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

   No.  
   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:

<table>
<thead>
<tr>
<th>Time</th>
<th>Indicator</th>
<th>Measures</th>
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<tbody>
<tr>
<td>(i.e., annual)</td>
<td>(i.e., growth in teacher and parent support)</td>
<td>(i.e., teacher feedback survey or teacher focus groups, community feedback survey)</td>
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