### Conditions to Look For in Engagement Strategies:
- 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 Questions
- 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?

### Questions about 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?

### Questions about 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?

### Questions about 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?

### What is the 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?