
Performance Plan Summary

Looking Ahead and Addressing Challenges

With new leadership, the Department of Education begins a fresh start for educational opportunity and innovation in America. For too long, educators have had to spend significant time filling out paperwork and seeking permission to enact commonsense reforms. In the future, this agency will be a mirror—reflecting and illuminating the tremendous work that educators do every day with the support of parents, advocates, current and former students, and community members.

Our goal is to support greater state and local flexibility in elementary and secondary education, already underway with implementation of the *Every Student Succeeds Act*, while helping every student receive a high-quality education. Rather than merely enforcing compliance, the Department will empower educators. The Department also will embolden parents and students to make their own choices, whether traditional public, public charter, private, or other innovative options. Our guiding principle for assisting this work is simple: Let teachers teach, let students learn, and let parents decide the path their child's education will take.

Greater flexibility must take root in higher education as well. That means innovative new models for delivering an affordable, accessible, high-quality postsecondary education that holds all institutions accountable for their use of taxpayer funds. The Department will also seek to improve and, if necessary, repeal regulations that needlessly burden institutions of higher education and drive up costs and debt for students. This will allow colleges and universities to spend less time on paperwork and bureaucracy and more time on instruction and research.

The Department has a key role to play in enforcing the law and ensuring every student—and especially the most vulnerable—has access to a high-quality education and receives the protections guaranteed them under the law. This important work will be strengthened by leaders in state capitals, district offices, and college administration buildings having the opportunity to do things differently to meet the needs of their students. Greater flexibility will mean more opportunities for students, but only if those new possibilities are explored and new ideas are encouraged.

Therefore, over the next year, the Department will:

- Identify internal processes and regulations that are out-of-date, are not reflective of best practices, are legally insufficient, or are too cumbersome for teachers, principals, and parents. In every case, why a regulation is necessary and reasonable will need to be demonstrated.
- Proactively reach out to educators, parents, institutions, and state and local leaders to identify opportunities for additional flexibility and support.
- Work with members of Congress from both parties to identify additional opportunities to reduce the red tape that encumbers or distracts educational institutions from their central mission of educating their students.
- Ensure that billions of dollars in federal student aid will be spent effectively, producing positive outcomes for students and a solid return on investment for the taxpayer and society.

While decisions made by local government will be valued, there is no educational decision more local or more important than that made by a child's parent or guardian. The Department will support parental choice—not as an endorsement of private, charter, magnet, virtual, or traditional public schools, but as an acknowledgment of parental wisdom and authority to make decisions important to their child's future. High-quality data and transparency at the state, local, and school levels will further empower parents to make the best decisions for their children.

Many have favored school turnaround efforts over parental choice. Under the School Improvement Grants (SIG)—\$7 billion was spent in recent years alone and a comprehensive evaluation of the program found “no significant impacts” on any student outcome.

If we can identify a school turnaround model that shows promise, we want to learn about it. If we find a solution that demonstrates consistent results, we want to support it. However, we cannot wait and hope for a miracle, while blocking efforts that can help millions of children immediately. That is why we must invest in what we know works for students even as we continue to innovate and build knowledge.

We must also refocus our efforts—and our federal, state, and local partnerships—on helping Americans get ahead and stay ahead by finding a fulfilling and well-paying career. Career and technical education must be aligned with state standards and directed towards areas of greatest need where there is the greatest potential for a good job. Although the needs of employers must be considered to a much greater degree than they are currently, an education must first and foremost provide a student with knowledge and skills that will yield benefits for a lifetime, not simply a single job.

Similarly, while job training cannot be the sole focus of a bachelor's degree, there are far too many students who leave campus saddled with debt and lacking employable skills. In partnership with organizations representing students, taxpayers, educators, and colleges, we will support new paths to a meaningful credential and a fulfilling career. Through innovation and commonsense approaches to providing aid to those who need it most, we can make a quality postsecondary education more accessible and more affordable to all.

When developing any new policy, the Department will remember the interests of students first. It will remember the service member leaving active duty and looking to build employable skills, the student with special needs looking to build a life of dignity and purpose but lacking the supports she deserves, and the child from poverty looking to build a better life but unsure where to turn for a helping hand. As the Department of Education begins a new chapter, it will be with a focus on empowering these and so many other Americans to realize their full potential.

Data Verification and Validation

The *GPR Modernization Act of 2010* requires agencies to prepare information on the reliability of data presented. OMB guidance indicates:

Agencies may develop a single data verification and validation appendix used to communicate the agency's approaches, and/or may also choose to provide information about data quality wherever the performance information is communicated (e.g., websites).²

² OMB Circular A-11, *Preparation, Submission, and Execution of the Budget*, Part 6, Section 260.9, 2014.

The full data verification and validation summary and a high-level assessment of the completeness and reliability of the data presented are provided in appendix A of this report.

Reporting on Progress

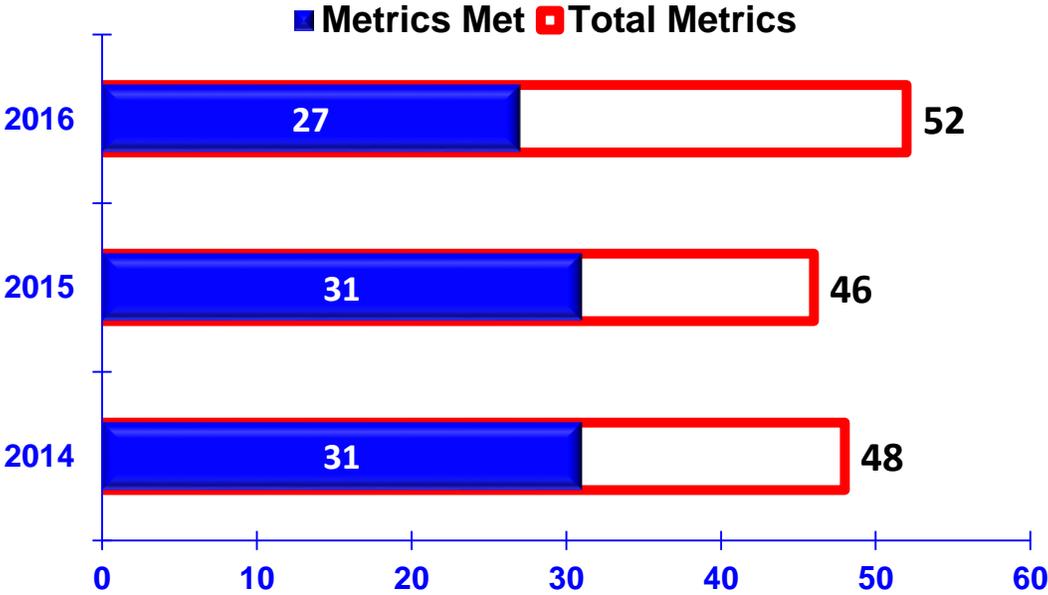
The Department continues to use quarterly performance reviews, targeted strategic initiatives, and outreach to leaders and stakeholders to assess progress and garner engagement toward achieving strategic goals and outcomes. Continuous improvement rests on ongoing cycles of assessing performance, examining data, and applying lessons learned to improve practices. Creating a culture of continuous improvement is at the heart of the Department's efforts to partner with and support educators, administrators, and policymakers, with the intent of obtaining better outcomes for all students.

The Department's *Strategic Plan* portfolio of metrics (indicators) shifts year-over-year.³ For example, metrics are retired as more meaningful metrics are identified that can drive the Department's strategic goals and objectives forward. In FY 2016, the Department added (including metrics re-baselined) a total of 18 performance metrics to its public annual performance reporting. The Department met 50 percent of the targets for those new metrics.

Overall, in FY 2016, the Department met 27 of its 52 performance metric targets, exceeded the targeted results for 23 of those metrics, and just missed the targets for 7 metrics. The Department continues to be committed to identifying performance metrics that are meaningful and drive the Department's work forward and to establishing targets that are both ambitious and attainable. With the removal and addition of performance metrics each fiscal year, the Department has seen a decrease in performance metric targets met overall from FY 2014 through FY 2016.

³ See appendix B (Changed Performance Goals) of the *FY 2015 Annual Performance Report and FY 2017 Annual Performance Plan*, available online at <https://www2.ed.gov/about/reports/annual/2017plan/2015-2017-apr-app-plan-appdx-b.pdf>.

External (Public-facing) Metrics



Fiscal Year	Total External Metrics	External Metrics Met	% Met	Year/Year Change
2014	48	31	64.6%	
2015	46	31	67.4%	4.3%
2016	52	27	51.9%	-23.0%

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

Increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youths and adults.

Goal Leader: Under Secretary

Objective 1.1: Access and Affordability. Close the opportunity gap by improving the affordability of and access to college and/or workforce training, especially for underrepresented and/or underprepared populations (e.g., low-income and first-generation students, English learners, individuals with disabilities, adults without high school diplomas, etc.).

Objective 1.2: Quality. Foster institutional value to ensure that postsecondary education credentials represent effective preparation for students to succeed in the workforce and participate in civic life.

Objective 1.3: Completion. Increase degree and certificate completion and job placement in high-need and high-skill areas, particularly among underrepresented and/or underprepared populations.

Objective 1.4: Science, Technology, Engineering, and Mathematics (STEM) Pathways. Increase STEM pathway opportunities that enable access to and completion of postsecondary programs.

Public Benefit

Increasing college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youths and adults requires attention to three equally important factors to facilitate success: availability of good consumer information and financial aid, strong motivation by students and families, and access to affordable, high-quality learning opportunities.

In FY 2016, the Department delivered nearly \$126 billion in grants, work-study, and loan assistance to more than 13 million postsecondary students at over 6,600 schools.⁴ In addition, the Department administered \$2 billion annually in grants to strengthen postsecondary institutions and promote college readiness, and nearly \$1.7 billion in grant funds for career and technical education (CTE) programs⁵ and adult education programs aimed at helping youth and adults attain the academic and technical skills and knowledge necessary to transition to postsecondary education, training, and employment.

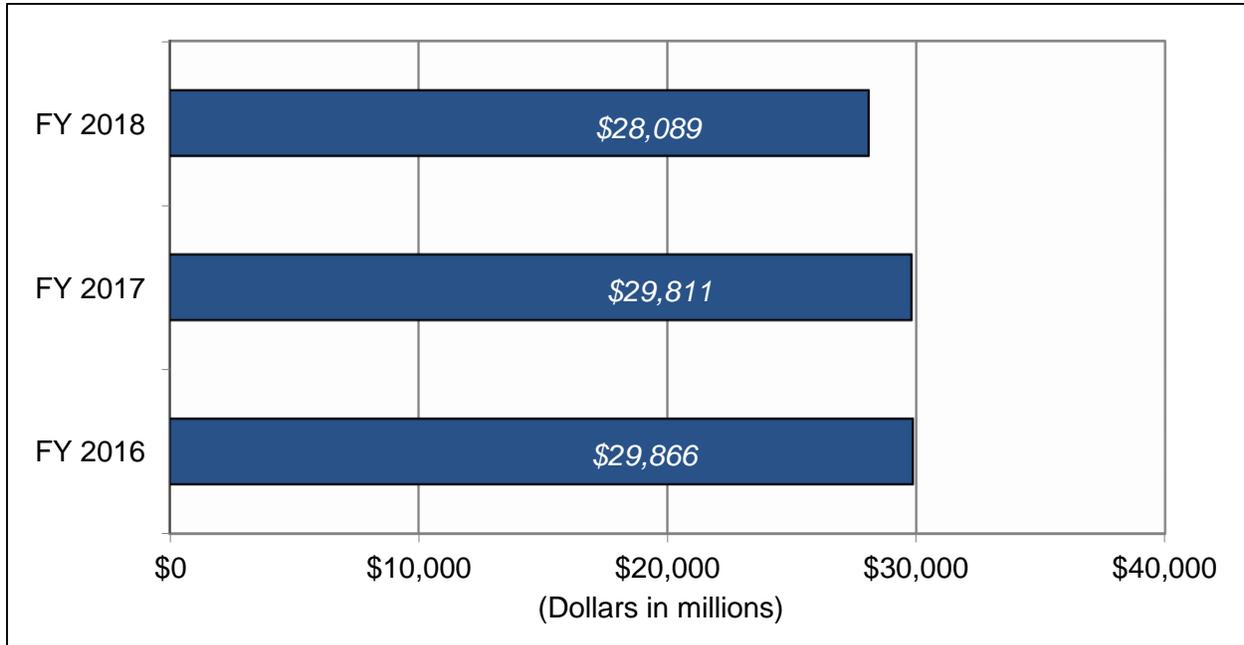
The Department developed resources, including the [College Affordability and Transparency Center](#), the [Financial Aid Shopping Sheet](#), and other loan counseling and financial literacy resources, to provide students and families with enhanced tools for informed decision-making. Additionally, the [Federal Student Aid Feedback System](#) provides a way for students, parents, borrowers, and others to file complaints about their experiences with federal aid programs and

⁴ Federal Student Aid Annual Report FY 2016.

⁵ Of the roughly \$1.1 billion in Perkins formula funds that are distributed by states to local recipients, approximately 40 percent are allocated for postsecondary CTE programs.

institutions. The Department will use the feedback to improve the experience for current and future borrowers.

Goal 1 Discretionary Resources



Major Discretionary Programs and Activities⁶ Supporting Goal 1 Performance Metrics [Dollars in Millions]

POC	Account	Obj.	Program	FY 2016 Appropriation	FY 2017 Annualized CR ⁷	FY 2018 President's Budget
FSA	DM/SAA		Student Aid Administration: Salaries and expenses	697	694	681
FSA	DM/SAA		Student Aid Administration: Servicing Activities	855	855	1,017
FSA	SFA	1.1	Federal Pell grants: Discretionary	22,475	22,433	22,433
OCTAE	CTAE	1.1, 1.2, 1.3	Adult basic and literacy education state grants	582	581	486
OCTAE	CTAE	NA	Career and technical education state grants	1,116	1,115	949
OPE	HE	1.1, 1.3	Federal TRIO programs	900	898	808
Subtotal				26,625	26,576	26,374
Other Discretionary Programs/Activities				3,241	3,234	1,715
TOTAL, GOAL 1				29,866	29,811	28,089

POC = Principal Operating Component.

CR = Continuing Resolution.

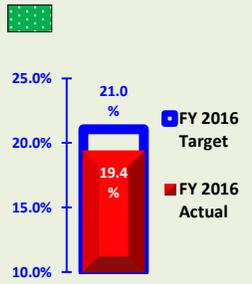
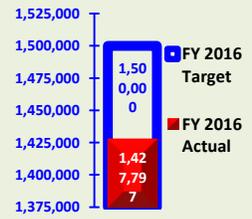
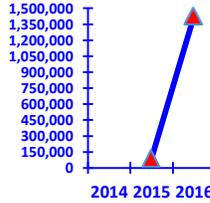
NA = Not applicable.

NOTES: Many programs may have sub-activities that relate to other goals. Detail may not add to total due to rounding.

⁶ All the programs listed are discretionary programs, as distinct from mandatory programs. These include both competitive and noncompetitive/formula programs.

⁷ A full-year 2017 appropriation was not enacted at the time the FY 2018 Budget was prepared; therefore, the Budget is built off of the *Further Continuing Appropriations Act, 2017* (P.L. 114-254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution.

Goal 1: Details

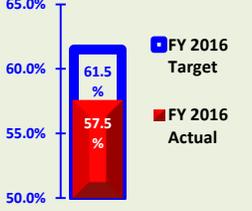
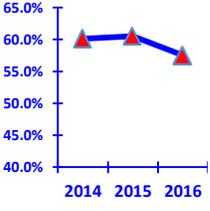
U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸	Exceeded ⁹	2017	2018	
1.1.A. Federal student loan delinquency rate 	FY: End of FY 2014–15 21.7%	FY: 2013–14 24.0%	FY: 2014–15 21.7%	FY: 2015–16 19.4%	FY: 2015–16 21.0%	MET			18.8%	>= 3 % points below previous year's actual	
1.1.B. Web traffic to the College Scorecard¹⁰ 	09/12/2014–9/11/2015 ¹¹ 91,011 (Excluding new Scorecard launch on Sept. 12, 2015)	NA	FY: 2015 91,011	FY: 2016 1,427,797	FY: 2016 1,500,000	NOT MET			1,800,000	TBD	

⁸ Missed target by <=1, or if percentage, <=1.3 percentage points.

⁹ Surpassed target; not just met the target. If a diminishing target, the actual was below the reduction target set.

¹⁰ Performance metric is transitioning to Strategic Goal 5 in FY 2017.

¹¹ In the 2015 APR, the baseline was noted as being a fiscal year. However, the baseline was measured using 09/12/2014–09/11/2015 data. The period did not align with the fiscal year in order to exclude anomalous data from the release of the new College Scorecard on September 12, 2015.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸	Exceeded ⁹	2017	2018	
1.1.C. Percentage of first-time FAFSA filers among high school seniors¹² INCREASE 	SY: 2012–13 59.2%	SY: 2013–14 60.1%	SY: 2014–15 60.5%	SY: 2015–16 57.5%	SY: 2015–16 59.5%–61.5%	NOT MET			NA	NA	
New Metric: Number of first-time FAFSA filers among high school seniors	Application Cycle Applicants 5-Year Average 2012/13–2016/17 2,016,304	AY: 2014–15 (FY: 2014) 2,021,691	AY: 2015–16 (FY: 2015) 2,009,155	AY: 2016–17 (FY: 2016) 2,015,138	NA	NA	NA		2,016,304	2,021,345	NA

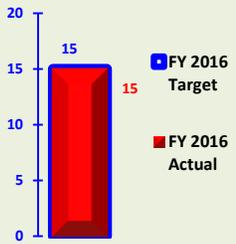
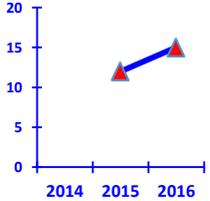
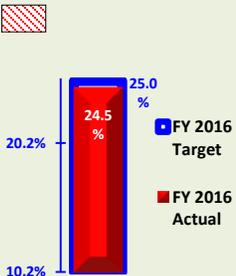
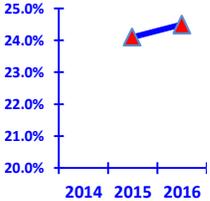
¹² Revising metric language (in the 2014 and 2015 APR read as: “Percentage of high school seniors filing a FAFSA”) to align with how the metric is captured in the Federal Student Aid (FSA) Strategic Plan. All of the underlying assumptions and calculation methodologies were confirmed by FSA to be the same. Retiring metric at conclusion of FY 2016. Please see appendix B for additional information pertaining to the metric’s retirement. The FY 2017 target was 56.5%–58.5%, and FY 2018 was +/- one percentage point over prior year’s actual.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸	Exceeded ⁹	2017	2018	
Indicator Measurement Direction 1.1.D. Index of national aggregate annual earnings of VR consumers (based on the number of competitive integrated employment outcomes, hours worked, and hourly wages of VR consumers)	FY: 2010 \$57,971,317	FY: 2014 \$61,800,214	FY: 2015 \$64,688,320 ¹³	FY: 2016 \$66,791,933	FY: 2016 \$65,608,896	MET			\$66,921,074	\$68,259,495	
INCREASE 											

¹³ Metric was TBD in the 2015 APR due to data not being available until FY 2016. The metric was **MET**.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸	Exceeded ⁹	2017	2018	
Indicator Measurement Direction 1.1.E. Index of national aggregate annual earnings of Transition-Age Youth (based on the number of competitive integrated employment outcomes, hours worked, and hourly wages of VR Transition-Age Youth)	FY: 2010 \$15,971,665	FY: 2014 \$18,540,576	FY: 2015 \$19,579,074 ¹⁴	FY: 2016 \$19,980,956	FY: 2016 \$19,476,818	MET			\$19,866,354	\$20,263,681	
INCREASE 											

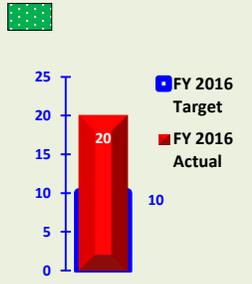
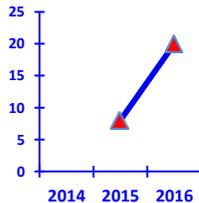
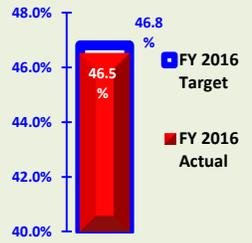
¹⁴ Metric was TBD in the 2015 APR due to data not being available until FY 2016. The metric was **MET**.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸	Exceeded ⁹	2017	2018	
1.1.F. Number of data points or other information reports released on the FSA Data Center¹⁵ INCREASE 	FY: 2009–14 Aggregate 12	NA	FY: 2014–15 12	FY: 2015–16 15	FY: 2015–16 15	MET			15 ¹⁶	TBD	
1.2.A. Pell enrollment at IHEs with high graduation rates¹⁷ INCREASE 	AY: 2013–14 24.1%	NA	AY: 2013–14 24.1%	AY 2014–15 24.5%	AY 2014–15 25.0%	NOT MET			AY 2015–16 26.0%	AY: 2016–17 27.0%	

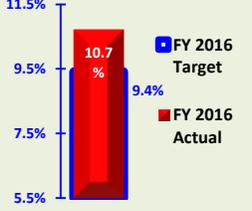
¹⁵ Metric is aligned with an Agency Priority Goal.

¹⁶ Initial FY 2017 target of 30 provided in the 2015 APR was inclusive of FY 2016's total of 15, thus making the total a cumulative 30. However, the actual FY 2017 target is 15 new releases.

¹⁷ "High graduation rate" is defined as 65 percent or higher, which is roughly the 75th percentile.

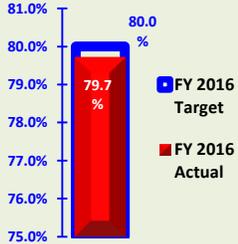
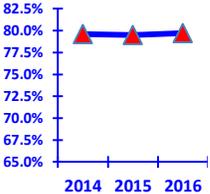
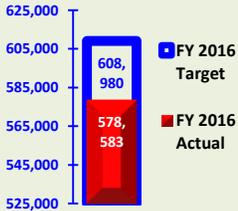
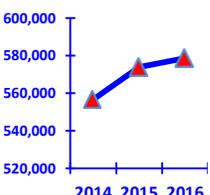
U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸	Exceeded ⁹	2017	2018	
1.2.B. Number of states that develop or strengthen career pathways policies, guidance, or legislation INCREASE 	FY: 2015 8	NA	FY: 2015 8	FY: 2016 20	FY: 2016 10	MET			37	50	
1.3.A. Degree attainment among 25–34-year-old age cohort¹⁸ INCREASE 	Current Population Survey (CPS) Year: 2012 44.0%	CPS Year: 2013 44.8%	CPS Year: 2014 45.7%	CPS Year: 2015 46.5%	CPS Year: 2015 46.8%	NOT MET			48.4%	50.5%	

¹⁸ Metric is aligned with an Agency Priority Goal.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸	Exceeded ⁹	2017	2018	
1.3.B. Enrollment in IHEs below the minimum earnings threshold^{19,20} DECREASE 	AY: 2012–13 9.7%	NA	AY: 2012–13 9.7%	AY: 2013–14 10.7%	AY: 2013–14 9.4%	NOT MET			NA	NA	

¹⁹ In the 2015 APR, the initial metric was identified as “Enrollment in IHEs where students’ median earnings 10 years after entering college are below a minimum earnings threshold.” The metric’s verbiage was condensed to “Enrollment in IHEs below the minimum earnings threshold.” Retiring metric at conclusion of FY 2016. Please see appendix B for additional information pertaining to the metric’s retirement. The FY 2017 target was 9.0 percent.

