State Education Policy Checklist

Use the following questions to help guide the development of state education policy and maximize future success.

1. What is the problem you're trying to address?

_____

_____

2. What is the root cause of the problem?   **What is the policy solution?**

_____   _____

_____   _____

Was the constituency affected by the problem meaningfully engaged in co-creating the solution?

_____

3. Has this problem been addressed by a previous federal, state or local policy?

_____

_____

☐ **Yes.** ⬇   ☐ **No.** ⬇

Why hasn't the existing policy solved the problem?   (Go to question #4.)

_____

_____

Can the existing policy be amended?

_____

_____

Do any existing policies contradict the goal of the new policy?

_____

_____

4. Have you completed an impact analysis? (If no, please complete one before moving on.)

Does the impact analysis consider all of the following?

☐ State Education Agency capacity   ☐ Funding mechanisms

☐ Local Education Agency capacity   ☐ The overall workforce

☐ Those impacted most by the policy … and do they agree this is a problem that needs to be solved?

  ➜ Superintendents   ➜ Teachers   ➜ Students   ➜ Principals   ➜ Parents

5. Has an implementation plan been drafted? (If no, please complete one before moving on.)

Does the implementation plan include all of the following?

☐ Communication plan.   ☐ Assignment of responsibilities.

☐ Timeline for stakeholder engagement.   ☐ Identification of requisite resources, including time, personnel, and money.

☐ Integration with other policies and priorities.

Whose voices are missing and what traditionally underserved populations and communities (e.g. communities of color, tribal communities, youth voices, etc.) need to be engaged?

_____

_____

6. Check all that apply. Does the new policy …

☐ Create something positive?　　☐ Solve a problem?　　☐ Open an opportunity?

☐ Provide needed information?　　☐ Consider the perspectives and needs of stakeholders?

Explain: _____

_____

_____

7. Has the policy been reviewed critically to consider all of the following:

☐ Peer input?　　☐ Potential bias from the research source?

☐ Relevant evidence-based research?　　☐ How has similar policy played out in other jurisdictions?

8. Who are proponents/opponents of the policy? Why?

_____

_____

9. Has a cost/benefit analysis been completed? (If no, please complete one before moving on.)
List the results:

➔ _____

➔ _____

➔ _____

➔ _____

Taken collectively, do the findings from this checklist, including agency capacity, availability of funding, and the results of the impact and cost/benefit analyses indicate that the policy should move forward?　　☐ Yes.　　☐ No.

10. How will we know if this policy is a success? List the leading indicators of progress towards the policy goals:

Time	Indicator	Measures
(i.e., annual)	(i.e., growth in teacher and parent support)	(i.e., teacher feedback survey or teacher focus groups, community feedback survey)