

Each Child, Our Future

CHALLENGED. ENGAGED. EMPOWERED.

Ohio's Strategic Plan for Education: 2019-2024

June 2018

Each Child, Our Future is Ohio's shared plan for prekindergarten through grade 12 education. Its aim: to prepare each child for a successful future. Its purpose: to guide development of state-level education policy and cultivate high-quality practice over the next five years.

Launched by Ohio's superintendent of public instruction and the State Board of Education in the summer of 2017, *Each Child, Our Future* was developed collectively by more than 150 partners¹ and reviewed by more than 1,000 Ohio citizens—including parents, educators, higher education representatives, employers, business leaders, community members, state legislators and, of course, students themselves—during 13 regional meetings held across the state. These partners and reviewers had a direct hand in crafting the plan's components, which include a **vision** for each child, an **overarching goal**, four equally valued **learning domains** and a set of supporting **strategies**.

The plan is constructed to emphasize three **foundational imperatives**:



Equity: Ohio's greatest education challenge remains equity in education accomplishment for each child. The plan renews Ohio's commitment to ensuring each child acquires the knowledge and skills across all learning domains to be successful.



Partnerships: Everyone, not just the education system, shares the responsibility to improve education and support each child's success. The most important partners are parents and caregivers, who have the greatest impact on a child's development. Other critical partners include educators, institutions of higher education, business leaders, employers, libraries, social service organizations, community members, healthcare providers, behavioral health experts, social service entities, philanthropic leaders and many more.



Quality Schools: The school is a destination where many aspects of a child's learning come together including leaders, teachers, curriculum, instruction, student supports, data analysis and more. It is the place where climate and culture impact learning, and parents, community partners and others can interact. All schools, including public and private, are important and valued.

State-Level Vision for Education

The first component of the plan is a compelling, aspirational vision.

¹ Please refer to **Section X** for specific partner details.

VISION FOR EDUCATION

In Ohio, *each child* is challenged to discover and learn, engaged to pursue fulfilling post-high school paths and empowered to become an active, contributing member of society.



Equity: Use of the phrase *each child* emphasizes the importance of equity, which this plan holds as its greatest priority.



Partnerships: Partners are essential to the collective action needed to support each child and move the needle on student success.



Quality Schools: This vision begins locally. Many schools and districts have completed local strategic plans that seek a similar aim. This vision ensures that everyone is moving in the same direction and can help amplify the good work already underway across many districts.

One Focused Goal

As the vision drives the work of the education system and its partners, the following overarching goal reflects student success following the preK-12 education experience.

GOAL

Ohio will annually increase the percentage of Ohio's high school graduates who, within one year of graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program (15 semester hours);
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.



Equity: There are many paths to success, and each student is capable of achieving one or more. Personal and social circumstances must not prohibit a student from reaching his or her greatest aspiration.



Partnerships: Partners share in the responsibility to help students explore and imagine their futures. Given the growing social challenges that face many Ohioans—particularly because of the opioid crisis—innovative partnerships and targeted supports, both in and out of school, are essential to creating hope for students and their families.



Quality Schools: The entire school's commitment and resources must focus on educating and supporting students to acquire the knowledge and skills needed for future success. A shared view of what constitutes future success allows the school to align around helping each child get there.

Four Equal Learning Domains

Meeting Ohio’s goal depends on a high-functioning, supportive preK-12 system that meets the learning needs of each child. Ohio partners identified four equally valued domains of learning that contribute to the holistic success of each child. These learning domains include **foundational skills and knowledge, well-rounded content, leadership and reasoning skills** and **social and emotional**.

Domain 1: Foundational

Knowledge and Skills—To be successful in Ohio’s ever-changing economy, students must seek to become lifelong learners. They must be equipped with fundamental knowledge and skills that support all learning. Each student must know how to critically read, write, work with numbers and leverage technology to maximize access to future learning experiences.

Domain 2: Well-Rounded Content—Beyond the foundational knowledge and skills, students need exposure to a broader range of subjects and disciplines. These include social studies, science, foreign languages, arts, physical education and technical education fields, among others. The exploration of these disciplines helps students identify their passions and aspirations, as well as enables them to see connections and relationships among ideas and concepts.

Domain 3: Leadership and Reasoning Skills—Future success will not just depend on academic content knowledge. It will require students to be effective communicators and motivators, use influence for a worthwhile cause and give and receive feedback. They will need a set of skills to draw on multiple disciplines and knowledge bases to synthesize information to develop creative solutions and emerge with new ideas. These skills include critical thinking, problem-solving, design and computational thinking, information evaluation and data analytics. Hand in hand with reasoning comes life skills. These skills will serve students well in any setting.

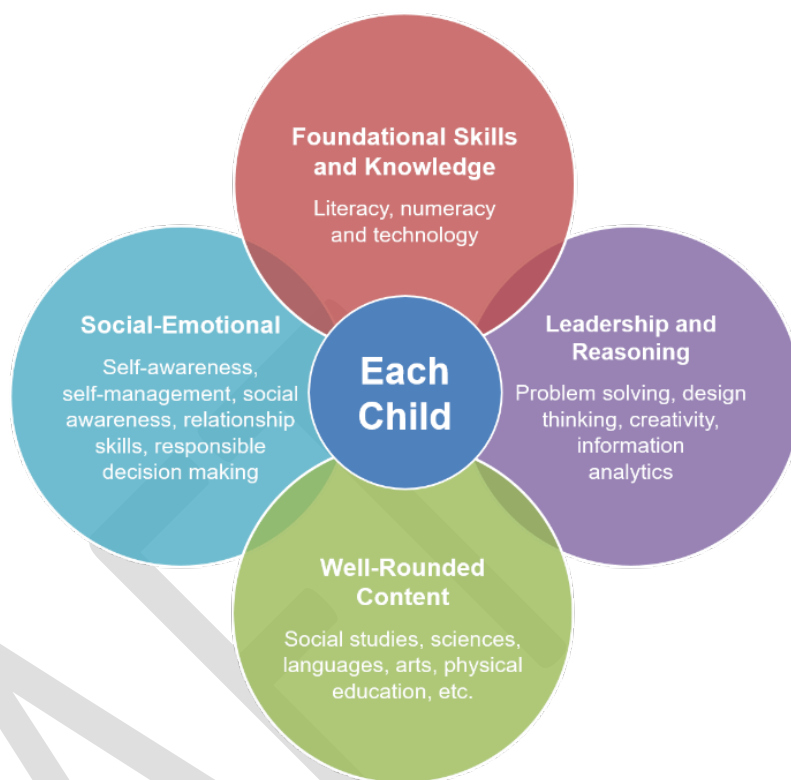


Figure 1

Domain 4: Social-Emotional Learning—

Life is a shared journey. Rarely does one live and work alone, and success involves understanding how to function in the context of social interactions. This requires an awareness and understanding of the power of emotions and the contributions they make to such interactions. Social-emotional learning includes competencies like self-awareness, self-management, social awareness, collaboration, empathy, relationship skills and responsible decision-making.