²⁰ “Minimum earnings threshold” is defined as the median earnings above the level of an institution at the 25th percentile for students 10 years after entering college, which equals \$19,000 for less-than-two-year institutions, \$26,000 for two-year institutions, and \$35,000 for four-year institutions.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸	Exceeded ⁹	2017	2018	
1.3.C. Persistence among first-time filing aid recipients²¹ INCREASE 	FY: 2015 79.5% ²²	FY: 2014 79.6%	FY: 2015 79.5%	FY: 2016 79.7%	FY: 2016 78.5%-80.5%	MET			78.7%–80.7%	+/- one % point over prior year's actual	
1.4.A. Number of STEM postsecondary credentials awarded INCREASE 	AY: 2010–11 531,018	AY: 2011–12 556,696	AY: 2012–13 573,911	AY: 2013–14 578,583	AY: 2013–14 608,980	NOT MET			637,672 ²³	TBD	

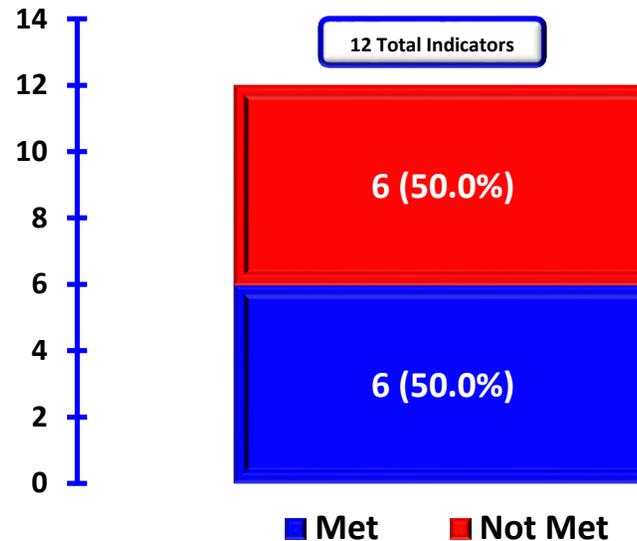
²¹ Revising metric language (in 2015 APR read as: “FAFSA Renewal Rate”) to align with how the metric is captured in the Federal Student Aid (FSA) Strategic Plan. All of the underlying assumptions and calculation methodologies were confirmed by FSA to be the same.

²² Modifying the baseline data to account for the actual being 79.5% (79.47%); however, the decimals were dropped by FSA when the metric was initially reported.

https://studentaid.ed.gov/sa/sites/default/files/FY_2015_FSA_Annual_Report_official.pdf

²³ FY 2016 target reduced from 691,000 to 637,672 due to a calculation error in how the targets were initially calculated.

Goal 1 FY 2016 Indicator Performance Summary



NA = Not applicable.

TBD = To be determined.

Academic Year (AY) is a collegiate year spanning August–May; School Year (SY) spans August–July and is aligned with a P–12 school year; Fiscal Year (FY) corresponds to a federal fiscal year; Calendar Year (CY) spans January–December.

Data Sources and Frequency of Collection:

- 1.1.A. Federal Student Aid (FSA) Data Center; annually
- 1.1.B. Google Analytics data from College Scorecard; annually
- 1.1.C. The denominator is the number of graduating seniors according to the most recent projection by the National Center for Education Statistics (NCES) (Table 219.10 within the Digest of Education Statistics). The numerator is from FSA’s Central Processing System and is based on the number of applications during the first nine months of the application cycle that are—as of September 30 of the first year of the application cycle—complete (not rejected); first-time filers; incoming freshmen, with or without previous college attendance; age 18 or less as of June 30 of the first year of the application cycle; reporting high school diploma attainment; and attended a high school in the 50 states and Washington, DC; annually
- 1.1.D. Rehabilitation Services Administration-911 (RSA-911); annually
- 1.1.E. RSA-911; annually
- 1.1.F. FSA Data Center; annually
- 1.2.A. Data from College Scorecard; annually
- 1.2.B. Development data from the National Skills Coalition, possibly supplemental with data from the Association of State Legislators and Center on Law and Social Policy (CLASP); annually
- 1.3.A. NCES Digest of Education Statistics, Table 104.30 (https://nces.ed.gov/programs/digest/d15/tables/dt15_104.30.asp), Number of persons age 18 and over, by highest level of educational attainment, sex, race/ethnicity, and age: 2015. Tabulated from Current Population Survey data, U.S. Census; annually
- 1.3.B. Data from College Scorecard; annually

- 1.3.C. FSA's Common Origination and Disbursement (COD) system; annually
- 1.4.A. IPEDS; annually

Note on performance metrics and targets: These metrics were established as a part of the *FY 2014–18 Strategic Plan*. Metrics may be updated or revised to reflect awareness of more accurate data or clarifications. Such updates or revisions are identified in footnotes.

Analysis and Next Steps by Objective

Objective 1.1: Access and Affordability. Close the opportunity gap by improving the affordability of and access to college and/or workforce training, especially for underrepresented and/or underprepared populations (e.g., low-income and first-generation students, English learners, individuals with disabilities, adults without high school diplomas, etc.).

FY 2016 Implementation Strategy

Although the Department has limited ability to directly impact college costs or control price, the Department made progress toward strategic objective 1.1.

The Department's implementation strategy in FY 2016 continued to focus on providing consumer tools and better information about postsecondary institutions to help students make more informed decisions; modifying and simplifying the Free Application for Federal Student Aid (FAFSA); expanding access to income-driven repayment plans; and improving customer service related to student aid.

FY 2016 Barriers to Success

Although many states are beginning to increase appropriations per full-time equivalent student, state-level funding for higher education overall remained low compared to levels before the recent recession. The Department had little influence over state funding decisions and was limited in its ability to impact affordability. Nonetheless, the Department will continue to explore ways to help ensure that borrowers are able to manage student loan debt.

Key Milestones and Future Actions

In 2016, the Department implemented two major changes to the FAFSA. The first change was to make the FAFSA available to students and families three months earlier than usual. In the past, the FAFSA was available January 1 for the upcoming financial aid award year (July 1 through June 30). Beginning with the 2017–18 financial aid application cycle, the FAFSA became available October 1 of the year prior to the upcoming award year (2017–18 FAFSA filing began October 1, 2016). By having the FAFSA available earlier, the financial aid process generally will coincide with the college admissions application and decision cycle, allowing schools and states to provide financial aid information sooner to students and families. The second change involved the year for which tax information is collected on the FAFSA. Prior to FY 2016, when completing a FAFSA, applicants provided income information from the prior tax year (i.e., 2015 income information for the 2016–17 FAFSA). Beginning with the 2017–18 FAFSA, income information from one tax year earlier—the so-called “prior-prior year”—will be collected. As a result of this change, students will be able to complete their FAFSA using information from an already-completed tax return.

The Department continues to enhance the online [FAFSA® Completion Tool](#), which helps financial aid professionals, school administrators, and guidance counselors track and increase FAFSA completion. The tool also provides FAFSA completion rates for school districts, allowing communities to tailor communications, support, and counseling to students while helping schools monitor their progress.

Federal Student Aid (FSA) published [reports](#) about applications for the Public Service Loan Forgiveness (PSLF) Program, enrollment in income-driven repayment plans, and data on cohort

default rates. As of September 2016, nearly 5.8 million Direct Loan borrowers were enrolled in income-driven repayment plans—such as income-based repayment, Pay As You Earn (PAYE), and Revised Pay As You Earn (REPAYE)—a 38 percent increase from September 2015 and a 110 percent increase from June 2014. [Cohort default rates](#) continued to decline from 14 percent in 2010 to 11 percent in 2013.

Beginning in January 2016, the Department required all Direct Loan servicers to provide enhanced disclosures to borrowers and strengthened consumer protections. The recompetition of loan servicer contracts commenced in March 2016, with the goal of ensuring that servicers help borrowers responsibly make affordable monthly payments on their student loans. The final selection of a service is scheduled to be made and a contract should be awarded in FY 2017.

Students, parents, and others can now provide feedback about their Title IV federal student aid experience via a streamlined, centralized portal, the [Federal Student Aid Feedback System](#). Launched July 1, 2016, the system enhances customers' ability to provide feedback and receive a timely and meaningful resolution. Customers can submit feedback about applying for and receiving federal loans, grants, and work study, as well as feedback about their experiences with federal loan servicers, collection agencies, and the Department itself. Complaints submitted through the feedback system are tracked from intake to resolution and will inform the continual improvement of the Department's customers' experience, regardless of where they are in the student aid process. Through the system, the Department has the ability to monitor the resolution process, intervene as needed, and compile data about complaints in order to improve the applicant and borrower experience. In FY 2017, the Department will publish the first annual report about feedback system data.

The Department announced institutional participants in four experiments under the [Experimental Sites Initiative](#) conducted under FSA's experimental sites authority. The Department announced participating institutions in the Dual Enrollment experiment in May, participating institutions for Second Chance Pell in June, participating institutions in Educational Quality through Innovative Partnerships in August, and participating institutions in the Loan Counseling experiment in December 2016.

Objective 1.2: Quality. *Foster institutional value to ensure that postsecondary education credentials represent effective preparation for students to succeed in the workforce and participate in civic life.*

FY 2016 Implementation Strategy

The Department's implementation strategy to address postsecondary quality included: using regulatory authority to strengthen program integrity; taking steps to strengthen accreditation oversight; fostering innovation by providing flexibility where appropriate, and testing ideas through experimental sites projects; encouraging the postsecondary community to focus on student learning that is validated through the assessment of actual learning outcomes; addressing teacher preparation initiatives to improve teacher quality; and promoting information about successful evidence-based programs and strategies.

FY 2016 Barriers to Success

The Department had limited authority and funding to promote innovative, evidence-based strategies and practices for college access and completion.

Key Milestones and Future Actions

To improve accreditation transparency and promote outcome-driven accountability, the Department publishes a chart with each accrediting agency's stated student achievement measures and key student and institutional metrics arranged by accreditor. The Department also requires accreditors to submit decision letters when they place institutions on probation, and the Department publicly posts releasable portions of such letters. The redesigned [accreditation webpage](#) better informs the public regarding the Secretary's recognition process and provides a one-stop information repository for accreditation-related information. Accreditation staff at the Department now have regular access to critical outcomes data, state and federal litigation reports, and other information about each accreditor's schools prior to conducting accrediting agency reviews. This information is also provided to the [National Advisory Committee on Institutional Quality and Integrity](#).

This year, the Department issued two letters to accreditors. The first, released in March 2016, is a "Terminology Letter," which clarifies terminology and requirements for reporting to the Department. The second was an April 2016 "Flexibility Letter," which clarifies and encourages accreditors to use flexibility to focus monitoring and resources on student achievement and problematic institutions or programs.

The Department published several significant regulations. In October 2015, the Department published [final regulations on debit cards](#) to protect students from unscrupulous actions by financial institutions concerning student access to financial aid funds. Additionally, in August 2016, the Department, in collaboration with the Department of Labor (DOL), published final regulations to implement the [Workforce Innovation and Opportunity Act](#) (WIOA). WIOA reforms the public workforce development system through enhanced coordination and collaboration across education and training programs, including employment and training programs administered by DOL, and adult education programs and vocational rehabilitation programs for individuals with disabilities administered by the Department. The final regulations assist states in implementation efforts, including fostering more cohesive planning within economic regions, enhancing performance accountability for education and employment outcomes, strengthening employer engagement, and improving access to education and workforce services for individuals with significant barriers to employment, among other efforts. The final regulations included program-specific rules related to adult education programs and vocational rehabilitation programs, as well as joint [WIOA regulations](#) related to unified and combined state plans, performance accountability, and the one-stop system.

The Department published final regulations on Borrower Defense to Repayment in October 2016 (effective July 1, 2017, with several provisions slated for early implementation) and State Authorization of Distance Education programs in December 2016, with implementation taking effect in July 2018. The Department published the Gainful Employment debt-to-earnings rates in January 2017 and will implement the rest of the requirements of the regulation by July 2017.

In October 2015, the Department announced an initiative through FSA's experimental sites authority to address alternative methods for quality assurance—dubbed Educational Quality through Innovative Partnerships, or [EQUIP](#). The Department evaluated applications and in August 2016, invited eight institutions to continue to Phase 3 of the selection process. In Phase 3, these institutions will begin to set up their proposed programs and apply to the Department for final approval, which is expected during FY 2017.

The Department conducted a number of grant competitions that incorporated evidence-based activities, including TRIO Talent Search, TRIO Educational Opportunity Centers, and several

programs for minority-serving institutions. In October 2015, the Department (the Office of Career, Technical, and Adult Education ([OCTAE]) awarded nine pilots under the Performance Partnership Pilots for Disconnected Youth (P3) program. The notice inviting applications (NIA) for [round two](#) (FY 2015) was published in April 2016, and for [round three](#) (FY 2016) in August 2016. The agencies selected one pilot finalist for round two and six pilot finalists for round three. P3 tests the hypothesis that additional flexibility for states, localities, and tribes can help overcome some of the significant hurdles in providing intensive, comprehensive, and sustained service pathways and improving outcomes for disconnected youth.

Objective 1.3: Completion. Increase degree and certificate completion and job placement in high-need and high-skill areas, particularly among underrepresented and economically disadvantaged populations.

FY 2016 Implementation Strategy

While the federal government has no direct impact on the educational attainment rate, the Department established annual targets since increasing the percentage of adults who have completed a college degree is a key Department objective. For the first time, the rate this year fell just short of the target by 0.3 percentage points. Future targets, set at progressively larger increases, may be difficult to achieve.

With few tools to impact completion on a large scale, the Department's implementation strategy focused on the ability to convene partners, disseminate noteworthy practices through reports, conduct research, and conduct prize challenges that support pathways in CTE.

FY 2016 Barriers to Success

The Department's ability to significantly impact completion rates nationwide depends on Congressional support for programs. Another factor affecting the Department's ability to impact completion rates was the time lag between actions and changes initiated in the current year and results that will take several years to manifest as the current cohort moves through its multiyear educational program.

Key Milestones and Future Actions

In support of CTE, the Department announced winners of the [CTE Makeover Challenge](#) and the grand prize winner of the [Reach Higher Career App Challenge](#). The Department also developed and published on November 2, 2016, an [EdSim Challenge](#) notice with the intent to announce winners in summer 2017. The challenge calls upon the gaming, developer, and educational technology communities to design simulated environments that prepare America's students for a more competitive world through high-quality CTE. In September 2016, the Department awarded a \$2 million [Pay for Success](#) (PFS) grant for providing technical assistance on the first two phases of a PFS project: a feasibility analysis in four local CTE sites, and transaction structuring for those local sites where a PFS project is deemed feasible.

The Department participates in the Interagency Working Group on Supports for Postsecondary Success, which meets regularly to plan joint activities in support of access and completion for low-income students.

Objective 1.4: Science, Technology, Engineering, and Mathematics (STEM) Pathways. Increase STEM pathway opportunities that enable access to and completion of postsecondary programs.

FY 2016 Implementation Strategy

The number of STEM postsecondary credentials awarded is shaped by actions taken by postsecondary institutions, by state and local agencies through funding decisions, and by market forces and job creation trends. Many external factors impact this objective, but the Department's STEM Team, within the Office of Innovation and Improvement (OII), employs the following strategies to support this objective:

- strengthening the Department's existing STEM programs;
- enhancing interagency collaboration focused on STEM by fostering stronger linkages across agencies that have STEM education programming and collaborating with other agencies;
- using convenings, events, speeches, and other mechanisms to highlight models, interventions, and data, and share leading practices and policies for formal and informal STEM learning at the federal, state, and local levels;
- partnering with nongovernment strategic partners to support STEM; and
- identifying and helping to cultivate, disseminate, and encourage adoption of innovative, promising, and evidence-based practices to influence and shape the future of STEM education.

FY 2016 Barriers to Success

The STEM Team identifies programs within the Department and across the federal government that are well suited for enhancing and increasing STEM participation through strategic use of STEM priorities. For programs that have already implemented STEM strategies, the STEM Team lends its expertise for program review and evaluation. The investments at the Department that address STEM degree and credential completion in particular were limited to select programs that target minority-serving institutions. The Department will continue to promote STEM pathway opportunities within the Committee on STEM Education (CoSTEM) structure that includes community colleges, as well as engage with specific STEM-focused initiatives led by corporate and philanthropic entities that help elevate the quality of STEM programs and advance STEM participation, such as STEM [Learning Ecosystems](#).

Trends for females and minority students point to continued challenges in broadening participation in STEM. For example, in January, the National Science Foundation (NSF) National Center for Science and Engineering Statistics (NCSES) released the 2017 *Women, Minorities, and Persons with Disabilities in Science and Engineering* report, the federal government's most comprehensive look at the participation of these three demographic groups in science and engineering education and employment. The report found that while women have reached parity with men in educational attainment, they have not done so in employment in science and engineering. Furthermore, underrepresented minorities (black, Hispanic, and American Indian or Alaska Native) account for disproportionately smaller percentages in both science and engineering education and employment.

Key Milestones and Future Actions

CoSTEM has established a task force which is working to enhance the undergraduate experience of STEM majors through a formally chartered interagency working group led by NSF. The group is focused on four major objectives:

- evidence-based practices to improve undergraduate learning and retention in STEM;
- community college efforts to both support two-year students and create bridges between two- and four-year postsecondary institutions;
- research experiences that involve both university-industry and university-federal entity partnerships, particularly for students in the first two years; and
- promoting mathematics success to help combat excessively high failure rates in introductory math courses at the undergraduate level.

Representatives from the Department have been instrumental in bringing new focus to the role of community colleges and articulation programs in supporting undergraduate STEM education.

Other areas of the Department are bolstering support for STEM, as well. STEM education is an integral component of CTE. OCTAE is leading initiatives seeking to increase knowledge of and access to postsecondary STEM opportunities. For example, the EdSim challenge is seeking next generation Virtual Reality and Augmented Reality to improve teaching in areas including STEM. As additional examples, the CTE makeover challenge will incorporate “making” and “maker spaces” into CTE programs by upgrading or modernizing facilities that meet the needs of manufacturing in the 21st century. The Reach Higher App challenge will spur innovation in career exploration by empowering students with individualized career and education information. And the White House Initiative on Historically Black Colleges and Universities (WHI-HBCU) convened events and panels in FY 2016 to share best practices across HBCUs for supporting and retaining students in STEM fields.

Goal 2. Elementary and Secondary Education:

Improve the elementary and secondary education system’s ability to consistently deliver excellent instruction aligned with rigorous academic standards while providing effective support services to close achievement and opportunity gaps, and ensure all students graduate high school college- and career-ready.

Goal Leader: Assistant Secretary, Office of Elementary and Secondary Education (OESE)

Objective 2.1: Standards and Assessments. Support implementation of internationally benchmarked college- and career-ready standards, with aligned, valid, and reliable assessments.

Objective 2.2: Effective Teachers and Strong Leaders. Improve the preparation, recruitment, retention, development, support, evaluation, recognition, and equitable distribution of effective teachers and leaders.

Objective 2.3: School Climate and Community. Increase the success, safety, and health of students, particularly in high-need schools, and deepen family and community engagement.

Objective 2.4: Turn Around Schools and Close Achievement Gaps. Accelerate achievement by supporting states and districts in turning around low-performing schools and closing achievement gaps, and developing models of next-generation high schools.

Objective 2.5: STEM Teaching and Learning. Increase the number and quality of STEM teachers and increase opportunities for students to access rich STEM learning experiences.

Public Benefit

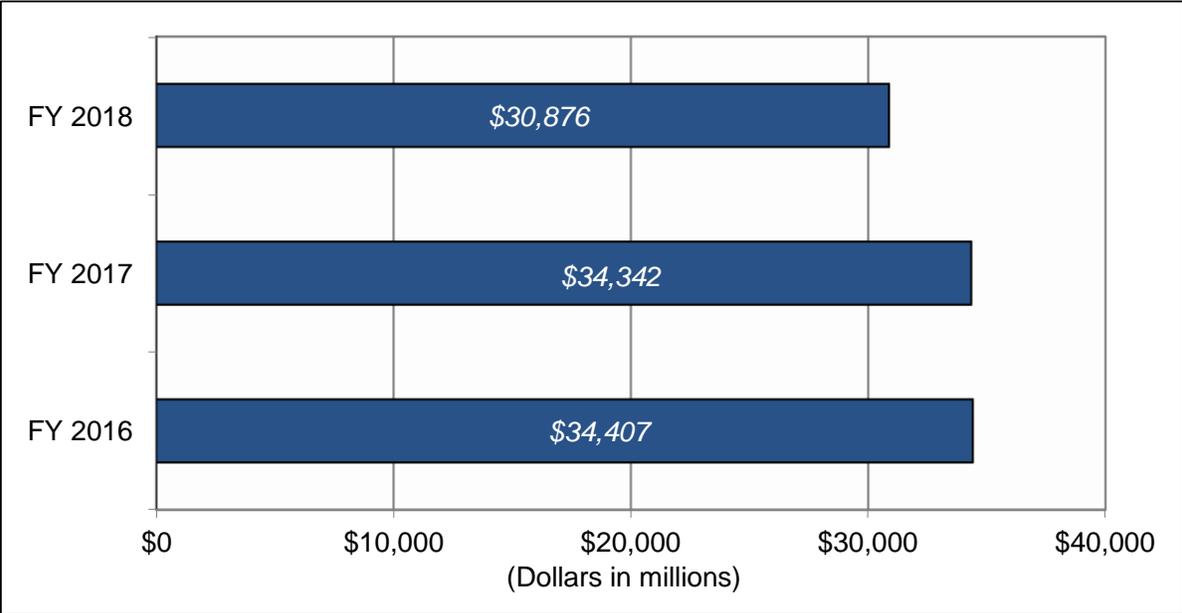
The goal for America’s elementary and secondary educational system is clear: all students should have meaningful opportunities to graduate from high school ready for college and a career. The important work in communities across the country over the past several years contributed to the highest ever national high school graduation rate, reaching 83.2 percent.

However, while many schools are increasing the quality of instruction and improving academic achievement, our education system fails to consistently provide all students with equal access to a high-quality education, as evidenced by persistent achievement gaps between student subgroups. Data from the 2015 National Assessment of Educational Progress (NAEP) show that low-income students scored 24 to 28 points below their more advantaged peers in reading and math, respectively. The achievement gaps between black and white students were between 24 and 32 points and achievement gaps between Hispanic and white students were between 18 and 24 points.

The Department’s elementary and secondary education programs focus on the building blocks needed for states, districts, and schools to more consistently deliver excellent classroom instruction for all students. The *Elementary and Secondary Education Act* (ESEA), as reauthorized by the ESSA, requires that all students in America be taught to high academic standards that will prepare them to succeed in college and careers and that vital information is provided to educators, families, students, and communities through annual statewide

assessments that measure students' progress toward those high standards. The ESEA also promotes local innovation and the use of evidence-based interventions, particularly as part of locally determined efforts to turn around low-performing schools.

