



A/OPR/OS: Office of Overseas Schools: *Strategic Thinking- 2022-2026*



OFFICE OF OVERSEAS SCHOOLS STRATEGIC PLAN

January 2024 Version

Strategic Thinking– 2022-2026

Progress Notes...

An Aligned Set of Three Improvement Objectives

The Office of Overseas Schools (OS) has written a comprehensive strategic plan for 2022-2026. Careful consideration has been given to aligning OS strategic intent with the Secretary of State Modernization Plan, the Bureau of Administration Strategy, and the Department-wide emphasis on building positive organizational/school cultures of Diversity, Equity, Inclusion, and Accessibility (DEIA) (belonging).

The OS mission is informed by the A/OPR core values. These guiding statements and the OS mission inform three key improvement objectives and seven strategies, each with specific results and action steps embedded within a SMART goal format: *specific, measurable, achievable, relevant and time bound*.

Focus on the Quality of Teaching and Learning and Student Experience in Assisted Schools

The objective of meeting the intent of our OS mission is to act on current educational issues that impact United States Government (USG) families serving at posts overseas, and work to find solutions that provide continuous improvement of international schools which are assisted through the OS grant program.

Innovative Thinking and Doing

The OS strategic plan offers a few surprises. We are seeking to rethink the grant application process and data collection the State Assistance Management System (SAMS) platform with a new grant application template. OS will prioritize expansion of programs for children and youth with exceptionalities and ensure schools are active in building competencies for social-emotional well-being and DEIA. The strategic plan offers a view that DEIA must be considered alongside the competencies within a democracy society and the history and culture of the host country. We also seek to revitalize The Overseas Advisory Council (OSAC) with more focus on corporate participation and financial commitment.

Quality as a Function of Strong Leadership

Educational change initiatives and strategic thinking are bound together by effective school leadership, communications, and outreach. Sustainable change requires building coalitions of support from overseas school leaders and their communities while emphasizing leadership development at all levels. The plan will bring added relevance to the Regional Education Officer (REO) brief and school quality assessments. Rethinking OS visibility through our website, communications, research and consultant services, and overall advocacy has an important place in this plan.

Address Long-Standing Problems

The OS strategic plan can best be summarized as providing a practical, implementable, and enriched blueprint to continually improve educational opportunities for USG families and expatriates serving overseas.

Our key priority is to influence, and support assisted schools and USG families by advocating for innovative and impactful educational alternatives and quality teaching and learning across our overseas posts. All to further enliven the Department mission, meant to lead American foreign policy through diplomacy, advocacy, and assistance and advancing the interests, safety, and economic prosperity of the American people.

October 2023

Office of Overseas Schools- A/OPR/OS
US Department of State
Washington DC

Our Core Values

DEFINITION: Fundamental values or an ethical code that establishes our moral priorities, bedrock convictions, which serve to guide the Office of Overseas School's interactions and work objectives.

SERVICE

We are a diverse organization which strives to exceed stakeholder expectations by consistently delivering value-added service with efficiency and quality.

SAFETY

We work as a unified team to ensure healthy and secure workspaces for all.

COMMUNITY

We treat everyone with honesty and respect, taking pride in our work and creating a transparent environment of trust, cooperation, and team spirit.

STEWARDSHIP

We accept responsibility for our work and actions, judiciously managing taxpayer resources for the benefit of all present and future stakeholders.

INNOVATION

We continue to grow as an organization by strategically and creatively incorporating lessons learned, customer feedback, and best industry practices

Our A/OPR/OS Mission

DEFINITION: A declaration of the Office of Overseas School's unique identity to which we aspire- describing who we serve, our specific purpose, what we seek to achieve, and the means by which we will meet our goals. The mission describes our extraordinary purpose and serves as the target toward which we concentrate disciplined action, effort, resources and energy.

To advance quality educational opportunities at the elementary and secondary level for dependents of American citizens carrying out the programs of the U.S. Government abroad.

To assist U.S. sponsored overseas schools in the operation and expansion of programs that embody the best educational practices employed in the United States and promote a mutual understanding among peoples through education.

Our Strategic Vision

DEFINITION: A coherent and straightforward statement that outlines in broad terms the strategic direction and preferred future for the Office of Overseas Schools.

Excellence and responsiveness in promoting expanding educational opportunities and inclusive programs for overseas United States Government families and school communities.

The **Blueprint** of Strategies and Specific Results

Strategic Themes	Specific Results
OS Strategy #1: Assess and Continually Improve Overseas School Educational Quality	
<p>OS Strategy #1: We will promote high quality, transportable and innovative educational programs, teacher and school leadership expertise, and positive learning cultures to continually improve OS assisted schools attended by eligible family member (EFM) students and American citizens overseas.</p>	<ul style="list-style-type: none"> • Specific Result 1.1: (School Improvement Needs) To align grant monies to the greatest educational need with clear purpose and impact, specific to enhanced educational opportunity and continuous school improvement. • Specific Result 1.2: To remain vigilant that assisted school curricula and pedagogy are supported and conform to American educational foundations and best-practices to meet the needs of EFM students. • Specific Result 1.3: To support ongoing and responsive professional development specific to OS strategic priorities for program improvement in assisted schools. • Specific Result 1.4: To collaborate with overseas school accreditation agencies to collaborate so school governance, DEIA, and social-emotional well-being/mental health quality indicators and criteria are in place which are key to successful re-accreditation. • Specific Result 1.5: To maintain a close relationship with the College Board where ongoing Advanced Placement coursework, teacher training and college counseling support are maximized for student access to American higher education. • Specific Result 1.6: To sustain and advance the number of schools rated as adequate, as stated in 2 FAM 614.3, in support of quality teaching and learning and families at post.
OS Strategy #2: Social-Emotional Well-Being and Positive School Culture	
<p>OS Strategy #2: We will provide, as ongoing work, active support to schools to create a safe and equitable learning environment that empowers student voice and contribution, fosters compassion and respect across the community, and integrates social-emotional well-being into schoolwide culture and practice.</p>	<ul style="list-style-type: none"> • Specific Result 2.1: To collaborate with the International Center for Missing and Exploited Children (ICMEC) to expand the training, timely resources, and expert consultation on child protection—in all overseas schools that EFM students attend—inclusive of ongoing Level One (basic foundations for frontline workers) and Level Two (community engagement) professional development for teachers and school leaders. • Specific Result 2.2: To promote OS outreach across Federal agencies to increase awareness and knowledge of child protection resources and the best-in-class process for intervention when issues or concerns exist. • Specific Result 2.3: To build capacity in educational leaders and teachers to expand adoption, implementation, and systemic use of high-quality social-emotional learning programming and best practices in overseas schools. • Specific Result 2.4: To support individual /online/confidential psychological school counselor professional development and resources for actively addressing mental health concerns including anxiety, depression, substance abuse, self-harm, relationship issues, life transitions, and tragic circumstances. • Specific Result 2.5: To support building school cultures that place social-emotional well-being and mental health as a primary task in collaboration with the youth being served. To advocate for all-community commitment to early intervention in youth mental health, health training and support, and engagement of student voice and leadership where everyone takes responsibility and plays a part. • Specific Result 2.6: To collaborate with the Overseas Schools Advisory Council (OSAC) to define fundable approaches, implementable programs, and improved fundraising outcomes to support enhanced school cultures of social-emotional well-being and mental health.

Strategic Themes	Specific Results
OS Strategy #3: Specialized Support Services	
OS Strategy #3: We will provide guidance and influence assisted schools toward continuous improvement of existing special needs programming. OS will work with individual schools of varying enrollments to promote planning and implementation of improvement strategies, including use of online learning, to expand special needs programming.	<ul style="list-style-type: none"> • Specific Results 3.1: To support sustainable educational opportunities for all EFM students and facilitate talent needs of posts around the world. To ensure an expansion of sustainable comprehensive special needs programming, meeting an increased level of student exceptionalities. To provide guidance on best-practice business models and ways to systemically expand organizational capacity and learning to sustain special needs programs. • Specific Result 3.2: To ensure full implementation of the Department of State Authorization Act of 2021 (Section 1326) ensuring broad communication on the current dimensions of special needs programming, the collection of data that describes types of disabilities being served and the gap between school staffing expertise and student needs, and to monitor the implementation of expanded special needs offering across the regions. • Specific Result 3.3: To develop and implement a new grant award protocol with attendant financial resources which promotes and jump-starts the expansion of special needs services in selected assisted schools in each region. • Specific Result 3.4: To exploit the use of technology and accredited online educational program platforms to further special needs learning opportunities and prototype viable alternatives with USG families. • Specific Result 3.5: Promote the understanding and application of an array of business models to support the expansion of Student Supports Services Programs in international schools.
OS Strategy #4: Infrastructure, Risk Management, Safety and Security	
OS Strategy #4: We will continually monitor that overseas schools remain vigilant and up to date with assessment and management of risk, safety, and security through specific policy goals for child protection, financial and operational compliance, and reputational risk.	<ul style="list-style-type: none"> • Specific Result 4.1: To assess ICMEC and task force program effectiveness and promote ongoing research review and resource updates for specific seminars on child protection across government agencies and assisted schools. • Specific Result 4.2: To monitor that each overseas school in close consultation with the relevant embassy, has a team of school leaders, Regional Security Office (RSO), professional security, and safety personnel focused on safety and security risk assessments with attendant updated and highly visible policies and protocols. Ongoing oversight on school safety grants. • Specific Result 4.3: To review assisted schools and oversee updating of emergency plans/policies/handbooks infectious disease resources and protocols, reflecting lessons learned from the global pandemic and the local medical and governmental context.
OS Strategy #5: Modernization, Innovation, Communication, Outreach, and Data Analytics	
OS Strategy #5: We will improve internal and external communication and outreach about mission-critical educational programming, best-in-class pedagogical practices, and key factors for assisted school quality. OS will use communications outreach to increase office relevance and visibility by highlighting resources and overall, continuous improvement practices of overseas schools for USG agencies and assisted schools. OS will revamp the grant application process by modernizing data collection using the State Assistance Management System (SAMS) platform to improve data analysis, accountability, and communication of	<ul style="list-style-type: none"> • Specific Result 5.1: To align all communication activities to the OS mission and significantly improve visibility of OS programming, publications, and outreach. To increase outreach to Federal agencies so they more fully use the expertise and resources of the office. • Specific Result 5.2: To modernize the OS grant application end-to-end process using the SAMS platform from front-end application to close of the grant award. To develop and implement a user-friendly client experience with full access and analysis of collected data. • Specific Result 5.3: To envision, create, and implement a high visibility publication for all overseas schools attended by EFMs that highlights current educational trends, research, best-practices with emphasis on OS strategies for school improvement and as priorities for grant awards. • Specific Result 5.4: To assess and respond to technology needs for OS, seeking cost efficiencies and maximizing productivity with relevant hardware and software. • Specific Result 5.5: To ensure ongoing focus group feedback sessions within REO onsite post and school visits to take the embassy satisfaction temperature and track assisted school student and USG family educational experiences, program offerings and learning outcomes. • Specific Result 5.6: To utilize the SAMS data platform to develop and implement assisted school benchmarking on school outcomes and demographics and to publish an annual report on the state of Department of State assisted schools.

