

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?

What is the root cause of the problem?

What is the policy solution?

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2. Has this problem been addressed by a previous federal, state, or local policy? (circle one)

YES
↓

NO
↓

Why hasn't the existing policy solved the problem?

(Go to question #3)

Can the existing policy be amended?

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

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

Does the impact analysis consider all of the following?

- | | | |
|---|--|------------|
| <input type="checkbox"/> State Education Agency capacity | <input type="checkbox"/> Funding mechanisms | |
| <input type="checkbox"/> Local Education Agency capacity | <input type="checkbox"/> The overall workforce | |
| <input type="checkbox"/> Those impacted most by the policy ... and do they agree this is a problem that needs to be solved? | | |
| ★ Superintendents | ★ Teachers | ★ Students |
| ★ Principals | ★ Parents | |

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

Does the implementation plan include all of the following?

- | | |
|---|--|
| <input type="checkbox"/> Communication plan | <input type="checkbox"/> Assignment of responsibilities |
| <input type="checkbox"/> Timeline for stakeholder engagement | <input type="checkbox"/> Identification of requisite resources, including time, personnel, and money |
| <input type="checkbox"/> Integration with other policies and priorities | |

5. Does the new policy... (check all that apply)

- Create something positive?
- Solve a problem?
- Open an opportunity?
- Provide needed information?
- Consider the perspectives and needs of stakeholders?

Explain: _____

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

- Peer input?
- Relevant evidence-based research?
- Potential bias from the research source?
- How has similar policy played out in other jurisdictions?

7. 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? (circle one) YES NO

8. 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)