Goal 2 Discretionary Resources



Major Discretionary Programs and Activities²⁴ Supporting Goal 2 Performance Metrics [Dollars in Millions]

POC	Account	Obj.	Program	FY 2016 Appropriation	FY 2017 Annualized CR ²⁵	FY 2018 President's Budget
OESE	ED	2.4	School improvement grants	450	449	--
OESE	ED	2.1, 2.2, 2.3, 2.4	Title I Grants to local education agencies	14,889	14,881	15,881
OESE	I&I	2.2	Teacher and school leader incentive grants	230	230	200
OESE	SIP	2.5	Mathematics and science partnerships	153	152	--
OESE	SIP	2.1	State assessments	378	377	377
OESE	SIP	2.2	Supporting effective instruction state grants	2,256	2,252	--
OESE	SIP	NA	21st century community learning centers	1,167	1,164	--
OII	I&I	2.2, 2.3, 2.4	Charter schools grants	333	333	500
OII	I&I	2.2, 2.3, 2.6	Magnet schools assistance	97	96	96
OII	SSCE	2.1, 2.2, 2.3	Promise Neighborhoods	73	73	60
OSERS	SE	2.1, 2.2, 2.3	Special Education grants to states	11,895	11,890	11,890
Subtotal				31,959	31,898	29,005
Other Discretionary Programs/Activities				2,448	2,444	1,871
TOTAL, GOAL 2				34,407	34,342	30,876

POC = Principal Operating Component.

CR = Continuing Resolution.

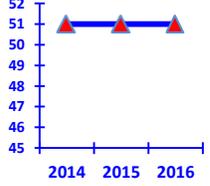
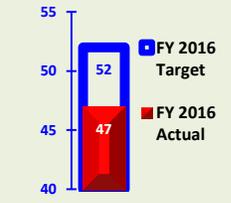
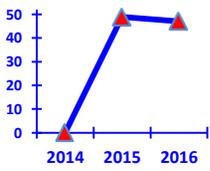
NA = Not applicable.

NOTES: Many programs may have sub-activities that relate to other goals. Detail may not add to total due to rounding.

²⁴ All the programs listed are discretionary programs, as distinct from mandatory programs. These include both competitive and noncompetitive/formula programs.

²⁵ A full-year 2017 appropriation was not enacted at the time the FY 2018 Budget was prepared; therefore, the Budget is built off of the *Further Continuing Appropriations Act, 2017* (P.L. 114–254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution.

Goal 2: Details

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ²⁶	Exceeded ²⁷	2017	2018	
Indicator Measurement Direction <p style="text-align: center;">INCREASE </p>											
2.1.A. Number of states/territories that have adopted college- and career-ready standards²⁸	SY: 2012–13 49, plus DC	SY: 2013–14 51 (49 plus D.C. and Puerto Rico) ²⁹	SY: 2014–15 51 (49 plus D.C. and Puerto Rico)	SY: 2015–16 51 (49 plus D.C. and Puerto Rico)	SY: 2015–16 52	NOT MET			52	50	
2.1.B. Number of states/territories that are implementing next-generation reading and mathematics assessments, aligned with college- and career-ready standards³⁰	SY: 2012–13 0	0	SY: 2014–15 49 (48 plus DC)	SY: 2015–16 47	SY: 2015–16 52	NOT MET			52	50	
<p style="text-align: center;">INCREASE </p>											

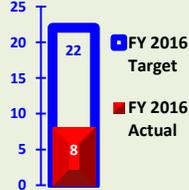
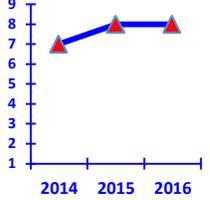
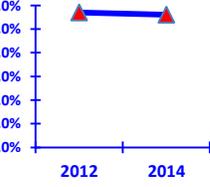
²⁶ Missed target by <=1, or if percentage, <=1.3 percentage points.

²⁷ Surpassed target; not just met the target. If a diminishing target, the actual was below the reduction target set.

²⁸ The Department is no longer conducting ESEA Flexibility monitoring, but states continued to implement their ESEA Flexibility requests through August 1, 2016, before beginning the transition to the *Every Student Succeeds Act* (ESSA).

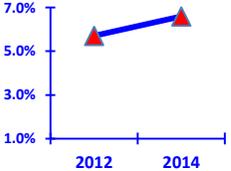
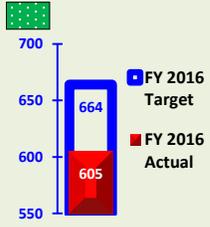
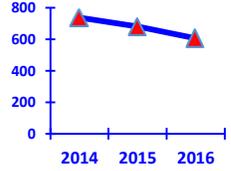
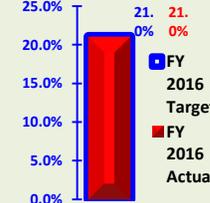
²⁹ Revising from “49, plus DC and Puerto Rico” reported in the 2015 APR to “51 (49 plus DC and Puerto Rico)” to be consistent with 2015’s language.

³⁰ The Department is no longer conducting ESEA Flexibility monitoring, but states continued to implement their ESEA Flexibility requests through August 1, 2016, before beginning the transition to the *Every Student Succeeds Act* (ESSA).

U.S. Department of Education Indicators of Success Indicator Measurement Direction	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ²⁶	Exceeded ²⁷	2017	2018	
<p>2.2.A. Number of states that have fully implemented teacher and principal evaluation and support systems that consider multiple measures of effectiveness, with student growth as a significant factor³¹</p> <p style="text-align: center;">INCREASE </p>	SY: 2012–13 6	SY: 2013–14 7	SY: 2014–15 8	SY: 2015–16 8	SY: 2015–16 22	NOT MET			NA	NA	
<p>2.3.A. Disparity in the rates of out-of-school suspensions for students with disabilities and youth of color (youth of color metric)</p> <p style="text-align: center;">DECREASE </p>	SY: 2011–12 10.7 % point disparity	SY 2013–14 10.6 % point disparity ³²	Not Collected	TBD SY 2014–15 data collected in 2016 and available in 2017	SY: 2014–15 6.7 % point disparity	TBD	TBD		NA Biennial Metric	4.7 % point disparity	

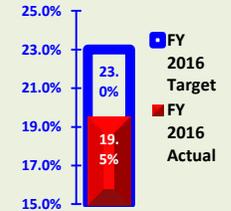
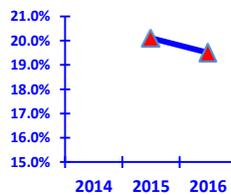
³¹ Retiring metric at conclusion of FY 2016. Please see appendix B for additional information pertaining to the metric’s retirement. The FY 2017 and 2018 targets were 39 and 42, respectively.

³² The 2011–12 CRDC results could not be replicated. However, the Department is able to report the 2013–14 CRDC disparities for one or more out-of-school suspensions for K-12 students (excluding 504-only students). The 2014 target was **NOT MET**.

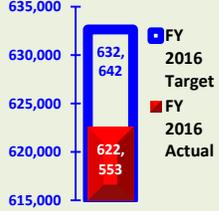
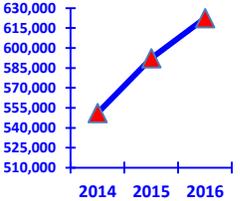
U.S. Department of Education Indicators of Success Indicator Measurement Direction	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ²⁶	Exceeded ²⁷	2017	2018	
2.3.B. Disparity in the rates of out-of-school suspensions for students with disabilities and youth of color (SWDs, IDEA only metric) DECREASE 	SY: 2011–12 5.7 % point disparity	SY 2013–14 6.6 % point disparity ³³	Not Collected	TBD SY 2014–15 data collected in 2016 and available in 2017	SY: 2014–15 2.7 % point disparity	TBD	TBD		NA Biennial Metric	1.2 % point disparity	
2.4.A. Number of persistently low graduation rate high schools³⁴ DECREASE 	SY: 2011–12 775	SY: 2012–13 737	SY: 2013–14 680	SY: 2014–15 605	SY: 2014–15 664	MET			630	598	
2.4.B. Percentage of SIG schools in Cohort 5 that are above the 25th percentile in mathematics, as measured by their state assessments INCREASE 	SY: 2013–14 19.7%	NA	SY: 2013–14 19.7%	SY: 2014–15 21%	SY: 2014–15 21.0%	MET			23.3%	25.6%	

³³ The 2011–12 CRDC results could not be replicated. However, the Department is able to report the 2013–14 CRDC disparities for one or more out-of-school suspensions for K-12 students (excluding 504-only students). The 2014 target was **NOT MET**.

³⁴ Metric is aligned with an Agency Priority Goal.

U.S. Department of Education Indicators of Success Indicator Measurement Direction	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ²⁶	Exceeded ²⁷	2017	2018	
2.4.C. Percentage of SIG schools in Cohort 5 that are above the 25th percentile in reading/language arts, as measured by their state assessments INCREASE 	SY: 2013–14 20.1%	NA	SY: 2013–14 20.1%	SY: 2014–15 19.5%	SY: 2014–15 23.0%	NOT MET			25.9%	27.8%	
2.5.A. Percentage of high school and middle school teachers who teach STEM as their main assignment who hold a corresponding undergraduate degree³⁵ INCREASE 	SY: 2011–12 62.2%	Not Collected	Not Collected	TBD Q1 of FY 2018	65.3%	NA	NA		NA	NA	NA

³⁵ This is a quadrennial metric and based on data collection should not have had an FY 2017 target; thus the target of 65.3% identified in the 2015 APR has been removed. Retiring metric at conclusion of FY 2016. Please see appendix B for additional information pertaining to the metric’s retirement.

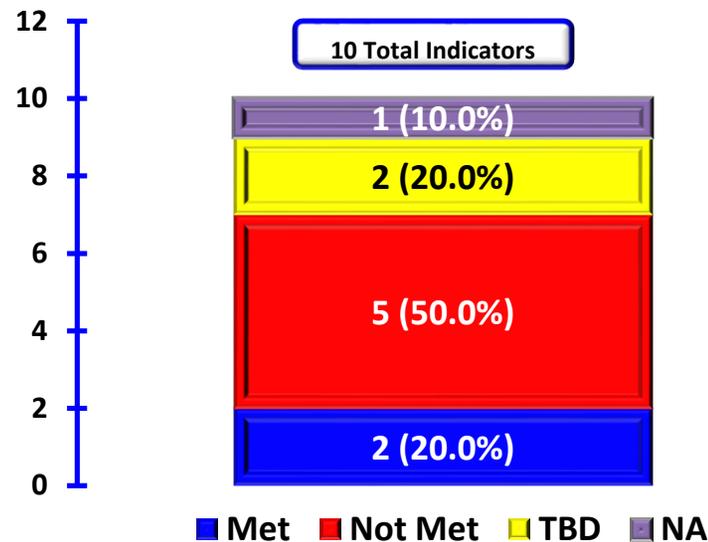
U.S. Department of Education Indicators of Success Indicator Measurement Direction	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	 Missed ²⁶	 Exceeded ²⁷	2017	2018	
2.5.B. Number of public high school graduates who have taken at least one STEM AP exam ³⁶	SY: 2011–12 497,922	SY: 2013–14 555,119 ³⁷	SY: 2014–15 592,410 ³⁸	SY: 2015–16 622,553	SY: 2015–16 632,642	NOT MET			691,541	759,381	
INCREASE 											

³⁶ Although the metric's data has a lag in when it is reported, the cohort year, school year, and fiscal year align. The metric has been updated to reflect this alignment.

³⁷ In the 2014 APR, the performance target of 536,810 was reported as "Not Met." However, it was "Met."

³⁸ In the 2015 APR, the performance target of 581,419 was reported as "Not Met." However, it was "Met."

Goal 2 FY 2016 Indicator Performance Summary



NA = Not applicable.

TBD = To be determined.

Academic Year (AY) is a collegiate year spanning August–May; School Year (SY) spans August–July and is aligned with a P–12 school year; Fiscal Year (FY) corresponds to a federal fiscal year; Calendar Year (CY) spans January–December.

Data Sources and Frequency of Collection:

2.1.A. *Elementary and Secondary Education Act (ESEA) Monitoring*; annually

2.1.B. ESEA Monitoring; annually

2.2.A. ESEA Flexibility Applications and Monitoring; annually

2.3.A. Civil Rights Data Collection (CRDC); biennially

2.3.B. CRDC; biennially

2.4.A. National Center for Education Statistics (NCES) *EDFacts*; annually

2.4.B. Analytic dataset produced by the contractor for the SIG National Summary, because this provides an accurate list of SIG schools and flags for different exclusions that are included in the analysis. (The analytic dataset is a combination of *EDFacts* student achievement files in Math and Reading, the NCES Common Core of Data, SIG lists provided to *EDFacts* by OSS, and Exclusions that are generated by the contractor that apply to these results.); annually

2.4.C. Analytic dataset produced by the contractor for the SIG National Summary, because this provides an accurate list of SIG schools and flags for different exclusions that are included in the analysis. (The analytic dataset is a combination of *EDFacts* student achievement files in Math and Reading, the NCES Common Core of Data, SIG lists provided to *EDFacts* by OSS, and Exclusions that are generated by the contractor that apply to these results.); annually

- 2.5.A. Schools and Staffing Survey (SASS), NCES; quadrennially
- 2.5.B. College Board/Advanced Placement (AP) administrative records; annually

Note on performance metrics and targets: These metrics were established as a part of the *FY 2014–18 Strategic Plan*. Metrics may be updated or revised to reflect awareness of more accurate data or clarifications. Such updates or revisions are identified in footnotes.

Analysis and Next Steps by Objective

Objective 2.1: Standards and Assessments. *Support implementation of internationally benchmarked college- and career-ready standards, with aligned, valid, and reliable assessments.*

FY 2016 Implementation Strategy

Given that the ESSA made few changes to most of the assessment provisions under Title I, the Department moved ahead with its Title I Assessment Peer Review process in 2016, using the peer review guidance released in September 2015. Through this process, external peers are making recommendations to the Department regarding whether the state has sufficiently documented the quality of its assessment system and whether its assessments are consistent with the requirements under Title I and the peer review guidance and nationally accepted professional testing standards. Through the end of FY 2016, the Department reviewed components of 38 states' assessment systems and began providing feedback to states in fall 2016.

The Department continued to make use of existing technical assistance resources, including the [College and Career Readiness and Success Center](#), [Center on Standards and Assessments Implementation](#), and [Reform Support Network](#), to support state implementation.

The ongoing work of the Office of Special Education and Rehabilitative Services (OSERS) through its Results Driven Accountability (RDA) is also a key activity supporting progress on this goal. RDA is shifting the Department's accountability efforts from a primary emphasis on compliance to a framework that focuses on improved results for students with disabilities, while continuing to assist states in ensuring compliance with the *Individuals with Disabilities Education Act's* (IDEA) requirements. RDA emphasizes child outcomes such as performance on assessments, graduation rates, and early childhood outcomes.

FY 2016 Barriers to Success

There are several external risks to achieving this strategic objective. During 2016, several state legislatures considered bills related to standards and assessments, including bills that would remove state standards or assessments that have been identified as college- and career-ready. While most of these bills did not move forward, states may reconsider this legislation in the future, particularly as states develop and implement plans as required under Title I of the ESSA.

There also is a risk that implementation of college- and career-ready standards will not be successful at the local level and inadequate supports will be provided to teachers and students.

Key Milestones and Future Actions

The Department began the Title I assessment peer review process in 2016, and external peers reviewed documentation regarding approximately 38 state assessment systems. The Department began providing these states with feedback and a decision regarding the outcome of peer review in fall 2016 and will continue to provide feedback on a rolling basis throughout the winter of 2017. Historically, the majority of states are required to submit additional evidence after the initial peer review in order to demonstrate that their system meets all of the requirements of professional and technical testing standards, consistent with Title I of the ESEA.

Objective 2.2: Effective Teachers and Strong Leaders. *Improve the preparation, recruitment, retention, development, support, evaluation, recognition and the equitable distribution of effective teachers and leaders.*

FY 2016 Implementation Strategy

The primary strategy the Department adopted for this objective is to support states and districts in the development and implementation of high-quality teacher and principal evaluation and support systems, as well as broader human capital management systems that use the results of evaluation systems to inform placement, retention, promotion, differential performance-based compensation, and other considerations.

In FY 2016, the Department supported states in implementing educator evaluation and support systems and finalized approval of all states' State Plans to Ensure Equitable Access to Excellent Educators (Educator Equity Plans). In addition to providing support through the Equitable Access Support Network (EASN), the Department hosted its inaugural Educator Equity Lab and worked to plan additional labs. The Department also issued guidance advising states that Educator Equity Plans remain in effect for both the 2015–16 and 2016–17 school years.

FY 2016 Barriers to Success

Prior to termination of the waivers of Title I, Part A granted through the ESEA Flexibility initiative, 42 states, the District of Columbia, and Puerto Rico committed to implementing educator evaluation and support systems and reporting their progress on implementing those systems to the Department. The ESSA, which was signed into law in the first quarter of FY 2016, terminated, effective August 1, 2016, the ESEA Flexibility waivers that had been granted to states. Given the change in law, states are no longer required to report to the Department the details of their evaluation systems and therefore the Department does not have a viable data source to collect data regarding states' work to continue to implement these systems.

Key Milestones and Future Actions

During the fourth quarter of 2015 and the first quarter of 2016, the Department approved Educator Equity Plans for all 50 states, the District of Columbia, and Puerto Rico. The Department continues to work with states through the EASN to provide support as they work to implement their Educator Equity Plans.

In March 2016, the Department cohosted the inaugural Educator Equity Lab with the Mississippi Department of Education. This full-day forum provided an opportunity for a wide variety of stakeholders to come together to carry forward the work embedded within Mississippi's Educator Equity Plan.

Nevertheless, the Department remained concerned about its progress against this metric throughout FY 2016, given the clear termination of the ESEA Flexibility waivers, as required by the ESSA on August 1, 2016.

In FY 2017, the Department intends to host additional Educator Equity Labs and to continue to provide support for states through Office of State Support (OSS) program officers and the EASN, as well as to support states in implementing the requirements under ESEA, as reauthorized by the ESSA, Section 1111(g)(1)(B) and 34 CFR 299.18(c).

The Department anticipates reviewing and revising its strategies for meeting the Effective Teachers and Strong Leaders objective to reflect the changes made by Congress in the ESSA.

Objective 2.3: School Climate and Community. *Increase the success, safety, and health of students, particularly in high-need schools, and deepen family and community engagement.*

FY 2016 Implementation Strategy

The Department, broadly, and the Office of Elementary and Secondary Education (OESE), specifically, play a role in improving academic achievement, equity in education, and other important youth outcomes by working to understand and improve conditions for learning in public schools. Students' academic achievement and their eventual success in school and in life are sensitive to the broader context in which they live and learn, and in which their schools operate.

OESE's implementation strategy included supporting activities related to the improvement of student success and school safety, discipline, health, and climate with a focus on districts and schools receiving School Improvement Grants (SIG).

Examples of activities that supported progress towards this strategic objective include:

- OESE's Office of Safe and Healthy Students (OSHS), in coordination with the Office of the Deputy Secretary, sponsored two regional "Rethink Discipline" convenings.
- On July 27, 2016, the Department, in partnership with the Department of Health and Human Services (HHS) and the Centers for Medicare & Medicaid Services (CMS), sponsored the Healthy Students, Promising Futures (HSPF) Learning Collaborative, bringing together teams from 10 states to work on expanding school health services for Medicaid-enrolled and eligible students by leveraging CMS' change to the free care policy. The Learning Collaborative builds on [the HSPF guidance and toolkit](#) jointly released by the Department and HHS in January 2016.

FY 2016 Barriers to Success

Limited resources are a risk to achieving this strategic objective, such as identifying funds to support new efforts to provide additional technical assistance to improve state and local systems of support for chronically absent students.

Key Milestones and Future Actions

Future actions to support conditions for student learning in order to improve student attendance and achievement in the nation's schools include:

- Supporting states and local communities in identifying and meeting the needs and aspirations of chronically absent students. To extend this work, the Department is currently supporting the National Student Attendance, Engagement, and Success Center, which provides states and local communities access to expert assistance in establishing early warning prevention and intervention systems that aim to link chronically absent students with supportive services to improve student attendance and youth success in school and in life.
- Supporting states and local communities in improving access to school-based health services, particularly for low-income and vulnerable youth.

- Supporting states and local communities in improving school safety and climate through school discipline reform and investments in assessing, measuring, and responding to school climate issues at state, local, and school levels. This includes funding grant programs directed to SEAs and local educational agencies (LEAs), as well as a technical assistance center that provides training, disseminates resources, and responds to inquiries.

Objective 2.4: Turn Around Schools and Close Achievement Gaps. Accelerate achievement by supporting states and districts in turning around low-performing schools and closing achievement gaps, and developing models of next-generation high schools.

FY 2016 Implementation Strategy

The Department's efforts to turn around schools were largely focused on the distribution of SIG funding and technical assistance to states. The Department awards grants to states, which then award competitive subgrants to school districts.

In schools that have received funds under the SIG program, up to 80 percent of students are from low-income families—28 percentage points higher than the average school.³⁹

The State Support Network is a technical assistance center that supports state and district efforts to achieve significant improvements in student outcomes, scale up effective systemic approaches and practices within and across states and districts, and identify and share effective practices to facilitate learning from states, districts, and others to support school improvement. The Department also continued to partner with the Corporation for National and Community Service to support the School Turnaround AmeriCorps program grantees, and partnered with the President's Council on Arts and Humanities to support the Turnaround Arts Initiative.

FY 2016 Barriers to Success

Turning around the lowest-performing schools is challenging work and takes several years to show progress and success. In addition, as states implemented new college- and career-ready standards and assessments aligned with those standards, it was challenging to measure progress over time using the mathematics and reading/language arts assessments.

In addition, under the ESSA, states will still have financial resources to devote to school improvement efforts. As such, the Department will ensure a continuity of support to the field as states transition to the implementation of the law.

Key Milestones and Future Actions

All FY 2015 and FY 2016 SIG formula funds were awarded to states that applied for funds. The Department also utilized multiple existing technical assistance efforts to support states in implementing SIG. These efforts will continue in the future to support states as they transition to implementing the ESSA.

³⁹ <http://www2.ed.gov/programs/sif/signationalsum09292015.pdf>

Objective 2.5: STEM Teaching and Learning. *Increase the number and quality of science, technology, engineering, and mathematics (STEM) teachers and increase opportunities for students to access rich STEM learning experiences.*

FY 2016 Implementation Strategy

In lieu of budget appropriations for proposed STEM initiatives, the Department worked to strengthen existing programs that have a focus on STEM, enhance interagency collaborations, propose new areas of focus and work with external organizations to build public-private partnerships to increase the number and quality of STEM teachers and increase opportunities for students to access rich STEM learning experiences.

STEM was included as a competitive or invitational priority in many discretionary grant competitions in FY 2016, including the Magnet School Assistance Program (MSAP), Investing in Innovation Program (i3), Hispanic Serving Institution STEM Articulation Program (HSI-STEM), and Ready to Learn (RTL). In addition, states, districts, schools, and their partners may utilize formula dollars to support STEM education. Examples of ways that SEAs, LEAs, and their partners could use formula funds (under Title I, II, III, and IV of the ESEA; IDEA; and the *Carl D. Perkins Career and Technical Education Act of 2006*) to support STEM were provided in Q2 of 2016: <https://www2.ed.gov/programs/promiseneighborhoods/stemdearcolleagueaccess.pdf>.

In addition to supporting existing Department programs and proposing new areas of focus in STEM, the Department has worked closely with the National Science and Technology Council CoSTEM that coordinates federal programs and activities in support of STEM education pursuant to the requirements of Sec. 101 of the *America COMPETES Reauthorization Act of 2010*.⁴⁰ The Department cochairs the P-12 and Computer Science for All Interagency Working Groups and actively participates in the Engagement Interagency Working Group.