Strategic Themes

Specific Results

OS Strategy #6: Leadership Development and Renewal in Assisted Schools

OS Strategy #6:

We will support policy and practice at assisted schools to continuously improve school leadership, including school governance. OS will elevate and support leadership practices for setting standards of teaching, learning, active classroom practices, and positive school cultures while promoting overall overseas community well-being.

- **Specific Result 6.1:** To continually improve and promote exemplary overseas school board governance and to teach key leadership behaviors that support a high-performing school through establishing impactful governance practices and building leadership capacity between the school head and board trustees.
- **Specific Result 6.2:** To continue the *Leadership Program for Overseas Principals* (LSOP) to further develop a pipeline of diverse American school leaders.
- **Specific Result 6.3:** To develop and implement a school head pathway. for diverse, talented stateside leaders who wish to qualify for overseas school leadership opportunities in order that the American tradition of teaching, learning, and leadership is preserved within assisted schools.
- **Specific Result 6.4:** To renew the *Overseas Schools Leadership Program* (OSLP) (to be called the Leadership Paradoxes and Possibilities Project- LPP) for current, international, school heads to underwrite the American tradition of school leadership and provide a re-energizing, uplifting, and responsive leadership learning experience to support school head well-being and the imperative of their leading a vital school community.
- **Specific Result 6.5:** To promote the recognition of overseas assisted school leaders for exemplary leadership, focused on responsive/crisis leadership, program innovation, student learning results, and support for American educational approaches to teaching and learning.
- **Specific Result 6.6:** To prioritize targeted grant funding so that OS remains a leader in promoting professional development across assisted schools by endorsing school leadership development, effective teaching and learning, and forwarding key contemporary issues of advancing special learning needs programming, social-emotional well-being and mental health, and building DEIA school cultures.

OS Strategy #7: Cultivate Diversity, Equity, Inclusion, and Accessibility (DEIA) In School Communities

OS Strategy #7:

We will provide ideas, guidance, and grant support for assisted overseas schools to develop an agile, diverse, and collaborative school culture and environment. We will enhance recruitment and hiring, reduce unconscious bias, and strengthen diversity and inclusion practices. We will support development of overseas school DEIA climate, policies, and expectations aligned with cultures of social-emotional well-being with uncompromising child safety protocols.

- **Specific Result 7.1:** (Diversity) To support overseas schools in hiring and promoting the best leadership and teaching talent and to build a diverse and representative professional staff.
- **Specific Result 7.2:** (Equity and Inclusion) To support professional development, support for overseas school career development and programs to increase access to leadership and teaching opportunities, equitable to all, including LGBTQTI+ professionals.
- **Specific Result 7.3:** To collaborate with US-based school accreditation agencies to support building a DEIA overseas school climate, contextual to geography and cultures, with criteria that promote psychological safety and positive outcomes in eliminating discrimination, harassment, retaliation, and unconscious bias.
- **Specific Result 7.4:** To support overseas schools in developing democratic competencies in the context of host-country norms and customs as the foundation for DEIA concepts and practices.
- **Specific Result 7.5:** To provide a professional learning opportunity for all OS staff to examine their own intercultural development and competence as well as their ability to shift perspective, adapt behavior, and effectively respond to cultural difference and commonality in the context of the OS mission.

OS Aligned Strategy and Action Steps With Department of State Modernization, Bureau Strategy and DEIA

Office of Overseas Schools (A/OPR/OS) Aligned Strategy 2022-2026			
OS Strategy #1: Assess and Continually Improve Overseas School Educational Quality			
M/ Strategy and Solutions: Strategic Framework	Secretary's Modernization Plan and DoS and USAID JSP	USG SP to Advance Diversity, Equity, Inclusion and Access	Functional "A" Bureau Strategy
<p>Goal 1: Strengthen planning and coordination for decisions related to USG presence overseas.</p> <p>Goal 3: Advance solutions to cross-cutting management for planning, developing, and partnering on projects and programs– improve customer satisfaction.</p>	<p>Pillar Two: Elevating new voices and encouraging more initiative and innovation</p> <p>Pillar Five: Reinvigorating in-person diplomacy and public engagement, caring for overseas families by ensuring high quality educational opportunity</p>	<p>DEIA Principle Two: Focus on continuous improvement of processes and outcomes, moving overseas schools to a high level of organizational maturity with DEIA</p> <p>DEIA Principle Five: Understand the perspectives of the customers, with services and programs based on lived experiences and levels of satisfaction</p> <p>DEI Executive Order Priority 7: Expand the availability of DEIA training</p>	<p>Strategic Goal Two- The Client Experience (Objective 2.3): Promoting high quality educational opportunities at elementary and secondary levels for children of Foreign Service and other USG employees posted abroad.</p>
<p>OS Strategy #1: We will ensure high quality educational programs, teacher and school leadership expertise, and positive learning cultures to continually improve OS assisted schools that EFM students and American citizens attend overseas.</p>			
<p>Specific Result 1.1: (School Improvement Needs)– To ensure grant monies are aligned to greatest educational need with clear purpose and measured impact specific to enhanced educational opportunity and continuous school improvement.</p>			
Action Step #	Action Step Description	Key Performance Indicator	Implementation/ Completion
1.1.1	Complete a study of awarded grants across all overseas school regions, focusing on how grant monies are being awarded (process), issues, and educational quality concerns being addressed and metrics that define funding impact.	<ul style="list-style-type: none"> Process review of grant awards with specific recommendations on collaboration with A/OPR/CR 	June 2022 (is this realistic if view of date of this plan?)
1.1.2	Align with the communications action plan to ensure an annual school quality needs assessment to define key issues and program opportunities for OS support and continuous school improvement.	<ul style="list-style-type: none"> School and embassy community needs assessment recommendations to drive grant award priorities 	September 2022
1.1.3	Review and implement changes in the grant award process ensuring that allocations are focused on greatest need in overseas school regions.	<ul style="list-style-type: none"> Implementation of the A/OPR/CR internal review recommendations 	September 2022
1.1.4	Revise and implement the grant proposal format to ensure OS is receiving all necessary data to track grant proposals by topic, and the program and people most impacted, and to ensure high expectations on grantee follow-up to ensure accountability for use and impact of awarded monies.	<ul style="list-style-type: none"> Implement use of SAMS as the single platform with front-end application and data collection and grant closing accountability for grant use and impact on school improvement 	September 2022
1.1.5	Resolve the OIG recommendation to follow the intent of the FAM in closing out grants, with no more than a single extension and to recover unspent monies to apply toward program priorities across assisted schools.	<ul style="list-style-type: none"> To close 100% of all grants on time or after a single year extension to meet the requirements of the FAM and ensure grant money recovery of unspent balances 	February 2023

OS Strategy #1: We will promote (can you really ensure?) high quality educational programs, teacher and school leadership expertise, and positive learning cultures to continually improve OS assisted schools that EFM students and American citizens attend overseas .

Specific Result 1.2: (The American Tradition of Education) To ensure that assisted school curricula and pedagogy are supported and conform to American educational foundations and best-practices to meet the needs of EFM students.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
1.2.1	(AERO Standards) To ensure ongoing professional development on the Standards of Learning program with Project AERO (American Education Reaches Out) across Art, English, Mathematics, Music, Science, Social Studies, and World Languages.	<ul style="list-style-type: none"> Assisted school participation levels that reach all regions with AERO school faculty involvement from one year to the next approaching 100% 	Ongoing
1.2.2	(AERO Learning Assessments) To use the AERO standards for learning to assess student learning progress and to continue professional development for creation of valid and reliable assessment practices across assisted schools.	<ul style="list-style-type: none"> Implementation of standards-based assessment practices, collecting random work samples to confirm quality and ability to inform teaching practices 	Ongoing
1.2.3	(Measures of Academic Progress) To promote and implement the Measures of Academic Progress (MAP) norm-reference assessments and to track performance of students in assisted schools.	<ul style="list-style-type: none"> Tracking student academic progress using assisted school learning outcomes as measured by anticipated vs. actual growth Data on assisted school group performance that exceeds worldwide, suburban and stateside norms 	Ongoing
1.2.4	(Student Learning Outcomes) To provide support to the College Board and the Advanced Placement program, with annual review of student performance specific to assisted schools and compared to international and national normed outcomes.	<ul style="list-style-type: none"> Assisted schools will report student learning results in the Advanced Placement subtests that reflect student achievement above international and national averages Report outcomes for benchmarking purposes to all assisted schools and embassy communities 	Reporting protocol, July 2022 and each subsequent July

OS Strategy #1: We will ensure high quality educational programs, teacher and school leadership expertise, and positive learning cultures to continually improve OS assisted schools that EFM students and American citizens overseas attend.

Specific Result 1.3: To support ongoing and responsive professional development specific to OS strategic priorities for program improvement across assisted schools.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
1.3.1	To advocate for and provide grant support to the Regional Education Associations and the Association for Advancement of International Education (AAIE) to advance key OS strategies, including DEIA, special learning needs, and social-emotional well-being/mental health	<ul style="list-style-type: none"> Alignment of key OS strategic intent for continuous improvement of assisted school programming with implemented professional development via the regional associations and AAIE 	June 2023
1.3.2	To create new professional development opportunities based on student learning external assessments, matching areas for improvement with increased emphasis on teaching practices through the AERO summer program, and promoting grant support to the regional associations	<ul style="list-style-type: none"> Focus grant monies on the assessed student learning needs based on learning outcomes 	June 2023
1.3.3	To develop and implement an OS-based research and practice publication focused on the curriculum areas and issues that require assisted school improvement focus.	<ul style="list-style-type: none"> Initial launch of publication as a new avenue of OS outreach to assisted (and unassisted) schools 	August 2022
1.3.4	To collaborate with regional associations, AAIE, and the International Schools Services to promote women in leadership and to lead the development of increased diversity in assisted school leaders.	<ul style="list-style-type: none"> A defined pipeline with attendant recruitment protocols across a coalition of all key associations and recruiting agencies in support of assisted schools 	June 2023

OS Strategy #1: We will ensure high quality educational programs, teacher and school leadership expertise, and positive learning cultures to continually improve OS assisted schools that EFM students and American citizens overseas attend.

