

DRAFT FOR PUBLIC COMMENT

U.S. Department of Education



STRATEGIC PLAN FOR FISCAL YEARS 2011-2014

Summary

January 2012

Content may change based on stakeholder comments

DRAFT FY 2011-2014 STRATEGIC PLAN

“By 2020, America will once again have the highest proportion of college graduates in the world.”

– President Barack Obama to a joint session of Congress, February 2009

Introduction

In President Obama’s first address to Congress, he challenged America to meet this ambitious goal for education. Meeting it is vital for securing long-term economic security, because the country that out-educates us today will out-compete us tomorrow. The nation must work to ensure that all children and adults receive a world-class education that will prepare them to succeed in college and careers for rich and fulfilling lives in a vibrant and prosperous democracy.

President Obama has indicated that working together to put an outstanding education within reach of every child is central to America’s ability to out-compete countries around the world. This Strategic Plan is designed to support that vision by establishing a framework for an “all-hands-on-deck” approach in communities across America—involving local leaders, educators, families, and the students themselves—to build the best-educated workforce and citizenry in the world.

Focus of the FY 2011-14 Strategic Plan

1. A new emphasis on the importance of Early Learning.
2. A commitment to ensuring that, in Elementary and Secondary Education, all students graduate from high school prepared to succeed in college and careers.
3. An imperative for the Department to ensure that students have the support and information that they need to enter postsecondary education and earn a certificate, degree, or other credential.

LINKING DEPARTMENT PERFORMANCE TO NATIONAL OUTCOMES

“By 2020, America will once again have the highest proportion of college graduates in the world.”

– President Barack Obama to a joint session of Congress, February 2009

National Outcome Goals

The National Outcome Goals are the improvements in student achievement needed at every level of education to achieve the President’s 2020 goal. Improving these outcomes will require a concerted effort from all stakeholders in the education system.

- All states improving overall and disaggregated health, social-emotional, and cognitive outcomes for all children at kindergarten entry across a broad range of domains.
- All states improving overall and disaggregated high school graduation rates.
- Nation improving overall and disaggregated college completion rates.
- Nation improving the percent of 25- to 34-year-olds who have completed an associate's or higher degree.
- Nation eliminating the achievement gap for all students, regardless of race, ethnicity, national origin, age, sex, disability, language, and socioeconomic status.

Department Performance Goals

To meet the National Outcome Goals, changes are needed in how education is delivered. The six Department Performance Goals laid out in this plan are improvements needed that are intended to guide the day-to-day work of the Department’s staff.

1. **Postsecondary Education, Career-Technical Education, and Adult Education**
2. **Elementary and Secondary Education**
3. **Early Learning**
4. **Equity**
5. **Continuous Improvement of the U.S. Education System**
6. **U.S. Department of Education Capacity**

Goal 1: Postsecondary Education, Career-Technical Education, and Adult Education.

Increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults.

Meeting the President's 2020 Goal of once again leading the world in educational attainment will require millions of additional Americans to earn a degree or certificate. The President has also challenged every American to commit to at least one year of higher education or career training. Whether for recent high school graduates or adult learners, the responsibility of the Department is to ensure that all students are well-prepared for college and careers, help more students enroll in postsecondary education, and increase the number that complete programs of study with a degree or certificate.

The Department will work to close the opportunity gap by improving the affordability of and access to college and workforce training, especially among adult learners, low-income students, first-in-family college-goers, students with disabilities, English Learners, and other chronically underrepresented populations. The Department's commitment to ensure the delivery of federal student aid will be essential to success. Further, we will foster institutional quality, accountability, and transparency to ensure that postsecondary education credentials represent effective preparation for students to excel in a global society and a changing economy. We will continue to support teacher preparation initiatives to further the transformation already underway in how we recruit and prepare teachers. Finally, we will increase degree and certificate completion and job placement in high demand areas (especially STEM), particularly among underrepresented and economically disadvantaged populations.