The Department also expanded interagency partnerships through the 21st Century Community Learning Centers (21st CCLC) program, a \$1.1 billion formula grant program. The funds are used to provide high-quality, hands-on out-of-school learning experiences that connect learning that takes place during the school day with real-world applications in STEM areas. Since 2013, the partnerships have grown in scale and scope from two agencies—the Department and the National Aeronautics and Space Administration (NASA)—reaching 20 sites across three states to five agencies—the Department, NASA, the National Park Service, the Institute of Museum and Library Services, and the National Oceanic and Atmospheric Administration—reaching more than 200 sites across 25 states in 2016.

In addition, the Department has worked closely with a number of partners, such as 100Kin10, a network of over 280 partners that came together in response to the President's 2011 call to action, in the State of the Union address, to recruit 100,000 STEM educators in the next 10 years; in May 2016, 100Kin10 announced that they have the commitments in hand to recruit 100,000 additional STEM teachers by 2021. Another successful partnership is with the STEM Funders' Network around their [STEM Learning Ecosystems](#) initiative, which has cultivated 37 community-based partnerships nationwide focused on providing high-quality STEM education opportunities, both in and out of school, for students from underserved and high-need communities. These partners have undertaken remarkable work to increase the number and quality of STEM educators and expand opportunities for students in STEM.

⁴⁰ <https://www.nsf.gov/statistics/about/BILLS-111hr5116enr.pdf>

FY 2016 Barriers to Success

The ESSA eliminated Mathematics and Science Partnerships (MSP), the Department's program to improve elementary and secondary school mathematics and science teacher education and professional development. With the elimination of MSP, the ESSA does not authorize any Department program dedicated solely to improving K-12 STEM education. If funded, the Title IV block grant may be used partially for STEM activities; but it is spread across multiple aspects of well-rounded education, and since the funds are distributed by formula, funding for LEAs for STEM education would likely be minimal. Limited resources present a risk to achieving this strategic objective, as STEM programming requires funds to support recruitment, training, support, and retention of STEM educators.

Key Milestones and Future Actions

In March 2016, STEM leaders across the country, representing state and local entities, foundations, nonprofits, media organizations, technology companies, research institutions, and museums, made commitments to support innovative STEM work. Collectively, these commitments have the potential to bring new, active STEM content for the nation's youngest children to millions of households across the nation. In addition to the public and private sector groups that stepped up, federal agencies are deepening the resources and support they provide for early active STEM learning.

The Department also will review and revise its strategy for supporting STEM Teaching and Learning to reflect changes made by the Congress in the ESSA.

Goal 3. Early Learning:

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

Goal Leader: Assistant Secretary, Office of Elementary and Secondary Education (OESE)

Objective 3.1: Access to High-Quality Programs and Services. Increase access to high-quality early learning programs and comprehensive services, especially for children with high needs.

Objective 3.2: Effective Workforce. Improve the quality and effectiveness of the early learning workforce so that early childhood educators have the knowledge, skills, and abilities necessary to improve young children’s health, social-emotional, and cognitive outcomes.

Objective 3.3: Measuring Progress, Outcomes, and Readiness. Improve the capacity of states and early learning programs to develop and implement comprehensive early learning assessment systems.

Public Benefit

Each year, about 4 million children enter kindergarten in the United States. Unfortunately, not every parent has access to high-quality early learning opportunities for their children. There are large disparities in enrollment based on geography, race, and socioeconomic levels. As a result, too many children enter kindergarten a year or more behind their classmates in academic skills and social-emotional development.⁴¹

A robust body of research shows that children who participate in high-quality preschool programs have better health, social-emotional, and cognitive outcomes than those who do not participate. The gains are particularly powerful for children from low-income families and those at risk for academic failure who, on average, start kindergarten 12 to 14 months behind their peers in preliteracy and language skills.⁴² Studies also reveal that participating in quality early learning can boost children’s educational attainment and earnings later in life.⁴³

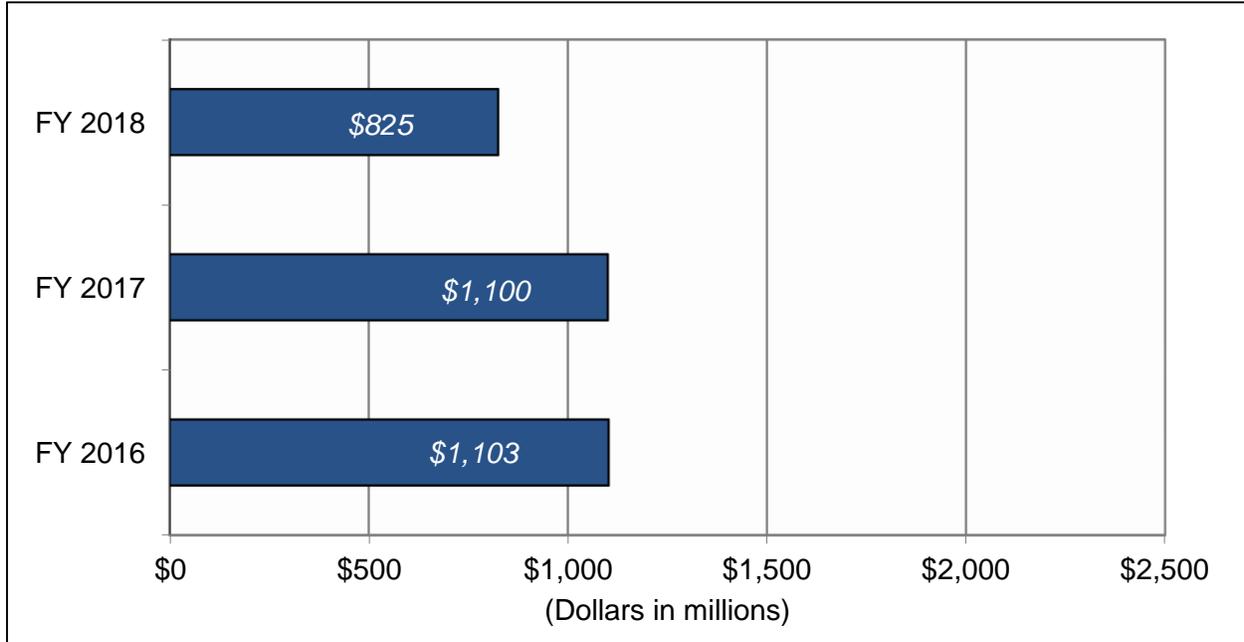
In FY 2016, the Department’s investments in early learning included IDEA Part C and Preschool Development Grants (PDG).

⁴¹ Yoshikawa, Hirokazu, Christine Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, William T. Gormley, Jens Ludwig, Katherine A. Magnuson, Deborah Phillips, and Martha J. Zaslow. *Investing in Our Future: The Evidence Base on Preschool Education*. Vol. 9. Society for Research in Child Development and Foundation for Child Development, 2013.

⁴² Committee on Integrating the Science of Early Childhood Development. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. (2000). Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

⁴³ See, e.g., Yoshikawa, et.al., *Investing in Our Future: The Evidence Base on Preschool Education*, 2013.

Goal 3 Discretionary Resources



Major Discretionary Programs and Activities⁴⁴ Supporting Goal 3 Performance Metrics [Dollars in Millions]

POC	Account	Obj.	Program	FY 2016 Appropriation	FY 2017 Annualized CR ⁴⁵	FY 2018 President's Budget
OESE	I&I	3.1	Preschool development grants	250	250	--
OSERS	SE	3.1, 3.2, 3.3	Grants for infants and families	459	458	458
OSERS	SE	3.1, 3.2, 3.3	Preschool grants	368	368	368
Subtotal				1,077	1,075	825
Other Discretionary Programs/Activities				26	26	0
TOTAL, GOAL 3				1,103	1,100	825

POC = Principal Operating Component.

CR = Continuing Resolution.

NOTES: Many programs may have sub-activities that relate to other goals. Detail may not add to total due to rounding.

⁴⁴ All the programs listed are discretionary programs, as distinct from mandatory programs. These include both competitive and noncompetitive/formula programs.

⁴⁵ A full-year 2017 appropriation was not enacted at the time the FY 2018 Budget was prepared; therefore, the Budget is built off of the *Further Continuing Appropriations Act, 2017* (P.L. 114-254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution.

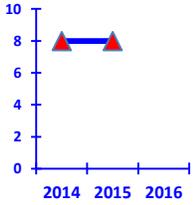
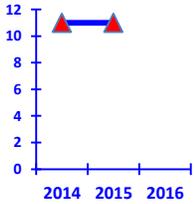
Goal 3: Details

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	 Missed ⁴⁶	 Exceeded ⁴⁷	2017	2018	
3.1.A. Percentage of 4-year olds enrolled in state preschool programs ⁴⁸	SY: 2015–16 (FY: 2016) 85.5%	NA	NA	SY: 2015–16 (FY: 2016) 85.5%	NA	NA	NA		92.7%	100%	NA
<p>INCREASE</p> 											

⁴⁶ Missed target by <=1, or if percentage, <=1.3 percentage points.

⁴⁷ Surpassed target; not just met the target. If a diminishing target, the actual was below the reduction target set.

⁴⁸ Metric is aligned with an Agency Priority Goal (APG). This metric is being revised from what was reported in the 2015 Annual Performance Report (APR) to focus on the 18 Preschool Development Grants (PDG)-funded states (Alabama, Arizona, Arkansas, Connecticut, Hawaii, Illinois, Louisiana, Maine, Maryland, Massachusetts, Montana, Nevada, New Jersey, New York, Rhode Island, Tennessee, Vermont, Virginia) and more accurately reflect the grants' impact. The data source has also been changed from National Institute for Early Education Research (NIEER) Yearbook to the states' annual performance reports: Preschool Development Grants Annual Performance Reports, Data Workbook, Table A(1) (a) and (b).

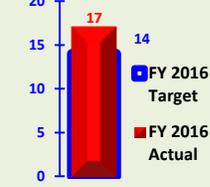
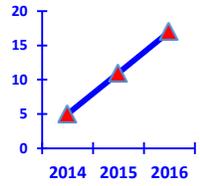
U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁴⁶	Exceeded ⁴⁷	2017	2018	
3.1.B. Number of states with high-quality preschool program standards⁴⁹ INCREASE 	SY: 2013–14 (FY: 2014) 8	SY: 2013–14 (FY: 2014) 8	SY: 2014–15 (FY: 2015) 8	SY: 2015–16 (FY: 2016) Q3 of Following FY	SY: 2015–16 (FY: 2016) 10	TBD	TBD		12	TBD	
3.2.A. Number of states that require a teacher with a bachelor's degree in a state preschool program⁵⁰ INCREASE 	SY: 2013–14 (FY: 2014) 11 ⁵¹	SY: 2013–14 (FY: 2014) 11	SY: 2014–15 (FY: 2015) 11 ⁵²	SY: 2015–16 (FY: 2016) TBD Q3 of Following FY	SY: 2015–16 (FY: 2016) 15	TBD	TBD		18	TBD	

⁴⁹ Metric is aligned with an APG. This metric is being revised from what was reported in the 2015 APR to focus on the 18 PDG-funded states (Alabama, Arizona, Arkansas, Connecticut, Hawaii, Illinois, Louisiana, Maine, Maryland, Massachusetts, Montana, Nevada, New Jersey, New York, Rhode Island, Tennessee, Vermont, Virginia) and more accurately gauge the grants' impact. The data source is being updated to reflect the column from which the data are pulled: NIEER Yearbook Table 1: State Ranking and Quality Checklist Sums, Column "Quality Checklist Sums."

⁵⁰ This metric is being revised to focus on the 18 PDG-funded states (Alabama, Arizona, Arkansas, Connecticut, Hawaii, Illinois, Louisiana, Maine, Maryland, Massachusetts, Montana, Nevada, New Jersey, New York, Rhode Island, Tennessee, Vermont, Virginia) and more accurately gauge the grants' impact. All of the data have been revised from what was reported in the 2015 Annual Performance Report. The data source is being updated to reflect the column from which the data are pulled: National Institute for Early Education Research (NIEER) Yearbook, Workforce Supplement, Table 3: Preschool Teacher Qualifications and Salary, Column "BA Required."

⁵¹ For the baseline year/data, the NIEER SY 2013–14 Yearbook did not have a Workforce section, which is where the data for this metric should be pulled. Thus the "Teacher has a BA" column was used and the 11 states that met the criteria were: Alabama, Connecticut, Illinois, Louisiana, Maine, Maryland, Nevada, New Jersey, New York, Rhode Island, and Tennessee.

⁵² In SY 2014–15 (FY 2015) the column changed to "BA Required," so if a state reported on more than one program, and all programs did not require a BA, then the state was not included in the count for the state requiring a teacher with a bachelor's degree in a state preschool program. Where a state reported on more than one program, all programs in that state must require a BA in the state preschool program to be included in the data count. PDG-funded states meeting criteria include: Alabama, Hawaii, Illinois, Louisiana, Maine, Maryland, Nevada, New Jersey, New York, Rhode Island, and Tennessee.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁴⁶	Exceeded ⁴⁷	2017	2018	
3.3.A. Number of states collecting and reporting disaggregated data on the status of children at kindergarten entry using a common measure INCREASE 	SY: 2010 (FY: 2010) 2	SY: 2013–14 (FY: 2014) 5 ⁵³	SY: 2014–15 (FY: 2015) 11 ⁵⁴	SY: 2015–16 (FY: 2016) 17	SY: 2015–16 (FY: 2016) 14	MET	 		16 ⁵⁵	TBD ⁵⁶	

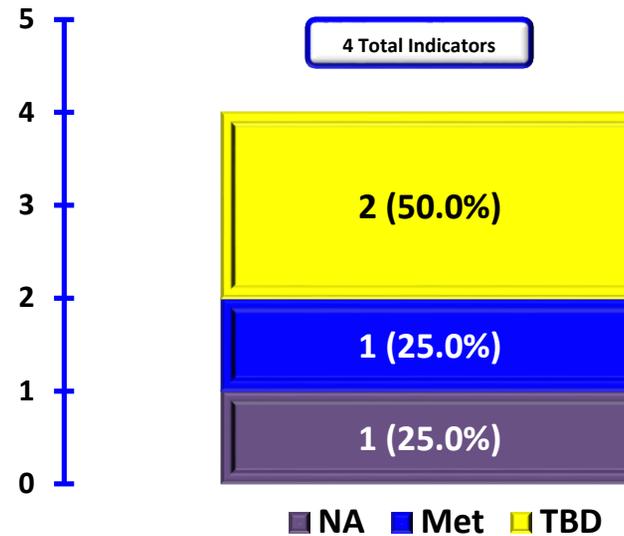
⁵³ Five ELC states implemented their KEA (OR, KY, VT, MD, and OH) in the 2014–15 school year. One state (DE) had planned to implement its KEA in 2014–15 year, but later adjusted its timeline to implement during the 2015–16 school year. As such, the FY 2014 actual is revised from six to five states.

⁵⁴ Eleven ELC states (CA, CO, DE, KY, MD, MA, MI, NC, OH, OR, and VT) are implementing their KEAs in the 2015–16 school year. The remaining eight states that chose to implement KEAs (GA, IL, MN, NJ, NM, PA, RI, WA) will begin after the 2015–16 school year. Wisconsin did not select to implement a KEA, but is implementing a statewide literacy assessment and is exploring the development and use of a KEA.

⁵⁵ There will be difficulty collecting ELC data in out-years because some grantees will no longer be reporting APR data.

⁵⁶ In FY 2017, the data source will change from RTT-ELC to ED*Facts*. However, the data will not be available until FY 2018 Q3 with a collection commencement timeframe of December 2017. Nine (9) of 19 RTT-ELC states that wrote to this optional area will have completed their grants and the Department will only have 10 states reporting in FY 2017. KEA data collection has been added to ED*Facts*.

Goal 3 FY 2016 Indicator Performance Summary



NA = Not applicable.

TBD = To be determined.

Academic Year (AY) is a collegiate year spanning August–May; School Year (SY) spans August–July and is aligned with a P–12 school year; Fiscal Year (FY) corresponds to a federal fiscal year; Calendar Year (CY) spans January–December.

Data Sources and Frequency of Collection:

- 3.1.A. Preschool Development Grants Annual Performance Reports, Data Workbook, Table A(1)(a) and (b); annually
- 3.1.B. National Institute for Early Education Research (NIEER) Yearbook Table 1: State Ranking and Quality Checklist Sums, Column “Quality Checklist Sums”; annually
- 3.2.A. NIEER Yearbook, Workforce Supplement, Table 3: Preschool Teacher Qualifications and Salary, Column “BA Required”; annually
- 3.3.A. Race to the Top (RTT)-Early Learning Challenge (ELC) Technical Assistance Center; annually

Note on performance metrics and targets: These metrics were established as a part of the *FY 2014–18 Strategic Plan*. Metrics may be updated or revised to reflect awareness of more accurate data or clarifications. Such updates or revisions are identified in footnotes.

Analysis and Next Steps by Objective

Objective 3.1: Access to High-Quality Programs and Services. *Increase access to high-quality early learning programs and comprehensive services, especially for children with high needs.*

FY 2016 Implementation Strategy

In 2010, the Department and HHS formed an Early Learning Interagency Policy Board (IPB) to advise the Secretaries on how to better align programs and systems, and improve coordination and administration of federally funded early learning programs serving children from birth to age 8 (e.g., Head Start, Child Care, Home Visiting, and early learning programs funded under Title I, Part A of the ESEA and IDEA). Meeting quarterly, the IPB has provided a venue for developing policy recommendations and improving program coordination and quality across federally funded early learning and development programs. Through the work of the IPB, several policy statements were released that focus on improving the quality of early childhood programs.

Improving access to high-quality early learning programs has been a priority for the Department. In FY 2016, the key programs on which the Department focused are the PDG and IDEA programs serving children from birth through age 5. Other efforts to improve the quality of early childhood programs focused on activities such as reducing suspensions and expulsions, addressing chronic absenteeism, promoting family engagement and inclusive settings, and supporting STEM for early learners.

Preschool Development Grant Technical Assistance (PDG TA)—the technical assistance provider for the PDG grantees—held a number of webinars in FY 2016, providing information on communicating with families to prevent chronic absenteeism, supporting young children demonstrating difficult behaviors, and avoiding suspension and expulsion in early childhood programs.

In order to improve the quality of early learning programs from birth through third grade, the Department and HHS collaborated with the National Center for Education Research (NCER) at the Institute of Education Sciences (IES) and leveraged \$20.5 million of NCER resources with \$5.5 million of PDG national activities funds to support the \$26 million [Early Learning Research Network](#).

Several webinars and documents were produced in FY 2016 to provide the tools and resources to support families and their engagement with children’s learning and development including resources on supporting children and families living in poverty in rural areas and family engagement.

FY 2016 Barriers to Success

As PDG program administration transitions to HHS under the ESSA, the Department and HHS will work together to continue to support existing grantees and ensure that they are able to successfully meet their commitments during the project period.

Despite a recent increase in federal funding, IDEA Part C systems within many states were stretched thin because of high demand for early intervention services. Some states have narrowed their definition of developmental delay as part of their eligibility requirements for serving children with disabilities and their families. Staff and Department-funded centers support

states in using their resources most efficiently. This was the first time in many years that there was an increase in Part B, Section 619 funding, yet because there has been an increase in the number of children served in the program over the years, the funding increase did not substantially increase the historic per child funding for the program.

Key Milestones and Future Actions

OSERS and its technical assistance centers have been supporting states on implementing and evaluating their State Systematic Improvement Plans (SSIPs) to improve results for children with disabilities. As OESE, OSERS, and HHS developed policy statements, the Department conducted input sessions with multiple stakeholder groups to ensure their perspectives were included and to get their input on additional resources that would be of benefit.

In October 2016, the Department and HHS held their annual meeting for the 29 Race to the Top – Early Learning Challenge (RTT-ELC) and PDG grantees—11 RTT-ELC and 18 PDG—to share best practices and lessons learned. In February 2017, the Institute of Medicine/National Research Council (NRC) released a new report, “Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research,” and in July 2016, “Supporting the Parents of Young Children” was released. Both were funded by the Department, HHS, and philanthropic partners.

The Department also may consider revising this objective and/or strategies for achieving the objective to reflect changes to early learning programs made by the Congress in the ESSA.

Objective 3.2: Effective Workforce. *Improve the quality and effectiveness of the early learning workforce so that early childhood educators have the knowledge, skills, and abilities necessary to improve young children’s health, social-emotional, and cognitive outcomes.*

FY 2016 Implementation Strategy

A number of activities were held to support states in building and strengthening the early learning workforce, including a joint webinar with HHS and a Peer Learning Exchange entitled, “Cultivating Excellence: Developing and Strengthening Your Early Childhood Workforce.”

The new PDG program under the ESSA will provide continued support for the early learning workforce. The Department participated in meetings and planning regarding implementation of the new PDG under the ESSA, including working with HHS, OMB, and the Domestic Policy Council on creating an agreement between the Department and HHS to implement the program. The [nonregulatory guidance developed by the Department](#) will help ensure that administrators, teachers, and paraeducators are supported as they work to improve outcomes for young children in early learning programs.

In addition, OSERS funds the Early Childhood Personnel Center (the Center) to work with states to improve their personnel systems to increase the quality and effectiveness of the early learning workforce to serve children with disabilities. The Center recently finished providing intensive technical assistance to a cohort of four states, targeted technical assistance to six states, and chose six more states for intensive technical assistance. The Center also held leadership institutes for IDEA Part C and Part B, Section 619 coordinators. OSERS also continues to fund personnel preparation grants. The Center was supplemented to develop online modules on evidence-based practices for use by faculty and professional development providers preparing personnel that will serve young children with disabilities and their families.

On October 27, 2015, the Department and HHS released a [report](#) that summarizes the progress of professional development systems in the RTT-ELC states. In November 2015, the Early Learning Challenge Technical Assistance Program (ELC TA) released a report, [Articulation Strategies in RTT-ELC States](#), to highlight best practices in supporting future practitioners in transferring from two-year colleges to four-year universities. In December 2015, ELC TA released a report, [RTT-ELC Grantees That Incorporate Business Trainings for Child Care Providers in Their Scope of Work](#). In January 2016, ELC TA published a report, [Scholarships for Early Childhood Educators in RTT-ELC States](#). In June 2016, the Department and HHS released [Credentialing in the Early Care and Education Field Report](#).

FY 2016 Barriers to Success

While the ESSA includes language explicitly stating that Title II dollars can be used for early childhood educators, it remains unclear whether or how that will affect the workforce. Challenges abound in developing an effective early learning workforce. States that can sustain programs for longer periods have less difficulty recruiting and retaining strong early childhood educators.

In FY 2016, the Department and its technical assistance providers worked to address some of these challenges through webinars, peer learning, and highlighting promising practices, such as mentoring and coaching.

Limited resources are a risk to achieving this strategic objective. The IDEA Part C and Part B, Section 619 programs report personnel shortages, specifically related to service providers who have specialized knowledge and skills in serving young children with disabilities and their families (e.g., speech-language pathologists, physical therapists). Additionally, there is an increased demand for resources under Part D that can address personnel shortages and improve the quality of the workforce serving young children with disabilities and their families.

Key Milestones and Future Actions

During May 2016, the Office of Early Learning (OEL) worked with HHS to develop a plan for the National Academies of Science to review and synthesize available research and analysis on the resources needed to meet the true costs of high-quality early care and education. The committee will produce a report that synthesizes the information gathered and, based on their analysis and interpretation, draw conclusions about and make recommendations for concrete, implementable funding strategies in the public and private sectors at the national, state, and local levels. In addition, an early childhood workforce case study is progressing well.

