerPoint or mind-mapping software), list each stakeholder group, its assets, and its resources. Once you are done, be sure to identify key resources and stakeholder groups that you want to prioritize in your outreach.

Slide 12 Activity Space

Stakeholder Group (internal/external)	Assets	Resources	Priority (1, 2, or 3)

Stakeholder Group (internal/external)	Assets	Resources	Priority (1, 2, or 3)

Stakeholder Group (internal/external)	Assets	Resources	Priority (1, 2, or 3)

Section 3: Engaging Stakeholders



Slide 15: Use the Slide 15 Activity Space to answer questions that will help you determine the necessary structures to support active participation and input in the innovation from stakeholders.

Slide 15 Activity Space

1. What are the specific needs, if any, that are required by internal and external stakeholders (e.g., communication, consultation, approval, coordination)?

2. What existing structures in the district (boards, workgroups, committees, etc.) could potentially serve as platforms to support your RREV innovation pilot?

3. What types of structures (advisory committees, steering committees, community forums, etc.) have worked well in the past for supporting programs and initiatives that you might want to consider for your RREV innovation pilot?

4. What decision-making structures (director, co-chairs, committees, etc.) do you want to propose for your RREV innovation pilot?

5. What additional roles (communications director, committees, workgroup chairs, etc.) might your RREV innovation pilot require?


Determining Modes and Frequency of Engagement

Modes:

- >> In person
- >> Virtual
- >> Social media sites

Frequency:

- >> Ongoing
- >> Weekly
- >> Monthly
- >> Bimonthly
- >> Quarterly
- >> Semiannual

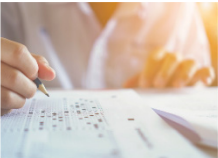


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16

Slides 16 and 17: Use the table in the Slides 16 and 17 Activity Space to indicate the nature of the planned engagement with stakeholders (e.g., quarterly meeting, monthly workgroup, social media page), the frequency for each type of engagement, and your plan for gathering feedback from stakeholders about the engagement.


Establishing Feedback Loops



- >> Structured reflection
- >> Surveys
 - > Open ended
 - > Scaled
- >> Focus groups

Upload data and feedback to EnGINE

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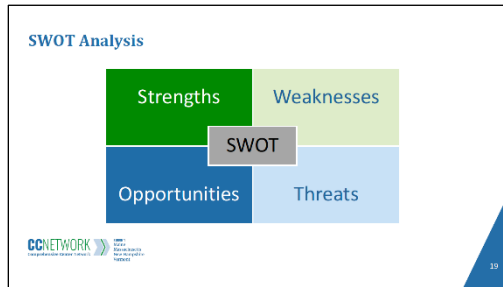
17

Slides 16 and 17 Activity Space

Engagement Type	Mode	Frequency	Feedback Method

Engagement Type	Mode	Frequency	Feedback Method

Section 4: Planning for Sustainability



Slide 19: Use the table provided in the Slide 19 Activity Space to identify the Strengths, Weaknesses, Opportunities, and Threats associated with your RREV innovation pilot, bearing in mind these definitions:

- **Strengths:** Characteristics of your innovation that are likely to lead to success and/or be perceived by stakeholders and partners as key attributes.
- **Weaknesses:** Aspects of your innovation that may be not as fully developed, but may be based on assumptions that you haven't yet tested or lacking in important details.
- **Opportunities:** Conditions and connections that have the potential to grow and sustain your RREV innovation pilot.
- **Threats:** Concerns that have the potential to constrain your RREV innovation pilot, adversely affecting its success or sustainability.

Slide 19 Activity Space





Slide 20: Use the Slide 20 Activity Space to identify any specific programs and sources of funds that you might want to consider in planning for sustainability of your RREV innovation pilot.

Slide 20 Activity Space

Federal Funding	
State Funding	
Grant Funding	
In-Kind Funding	
Program Income	

Post-Module

Use your responses to the activities in this companion guide to respond to the reflection questions required in EnGINE for the full module series.

1. How will you communicate this plan to internal and external stakeholders?

2. What steps do you need to take to begin planning for sustainability of the innovation?

References

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