Equity: The four domains ensure each student masters the knowledge and skills essential to future success. Each student will have unique needs requiring targeted supports and personalized learning experiences.



Partnerships: The four learning domains are significantly enriched when educators and school staffs work with community and business partners to expose students to real-world experiences. A deliberate focus on the domains supports a common language and greater understanding about effective strategies for their development.



Quality Schools: Reaching each child will require educators to commit to continuous improvement and collaborate to understand each child's needs. A school's entire capacity, as well as climate, culture, instruction and student supports will need to be flexible and adaptable to have the greatest impact.

Ten Priority Strategies

In September 2017, partners² began work to identify a set of strategies to support and operationalize the vision, goal and four learning domains. The following 10 strategies result from that work. They are organized by the five workgroups that represent essential elements of an education experience:

Excellent Educators and Instructional Practices; Standards, Assessments and Accountability; Student Supports and School Climate and Culture; Early Learning and Literacy; and High School Success and Postsecondary Connections. The equity lens, partnership roles and school impact notes are included for each of the five essential elements.

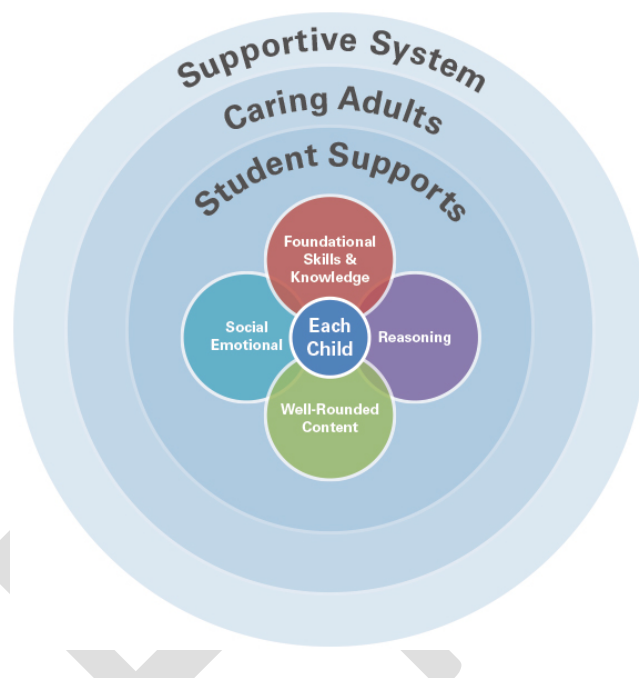


Figure 2

² Please refer to **XX** for a specific listing of partners who served on workgroups.

Excellent Educators and Instructional Strategies: Competent, caring and qualified teachers are the single greatest contributor to student success in school. The best principals inspire teachers, serve as instructional leaders and transform a school’s culture. High-quality, culturally responsive and engaging instructional practices work in tandem to strengthen and advance a student’s learning experience.

A successful preK-12 education system has a highly effective teacher in every classroom and a highly effective school leader at the helm of every school. The following three strategies focus on the production of highly effective teachers and leaders who are equipped with the best instructional supports and delivery tools.



Equity: Teachers and instructional practices are at the core of student learning. A deliberate focus on ensuring that each child has access to a highly effective educator every day and every year in every classroom at every grade level is essential. Culturally relevant teaching and instructional practices are vital to ensuring equity in the classroom.



Partnerships: Partners play a critical role in ensuring an abundant supply of educator talent. This starts with higher education, which has the greatest hand in preparing tomorrow’s teachers and school leaders. Business, industry and community partners help enrich professional learning opportunities for educators and can transform instructional delivery through real-world experiences.



Quality Schools: Quality schools are focused on excellent instruction in every classroom every day. Teachers collaborate and drive continuous improvement. Attention to school culture creates a sense of family, collective effort, feedback loops and shared accountability. Quality schools also provide ongoing professional learning opportunities, which build teacher agency through collaborative planning time and focused communities of practice.

STRATEGY 1: Increase the supply of highly effective teachers and leaders and ensure they are effective or highly effective from day one.

A steady stream of highly effective new teachers is necessary to educate Ohio’s students. Although Ohio benefits from a high number of teacher preparation programs, national indicators signal that the supply of teachers might be decreasing. In the face of this looming shortage, today’s classrooms present increasingly complex challenges for current and new teachers. As referenced in the section titled, “The Case for Each Child, Our Future,” more children enter Ohio’s classrooms with exposure to trauma. More children bring greater cultural diversity into the classroom. And more children need personalization and differentiated instruction. Ultimately, current and new teachers need school leaders who understand how to create and sustain an environment where all students—and all caring adults—grow and learn.

To ensure a steady talent pool of highly effective teachers and leaders in the future, Ohio must address the educator career continuum, which begins when a prospective teacher candidate begins an educator preparation program and continues until an educator retires or exits the system. That concept is illustrated below.

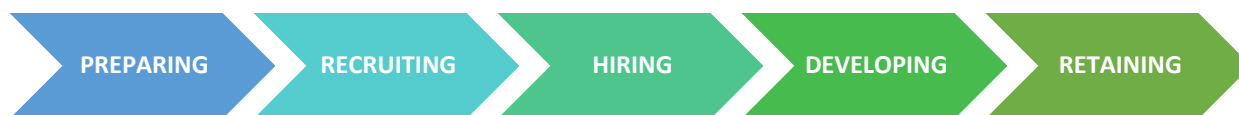


Figure 3

Growing and attracting excellent candidates: In conjunction with key educator stakeholder groups, Ohio should take steps to attract more individuals to the teaching profession. Morale, compensation and other demands have discouraged individuals from becoming teachers. At the same time, jobs in education are among the most stable in the economy. Many teachers talk about the joy they experience because of the positive impact they have on the lives of their students. More students should come to know that same joy by joining the teaching ranks.

Actions to recruit more teachers can also address the teacher equity issue. Each student should have the opportunity to have an effective teacher. All too often, struggling students are not served by the most effective teachers. With proper support and the development of strategic approaches to this challenge, these inequities can be overcome. Ohio’s federally required Teacher Equity Plan is working to help make a difference regarding this issue.

The state also should support school and district efforts to groom prospective teacher candidates so they stay in their communities and teach in their schools. Many regions and urban areas across Ohio have created and applied “grow your own” programs. The programs expose local candidates to the teaching profession at a young age and recruit them back to teach after they earn initial licensure. This strategy can be particularly effective in recruiting individuals from under-represented groups, such as male or Hispanic teachers.

Strengthen and refine teacher preparation: In collaboration with colleges of education and teacher preparation programs, Ohio should identify improvements to preservice training and individualized preservice supports. These could include requiring clinical experiences to be a minimum of one year and sharpening the focus of preparation programs to better address differentiation, instructional practices (including trauma informed practices), cultural relevancy and student supports. Ohio’s [Resident Educator Program](#), seen as a national model and recently revised to address burdensome aspects of the intensive experience, provides additional early-service supports to teachers as they aspire to full licensure.