During September 2016, the Department's Policy and Program Studies Service (PPSS) office worked with HHS to develop a plan for a study on articulation from two-year to four-year colleges. The American Institutes for Research (AIR) is contracted to complete the study and is supported by PDG national activities funds. The report is expected to be released late next year.

The Department may also consider revising this objective and/or strategies for achieving the objective to reflect changes to early learning programs made by the Congress in the ESSA as well as related budget proposals by the new administration.

Objective 3.3: Measuring Progress, Outcomes, and Readiness. *Improve the capacity of states and early learning programs to develop and implement comprehensive early learning assessment systems.*

FY 2016 Implementation Strategy

The Department will continue to reach out to the Education Commission of the States (ECS), the Council of Chief State School Officers (CCSSO), the National Institute for Early Education Research (NIEER), and other organizations that share its interest in advancing quality kindergarten entry assessments (KEAs), share resources, and develop strategies that might increase its collective impact.

OESE staff are working with Enhanced Assessment Grants (EAG) staff in supporting the three EAG grantees developing KEAs, paying particular attention to the RTT-ELC and PDG overlapping states. The Department has reviewed the applications submitted for the PDG competition that discuss the states' assessment practices, and will use the PDG TA contractor's electronic grant monitoring tool, GRADS 360, and other means to monitor and report on KEA/assessment progress. OESE is working with the national comprehensive center, CEELo, to provide targeted technical assistance on KEA development or enhancement.

The Department, HHS, and ELC TA support both the RTT-ELC states and many voluntary nongrant states and PDG states through an online early learning community. In October 2015, the ELC TA center updated its brief, "Kindergarten Entry Assessments in ELC Grantee States."

On August 27, 2015, the Department posted for comment the ED*Facts* Data Set "[Kindergarten Entry Assessment Data Collection through EMAPS](#)" as part of the Annual Mandatory Collection of Elementary and Secondary Education Data. The Department is reviewing and responding to comments received and expects to post the final data collection in FY 2017. The data collection will fill a void left when RTT-ELC KEA data collection diminishes as states finish their grant periods.

To support implementation of the high-quality preschool program components, the Department and HHS reviewed the PDG and RTT-ELC APR data collected through February 2016. The PDG TA center published a brief, "[State Technical Assistance Report: Comprehensive Assessment Systems in Preschool Development and Expansion Grant States](#)." In September 2016, the ELC TA center updated its report, [Kindergarten Entry Assessments in RTT-ELC States](#). Project officers continue to work with grantees to support implementation of high-quality, coordinated early learning systems and continued monthly calls with grantees to provide technical assistance.

FY 2016 Barriers to Success

Some states have challenges implementing their KEAs due to funding constraints and local district decisions. For example, in Maryland, one of three EAG grantees, a new law restricts the Maryland Kindergarten Readiness Assessment to sampling, rather than assessing all children when they enter kindergarten. A district may still voluntarily choose to assess all its kindergarteners.

Key Milestones and Future Actions

On October 27, 2015, the Department and HHS released a [report](#) that shows the Department surpassed the 2015 performance target of nine states collecting and reporting disaggregated

data on the status of children at kindergarten entry using a common measure. Eleven ELC states (CA, CO, DE, KY, MD, MA, MI, NC, OH, OR, and VT) are implementing their KEAs in the 2015–16 school year. The remaining eight states that chose to implement KEAs (GA, IL, MN, NJ, NM, PA, RI, and WA) will begin after the 2015–16 school year.

The 2015 APRs for 19 states—WI did not choose to spend funds on a KEA—show that all states have made progress in moving towards implementing their KEAs. The [18 PDG states](#) are required to report on the school readiness of the children participating in their high-quality preschool programs, with encouragement to use a KEA. States describe the assessment they will use in the 2016 APR to report the school readiness of the first PDG cohort of children. The Department expects to have data in spring 2017 for the second year of the grant. The 18 states reported serving 28,000 4-year-olds in high-quality preschool programs. In the 2016 APR for PDG, the Department will collect data on school readiness.

The individual state RTT-ELC [APRs and Progress Reports](#) were posted on September 1, 2016. Seventeen of the 19 states that used RTT-ELC funds for KEAs are either phasing in implementation (7 states) or fully implementing (10 states) their KEA in the 2016–17 school year. Rhode Island and Georgia are piloting their KEA.

The Department also may consider revising this objective and/or strategies for achieving the objective to reflect changes to early learning programs made by the Congress in the ESSA as well as the policy priorities of the new administration.

Goal 4. Equity:

Increase educational opportunities for underserved students and reduce discrimination so that all students are well-positioned to succeed.

Goal Leader: Assistant Secretary for Office for Civil Rights (OCR)

Objective 4.1: Equitable Educational Opportunities. Increase all students' access to educational opportunities with a focus on closing achievement gaps, and remove barriers that students face based on their race, ethnicity, or national origin; sex; sexual orientation; gender identity or expression; disability; English language ability; religion; socioeconomic status; or geographical location.

Objective 4.2: Civil Rights Compliance. Ensure educational institutions' awareness of and compliance with federal civil rights obligations and enhance the public's knowledge of their civil rights.

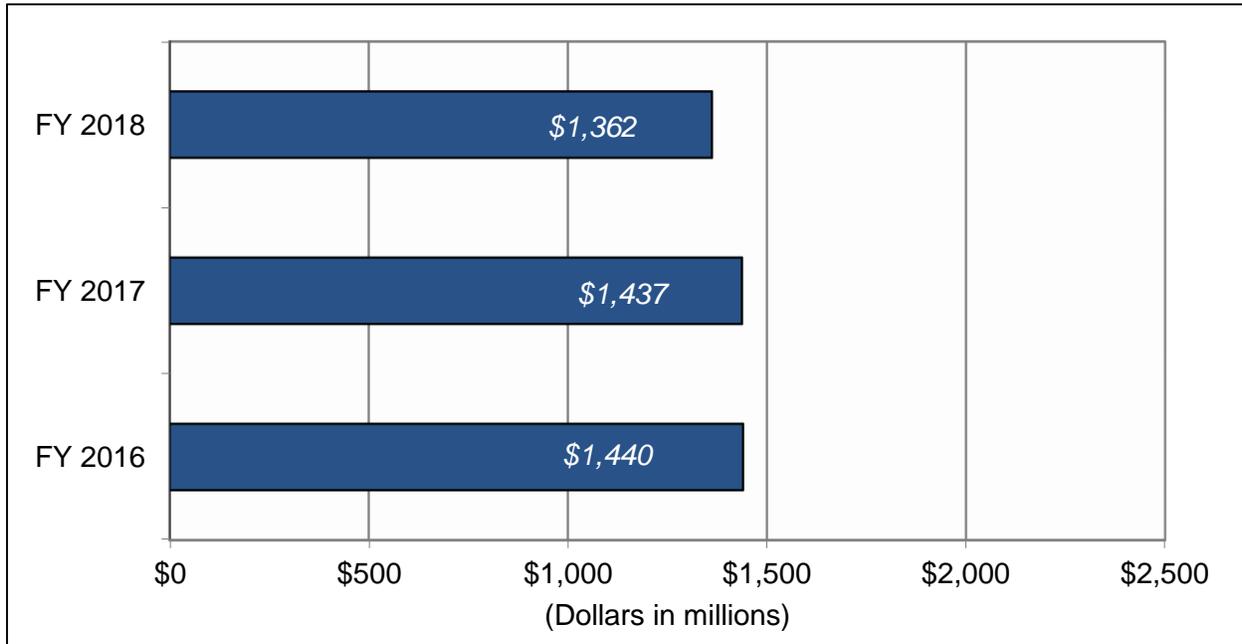
Public Benefit

Equal access to equitable opportunities in education permeates every facet of the Department's work and is the cornerstone of the mission to promote student achievement and preparation for global competitiveness. Through grant programs, loans, technical assistance, and civil rights enforcement, the Department improves educational opportunities and outcomes for all students—regardless of income, home language, ZIP code, age, sex, sexual orientation, gender identity, race, or disability.

The Department works to serve students from their very first instructional experiences through early learning investments and to serve P-12 students through the implementation of the ESSA, which was signed into law in December 2015 and goes into effect with the 2017–18 school year. The ESSA continues the ESEA's longstanding focus on providing resources and supports for students from low-income families, students with disabilities, English learners, and students who are migrant, homeless, or in foster care. The ESSA also focuses on providing support and interventions for the lowest-achieving schools as well as providing equal access to excellent educators for low-income and minority students.

In addition to enhancing educational opportunities, the Department also works to eliminate discriminatory barriers that might prevent students from achieving their fullest potential. One way that the Department continues to monitor progress toward closing equity gaps in the nation's schools is through the biennial CRDC. In FY 2016, the Department released its 2013–14 CRDC report, demonstrating that despite significant work from districts across the country, persistent disparities remain, highlighting the need for a continued focus on educational equity. Another way is through continued efforts in OCR to address issues of equity in educational opportunity through both its policy and robust enforcement work.

Goal 4 Discretionary Resources



Major Discretionary Programs and Activities⁵⁷ Supporting Goal 4 Performance Metrics [Dollars in Millions]

POC	Account	Obj.	Program	FY 2016 Appropriation	FY 2017 Annualized CR ⁵⁸	FY 2018 President's Budget
OCR	OCR		Office for Civil Rights	107	107	107
OESE	ED	4.1	State agency programs: Migrant	375	374	374
OESE	IE	NA	Indian Education: Grants to local educational agencies	100	100	100
OESE	IE	NA	Indian Education: Special programs for Indian children	38	38	38
OESE	SIP	NA	Alaska Native education	32	32	--
OESE	SIP	NA	Native Hawaiian education	33	33	--
OESE	SIP	4.1, 4.2	Training and advisory services	7	7	7
OESE/OELA	ELA	4.1, 4.2	English Language Acquisition	737	736	736
OSERS	SE	NA	Special Olympics education programs	10	10	--
TOTAL, GOAL 4				1,440	1,437	1,362

POC = Principal Operating Component.

CR = Continuing Resolution.

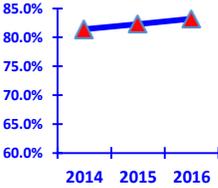
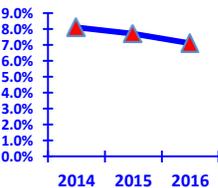
NA = Not applicable.

NOTES: Many programs may have sub-activities that relate to other goals. Detail may not add to total due to rounding.

⁵⁷ All the programs listed are discretionary programs, as distinct from mandatory programs. These include both competitive and noncompetitive/formula programs.

⁵⁸ A full-year 2017 appropriation was not enacted at the time the FY 2018 Budget was prepared; therefore, the Budget is built off of the *Further Continuing Appropriations Act, 2017* (P.L. 114-254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution.

Goal 4: Details

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁵⁹	Exceeded ⁶⁰	2017	2018	
4.1.A. National high school graduation rate⁶¹ INCREASE 	SY: 2011–12 80.0%	SY: 2012–13 81.4%	SY: 2013–14 82.3%	SY: 2014–15 83.2%	FY: 2016 84.5% ⁶²	NOT MET			85.0%	85.3%	
4.1.B. Gap in the graduation rate between students from low-income families and all students⁶³ DECREASE 	SY: 2013–14 7.7%	SY: 2012–13 8.1%	SY: 2013–14 7.7%	SY: 2014–15 7.1%	FY: 2016 7.6% ⁶⁴	MET			7.4%	6.8%	

⁵⁹ Missed target by <=1, or if percentage, <=1.3 percentage points.

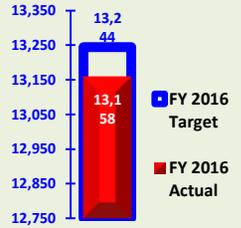
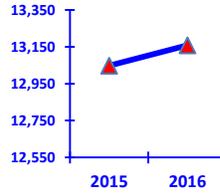
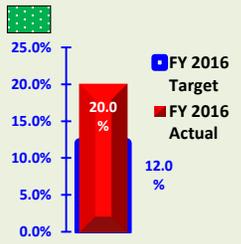
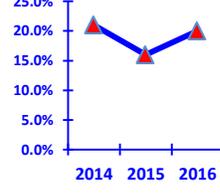
⁶⁰ Surpassed target; not just met the target. If a diminishing target, the actual was below the reduction target set.

⁶¹ Metric is aligned with an Agency Priority Goal (APG).

⁶² SY 2014–15 actuals are being used to compare against the FY 2016 target; SY 2015–16 (aligns with FY 2016) data not available until 2017.

⁶³ Metric is aligned with an APG.

⁶⁴ SY 2014–15 actuals are being used to compare against the FY 2016 target; SY 2015–16 (aligns with FY 2016) data not available until 2017.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁵⁹	Exceeded ⁶⁰	2017	2018	
4.1.C. Number of schools that do not have a gap or that decreased the gap between students from low-income⁶⁵ families and the state average of all students^{66, 67} INCREASE 	SY: 2013–14 13,048	NA	SY: 2013–14 13,048	SY: 2014–15 13,158	FY: 2016 13,244 ⁶⁸	NOT MET			13,442	13,487	
4.2.A. Percentage of proactive civil rights investigations launched annually that address areas of concentration in civil rights enforcement⁶⁹ INCREASE 	FY: 2013 7.0%	FY: 2014 21.0%	FY: 2015 16.0%	FY: 2016 20.0%	FY: 2016 12.0%	MET			15.0%	15.0%	

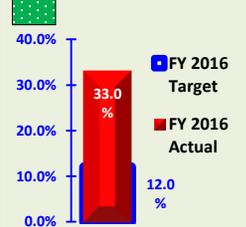
⁶⁵ For purposes of this metric, eligibility for Free or Reduced Price Lunches (FRPL) under the National School Lunch Program (NSLP) is the primary source of data for identifying economically disadvantaged (low-income) students for reporting on student outcomes, including graduation rates. The Department is currently considering options for redefining “economically disadvantaged” students for student outcomes reporting and other uses. Should the Department make such a change, data on economically disadvantaged students may not be entirely comparable with data for previous years.

⁶⁶ Metric is aligned with an Agency Priority Goal (APG).

⁶⁷ This measure is calculated as the number of schools in which the ACGR for low-income students was equal to or greater than the statewide ACGR for all students PLUS the number of schools with a gap that reduced the size of this gap by 5 percent or more. Initially the data points in the 2015 APR were for a percentage calculation versus the number.

⁶⁸ SY 2014–15 actuals are being used to compare against the FY 2016 target; SY 2015–16 (aligns with FY 2016) data not available until 2017.

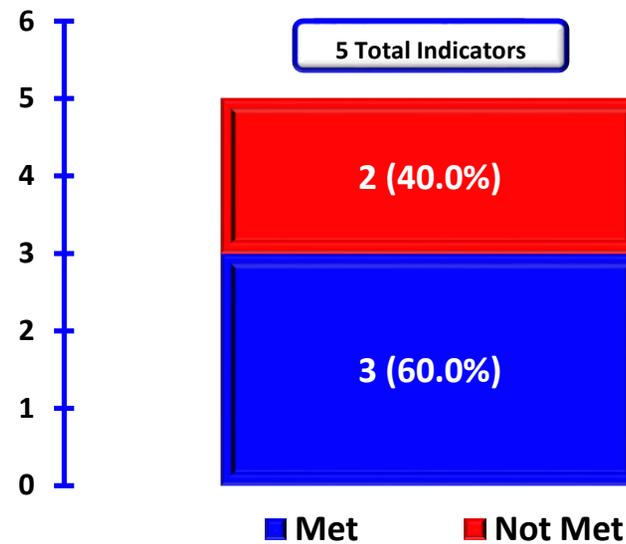
⁶⁹ Retiring metric at conclusion of FY 2016. Please see appendix B for additional information pertaining to the metric’s retirement. If a new metric is being proposed, the new metric will be directly below the indicator measurement direction of the metric being retired.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	 Missed ⁵⁹	 Exceeded ⁶⁰	2017	2018	
Indicator Measurement Direction											
New Metric: Average number of cases substantively⁷⁰ resolved, per investigative staff member	FY: 2016 5.17	NA	NA	FY: 2016 5.17	NA	NA	NA		5.27	5.32	NA
4.2.B. Percentage of proactive civil rights investigations resolved annually that address areas of concentration in civil rights enforcement⁷¹	FY: 2013 8.0%	FY: 2014 15.0%	FY: 2015 20.0%	FY: 2016 33.0%	FY: 2016 12.0%	MET			16.0%	18.0%	
INCREASE 											
New Metric: Number of technical assistance presentations and press releases on Office for Civil Rights' work	FY: 2016 317	NA	NA	FY: 2016 317	NA	NA	NA		333	341	NA

⁷⁰ “Substantively” resolved includes cases with the following outcomes: finding of insufficient evidence, closure through early complaint resolution (ECR) process, cases that resulted in change without an agreement, and cases that resulted in change with a resolution agreement. The ultimate disposition of a case (that is, the case outcome) is tracked in OCR’s database and includes the above categories. For example, an outcome that is considered not substantive would be a dismissal.

⁷¹ Retiring metric at conclusion of FY 2016. Please see appendix B for additional information pertaining to the metric’s retirement. If a new metric is being proposed, the new metric will be directly below the indicator measurement direction of the metric being retired.

Goal 4 FY 2016 Indicator Performance Summary



NA = Not applicable.

TBD = To be determined.

Academic Year (AY) is a collegiate year spanning August–May; School Year (SY) spans August–July and is aligned with a P–12 school year; Fiscal Year (FY) corresponds to a federal fiscal year; Calendar Year (CY) spans January–December.

Data Sources and Frequency of Collection:

- 4.1.A. National Center for Education Statistics (NCES) *EDFacts*; annually
- 4.1.B. NCES *EDFacts*; annually
- 4.1.C. NCES *EDFacts*; annually
- 4.2.A. Office for Civil Rights' (OCR) Case Management System (CMS) and Document Management (DM) systems; quarterly
- 4.2.B. OCR CMS and DM systems; quarterly

Note on performance metrics and targets: These metrics were established as a part of the *FY 2014–18 Strategic Plan*. Metrics may be updated or revised to reflect awareness of more accurate data or clarifications. Such updates or revisions are identified in footnotes.

Analysis and Next Steps by Objective

Objective 4.1: Equitable Educational Opportunities. *Increase all students' access to educational opportunities with a focus on closing achievement gaps, and remove barriers that students face based on their race, ethnicity, or national origin; sex; sexual orientation; gender identity or expression; disability; English language ability; religion; socioeconomic status; or geographical location.*

FY 2016 Implementation Strategy

The Department is committed to pursuing equity at all stages of education, from birth through adulthood, by supporting institutions of: early learning; elementary and secondary education; career and technical, and postsecondary education; adult education; workforce development; and independent living programs. The Department's goal is to ensure that all—not just a subset—of the nation's children have access to high-quality preschool, graduate high school, and obtain the skills necessary to succeed in college, in the pursuit of a meaningful career, and in their lives. Accordingly, the equity goal incorporates programs and initiatives across the Department.

In December 2015, Congress passed the ESSA, which reauthorized and amended the ESEA. The ESSA continued the ESEA's longstanding commitment to equal opportunity for all students with its focus on ensuring that students from low-income families and students of color have equitable access to excellent educators and its requirement that meaningful actions are taken to improve the lowest-performing schools. Throughout FY 2016, the Department worked diligently to analyze the changes to the ESEA made by the ESSA and provide guidance and technical assistance to states, districts, and the public on the new law, as well as on the transition to the new law. The Department coordinated this support across offices, including OESE, OSERS, the Office of English Language Acquisition (OELA), OII, and the Office of Planning, Evaluation and Policy Development (OPEPD).

In addition to supporting states as they prepare to implement the ESSA, the Department also worked to improve equitable access by removing discretionary barriers to education. In FY 2016, OCR continued its work to enhance equitable opportunity for students through the development of civil rights guidance materials and by enforcing federal civil rights laws to remove discriminatory barriers to education.

OCR and the Office of the General Counsel (OGC) continued to support the equity goal of increasing educational opportunities for underserved students and reducing discrimination by representing the Department in litigation. In FY 2016, OGC worked with attorneys from OCR and the Department of Justice (DOJ) to file 13 statements of interest and *amicus curiae* briefs in federal courts to clarify the government's interpretation of civil rights laws.

FY 2016 Barriers to Success

A key challenge is the continued implementation of the changes to the ESEA made by the ESSA in addition to managing the transition from the *No Child Left Behind Act* (NCLB). Limited resources are a risk to achieving this strategic objective, and pose challenges to implementation.

As SIG ends, limited capacity at the state, district, and school levels could impact the sustainability of reforms in schools and support for the implementation of school-based

interventions. Ensuring quality and completeness of data at the state and local levels to enable better measurement of success also remains a challenge.

Key Milestones and Future Actions

Staff will continue to support states on their Educator Equity Plans. In FY 2017, the Department intends to host additional Educator Equity Labs and to continue to provide support for states through OESE program officers and the EASN.

On October 11, 2016, the Department announced awards to expand opportunity in CTE and dual language programs under the PFS Initiative. Additionally, the Department awarded a technical assistance grant to the Boston-based [Social Finance Inc.](#), in partnership with [Jobs for the Future](#), in order to improve outcomes for underserved, high-need youth, through the development of PFS projects to implement new or scale up existing high-quality CTE opportunities. The Department also awarded a contract to the Washington, DC-based AIR to identify effective strategies to improve outcomes for children learning English. The study focuses on early learning-dual language programs for English learners from pre-K to grade 3.

The Department also may consider revising its strategies for achieving the objective to reflect changes to programs made by the Congress in the ESSA as well as the policy priorities of the new administration.

Objective 4.2: Civil Rights Compliance. *Ensure educational institutions’ awareness of and compliance with federal civil rights obligations and enhance the public’s knowledge of their civil rights.*

FY 2016 Implementation Strategy

OCR’s implementation strategy for this strategic objective involves the issuance of policy guidance, robust data collection, vigorous enforcement through investigations and monitoring, proactive technical assistance and engagement with stakeholders through interagency working groups, and the dissemination of information and response to public inquiries to enhance the public’s knowledge of their civil rights. In the policy arena, in FY 2016, OCR issued five policy guidance documents.

In FY 2016, OCR unveiled its 2013–14 CRDC, published a [First Look](#) document detailing preliminary findings, and, for the first time ever, released the full, privacy-protected data set for the 2013–14 CRDC, which is available for [direct download from the Department’s webpage](#). OCR continues to work with other offices in the Department to prepare and publish data sheets based on the CRDC 2013–14 data findings, including the [rollout of chronic absenteeism data](#) and website, which were published in June.

In FY 2015, OCR overhauled [its website](#) to increase usability and to provide more information to the public, and in FY 2016, OCR continued to update its website with case resolution agreements and letters, policy guidance documents, technical assistance materials, and information about OCR’s enforcement processes.

OCR continued to provide excellent customer service to enhance the public’s knowledge of their civil rights by responding to public inquiries for information. Through the Customer Service Team, OCR responded to 5,025 incoming correspondence inquiries and answered 8,019 OCR “Hotline” call inquiries in FY 2016. The Department also distributed 701 copies of selected OCR publications in response to inquiries from advocacy groups, educational institutions, state and

local educational agencies, parents, students, members of the general public, and enforcement offices.

FY 2016 Barriers to Success

In FY 2016, OCR received a record-high number of complaints (16,720) and resolved 8,631 complaints despite challenges facing its operations, including a massive long-term staffing shortage and compressing and moving office space. Complaint volume and limited resources impacted OCR's ability to conduct and resolve proactive investigations and to conduct proactive technical assistance. OCR continues to leverage all resources, both staffing and technological, to ensure that its enforcement and outreach efforts are timely, efficient, and effective, and used the minimal budgetary relief provided in FY 2016 to recruit, hire, and on-board new staff to support the more than 60 percent increase in complaint volume.