Specific Result 1.4: To collaborate with overseas school accreditation agencies to ensure school governance, DEIA, and social-emotional well-being/mental health quality indicators and criteria are in place which are key to successful accreditation.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
1.4.1	To sponsor a roundtable of all key accreditation agencies, association leaders and representative school heads to develop the specific accreditation criteria and mandate for effective school governance, DEIA climate and behaviors and closely linked social-emotional well-being school culture.	<ul style="list-style-type: none"> Mandate implementation of key criteria for successful school accreditation 	June 2023
1.4.2	To ensure the OS sponsored roundtable discussions continue to align professional development for school leaders and teachers across regional associations and AAIE.	<ul style="list-style-type: none"> Specific professional development programming aligned to accreditation criteria 	June 2024

OS Strategy #1: We will ensure high quality educational programs, teacher and school leadership expertise, and positive learning cultures to continually improve OS assisted schools attended by EFM students and American citizens overseas.

Specific Result 1.5: To continue building a close relationship with the College Board and ensure ongoing Advanced Placement coursework, teacher training and college counseling workshops to maximize student access to American higher education.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
1.5.1	To ensure both virtual and onsite professional development and community presentations for assisted school communities on the most current processes and strategies for college acceptance.	<ul style="list-style-type: none"> Documented history of College Board presentations in worldwide regions, consistent with the goals of the Overseas Schools Project (OSP) 	Implementation June 2022; Completion June 2023
1.5.2	To implement with the College Board an ongoing assisted school community dialogue focused on college acceptance, the new SAT protocols, and reporting on assisted school student outcomes on college entrance exams.	<ul style="list-style-type: none"> Documented history of worldwide school, embassy, and expatriate community participation in staying current on the college acceptance process 	December 2022
1.5.3	To capture college acceptance assessment data (SAT, PSAT) (along with MAP testing outcomes) toward the development of a dashboard that documents student learning outcomes (macro data) across assisted schools.	<ul style="list-style-type: none"> Completed dashboard with key metrics that document student learning data within assisted schools benchmarked against international and national comparisons 	

OS Strategy #1: We will ensure high quality educational programs, teacher and school leadership expertise, and positive learning cultures to continually improve OS assisted schools that EFM students and American citizens overseas attend.

Specific Result 1.6: To increase the number of schools rated as adequate (2 FAM 614.3) in support of families at post.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
1.6.1	Complete an analysis of the status of embassy locations without assisted or "adequate" rated schools.	<ul style="list-style-type: none"> Information memo with full details on embassy school status that includes posts without EFMs, or posts closed to ensure focus on target locations 	May 2022
1.6.2	Examine statistics on and recency of school visits by Regional Education Officers (REOs). Determine key onsite visit schedule in REO assigned regions.	<ul style="list-style-type: none"> Completed site visit goals to ensure updated information on current school educational offerings 	June 2022
1.6.3	Based on 2 FAM 600 series, use the assisted and "adequate" school criteria to determine schools where OS intervention can best support a change either assisted or "adequate" school status.	<ul style="list-style-type: none"> Listing of target schools where OS intervention could prove helpful toward a change to at least "adequacy" rating 	June 2023
1.6.4	Intervene with target schools toward providing specific grant support and influence to promote a change to at least school "adequacy status."	<ul style="list-style-type: none"> Identified schools with aligned grant support that has brought about at least "adequacy" status 	June 2025

Office of Overseas Schools (A/OPR/OS) Aligned Strategy 2022-2026

OS Strategy #2: Social-Emotional Well-Being and Positive School Culture

M/ Strategy and Solutions: Strategic Framework	Secretary's Modernization Plan and DoS and USAID JSP	USG SP to Advance Diversity, Equity, Inclusion and Access	Functional "A" Bureau Strategy
Goal 4: Promote a high-performing, forward-looking organization, focused on continuous improvement	Pillar One: Building capacity and expertise in...emerging technology- STEM expertise Pillar Two: Elevating new voices and encouraging more initiative and innovation	DEIA Principle Two: Focus on continuous improvement of processes and outcomes, moving overseas schools to a high level of organizational maturity with DEIA	Cross-cutting Management Goal 2: Improve specialized support services by taking advantage of collaboration opportunities, consistent with OS mission. Achieved with customer focus while breaking down traditional stovepipe thinking—providing swift answers, services and positive innovations and resolutions.

OS Strategy #2: We will provide active support to schools to create an equitable learning environment that empowers student voice and contribution, fosters compassion and respect across the community, and integrates social-emotional well-being into schoolwide culture and practice.

Specific Result 2.1: To collaborate with the International Center for Missing and Exploited Children (ICMEC) to expand the coursework, timely resources, and expert consultation on child protection— in all overseas schools that EFM students and American citizens attend overseas— including ongoing Level One (basic foundations for frontline workers) and Level Two (community engagement) professional development for teachers and school leaders.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/ Completion
2.1.1	Expand the general catalog of courses available to assisted and unassisted overseas schools through ICMEC's digital learning platform, including new courses added to reflect current research and practice.	<ul style="list-style-type: none"> Confirm course creation and implementation during the given academic school year 	June 2023
2.1.2	Provide synchronous Level 1 and Level 2 professional development based on REO recommendations.	<ul style="list-style-type: none"> At least 4-6 new schools are engaged in training in each academic year 	June 2023
2.1.3	Collaborate with ICMEC professionals to ensure timely consultations when child protection issues arise, guaranteeing victim-centered response, effective intervention strategies with appropriate legal protocols.	<ul style="list-style-type: none"> Document specific events and intervention strategies, measuring effectiveness of response with success of the outcome(s) 	June 2022, ongoing
2.1.4	Define and train a pool of teachers as regional trainers (local context), providing ongoing "training of trainers" seminars.	<ul style="list-style-type: none"> Roster of "regional trainers" with specific dates of training seminars 	June 2023, ongoing
2.1.5	Refine the ICMEC Educational Portal as the key resource for all overseas school educational professionals, ensuring ready access, priority and relevant resources, and fully updated and contemporary research and best practices.	<ul style="list-style-type: none"> Annual review of the ICMEC Educational Portal content, including a user survey 	June 2023-2026
2.1.6	Develop and implement a quarterly, shared OS and ICMEC newsletter provided to all schools attended by USG dependents.	<ul style="list-style-type: none"> Samples of quarterly newsletters 	June 2022-2026

OS Strategy #2: We will provide active support to schools to create an equitable learning environment that empowers student voice and contribution, fosters compassion and respect across the community, and integrates social-emotional well-being into schoolwide culture and practice.

Specific Result 2.2: To increase OS outreach in Federal agencies to ensure awareness and knowledge of child protection resources and best-in-class process for intervention when issues or concerns exist.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/ Completion
2.2.1	Develop a list of key agencies with overseas families at post and provide specific guidance.	<ul style="list-style-type: none"> Confirm course creation and implementation during the given academic school year. 	June 2023
2.2.2	Research and contact agency leadership and schedule informal conversations about the work of the OS and child protection programming.	<ul style="list-style-type: none"> Completion of agency coffee and conversation meetings, ensuring a directory of agency leaders with scheduled ongoing check-ins 	June 2023
2.2.3	Develop a seminar/multi-media presentation to provide awareness and knowledge-building in Federal agencies.	<ul style="list-style-type: none"> Schedule of completed seminars, personalized to key agencies. 	June 2023

OS Strategy #2: We will provide active support to schools to create an equitable learning environment that empowers student voice and contribution, fosters compassion and respect in the community, and integrates social-emotional well-being into schoolwide culture and practice.

Specific Result 2.3: To build expertise and capacity in educational leaders and teachers to ensure adoption, implementation, and systemic use of high-quality social-emotional learning programming and best practices in overseas schools attended by EFMs.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
2.3.1	Continue the four-part online CASEL <i>SEL Learning Together Discussion Series</i> and ensure worldwide overseas school participation.	<ul style="list-style-type: none"> % overseas schools who have actively participated in the online coursework with CASEL. 	June 2023
2.3.2	Develop and implement an ongoing online discussion group of all participants who completed the initial four-part learning series.	<ul style="list-style-type: none"> % of initial participants who participate in the expanded SEL Learning Series for continuous learning, exchange and innovation/research/best practice updates 	June 2023, ongoing
2.3.3	Fund, via domestic grant, and promote the work of the Global SEL Practices Specialist, assigned to OS, ensuring the following: <ul style="list-style-type: none"> Ongoing SEL learning for international school leaders and teachers. Develop international communities of practice to identify gaps in knowledge and resources and identify best practices across international schools. Translate observations, lessons learned, and innovative practices into curated resources for the overseas schools. Support for research and theories of action for implementing SEL programs and culture building across overseas schools; and Consult with assisted schools to capture learning into usable insights and tools for all schools. 	<ul style="list-style-type: none"> Best-in-class school practices and resources within OS outreach publications, website, and ongoing newsletter articles Evidence on the CASEL website of collaboration with the Department of State with featured overseas school success stories 	June 2024

OS Strategy #2: We will provide active support to schools to create an equitable learning environment that empowers student voice and contribution, fosters compassion and respect in the community, and integrates social-emotional well-being into schoolwide culture and practice.

Specific Result 2.4: To ensure personalized/online/confidential psychological counseling resources are available for mental health concerns including anxiety, depression, substance abuse, self-harm, relationship issues, life transitions and tragic circumstances.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
2.4.1	Identify with the help of MED RMO-Ps key psychologists/therapists who have the necessary protocols to work overseas, either online or in-person depending on circumstance.	<ul style="list-style-type: none"> A list of highly qualified psychologists practicing a range of research-based therapy approaches 	December 2022
2.4.2	Provide grant monies aligned to just-in-time psychological support and care for schools experiencing crisis situations based on student, family and/or tragic circumstance. Ongoing support for overseas school communities still responding to pandemic or related concerns.	<ul style="list-style-type: none"> Documented and targeted grant monies provided to specific school communities, addressing crisis situations 	June 2022, ongoing
2.4.3	Collaborate with MED RMO-P network to sponsor key psychologists/therapists in assessing mental health needs in overseas school/embassy communities—defining key mental health issues and intervention strategies.	<ul style="list-style-type: none"> Results of needs assessment with an action plan written based on research findings in assisted school and embassy communities 	June 2023

OS Strategy #2: We will provide active support to schools to create an equitable learning environment that empowers student voice and contribution, fosters compassion and respect across the community, and integrates social-emotional well-being into schoolwide culture and practice.

