

An existing policy, program, or practice that can be modified to:

- Amplify stakeholder voice and involvement in district/school decision-making
- Enhance understanding of the principles and value of authentic school-community engagement
- Help people see the transformative potential of larger school-community engagement driven systems change.

Potential Entry Points:

- Parent-teacher conferences
- Exhibitions of learning
- Student governance
- Surveys (family, teacher, student, community)
- Open houses & orientation programs
- Community-based/service learning projects
- School board meetings

Conditions to Look for:

- It intersects with and impacts teachers, students, families, nonprofits, service providers, businesses, cultural groups, voters, etc.
- It can influence governance, authority, and decision-making
- Impact can be achieved without significant investments of time, money, resources
- The change will be visible to and felt by people inside and outside of the school

Feasibility:

- Is short-term success likely? Can success be achieved in a manageable period of time?
- Will the change be supported by school leaders, families, and the community?
- Can the district/school find or allocate the capacity required to coordinate the work?
- Is “a coalition of the willing” already in place? Can a coalition be assembled?
- Can community assets be leveraged to increase necessary capacity or resources?

Relevance:

- Does the entry point impact multiple constituencies and stakeholders?
- Will the entry point influence governance, authority, and decision-making?



- Is there urgency? Is it enough to bring people to the table without creating a sense of crisis? Is it “sacred” to educators and/or the community? Will it create tension or confusion?
- What might the consequences be if the reengineering work is unsuccessful?

Affordability:

- What level of time, funding, human resources, or political capital will be required to achieve the desired impact?
- Is the investment worth the potential gain? What is the likely return on the investment?
- Can the change be sustained with a reallocation of existing time, funding, and resources?
- Or will sustainability require new, additional, and/or permanent resourcing?

Influence:

- Is the change likely to pave the way for more meaningful modifications to other policies, programs, and practices?
- Does it have the potential to shift the mindsets and overcome the biases of educators, students, families, and community members?
- Could it lead to significant changes in school culture and governance?
- Will improvements lead to positive changes in learning experiences and pedagogy?

Narrative:

- Is the rationale for the change compelling and easy to understand?
- What rationale will appeal to busy educators and their needs, interests, and aspirations?
- Does the change have the potential to inspire and motivate?
- Will it challenge and overturn entrenched narratives that stakeholders have about themselves and others?
- Will it positively impact internal and external perceptions?

Next Steps:

- Use the Mapping Entry Points [template](#) to think through the elements above for a practice or program in your school.

