



FY 2022 Annual Performance Report AND FY 2024 Annual Performance Plan



U.S. DEPARTMENT OF EDUCATION



MESSAGE FROM THE SECRETARY



Miguel A. Cardona
Secretary of Education

I am pleased to present the U.S. Department of Education’s (Department’s) *FY 2022 Annual Performance Report and FY 2024 Annual Performance Plan*. At the Department, we believe in the potential of every student. And as an educator, I know that all our nation’s students have gifts to offer. But today, far too many students lack access to rich educational opportunities that can help them both discover and realize their potential and gifts. I believe that this is our moment, as a country, to reimagine our education system so every student—*everywhere* in America has access to opportunity.

The accomplishments discussed in this report and the objectives in this plan are helping our students find their passion and purpose, gain critical knowledge, sharpen their skills, and define their futures. Over the next two years at the Department, our goals are to raise the bar in education and ensure this progress continues so our students succeed in school, thrive in life, and earn the postsecondary degrees and industry credentials that our employers require and that our global economy demands.

Recognizing the pandemic’s impact on our nation’s students, parents and families, educators, and communities, the Biden–Harris Administration made safely and successfully reopening schools for in-person learning a top priority in fiscal year (FY) 2022. And thanks to the tireless efforts of school leaders and educators as well as unprecedented resources for education through President Biden’s American Rescue Plan, all our schools are fully open and serving students where they learn best—in the classroom with their peers.

We know our students’ learning was disrupted by the pandemic. Recent findings from the National Assessment of Educational Progress—also called the “Nation’s Report Card”—show how strongly the impact has been felt by our students. By most indicators, students’ math and reading achievement declined by several points. Gaps in academic achievement worsened in the elementary grades. And even before the pandemic, our education system simply wasn’t

working for everyone, including many students of color, students with disabilities, students from rural and economically disadvantaged communities, and multilingual students.

Now is a moment of urgency and a moment of truth: a time to shape an education system that is more equitable—where every student has access to excellence in teaching and learning. We must raise the bar! The good news is that we have unprecedented federal resources for this vital work.

With funds from the American Rescue Plan, states, districts, and schools are continuing to address unfinished instruction; accelerating students' academic outcomes; and supporting their social, emotional, and mental health. Resources from the *Bipartisan Safer Communities Act* are empowering school communities across the country to create and maintain safe and inclusive learning environments, including by hiring mental health professionals and growing the pipeline of talented individuals in the mental health profession.

At the Department, we continue to be laser focused on achieving academic excellence and helping states, districts, and schools ensure students recover their learning and achieve to the highest levels.

For example, in FY 2022, we launched our National Partnership for Student Success with leading education, youth, and service organizations. This coalition supports the creation, expansion, and improvement of high-intensity tutoring, mentoring, and other programs that will accelerate students' learning and support their overall well-being.

In addition to our focus on meeting students' academic needs, we are supporting efforts to invest in students' social and emotional development and their mental health through new initiatives and resources to states and districts. For example, our Engage Every Student initiative is a public-private partnership of schools, districts, state and local governments, and community-based organizations. This first-of-its-kind effort is expanding access to quality out-of-school time learning so that many more students are participating in after-school and summer enrichment opportunities that will help them reconnect to the joy of learning and nurturing relationships with educators and other caring adults.

We're also working to promote supportive, safe learning environments for our students, including through the Promise Neighborhoods program that is designed to significantly improve academic and developmental outcomes for children living in communities of concentrated poverty. Our Full-Service Community Schools program is providing academic supports, integrated health and social services, and engagement opportunities for students while creating stronger connections among families, communities, and their public schools.

At the Department, we recognize that excellent, well-trained, well-supported educators are crucial to the success of our students and everything we do in education. That's why we're continuing to work hard to elevate the teaching profession, increasing opportunities for educator agency and leadership, and investing in better working conditions, high-quality professional development, and competitive salaries for teachers. In 2022, we announced a series of new efforts to strengthen the teaching profession and support schools to address national educator shortages—including commitments from leading job platforms to make it easier for individuals interested in a teaching career to enter the field. We're also engaging

in intentional partnerships with our federal partners to expand high-quality programs that prepare and support teachers, like our work with the Department of Labor on registered teacher apprenticeship programs.

Protecting students' civil rights remains a priority for our agency as well. In FY 2022, we released proposed amendments to Title IX to ensure crucial protections against sex discrimination, including sex-based harassment and sexual assault. The Department also released guidance that addresses the discriminatory use of school discipline practices for students with disabilities.

Because we know that today's most in-demand, well-paying jobs require education beyond high school, we must make sure that every student has the opportunity to earn a college degree or industry credential that leads to a fulfilling career.

We are working to build a higher education system that is more affordable and inclusive, produces more equitable outcomes, and delivers a better return on investment to students.

In FY 2022, the Department made new investments aimed at addressing one of the greatest injustices in our current higher education system: Our nation's most inclusive institutions, which serve the most students with the most to gain from a college degree, suffer from chronic underinvestment and lack sufficient resources to propel students to graduation day. We announced our first-ever College Completion Fund for Postsecondary Student Success with grants to help community colleges, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, Hispanic-serving institutions, and other minority-serving institutions to invest in data-driven and evidence-based practices that encourage postsecondary retention, transfer, and completion, as well as reenrolling students who left school during the pandemic. With even bolder investments in college completion, we believe our nation's most inclusive, open-access institutions can boost graduation rates, close equity gaps, and deliver on higher education's promise as an engine for upward mobility.

The Department is growing the number of Ronald E. McNair Postbaccalaureate Achievement Program awardees that are minority serving from 20% to 39%.

Additionally, in FY 2022, the Department released proposed regulations rewriting major student loan discharge programs authorized by the *Higher Education Act of 1965* to ensure they deliver on their promises to eligible borrowers. Our regulations—which were finalized in October 2022—streamline access to debt relief for borrowers whose schools closed, who are totally and permanently disabled, or who were taken advantage of by their colleges. We also increased access to loan forgiveness for public service workers who have met their commitments under Public Service Loan Forgiveness, which this year, through permanent improvements to the program, we transformed from a *promise broken* into a *promise kept* for hundreds of thousands of borrowers.

Importantly, the Department issued final rules to close long-standing loopholes that subjected veterans and servicemembers to aggressive recruitment tactics by for-profit colleges. We also completed negotiated rulemaking on regulatory proposals to strengthen

accountability for institutions that leave students with unaffordable debts, and we are taking steps to better ensure that postsecondary programs deliver real value to students.

Together with our partners at the Departments of Labor and Commerce, we also are supporting career and college pathways that remove silos among K–12 education, postsecondary education, and the workforce, to help more students chart a successful course to good jobs, family-sustaining wages, and fulfilling careers. We are committed to growing investments in career-connected learning so every student has options to follow their own path and purpose.

As we look ahead to FY 2024, the Department is focused on raising the bar in education for our students—from preschool through college and careers. Raising the bar means we cannot be satisfied with pockets of excellence for only some of our students when we have an obligation to build systems of excellence for all.

To raise the bar in elementary and secondary education over this next year, the Department will be focused on the following goals:

1. **Achieving Academic Excellence** for all children, including children who live in multilingual families and children with disabilities, so they receive the assistance they need to recover lost instructional time, by emphasizing evidence-based literacy and math instruction, rigorous learning standards, and well-rounded learning opportunities that include early childhood education; science, technology, engineering, and math (STEM); and the arts.
2. **Boldly Improving Learning Conditions** to ensure every child has access to proactive mental health supports in an inclusive and supportive environment that nurtures the student’s and family’s well-being. It also means that every student is taught by a certified teacher, who is provided with professional learning opportunities and a competitive salary.
3. **Creating Pathways for Global Engagement** by evolving our PreK–12 systems, in coordination with higher education institutions and workforce partners, to establish multiple pathways to college and the careers of today and tomorrow. Preparing for global competitiveness also includes more and better opportunities for our students to be multilingual.

In higher education, we will continue to advance efforts that help students afford to enroll in and complete college. We will work to protect students and taxpayers against unacceptable college quality and illegal conduct. We will support inclusive colleges in raising graduation rates, closing gaps, and offering value. And we will ensure student loan borrowers are not left worse off by their loans.

In all of this work, the Department will continue to collaborate with students, parents and families, teachers, and education leaders across the country to support them in doing what works in their communities; provide technical assistance, resources, and tools on pressing topics; disseminate vital education funding; engage in interagency partnerships to better serve learners of all ages and their families; build communities of practice; and elevate

promising efforts that are making a positive, transformative difference in schools and institutions of higher education.

Every day, the Department is guided by the priorities and measures established through our Strategic Plan and annual performance targets. Our actions are fulfilling the promise of education as the great equalizer, so learners of all ages can achieve the lives and careers that they dream of. We are confident that, with leadership from our national, state, and local partners, we can reimagine our education system to meet both the challenges and the incredible opportunities facing our nation.

I have been assured that the performance data included in this *FY 2022 Annual Performance Report and FY 2024 Annual Performance Plan* are complete and reliable in accordance with federal requirements, and I thank you for taking the time to read these important reports.

Miguel A. Cardona
Secretary of Education

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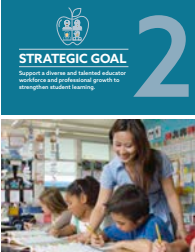
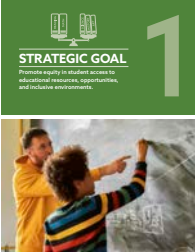
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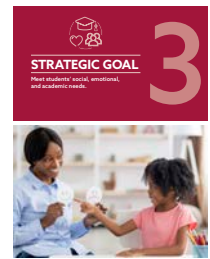


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HIGHLIGHTS



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EXECUTIVE SUMMARY

This document includes the *FY 2022 Annual Performance Report* and *FY 2024 Annual Performance Plan*. The *FY 2022 Annual Performance Report* provides narrative and data on the Department's progress toward the strategic goals and objectives outlined in its [Fiscal Years 2022–2026 Strategic Plan](#), and the *FY 2024 Annual Performance Plan* details the Department's planned strategies and activities to achieve those strategic goals objectives. Note that some of the performance indicators originally proposed in the *FY 2023 Annual Performance Plan* have been edited or do not appear in the *FY 2022 Annual Performance Report* due to data limitations, administrative actions, and regulatory changes.