Postsecondary, CTE, and Adult Education National Measures of Success

1. Increasing the number and rate of 25- to 34-year-olds who attain an associate's or higher degree
2. Increasing the rate at which students complete a bachelor's degree within 6 years from their initial institution
3. Increasing the rate at which students complete an associate's degree or certificate within 3 years from their initial institution
4. Increasing the rate at which adult education students obtain a high school credential

Current Performance on National Measures of Success for Postsecondary Education, Career-Technical Education, and Adult Education

Measure	Entry Cohort	
	2000	2010
25- to 34-year-olds who attain an associate's or higher degree (CPS data)	38%	42%

Measure	Entry Cohort	
	06-07	08-09
Adult education students obtaining a high school credential	60%	64%

Measure	Entry Cohort	
	2001	2006
Students completing an associate's degree or certificate within 3 years from their initial institution	30%	29%

Measure	Entry Cohort	
	1998	2003
Students completing a bachelor's degree within 6 years from their initial institution	56%	57%

Goal 2: Elementary and Secondary Education. *Prepare all students for college and career by improving the elementary and secondary education system's ability to consistently deliver excellent classroom instruction and supportive services.*

There is a clear national consensus that the elementary and secondary education system should prepare every student for college and a career. However, there also is broad agreement that the education system fails to consistently ensure that all students graduate not only on time, but graduate prepared for college and a career. The Department's elementary and secondary education reforms focus on the building blocks needed for schools, school districts, and states to more consistently deliver excellent classroom instruction for all students, especially students with disabilities and English Learners:

- A system for improving learning and teaching that aligns internationally benchmarked college- and career-ready standards, high-quality formative and summative assessments, and engaging and effective instructional content.
- An effective teacher for every student, an effective leader for every school, and all teachers and leaders with access to the support and feedback that needed to be effective.
- School environments that are conducive to teaching and learning
- Communities that work together to ensure that children know they are the highest priority and receive the support they need to succeed.
- Dramatic improvements among the persistently lowest-achieving schools.
- The preservation and promotion of a well-rounded education for all students, along with an increase in the capacity of students to fulfill the needs of the STEM pipeline

Elementary and Secondary Education National Measures of Success

1. Increasing the rate at which freshmen graduate high school within 4 years
2. Increase 4th and 8th grade proficiency in both reading and mathematics on the National Assessment of Educational Progress

Current Performance on National Measures of Success for Elementary and Secondary Education

Measure	Graduating Class Entry Cohort	
	2006-07	2008-09
Freshmen graduating high school within 4 years	74%	75%

Measure	2009	2011
NAEP Reading Proficiency		
4 th grade	32%	32%
8 th grade	30%	32%
NAEP Mathematics Proficiency		
4 th grade	38%	40%
8 th grade	33%	34%
NAEP Science Proficiency		
4 th grade	32%	N/A
8 th grade	29%	

Goal 3: Early Learning. *Improve the health, social-emotional, and cognitive outcomes for all children from birth through third grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready.*

The Department's strategy for sustaining the President's 2020 college attainment goal depends on improving learning in the earliest years. Participation in high-quality early learning programs will lead to both short- and long-term positive outcomes for all children, including increased school readiness and success, along with improved high school graduation, college attendance, and college completion rates. Early learning programs must meet the needs of all children, including children with disabilities and English Learners.

Developing our nation's educational pipeline requires increasing both access to and the quality of early learning programs and services. This is particularly important for children with high needs since these children have less access to high-quality early learning programs, and often enter kindergarten behind their peers. In 2006-07, only 41 percent of three- to five-year-olds from low-income families were enrolled in center-based early childhood care and education programs, compared to 60 percent from non-poor families.

Early Learning National Measures of Success

An increase in the number of states implementing systems to collect and report disaggregated data on the status of children at kindergarten entry across a broad range of domains.

Current Performance

Maryland and Minnesota currently collect and report disaggregated data on the status of children at kindergarten entry across a broad range of domains.

Goal 4: Equity: *Ensure equitable educational opportunities for all students regardless of race, ethnicity, national origin, age, sex, disability, language, and socioeconomic status.*

All students – regardless of circumstance – deserve a world-class education. Yet far too often, the quality of a child’s education, and the opportunities they have to succeed, are determined by his or her race, family income, primary language, disability, and/or zip code. To ensure that America regains its status as the best educated, most competitive workforce in the world with the highest proportion of college graduates of any country, we must close the pervasive achievement and attainment gaps that exist throughout the nation.

A primary Federal role in education is to ensure that all students have opportunities to learn and excel, while closing the gap in and access to opportunities and resources between high-need students and their more-advantaged peers. As it is at the core of the Department’s mission, addressing issues of equity are addressed in the goals already listed (Postsecondary Education, Career-Technical Education, and Adult Education; Elementary and Secondary; and Early Learning). As part of this Strategic Plan, the Department will ensure that equity is embedded throughout its initiatives, and will vigorously enforce the federal civil rights laws to ensure students are free from discrimination in our nation’s schools and colleges.