Specific Result 2.5: To support building school cultures that place social-emotional well-being and mental health as a primary task in collaboration with the youth being served. To ensure all-community commitments to early intervention in youth mental health, health training and support, and engagement of student voice and leadership where everyone takes responsibility and plays a part.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
2.5.1	Prioritize research and best practices in how strong cultures for community social-emotional and mental health are built through OS outreach and publications.	<ul style="list-style-type: none"> Samples of publications on school culture and social-emotional well-being that reflects best practice in schools 	June 2023
2.5.2	Ensure the issues of social dynamics, conflict, and bullying are given focus where a safe school culture is a product of teaching and learning so youth demonstrate the skills to manage emotions and social conflicts.	<ul style="list-style-type: none"> Samples of publications on school culture and social-emotional well-being that reflects best practice in schools 	June 2023
2.5.3	Confirm key consultants who will work with overseas school communities to build cultures of dignity and respect, to help everyone understand and engage in the academic, social, and emotional complexities of adolescent development.	<ul style="list-style-type: none"> List and publicize recommended consultants specializing in school culture, counseling, psychological services and student voice and leadership 	December 2022
2.5.4	Develop as an offshoot of LSOP, a leadership development experience for current school heads that focuses on achieving school cultures of dignity and respect, where taking responsibility, practicing universal principles, and being socially conscious citizens are basic to leadership outcomes.	<ul style="list-style-type: none"> Launch of a new OS sponsored leadership development program that focuses on developing the school and community assets for supporting social-emotional welfare for youth and school constituents 	First Cohort, June 2023
2.5.5	Implement a focus group cadre across embassy communities (by REO region) as an ongoing source of anecdotal/qualitative data on social-emotional well-being, mental health and school support.	<ul style="list-style-type: none"> Implementation of focus group discussions across regions with analysis of collected anecdotal data 	January 2023

OS Strategy #2: We will provide active support to schools to create an equitable learning environment that empowers student voice and contribution, fosters compassion and respect across the community, and integrates social-emotional well-being into schoolwide culture and practice.

Specific Result 2.6: To collaborate with the Overseas Schools Advisory Council (OSAC) to define fundable approaches, implementable programs, and improved fundraising outcomes to support enhanced school cultures of social-emotional well-being and mental health.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
2.6.1	Revise the OSAC meeting schedule to ensure one formal meeting per year in January (OSAC charter requirement) and a second working session in June.	<ul style="list-style-type: none"> Increased OSAC member voice with specific focus on DoS and OS strategic thinking to ensure alignment 	June 2022
2.6.2	Complete a longitudinal review on the history of OSAC membership, corporate family participation across all assisted schools and calculate top 10-15 companies with the most dependents within overseas schools.	<ul style="list-style-type: none"> Completed study, providing to OSAC members as a membership and fundraising tool 	June 2022, then annually
2.6.3	Ensure membership is increased to the full OSAC charter contingent with diversity of represented industries.	<ul style="list-style-type: none"> Updated OSAC membership roster consistent with intent of the charter 	January 2023
2.6.4	Invite and collate results of an RFP process to determine fundable processes, programs, and professional development that can have the greatest impact on school cultures of dignity, respect, and overall social-emotional well-being.	<ul style="list-style-type: none"> OSAC provided viable and implementable overseas school programs that can best be implemented and found sustainable from one year to the next 	January 2023

Office of Overseas Schools (A/OPR/OS) Aligned Strategy 2022-2026

OS Strategy #3: Specialized Support Services

M/ Strategy and Solutions: Strategic Framework	Secretary's Modernization Plan and DoS and USAID JSP	USG SP to Advance Diversity, Equity, Inclusion and Access	Functional "A" Bureau Strategy
Goal 3: Advance solutions to cross-cutting management for planning, developing, and partnering on projects and programs and strengthening teams to facilitate problem solving.	Pillar Three: Building and retaining a diverse, dynamic, and entrepreneurial workforce. Focus on inclusion	DEIA Principle Five: Understand the perspectives of the customers, with services and (programs) based on lived experiences and levels of need- focusing on inclusion	Strategic Goal Two: Enhancing the overseas (educational) specialized support services by implementing best practices to overseas schools.

OS Strategy #3: We will provide guidance and influence assisted and unassisted schools toward continuous improvement of existing special needs programming. OS will work with individual schools to promote planning and implementation to expand special needs programming, with an end goal of ensuring at least one overseas school at post which can provide a wide horizon of special learning needs opportunities.

Specific Result 3.1: To ensure an expansion of sustainable comprehensive special needs programming, meeting an increased level of student exceptionalities. To support sustainable educational opportunities for EFM students and facilitate talent needs of posts around the world. To provide guidance on best-practice business models and ways to systemically expand organizational capacity and learning to sustain special needs programs.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
3.1.1	Define an accurate data baseline on the status of special needs programming in assisted schools using the updated SAMS front end grant application survey.	<ul style="list-style-type: none"> % of assisted schools resourced with implemented special needs programs to meet mild to moderate learning exceptionalities 	June 2026
3.1.2	In collaboration with the Advisory Committee on Exceptional Youth, expand advisor numbers to include school heads and special education leaders within overseas schools.	<ul style="list-style-type: none"> Document expansion by 50% of advisory committee participation and perspectives 	June 2024
3.1.3	In collaboration with regional associations, promote an increase in special needs professional development for both school leaders and special needs/classroom teachers.	<ul style="list-style-type: none"> Increased professional development programs with recognized leaders/consultants in the field 	June 2023
3.1.4	Allocate grant resources to pilot schools across REO regions to underwrite programming for both mild and moderate special learning needs education.	<ul style="list-style-type: none"> % of schools offering expanded special needs services for children with mild and moderate learning issues 	June 2026
3.1.5	Facilitate access to sustainable special services for on-line for assisted schools.	<ul style="list-style-type: none"> Established third-party partnerships with online service providers. 	June 2026
3.1.6	Facilitate access to sustainable continuous and high-quality training for assisted faculty to enhance capacity to meet learning needs of all students.	<ul style="list-style-type: none"> Established third-party partnerships with training associations. 	June 2026
3.1.7	Create and implement overseas EFM parent focus groups to capture qualitative data on effectiveness of programs for children with exceptionalities, from learning needs to gifted education.	<ul style="list-style-type: none"> A calendar reflecting both completed and scheduled overseas EFM parent focus groups Outcomes of anecdotal data collection 	December 2023

OS Strategy #3: We will provide guidance and influence assisted and unassisted schools toward continuous improvement of existing special needs programming. OS will work with individual schools to promote planning and implementation to expand special needs programming, with an end goal of ensuring at least one overseas school at post which can provide a wide horizon of special learning needs opportunities.

Specific Result 3.2: To ensure full implementation of the Department of State Authorization Act of 2021 (Section 1326) ensuring broad communication on the current dimensions of special needs programming, the collection of data that describes types of disabilities being served and the gap between school staffing expertise and student needs, and to monitor the implementation of expanded special needs offering across the regions.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
3.2.1	Create a profile for each assisted school that describes educational opportunities for children with special educational needs.	<ul style="list-style-type: none"> Full accessibility to critical information about special needs programming in all assisted schools Completion of the Special Needs Profile for each assisted school 	August 2022
3.2.2	Aligned with the SAMS platform, ensure that all special needs data is maintained and updated on an annual basis for assisted schools, detailing the extent to which each	<ul style="list-style-type: none"> Collected and analyzed data provided within an annual report to all assisted schools and as a support document to validate the intention of the 	March 2023

	such school provides special education and related services.	Congressional Department of State Authorization Act of 2021	
3.2.3	Realign both grant priorities and content of onsite visit reports to reflect school intention and progress on expanding special needs programming.	<ul style="list-style-type: none"> Analysis of grant history and monies allocated to schools for special needs program expansion 	June 2026
3.2.4	Align schools on the language of special needs categories to facilitate a common understanding of support levels.	<ul style="list-style-type: none"> In a rubric, clarify the definitions of mild, moderate, and intensive needs. Socialize this rubric with the assisted schools through the grant application process. 	December 2023

OS Strategy #3: We will provide guidance and influence assisted and unassisted schools toward continuous improvement of existing special needs programming. OS will work with individual schools to promote planning and implementation to expand special needs programming, with an end goal of ensuring at least one overseas school at post which can provide a wide horizon of special learning needs opportunities.

Specific Result 3.3: To develop and implement a new grant award protocol with attendant financial resources which incentivize and jump-start the expansion of special needs services in targeted assisted schools within each DoS region.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
3.3.1	Reprioritize total grant monies across regions to create seed funding– while seeking a matching amount from overall A/OPR funds—for participating assisted schools to use on teaching expertise, materials, and facilities.	<ul style="list-style-type: none"> Expanded choice for DoS families when bidding on posts with children having more than mild learning support needs 	December 2022
3.3.2	Target assisted schools by geographical region as participants for the prototype special needs program expansion project, ensuring moderate to intensive learning opportunities in continents.	<ul style="list-style-type: none"> Identified schools with signed Memo of Understanding (MOUs) 	June 2023
3.3.3	Provide consultant support (use of Advisory Committee on Exceptional Children and Youth) for each participating school in the design and implementation of expanded special needs programming.	<ul style="list-style-type: none"> Specific schedule and implementation of consultative services to participating schools Best-in-class special needs program design as confirmed by specialists in the field of special education 	June 2023
3.3.4	Provide teacher professional development to ensure all children within the expanded special needs programming are mainstreamed to their least restrictive environment.	<ul style="list-style-type: none"> Specific schedule and implementation of teacher seminars on supporting children with moderate to intensive learning needs 	December 2023
3.3.5	Ensure a three-year funding stream for each pilot program participating school toward ensuring organizational change and sustainability.	<ul style="list-style-type: none"> Confirmed budget and three-year funding plan. 	June 2023

OS Strategy #3: We will provide guidance and influence assisted and unassisted schools toward continuous improvement of existing special needs programming. OS will work with individual schools to promote planning and implementation to expand special needs programming, with an end goal of ensuring at least one overseas school at post which can provide a wide horizon of special learning needs opportunities.