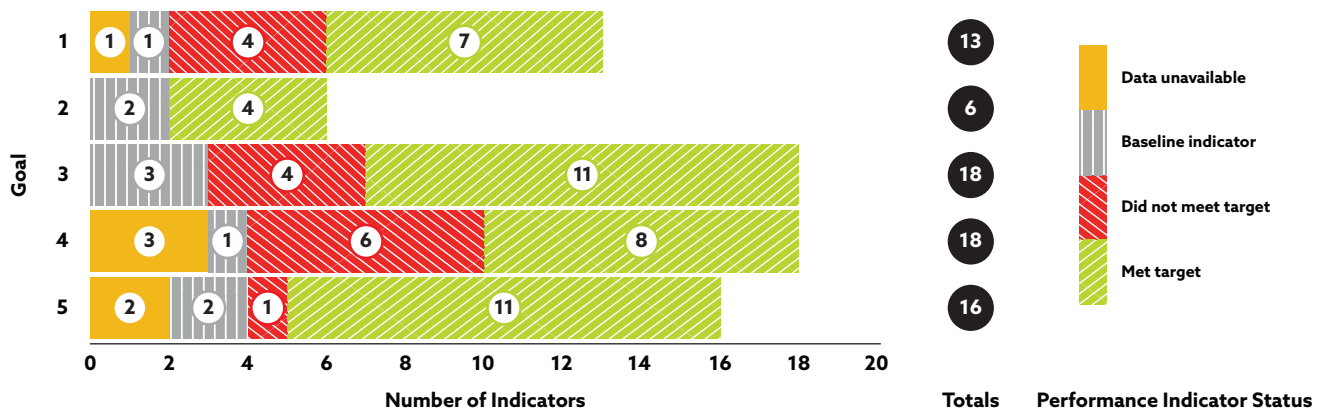
The *Government Performance and Results Act Modernization Act of 2010* (GPRAMA) (Pub. L. No. 111-352) is an update to the *Government Performance and Results Act of 1993* (GPRA) (Pub. L. No. 103-62) and provides the legal basis for the Department's Strategic Plan, including its strategic goals and objectives. In accordance with GPRAMA, the Deputy Secretary serves as the Chief Operating Officer of the Department and leads the Department's work in achieving its strategic goals.

FY 2022 Annual Performance Report

In FY 2022, the Department assessed progress on 71 performance indicators. Of those 71, 41 met their annual targets, 15 did not meet their annual targets, nine baselined, and six did not have established targets as they will baseline in FY 2023.

Additionally, in accordance with the Office of Management and Budget's memo [M-20-21](#), the Department assessed COVID-19 pandemic relief funding progress on four performance indicators. All four performance indicators met their annual targets.

Accomplishing the goals of the [Fiscal Years 2022–2026 Strategic Plan](#) was about much more than meeting targets for performance indicators and encompassed a wide array of activities. This report discusses the accomplishments of the Department during FY 2022 as well as the challenges encountered.



FY 2024 Annual Performance Plan

The *FY 2024 Annual Performance Plan* supports the [U.S. Department of Education Fiscal Years 2022–2026 Strategic Plan](#). The *FY 2024 Annual Performance Plan* summarizes the actions the Department will take to support the priorities of the Biden–Harris Administration, such as promoting equity in education across the nation; accelerating learning for every student; building a diverse and thriving teaching profession; supporting students’ holistic health and wellness to support their overall well-being; making higher education more inclusive and affordable; and ensuring postsecondary pathways lead to successful careers.

Detailed activities and strategies can be found in the *FY 2024 Annual Performance Plan* section within each strategic objective.

ABOUT THE DEPARTMENT

Mission

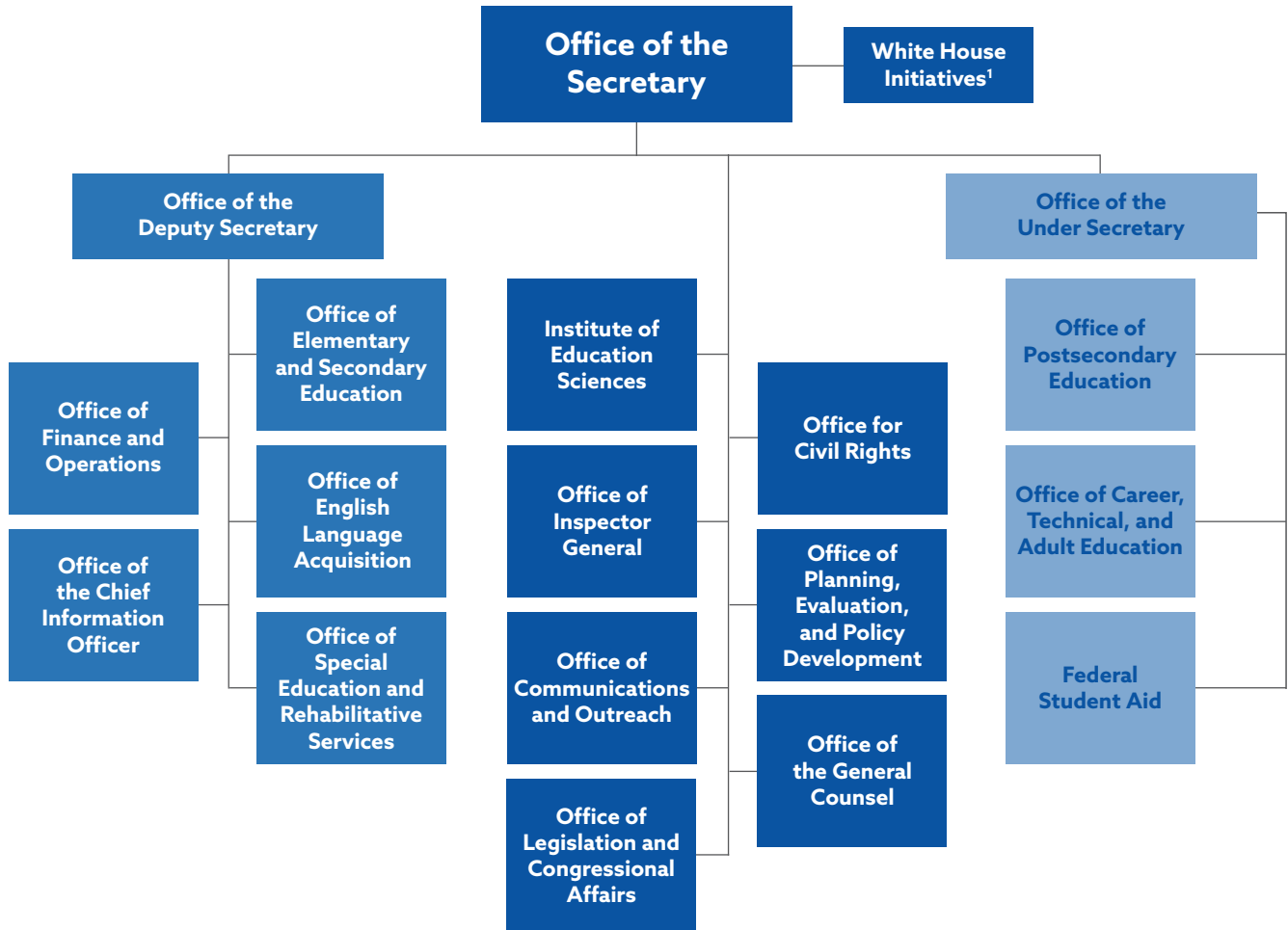
The U.S. Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

The Department accomplishes its education mission by funding programs (i.e., early intervention services and employment training programs) that provide services to children as early as birth all the way to adult learners.

Many of these programs provide grants to state or local educational agencies and support students and families protected by Federal civil rights laws and other laws, including students with disabilities and those from socio-economically disadvantaged backgrounds. Several programs prepare students, teachers, and the nation's citizenry to engage with and succeed in an increasingly globalized world. Other programs provide grants and loans to postsecondary students and facilitate research that examines ways that states, schools, districts, and postsecondary institutions can improve America's education system. In addition, the Department fulfills its mission through the enforcement of student privacy and of Federal civil rights laws that, among other things, provide equal access for all individuals to the programs funded by the Department.

FY 2022 Organization Structure

The following chart shows the Department's coordinating structure in fiscal year 2022.



¹The White House Initiatives are Office of Faith-Based and Neighborhood Partnerships; White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities; White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics; White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans; and White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity through Historically Black Colleges and Universities.

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FY 2022–FY 2026 STRATEGIC PLAN OVERVIEW

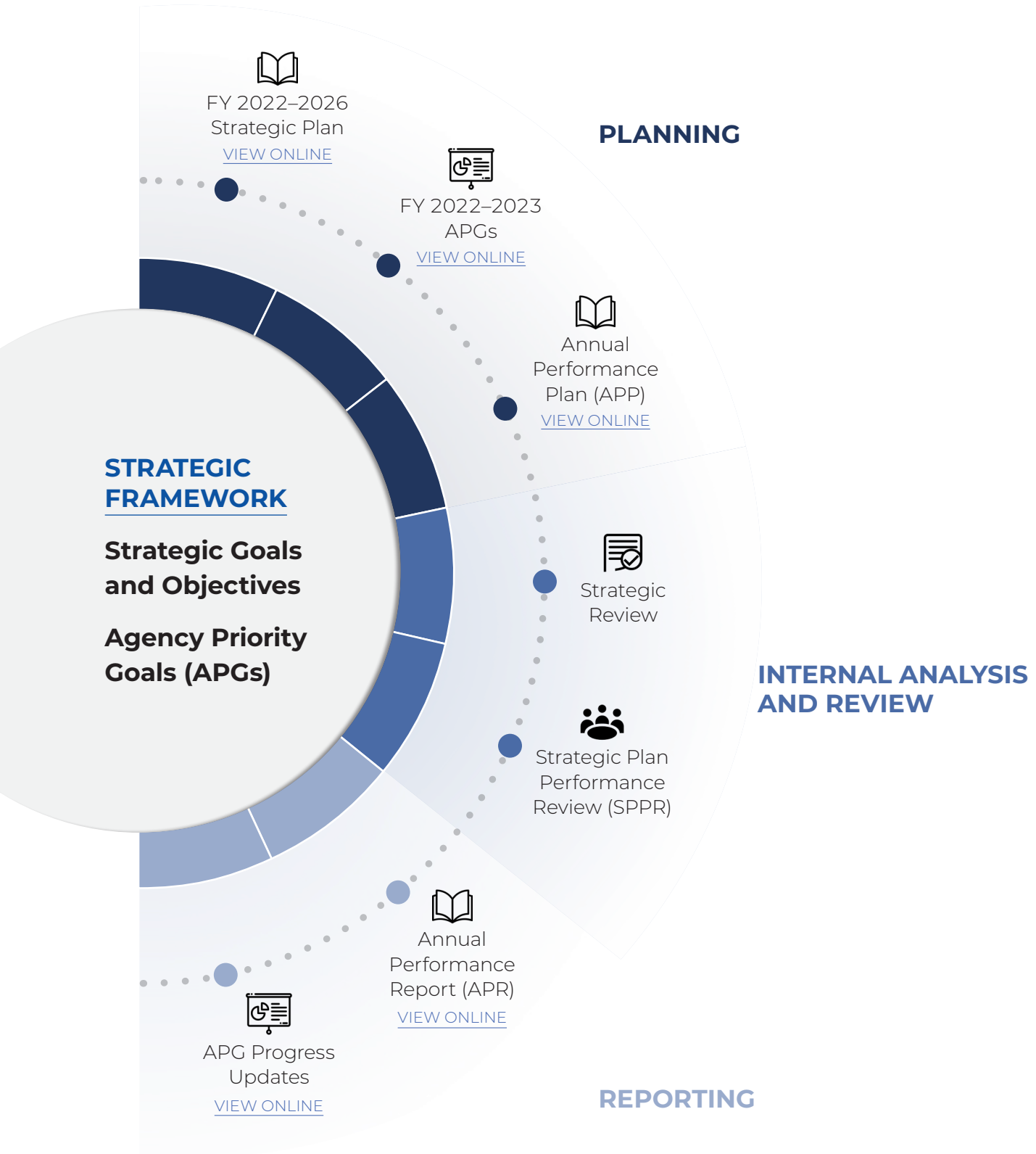
In July 2022, the Department published its [Fiscal Years 2022–2026 Strategic Plan](#). Included in the plan are five strategic goals, each with supporting objectives. The strategic plan is a tool to communicate a clear vision of the Biden-Harris Administration's priorities related to education, and it outlines the administration's high-level goals and objectives along with the strategies that will be used to achieve them. Also included are three Agency Priority Goals, which are two-year goals that reflect the highest priorities of the Department.