Key Milestones and Future Actions

In FY 2017, OCR will continue its focus on improving the quality and efficiency of investigations through training, technology, innovation, and strategic partnerships; expanding transparency; increasing proactive efforts to highlight the full range of OCR's work through the release of data and materials to the public; and expanding technical assistance available to the public. In December 2016, OCR released its [FY 2016 Annual Report](#), detailing efforts to protect students' civil rights.

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, evidence, transparency, innovation, and technology.

Goal Leader: Assistant Secretary, Office of Planning, Evaluation and Policy Development (OPEPD)

Objective 5.1: Data Systems and Transparency. Facilitate the development of interoperable longitudinal data systems for early learning through employment to enable data-driven, transparent decision-making by increasing access to timely, reliable, and high-value data.

Objective 5.2: Privacy. Provide all education stakeholders, from early childhood to adult learning, with technical assistance and guidance to help them protect student privacy while effectively managing and using student information.

Objective 5.3: Research, Evaluation, and Use of Evidence. Invest in research and evaluation that builds evidence for education improvement; communicate findings effectively; and drive the use of evidence in decision-making by internal and external stakeholders.

Objective 5.4: Technology and Innovation. Accelerate the development and broad adoption of new, effective programs, processes, and strategies, including education technology.

Public Benefit

Education stakeholders, ranging from students and parents, to teachers and principals, to institutional leaders and the Secretary, need access to timely, appropriate, relevant, and actionable information. Sources of helpful education information can range from datasets to rigorous evaluations and research studies to consumer-oriented tools. They must be accessible in multiple ways, relying on the use of technology and other dissemination strategies, while applying appropriate controls to protect student privacy. The Department must continue to invest in its information resources so that internal and external stakeholders can use the best available information to inform evidence-based decisions by states, districts, institutions of higher education, and students and parents.

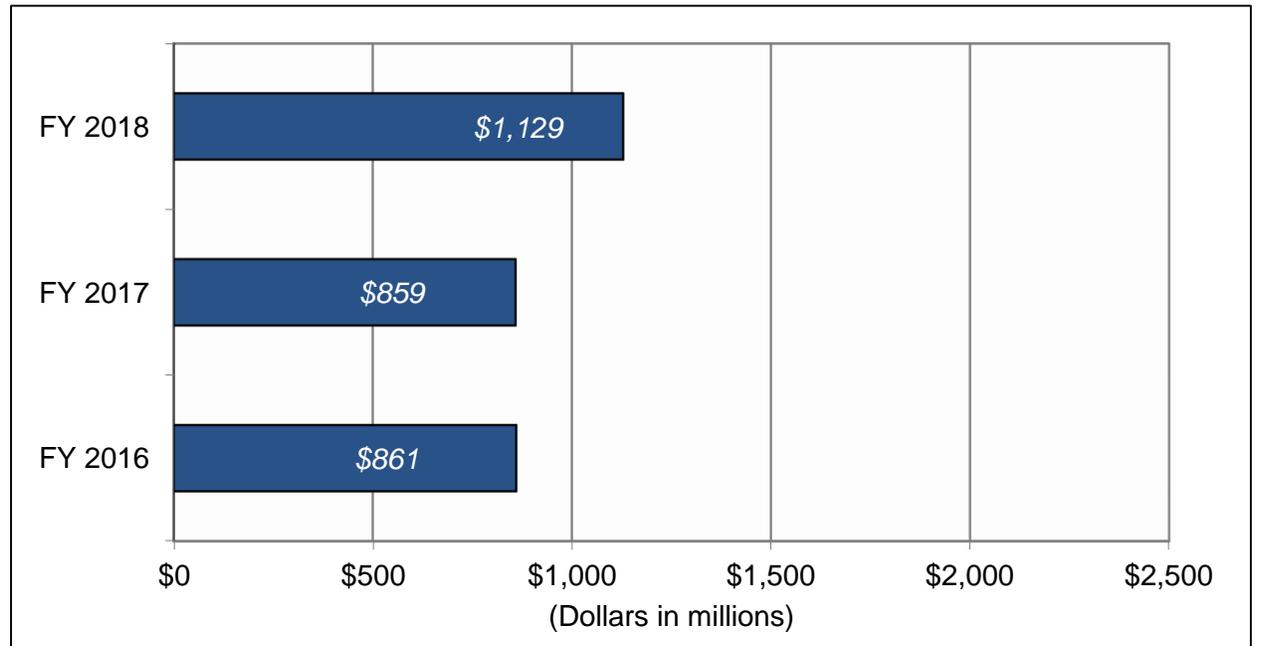
The Department continues to support states developing systems that will collect, manage, and appropriately report the valid, reliable data that are essential to achieving improvements across education, but there is much more work to do. In addition to supporting the development of the systems and structures that will provide education agencies across the nation with the data necessary to generate accurate information on student performance and other critical elements, the Department must continue to lead the national discussion of how these systems are best and most appropriately used to support students, improve instruction, address inequities in access and success, develop future teachers, and inform practice.

Additionally, the Department must help ensure that states, districts, and institutions of higher education are using and sharing data in ways that meet the highest standards of data ethics and protect student privacy, including compliance with applicable privacy laws. The collection, storage, maintenance, and use of data must be responsible and must appropriately protect student privacy. Stewards and users of data must remember that these data describe real people and ensure that systems protect the rights of those people. Student privacy is now a

focal point across the country; over the past three years, a majority of states have enacted student privacy legislation, while also expanding data use.

Better use of information, for policymakers, educators, institutional leaders, and students and parents, depends on information being accessible through reliable technology in formats that are helpful to various users. Data on students’ educational and related financial outcomes will enable accountability for institutions and help to support students in their educational and career pathways. Additionally, the Department strives to provide public access to its own data by sharing it in various formats appropriate for data novices, reporters, researchers, and developers. In addition, the What Works Clearinghouse (WWC) provides user-friendly syntheses of research evidence on various approaches and strategies in ways that are designed to be helpful to decision-makers. Taken together, these activities support the effort to help ensure that scarce dollars have their intended impact and empower states, districts, and institutions of higher education to become more dynamic learning organizations, especially in areas with little existing rigorous evidence.

Goal 5 Discretionary Resources



Major Discretionary Programs and Activities⁷² Supporting Goal 5 Performance Metrics [Dollars in Millions]

POC	Account	Obj.	Program	FY 2016 Appropriation	FY 2017 Annualized CR ⁷³	FY 2018 President's Budget
IES	IES	5.3	National assessment	149	149	149
IES	IES	5.3	Regional educational laboratories	54	54	54

⁷² All the programs listed are discretionary programs, as distinct from mandatory programs. These include both competitive and noncompetitive/formula programs.

⁷³ A full-year 2017 appropriation was not enacted at the time the FY 2018 Budget was prepared; therefore, the Budget is built off of the *Further Continuing Appropriations Act, 2017* (P.L. 114–254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution.

POC	Account	Obj.	Program	FY 2016 Appropriation	FY 2017 Annualized CR ⁷³	FY 2018 President's Budget
IES	IES	5.3	Research in special education	54	54	54
IES	IES	5.3	Research, development, and dissemination	195	195	195
IES	IES	5.1, 5.2	Statewide longitudinal data systems	35	34	34
IES	IES	5.3	Statistics	112	112	112
OII	I&I	5.3	Education innovation and research ⁷⁴	120	120	370
Subtotal				719	718	968
Other Discretionary Programs/Activities				142	141	161
TOTAL, GOAL 5				861	859	1,129

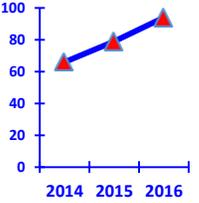
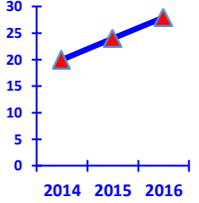
POC = Principal Operating Component.

CR = Continuing Resolution.

NOTES: Many programs may have sub-activities that relate to other goals. Detail may not add to total due to rounding.

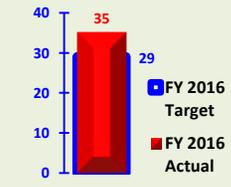
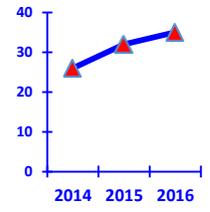
⁷⁴ This program was titled "Investing in Innovation" in 2016.

Goal 5: Details

Continuous Improvement of the U.S. Education System Indicators of Success Indicator Measurement Direction	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁷⁵	Exceeded ⁷⁶	2017	2018	
5.1.A. Number of public data sets included in ED Data Inventory and thus linked to Data.gov or ED.gov websites INCREASE 	FY: 2013 55	FY: 2014 66	FY: 2015 79	FY: 2016 94	FY: 2016 94	MET			104	110	
5.1.B. Number of states linking K-12 and postsecondary data with workforce data INCREASE 	FY: 2013 12	FY: 2014 20	FY: 2015 24	FY: 2016 28	FY: 2016 25	MET			25	28	

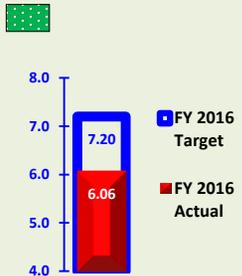
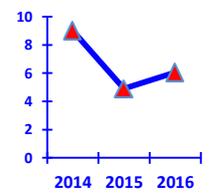
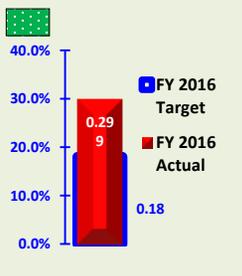
⁷⁵ Missed target by <=1, or if percentage, <=1.3 percentage points.

⁷⁶ Surpassed target; not just met the target. If a diminishing target, the actual was below the reduction target set.

Continuous Improvement of the U.S. Education System Indicators of Success Indicator Measurement Direction	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁷⁵	Exceeded ⁷⁶	2017	2018	
5.1.C. Number of states linking K–12 with early childhood data⁷⁷ INCREASE 	FY: 2013 19	FY: 2014 26	FY: 2015 32	FY: 2016 35	FY: 2016 29	MET			NA	NA	
New Metric: Number of states actively using data systems to support and inform improvements	FY: 2012 7	18	28	32	NA	NA	NA		26 ⁷⁸	35	NA

⁷⁷ Retiring metric at conclusion of FY 2016. Please see appendix B for additional information pertaining to the metric’s retirement. The FY 2017 and 2018 targets were 32 and 33, respectively. If a new metric is being proposed, the new metric will be directly below the indicator measurement direction of the metric being retired.

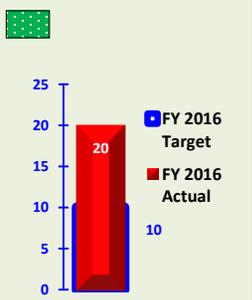
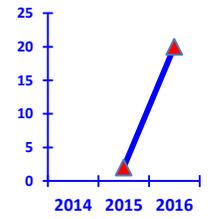
⁷⁸ Currently finalizing approval from OMB to implement survey of all states on data system capabilities and uses. The appropriate time to revisit FY 2017 and 2018 targets will be in quarter 4 of FY 2017 once the Department has the initial data from that survey.

Continuous Improvement of the U.S. Education System Indicators of Success Indicator Measurement Direction	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁷⁵	Exceeded ⁷⁶	2017	2018	
<p>5.2.A. Average time to close "cases" (PTAC + FPCO)</p> <p style="text-align: center;">DECREASE</p> 	FY: 2013 10 days	FY: 2014 9 days	FY: 2015 4.9 days	FY: 2016 6.06 days	FY: 2016 7.2 days	MET			6.709 ⁷⁹	10.0	
<p>5.3.A. Percentage of select new (noncontinuation) competitive grant dollars that reward evidence⁸⁰</p> <p style="text-align: center;">INCREASE</p> 	FY: 2012 6.5%	FY: 2014 15.9%	FY: 2015 29.4%	FY: 2016 29.9%	FY: 2016 18.0%	MET			20.0%	30.0%	

⁷⁹ Target was updated to reflect the goal of a 10% reduction from the prior year in the 2015 APR (FY 2017 target was an average of 6.48 days). However, the target has since been revised to be less aggressive due to internal staffing shifts, but still represents a ½ day improvement from the FY 2016 target.

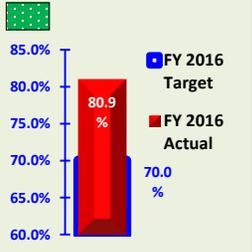
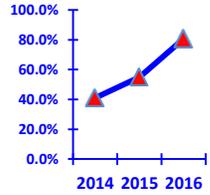
⁸⁰ Metric is aligned to an Agency Priority Goal. This metric's FY 2016 actual excludes Striving Readers. Even without that data, the metric's target has been met.

Continuous Improvement of the U.S. Education System Indicators of Success Indicator Measurement Direction	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁷⁵	Exceeded ⁷⁶	2017	2018	
5.3.B. Number of peer-reviewed, full-text resources in the Education Resources Information Center (ERIC)	FY: 2013 23,512	FY: 2014 27,292	FY: 2015 36,197	FY: 2016 47,573	FY: 2016 35,692	MET	<p>47,573 35,692</p> <p>FY 2016 Target FY 2016 Actual</p>		40,892	46,892	<p>2014 2015 2016</p>
INCREASE 											
5.3.C. Number of visits to the What Works Clearinghouse (WWC) website	FY: 2015 1,822,000	NA	FY: 2015 1,822,000	FY: 2016 3,756,724	FY: 2016 1,967,760	MET	<p>3,756,724 1,967,760</p> <p>FY 2016 Target FY 2016 Actual</p>		2,164,536	2,380,989	<p>2014 2015 2016</p>
INCREASE 											

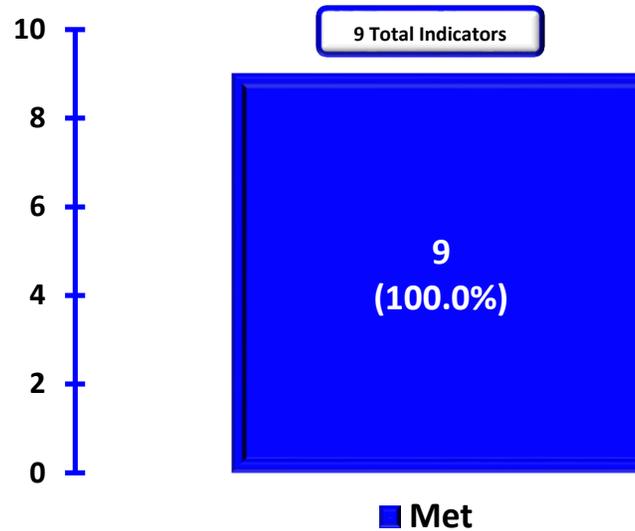
Continuous Improvement of the U.S. Education System Indicators of Success Indicator Measurement Direction	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁷⁵	Exceeded ⁷⁶	2017	2018	
<p>5.3.D. Number of completed project evaluations from grantees from select discretionary grant programs in a given fiscal year that meet What Works Clearinghouse (WWC) Evidence Standards⁸¹</p> <p style="text-align: center;">INCREASE </p>	FY: 2015 2	NA	FY: 2015 2	FY: 2016 20	FY: 2016 10	MET			10 ⁸²	30	

⁸¹ Metric is aligned to an Agency Priority Goal (APG).

⁸² The FY 2017 target has been revised to reflect a target of 10 versus 20. The APG statement notes that by 9/30/2017 there will 20 completed project evaluations. FY 2016's target was 10 and FY 2017's target is also 10, equating to a target of 20 for the two-year APG.

Continuous Improvement of the U.S. Education System Indicators of Success Indicator Measurement Direction	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁷⁵	Exceeded ⁷⁶	2017	2018	
5.4.A. Percentage of schools in the country that have actual Internet bandwidth speeds of at least 100 Mbps INCREASE 	FY: 2013 20.0%	41.0%	55.0%	80.9%	70.0%	MET			80.0%	90.0%	

Goal 5 FY 2016 Indicator Performance Summary



NA = Not applicable.

TBD = To be determined.

Academic Year (AY) is a collegiate year spanning August–May; School Year (SY) spans August–July and is aligned with a P–12 school year; Fiscal Year (FY) corresponds to a federal fiscal year; Calendar Year (CY) spans January–December.

Data Sources and Frequency of Collection:

- 5.1.A. Data Strategy Team Data Inventory and the public ED Data Inventory at <http://datainventory.ed.gov>; quarterly
- 5.1.B. State Longitudinal Data Systems (SLDS) grant monitoring (monthly updates from states, annual performance reports, final performance reports, and site visits); quarterly
- 5.1.C. SLDS grant monitoring (monthly updates from states, annual performance reports, final performance reports, and site visits); quarterly
- 5.2.A. Case Tracking System (CTS) Monthly Metric Reports; quarterly
- 5.3.A. Forecast Report issued by the Office of the Chief Financial Officer (OCFO) and final Funding Reports from relevant programs; annually
- 5.3.B. Education Resources Information Center (ERIC); quarterly
- 5.3.C. What Works Clearinghouse (WWC) website analytics provided monthly by the WWC website contractor; quarterly
- 5.3.D. Discretionary grant slate memoranda, discretionary grant financial forecasts and reports from OCFO, and the What Works Clearinghouse; quarterly
- 5.4.A. Education Superhighway (for baseline), Consortium for School Networking (CoSN)/AASA (American Association of School Administrators today known as AASA, The School Superintendents Association) E-rate Infrastructure Survey; annually

Note on performance metrics and targets: These metrics were established as a part of the *FY 2014–18 Strategic Plan*. Metrics may be updated or revised to reflect awareness of more accurate data or clarifications. Such updates or revisions are identified in footnotes.

Analysis and Next Steps by Objective

Objective 5.1: Data Systems and Transparency. *Facilitate the development of interoperable longitudinal data systems for early learning through employment to enable data-driven, transparent decision making by increasing access to timely, reliable, and high-value data.*

FY 2016 Implementation Strategy

The primary implementation strategies regarding data systems and transparency for FY 2016 were centered on three goals:

- ensure a successful first year for the 16 SLDS grantees from the FY 2015 round,
- connect internal transparency efforts to the new InformED initiative, and
- improve the tools and support services available to the public for adoption of the CEDS.

With the new SLDS grantees, the Department looked at grant areas that created problems in previous grants and aligned support as appropriate when setting up grant monitoring plans for this round of grantees. In addition to establishing clear grant implementation plans and monitoring schedules with each FY 2015 grantee, the SLDS team delivered 15 topical webinars and released 9 new publications on traditionally challenging topics, including data system sustainability, effectively linking education and workforce records, and successfully supporting a research agenda. These developed resources are available for all states, not just grantee states, through the [SLDS program website](#).

Within the Department, the InformED initiative was launched during FY 2016. InformED seeks to develop a world-class open data infrastructure at the Department, focusing on improved data releases and internal data dissemination procedures. One of the important FY 2016 accomplishments was to improve the [Department's data landing page](#), including enabling visitors to search data resources by topic and keywords. By the end of the year, the InformED activities continued to expand to encompass a study of aligning key words in the Data Inventory with the organizational structure used on the new landing page, thereby aligning existing Goal 5 metrics with InformED activities.

FY 2016 began with the installation of a new support team for the CEDS. The team analyzed public feedback and website usage to inform their decision to place a high priority on reorganizing the tools and resources on the CEDS webpage. This strategy resulted in the deployment of a [Mapping Toolkit](#) on the website before the end of the fiscal year.

FY 2016 Barriers to Success

There are three key barriers that could affect progress on this strategic objective:

1) The Department may not have the human capital and financial resources needed to support the information technology (IT) infrastructure and procedural changes required to continue to advance its open data and transparency efforts.

2) The lower number of active SLDS grantees (as FY 2012 grants close out) could lead to program data not accurately representing the state of the nation as a whole.

3) Focus on other online resources could result in less traffic to education.data.gov, which could make it more difficult to track usage statistics and improve the sites accordingly and may require redefining success in terms of web traffic.

Key Milestones and Future Actions

The Department reached a number of key milestones, including:

- launching CEDS Mapping Toolkit;
- establishing grant implementation plans for all 16 FY 2015 SLDS grantees;
- deploying resources and technical assistance to FY 2015 SLDS grantees, and making additional opportunities available to all states; and
- adding information on 16 public datasets to the ED Data Inventory, and through the Department's `data.json` file to the repository at data.gov.

In FY 2017, the Department engaged a [network of state Chief Information Officers \(CIOs\) organized by Chief State School Officers \(CSSOs\)](#) at their fall meeting about explicit actions they would be willing to take in support of CEDS. There was consensus among the members in attendance at the fall meeting that strong messaging to establish CEDS as the standard listing of elements, definitions, and relationships upon which they rely was needed. In addition to that messaging, the network of CIOs of CSSOs is drafting a set of “action steps” that member states can choose to implement.

The SLDS program team spent much of FY 2016 preparing a new data collection proposal to enable gathering information on data system and transparency capability from all states, not just grantee states.

Objective 5.2: Privacy. *Provide all education stakeholders, from early childhood to adult learning, with technical assistance and guidance to help them protect student privacy while effectively managing and using student information.*

FY 2016 Implementation Strategy

The past several years have seen significant activity on student privacy issues. News stories abound about data collection in schools from emerging technologies, and the majority of states have passed student privacy legislation. Various federal student privacy statutes were introduced as well, though none of them were enacted. Resources devoted to student privacy increased in FY 2016, with five new full-time equivalents being added to these operations, and with the introduction of privacy “Fellows” in the Office of the Chief Privacy Officer. These new resources have enabled the Department to continue to meet the growing cry for technical assistance on privacy matters. The addition of these new resources, and a desire to focus on policy development and enforcement, prompted the Department to reorganize its student privacy functions, effective January 8, 2017. Two divisions have been created under the Chief Privacy Officer. The Family Policy Compliance Office (FPCO) will continue with its traditional function of investigating and responding to complaints from parents and eligible students, as well as providing technical assistance to school officials related to those complaints. A new division, the Student Privacy Policy and Assistance Division (SPPAD), will lead efforts to develop Departmental policy and coordinate technical assistance.

The Department continues to refine the efficiency of its technical assistance delivery through use of metric management, relying on a case tracking system that manages workload and

content for both contractor and Department staff. These gains were further expanded during implementation of the restructured Privacy and Technical Assistance Center (PTAC) contract during the first quarter of the fiscal year, which increased contractor resource utilization by housing the helpdesk function within headquarters.

Throughout the fiscal year, the Department made progress reducing turnaround time for cases and providing targeted technical assistance. Reducing the backlog of complaints and inquiries required devising and implementing a new approach in assigning and tracking cases. In addition, the Department completed a comprehensive review of the data in the tracking system, and worked to address a data entry delay uncovered during third-quarter reporting regarding average age of open “correspondence and complaints” and quality control for closing cases.

FY 2016 Barriers to Success

The Department faces two primary barriers to success:

- While the Department made progress on policy development in FY 2016, significant work is still required to answer emerging and longstanding policy questions on privacy topics related to video recording, e-mails, and permissible use.
- The Department’s student privacy caseload continues to increase, as does the complaint backlog in FPCO. Process improvements and expanded proactive technical assistance helped to mitigate the impact of this growth, but the sharp increase in new complaints resulted in a modest increase in the complaint backlog of 21 percent over the same timeframe. While the new resources and reorganization should help, limited resources present a challenge to support student privacy technical assistance and enforcement activities.