Specific Result 3.4: To exploit the use of technology and accredited online educational program platforms to further special needs learning opportunities and prototype viable alternatives with USG families.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
3.4.1	Reprioritize total grant monies across regions to create seed funding– while seeking a matching amount from overall A/OPR funds—for participating assisted schools to use on teaching expertise, materials, and facilities.	<ul style="list-style-type: none"> Expanded choice for DoS families when bidding on posts with children having more than mild learning support needs 	December 2022
3.4.2	Target assisted schools by geographical region as participants for the prototype special needs program expansion project, ensuring moderate to intensive learning opportunities in continents.	<ul style="list-style-type: none"> Identified schools with signed Memo of Understanding (MOUs) 	June 2023

3.4.3	Provide consultant support (use of Advisory Committee on Exceptional Children and Youth) for each participating school in the design and implementation of expanded special needs programming.	<ul style="list-style-type: none"> Specific schedule and implementation of consultative services to participating schools Best-in-class special needs program design as confirmed by specialists in the field of special education 	June 2024
3.4.4	Provide teacher professional development to ensure all children within the expanded special needs programming are mainstreamed to their least restrictive environment.	<ul style="list-style-type: none"> Specific schedule and implementation of teacher seminars on supporting children with moderate to intensive learning needs 	December 2023
3.4.5	Ensure a three-year funding stream for each pilot program participating school toward ensuring organizational change and sustainability.	<ul style="list-style-type: none"> Confirmed budget and three-year funding plan. 	June 2023

OS Strategy #3: We will provide guidance and influence assisted and unassisted schools toward continuous improvement of existing special needs programming. OS will work with individual schools to promote planning and implementation to expand special needs programming, with an end goal of ensuring at least one overseas school at post which can provide a wide horizon of special learning needs opportunities.

Specific Result 3.5: Promote the understanding and application of an array of business models to support the expansion of Student Supports Services Programs in international schools.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
3.5.1	Identify exemplar schools that have designed and built business models to grow their Student Support Services Programs.	<ul style="list-style-type: none"> Add an international school head of school and student support service practitioners to the Advisory Committee for Exceptional Youth 	May 2024
3.5.2	Develop a playbook for expanding Student Support Services Programs.	<ul style="list-style-type: none"> Business models are outlined and being socialized through REOs and associations. 	May 2025
3.5.3	Expand consultant support for the use and implementation of business models.	<ul style="list-style-type: none"> Consultants present at regional association conferences on designing Student Support Service Programs as self-sustaining cost centers. 	May 2026

Office of Overseas Schools (A/OPR/OS) Aligned Strategy 2022-2026

OS Strategy #4: Infrastructure, Risk Management, Safety and Security

M/ Strategy and Solutions: Strategic Framework	Secretary's Modernization Plan and DoS and USAID JSP	USG SP to Advance Diversity, Equity, Inclusion and Access	Functional "A" Bureau Strategy
Goal 1: Strengthen the Department's strategic management to promote active risk management.	Pillar Five: Increasing risk management at foreign posts to maintain individual safety	DEIA Executive Order Priority One: Create a framework to promote training, education, prevention programs and monitoring	Strategic Goal 3– (Information Management): Ensuring access to information as a strategic asset, working to make data accessible for data-driven decision-making Strategic Goal 4– (Emergency Management):
OS Strategy #4: We will ensure overseas schools remain vigilant and up to date with assessment and management of risk, safety, and security through specific policy goals that account for child protection, financial, operational, compliance, and reputational risk.			
Specific Result 4.1: To convene a steering committee to assess program effectiveness and ensure the resources for specific seminars on child protection in government agencies.			
Action Step #	Action Step Description	Key Performance Indicator	Implementation/ Completion
4.1.1	Emphasize across governmental agencies the collaboration between OS and ICMEC and the Educational Portal intervention strategy resources.	<ul style="list-style-type: none"> Annual schedule for ongoing meetings with key agencies in support of overseas schools 	June 2023
4.1.2	Provide ongoing updates to a list of key government agencies on child protection research and best practices.	<ul style="list-style-type: none"> Implemented OS newsletter that provides research and best practices for all key strategies 	September 2022
4.1.3	Promote synchronous seminars with ICMEC experts on a minimum of twice-yearly, emphasizing resources and best means to obtain intervention support and other relevant information. Topics to include: <ul style="list-style-type: none"> Child protection accreditation standards, School policy content and implementation, Emphasis on the ITFCP Allegation Protocol, Model school policies, and Victim and offender behaviors 	<ul style="list-style-type: none"> Completed seminars with participant ratings/feedback on effectiveness and ability to implement concepts within each participating overseas school 	June 2023
4.1.4	Create and implement a cross-agency and overseas school steering committee that assesses child protection issues, level of implementation and training from a policy and program perspective.	<ul style="list-style-type: none"> Committee convened with full and diverse membership 	December 2022
4.1.5	Ensure a bi-annual review meeting between the OS and ICMEC leaders to determine progress toward annual and long-term goals with recommendations for continuous improvement.	<ul style="list-style-type: none"> Implemented with meeting minutes with detail of topics and assessments on effectiveness of intervention strategies 	September 2022
4.1.6	Ensure the hosting and ongoing contemporary nature of the ICMEC Education Portal, with links to the OS website/homepage and quick access to information when emergency response is required by assisted schools and related agencies.	<ul style="list-style-type: none"> Evidence of improved user access to key documents and protocols, especially when an emergency exists 	September 2022

OS Strategy #4: We will ensure overseas schools remain vigilant and up to date with assessment and management of risk, safety, and security through specific policy goals that account for child protection, financial, operational, compliance, and reputational risk.

Specific Result 4.2: To ensure each overseas school has a team of collaborators including school leaders, Regional Security Offices (RSO), professional security, and safety personnel as members, focused on ongoing safety and security risk assessments with attendant policies and protocols.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
4.2.1	Ensure REOs in collaboration with DSS/RSOs are actively identifying, mitigating (grants) and reporting on school risks in assisted schools.	<ul style="list-style-type: none"> Data from REO trip reports 	Ongoing
4.2.2	Ensure each assisted school has an identified and active Crisis Management Team to both lead and to promote rapid response with the resiliency for managing crisis and disruptive events (see OS Strategy #2 on mental health).	<ul style="list-style-type: none"> Onsite visits by REO to confirm emergency preparedness REO trip report narrative on safety status 	Ongoing
4.2.3	Monitor training of each school with procedures and protocols to effectively respond to the following: <ul style="list-style-type: none"> Monitor weather and natural disaster, Building community relationships with first responders, police, and fire authorities, Effectiveness of the school campus emergency communication system(s)- including safe-haven facilities, Community training and drills for quick action emergency response protocols, Ongoing review of security, counseling, and medical resources available to the school, and Ensuring technology and mobile apps in support of overall campus security and emergency response. 	<ul style="list-style-type: none"> REO and OS publications promoting best practices for school safety and security OS publications keeping safety and security as a “top-of-the-fold” school initiative, ensuring no complacency 	Ongoing
4.2.4	Develop and implement online coursework (using a tailored emergency planning and management platform) to ensure all assisted schools remain up to date on best safety and security practices– including monitoring threat levels– in the areas of campus response protocols, management and supervision of campus safety, security imperatives based on geography, emergency preparedness, business continuity and proactive risk mitigation.	<ul style="list-style-type: none"> Online coursework developed in collaboration with ClearPath consultants 	January 2023
4.2.5	Create and onsite security assessment tool, for REO onsite visits, that monitors as follows: <ul style="list-style-type: none"> Procedural, physical, and technical security, Security guard force presence and training, Transportation and off-campus travel, Infrastructure to maximize safety (pools, chemical safes etc.) Vetting- background clearances, Safety concern communication system, and Child protection policies, protocols, and reporting. 	<ul style="list-style-type: none"> School safety and security assessment tool implemented in assisted schools Ensuring accreditation criteria in collaboration with US accreditation agencies 	June 2023

Office of Overseas Schools (A/OPR/OS) Aligned Strategy 2022-2026

OS Strategy #5: Modernization, Innovation, Communication, Outreach, and Data Analytics

M/ Strategy and Solutions: Strategic Framework	Secretary's Modernization Plan and DoS and USAID JSP	USG SP to Advance Diversity, Equity, Inclusion and Access	Functional "A" Bureau Strategy
Goal 4: Promote a high-performing, forward-looking organization, focused on continuous improvement. Incorporate external communication goals in all activities to promote stakeholder engagement.	Pillar Four: Modernizing our technology, communications, and analytical capabilities with emphasis on being a learning institution that is consistently working to improve systems and processes	DEIA Executive Order Priority # 3: Improve the collection of voluntarily self-reported demographic data, taking an evidence-based approach for professional development	Strategic Goal Three: Ensuring information is managed as a strategic asset. To promote openness, transparency, and knowledge-based decision-making.
OS Strategy #5: We will ensure improved internal and external communication and outreach about mission-critical educational programming, best-in-class pedagogical practices, and key factors for assisted school quality. Focusing on measures of student achievement, issues schools face day to day, resources, and overall, continuous improvement of overseas schools OS will use communications to increase office relevance and visibility. OS will revamp the grant application process by modernizing data collection using the State Assistance Management System (SAMS) platform to improve data analysis, accountability, and communication of grant award impact on assisted school improvement.			
Specific Result 5.1: To ensure all communication activities are aligned to the OS mission with significantly improved visibility of OS programming, publications, and outreach. To ensure Federal agencies fully utilize the expertise and resources of the office.			
Action Step #	Action Step Description	Key Performance Indicator	Implementation/ Completion
5.1.1	Revise of the OS public website with improved access and navigation to key information and resources inclusive of Fact Sheets, macro dashboard information on all schools serving EFMs (as measured via back-end Search Engine Optimization)	<ul style="list-style-type: none"> OS website organization that demonstrates via content the mission and office strategic intent 	January 2023
5.1.2	Revise the website to highlight, all current and future OS programming focused on continuous educational improvement, safety and security, child protection emergency response, school leadership development and leveraging our critical partnerships in service to overseas schools.	<ul style="list-style-type: none"> OS website organization that demonstrates via content the mission and office strategic intent 	January 2023
5.1.3	Develop the OS annual survey (in concert with SAMS grant application data) to provide office performance metrics, measuring program and outreach effectiveness aligned with ongoing needs assessment to ensure a responsive, relevant, and innovative OS for serving DoS dependents and in support of quality educational program in overseas schools.	<ul style="list-style-type: none"> Completed survey format and beta testing for the initial use by assisted schools and key leaders at post 	June 2023
5.1.4	Develop OS video programming using OPR video resources, highlighting key educational and leadership issues for both overseas school and FS employees and EFM audiences.	<ul style="list-style-type: none"> Produced and broadcast initial real time and online presentations shared in overseas schools, archived on the OS website 	June 2023
5.1.5	Ensure outreach and ongoing relationship building with key interagency partners, including natural associations with OSPC, OBC, MED, Allowances, GCLO and nurturing renewed and new interactions with other key partners/agencies.	<ul style="list-style-type: none"> Calendar of completed and planned meetings with key agencies in support of the OS mission 	December 2022
5.1.6	Develop and implement an annual report for all key OS stakeholders to ensure the story is being told of contemporary issues, how OS is responding and successes with innovative programs across overseas schools. A data-driven accountability of grant awards and success. Provide data and benchmarking to assisted school leaders.	<ul style="list-style-type: none"> See Specific Result 5.3 	June-July 2023