The Department is responsible for helping states, school districts, and institutions of higher education provide high-quality education to all the nation's students, especially those who are the most vulnerable and face the greatest barriers.

The Biden–Harris Administration seeks to lay a strong foundation that will contribute to a better, stronger, and more inclusive nation so that everyone in America will have the opportunity to fulfill their potential. This effort will also drive the implementation of policies, programs, and strategies that contribute to improved outcomes for students and ultimately improve national education outcomes. The Department's planning, strategic goals and objectives, performance indicators and metrics, and programmatic implementation are aligned with the [U.S. Department of Education Fiscal Years 2022–2026 Strategic Plan](#).

Performance Management

The Deputy Secretary and Performance Improvement Office facilitate strategic planning, goal setting, reporting, and monitoring to improve operations and achieve the agency's mission. The following flowchart demonstrates the Department's performance management cycle.



FY 2022–FY 2026 Strategic Goals and Objectives

The following tables highlight the Department’s fiscal year (FY) 2022–FY 2026 strategic goals and objectives.

Strategic Goal 1: Promote equity in student access to educational resources, opportunities, and inclusive environments.	
Strategic Objective 1.1	Prioritize the equitable and adequate distribution of resources to communities of concentrated poverty in an effort to provide underserved students with high-quality educational opportunities.
Strategic Objective 1.2	Ensure all students have access to well-rounded, rigorous, engaging, and diverse learning opportunities and environments to support their success in school.
Strategic Objective 1.3	Support states, school districts, and institutions of higher education to promote and protect students’ nondiscriminatory and equal access to education, as provided by Federal civil rights laws.
Strategic Objective 1.4	Promote greater access and supports for youth and adults to engage in learning, succeed in postsecondary education, and increase their employability in high-demand occupations.

Strategic Goal 2: Support a diverse and talented educator workforce and professional growth to strengthen student learning.	
Strategic Objective 2.1	Strengthen and diversify the educator pipeline and workforce.
Strategic Objective 2.2	Identify and promote evidence-based practices or strategies that support diverse districts (including rural districts) with high rates of poverty in recruiting, selecting, preparing, and retaining well-qualified (including in-field fully certified) and effective teachers, principals, paraprofessionals, and specialized instructional support personnel.
Strategic Objective 2.3	Support the professional growth, retention, and advancement of talented, experienced educators and other school personnel and their capacity to meet the social, emotional, mental health, and academic needs of underserved students.

Strategic Goal 3: Meet students’ social, emotional, and academic needs.	
Strategic Objective 3.1	Support the development and implementation of multitiered systems of supports to increase students’ engagement; social, emotional, and mental health; well-being; and academic success.
Strategic Objective 3.2	Foster supportive, inclusive, and identity-safe learning environments and ensure the individual needs of underserved students are met through appropriately designed instruction, evidence-based practices, and related supports and services.
Strategic Objective 3.3	Strengthen learning environments, support professional development, and improve educator credentialing for emergent bilingual students and multilingual learners.

Strategic Goal 4: Increase postsecondary value by focusing on equity-conscious strategies to address access to high-quality institutions, affordability, completion, post-enrollment success, and support for inclusive institutions.

Strategic Objective 4.1	Support educational institutions and state systems in efforts to raise academic quality and college completion for all students, especially for underserved students, such as first-generation students, students from low-income backgrounds, students of color, and students with disabilities.
Strategic Objective 4.2	Improve the administration of student aid programs to help eligible students receive aid; support borrowers in successfully repaying their loans, claiming loan forgiveness benefits, and mitigating student loan default; and hold contractors accountable.
Strategic Objective 4.3	Increase equitable access to secondary and postsecondary programs that have clear on-ramps to both high-quality jobs and additional high-quality postsecondary educational opportunities.
Strategic Objective 4.4	Improve the alignment across secondary, postsecondary, and career and technical education programs, including through transparent and effective transition processes, inclusive pathways, and clear credentialing requirements.

Strategic Goal 5: Enhance the Department's internal capacity to optimize the delivery of its mission.

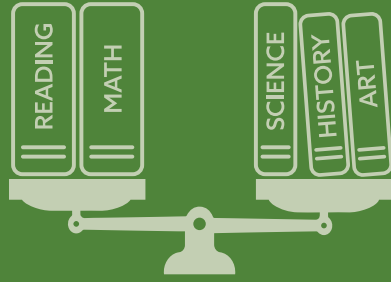
Strategic Objective 5.1	Manage information technology as a strategic resource and driver to promote the advancement of the missions executed by the Department's 21st-century workforce.
Strategic Objective 5.2	Strengthen agency-wide data governance and build capacity to improve data access, data management, and enterprise data analytics in support of agency goals.
Strategic Objective 5.3	Recruit, retain, and develop the workforce needed to meet the Department's mission now and into the future.
Strategic Objective 5.4	Deliver mission outcomes and value for taxpayers through efficient acquisition management and proactive industry partnerships while promoting small businesses.

FY 2022–FY 2023 Agency Priority Goals

Agency Priority Goals (APGs) state results to be achieved in a 24-month period. The Department identified three APGs for FY 2022 and FY 2023. These APGs seek to address the impact of the COVID-19 pandemic, effectively manage federal student loans, and reduce disparities in attainment of high-quality degrees and credentials.

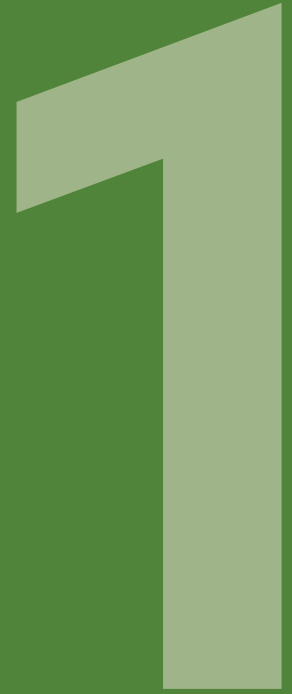
APG	Related Strategic Objective
<p>APG 1: Address the impact of the COVID-19 pandemic on students, educators, and faculty.</p> <p>The Department will be a leader and partner in addressing the impact of the COVID-19 pandemic in educational areas. By September 30, 2023, the Department will respond to the impact of the COVID-19 pandemic and the need to continuously provide for high-quality educational environments and capabilities by supporting state educational agencies, local educational agencies, and institutions of higher education to:</p> <ul style="list-style-type: none"> • Continue to support schools in maintaining safe, fully in-person instructions for students. • Utilize COVID-19 relief funds on appropriate, effective, and evidence-based activities to reengage students, address lost instructional time, and improve educational opportunities by offering 300+ Department-led technical assistance engagements. 	<p>Strategic Objective 1.1: Prioritize the equitable and adequate distribution of resources to communities of concentrated poverty in an effort to provide underserved students with high-quality educational opportunities.</p> <p>Strategic Objective 1.2: Ensure all students have access to well-rounded, rigorous, engaging, and diverse learning opportunities and environments to support their success in school.</p> <p>Strategic Objective 3.1: Support the development and implementation of multitiered systems of supports to increase students' engagement; social, emotional, and mental health; well-being; and academic success.</p> <p>Strategic Objective 3.2: Foster supportive, inclusive, and identity-safe learning environments and ensure the individual needs of underserved students are met through appropriately designed instruction, evidence-based practices, and related supports and services.</p>
<p>APG 2: Effectively manage federal student loans.</p> <p>The Department will provide effective customer service for borrowers to simplify the student loan repayment process. By September 30, 2023, Federal Student Aid will improve loan servicer quality and accuracy to levels at or above 95 percent, as defined in student loan servicer agreements.</p>	<p>Strategic Objective 4.2: Improve the administration of student aid programs to help eligible students receive aid; support borrowers in successfully repaying their loans, claiming loan forgiveness benefits, and mitigating student loan default; and hold contractors accountable.</p>

APG	Related Strategic Objective
<p>APG 3: Reduce disparities in attainment of high-quality degrees and credentials.</p> <p>The Department will support institutions and states to assist low-income students and students of color to enroll in and complete high-quality postsecondary education programs, including at community colleges and through career and technical training. By September 30, 2023, the Department will increase the number and diversity of higher education grant applicants from community colleges, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, minority-serving institutions, and public four-year colleges by 5 percent to support and assist low-income students and students of color in attaining improved educational outcomes.</p>	<p>Strategic Objective 4.1: Support educational institutions and state systems in efforts to raise academic quality and college completion for all students, especially for underserved students, such as first-generation students, students from low-income backgrounds, students of color, and students with disabilities.</p> <p>Strategic Objective 4.2: Improve the administration of student aid programs to help eligible students receive aid; support borrowers in successfully repaying their loans, claiming loan forgiveness benefits, and mitigating student loan default; and hold contractors accountable.</p>



STRATEGIC GOAL

Promote equity in student access to educational resources, opportunities, and inclusive environments.



1

STRATEGIC GOAL 1



Promote equity in student access to educational resources, opportunities, and inclusive environments.

GOAL LEADER

Assistant Secretary, Office of Planning, Evaluation, and Policy Development

Why It Matters

Improving educational equity is a priority for the Biden–Harris Administration, which has a particular focus on supporting underserved students. The Department seeks to remedy the deeply rooted inequities in the country’s education system to facilitate access to educational opportunity and improve outcomes for all.

Objectives

1.1 Prioritize the equitable and adequate distribution of resources to communities of concentrated poverty in an effort to provide underserved students with high-quality educational opportunities.