Leveraging alternative preparation programs: In the face of a looming educator shortage, alternative teacher preparation programs that have received state and federal approval present opportunities for expanding the talent pool. Some alternative programs apply a rigorous selection process, personalize preservice training and deliver in-service supports that continue once the teacher is assigned to a classroom.

STRATEGY 2: Support every principal to be highly effective—especially those serving our neediest children.

Successful school leaders create the conditions necessary for teachers to excel and students to succeed. They provide clear direction, transform building culture and inspire high performance in teachers and students. However, identifying and developing effective leaders is not an easy task.

Finalize new principal standards and refine the preparation process: To help, Ohio has been working to revise its Standards for Principals. These define what principals need to know and be able to do and emphasize a leader's role in creating a collaborative learning culture for students and adults. The revised standards will drive improvements to principal preparation programs and the state's principal evaluation system.

Supports for school leaders: In turn, the state should commit to providing additional technical assistance that supports in-service principals so they can build capacity and hone their skills. Ohio is doubling down on its support for principal mentorship programs that pair new principals with seasoned colleagues who provide counsel and support. A set of priority skills will receive a prominent focus. These include developing skills for providing high-quality, actionable and ongoing feedback to teachers and managing school schedules to use time effectively giving teachers the opportunity to collaborate, reflect, adjust lessons and practice new approaches.

Leader recruitment: The state can provide technical assistance to districts and support regionally driven efforts (particularly through educational service centers and other education intermediaries) to provide ongoing professional development and assistance with identifying candidates who are likely to become effective principals.

STRATEGY 3: Improve targeted supports for teachers so they can deliver excellent instruction today, tomorrow and throughout their careers.

As Ohio shifts to recognize the importance of all four learning domains, educators need to implement instructional practices that reflect and maximize a student's understanding of those domains. The most effective instructional practices are personalized, engaging, and give the student a direct hand in managing the experience.

Sharing best practices: Ohio should share and disseminate best practices in instruction with teachers and offer guidance to help educators select the best curriculum, instructional approaches and materials based on, among other things, research, the school's individual needs, local community standards, student composition and teacher capacity. Educators should have access to the options for delivering the best digital and personalized learning (building on the Future Ready State Framework). These might include project- and case-based learning, STEM and STEAM (science, technology, engineering, the arts and math) teaching and learning, or other similar instructional techniques that challenge students to solve problems creatively through an integrated approach to learning. To deliver excellent instructional practices, educators must be masters at individualizing instruction to meet the learning needs of students with disabilities, students of different cultures, English language learners and gifted students.

Standards, Assessment and Accountability: A quality education program includes a clear definition of what students should know and be able to do (standards), balanced ways to gauge achievement and system performance (assessments) and feedback mechanisms that identify strengths and weaknesses and support continuous improvement (accountability).

Ohio has been using standards, assessments and accountability since 2001. These elements allow for the clear definition of expectations, measurement of learning and identification of system challenges and improvement opportunities. Ohio must continue to maintain academically challenging expectations for each child. Additionally, Ohio must be more deliberate in defining expectations for social-emotional and leadership/reasoning knowledge and skills and challenge students to master those as well. The more students master knowledge and skills of all varieties the more likely they are to succeed.



Equity: Academically challenging standards for what each child should know and be able to do are at the heart of equity. Social-emotional and leadership/reasoning skills are also recognized to be tremendously valuable to future success.



Partnerships: Partners can support the development of state standards and align programs around them. Partners can also support continuous improvement practices that build from accountability systems.



Quality Schools: Standards form the basis for teaching and learning. Assessments and accountability create a system of measurement and feedback that supports a continuous improvement culture driven by data.

STRATEGY 4: Ohio must have clear learning standards and guidelines reflecting all four learning domains.

The four learning domains are a broad representation of what Ohio wants students to know and be able to do—beyond just academic subjects. For a long time, Ohio has had standards focused on the academic domains of foundational knowledge and skills and well-rounded content. In these areas, the state also employs an effective process for reviewing and [revising the standards](#) that engages a mix of Ohio-based educators and experts.

Develop standards that reflect the social-emotional and leadership/reasoning domains: For the leadership and reasoning and social-emotional learning domains, Ohio must work with educators, employers and experts to develop standards and guidelines for what students should be able to demonstrate. While many students have acquired such skills as part of their school experiences, it is necessary to become more explicit and deliberate about these domains. Doing this ensures educators and stakeholders across the state share a common language and understanding. This also allows for the sharing of resources, research, strategies and technical assistance. Ohio currently has social-emotional learning standards for birth through grade 3. To build on these, the Ohio Department of Education commissioned a Social-Emotional Learning Standards Advisory Group to recommend social-emotional learning standards or competencies for the entire preK-12 continuum.

STRATEGY 5: Move toward a more robust and varied system of assessments to appropriately gauge the four domains and provide students opportunities to demonstrate competency and mastery in ways beyond state standardized tests.

Currently, Ohio's assessment system³ primarily uses standardized tests in a few academic content areas to gauge student and system performance. Ohio also uses an assessment of kindergarten readiness and supports districts in using assessment tools to diagnose or gain understanding at important points of the education progression (most notably specific to third grade reading).

Robust and diverse ways to measure performance: The four learning domains require the state to explore innovative approaches to assessments that go beyond academic content, particularly for the leadership and reasoning and social-emotional domains. The research is clear that the acquisition of social-emotional skills cannot be tested. But the skills, when demonstrated by students, can be observed by individuals trained to do so. A handful of schools have worked with community partners—including employers and business leaders—to develop rubrics that gauge mastery of concepts. Schools working to implement the [OhioMeansJobs-Readiness Seal](#) are exploring consistent and meaningful ways to observe student mastery of leadership and reasoning and social-emotional skills, which could be used to inform locally developed rubrics.

The state needs to address challenges related to a current reliance on standardized assessments in academic content areas, especially in high-stakes situations. Students should have multiple ways to demonstrate what they know and can do. The State Board of Education recognizes this and is examining the possibility of using alternative tools, such as student portfolios, capstone projects, presentations or performance-based assessments.

Balanced kindergarten readiness assessment: The Ohio Department of Education should work toward ensuring a balanced kindergarten readiness assessment – one that provides useful information about this important transition point, but is attentive to realities to implementation and test administration. Information from the kindergarten readiness assessment is important to the state's efforts to gauge the quality and effectiveness of early childhood education initiatives. The current assessment measures competencies beyond academics. At the same time, the current assessment is seen to be challenging to implement. The Department convened an advisory group to facilitate a more balanced approach to this tool.

STRATEGY 6: Refine the state's accountability system to be a fairer, more meaningful, asset-based process that reflects the four domains.