Equity

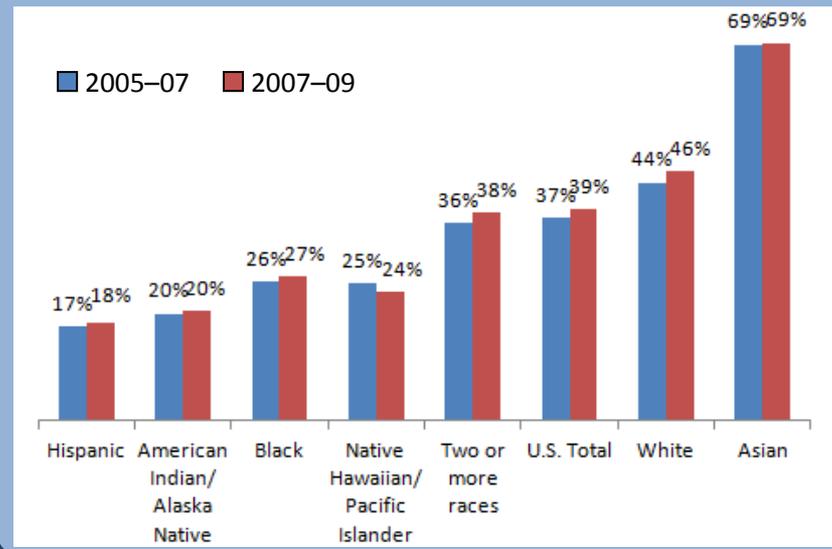
National Measure of Success

Significantly reducing the achievement gap for all students, regardless of race, ethnicity, national origin, age, sex, disability, language, and socioeconomic status.

Current Performance

College Attainment among Racial/Ethnic Groups

25- to 34-year-olds who completed an associate's or higher degree

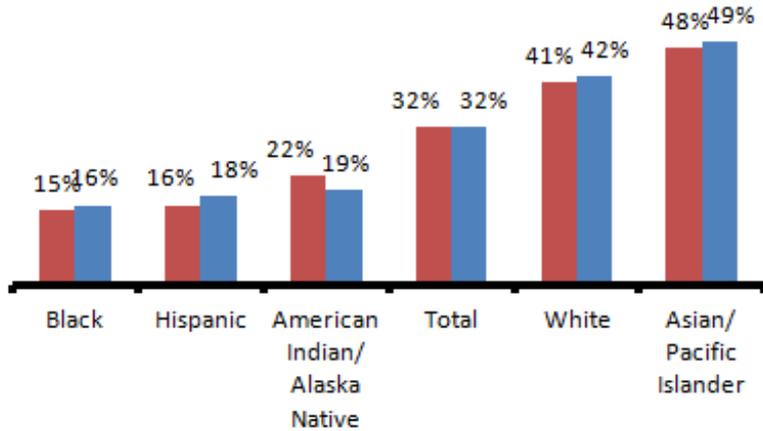


Current Performance on National Measures of Success for Equity

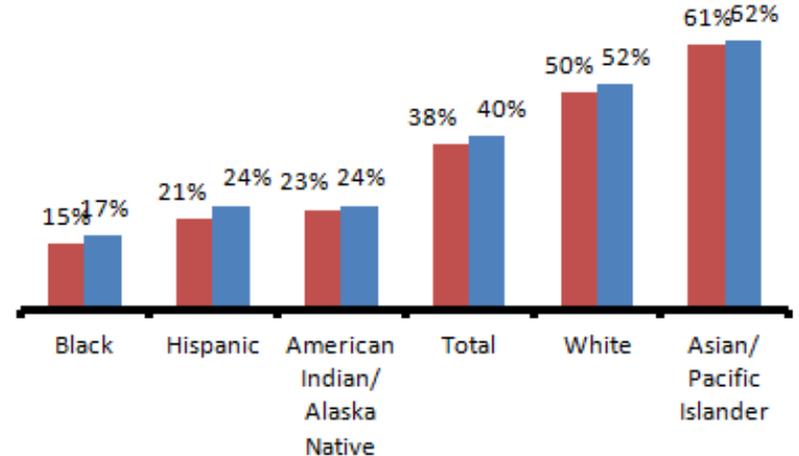
4th Grade NAEP Proficiency among Racial/Ethnic Groups