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1.3 Support states, school districts, and institutions of higher education to promote and protect students’ nondiscriminatory and equal access to education, as provided by Federal civil rights laws.

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1.2 Ensure all students have access to well-rounded, rigorous, engaging, and diverse learning opportunities and environments to support their success in school.

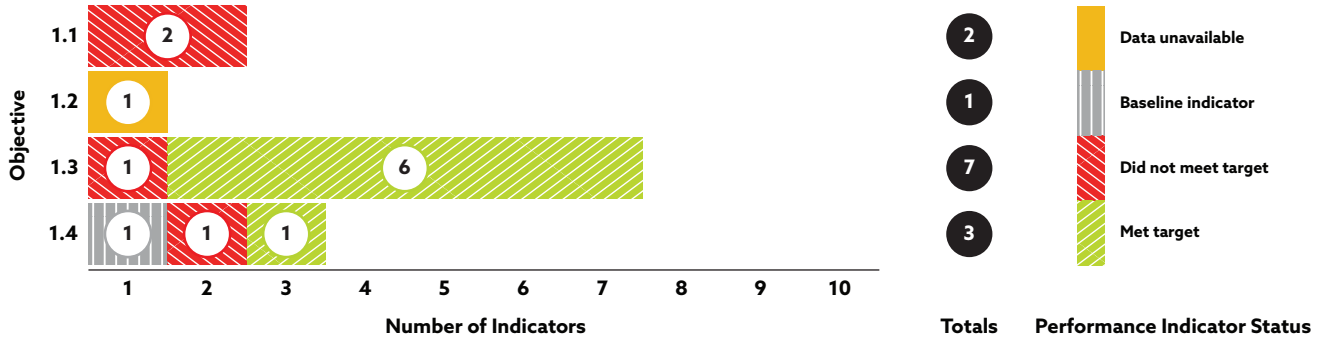
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1.4 Promote greater access and supports for youth and adults to engage in learning, succeed in postsecondary education, and increase their employability in high-demand occupations.

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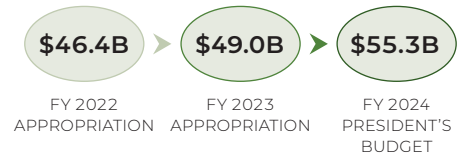
Performance at a Glance

In fiscal year 2022, the Department assessed progress on 13 performance indicators for this strategic goal. Of those, seven targets were met, four targets were not met, one performance indicator baselined, and one did not have established targets as it will baseline in FY 2023.



Goal 1 Discretionary Resources

The following figure and table show budgetary resources and major programs and activities supporting goal 1.



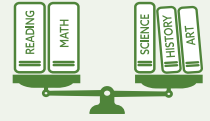
Major Programs and Activities Supporting Goal 1 (in thousands)

POC	Objective	Major Programs and Activities	FY 2022 Appropriation	FY 2023 Appropriation	FY 2024 President's Budget
IES	All	Institute of Education Sciences (D)	\$609,673	\$669,850	\$729,728
IES	1.2	American Printing House for the Blind (D)	\$40,341	\$43,431	\$43,431
OCR	1.3	Office for Civil Rights (D)	\$135,500	\$140,000	\$177,600
OCTAE	1.4	Career, Technical, and Adult Education (D, M)	\$2,224,436	\$2,191,436	\$2,447,900
OESE	1.1	Indian Education (D)	\$186,246	\$194,746	\$201,746
OESE	1.1	Safe Schools and Citizenship Education (D)	\$160,000	\$241,000	\$474,000
OESE	1.1, 1.2, 1.3	Innovation and Improvement (D, M)	\$894,500	\$967,000	\$1,198,000
OESE	1.1, 1.4	Education for the Disadvantaged (D)	\$18,229,790	\$19,057,790	\$21,254,551
OESE	1.2	English Language Acquisition (D)	\$831,400	\$890,000	\$1,195,000
OESE	All	Impact Aid (D)	\$1,557,112	\$1,618,112	\$1,618,112
OSERS	All	School Improvement Programs (D)	\$3,425,755	\$3,377,402	\$3,724,662
OPE	1.4	Higher Education (D)	\$10,634	\$11,953	\$11,953
OSERS	1.1, 1.2, 1.3	Special Education (D)	\$14,359,489	\$15,263,634	\$17,839,743
OSERS	1.3, 1.4	Rehabilitation Services and Disability Research (D, M)	\$3,701,307	\$4,117,063	\$4,424,690

Notes: (1) Dollar amounts are estimates of program funding aligned to the strategic goal (Appendix E). As programs may support more than one strategic goal, amounts included here may be reflected in budget tables for other strategic goals. Please refer to the [Department's Budget Tables](#) for additional information on the FY 2022 Congressional Action, the FY 2023 Congressional Action, and the FY 2024 President's Budget Request. (2) Letters following major programs and activities denote discretionary (D) or mandatory (M).

Acronyms and Definitions: POC = Principal Operating Component; FY = Fiscal Year; IES = Institute of Education Sciences; OCR = Office for Civil Rights; OCTAE = Office of Career, Technical, and Adult Education; OESE = Office of Elementary and Secondary Education; OSERS = Office of Special Education and Rehabilitative Services; and OPE = Office of Postsecondary Education.

STRATEGIC OBJECTIVE 1.1



Prioritize the equitable and adequate distribution of resources to communities of concentrated poverty in an effort to provide underserved students with high-quality educational opportunities.

STRATEGIC OBJECTIVE LEADER

Assistant Secretary, Office of Elementary and Secondary Education

FY 2022 Performance Summary

This strategic objective has two performance indicators. Neither performance indicator met its target. The Department designated strategic objective 1.1 as a “Focus Area for Improvement,” a designation derived from legal guidance for federal agencies that is published by the Office of Management and Budget. The guidance requires that, every year, each agency designate at least one of its strategic objectives for this category.

Key Successes and Opportunities

Improving Academic Achievement

In November 2021, the Department announced approximately \$20 million in grants to Tribal Educational Agencies to meet urgent student needs resulting from the COVID-19 pandemic. The *American Rescue Plan Act of 2021*'s (ARP's) American Indian Resilience in Education (AIRE) grant program funds culturally relevant projects that include at least one of the activities from section [6121\(c\)](#) of the *Elementary and Secondary Education Act of 1965* (ESEA) and are designed to assist and encourage Native American children and youth to enter, remain in, or reenter school at any grade from prekindergarten through grade 12. These activities include a broad range of direct education, health, and workforce preparation services for Native students, their teachers, and their families.

“The ARP-AIRE funds will be critical in helping Tribal Educational Agencies bring students back to engaging and culturally responsive in-person learning. These resources will support the efforts of Tribal leaders to improve educational opportunities and outcomes for Native children and youth; honor Tribal traditions, cultures and languages; and elevate the deep reserves of knowledge and expertise in these communities.”

U.S. Secretary of Education
Miguel A. Cardona

In December 2021, the Department announced \$182 million in new grant awards to 30 school districts, institutions of higher education, and nonprofit organizations across the United States as part of the Education Innovation and Research program. These grants support local efforts to develop, implement, and scale entrepreneurial and evidence-based projects that have potential to improve the academic achievement of underserved students.

The Office of Elementary and Secondary Education (OESE) piloted a review of the resource allocation provisions in ESEA to learn about how states are supporting districts in identifying resource inequities. Based on the results of that pilot, the Department is considering additional technical assistance it may provide to states and how to identify and share promising practices.

Providing Guidance for Federal Pandemic Relief and Recovery Funds

In January 2022, the Department and its technical assistance partner, the National Comprehensive Center, released a new resource to help states share their progress in deploying the \$122 billion ARP Elementary and Secondary School Emergency Relief (ESSER) funds. These funds support safe, in-person instruction; address the effects of lost instructional time due to the COVID-19 pandemic; and meet students' social, emotional, mental health, and academic needs. The [ARP Partnership, Assistance, Transformation, and Heightened Support](#) tool invites states to describe the strategies they use that other states and the nation may find promising in ensuring ARP ESSER funds are used appropriately and effectively as intended by the law.

The Department works with states to ensure proper and prompt use of federal pandemic relief and recovery funds. As part of ARP, the Department required state educational agencies (SEAs) and local educational agencies (LEAs) to create plans for how they would spend their ARP ESSER funds. All states received the initial two-thirds of their allocations in March 2021, but to ensure proper stakeholder engagement and planning, each state received the remaining one-third of its ARP ESSER funds after its individual state plan was approved. All 50 states, the District of Columbia, and Puerto Rico received approval of their state plans and their full awards by December 2021.

The Department provided more than 50 relevant sources of technical assistance to states, SEAs, LEAs, and advocacy groups to help its grantees and stakeholders understand and benefit from the significant resources provided by the pandemic relief and recovery funds and programs—especially and most recently funds and programs under ARP. Those resources include 11 topical website pages that cover the seven major kindergarten through grade 12 funding programs from the *Coronavirus Aid, Relief, and Economic Security (CARES) Act*, *Coronavirus Response and Relief Supplemental Appropriations Act*, and ARP. More than 30 hours of facilitated technical assistance have been provided on more than 15 critical topics through webinars, office hours, formal live presentations, briefings, frequently asked questions, hands-on demonstrations, and other guidance. This resource is in addition to an inestimable number of hours provided by the Department's program officers to assist states directly.

In April 2022, the Department hosted a virtual summit, [From Recovery to Thriving: How the American Rescue Plan Is Supporting America's Students](#), in partnership with the National Public Education Support Fund. The summit convened educators, parents and families, philanthropists, government officials, and students to discuss the ways ARP investments made a difference in the 2021–2022 school year and beyond and highlighted best practices

communities should adopt as leaders, educators, and families work together to address the pandemic's impact on students.

In a September 2021 survey of college presidents, 73% of respondents indicated that mental health of students was a pressing concern on campus. To be responsive to the field, the Department published [guidance](#) in May 2022 to assist institutions in providing mental health supports for students, faculty, and staff. The guidance discusses how colleges can support students as they navigate mental health challenges exacerbated by the pandemic. It also includes specific examples of how colleges can use the Higher Education Emergency Relief Fund (HEERF) to invest in evidence-based mental health supports for students and connect the campus community to providers and care.

In continued support of agencies as they determine the most effective use of COVID-19 relief funding, the Department developed guidance for grantees seeking approval for liquidation period extensions (also known as late liquidations) for CARES Act funds (ESSER I and Governor's Emergency Education Relief Fund I) regarding obligation periods that expired on September 30, 2022. An ongoing series of "Office Hours" and webinars were produced for live and archived usage as well to provide needed assistance to grantees.

Additionally, OESE issued a notice of final regulation regarding ARP ESSER Maintenance of Equity ("MOEquity") provisions, requiring LEA-level maintenance of equity data to demonstrate the LEAs are maintaining both fiscal and staffing equity in fiscal years 2022 and 2023. SEAs are also required to publish LEA exceptions and identify high-poverty schools and applicable LEA high-poverty data for those years.