The purpose of Ohio's accountability system is to gauge performance of state, district and school-level education systems and to identify areas that need improvement so that each student is on a path to success. Feedback from the education field suggests the system should be modified to include a more robust and balanced set of reporting measures. Currently, a committee of State Board of Education members is closely examining the state's report card consistent with this strategy. There are likely to be short-term changes, as well as recommendations for longer-term improvements.

³ Assessment system is broadly defined as how the state measures a student's acquisition of knowledge and skills, aligned to the state's standards, to provide information and feedback to students, families, communities, schools and districts.

Identify measurements and provide information to gauge progress: As Ohio moves to operationalize the four learning domains, its system for providing feedback should evolve to recognize the domains of leadership and reasoning and social-emotional learning. These elements should be for feedback purposes only—and not a “graded” item on the state’s report card. As previously noted, research is clear that social-emotional learning cannot be tested. Similarly, the state should not “grade” how a school or district is preparing students in leadership and reasoning and social-emotional domains. Those determinations are best done locally by caring adults who work directly with the student.

Student Supports, School Climate and Culture: Each student has needs that must be addressed to ensure they are excited and ready to learn and grow in their educational pursuits.

The various circumstances and real-world experiences facing a child can have a tremendous impact on his or her success in school. Research shows that multiple Adverse Childhood Experiences (ACEs) result in significant damage to a child’s development. Ohio’s most vulnerable children often are those who have unmet basic needs. Some may not have enough food or access to adequate health care. Some may feel emotionally vulnerable. Some may have low self-esteem or a lack of confidence in their abilities to be successful. A commitment to equity in education requires that the education system identify ways to partner with families and the community to identify and address these needs and to create the conditions that allow students to effectively learn and develop.



Equity: Student supports, school climate and culture are tangible enablers to equity. When properly deployed, holistic student supports can change the game for students by helping students overcome obstacles to learning and growth.



Partnerships: Addressing the needs of the whole child starts with parents and schools and extends to other government and community organizations that serve children. Sometimes, these services are disjointed and siloed, but partners must work together to provide seamless services for students.



Quality Schools: The school is a critical focal point for addressing a child's health, social, emotional and behavioral needs in the interest of being ready to learn. Approaches to establishing consistent expectations for behavior and a culture that is caring and supportive require the engagement of everyone in the school.

STRATEGY 7: Working together with parents and community partners, help schools meet the needs of the whole child by providing tiered supports and cultivating supportive school climates and culture.

Students have basic needs that must be met before they can be expected to engage in the learning process and master the four learning domains. Ideally, each child’s basic needs (for example, physiological, safety, social belonging, esteem and self-actualization) must be met to support deeper learning. Unless the whole child is considered and supported, the conditions for learning are less than optimum.

Adopt a whole child model for meeting a child’s needs: The whole child model includes the following aspects:

- *Healthy:* Each student enters school healthy and learns about and practices a healthy lifestyle;
- *Safe (physically and emotionally):* Each student learns in an environment that is physically and emotionally safe;
- *Engaged:* Each student is engaged in learning and is connected to the school and broader community;
- *Supported:* Each student has access to personalized learning and is supported by qualified, caring adults; and
- *Challenged:* Each student is challenged academically and prepared for success in college or further studies and for employment and participation in a global economy.⁴

Provide training and raise awareness: Meeting the needs of the whole child starts with parents and/or caregivers. While these adults care most about their children they may need supports to identify a child’s needs and successfully address those needs. Additionally, caring adults who work with students, particularly educators, should be trained to enable the whole-child approach in partnership with a child’s parents and/or caregivers. Ohio and its broad array of education stakeholders must identify, curate and share resources aimed at increasing awareness and understanding of how to identify and address student needs. It also must provide technical assistance. This includes techniques that foster social-emotional learning and promote effective trauma-informed practices. Training and development also must emphasize the importance of cultural competency and culturally sensitive approaches that have the greatest impact on students.

Identify, disseminate and support effective school practices: Creating the culture and conditions that recognize the whole-child approach means *each child* feels supported by caring adults and empathetic peers. The community that comprises a school must establish norms and expectations for behaviors that are consistently applied and owned by students and staff alike. Establishing a sense of belonging and collective accountability among students and staff is fundamental to a safe and healthy school culture.

Ohio already has developed school climate guidelines and anti-harassment and bullying guidelines, including the need to implement Positive Behavior Interventions and Supports (PBIS) (add links). To build on this work, the State Board of Education has convened an advisory group to develop best practices guidelines for social, emotional, mental and behavioral wellness education for students. Ohio can identify and share best practices and effective techniques. This will increase the capacity for caring adults to respond quickly and consistently to troubling behaviors and signs of distress.

Across the state, there are examples where health care providers (including those addressing dental and optical needs), behavioral health providers, after-school program operators, libraries, and other local government and community organizations are collaborating to meet student needs. The state must provide guidance and make connections within communities to further expand on these initiatives. Ohio already implemented a school-based health care initiative to support the expansion of school-based health care activities around the state. More such opportunities are needed.

⁴ Whole Child Tenets, ASCD, <http://www.ascd.org/whole-child.aspx>

Early Learning and Literacy: Each child must have access to early learning experiences that are rooted in brain-development research and lead to kindergarten readiness.

The research is clear: prenatal through third grade experiences profoundly shape brain development. Literacy skills are among the most important for these youngest learners. Without the ability to master fundamental language concepts, students likely will struggle in other learning areas. Furthermore, literacy skills must be a focal point throughout each child’s academic experience—from birth to high school graduation. This plan seeks to ensure that each child has the early learning and literacy foundation to succeed by age 8.



Equity: A kindergarten student who enters the classroom lacking basic learning (including literacy) and social skills starts behind his or her peers and faces dramatic challenges to catch up. This can start a cycle of inequity. Access to high-quality early learning opportunities is vital to breaking this cycle.



Partnerships: Success will require the support and collaboration of parents and families and the education system (especially the early childhood education community), as well as the wide array of community partners who have an interest in the healthy development of children such as libraries, early after-school programs, cultural institutions, health care providers and the faith-based community.



Quality Schools: More schools are likely to support younger learners as Ohio seeks to expand access. It is important that schools and systems that support schools seek vertical alignment and coherence to ensure smooth transitions from one learning level to the next.

STRATEGY 8: Promote the importance of early learning and expand access to quality early learning experiences.

Ohio has a track record of focusing on early learning, but more is needed. Basic structures are in place to promote program collaboration, expand services as resources become available and ensure quality through the state’s [Step Up To Quality program](#). At the same time, Ohio’s system needs to do a better job of communicating the importance of quality early learning experiences, supporting parents and caregivers and streamlining regulatory and service systems.

Clear and consistent messaging: The Ohio Department of Education should work with state agencies and other partners to lead the development of clear, common, research-based and culturally sensitive messages. These messages should communicate the importance of brain development, social-emotional learning, language development and foundational learning skills. All state agencies and their partners should be held mutually accountable for ensuring that this message is consistently used and has a positive impact on parents and caregivers.