2009 2011

Reading

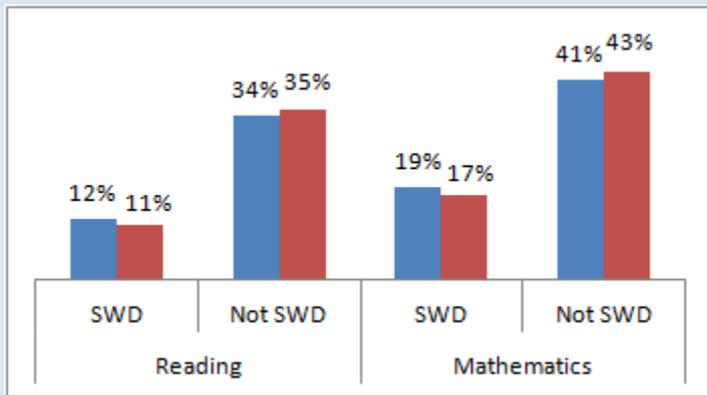


Mathematics



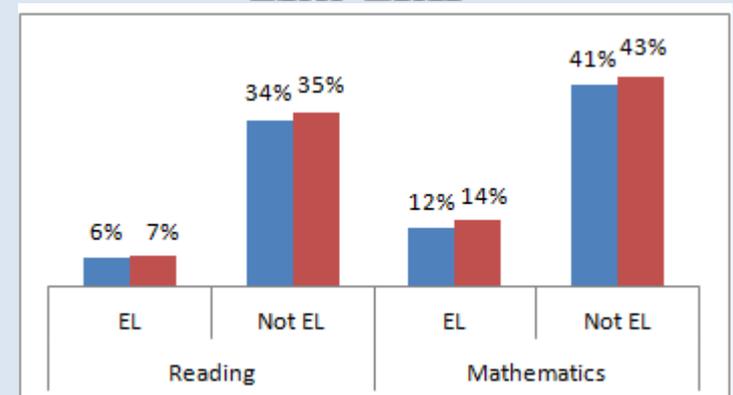
4th Grade NAEP Proficiency for Students with Disabilities and all Students without Disabilities

2009 2011



4th Grade NAEP Proficiency for English Learners and all non-English Learners

2009 2011



GOAL 5: Continuous Improvement of the U.S. Education System. *Enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, transparency, innovation, and technology.*

Achieving the President's 2020 college attainment goal will require better and stronger systems, powered by information and innovation. Through this Strategic Plan, the Department aims to foster a culture of continuous system improvement at the national, state, and local levels. To achieve this goal, the Department will support robust and comprehensive data systems; a strategic use of research and evaluation; transparency in sharing results; increased flexibility and innovation; and effective and systemic use of technology.

**Continuous Improvement of the
U.S. Education System**
National Measure of Success

Data Driven Decisions: *Improved Achievement and Decision-Making through Statewide Data Systems.* An increase in the number of states implementing comprehensive statewide longitudinal data systems that link student achievement and teacher data and link elementary and secondary education with higher education data and, to the extent possible, with preschool and workforce data.

Current Performance

- 30 states currently have data systems that link student with teacher data.
- 28 states currently have data systems that link P-12 education and postsecondary data.

GOAL 6: U.S. Department of Education Capacity. *Improve the organizational capacities of the Department to implement this strategic plan.*

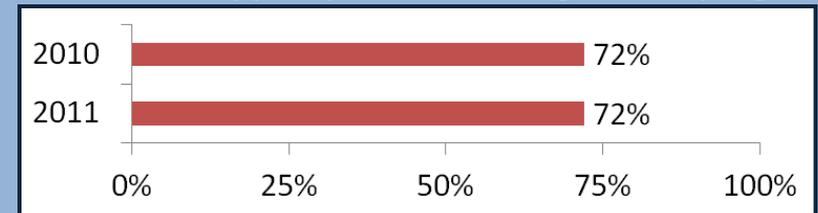
To successfully implement this Strategic Plan, the Department must retool its organizational capabilities and areas of expertise. In particular, transforming the Department means developing a new approach to grants management that better supports grantees in achieving their educational goals, while also continuing to hold grantees accountable for meeting financial requirements and legal obligations. To do so, the Department will continue to build the skills and knowledge of its workforce, rethink how it monitors and intervenes with high-risk grantees, enhance workforce productivity through information technology and performance management, recruit a diverse workforce that reflects the diversity of our students in public schools, and transform the way the Department interacts on a day-to-day basis with states, districts, institutions of higher education, and other grantees across the country. The results of this transformation will be demonstrated by improved performance results, increased stakeholder collaboration, and higher satisfaction among employees.

U.S. Department of Education Capacity
Performance Goals

1. An increase in the percentage of states and other grantees reporting satisfaction with support provided by the Department
2. An increase in the Department's rank in the report on the Best Places to Work (BPTW) in the Federal Government

Current Performance

The percentage of states and other grantees reporting satisfaction with support provided through select programs



Department's rank in the report on the Best Places to Work (BPTW) in the Federal Government