OS Strategy #5: We will ensure improved internal and external communication and outreach about mission-critical educational programming, best-in-class pedagogical practices, and key factors for assisted school quality. Focusing on measures of student achievement, issues schools face day to day, resources, and overall, continuous improvement of overseas schools OS will use communications to increase office relevance and visibility. OS will revamp the grant application process by modernizing data collection using the State Assistance Management System (SAMS) platform to improve data analysis, accountability, and communication of grant award impact on assisted school improvement.

Specific Result 5.2: To modernize the OS grant application end-to-end process using the SAMS platform from front-end application to close of the grant award. To ensure a user-friendly client experience with full access and analysis of collected data.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
5.2.1	Using the SAMS Domestic Portal, design the grant application survey focusing on BOTH the grant protocols per OMB requirements and a separate assisted school program survey for purposes of benchmarking and school comparison.	<ul style="list-style-type: none"> Two surveys, one that meets OMB information/privacy requirements for grant applications, the other a survey to assess assisted school programming 	June 2022
5.2.2	Seek to meet all OMB information/privacy requirements by simplifying the grant information requirements.	<ul style="list-style-type: none"> Certification from OMB for grant survey protocol 	August 2022
5.2.3	Complete the assisted school program survey as a separate but connected entity on the SAMS platform, ensuring collection of key data points in support of school-to-school benchmarking and development of an annual report.	<ul style="list-style-type: none"> A linked grant application with the program survey, automatically collating data for analysis and use 	October 2022
5.2.4	Develop and implement code for the defined application criteria (consistent with OMB requirements).	<ul style="list-style-type: none"> Completion of tailored SAMS programming for front-end application process 	October 2022
5.2.5	Prepare and execute system testing and identify and engage pilot schools to prototype the new SAMS grant application format and platform.	<ul style="list-style-type: none"> Identification of pilot schools and complete beta testing 	October 2022
5.2.6	Develop training materials and deployment schedule. Design and implement a multi-media seminar to ensure user understanding, consistency of use, data accuracy, and overall sustainability.	<ul style="list-style-type: none"> Completion of training materials and online video to guide individual school implementation 	November 2022
5.2.7	Monitor the ILMS/SAMS web-based information system (SAMS to Cloud initiative-domestic scope) as an end-to-end modernization of the OS grant process to ensure a more centralized and standardized data collection system. Migrate from Global Scope to Domestic Scope, with worldwide access.	<ul style="list-style-type: none"> Success automatic migration of grant application and program data for analysis and use 	January 2023

OS Strategy #5: We will ensure improved internal and external communication and outreach about mission-critical educational programming, best-in-class pedagogical practices, and key factors for assisted school quality. Focusing on measures of student achievement, issues schools face day to day, resources, and overall, continuous improvement of overseas schools OS will use communications to increase office relevance and visibility. OS will revamp the grant application process by modernizing data collection using the State Assistance Management System (SAMS) platform to improve data analysis, accountability, and communication of grant award impact on assisted school improvement.

Specific Result 5.3: To envision, create, and implement a high visibility publication for all overseas schools attended by EFMs that highlights current educational trends, research, best-practices with emphasis on OS strategies for school improvement and as priorities for grant awards.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
5.3.1	In concert with the new OS website organization, design, create and implement a push email format newsletter to be published for assisted and non-assisted schools around the world highlighting as follows: <ul style="list-style-type: none"> Current educational, overseas school related research Best practices related to OS strategic intent: <ul style="list-style-type: none"> Social-emotional well-being, Special needs program innovations, Gifted programming, Science of learning, Educational innovations, Best practices with DEIA programming, and Leadership development Safety and security with worldwide threat levels Thought leader interviews Worldwide benchmarking data 	<ul style="list-style-type: none"> Push email newsletter consistent with an annual publishing calendar that is viewed as a go-to document for ideas and strategies for school improvement 	October 2022
5.3.2	Develop and implement a renewed OS annual report to all assisted schools participating within the annual grant program.	<ul style="list-style-type: none"> Published annual report also integrated into the OS best practices newsletter 	June 2023
5.3.3	Capture and analyze assisted school demographic and program data to create a benchmarking tool, shared with all participating school on an annual basis as an incentive to provide accurate data within the SAMS platform.	<ul style="list-style-type: none"> Benchmarking format published within the annual report and highlighted within the OS best practices newsletter 	June 2023

OS Strategy #5: We will ensure improved internal and external communication and outreach about mission-critical educational programming, best-in-class pedagogical practices, and key factors for assisted school quality. Focusing on measures of student achievement, issues schools face day to day, resources, and overall, continuous improvement of overseas schools OS will use communications to increase office relevance and visibility. OS will revamp the grant application process by modernizing data collection using the State Assistance Management System (SAMS) platform to improve data analysis, accountability, and communication of grant award impact on assisted school improvement.

Specific Result 5.4: To assess and respond to technology needs for OS, seeking cost efficiencies and to maximize productivity with relevant hardware and software.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
5.4.1	Complete a needs assessment of current technology use inclusive of all hardware, phones, printers, and mobile devices.	<ul style="list-style-type: none"> Assessment and inventory of current technology usage based on OS mission and need 	December 2022
5.4.2	Create and implement a technology use plan that accounts for the most relevant technology needs to best meet the OS mission. Examine cost-benefit.	<ul style="list-style-type: none"> Completion of technology cost-benefit analysis 	December 2022
5.4.3	Discontinue use of unused technology, de-obligate rental cost as 1058 budget savings.	<ul style="list-style-type: none"> Document cost efficiencies and savings 	December 2022

OS Strategy #5: We will ensure improved internal and external communication and outreach about mission-critical educational programming, best-in-class pedagogical practices, and key factors for assisted school quality. Focusing on measures of student achievement, issues schools face day to day, resources, and overall, continuous improvement of overseas schools OS will use communications to increase office relevance and visibility. OS will revamp the grant application process by modernizing data collection using the State Assistance Management System (SAMS) platform to improve data analysis, accountability, and communication of grant award impact on assisted school improvement.

Specific Result 5.5: To convene a global Department of State parent advisory/focus group with dependents enrolled in assisted schools, ensuring a diverse membership to provide feedback on assisted school educational experiences, program offerings, and learning outcomes.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
5.5.1	REOs work with regional school heads to define four OS advisory group members, making a total of 24 members serving for a given school year.	<ul style="list-style-type: none"> Defined advisory group membership representing all worldwide regions Ensure GCLO membership 	October 2022
5.5.2	Establish a quarterly advisory group meeting schedule.	<ul style="list-style-type: none"> Published meeting schedule with confirmed participation in the group of 24 	October 2022
5.5.3	Promote open and honest discussion with REO facilitation and use of targeted consultants in response to advisory group topics of conversation.	<ul style="list-style-type: none"> Minutes of meetings published within the OS newsletter 	June 2023
5.5.4	Use anecdotal data to set strategic intent toward ongoing school improvement and service to families at post.	<ul style="list-style-type: none"> Collected data that informs strategy and content of the OS newsletter and annual report Reporting of findings to the OPR front office and the Assistant Secretary for A Bureau 	June 2023

OS Strategy #5: We will ensure improved internal and external communication and outreach about mission-critical educational programming, best-in-class pedagogical practices, and key factors for assisted school quality. Focusing on measures of student achievement, issues schools face day to day, resources, and overall, continuous improvement of overseas schools OS will use communications to increase office relevance and visibility. OS will revamp the grant application process by modernizing data collection using the State Assistance Management System (SAMS) platform to improve data analysis, accountability, and communication of grant award impact on assisted school improvement.

Specific Result 5.6: To research and implement best practices and standards for integrating homeschooling with exemplary virtual learning curricula and platforms.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
5.6.1	Research homeschooling options and curriculum offerings specific to accredited programs. Review online programs, offline education, primarily relying on textbooks and blended online and offline education opportunities to describe the details of the industry.	<ul style="list-style-type: none"> Research document shared with Allowances and GCLO GCLO's listing key homeschooling programs that are fully accredited Distinctions between accredited and non-accredited homeschooling program offerings and impact on college acceptance 	December 2022
5.6.2	Research the types of homeschooling programs being used across EFMs and work with GCLO to define the use of homeschooling across the past years.	<ul style="list-style-type: none"> Descriptions of the types of homeschooling programs in use by families under Chief of Mission 	December 2022
5.6.3	Create and implement a survey in collaboration with GCLO to seek data about the reasons parents are choosing homeschooling when posted overseas.	<ul style="list-style-type: none"> Data that defines family beliefs and goals for use of homeschooling when posted overseas 	December 2022
5.6.4	Consistent with DoS family educational choice, develop partnerships with successful (and accredited) virtual learning organizations (i.e., The Avenues School) as a bridge from conventional homeschooling to an online context.	<ul style="list-style-type: none"> Development and implementation of critical partnerships and prototyping with online/homeschooling learning organizations with successful track records working overseas 	January-February 2023
5.6.5	Create learning alternatives that allow flexibility for and recognition of family beliefs and goals to shape their child(ren)'s education.	<ul style="list-style-type: none"> Define high quality hybrid (blended) home/virtual/onsite schooling programs 	January-February 2023

Office of Overseas Schools (A/OPR/OS) Aligned Strategy 2022-2026

OS Strategy #6: Leadership Development and Renewal Across Assisted Schools

M/ Strategy and Solutions: Strategic Framework	Secretary's Modernization Plan and DoS and USAID JSP	USG SP to Advance Diversity, Equity, Inclusion and Access	Functional "A" Bureau Strategy
Goal 3: Ensuring Department principals, bureaus and posts solve challenges, applying leading edge management and mission expertise	Pillar Three: Building and retaining a diverse, dynamic, and entrepreneurial workforce Pillar Four: Modernizing our technology, communications, and analytical capabilities with emphasis on being a learning institution that is consistently working to improve systems and processes	DEIA Executive Order Priorities: Professional development and advancement Diversity Roadmap: Building leadership training programs to create a pipeline of (school leadership) candidates	Cross-Cutting Goal 2: Developing an agile, diverse, and collaborative workforce and (environment), inclusive of professional development opportunities to ensure the right expertise

OS Strategy #6: We will influence policy and practice at assisted schools to continuously improve school leadership (including school governance). OS will focus on elevating and supporting leadership practices for setting standards of teaching, learning, and powerful forms of active classroom practices, as well as positive school cultures while ensuring overall overseas community well-being.