Regulatory alignment and streamlining: Six state agencies (the Ohio Departments of Education, Job and Family Services, Medicaid, Developmental Disabilities, Health, and Mental Health & Addiction Services) and the federal government (through Head Start) serve young children and their families. Each embrace a similar goal: to improve outcomes for children from birth through third grade so they are on track for a life filled with learning. But the agencies apply various requirements and approaches when serving

Ohio's children and families. These need to be aligned and implemented with fidelity so that families and caregivers have clarity and are enabled to provide the best care.

Research and information: To bolster the message and share relevant and evidence-based resources, the Ohio Department of Education should create an easily accessible clearinghouse for early childhood research, resources, evidence-based strategies and data. The clearinghouse needs to customize information for specific audiences—parents, learning providers, libraries, community organizations and faith-based organizations. This clearinghouse will catalogue and disseminate resources aligned to [Ohio's Birth through Kindergarten Early Learning and Development Standards](#), [Ohio's Learning Standards K-3](#), [Ohio's Learning Standards for English Language Arts](#) and [Ohio's Plan to Raise Literacy Achievement](#). The clearinghouse can support program and school-based teams (birth to third grade teachers, support specialists and administrators) by providing universal and targeted instruction and resources for educators and families based on effective early learning, language and literacy development practices.

STRATEGY 9: Focus on literacy skills development across all ages, grades and subjects.

Building on Ohio's previous early literacy plan and accompanying strategies, Ohio must prioritize helping each child master essential literacy skills. Achieving equity demands a focus on literacy since the students who struggle are likely to be those with the least developed reading and writing skills. Ohio must continue to focus on the needs of the state's youngest learners but must expand its focus to higher grades. Too many students are in middle and high school without the literacy skills needed to advance and graduate.

Build capacity around effective literacy instruction: To do this, the state must help build educators' capacities, as well as the capacities of other partners like parents, after-school programs and community organizations, to implement research-supported literacy and language development instructional practices. This work should leverage the state's newly developed [Plan to Raise Literacy Achievement](#),

This can be done through targeted professional development opportunities and technical assistance tied to research-based literacy and language development instructional practices. Also, literacy skill development needs to be a shared responsibility that cuts across subject areas. In other words, history, science and mathematics teachers should have sufficient skills to help students develop literacy skills related to those particular topics. Even the youngest students should be supported in their literacy achievement through context-related experiences that build content-based vocabulary and other subject knowledge.

High School Success and Postsecondary Connections: A child's high school years are an important formative period that sets the stage for a child's future. The high school years are important to helping students see the relevancy of their learning, gain experience in social and practical settings and begin to define their futures.

High schools are vital in setting the stage for a child's future success. As students grow and mature, they begin to understand they are moving closer to being responsible for their own lives rather than relying on others. While Ohio has many strong high schools, there are too many students who struggle with the transition from high school to what comes next. Too many students drop out of high school or drop out

within their first year of college. Too many employers complain that high school graduates lack the skills to be good employees.



Equity: Post-high school transitions are particularly challenging for struggling students. With a strong focus on understanding and meeting each student's needs, and personalizing the high school experience, all student can achieve a successful transition.



Partnerships: Partners can greatly expand the opportunities for learning during the high school years. Students in their teens are effective interns, and crave community service opportunities that expose them to real life experiences.



Quality Schools: High school sits at an important transition point in a student's life. As students mature and begin to contemplate young adulthood, high schools must collectively support students' in exploring interests, developing aspirations and understanding the realities of existing and thriving in the real world.

STRATEGY 10: Ensure every high school experience inspires students to identify a life path to future success, and create “student success plans” that give students multiple ways to demonstrate the knowledge and skills necessary for graduation.

Too often, a high school experience reflects a checklist of classes, extracurriculars, test scores and experiences that leave some students wondering and wandering. Ohio has many great high schools, including its career-technical education centers. Students in these schools are working with a purpose—and not just checking off the list of classes and getting the requisite test scores. They are exploring careers—and possibly focused on one or two. They are taking college courses. They are personalizing and customizing their learning to synchronize with their passions and interests. They are moving outside the boundaries of the school building into work-based experiences. Students are engaged, excited and managing their own learning. Ohio needs more high schools like this.

Career focus: Choosing a “path” does not mean deciding a specific career choice that will never change. It means gauging a student's interests and passions—the things the student enjoys—and thinking in general terms about what fields might interest them. Helping students focus on careers requires teachers, staff and partners to understand how to support career exploration. It also means that as much as possible, instruction should be infused with connections to careers so that students can see the relevancy of what they learn. Some high schools embrace a specific career cluster as a focus for the entire school.

Successful models: There are many models of redesigned high schools that can contribute to a more successful learning environment. Ohio has Early College high schools, STEM high schools, project-based learning high schools, Expeditionary Learning high schools, International Baccalaureate high schools, Global Awareness high schools and more. The Department of Education should collaborate with key stakeholders to help identify and disseminate models for high school that can be used to inspire transformation.

Work-based learning experiences: Helping students make connections to business also is a key component to high school improvement. Students who participate in work-based learning gain valuable

and relevant skills and often are able to discern whether a particular profession is a good fit. They also gain insight from business mentors who can help them achieve a deeper understanding of a career area.

The value and benefit of career technical education: Career-technical education continues to face a stigma, harming student opportunity. Ohio needs to tackle this cultural bias head on. Students enrolled in career technical programs and earning industry credentials are not only ready for the workplace, they also are well prepared to go on to college or other successes.

Path to graduation: Ohio should develop a “student success plan” that helps students gain the following attributes of a successful high school graduate (refer to attributes framework in the Appendix):

- Starts early to identify career and postsecondary aspirations and counsel students how best to stay on a path to excellence;
- Pushes and challenges students to reach rigorous levels of knowledge and skill acquisition;
- Identifies learning options—including career-technical experiences, work-based learning, project-based or case-based learning approaches and others—most appropriate for the student’s success;
- Validly, reliably and consistently measures how students demonstrate competency and mastery;
- Includes a robust portfolio of measure, including end-of-course, ACT/SAT and demonstration-based measures.
- Emphasizes equity and access;
- Uses rubrics to gauge student progress and assess performance; and
- Exposes students to relevant concepts and work-based, experiential learning.

The Case for Each Child, Our Future

Each Child, Our Future is inspired by an urgent desire to help Ohio address key interrelated challenges that will have a profound impact on its future, and the future of its citizens.