Monitoring Federal Pandemic Relief and Recovery Funds

In spring 2022, the Department continued to review, evaluate, and remove conditions on ARP ESSER state plans where those plans had been remediated or fulfilled, allowing those states to execute the plans without any further restrictions.

The Department conducted 52 focused monitoring reviews of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico to identify potential weaknesses, clarify regulations and legal requirements, and document model practices some SEAs and local LEAs follow. The Department uses the results of these reviews in ongoing trainings, technical updates, and community of practice groups and forums. Reviews will continue semiannually.

Additionally, the Office of Postsecondary Education (OPE) initiated enhanced monitoring for appropriate use of pandemic relief funding for institutions under high-risk status.

The Department continued providing considerable staffing expertise and hours to help states and grantees with complex data-reporting requirements and systems issues with the Federal Subaward Reporting System as needed to fulfill the rules of the *Federal Funding Accountability and Transparency Act*. Department staff have also facilitated significant engagement with SEA and LEA leaders on the appropriate uses and constraints of funding by partnering with organizations (e.g., Council of Chief State School Officers, National Association of ESEA State Program Administrators, National Education Association, and American Institute of Certified Public Accountants) providing advocacy and program support to grantees who are trying to use their funding allocations timely and comply with the relief-funding requirements in the applicable law and federal Compliance Supplements.

FY 2024 Annual Performance Plan

The Department will:

- Work to address educational inequities and target resources and supports to students with the greatest needs. Specifically, OESE will continue to support the equitable distribution of resources through its technical assistance network and in collaboration with the technical assistance centers administered in the Office of Special Education Programs (OSEP) and the Institute of Education Sciences (IES).
- Address challenges resulting from the COVID-19 pandemic through OPE's administration of the HEERF programs and implementation of waivers and flexibilities offered to grantees.
- Monitor states for the compliance and implementation of their approved plans with the ARP requirements and other Education Stabilization Fund (ESF) requirements.
- Collaborate with states, SEAs, and LEAs to advise on and assist with the identification of relevant, practical, and allowable uses of ARP ESSER, ARP Emergency Assistance to Non-Public Schools, and other ESF funding to ensure the efficient and effective use of those funds to address and eradicate remaining vestiges of the COVID-19 pandemic in a timely manner.
- Continue leveraging the Department's statutory authority under the *Every Student Succeeds Act*, Section 8601, to conduct high-quality evaluations, through IES, that are relevant to ESEA programs and can answer questions of strategic importance, offer evidence that can support program improvement, and identify effective strategies for improving student achievement, particularly for historically underserved students.
- Facilitate institutions' use of CARES Act flexibilities related to the administration of Title IV and *Higher Education Act of 1965* programs as well as flexibilities outlined in the Federal Student Aid Programs Federal Register Notice using authority of the *Higher Education Relief Opportunities for Students Act of 2003* to assist students affected by the COVID-19 pandemic in completing their programs of study.
- Broaden access to and awareness of race and ethnicity data by regularly updating the OSEP's Fast Facts and Hand In Hand companion documents.

Performance Indicators

1.1.1 Percentage of individual discretionary grant programs that include the Secretary's priority of promoting equity in student access to educational resources and opportunities (including absolute, invitational, or competitive preference priorities).								
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	41%	75%	50%	55%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: FY 2022 Grants Policy Office Grant Competition and Early Warning Dashboard.

Period of Performance: October 2021–September 2022.

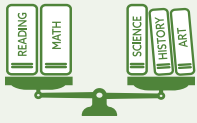
1.1.2 Percentage of states publishing report cards (as of January 15 annually) that include per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual no personnel expenditures of federal, state, and local funds disaggregated by source of funds for each local educational agency and school for either of the prior two years.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	90%	83%	92%	94%	95%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022. Report cards published as of January 15, 2022.

Data Source: School Support and Accountability—Title I Program Office.

Period of Performance: School Year 2021–2022.



STRATEGIC OBJECTIVE 1.2

Ensure all students have access to well-rounded, rigorous, engaging, and diverse learning opportunities and environments to support their success in school.

STRATEGIC OBJECTIVE LEADERS

Deputy Assistant Secretary, Office of Planning, Evaluation, and Policy Development and Assistant Secretary, Office of Elementary and Secondary Education

FY 2022 Performance Summary

This strategic objective has one performance indicator. This performance indicator is pending data, and a baseline is not yet established.



DID YOU KNOW?

Secretary of Education Miguel Cardona launched the [Engage Every Student](#) initiative. The Department has partnered with the Afterschool Alliance, American Association of School Administrators, National League of Cities, National Summer Learning Association, and the National Comprehensive Center to provide schools and communities the connections and assistance they may need to expand access to afterschool and summer learning programs.

The initiative encourages and supports schools, districts, local elected officials, local government agencies, community-based organizations, states, and others connected to out-of-school time efforts to take up the Department's call to action on universal access, and to encourage the utilization of *American Rescue Plan Act of 2021* resources in addition to other federal, state, and local resources to support access to out-of-school time as an evidence-based strategy to support student recovery from lost instructional time during the pandemic.

Secretary of Education Miguel Cardona and Daniel the Tiger visit Carnegie Science Center.
Source: U.S. Department of Education.

Key Successes and Opportunities

Technical Assistance

In December 2021, the Department released the 2022 application for the Statewide Family Engagement Centers program. The program awarded \$5 million in grants that provide financial support to organizations that offer technical assistance and training to state educational agencies (SEAs) and school districts in the implementation of effective family-engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

Magnet Schools Assistance Programs and Statewide Family Engagement centers held annual Director meetings to provide technical assistance to grantees to improve program implementation. Additionally, the two centers provide technical assistance, established peer review processes, and released notices inviting applications.

The Office of Elementary and Secondary Education (OESE) awarded four new grants, totaling more than \$6.5 million, for the 2022 Equity Assistance Center (EAC) program. The EAC awards fund four new regional EACs that each provide technical assistance to public schools and other agencies focused on addressing equity in their community for students and the educators who support them related to race, sex, national origin, gender identity, disability, and religion. This funding also supports regional EACs that provide technical assistance and training at the request of school boards and other governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools. Each center provides training and technical assistance, upon request, in the areas of civil rights, equity, and school reform to school systems within a region comprised of 12–15 states. This assistance helps schools and communities ensure equitable education opportunities are available and accessible for all children.

Increasing Access to Learning Opportunities

The Office of Special Education Programs (OSEP) and its technical assistance centers hosted the [Smart Beginnings](#) series to support the 2022–2023 academic year and disseminate high-quality, research-based practices for teachers and practitioners, administrators, and families of children with disabilities. *Smart Beginnings* addressed issues impacting students with disabilities from early childhood through their transition into postsecondary education or careers. OSEP also supported blind, visually impaired, and print-disabled students by providing access to 658,368 accessible digital instructional material downloads in fiscal year (FY) 2022.

Additionally, OSEP and the Rehabilitation Services Administration supported the [National Technical Assistance Center on Transition: The Collaborative \(NTACT:C\)](#), which provides targeted technical assistance via seven communities of practice (CoPs) that advance students with disabilities' access to well-rounded, rigorous, and diverse learning opportunities and environments to support their success in school. In evaluation surveys conducted with CoP members by the NTACT:C, 100% of respondents reported their participation in the CoP is increasing the number of students with disabilities engaged in effective transition practices or services. Additionally, 100% of respondents reported participating in the CoP supports their states' plans to improve transition services and outcomes for secondary students and youth with disabilities. To improve statewide models of professional development, the NTACT: C's Self-Study model has been expanded to develop and launch a statewide scale-up model.

The Department's [National Center for Homeless Education \(NCHE\)](#) hosted CoPs partnering with community-based organizations to identify students experiencing homelessness and provide them with wraparound services. NCHE also hosted webinars, presented at meetings around the implementation of the *American Rescue Plan Act of 2021* (ARP) for Homeless Children and Youth (HCY) and published an overview of the ARP-HCY state plans and use of ARP-HCY funds for wraparound services for students experiencing homelessness.

The Office of Educational Technology (OET) committed to advancing digital equity through the [Digital Equity Education Roundtables \(DEER\) Initiative](#). Through DEER, OET hosted a series of listening sessions with leaders from community-based organizations as well as families and learners furthest from digital opportunities to learn more about the barriers learner communities face and promising solutions for increasing access to technology for learning. During these listening sessions, participants expressed the need to address the three components of digital equity—availability, affordability, and adoption—to serve all learners in an equitable manner. To help leaders in developing digital equity plans under the *Infrastructure Investment and Jobs Act*, OET published their findings from these listening sessions in [Advancing Digital Equity for All: Community-Based Recommendations for Developing Effective Digital Equity Plans to Close the Digital Divide and Enable Technology-Empowered Learning](#).

The Department is one of 20 federal agencies and Regional Commissions that make up the Rural Partners Network (RPN), established to expand rural prosperity through job creation, infrastructure development, and community improvement. In support of the initiative, the Department established the Rural Strategy and Action Team (RSAT), which is comprised of staff from nine program offices, and meets monthly to discuss rural needs, opportunities, resources, and best practices. The team identifies policy and programmatic shortcomings affecting rural communities and, through detailed analysis, presents viable solutions that inform Department leadership and RPN. Members of RSAT also respond to education-related inquiries arising from RPN and develop new resources to support rural education in geographically isolated areas.

The Department continues to highlight state efforts and share best practices that use Elementary and Secondary School Emergency Relief (ESSER) funding to address academic impacts resulting from the COVID-19 pandemic. The North Carolina SEA developed a new office to provide support to local educational agencies (LEAs) regarding the required set-asides to address learning loss. The Office of Learning Recovery was developed and funded, in part, with state and ESSER funding. The office is set up to provide research, evaluation, and support at the state level. The New Jersey Department of Education (NJDOE) expanded their Learning Acceleration Guide. In a cross-department effort, NJDOE reviewed promising practices from around the country in response to disrupted learning (i.e., natural disasters, etc.). Additionally, NJDOE reached out to LEAs to understand how they were making the research operational in addressing learning acceleration in their unique situations. The information gathered was used to make a clearinghouse on accelerated learning.

OESE released non-regulatory guidance on the *Bipartisan Safer Communities Act* (BSCA) Stronger Connections Grant program, and sought [public comment](#) by December 22, 2022. This draft guidance document discusses allowable uses of these funds, including how they can be used to create and implement antibullying and antiharassment plans, to create and implement positive and fair discipline practices and policies and multitiered systems of support.

