I. Orienting Stakeholders

A. Basic ideas and relevant research base are introduced to key stakeholders using “social marketing” strategies
   - school administrators
   - school staff
   - families in the community
   - business stakeholders

B. Opportunities for interchange are provided & additional in-depth presentations are made to build a critical mass of consensus for systemic changes

C. Ongoing evaluation of interest is conducted until a critical mass of stakeholders indicate readiness to pursue a policy commitment

D. Ratification and sponsorship are elicited from a critical mass of stakeholders

II. Establishing Policy & Process Commitments

E. Establishment of a high level policy and assurance of leadership commitment

F. Policy is translated into an inspiring vision, design, and a strategic plan that phases in changes using a realistic time line

G. Policy is translated into appropriate resource allocations (e.g., for leadership, staff, space, budget, time, capacity building)

H. Establishment of incentives for change (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards, protections)

I. Establishment of procedural options that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable

J. Establishment of an operational infrastructure and processes that facilitate change efforts (e.g., a Steering Group, administrative leader, leadership team)

K. Establishment of change agent training

L. Establishment of temporary infrastructure mechanisms for facilitating systemic changes (e.g., coaches, continuous technical assistance)

M. Benchmarks are used to provide feedback on progress and to make necessary improvement in the process for creating readiness