READINESS IN AN UNKNOWN ERA: Technological advances are rapidly changing the skills students need for the jobs of tomorrow. Forty-seven percent of today’s jobs could be phased out in the coming years due to technological advances, and 65 percent of secondary students are predicted to work in jobs that do not yet exist.⁵ A recent KnowledgeWorks report notes that the rise of artificial intelligence and the emergence of the “gig” economy⁶ will reshape the workplace, requiring learners to continually “reskill, upskill and know how to partner constructively with machines.”⁷

INEQUITIES IN OPPORTUNITY AND ACCOMPLISHMENT: Many students face learning inequities, often because of limited access to early learning, effective educators, safe and supportive learning environments, strong mentors, career exploration and other important opportunities. These limitations can contribute to the state’s achievement gap or the persistent disparity in measures of performance among student groups, especially as defined by socioeconomic status, intellectual disabilities, and race and ethnicity. Today, achievement gaps exist in every one of the state’s significant measures, including kindergarten readiness, third grade mathematics and reading proficiency, eighth grade math and reading proficiency, high school graduation rates, ACT/SAT scores and chronic absenteeism. The

⁵ Building Ohio’s Future Workforce: Governor’s Office of Workforce Transformation, December 2016

⁶ The gig economy refers to the increased tendency for business to hire independent contractors and short-term workers and the increased availability of workers for these short-term arrangements. Today, 34 percent of the national workforce consists of “gig” workers. It is expected to grow to 43 percent by 2020. <https://www.forbes.com/sites/larryalton/2018/01/24/why-the-gig-economy-is-the-best-and-worst-development-for-workers-under-30/#3b670c436d76>

⁷ The Future of Learning: Redefining Readiness from the Inside Out; KnowledgeWorks Forecast 4.0

achievement gap has been identified since the state started disaggregating student data more than 15 years ago.

DEVELOPING EVERY CHILD AND THE WHOLE STUDENT: Students struggling in school often lack important social-emotional skills and are more likely to “act out, interact poorly with teachers and classmates, pay scattered attention in class and skip school.”⁸ In Ohio, this is exacerbated by the state’s opioid epidemic. Ohio leads the nation in heroin and synthetic drug overdoses, and the crisis is straining children’s services and education delivery systems.⁹

Each Child, Our Future is Ohio’s guide for taking innovative approaches to meet the state’s major education challenges. The plan identifies a clear, statewide vision and goal for preK-12 education, along with enabling strategies that seek to ensure success of the whole child.

PreK-12 Education Fuels Ohio’s Future

Ohio’s future is powered by its education system. Today, more than 240,000 educators work in 3,500 schools serving more than 1.7 million **CHILDREN**—our most precious asset. Ohio benefits from a dedicated group of **CARING ADULTS** who inspire and guide children and prepare them for an exciting future.

All of this happens within a **STRONG SYSTEM** that merges policy and practice. Merging the two creates focused and enhanced opportunities for students.

PARTNERSHIPS make the state’s education system strong. These begin with parents and caregivers, who have the greatest impact on child development. Next, a student’s future is brightest with access to effective, challenging and relevant learning experiences within a

Each child can change the world

Ohio has built an inspiring legacy in 215 years of statehood. This is best reflected by how the state has prospered from educating and inspiring its citizens and encouraging them to follow their dreams. Consider the incredible list of innovators and influencers who have emerged from the state’s education system and gone on to change the world. Ohio’s legacy is its ability to anticipate the future and transform itself to succeed. When Ohioans see problems, they solve them. When Ohioans see opportunities, they seize them.

Ohio has a proud history of inventing and influencing. Consider the following:

- Famed *inventors and engineers*: **Orville and Wilbur Wright** (Dayton), who built and flew the world’s first successful airplane; **Charles Kettering** (Loudonville), who invented the electric self-starter for the automobile and founded the Dayton Engineering Laboratories Company; and **Granville Woods** (Columbus), an African-American machine shop operator who held 35 patents.
- Notable *astronauts* who made the impossible world of space possible, including **John Glenn** (Cambridge), the first to orbit the earth; **Neil Armstrong** (Wapakoneta), the first to walk on the moon; and **Judith Resnik** (Akron), the second American woman in space, who gave her life in the Space Shuttle *Challenger* disaster in 1986.
- Eight *U.S. Presidents*, such as **Ulysses S. Grant** (Point Pleasant) and **William Howard Taft** (Cincinnati), who served as both president and chief justice of the U.S. Supreme Court.
- Renowned *artists* who have shaped American culture, from writers **Zane Grey** (Zanesville) and **Toni Morrison** (Lorain) to artist **George Bellows** (Columbus) and actress **Halle Berry** (Cleveland).
- Passionate *educators*, such as **Albert Belmont Graham** (Lena), founder of the 4-H Club and **William Holmes McGuffey** (Tuscarawas County), creator of the McGuffey Readers textbooks.

⁸ Social and Emotional Development: The Next School Reform Frontier; The Brookings Institution, May 2015 <https://www.brookings.edu/wp-content/uploads/2016/06/Price-Education-42815.pdf>

⁹ Public Children Services Association of Ohio: PCSAO Factbook, 13th Edition 2017

seamless education system. Partners include business leaders and employers, who are the engine of Ohio's economy. They are social service and community organizations that support the health and social service needs of children. They are philanthropic leaders, who invest more than \$300 million annually to support high-quality education programs in their communities and across the state. These partnerships take on a variety of forms, from informal collaborations to formal structures—such as the *StriveTogether Cradle to Career Network*, *Appalachian Ohio P-20 Council*, *Learn to Earn Dayton*, *Stark Education Partnership* and others—that gather partners in regions across the state to help *each child* reach his or her full potential.

Each Child, Our Future is anchored in the state's legacy and builds on the assets that comprise the state's preK-12 education system.

Guiding Principles for *Each Child, Our Future*

Following are the original principles most frequently identified—and at times, most intensely, by the stakeholders and partners who worked to develop this plan. Organized around the **whole child**, supported by **caring adults** and nested within a **strong system**, *Each Child, Our Future* adheres to each principle.

Whole Child:

1. **Students are the state's hopes and dreams.** Meeting the needs of the whole child, including the development of social-emotional skills, is essential for preparing students for success in the classroom and to navigate the rapidly changing future of work. In addition to the academic knowledge and skills necessary to future success, students must be equipped to set goals, show empathy, maintain positive relationships and make responsible decisions. Ohio also must nurture and ignite student aspirations. Doing so will help students consider careers and other lifetime aspirations and understand the knowledge and skills they need to reach those aspirations.
2. **Equity is the state's top education imperative.** A student's circumstances should never predetermine his or her success. Further, a student should never be denied an opportunity based on where his or her family lives or the socioeconomic makeup of his or her community. Equity, in its most basic form, is illustrated in Figure 1. The term *each* is intentionally used throughout this plan to emphasize the importance of equity.



Figure 4

Caring Adults:

3. **Parents, caregivers, teachers, school leaders and support personnel are at the heart of the state's education system.** They care deeply about students and do whatever it takes to support student learning and success. They know that school climate and practices informed by a student's circumstances make a big difference. They understand that a student's growth is not only academic but also social and emotional. They leverage tools, such as curriculum,

instructional practices, technology and collaboration, to enable student learning. They understand that more can be accomplished for each child by working collaboratively.