Key Milestones and Future Actions

During FY 2016 and in prior fiscal years, the Department demonstrated expected progress on the metrics related to technical assistance delivery. Turnaround time for cases averaged only 6.06 days, exceeding the goal of less than 7.2 days by more than a day. Proactive technical assistance goals were achieved through site visits, presentations, webinars, and regional meetings. To focus efforts on improving response time, and as noted in the FY 2015 APR, the metric regarding “average time to close correspondence and complaints” was retired and replaced with the “average age of correspondence and complaints.”

In achieving the metric goals, the Department accomplished several additional milestones. In FY 2015, the Department responded to public and Congressional criticism over the privacy of students’ medical treatment records in the wake of a recent sexual assault case by issuing a draft Dear Colleague Letter to obtain public input on the protection of student privacy in campus medical records. After extensive collaboration not only across the Department, but also with partners in HHS, in FY 2016, the Department released and was publicly commended for the [final version of this important Dear Colleague Letter](#).

Another significant accomplishment was the Department’s collaboration with DOL in providing needed [guidance to state agencies, educational agencies and institutions, and service providers on performance reporting and evaluation requirements under WIOA](#).

In addition to these formal guidance documents, the Department also offered technical assistance through a variety of [short, informative videos](#) targeting both school personnel and parents.

Objective 5.3: Research, Evaluation, and Use of Evidence. *Invest in research and evaluation that builds evidence for education improvement; communicate findings effectively; and drive the use of evidence in decision making by internal and external stakeholders.*

FY 2016 Implementation Strategy

In FY 2016, the Evidence Planning Group (EPG), which consists of representatives from OII, IES, and OPEPD, followed a similar implementation strategy to that of past years. Prior to the start of FY 2016, EPG met with various programs to discuss whether it would be appropriate to move toward an evidence-based model in their competitions. In the first quarter of FY 2016, programs worked with EPG to finalize their plans for using evidence once funding levels became certain. In addition, EPG began to review the ESSA carefully to determine which programs would be the best candidates for evidence, as well as how the Department's current evidence definitions are aligned with the ESSA's "evidence-based" definition, which appears in several programs. In the fourth quarter of FY 2016, the Department [released guidance](#) for states and districts that suggests steps for effective decision-making using evidence and recommends criteria and considerations for each of the four levels of evidence in the ESSA. Additionally, the Department's Office of Educational Technology (OET), in partnership with IES, contracted Mathematica Policy Research and SRI International to build an online platform called the Ed Tech Rapid Cycle Evaluation (RCE) Coach to support school and district leaders to collect more evidence when making decisions about educational technologies. The need for evidence-based decision-making found in the ESSA prompted this work, and the platform is now available and free for educators to use.

The Department exceeded the FY 2016 target for number of peer-reviewed, full-text resources in the Education Resources Information Center (ERIC). In the first quarter, ERIC completed a new source selection round and approved new sources to be in ERIC. In addition, IES engaged the i3 program to encourage its grantees to submit the studies from their project evaluations to ERIC, achieving two important goals for the i3 program: (1) ensuring that all studies from the i3 program are publicly available and (2) ensuring that studies are made available for WWC review in a systematic way.

In FY 2016, the Department exceeded the planned target for number of reviewed studies in the WWC database. In the first quarter, to continue to increase the number of visitors to the WWC website, the WWC continued to expand the database of reviewed studies through reviews conducted for WWC products (e.g., intervention reports, practice guides, single study reviews, and quick reviews). Studies submitted as part of a grant application for the Department's evidence-based grant competitions were also a source of evidence reviewed by the WWC. During the first quarter, the WWC reviewed studies for grant competitions and publicized the use of its study findings dataset, which is a resource that reports all available data for studies that meet standards and either have a WWC report or were reviewed for a grant competition. In addition, in the fourth quarter of FY 2016, the WWC released a redesigned "Find What Works" tool that allows users to search for studies by topic area, such as math or science, to find studies where there is evidence of positive effects. The "Students Like Yours" feature of this tool also allows users to specify characteristics of their students to better identify what research has been conducted on similar populations. This resource continues to be widely used among the research community. To ensure success for this metric, IES continually collaborated with staff from OII, the Office of Postsecondary Education (OPE), and OELA to coordinate evidence reviews for evidence-based competitions.

In FY 2016, the Department exceeded the target for number of completed project evaluations from grantees of select discretionary grant programs that meet WWC evidence standards. The main implementation strategy for this indicator involved checking the WWC database of reviewed studies to determine whether any new studies from Department-funded competitive grants were in the database and met WWC standards. Bolstering performance for this metric is the Department's understanding that effective technical assistance is necessary to ensure grantees tasked with conducting rigorous evaluations of their projects stay on track.

FY 2016 Barriers to Success

The EPG continues to consider whether the current approach to this work is sustainable. Based on lessons learned, the Department has determined that focus must be strategic so that the use of evidence is in select programs rather than continuing to scale at the current rate. With limited resources, it is crucial that the Department focus on high-quality work in programs where using evidence is most likely to be impactful, as opposed to putting evidence priorities in every competitive program without strong fidelity of implementation.

It is important to note that these efforts are also complemented by the work of the Department's Comprehensive Centers and Regional Educational Laboratories, which are designed to provide high-quality resources to the field.

While the Department surpassed its target for the number of studies conducted as part of a discretionary grant-funded project that are determined to meet WWC evidence standards in FY 2016, this work may not be sustainable. One lesson from the i3 program is that, even when employing very sophisticated evaluators, substantial technical assistance from the Department is essential in order to keep the project evaluations on track to meet rigorous standards. While most discretionary grant programs do not have the resource flexibility to focus on rigorous evaluation standards, EPG has worked to create a contracting option for programs that need help with evaluation expertise, with a few programs entering into that contract for FY 2016.

Key Milestones and Future Actions

Looking forward to FY 2017, the Department continues to consider ways to streamline and improve upon its evidence review process for discretionary grant competitions.

To increase the number of visits to the WWC website in FY 2017, the Department will continue to expand social media presence, point competitive grant applicants to the WWC website, and produce products like intervention reports, quick reviews, single study reviews, and practice guides.

Objective 5.4: Technology and Innovation. *Accelerate the development and broad adoption of new, effective programs, processes, and strategies, including education technology.*

FY 2016 Implementation Strategy

The Department's many successes during FY 2016 include expanded technical support and assistance to support state and district leaders across the country working to improve teaching and learning through the effective use of technology. Over [25 states and the District of Columbia](#) have joined the effort and committed to supporting district leadership teams in planning for digital learning. In addition, 3,000 superintendents from across the country have committed to foster and lead a culture of digital learning in their districts by signing the [Future Ready District Pledge](#). The Department, in partnership with the Alliance for Excellent Education

and with support from a [coalition of over 50 national and regional partners](#), supports district leaders with specific tools and guidance to plan and implement personalized, research-based digital learning strategies in order to prepare students for success in college, career, and citizenship.

To support the work of the superintendents, OET continued to collect examples of best practices for connecting schools, providing devices, and preparing teachers to use technology effectively. These regularly updated resources were posted on the Department's [website](#), [blog](#), and [YouTube channel](#) and shared via [Twitter](#) and [Facebook](#).

In October 2015, OET launched [#GoOpen](#), a national movement that supports states, school districts, and educators transitioning to openly licensed educational materials to transform teaching and learning. Openly licensed educational resources have enormous potential to increase access to high-quality educational opportunities in the United States when they are accessible via high-speed broadband.

#GoOpen was launched on October 29, 2015, at the Open Education Symposium, an event that brought together district leaders, state leaders, nonprofits, foundations, and private sector companies. As of September 30, 2016, 76 districts committed to transitioning to the use of openly licensed educational resources to replace traditional, static instructional materials, and 16 states committed to providing guidance and leadership for districts making this transition, as well as developing a statewide repository to search and discover resources.

FY 2016 Barriers to Success

Although much progress has been made in connecting schools to high speed broadband, future roadblocks to progress include access to needed fiber optic cable, especially in rural areas; affordability of broadband, especially in smaller and rural districts that are not eligible for bulk pricing discounts; and fully utilizing E-rate funds, since some districts still struggle to provide a percentage match to every E-rate dollar they receive. Several challenges remain in meeting the goals of this objective, including the need to educate the public about privacy and data security (leading to setbacks in the ability to use data to create personalized learning systems), difficulty measuring effectiveness without a robust evaluation program, and difficulty showing impact without data collection.

Limited resources may prevent OET from meeting its legislative mandate to provide technical assistance to states, districts, and programs across the Department and the federal government. This technical assistance has included research and evaluation, updating critical guidance documents, and providing ongoing partnership support to organizations to leverage technology to improve teaching and learning and in support of states and districts working to increase connectivity for students.

Key Milestones and Future Actions

Strategies for reaching this goal have included updating federal government policies and guidance, encouraging significant private sector commitments, and engaging in national outreach efforts to states, districts, technology providers, and nonprofit organizations. Collaboration within the Department, with other government agencies, and the education community as a whole is also key to success, as is developing sustainable, scalable solutions for using data and evidence in decision-making. Some strategies, especially around support for teachers adopting innovative approaches, evaluating effectiveness of technology-based approaches, and establishing best practices for maintaining student privacy, are dependent on

funding and staffing. The Department is working to identify ways to make its data more accessible and actionable for the public.

In the coming year, the Future Ready District Infrastructure Guide will be updated with an expanded connectivity section. OET will continue to collect examples of best practices for connecting schools, providing devices, and preparing teachers to use technology effectively and share them via its social media channels.

Work will continue on the Ed Tech RCE Coach tool during FY 2017. With the implementation of ESSA, the need for evidence-based decision-making has increased significantly. The goal is to fundamentally change the procurement and implementation process to include evidence-based decision-making throughout.

During FY 2017, OET will collect new examples from the field to add to the National Educational Technology Plan. This is based on the office's commitment to refresh the plan more frequently than the previous five-year cycle in order to better respond to the needs of the field.

Goal 6. U.S. Department of Education Capacity:

Improve the organizational capacities of the Department to implement the *Strategic Plan*.

Goal Leader: Assistant Secretary, Office of Management (OM)

Objective 6.1: Effective Workforce. Continue to build a skilled, diverse, and engaged workforce within the Department.

Objective 6.2: Risk Management. Improve the Department's program efficacy through comprehensive risk management, and grant and contract monitoring.

Objective 6.3: Implementation and Support. Build Department capacity and systems to support states' and other grantees' implementation of reforms that result in improved outcomes, and keep the public informed of promising practices and new reform initiatives.

Objective 6.4: Productivity and Performance Management. Improve workforce productivity through information technology enhancements, telework expansion efforts, more effective process performance management systems, and state-of-the-art leadership and knowledge management practices.

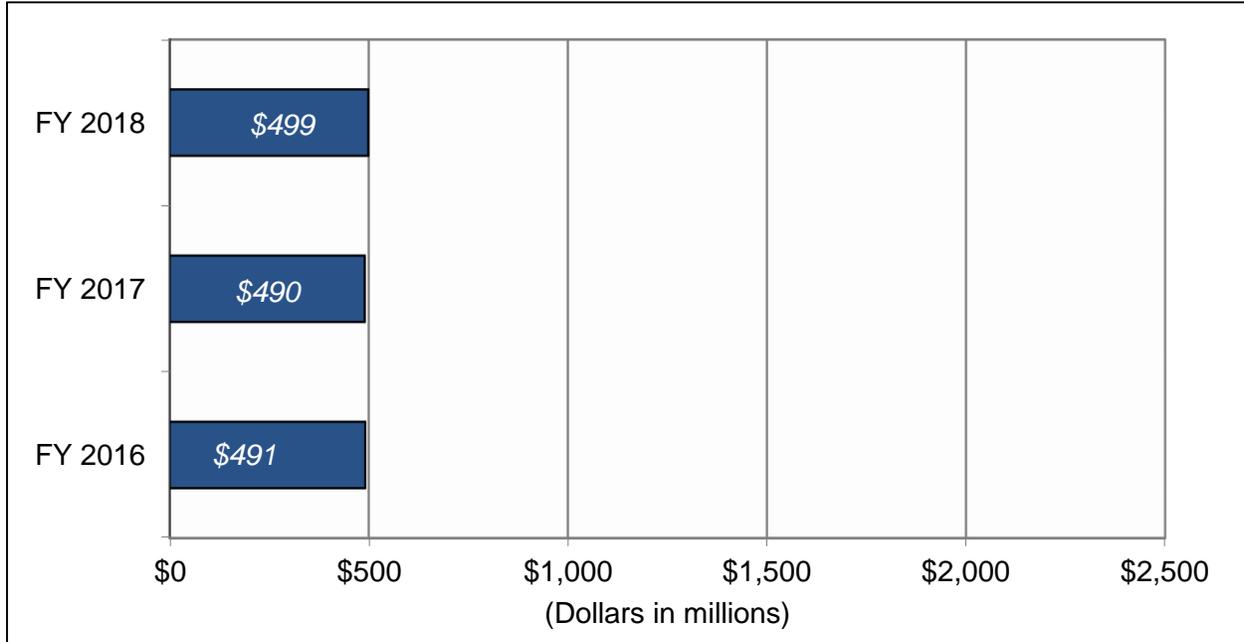
Public Benefit

The Department continues to focus on acquiring and developing its workforce through human capital management; increasing diversity and inclusion and improving employee engagement; rethinking how it monitors and intervenes with high-risk grantees and contractors; enhancing workforce productivity through IT; safeguarding its assets and stakeholders from cybersecurity threats; continuing to improve and integrate effective performance management; and transforming the way the Department interacts with states, districts, institutions of higher education, and other grantees and stakeholders. These efforts aim to improve performance results, increase stakeholder collaboration, and lead to greater employee engagement.

The Department continues to build Department capacity and systems to support states' and other grantees' implementation of reforms that result in improved outcomes, and keep the public informed of promising practices and new reform initiatives. By consolidating processes, the Department has been able to more effectively customize its outreach to individual states and model the critical partnerships states should have with their respective districts.

Beyond building Department capacity to support states and other grantees, throughout FY 2016, the Department provided strategic training courses to strengthen leadership and knowledge management throughout the Department, with a special emphasis on ensuring managers and supervisors have the essentials they needed to effectively manage and lead. The Department also recognized the important role that technology and facilities contribute to supporting productivity. As a result, the Department continued to build on the success of its ED Space Modernization plan, including the deployment of critical IT to support telework and leverage wireless connectivity.

Goal 6 Discretionary Resources



Major Discretionary Programs and Activities⁸³ Supporting Goal 6 Performance Metrics [Dollars in Millions]

POC	Account	Obj.	Program	FY 2016 Appropriation	FY 2017 Annualized CR ⁸⁴	FY 2018 President's Budget
OIG	OIG		Office of Inspector General	59	59	61
DM/PA	DM/PA		Program Administration: Building modernization	1	--	--
DM/PA	DM/PA		Program Administration: Salaries and expenses	431	431	438
TOTAL, GOAL 6				491	490	499

POC = Principal Operating Component.

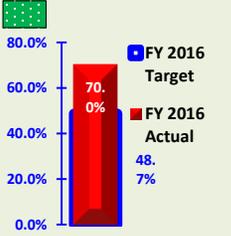
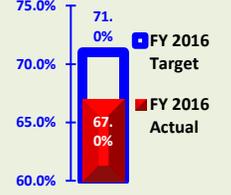
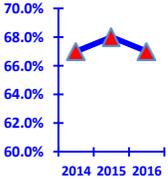
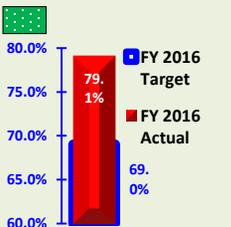
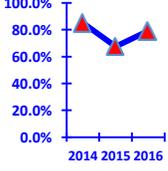
CR = Continuing Resolution.

NOTES: Many programs may have sub-activities that relate to other goals. Detail may not add to total due to rounding.

⁸³ All the programs listed are discretionary programs, as distinct from mandatory programs. These include both competitive and noncompetitive/formula programs.

⁸⁴ A full-year 2017 appropriation was not enacted at the time the FY 2018 Budget was prepared; therefore, the Budget is built off of the *Further Continuing Appropriations Act, 2017* (P.L. 114-254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution.

Goal 6: Details

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸⁵	Exceeded ⁸⁶	2017	2018	
6.1.A. Percent of selections made per job opportunity announcement (JOA) INCREASE 	FY: 2015 46.4%	NA	FY: 2015 46.4%	FY 2016: 70.0%	FY: 2016 48.7%	MET			51.2%	53.7%	
6.1.B. EVS Employee Engagement Index INCREASE 	FY: 2012 64.7%	FY: 2014 67.0%	FY: 2015 68.0%	FY 2016: 67.0%	FY: 2016 71.0%	NOT MET			72.0%	73.0%	
6.1.C. Time to hire INCREASE 	FY: 2013 65.0%	FY: 2014 85.0%	FY: 2015 67.6%	FY: 2016 79.1%	FY: 2016 69.0%	MET			70.0%	71.0%	

⁸⁵ Missed target by <=1, or if percentage, <=1.3 percentage points.

⁸⁶ Surpassed target; not just met the target. If a diminishing target, the actual was below the reduction target set.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸⁵	Exceeded ⁸⁶	2017	2018	
6.1.D. Effective Communication Index <p style="text-align: center;">INCREASE</p> 	FY: 2012 48.0%	FY: 2014 50.0%	FY: 2015 51.0%	FY: 2016 50.0%	FY: 2016 51.0%	NOT MET			52.0%	53.0%	
6.2.A. Percentage of A-133 Single Audits Overdue for resolution⁸⁷ <p style="text-align: center;">DECREASE</p> 	FY: 2012 57.0%	FY: 2014 37.0%	FY: 2015 20.0%	FY: 2016 10.0%	FY: 2016 37.0%	MET			NA	NA	

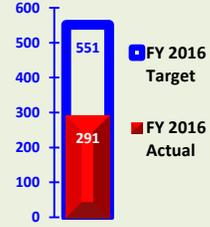
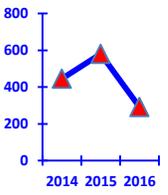
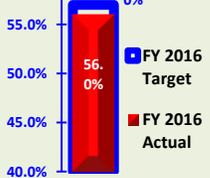
⁸⁷ Retiring metric at conclusion of FY 2016. Please see appendix B for additional information pertaining to the metric's retirement. The FY 2017 and 2018 targets were 31.0% and 25.0%, respectively. If a new metric is being proposed, the new metric will be directly below the indicator measurement direction of the metric being retired.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	 Missed ⁸⁵	 Exceeded ⁸⁶	2017	2018	
New Metric: Percentage of Department Grant Recipients without any Single Audit Findings	FY: 2014–2016 Average 85.4% ⁸⁸	NA	NA	86.1%	NA	NA	NA		86.1%	86.6%	NA
6.2.B. Compliance rate of contractor evaluation performance reports	FY: 2013 85.0%	FY: 2014 97.0%	FY: 2015 98.0%	FY: 2016 95.8%	FY: 2016 100.0%	NOT MET			100.0%	100.0%	
INCREASE 											

⁸⁸ The baseline data is based on an average of Department grantees with no single audit findings over the past three fiscal years, 2014–16.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸⁵	Exceeded ⁸⁶	2017	2018	
6.3.A. Overall average impact score of the Department's technical assistance in helping build State capacity to implement education reforms⁸⁹	FY: 2015 7.73	NA	FY: 2015 7.73	FY: 2016 7.58	FY: 2016 8.00	NOT MET			7.75	8.00	
<p style="text-align: center;">INCREASE</p>											

⁸⁹ Metric has been revised from tracking the “percentage of states” to tracking the “overall average impact score” of the states that rate the Department’s technical assistance via the Grantee Satisfaction Survey, which is a more meaningful metric for the Department. The baseline and subsequent data points have been revised from the 2015 APR to reflect the change in the metric.

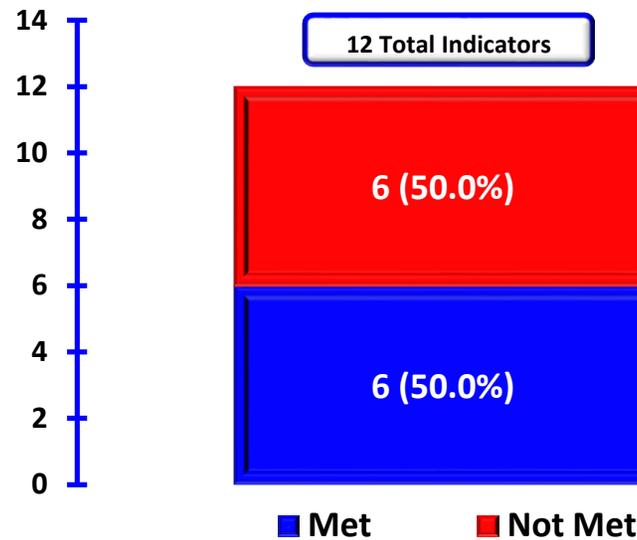
U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸⁵	Exceeded ⁸⁶	2017	2018	
6.4.A. Number of ED IT security incidents <p style="text-align: center;">DECREASE</p> 	FY: 2012 756	FY: 2014 445	FY: 2015 580	FY: 2016 291	FY: 2016 551	MET	 	291 ⁹⁰	277 ⁹¹		
6.4.B. EVS Results-Oriented Performance Culture Index <p style="text-align: center;">INCREASE</p> 	FY: 2012 53.0%	FY: 2014 56.0%	FY: 2015 57.0%	FY: 2016 56.0%	FY: 2016 57.0%	NOT MET	 	58.0%	59.0%		

⁹⁰ FY 2017 target was reduced significantly to aim at a continual decrease in incidents by more than the 5 percent reduction from the initially proposed FY 2016 target in the 2015 APR.

⁹¹ Reduction of 5 percent from previous year's actual to align with a more aggressive approach to reducing security incidents.

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
		2014	2015	2016	2016	2016	Missed ⁸⁵	Exceeded ⁸⁶	2017	2018	
6.4.C. EVS Leadership and Knowledge Management Index INCREASE 	FY: 2012 60.0%	FY: 2014 61.0%	FY: 2015 62.0%	FY: 2016 61.0%	FY: 2016 63.0%	NOT MET			64.0%	65.0%	
6.4.D. Total usable square footage DECREASE 	FY: 2012 1,563,641	FY: 2014 1,533,239	FY: 2015 1,530,864	FY: 2016 1,367,000	FY: 2016 1,459,937	MET			TBD	TBD	
6.4.E. Rent cost DECREASE 	FY: 2014 \$74.3M	FY: 2014 \$74.1M	FY: 2015 \$72.7M	FY: 2016 72,149,828	FY: 2016 \$80.3M	MET			\$74,470,439	TBD	

Goal 6 FY 2016 Indicator Performance Summary



NA = Not applicable.

TBD = To be determined.

Academic Year (AY) is a collegiate year spanning August–May; School Year (SY) spans August–July and is aligned with a P–12 school year; Fiscal Year (FY) corresponds to a federal fiscal year; Calendar Year (CY) spans January–December.