Specific Result 6.1: To continually improve and promote exemplary overseas school board governance and to teach key leadership behaviors that support a high-performing school through establishing impactful governance practices, as well as building leadership capacity between the school head and board trustees.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/ Completion
6.1.1	Develop/continually improve a governance learning curriculum specific for overseas school board leadership emphasizing the following themes: <ul style="list-style-type: none"> • Proper roles and responsibilities, • Fiduciary responsibilities, • Effectiveness and sustaining board productivity and integrity, • Strategic overseas school governance, and • Oversight on school metrics/analytics and success. 	<ul style="list-style-type: none"> • Continually updated curriculum • % of assisted schools annually participating in school governance development activities 	Ongoing
6.1.2	Develop/continually improve a curriculum that focuses on the unique relationship between the head of school and the board chairperson, emphasizing the following themes: <ul style="list-style-type: none"> • Building trusting and productive relationships, • Understanding the complementary roles, • Understanding and distinguishing between policy and procedures, • Shared fiduciary oversight, • Oversight on strategic thinking for program, financial, and facilities, • Measuring school success and fidelity to mission across all constituencies, • Develop and honor operational agreements, • Emphasizing effective communication across the school, and • Building board and head of school capacity through professional development and performance review. 	<ul style="list-style-type: none"> • Continually update curriculum • Percent of assisted schools annually participating in head of school and board chair professional development 	Ongoing
6.1.3	Develop and implement a trainer-of-trainers board governance program to ensure trained consultants for the overseas school context, expert in the field of blue-ribbon board behaviors and productivity.	<ul style="list-style-type: none"> • Cadre of highly trained board governance consultants 	June 2023

OS Strategy #6: We will influence policy and practice at assisted schools to continuously improve school leadership (including school governance). OS will focus on elevating and supporting leadership practices for setting standards of teaching, learning, and powerful forms of active classroom practices, as well as positive school cultures while ensuring overall overseas community well-being.

Specific Result 6.2: To continue the *Leadership Program for Overseas Principals (LSOP)* and ensure a pipeline of diverse school leaders.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
6.2.1	Continually innovate on a leadership curriculum that promotes and instills in LSOP participants the needed possibility thinking and to walk away with refreshed confidence and a professional compass that points to leading their own school.	<ul style="list-style-type: none"> History of curriculum innovation to address changing overseas school leadership landscape Ongoing review of leadership research and trade books used to guide the course 	Ongoing
6.2.2	Ensure highly diverse participation of overseas school leaders in each cohort of the LSOP program.	<ul style="list-style-type: none"> % of diversity of participants. (Longitudinal?) What does this word mean? Diverse? Wide? Broad % of participants moving into the headship Longitudinal % of participants moving into the headship representing diversity and/or under-represented backgrounds 	Ongoing
6.2.3	Modify leadership themes for the coursework based on evolving leadership issues, trends, and research.	<ul style="list-style-type: none"> History of changing leadership themes presented from one participant cohort to the next 	Ongoing

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Specific Result 6.3: To develop and implement a school head TRANSITION curriculum and pathway for diverse, talented stateside leaders who wish to qualify for overseas school leadership, opportunities while ensuring that the American tradition of teaching, learning and leadership is preserved within assisted schools.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
6.3.1	Develop and implement a leadership transition course that highlights the overseas school leadership context, key themes, contemporary issues, and that promotes a cohort of stateside leaders committed to becoming overseas school heads. Key themes include: <ul style="list-style-type: none"> Overseas school case studies, Higher degrees of autonomy with accountability, Leadership for learning focus, Supporting, evaluating teacher performance in international context, Supporting, evaluating school leader performance, Strategy, goal setting, overseas school recruiting and HR management, Finances and strategic budgeting, Distributed school leadership and teams, School governance across diverse cultures, and Leadership development and best-in-class practices. 	<ul style="list-style-type: none"> Curriculum is implemented with key outcomes for cohort participants 	January 2023
6.3.2	Identify talented stateside leaders qualified and motivated to bring a positive leadership track record to overseas education using NAESP, NASSP, and AASA organizations for references and advertising.	<ul style="list-style-type: none"> Convene the national organization executive directors and win commitment to help with recruiting cohort of diverse participants. 	January 2023
6.3.3	Promote participation by stateside school leaders in the OS transition course through OS attendance at national conferences, ensuring a clear pathway for overseas school leadership and a means for building capacity to make a successful professional move overseas.	<ul style="list-style-type: none"> Record of presenting at the national conferences, advertising overseas school leadership opportunities and a full annual cohort of participants 	June – December 2022

6.3.4	Convene the first cohort of stateside school leaders in the OS Professional Transition coursework.	<ul style="list-style-type: none"> Offer the transition course with full cohort of stateside school leaders 	July 2023
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OS Strategy #6: We will influence policy and practice at assisted schools to continuously improve school leadership (including school governance). OS will focus on elevating and supporting leadership practices for setting standards of teaching, learning, and powerful forms of active classroom practices, as well as positive school cultures while ensuring overall overseas community well-being.

Specific Result 6.4: To renew the *Overseas Schools Leadership Program* (OSLP) for current international school heads to underwrite the American tradition of school leadership and ensure a re-energizing, uplifting and responsive leadership learning experience to support school head well-being and the imperative of leading a vital school community.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
6.4.1	Renew the Washington, D.C. based (invitation only) OSLP leadership program for current overseas school heads, using a course outline as follows: <ul style="list-style-type: none"> Featured key leaders/guest speakers in both the public and private sector, Focus on school culture that features professional learning, innovation, and growth within a context of psychological safety, DEIA as a complex leadership challenge and imperative for assisted schools, Research and best practice in special learning needs programming, Model overseas school programs, described by current school heads- focus on change process, Use of Washington, D.C. resources to highlight key leadership concepts through story, Best practices for organizational social-emotional well-being and mental health, Focus on well-being of the overseas school leader. 	<ul style="list-style-type: none"> Completed course outline and schedule for four-day OSLP seminar 	July 2023
6.4.2	Identify first cohort of current overseas school heads, recognized with a successful leadership track record and representing all regions and levels of diversity.	<ul style="list-style-type: none"> Identify and confirm 18-20 overseas school heads as participants 	December 2022
6.4.3	Set aside monies within the OS domestic (WWF) grant funds to support school head participation, providing room and board.	<ul style="list-style-type: none"> Grant allocation for the OSLP program 	October 2022

OS Strategy #6: We will influence policy and practice at assisted schools to continuously improve school leadership (including school governance). OS will focus on elevating and supporting leadership practices for setting standards of teaching, learning, and powerful forms of active classroom practices, as well as positive school cultures while ensuring overall overseas community well-being.

Specific Result 6.5: To ensure that overseas assisted school leaders are recognized for exemplary leadership focused on responsive/crisis leadership, program innovation, student learning results, and support American educational foundations.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
6.5.1	Promote and financially support the National Distinguished Principals (NDP) Program in collaboration with the National Association of Elementary School Principals (NAESP).	<ul style="list-style-type: none"> Annual review and implementation of the NAESP annual grant 	October 2022
6.5.2	Promote and financially support the National Principal of the Year Award in collaboration with the National Association of Secondary School Principals (NASSP) to ensure successful overseas middle and secondary school leaders are recognized.	<ul style="list-style-type: none"> Annual review and implementation of the NASSP annual grant 	October 2022
6.5.3	Renew the Head of School/Superintendent of the Year award working directly with the American Association Superintendents Association (AASA).	<ul style="list-style-type: none"> Annual review and implementation of the AASA annual grant 	October 2022
6.5.4	Renew, develop and implement a critical partnership with AASA to tap programming ideas and opportunities in support of professional learning and well-being of overseas school heads.	<ul style="list-style-type: none"> Introduction of new professional programs for overseas school heads 	June 2023

OS Strategy #6: We will influence policy and practice at assisted schools to continuously improve school leadership (including school governance). OS will focus on elevating and supporting leadership practices for setting standards of teaching, learning, and powerful forms of active classroom practices, as well as positive school cultures while ensuring overall overseas community well-being.