Supportive System:

4. **A student’s learning experience—from preschool through postsecondary education—must be seamless** and engineered for preparing *each* student for future success.
5. **Business, foundation and community partners are essential to helping the state reach its goals.** The education system relies on community support, such as the meaningful participation of businesses, health care providers, social service organizations and others in the community.
6. **Schools are where it all happens—and a central focus of the work.** Ohio’s schools often serve as hubs and resources for their communities. A great school has great leadership; excellent educators who work as a team to meet each student’s needs; a focus on excellent, engaging, culturally relevant instruction every day in every classroom; a school climate that supports academic, social-emotional competency; a commitment to continuous improvement through meaningful professional development, data analysis and evidence-based practices; and a disposition toward collaboration that creates partnerships that further support student success. A strong education system is comprised of excellent schools.
7. **There is no one-size-fits-all approach.** Regions and communities across Ohio have unique and nuanced features. Of the state’s 610 traditional school districts, 38 percent are in rural areas, 33 percent are in small towns, 20 percent are suburban and 9 percent are urban. But even schools within the same category experience differing challenges. For instance, the challenges in Columbus are not the same challenges in Cleveland. The problems in rural Southeastern Ohio are not the same problems in rural Northwestern Ohio. Approaches to improvement must be flexible enough to recognize important distinctions.
8. **Evidence, data and clarity on desired outcomes are essential to the work, particularly when it comes to school improvement.** At the state level, Ohio is prioritizing the use of evidence as schools determine what strategies yield maximum results in student success. This is especially important as educators support more and more students with diverse needs. Evidence and data also provide critical feedback that can enable continuous improvement.

Implementing *Each Child, Our Future*

This plan is not a prescription or a mandate. It does not presume to say to any school or district, “Here’s what you need to do.” It is meant to inspire and provoke discussions about what is happening in schools each day and over time. It is meant to support action in the name of continuous improvement. It is meant to bring schools and districts together to address shared needs and challenges and identify multiple approaches to achieving excellence. This plan embraces the idea that there is no one-size-fits-all approach.

The State Board of Education and the Department of Education are committed to developing specific actions that contribute to the implementation of each strategy. As with the development of the plan, this work will be informed by data and evidence-based research and unfold in an inclusive way – gathering multiple perspectives, synthesizing different points of view, allowing for customization and configuration of approaches. Most strategies build on work that is already underway, which creates momentum and direction.

We also will be attentive to keeping the governor, the legislature, key policy influencers and other stakeholders informed about the work and accepting of their input and perspectives.

The Department of Education will also need to pursue data sources and data sharing agreements that allow for the establishments of a baseline for the plan's stated goal. This work will be done working closely with other state agencies and national data organizations to identify appropriate data sources. The department will also work to establish intermediate progress indicators that gauge the extent to which the education system and students are on track to meeting the goal. Ideally, Ohio would have interim measures at various points over the course of a student's educational experience (preschool, elementary grades, middle grades, high school grades) that would show progress and accomplishment. In some cases, the state can rely on traditional measures of proficiency in certain content areas, but such measures are not always complete in terms of what this plan is promoting. At the same time, leaders recognize that it will take time to fully develop meaningful and appropriate metrics that speak to all plan dimensions, especially the four domains.

Schools and districts may want to use this plan to inform their own thinking about continuous improvement.

Schools and districts may want to ask themselves the following questions:

- Have we thought about and developed our own continuous improvement action plan? Are we committed to it and working to implement it? Are we deeply analyzing data to guide us in identifying underperformance and its causes?
- Are we working in our community to explore ways to increase access to quality early childhood experiences? Do we have strong relationships with early childhood providers whose students ultimately will be in our classrooms?
- Have we addressed issues of teacher excellence including recruitment, induction, feedback, professional development, retention, etc.?
- Have we addressed issues of academic rigor, quality instructional practices, excellent curriculum and the four domains?
- Have we addressed challenges we may face with school climate and culture?
- Have we developed effective partnerships with the broad range of possible partners that support student success?
- Do we have a clear understanding of what excellence looks like—and, if not, where can we go to see it?

What every school and district chooses to do will look different. Schools and districts should not think they can focus on everything all at once. They can choose to start with any number of elements of what excellence looks like. The only choice that is not a valid one is the choice to do nothing. The State Board and the Department are committed to being strong and supportive partners to each district in the interest of continuing our journey to excellence and in the interest of ensuring that each child is successful and ready to create the future of our communities, our state and our nation.

Shifts Identified in the Strategic Plan

SHIFT #1: HONORING *EACH* STUDENT

Ohio recognizes the importance of preparing *EachChild* for success. This does **not** mean the state is backing away from rigorous expectations for all students. It means leaders understand that *each* student is unique. *Each* student can master the state's standards for academic content and acquire professional skills that ensure a lifetime of learning and opportunity. It acknowledges that *each* student enters the classroom with varying levels of knowledge and skills and from different home environments. *Each* emphasizes **EQUITY** and the specific needs of that individual student.

SHIFT #2: EMPHASIZING OPTIONS

Over the last decade, Ohio largely emphasized *college for all*. While college is a meaningful path for many students, some benefit from other pathways. For example, Ohio's employers are reporting they need more trained workers and believe that career-technical education is an underused pathway. The pathway offers students opportunities to earn credentials that lead to successful participation in the workforce and future learning opportunities. Ohio's **goal** recognizes that there are multiple pathways to a successful future in the state. One constant remains: regardless of the pathway selected, the more a student learns and adapts, the more successful he or she will be.

SHIFT #3: TECHNOLOGY IS FOUNDATIONAL

Ohio's plan recognizes that technology is foundational and just as important as mathematics and English language arts, from which all other learning is built. Previously, many viewed technology as a tool to engage and differentiate the foundational skills of mathematics and English language arts. Learning is now digital and technology is no longer just a tool for teaching and learning. It will be essential for each student's day-to-day success in life—from the use of computers for everyday tasks to coding to app development.

SHIFT #4: CRITICAL REASONING AND SOCIAL AND EMOTIONAL LEARNING

In the past, our attention to the educational experience for our children has focused on academic content areas. Assessments and the state's report card focus on English language arts, mathematics, science and social studies. Increasingly, however, we understand the tremendous importance of critical reasoning competencies and social-emotional skills and understanding. Regardless of a student's future path—whether it be entering the workforce, going to college, enrolling in an apprenticeship program or joining the military—critical reasoning and social-emotional skills are instrumental to success. We must be more deliberate in supporting students' acquisition of these competencies and skills.

SHIFT #5: EMPHASIZING SUPPORTS

EachChild calls for a shift in the state's role—from one of compliance to one of support. The goal of system improvement envisions collaboration, partnership and mutual support. By working together, we can accomplish much more than by working independently or against each other.

APPENDIX

Framework to Consider Attributes of a High School Graduate

To help school districts across Ohio think through their own frameworks for determining what their successful high school graduates will look like, educators and employers who developed this plan consulted national research to come up with the following list. It is intended to both provoke and support local thinking and action.