Data Sources and Frequency of Collection:

- 6.1.A. EDHires (Monster’s electronic hiring management system); annually
- 6.1.B. Office of Personnel Management (OPM) Federal Employee Viewpoint Survey (FEVS); annually
- 6.1.C. Federal Personnel/Payroll System (FPPS) Datamart; annually
- 6.1.D. OPM FEVS; annually
- 6.2.A. Office of the Chief Financial Officer’s (OCFO) Audit Accountability & Resolution Tracking System (AARTS); annually
- 6.2.B. Past Performance Information Retrieval System (PPIRS) www.ppirs.gov “PPIRS Compliance Report”; annually
- 6.3.A. Annual Grantee Satisfaction Survey; annually
- 6.4.A. Cyber Security Assessment and Management (CSAM) and RSA Security Operations management (SecOps); quarterly
- 6.4.B. OPM FEVS; annually
- 6.4.C. OPM FEVS; annually
- 6.4.D. Department’s Master Space Management Plan; annually
- 6.4.E. Department’s Master Space Management Plan; quarterly

Note on performance metrics and targets: These metrics were established as a part of the *FY 2014–18 Strategic Plan*. Metrics may be updated or revised to reflect awareness of more accurate data or clarifications. Such updates or revisions are identified in footnotes.

Analysis and Next Steps by Objective

Objective 6.1: Effective Workforce

FY 2016 Implementation Strategy

In FY 2016, the Department continued to improve its time-to-hire performance, fill mission-critical positions, and offer viable options to the competitive process while ensuring hiring managers continue to receive a high caliber of applicants from which to select. These successes continue to be relayed during Supervisor Training 101, at collaboration meetings with hiring managers and HR Specialists, and in meetings with the Department's Senior Leaders.

The Department's enhanced engagement activities resulted in the Department exceeding the government average [Federal Employee Viewpoint Survey \(FEVS\)](#) response rate by 30.4 percentage points. The Department's 2016 response rate increased 3.5 points to 76.2 percent. Nine offices met or exceeded the Department's 2016 response rate goal of 80 percent. Fourteen offices exceeded their prior year participation rate; seven exceeded by double digits. The Department's unwavering and focused championing of engagement has resulted in the Department achieving a 1 percent increase in the Employee Engagement Index annually since 2012.

Diversity and inclusion has been empirically and positively associated with greater talent utilization, better employee retention, increased innovation, and higher performance. The Department continues to build capacity at all levels of the Department, working through the Department's Diversity and Inclusion Council, the Diversity Change Agent Program, and various training opportunities. The Department has designed a "Diversity and Inclusion Dashboard" for internal use that serves as a tool to provide senior leaders with demographic diversity data about hiring, attrition, retention, and a host of other data-driven accountability measures to assist in diversity planning. The Department continues to participate in the governmentwide Federal Diversity in Government Council.

FY 2016 Barriers to Success

There are challenges to educating managers on the numerous hiring flexibilities of the recruitment process and engaging subject matter experts (SMEs) where it would be most beneficial. Some hiring managers found reworking recruitment packages to include strengthening specialized experience statements or reworking self-assessment questions to be a challenge. The Department mitigates this risk by building partnerships up front, utilizing other avenues to hire, and providing consistent briefings from top to bottom.

The Department's employee engagement initiative relies heavily on principal office prioritization and implementation. The Office of Management (OM) offered and will continue to offer training courses, access to expert consultants, and senior-level engagement meetings to assist principal offices in successfully implementing employee engagement programs and activities. OM also communicated to principal offices about the support services available to the principal offices to assist them in the engagement planning and implementation process.

Key Milestones and Future Actions

The Department has entered into an agreement with Monster Government Solutions to utilize the assessment tool and position classification modules within its hiring system. This agreement expands the Department's ability to standardize position descriptions and provide more support

in the efforts to shorten timeframes. In addition, the Department will continue to promote the effective use of noncompetitive hiring authorities and advocate HR Specialists directly partnering with hiring officials at the onset of the process.

In the area of employee engagement, OM will continue outreach to principal offices and work through the Monthly Operations Forum to shape annual engagement focus areas, raise awareness of best practices and information sharing, incorporate engagement best practices into day-to-day operations, and strive to increase the Department's Employee Engagement Index.

Currently, the Department plans to continue hosting regularly scheduled Diversity and Inclusion Council meetings, participating in the governmentwide Diversity and Inclusion Council, and providing diversity and inclusion training opportunities.

Objective 6.2: Risk Management

FY 2016 Implementation Strategy

Through risk management, the Department identifies, sets priorities, and takes action on challenges affecting the successful use of grant, loan, and contract funds, in order to forward the achievement of its mission and strategic goals. During FY 2016, the Department's risk management work included improving the audit resolution process, conducting grantee risk assessments, increasing oversight and technical assistance with targeted grantees, recording past performance information on contractors, and monitoring grants and contracts.

This year, the Department improved its use of audit data to identify grantee management challenges. Our continued improvement in the audit resolution and closure process enables the Department to provide feedback and technical assistance to audited grantees that helps them improve the management and outcomes of their grant-funded activities.

During FY 2016, the Department conducted a preaward risk review of all organizations slated for new awards or continuation awards from competitive grant programs. This process helped identify grantees that had not completed audits, as required for all grantees expending \$750,000 or more during the fiscal year, and resulted in many organizations completing their audits. The number of grantees the Department identified as missing audits declined by two-thirds between 2012 and 2015. In addition, the Department's program officers provided targeted oversight of and technical assistance to grantees to address issues identified during the preaward risk reviews. The Department formula grant programs reviewed the financial management and performance information of grantees and used this information to guide technical assistance to the field, as well as monitoring and oversight of specific grantees.

Contract monitoring was improved this year by partnership between the contracts office and program staff to ensure that both the contractor fulfillment of requirements and successful outcomes and deliverables were achieved. Program offices conducted ongoing monitoring of grants, targeting programs and grantees that pose the greatest risk to program success.

FY 2016 Barriers to Success

Although the Department did not encounter barriers to success in risk management, there are ongoing challenges that must be addressed on a regular basis. These include the resources available for monitoring and the agency's dependence on direct grant recipients to monitor the ultimate recipients, who spend the grant funds.

The staff levels in Department program offices, FSA, the contracts office, and other Department offices largely determine the limits of monitoring and oversight activities. To address this challenge, the Department continues to explore ways to make the process more efficient, such as targeting oversight based on risk, automating the analysis of audit and past performance information, and using telecommunication and web-based technology to communicate with grantees.

Because most Department funds flow through direct grant recipients to the agencies and individuals who ultimately use the funds, good oversight of Department funds depends on the “pass through agency” that distributes funds to the ultimate recipient agencies and beneficiaries. State agencies that sub-award Department grants to local agencies are crucial participants in grant oversight. Control over student aid funds is dependent on participating institutions. Most of these partners in administering Department programs are also challenged to find sufficient staff resources to conduct rigorous oversight of grant programs.

Key Milestones and Future Actions

In 2016, the Department launched Enterprise Risk Management (ERM) to meet the requirements of OMB Circular No. A-123, “[Management’s Responsibility for Enterprise Risk Management and Internal Control](#).” Over the next year, the Department will formulate ERM plans by coordinating and expanding current risk management activities into an agencywide strategy to address its highest priority risks.

To address capacity for grant, contract, and student financial aid oversight, the Department will continue to improve upon its risk-based monitoring planning and provide professional development for contract and grant officers. The number and skills of the staff responsible for monitoring will be assessed through ERM.

To improve the usefulness of audits to the Department as well as the audited organization, the Department will continue to work toward improving the audit process. The Department is developing guidance for grantees on audit readiness, and plans to continue to promote quality audits by working with the national auditor community. The Department will continue to improve the process for resolving audits and will revise its procedures for audit resolution and closure.

Objective 6.3: Implementation and Support

FY 2016 Implementation Strategy

The OSS within OESE is designed to provide more transparent, higher quality, and better differentiated support to states. The matrix organization model adopted by the OSS ensures that a state has two primary contacts within the office, and these individuals serve as the liaisons across key state-administered grant programs and major federal funding streams that flow to each state and district. By consolidating processes and technical assistance, the Department will be able to more effectively customize its outreach to individual states and model the critical partnerships that states should have with their respective districts.

In FY 2016, the office focused on continuing professional learning and increasing staff knowledge and capacity in the program areas and office functions, as well as supporting states in implementing programs administered by the OSS. The OSS is working to deepen staff knowledge and build and pilot systems and routines that allow staff to support states with implementation through a systemic approach to performance review, policy coordination, data review, and technical assistance. In early 2016, the OSS launched staff Professional Learning Communities to provide OSS staff opportunities to deepen knowledge of new ESSA provisions.

The OSS is also working to create a culture of data use. In FY 2016, OSS staff reviewed and validated state data reported on the consolidated state performance report (CSPR). Staff used this and other outcome data from the state to better understand state context when conducting performance progress review calls. Additionally, leadership used data from the employee viewpoint survey, as well as focus group findings, to determine areas of strength and weaknesses of the OSS. As a result of these data, leadership began a strategic planning process, with input from staff.

The OSS continued implementing its performance review system. This new system covers all OSS programs through a single, streamlined process that encourages SEAs to develop and effectively implement integrated and coherent state plans. OSS restructured the comprehensive performance review system implementation timeline by elevating support to SEAs preparing for full implementation of the ESSA and its requirements in SY 2017–18. As a result, during this transition period the OSS implemented, in phases, a comprehensive performance review system.

In FY 2016, OSS implemented several new routines to ensure ongoing coordination with internal and external partners. OSS began monthly conversations with the CCSSO to increase information sharing and coordination of ESSA transition support to states. Additionally, OSS and School Support and Rural Programs have regular meetings to increase coordination and communication between state program officers and Department-funded Comprehensive Centers.

FY 2016 Barriers to Success

Transitioning to the new OSS structure is a significant change that will take time to implement fully. OESE and OSS leadership are still establishing new processes and procedures, and the transition will take place gradually. Continuing challenges include staffing, appropriate professional development and support for staff, and relevant outreach and communication internally and externally. Additional challenges for the upcoming year include the launch of an updated state performance review and implementing against a new strategic technical assistance plan. State capacity to implement new ESSA provisions also continues to be a challenge.

Key Milestones and Future Actions

In launching the OSS performance review system, the Department deepened its collaborative relationship with the states with the quarterly progress checks on a common topic, piloted a risk-based fiscal review, conducted several shadowing trips to better understand the work of SEA staff, and hosted two collaborative calls that brought several states together to discuss common problems and share their approaches. To support continuous improvement of this process, OSS surveyed each fiscal review pilot state to gather feedback on the prototype tiered protocol that was developed in partnership with the Management and Support Unit of OESE.

The OSS kicked off the State Support Network, a new four-year, \$10 million technical assistance contract that will support states as they intervene in the lowest-achieving schools. The State Support Network continues to work collaboratively with the Comprehensive Centers and other partners to help states. In FY 2017, the State Support Network will provide universal support through broadly shared school improvement resources organized in a user-friendly website; collective support for technical assistance delivered in person, virtually, and shared by multiple organizations; and individual support focused on direct technical assistance from providers delivered in person and virtually to address specific state and district needs.

The OSS restarted an assessment peer review process. After a four-year hiatus, and releasing new guidance in fall 2015, the OSS led a peer review process for 38 states in spring and summer 2016. From those reviews, the OSS began to develop feedback to states, with the goal of providing peer review notes and feedback letters to all reviewed states by the first quarter of FY 2017. Having good, actionable data from the assessment system is paramount to having a strong accountability system and providing schools, teachers, parents, and the public with the information they need to help all kids reach their potential.

Objective 6.4: Productivity and Performance Management

FY 2016 Implementation Strategy

Cybersecurity continues to be a priority at the Department with the implementation of new, and the optimization of existing, capabilities to control the flow of sensitive information and prevent access to information systems, data, and critical information and infrastructure by unauthorized individuals. The ongoing measurement and analysis of cybersecurity incidents and privacy breaches, in accordance with OMB and Department of Homeland Security (DHS) guidelines, identifies areas for improvement and working with critical stakeholders to implement best practices.

The Department continued its focus on the implementation and utilization of new security tools, and fine-tuning existing tools to meet the security needs of the IT environment. Our progress demonstrated the effectiveness of the installed capabilities by identifying unauthorized business practices and inappropriate handling of sensitive information. The Department increased its emphasis on the training of the cybersecurity workforce, to address identified discrepancies, and published new standard operating procedures (SOPs). In another effort to expand and strengthen its IT security posture, the Department implemented Two-Factor Authentication (2FA) for external users of the Grant Management System (G5), in compliance with Homeland Security Presidential Directive 12 (HSPD-12).

The Department continued its implementation efforts to maximize the utilization of electronic signature functionality for discretionary and formula grants. The Department performed continuous monitoring of discretionary and formula grant activities in the G5 system to evaluate adoption of the electronic signature functionality by the program offices.

The Department focused on applying the lessons learned, testing of the automation changes, and implementation of additional process to improve the Department's overall incident response. To reduce the response time, additional resources were assigned and a surge capacity has been identified using Department and DHS assets.

The Department also continues to improve the performance management system to strengthen and clarify performance expectations and ensure alignment with organizational goals to support a results-oriented performance culture. This effort keeps performance management at the forefront of Departmental news on a regular and recurring basis.

Ensuring staff have the facilities and space to perform is an important part of supporting productivity. Through an aggressive strategy of relocating staff and reconfiguring space, as well as leveraging wireless connectivity, telework, desk sharing, and "hoteling" seating arrangements, the Department achieved the FY 2016 goals in reducing overall footprint (Usable Square Feet/USF) and rent costs. The immediate reductions in FY 2016 were mainly due to the Rapid Rent Reduction initiative (R3), which compressed personnel into existing Lyndon B. Johnson (LBJ) and Potomac Center Plaza (PCP) locations, allowing the release of three

commercial leases: 1990 K Street, Capitol Place, and L'Enfant Plaza. This strategy supported an overall plan that will further reduce the overall USF and rent costs in FY 2017, FY 2018, and beyond. Significant progress was made in FY 2016 that will generate further reductions in space and commercial leases.

FY 2016 Barriers to Success

During FY 2016, the Department continued to address challenges that included the availability of a skilled cybersecurity workforce, and the ability to rapidly implement automated cybersecurity capabilities. Additionally, OCIO is working with its IT services provider to provide qualified staff and accelerate planned implementations.

While data assurance and visibility increased, processes and technology continually need to be refined to reduce the risk to the Department. The Department met the FY 2016 performance target of 234 for IT security incidents and 120 for IT security breaches. To reduce the response time, additional resources were assigned and a surge capacity has been identified using Department and DHS assets. The Department's efforts resulted in reducing the cybersecurity response time to 22 minutes for the final quarter of FY 2016.

The use of the electronic signature functionality was heavily promoted during the fourth quarter of FY 2016. The outcome was an increase in use by program offices. The Department found that only through continued change management efforts will the use of the functionality be fully accepted. Change management is an important theme in the Department's efforts in leadership and knowledge management and maintaining a results-oriented performance culture. However, employees need time to participate in training opportunities, even online learning opportunities. Managers and employees need to be engaged in training and performance management; risks are mitigated by senior leadership emphasis and support for the program. Also, risks are mitigated by holding managers accountable for completing the process.

In the areas of space and rent, while the commitment is strong to reduce the amount of space and the rent bill, there are several factors that affect the Department's implementation of these plans. One challenge is the availability of funds in the near term, as it will require an initial investment to realize the longer-term savings.

Another challenge is identifying program areas that may grow or shrink in coming years, based on both policy and changes in resources and environment. One way to mitigate this is to provide flexibilities both in furnishings and layout, but also to leverage increased telework, desk sharing, and technology to increase the flexibility and usage of space.

Key Milestones and Future Actions

As noted earlier, the Department achieved a 97 percent establishment rate for performance plans. The Department continues to make strides toward 100 percent completion of performance plans. The involvement and commitment from senior leaders was essential to the increase in the percentage of performance plans completed this year and is essential moving forward. Performance management and training are critical to employees and supervisors. Throughout FY 2016, OM continued to market and educate supervisors on the initial and annual requirements for supervisory/managerial training. This effort and the provision of a robust set of course offerings for employees will continue in FY 2017.

In the area of space and rent, the Department will continue with projects and plans to consolidate our footprint. The General Services Administration (GSA) is currently performing the PCP/LBJ Program of Requirements (POR)/Feasibility study for the renovation, space

optimization, and consolidation of a significant portion of the PCP-leased space into the LBJ Headquarters Building. The consolidation will reduce the overall utilization rate by reducing space allocations in the two locations. Once the Department has the study results, it will incorporate the space reductions into its out-year space plan.

Management Priorities and Challenges

The mission of the Department is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Continuous Improvement & Accountability in Department Operations

To support the work of the Department's policy agenda, a sound infrastructure and strategic allocation of and investments in human resource capacity are critical. The Department uses data-driven reviews as a mechanism to bring together the people, resources, and analysis needed to drive progress, reinforce priorities, and establish a culture of continuous improvement. Also, again in FY 2016, the Department participated in the President's Management Agenda Benchmarking effort and reviewed the data during the Department's FedStat meeting with OMB to discuss organizational performance management, gauge the impact of operations, and talk about risk mitigation strategies and the path forward.

The Department has collaborated with both government and private sector partners to explore solutions to payment and data integrity issues, address fraud risk, and provide better oversight of its programs. More information on these efforts, including the use of shared services and managing enterprise risk, was reported in the [FY 2016 Agency Financial Report](#).

In FY 2018, the Department's management priorities will focus on improvements to achieve the goals established in the President's Management Agenda. These include:

1. managing programs and delivering critical services more effectively;
2. devoting a greater percentage of taxpayer dollars to mission achievement rather than costly, unproductive compliance activities;
3. increasing effectiveness and efficiency in supporting program outcomes; and
4. increasing accountability for improving performance.

Addressing Management Challenges

As summarized in the *FY 2016 Agency Financial Report*, the Office of Inspector General (OIG) has identified five management challenges for the Department in FY 2017. These challenges are detailed in the [FY 2017 Management Challenges Report](#).

In FY 2016, the Department began a new effort to address these challenges. The Office of the Deputy Secretary initiated a detailed review of the five management challenges, assigned senior managers to be accountable for each, and assembled a workgroup of other senior managers throughout the Department to address the noted challenges. This effort underway has helped identify systemic root causes to ensure that the Department's actions produce results. The OIG has stated that it considers this initiative to be a positive step towards addressing long-standing management challenges and encouraged the Department to continue to explore approaches that result in targeted focus within each of the areas.

While these challenges reflect continuing vulnerabilities and emerging issues, the Department remains committed to improved governance and better business processes. Management has worked closely with OIG to gain its perspective about the Department's most significant management and performance challenges.

In FY 2018, the Department will continue implementing coordinated actions to address the root causes of management challenges. The *Government Performance and Results Modernization Act of 2010* requires the Department to include in its APP the following information on those planned actions, including performance goals, indicators, and milestones, to address these challenges:

Management Challenge	Accountable Official	Planned Actions	Performance Goals/Indicators/ Milestones
Improper Payments	Chief Financial Officer (FSA)	<ul style="list-style-type: none"> ▪ Continue to coordinate with OMB on refinements to estimation methodology for student aid programs ▪ Continue to improve grant and contract risk assessments ▪ Continuous monitoring of processes and systems to strengthen controls, including work with IRS to implement system upgrades and reactivate the Data Retrieval Tool to enable applicants to securely obtain necessary financial information to complete the FAFSA or apply for an income-driven repayment (IDR) plan 	<ul style="list-style-type: none"> ▪ Goal: Minimize the risk of improper payments without unduly burdening students ▪ Indicators: Strengthened controls, improved risk assessments and estimates ▪ Key milestones: Engage OMB and Congress, revise risk assessment and estimation methodologies, implement actions intended to help achieve FY 2018 targets including reactivation of IRS Data Retrieval Tool
Information Technology Security	Chief Information Security Officer (OCIO)	<ul style="list-style-type: none"> ▪ Complete ED cybersecurity workforce assessment to identify current gaps in Department cybersecurity workforce ▪ Develop ED Cybersecurity Workforce Development Plan to address gaps identified in the ED cybersecurity workforce assessment ▪ Establish Department/FSA Cybersecurity Committee ▪ Develop ED Cybersecurity Strategy and Implementation Plan (ED-CSIP) 	<ul style="list-style-type: none"> ▪ Goal: Mature the Department’s cybersecurity operations to achieve the next level of effectiveness as defined by the FISMA maturity model ▪ Indicators: Updated plans and strategies, tools acquired, increased detection and reporting of system breaches ▪ Key milestones: FY 2018 and FY 2019 budget submissions, deployment phases through FY 2018
Oversight and Monitoring	Director, Risk Management (FSA)	<ul style="list-style-type: none"> ▪ Increase expertise among Department staff to effectively monitor student aid program participants and grant recipients ▪ Improve monitoring and support processes, including increased information-sharing across offices and more integrated and targeted monitoring approaches ▪ Expand data analysis capabilities and develop better 	<ul style="list-style-type: none"> ▪ Goal: Improve program compliance and grant outcomes through high-quality and timely monitoring and support ▪ Indicators: Increased use of data to identify higher-risk program participants, improved internal controls to ensure efficient and effective monitoring, improved customer feedback

Management Challenge	Accountable Official	Planned Actions	Performance Goals/Indicators/Milestones
		<p>ways to identify higher-risk program participants to detect potential misuse of funds</p> <ul style="list-style-type: none"> ▪ Highlight areas of ambiguity or common misunderstanding for program participants and provide additional technical assistance in those areas 	<ul style="list-style-type: none"> ▪ Key milestones: update risk assessments for student aid participants; gather feedback from annual student aid conference attendees; implement FY 2018 Enterprise Risk Management requirements; implement risk-based, tiered, and virtual monitoring approaches for grant recipients; strengthen electronic records for grant monitoring; develop skills in staff
Data Quality and Reporting	Director, Risk Management Service (ODS)	<ul style="list-style-type: none"> ▪ Implement tracking tool using key elements from Consolidated State Performance Reports (CSPR) to improve monitoring and correction of data quality issues ▪ Finalize data management strategy and continuation with principal offices stewarding data quality, as part of the ED Facts Data Governance Board ▪ Adopt new standard certification language in each data collection system; require states to provide additional justification for questionable data ▪ Identify promising practices in monitoring grantee controls over data accuracy and share across principal offices ▪ Leverage Single Audits to help assess grantee data quality 	<ul style="list-style-type: none"> ▪ Goal: Strengthen data quality and reporting to better enable evidence-based decision-making ▪ Indicators: Improved governance of data quality, fewer data quality audit findings, increased use of data to improve program outcomes ▪ Key milestones: Expand use of data tracking tool, disseminate promising practices, revise FY 2018 Compliance Supplement
Information Technology System Development and Implementation	Director, Information Technology Program Services (OCIO)	<ul style="list-style-type: none"> ▪ Establish a governing OCIO-based Project Management Office capability to begin integrating and optimizing resources to review project work plans, methods, and deliverables and provide support, review, and oversight to Department IT project managers ▪ Consolidate and standardize current LCM/LMM structure and governance to monitor, 	<ul style="list-style-type: none"> ▪ Goal: Mature the Department's compliance with FITARA requirements ▪ Indicators: Improved governance and capabilities, fewer audit findings ▪ Key milestones: Implement new governance structure and LCM/LMM reporting, target dates through FY 2018

Management Challenge	Accountable Official	Planned Actions	Performance Goals/Indicators/Milestones
		manage, and enforce IT project management practices and IT solution delivery methods <ul style="list-style-type: none"> ▪ Educate systems owners on LCM/LMM processes by forming an internal community of practice ▪ Develop Department Guidance on Software Development Best Practices 	

Lower-Priority Program Activities

The Cuts, Consolidations and Savings volume of the President’s Budget identifies the lower-priority program activities, where applicable, as required under the *GPR Modernization Act of 2010*, 31 U.S.C. 1115(b)(10). The public can access the volume at <http://www.whitehouse.gov/omb/budget>.