Specific Result 6.6: To ensure the OS remains a leader in promoting professional development across assisted schools by endorsing school leadership development, best-in-class teaching and learning, and forwarding key contemporary issues of advancing special learning needs programming, social-emotional well-being and mental health and building DEIA school cultures.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
6.6.1	<p>In collaboration with regional associations, OS will promote the following quality education goals through support of focused professional development with the following:</p> <ul style="list-style-type: none"> • Development of a highly trained, qualified teaching staff in each overseas (assisted) school, • Development of strong school leaders in support of the stated educational mission of assisted schools, • Promote ongoing assessment of overseas school quality and educational programs- focused on measuring success and introduction of innovative programs and reimagining schools and student essential skills, and • Introduction of professional learning that responds to assessment of educational quality with expansion of learning opportunities as needed for USG dependents overseas. 	<ul style="list-style-type: none"> • Annual grant funding to regional associations and AAIE, focused on Department of State and OS strategic themes 	Ongoing within annual grant process

Office of Overseas Schools (A/OPR/OS) Aligned Strategy 2022-2026

OS Strategy #7: Cultivate DEIA Across Assisted School Communities

M/ Strategy and Solutions: Strategic Framework	Secretary's Modernization Plan and DoS and USAID JSP	USG SP to Advance Diversity, Equity, Inclusion and Access	Functional "A" Bureau Strategy
Goal 4: Promote a high-performing, forward-looking organization that thrives on inclusion, diversity and teamwork—serving as a leading example of inclusion and continuous improvement	Pillar Three: Building and retaining a diverse, dynamic, and entrepreneurial workforce	<p>DEIA Principle One: Use data and evidence-based decision-making to assess activities and outcomes, and then use proven practices, programs and policies to advance DEIA.</p> <p>DEIA Principle Two: Focus on continuous improvement, identifying opportunities and plan for change</p> <p>DEIA Principle Three: Adopt a collaborative (approach) with partnership engagement with non-profit and educational institutions</p>	Cross-Cutting Goal 2: Developing an agile, diverse, and collaborative workforce and (environment), enhancing recruitment, hiring, reducing unconscious bias, strengthening diversity and inclusion in assisted schools.

OS Strategy #7: We will provide ideas, guidance, and grant support with regional assisted and unassisted overseas schools toward developing an agile, diverse, and collaborative school culture and environment. This work will enhance recruitment and hiring, reduce unconscious bias, and strengthen diversity and inclusion. We will support development of overseas school DEIA climate, policies, and expectations in accord with social-emotional well-being cultures reflecting a focus on dignity, respect, student engagement and voice, with uncompromising child safety protocols.

Specific Result 7.1: (Diversity) To support overseas schools in hiring and promoting the best leadership and teaching talent and to build a diverse and representative professional staff. To provide a pipeline for underrepresented professionals and removing barriers.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
7.1.1	Convene a multi-disciplinary overseas school recruiting task force including head of school thought leaders and all leaders of key recruiting/search firms.	<ul style="list-style-type: none"> Identified and committed task force membership. 	September 2022
7.1.2	Develop an agenda with task force members that defines key tasks as follows: <ul style="list-style-type: none"> Global talent search and outreach processes, Recruitment best practice with DEIA principles in play, Outreach to global organizations to define school leadership climate beyond the normal or traditional overseas school recruitment protocols, Build leadership training programs to onboard non-overseas experienced teachers and leaders to promote a robust talent pipeline, Create critical partnerships with university-based teacher and school leadership programs, Ensure recruiting processes that tap the talent pool within underserved worldwide communities, Define recruiting approaches that mitigate bias and remove potential barriers to accessing overseas school job opportunities, and Search firms and head of school thought leaders sharing best practices. 	<ul style="list-style-type: none"> Implementation of agenda during scheduled task force meetings. 	December 2022
7.1.3	Ongoing meetings of the task force with the outcome of finding common ground on processes for creating a robust talent pool and pipeline for ensuring a diverse and representative cadre of teachers and school leaders in assisted schools.	<ul style="list-style-type: none"> Meeting schedule, meetings convened, minutes, and confirmation of agreed upon recruiting protocols to promote DEIA best-practices. 	October 2022

OS Strategy #7: We will provide ideas, guidance, and grant support with regional assisted and unassisted overseas schools toward developing an agile, diverse, and collaborative school culture and environment. This work will enhance recruitment and hiring, reduce unconscious bias, and strengthen diversity and inclusion. We will support development of overseas school DEIA climate, policies, and expectations in accord with social-emotional well-being cultures reflecting a focus on dignity, respect, student engagement and voice, with uncompromising child safety protocols.

Specific Result 7.2: (Equity and Inclusion) To ensure professional development, support for overseas school career development and programs to increase access to leadership and teaching opportunities, equitable to all, including LGBTQTI+ professionals, inclusive of mentoring, coaching and grant funding for DEIA training across the overseas school community.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
7.2.1	Collaborate and financially support AAIE and regional associations to ensure ongoing DEIA seminars for teachers and school leaders focused on competencies for democratic school cultures.	<ul style="list-style-type: none"> Listing of regional association and AAIE conference keynote and breakout sessions. 	June 2024
7.2.2	Ensure a list of consultant talent who bring overseas experience and perspectives.	<ul style="list-style-type: none"> List of key consultants with strong track record in working with overseas schools. 	December 2023
7.2.3	Focus professional development opportunities on building DEIA frameworks and change initiatives in overseas schools as follows: <ul style="list-style-type: none"> Research and field-tested programs, School policies and procedures that ensure child protection, safety for student identifying across gender identities, Leading DEIA and school change, Competencies for democratic cultures that ensure student voice and leadership, Development of intercultural competencies, Effective community engagement, and Model schools and best-in-class programs. 	<ul style="list-style-type: none"> Highlighted professional development programming sponsored by OS from one academic year to the next. 	Ongoing
7.2.4	Introduce OS sponsored online seminars and webinars.	<ul style="list-style-type: none"> Use of DoS studio facilities to feature worldwide webinars and panel discussions on building DEIA and democratic school cultures. 	Beginning January 2023

OS Strategy #7: We will provide ideas, guidance, and grant support with regional assisted and unassisted overseas schools toward developing an agile, diverse, and collaborative school culture and environment. This work will enhance recruitment and hiring, reduce unconscious bias, and strengthen diversity and inclusion. We will support development of overseas school DEIA climate, policies, and expectations in accord with social-emotional well-being cultures reflecting a focus on dignity, respect, student engagement and voice, with uncompromising child safety protocols.

Specific Result 7.3: (Democratic Culture) To collaborate with US-based school accreditation agencies to support building DEIA overseas school climates, contextual to geography and cultures, with criteria that promote psychological safety and positive outcomes in eliminating discrimination, harassment, retaliation, and unconscious bias.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
7.3.1	Collaborate with all US accreditation agencies in defining key criteria for observing and assessing the viability of DEIA/Democratic competency school cultures as a requirement for a given school's successful accreditation.	<ul style="list-style-type: none"> Developed and implemented DEIA criteria for successful accreditation across all US accrediting agencies Provision of grant monies for development of accreditation criteria 	December 2022
7.3.2	Convene the leaders of all US-based accreditation agencies for a DEIA summit in Washington DC to develop a shared set of criteria to ensure overseas school cultures of democratic competencies, DEIA behaviors, dignity, respect, and social-emotional well-being.	<ul style="list-style-type: none"> Completed, agreed upon and implemented set of DEIA/competencies for democratic culture 	December 2022

OS Strategy #7: We will provide ideas, guidance, and grant support with regional assisted and unassisted overseas schools toward developing an agile, diverse, and collaborative school culture and environment. This work will enhance recruitment and hiring, reduce unconscious bias, and strengthen diversity and inclusion. We will support development of overseas school DEIA climate, policies, and expectations in accord with social-emotional well-being cultures reflecting a focus on dignity, respect, student engagement and voice, with uncompromising child safety protocols.

Specific Result 7.4: To focus and support overseas schools on developing a culture of democracy as the foundation for DEIA, where leaders and teachers promote public deliberation and debate, opinions matter, where differences and conflicts are resolved peacefully and where majority perspective and rule respect minority rights.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
7.4.1	Promote the use of democratic culture competencies (see CoE)? as a means of reducing the visceral push back within schools relating to DEIA principles, focusing on the values, attitudes, skills, knowledge, and critical understanding of what constitutes a functioning democratic culture.	<ul style="list-style-type: none"> Success with implementing DEIA principles across school cultures with a focus on democratic culture competencies Define and highlight model schools who are taking the approach of focusing on democratic school cultures and civic duty 	June 2024
7.4.2	Develop and implement a summer leadership seminar focused on overseas school leadership principles (see specific result 6.4) for building school cultures that feature democratic competencies and living across all constituencies the concepts of dignity and respect.	<ul style="list-style-type: none"> Implementation of the seminar designed to bridge the language of DEIA with the everyday behaviors 	July 2024 (OSLP Year Two)
7.4.3	Define key consultants who will work across all regional associations in helping to define a new model, without the political overtones, to successfully, with full community support, implement the key concepts of DEIA as attributes of living together as equals in culturally diverse democratic societies.	<ul style="list-style-type: none"> Support using targeted grant monies for ongoing DEIA/democratic competencies seminars Evidence of democratic principles aligned with DEIA concepts becoming part of overseas school cultures 	June 2025

OS Strategy #7: We will provide ideas, guidance, and grant support with regional assisted and unassisted overseas schools toward developing an agile, diverse, and collaborative school culture and environment. This work will enhance recruitment and hiring, reduce unconscious bias, and strengthen diversity and inclusion. We will support development of overseas school DEIA climate, policies, and expectations in accord with social-emotional well-being cultures reflecting a focus on dignity, respect, student engagement and voice, with uncompromising child safety protocols.

Specific Result 7.5: To ensure all OS staff have interrogated their own intercultural development and competence as well as their ability to shift perspective, adapt behavior, and effectively respond to cultural difference and commonality.

Action Step #	Action Step Description	Key Performance Indicator	Implementation/Completion
7.5.1	Develop office-wide understandings of cultural competence and the continuum of intercultural development from the mindset of denial to that of acceptance and adaptation (see the IDI model).	<ul style="list-style-type: none"> Completion of seminar with IDI facilitator to build awareness and knowledge 	December 2022
7.5.2	Each OS staff member takes the IDI survey and develops an individual profile from the results	<ul style="list-style-type: none"> All OS staff completed their individual intercultural Inventory 	January 2023
7.5.3	<p>Each staff member sets intercultural competency goals for increased understanding and commitments:</p> <ul style="list-style-type: none"> Gain insights concerning intercultural <i>challenges</i> and identify intercultural competence development goals, Gain increased <i>understanding</i> of how the staff member's Developmental Orientation impacts how to perceive and respond to cultural differences and commonalities, and Identify and <i>engage</i> in targeted, developmental efforts that increase intercultural competence in bridging across diverse communities. 	<ul style="list-style-type: none"> DEIA and Intercultural competency goals completed and folded into DoS work commitments. 	February 2023
7.5.4	<p>Develop and implement an OS training/seminar plan that includes the following approaches- with group participation:</p> <ul style="list-style-type: none"> Reading list of research and articles, Book talks, book club strategy, List of theatre, arts, videos, and media, Review classwork options at GW, and Workplace survey and discussions 	<ul style="list-style-type: none"> Implemented seminar program with specific schedule and OS staff participation. 	Ongoing