- **Foundational knowledge and skills**—The graduate will have command of basic skills in *mathematics, English language arts* and *technology*—the building blocks that enable future learning. Specific to technology, the graduate will understand its global impact and use it to design solutions, communicate ideas and share information.
- **Well-rounded content**—The graduate will have exposure to social studies, sciences, languages, arts and physical education.
- **Critical-thinking and problem-solving skills**—The graduate will demonstrate strong decision-making skills, know how to analyze issues and approach complex challenges.
- **Resiliency, grit and work ethic**—The graduate will demonstrate follow-through and have the wherewithal to “stick to” challenging problems until a solution is identified.
- **Communication—oral and written**—The graduate will be an effective communicator who can clearly articulate his or her thoughts verbally and in writing.
- **Engaged citizens**—The graduate will productively contribute to society and engage in the democratic process (for example, vote on a regular basis).
- **Cultural awareness**—The graduate will hold a world perspective that values and respects diversity and the establishment of meaningful relationships.
- **Collaboration and teamwork**—The graduate will cultivate skills necessary to work with others and understand cooperation and compromise.
- **Adaptability and agility**—The graduate will exercise flexibility when necessary and seek to continuously learn and process new skills.
- **Social, emotional and interpersonal skills**—The graduate will express and manage his or her emotions and establish positive and rewarding relationships with others.
- **Curiosity, discovery and growth mindset**—The graduate will ask thoughtful questions, dig deeply into issues and understand that improvement results from his or her own learning.
- **Gathering information and discerning that information**—The graduate will be intentional about receiving information from multiple, reliable sources and making sense of that information.
- **Innovative and creative**—The graduate will think differently about problems—considering multiple angles of approach—and integrate skills and knowledge across disciplines to identify solutions.

In Ohio, the state determines standards (see [Ohio’s Learning Standards](#)) for what students should know and be able to do. The state also identifies minimum-level graduation requirements. Local schools lead in identifying the skills and knowledge—or attributes—that their graduates should possess, as influenced, in many cases, by their regional economies and workforce needs. The framework of attributes is a model designed to help schools think through their own locally developed lists of attributes.

This framework is closely aligned to the [OhioMeansJobs-Readiness Seal](#). The OhioMeansJobs-Readiness Seal is a formal designation students can earn on their high school diplomas that signifies their personal strengths, strong work ethic and professional experience. The framework of attributes includes the professional skills contained in the OhioMeansJobs-Readiness Seal, plus an emphasis on the academic skills required for future success.

Direction from the State Board of Education

In July 2017, the State Board of Education identified the following 12 priorities to guide development of the strategic plan. These priorities were shared with the stakeholders and partners who came together to develop the plan.

MEETING THE LEARNING NEEDS AND ASPIRATIONS OF ALL STUDENTS.

- 1. *Prioritizing equity.*** The Strategic Plan must focus on strategies that meet the learning needs and aspirations of *all* students, especially students of poverty, students with disabilities, English language learners, and other students who face unique challenges. These tend to be students who, due to barriers beyond their control, have not reached their potential for learning. They require targeted supports to be successful and, like all students, benefit from strong teacher-student relationships, differentiated instruction, developmentally appropriate methods, culturally informed practices, and personalized-learning approaches.
- 2. *Ensuring students have foundational knowledge and skills.*** The Strategic Plan must promote the importance of students acquiring essential knowledge and skills in mathematics, reading, writing, science, and social studies—all of which serve as cornerstones for lifelong learning.
- 3. *Accommodating all students' learning and growth needs and aspirations.*** Beyond foundational knowledge and skills, the Strategic Plan must address students' learning and growth needs through a well-rounded education. This includes, among other things, the development of social-emotional competency, learning and innovation skills, information and technology skills, and life and career skills. These skills will help students identify their passions and chart their futures.
- 4. *Celebrating learning.*** The Strategic Plan must promote learning approaches that actively engage students through discovery, creativity, and exploration. This will capitalize on students' strengths, passions, and interests and fuel their curiosity and desire for more learning.

ENSURING EXCELLENT EDUCATORS (TEACHERS AND LEADERS) WHO KNOW HOW TO MEET THE LEARNING NEEDS AND ASPIRATIONS OF ALL STUDENTS.

- 5. *Supporting effective educators who achieve results.*** The Strategic Plan must acknowledge the impact of excellent teachers and leaders, who research shows are the greatest contributors to student success in school. It must promote policies and practices that ensure an abundant supply of effective teachers and leaders (and other personnel – psychologists, counselors, support staff, etc.) who are collaborative, empowered, prepared and developed to nurture student growth and boost student accomplishment.

FOSTERING ENGAGING, SUPPORTIVE SCHOOLS THAT MAXIMIZE STUDENT LEARNING.

- 6. *Fostering environments that maximize student learning.*** The Strategic Plan must identify and promote strategies to help students overcome barriers to learning and build teacher and leader capacity to support those strategies. Strategies should include reducing stress, addressing experiences of trauma, implementing restorative discipline practices, and meeting physical, social, and emotional needs. Strategies promoted in the Strategic Plan should seek to assure that students are educated in safe, supportive, nurturing, challenging, emotionally secure, and engaging environments.

7. **Advancing quality in- and out-of-school learning opportunities.** The Strategic Plan must identify ways to promote access to opportunities that enrich the student learning experience during the school day, after the school day, and beyond the traditional K-12 school experience (including, but not limited to, opportunities for students to participate in community service, internships, mentoring, and after- and out-of-school experiences).
8. **Promoting evidence-based, innovative learning practices.** The Strategic Plan must support school districts in promoting and implementing innovative and evidence-based learning practices, including, but not limited to, the integrated use of technology and authentic, real-world, experiential learning and project-based learning.

MAINTAINING AN EDUCATION SYSTEM THAT SUPPORTS STUDENTS, TEACHERS, AND FAMILIES.

9. **Prioritizing early learning.** The Strategic Plan must recognize the value and return on investment of early learning. It must identify strategies that advance high-quality, developmentally appropriate, hands-on early childhood and preschool opportunities for students. It must promote collaborations with parents/caregivers and community partners that emphasize the importance of early learning.
10. **Striking partnerships to deploy integrated supports.** The Strategic Plan must promote and encourage schools to partner with parents/caregivers, community members, and organizations to help maximize learning and support student opportunities and accomplishments. These supports can address students' basic needs or more specialized conditions (e.g., nutrition, vision/hearing, health care, career exploration, workplace learning, etc.) that have an impact on learning and life.
11. **Emphasizing collective stakeholder impact.** At the state and local levels, the Strategic Plan must recognize the power of collective impact and seek to leverage all elements of society—including critical partners such as parents/caregivers, community and faith-based organizations, businesses, state legislators, etc.—in a shared commitment to the continuous improvement of the education system and the lives of children.
12. **Measuring progress.** The Strategic Plan must commit to a robust set of reliable measures that provide students, parents/caregivers, educators, and communities with clear feedback and an understanding of important trends that can be used to continually enhance teaching and learning.

The Plan Development Process

Incorporate language that explains the Steering Committee, Plan Development Oversight Team, five Workgroups and regional stakeholder meetings.

Identify members of each.