FY 2024 Annual Performance Plan

The Department will:

- Continue to identify or develop and disseminate evidence-based supports and resources to the education community as it continues to address the impact of lost instructional time for all students and particularly those most impacted by lost instructional time as a result of the COVID-19 pandemic. Mechanisms for dissemination include the Best Practices Clearinghouse, the [Lessons from the Field](#) Webinar Series, and the Raise the Bar learning series.
- Create a new stakeholder-management unit to collect and respond to feedback timelier and provide technical assistance more rapidly and accurately to improve the use of pandemic relief funds to address lingering and persistent challenges, such as lost instructional time and student attendance.
- Continue to move forward key administrative initiatives to support students, families, and educators including the National Partnership for Student Success and the Engage Every Student initiatives.
- Support administration of funds provided through BSCA and the FY 2022 Omnibus Appropriations, including nearly \$1 billion to 56 states and territories through BSCA to help schools in high-need districts provide students with safe and supportive learning opportunities and environments that are critical for their success.
- Collaborate with internal and external partners to disseminate resources on the use of evidence, including internal trainings and workshops to build staff capacity to support formula and competitive grantees and the broader education community.
- Support SEAs in increasing their capacities to assist school districts by providing training and technical assistance in the development and implementation of high-quality school emergency operations plans.
- Monitor states' implementation of their approved plans for complying with the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *Every Student Succeeds Act*, including report card requirements. Specifically, OESE will monitor states for compliance with Title I, Part A; Title II, Part A; and Title III, Part A of ESEA in FY 2022. States will be chosen based on a risk assessment.
- Collaborate across offices and federal agencies to identify and broadly disseminate information and resources on supporting all students to address the impact of lost instructional time.

Performance Indicators

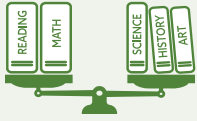
1.2.1 Number of local educational agencies who are subrecipients of American Rescue Plan Homeless Grants showing an increase in the number of students identified as homeless.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	—	Baseline	—	—

Notes: The Office of Elementary and Secondary Education has not completed its data quality review of the existing data submitted by states. Therefore, the FY 2022 actual data are pending, and a baseline is not yet established.

Data Source: ED Facts: Consolidated State Performance Report.

Period of Performance: School Year 2021–2022.



STRATEGIC OBJECTIVE 1.3

Support states, school districts, and institutions of higher education to promote and protect students' nondiscriminatory and equal access to education, as provided by Federal civil rights laws.

STRATEGIC OBJECTIVE LEADER

Assistant Secretary, Assistant Secretary, Office for Civil Rights

FY 2022 Performance Summary

This strategic objective has seven performance indicators. Of these seven performance indicators, six met their annual targets, and one did not meet its annual target.

Key Successes and Opportunities

Providing Resources to Promote Equal Access to Education

In October 2021, the Department's Office for Civil Rights (OCR) and the U.S. Department of Justice jointly issued a fact sheet to support students with mental health disabilities, their families, and their schools in the era of COVID-19. The fact sheet, titled [Supporting and Protecting the Rights of Students at Risk of Self-Harm in the Era of COVID-19](#), provides information about Federal civil rights laws that protect students with mental health disabilities. Along with the fact sheet, OCR released a [letter](#) to educators highlighting the civil rights obligations of schools and postsecondary institutions to students with mental health disabilities. Also in October 2021, OCR issued another fact sheet to support intersex students, their families, and educators. The fact sheet, entitled [Supporting Intersex Students: A Resource for Students, Families, and Educators](#), provides information about how Federal civil rights laws protect intersex students, key issues intersex students face in school, and how schools can support intersex students.

An additional fact sheet released by OCR in February 2022 reminds schools of their obligation to ensure free, appropriate public education under Section 504 of the *Rehabilitation Act of 1973* for students with disabilities during the pandemic, including schools' responsibilities to provide compensatory services. The fact sheet, entitled [Providing Students with Disabilities Free Appropriate Public Education During the COVID-19 Pandemic and Addressing the Need for Compensatory Services Under Section 504](#), provides information about compensatory services requirements under Section 504.

In May 2022, OCR issued a document entitled [Supporting College Success: FAQs on the Disability-Related Rights of Student Veterans with Disabilities](#). The document provides information to qualified student veterans with disabilities about their rights under Section 504 to ensure they are afforded an equal opportunity to achieve academic success. Student veterans with a disability, as defined under Section 504, are entitled to disability civil rights protections regardless of whether the military or U.S. Department of Veterans Affairs has determined that these veterans have a total or partial disability.

In July 2022, OCR issued guidance on the rights of elementary and secondary public school students to nondiscriminatory discipline based on disability, including behavioral disability, under Section 504. The guidance, entitled [Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline Under Section 504 of the Rehabilitation Act of 1973](#), provides information about the discipline of students with disabilities in the context of public elementary and secondary school. Also in July 2022, OCR issued a [fact sheet](#) summarizing key points in the Section 504 guidance for students with disabilities, their parents, and others who need a quick reference to this important information about students' rights and schools' obligations not to discriminate based on disability.

“These resources will also help schools live up to their legal obligations, support an equitable recovery for all our students, and make sure that students with disabilities get the behavioral supports and special education services they need to thrive.”

U.S. Secretary of Education
Miguel A. Cardona

During fiscal year 2022, the Office of Special Education Programs' (OSEP's) Monitoring and State Improvement Planning (MSIP) division continued to support states in promoting equitable access to resources, opportunities, and an inclusive environment through its Differentiated Monitoring and Support (DMS) process. Under DMS, OSEP's MSIP division provides universal technical assistance through six national technical assistance calls and a presentation at OSEP's annual Leadership and Project Directors Conference. OSEP also conducted Phase 1 and Phase 2 activities with Cohort 1 (composed of eight states, each with a Part B and C component) and two states that were selected because of emerging issues. OSEP's MSIP division will continue to monitor states through a cyclical process. The process is scheduled to conclude in 2028 for the current cycle to monitor 116 programs under Part B and Part C of the *Individuals with Disabilities Education Act* (IDEA).

Federal Civil Rights Compliance

In June 2022, OCR issued a Notice of Proposed Rulemaking on Title IX of the Education Amendments of 1972, with a public comment period of July 12–September 12, 2022. These proposed changes to the regulations would set out requirements for elementary and secondary schools, colleges and universities, and other recipients of Department funding to fulfill their responsibilities under Title IX to offer education programs and activities free from sex discrimination. Through these requirements, the proposed regulations would advance Title IX's goal of ensuring no person experiences sex discrimination, including sex-based harassment in education. The Department's proposed regulations would clarify, for example, that Title IX's protections against discrimination based on sex apply to sexual orientation and gender identity and would strengthen protections for students and employees who are pregnant or have pregnancy-related conditions. In addition, among the proposed provisions are crucial protections to ensure support for students and others who experience

sex discrimination and requirements that recipients of federal funds have a fair and reliable process for responding promptly to all sex discrimination complaints.

Analyzing Data to Support Equal Access to Education

In support of students with disabilities and English learners, [OSEP released OSEP Fast Facts: Students With Disabilities Who Are English Learners \(Els\) Served Under IDEA Part B](#). OSEP Fast Facts highlights that 1.6% of students enrolled in public elementary and secondary schools are dually identified as students with disabilities under IDEA Part B and English learners. OSEP Fast Facts also notes the number of students with disabilities who are English learners in the United States grew by almost 30% between the 2012 and 2020 school years. Additionally, OSEP released [OSEP Fast Facts: Educational Environments of School Aged Children with Disabilities](#). OSEP Fast Facts addresses the education environment of the percentage of students with disabilities receiving IDEA Part B services by factors such as race/ethnicity, disability category, services received in separate schools, and services received in parentally placed private schools.

FY 2024 Annual Performance Plan

The Department will:

- Enforce Federal civil rights laws effectively by investigating and resolving complaints of discrimination and conducting compliance reviews and directed investigations consistent with applicable statutes, regulations, case law, and internal procedures.
- Continue to collect and publish data related to civil rights and equity through the Civil Rights Data Collection.
- Continue to monitor states using OSERS’s DMS process while providing universal technical assistance to states regarding their implementation of IDEA Parts B and C.
- Monitor all states on their general supervision systems and implementation of IDEA requirements to improve outcomes for infants, toddlers, children, and youth with disabilities.

Performance Indicators

1.3.1 Number of policy guidance and fact sheets publications on the Office for Civil Rights’ website that focus on how schools and districts serving students in prekindergarten through grade 12 and institutions of higher education may comply with Federal civil rights laws by avoiding and addressing discrimination based on race, color, national origin, disability, sex, and age.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
		Actual			Actual	Target	Target	Target
—	—	—	—	—	4	4	2	2

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Generated data reports from an internal data-collection system.

Period of Performance: October 2021–September 2022.

1.3.2 Number of published civil rights data and user-friendly summaries of key data about the experiences of students, including their access to resources and educational opportunities through the Civil Rights Data Collection.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	3	3	2	2

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Generated data reports from an internal data-collection system.

Period of Performance: October 2021–September 2022.

1.3.3 Number of proactive investigations that address possible violations of Federal civil rights laws.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	100	10	8	8

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Generated data reports from an internal data-collection system.

Period of Performance: October 2021–September 2022.

1.3.4 Number of proactive outreach and technical assistance activities that provide stakeholders (e.g., students, parents and guardians, recipient educational institutions, and advocacy groups) with information concerning their rights and responsibilities under Federal civil rights laws.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	154	75	80	150

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Generated data reports from an internal data-collection system.

Period of Performance: October 2021–September 2022.

1.3.5 Percentage of complaints that are resolved within 180 days.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	79%	90%	80%	80%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Generated data reports from an internal data-collection system.

Period of Performance: October 2021–September 2022.

1.3.6 Number of annual trainings on two substantive areas related to systemic investigations.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	2	2	2	4

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Generated data reports from an internal data-collection system.

Period of Performance: October 2021–September 2022.

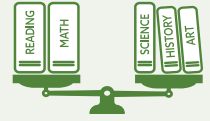
1.3.7 Percentage of students with disabilities who have an Individualized Educational Program (IEP) who graduate from high school with a regular high school diploma.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
69.9%	70.5%	72.7%	72.6%	76.6%	75.4%	73.6%	74.6%	75.6%

Data Source: ED*Facts*.

Period of Performance: July 1, 2020–June 30, 2021.

STRATEGIC OBJECTIVE 1.4



Promote greater access and supports for youth and adults to engage in learning, succeed in postsecondary education, and increase their employability in high-demand occupations.

STRATEGIC OBJECTIVE LEADERS

Assistant Secretary, Office of Career, Technical, and Adult Education and
Assistant Secretary, Office of Postsecondary Education

FY 2022 Performance Summary

This strategic objective has three performance indicators. Of these three performance indicators, one met its annual target, one did not meet its annual target, and one baselined.

DID YOU KNOW?

The White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity through [Historically Black Colleges and Universities](#) (HBCUs) announced its ninth cohort of [HBCU Scholars](#), recognizing 86 undergraduate, graduate, and professional students from 56 HBCUs for their accomplishments in academics, leadership, civic engagement and much more.

A key feature of the HBCU Scholar Program is a partnership with the National Aeronautics and Space Administration (NASA) to foster innovation and opportunity for the cohorts through the Mini Minority University Research Innovation Tech Transfer Idea Competition.

HBCU Scholars.
Source: The White House.



Key Successes and Opportunities

Enhancing Best Practices

In collaboration with fellows from the Harvard Project on the Workforce, the Office of Career, Technical, and Adult Education (OCTAE) conducted an analysis of aggregate and disaggregated data on secondary career and technical education (CTE) concentrators' postsecondary placement submitted by states in their Perkins Consolidated Annual Report for fiscal year (FY) 2020–FY 2021 (the first year for which data are available under the newly reauthorized Perkins statute). Based on the analysis, the team conducted interviews with state CTE directors and their staffs to unearth promising practices for enabling disaggregated student categories to meet or exceed state determined levels of performance.

Technical Assistance

In June 2022, OCTAE delivered technical assistance workshops for state staff to support the analysis of adult education National Reporting System data and the identification of possible disparities in enrollment and retention among subpopulations of adult learners. The sessions assisted state directors in isolating unique factors that may contribute to disparate access to adult education opportunities and outcomes.

In collaboration with the [Department of Labor's Office of Disability Employment Policy](#) and seven partners from other federal departments, the Department released [Resource Leveraging & Service Coordination to Increase Competitive Integrated Employment for Individuals with Disabilities](#). This resource, which comprises a federal joint communication to state and local governments and a [Frequently Asked Questions](#) document, focuses on benefits of and support for blending, braiding, and sequencing resources to increase Competitive Integrated Employment for people with disabilities. Partner agencies or offices include the Department of Labor's Employment and Training Administration; the Department of Health and Human Services' Administration for Community Living, Centers for Medicare and Medicaid Services, and Substance Abuse and Mental Health Services Administration; the Department of Education's Office of Special Education and Rehabilitative Services, Office of Special Education Programs, and the Rehabilitation Services Administration (RSA); and the Social Security Administration's Office of Retirement and Disability Policy.

RSA provided information and technical assistance on the *Workforce Innovation and Opportunity Act* performance measures, and State Vocational Rehabilitation agencies reported, of the 204,028 individuals participating in recognized education and training programs leading to a recognized postsecondary credential or employment, 87,221 individuals with disabilities (42.7%) achieved measurable skill gains. Additionally, of the 67,784 individuals with disabilities eligible for credential attainment, 23,101 (34.1%) achieved a recognized credential.

Outreach

The Office of Postsecondary Education's (OPE's) Higher Education Program's leadership and staff worked with federal agencies and private and public organizations to share information regarding funding opportunities specifically to minority-serving institutions (MSIs).

As a result of the increased outreach to, engagement with, and technical assistance to institutions of higher education, OPE and their partner efforts contributed to an increase in the number of institutions who qualified as MSIs. This change constitutes an increase to 32 such institutions and surpasses the FY 2022 goal by 22 institutions. This growth demonstrates an increase in the commitment of institutions to serve minority populations and increase success rates for students.

OPE Institutional Service staff assisted the National Telecommunications and Information Administration by disseminating information about the Connecting Minority Communities Pilot Program (CMC) grant opportunity to MSIs. The grant program received more than 200 applications for CMC from a diverse set of applicants. For FY 2022, the agency announced that it awarded five grants as part of CMC.

FY 2024 Annual Performance Plan

The Department will:

- Improve access to quality educational programs available in correctional settings.
- Continue supporting states in strengthening educational outcomes for adult learners through the application of evidence-based and equity-focused strategies and policies.
- Identify opportunities to further build and use evidence in the Department’s grant programs, both formula and competitive.
- Continue providing grants, outreach, and technical assistance to institutions preparing youth and adult learners for the emerging workforce, with a focus on increasing the number and proportion of students of color, students from low-income backgrounds, students with disabilities, and other underserved students who enroll in and complete postsecondary education programs.
- Identify opportunities to create clearer career pathways for students that may reduce the time to complete a degree and the overall cost of college, including dual or concurrent enrollment, and make transfers of course credits more seamless and transparent.
- Continue using opportunities to engage MSIs, Historically Black Colleges and Universities, and Tribally Controlled Colleges and Universities to share information regarding funding opportunities across all IHE grant programs and offer technical assistance for applicants.
- Continue supporting state analysis of participant demographic and outcome data and their assessment of statistical performance as a pathway to strengthen statewide program management and improvement efforts.
- Use *Adult Education and Family Literacy Act* National Leadership Activities to deliver support to adult education providers to strengthen instructional quality through the application of standards- and evidence-based practice and incorporating diversity, equity, inclusion, and accessibility as a core component of program design and delivery.
- Host an annual Perkins Data Quality Institute in FY 2023 and FY 2024 to help states analyze their Perkins data, identify gaps or disparities in performance among special populations of CTE students, and identify promising practices for eliminating those gaps or disparities.

Performance Indicators

1.4.1 Percentage of adult education participants that achieve measurable skill gains (reporting for Native American and Alaska Native, Hispanic or Latino, Asian, Black or African American, Native Hawaiian or other Pacific Islander, White, and more than one race).

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	40.96%	42%	42%	43%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: National Reporting System for adult education annual program performance report from grantee submissions (OCTAE).

Period of Performance: July 1, 2021–June 30, 2022.

1.4.2 Percentage of disaggregated student categories for which secondary career and technical education concentrators meet 90% of the average state determined performance level for secondary students being placed in postsecondary education; advanced training; military service; national, community service, or peace corps; or employment.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	69.7%	Baseline	70%	70.5%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: States' Consolidated Annual Reports, submitted on January 31.

Period of Performance: Program Year 2020–2021.

1.4.3 Number of eligible minority-serving institutions that can apply for competitive grant programs that contribute to student success, including access, support services, retention, and outreach.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	808	840	818	828	840

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Federal Eligibility Matrix results.

Period of Performance: October 2021–September 2022.

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STRATEGIC GOAL

Support a diverse and talented educator workforce and professional growth to strengthen student learning.



2

STRATEGIC GOAL 2



Support a diverse and talented educator workforce and professional growth to strengthen student learning.

GOAL LEADERS

Senior Advisor, Office of the Deputy Secretary and Assistant Secretary, Office of Planning, Evaluation, and Policy Development

Why It Matters

It is essential to attract, support, and retain a diverse, well qualified, experienced, and effective pool of educators by ensuring candidates have access to high-quality, comprehensive preparation programs, such as residency programs, and steps are taken to support and retain qualified and effective educators through practices like mentoring early career teachers, improving working conditions, and creating or enhancing opportunities for professional growth. It is also important that the diversity of the educator workforce reflects the diversity of the nation. A diverse educator workforce benefits all students and can particularly improve school-related outcomes for students of color.

Objectives

2.1 Strengthen and diversify the educator pipeline and workforce.

Go to p.40

2.2 Identify and promote evidence-based practices or strategies that support diverse districts (including rural districts) with high rates of poverty in recruiting, selecting, preparing, and retaining well-qualified (including in-field fully certified) and effective teachers, principals, paraprofessionals, and specialized instructional support personnel.

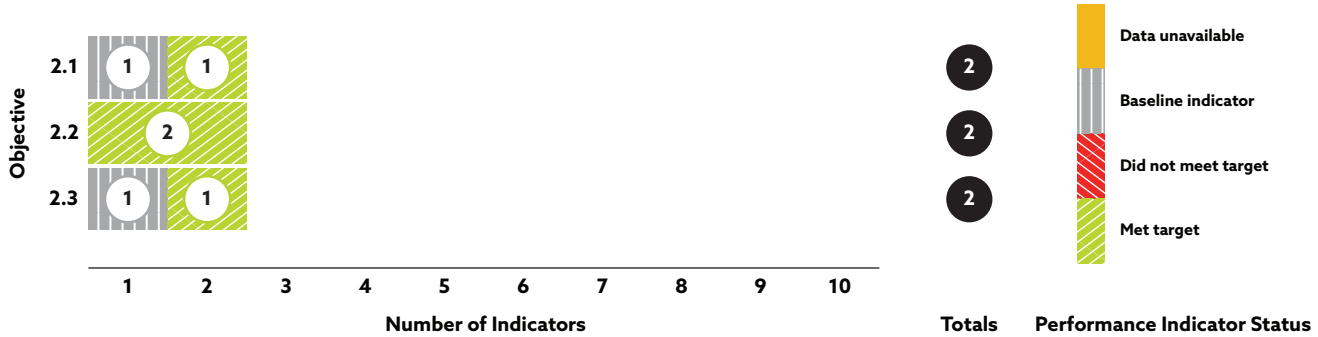
Go to p.44

2.3 Support the professional growth, retention, and advancement of talented, experienced educators and other school personnel and their capacity to meet the social, emotional, mental health, and academic needs of underserved students.

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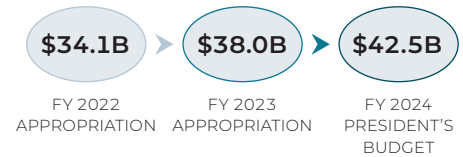
Performance at a Glance

In fiscal year 2022, the Department assessed progress on six performance indicators for this strategic goal. Of those, four performance indicators met their annual target, and two performance indicators baselined.



Goal 2 Discretionary Resources

The following figure and table show budgetary resources and major programs and activities supporting goal 2.



Major Programs and Activities Supporting Goal 2 (in thousands)

POC	Objective	Major Programs and Activities	FY 2022 Appropriation	FY 2023 Appropriation	FY 2024 President's Budget
FSA	2.1	Health Education Assistance Loans Liquidating Account (M)	\$(5,029)	\$(5,029)	\$-
FSA	2.1, 2.3	Teacher Education Assistance for College and Higher Education (M)	\$104,323	\$58,264	\$39,687
IES	All	Institute of Education Sciences (D)	\$72,051	\$72,051	\$74,051
OESE	2.2	English Language Acquisition	\$54,715	\$62,011	\$101,097
OESE	2.2	Indian Education (D)	\$70,000	\$72,000	\$72,000
OESE	2.1, 2.2, 2.3	Innovation and Improvement (D, M)	\$258,000	\$263,000	\$333,000
OESE	2.1, 2.2, 2.3	School Improvement Programs (D, M)	\$2,189,737	\$2,214,544	\$2,190,080
OPE	2.1, 2.2	Higher Education (D, M)	\$59,092	\$85,000	\$162,092
OSERS	2.2, 2.3	Rehabilitation Services and Disability Research (D)	\$29,388	\$29,388	\$29,388
OSERS	2.2, 2.3	Special Education (D, M)	\$13,477,334	\$14,347,334	\$16,562,832
OESE	All	Education for the Disadvantaged (D, M)	\$17,757,802	\$20,849,810	\$22,950,882

Notes: (1) Dollar amounts are estimates of program funding aligned to the strategic goal (Appendix E). As programs may support more than one strategic goal, amounts included here may be reflected in budget tables for other strategic goals. Please refer to the [Department's Budget Tables](#) for additional information on the FY 2022 Congressional Action, the FY 2023 Congressional Action, and the FY 2024 President's Budget Request. (2) Negative dollar amounts (indicated by values in parentheses) represent a downward re-estimate for the program. (3) Letters following major programs and activities denote discretionary (D) or mandatory (M).

Acronyms and Definitions: POC = Principal Operating Component; FY = Fiscal Year; FSA = Federal Student Aid; IES = Institute of Education Sciences; OESE = Office of Elementary and Secondary Education; OPE = Office of Postsecondary Education; and OSERS = Office of Special Education and Rehabilitative Services.

STRATEGIC OBJECTIVE 2.1



Strengthen and diversify the educator pipeline and workforce.

STRATEGIC OBJECTIVE LEADERS

Assistant Secretary, Office of Postsecondary Education and Assistant Secretary, Office of Elementary and Secondary Education

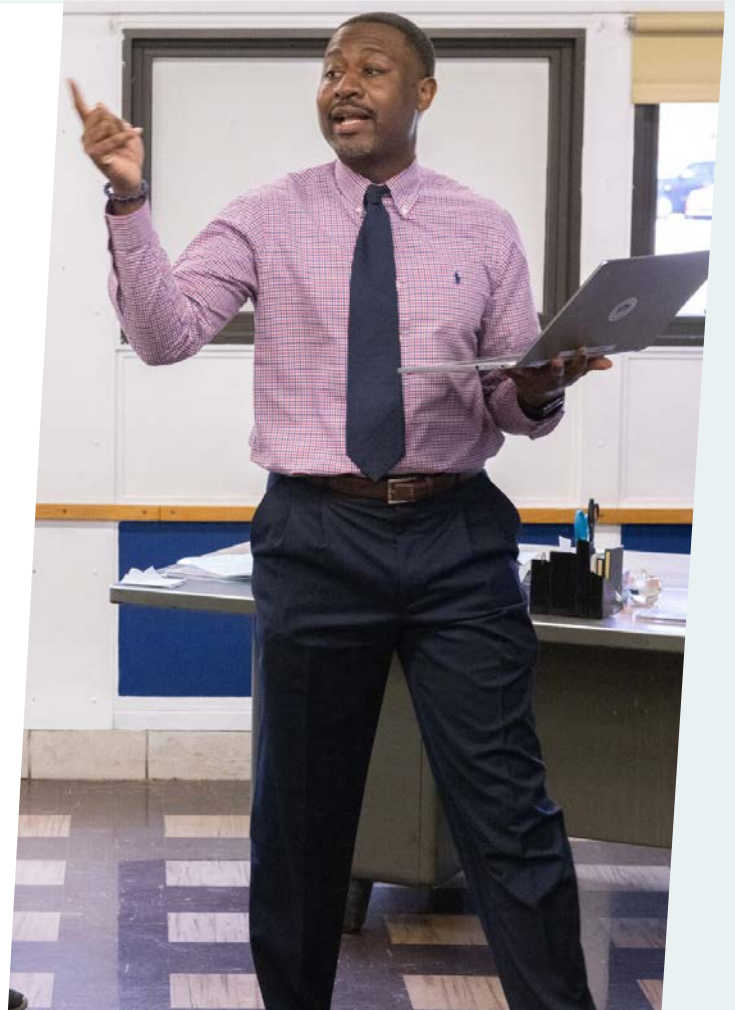
FY 2022 Performance Summary

This strategic objective has two performance indicators. Of these two performance indicators, one met its annual target, and one baselined.

DID YOU KNOW?

The Department has awarded \$8.2 million for 12 new grants aimed at increasing the diversity of the teacher workforce and preparing teachers to meet the needs of the nation's most underserved students. [The Augustus F. Hawkins Centers of Excellence](#) (Hawkins) program supports key aspects of a high quality teacher preparation pipeline, including evidence-based, comprehensive teacher preparation programs that provide extensive clinical experience at Historically Black Colleges And Universities (HBCUs), minority-serving institutions (MSIs), and Tribally Controlled Colleges and Universities (TCCUs). HBCUs, MSIs, and TCCUs prepare a disproportionate share of teachers of color. These colleges are uniquely positioned to recruit, prepare, and place teachers who will provide culturally and linguistically relevant teaching in underserved and hard-to-staff schools.

Kurt Russell, 2022 National Teacher of the Year.
Source: Cody York Photography, Inc.



Key Successes and Opportunities

Providing Resources to Strengthen the Workforce

The Department supports efforts that address teacher shortages across the nation. In March 2022, the Department released a [fact sheet](#) providing concrete examples of how states, districts, and schools are using federal COVID-19 dollars to strengthen the teacher pipeline, get more educators in the classroom, and accelerate student recovery. Districts and institutions of higher education (IHEs) are addressing teacher shortages by partnering to create and expand residency programs, offer paraprofessional internships, and get college students in the classroom more quickly. In June 2022, the Department hosted a joint [webinar](#), “Addressing Early Care and Education Workforce Shortages Through Registered Apprenticeships,” in partnership with the U.S. Department of Health and Human Services’ [Administration for Children and Families](#)’ Office of Early Childhood Development and the [U.S. Department of Labor](#). These partnerships and more contribute to affording students the opportunity to spend more time working with qualified educators and addressing the academic impact of the COVID-19 pandemic.

The Office of Postsecondary Education (OPE) provided technical assistance to institutions related to the Ronald E. McNair Postbaccalaureate Achievement Program and the Promoting Postbaccalaureate Opportunities for Hispanic Americans that support the preparation of a diverse workforce in the higher education faculty.

In June 2022, the Office of Educational Technology and International Society for Technology in Education launched the [Educator Preparation Program Digital Equity and Transformation Pledge](#) to build teacher skills that support student success in digital environments. In fiscal year (FY) 2022, more than 60 institutions signed the pledge and joined a network of colleges of education working toward the five principles outlined in the pledge.

Supporting a Diverse Educator Pipeline

Several offices across the Department support efforts to increase the number of diverse and qualified educators in schools. OPE’s Ronald E. McNair Postbaccalaureate Achievement Program and the Promoting Postbaccalaureate Opportunities for Hispanic Americans Program support the preparation of a diverse workforce in the higher education faculty. Department staff provided technical assistance during the preapplication process for these programs, highlighted the importance of preparing a diverse higher education faculty workforce, and required each project to be implemented by at least one Historically Black College or University (HBCU), Tribally Controlled College or University, or minority-serving institution (MSI). The Office of Special Education and Rehabilitative Services’ (OSERS) Office of Special Education Programs (OSEP) made an award for the Early Childhood Personnel Equity Center. The Center is intended to increase the racial, ethnic, and linguistic diversity of IHEs’ faculty and early childhood personnel and enhance equity within early childhood preparation. Additionally, OSERS made a new award for the Collaboration for Effective Educator Accountability, Development, and Reform Center 3.0. This Center will continue to support states in stabilizing, strengthening, and diversifying the special education workforce.

OSERS is reconceptualizing its personnel preparation grant programs to increase the numbers of diverse and qualified educators in schools. In FY 2022, OSEP published an absolute priority with its personnel preparation master’s degree program to increase the number of ethnically and racially diverse personnel who are fully credentialed to serve

children, including infants, toddlers, and youth with disabilities. Under this new priority, the Department funded 16 awards to MSIs, HBCUs, Hispanic-serving institutions, Tribally Controlled Colleges and Universities, and Asian American- and Pacific Islander-serving institutions for a total of approximately \$4,000,000.

The Secretary's priorities are also key drivers of supporting diversity in educational institutions. The Office of Planning, Evaluation, and Policy Development's grants dashboard showed 17 competitions included the Secretary's priority on educator diversity, eight of which are Office of Elementary and Secondary Education (OESE) competitions; altogether, these grants focus more than \$400 million in federal funding toward projects designed to support a diverse workforce. OESE included the Secretary's supplemental priority on educator diversity in five of 27 FY 2022 grant competitions totaling \$241,382,809. OESE's Office of Effective Educator Development Programs Equity and Diversity Summit's July 2022 Annual Summit theme was Investigating the Landscape of Diversity and Equity and explored how diversity and equity support educator effectiveness. The program office invited its community of more than 200 in-person attendees to the summit to support grantee participants by sharing best practices and exploring methods to encourage diversity and equity to support educator effectiveness. The Fulbright–Hays Group Projects Abroad competition included a competitive priority requiring the applicant to include kindergarten through grade 12 (K–12) teachers and/or K–12 administrators or both as at least 50% of the project participants to support the Secretary's supplemental priority regarding the availability of high-quality educators in all the nation's classrooms.

FY 2024 Annual Performance Plan

The Department will:

- Work with IHEs and stakeholders to increase the number of teachers and providers with additional certifications or training in high-demand areas who can effectively prepare students for college and career pathways.
- Provide technical assistance to current grantees to support their efforts at diversifying the educator workforce through dissemination of best practices, webinars featuring successful efforts, and peer sharing.
- Incorporate educator diversity as a priority into relevant discretionary grant competitions.
- Support the use of formula grant funds to diversify the educator pipeline and workforce.
- Provide technical assistance to promote educator professional development that addresses the ongoing challenges that underserved families and communities face as a result of the COVID-19 pandemic.
- Support projects that aim to increase educator diversity in prekindergarten through grade 12 settings.
- Continue to work with IHEs to share best practices and assist in the planning to increase their commitment to equity and recruitment of diverse student pools to contribute to this pipeline.

Performance Indicators

2.1.1 Percentage of participants in teacher preparation projects funded under the Indian Education Professional Development Grants Program who become teachers in local educational agencies that serve a high proportion of Indian students.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	36%	Baseline	41%	46%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Office of Indian Education: Professional Development—*Government Performance and Results Act of 1993* (GPRA) Measure.

Period of Performance: October 1, 2021–September 30, 2022.

2.1.2 Percentage of individual discretionary grant programs that include a priority (i.e., absolute, competitive, or invitational priority) that advances educator diversity.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	19%	17%	20%	22%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Office Elementary and Secondary Education Discretionary Grant Tracking (Grants Published).

Period of Performance: October 1, 2021–September 30, 2022.

STRATEGIC OBJECTIVE 2.2



Identify and promote evidence-based practices or strategies that support diverse districts (including rural districts) with high rates of poverty in recruiting, selecting, preparing, and retaining well-qualified (including in-field fully certified) and effective teachers, principals, paraprofessionals, and specialized instructional support personnel.

STRATEGIC OBJECTIVE LEADERS

Deputy Assistant Secretary, Office of Planning, Evaluation, and Policy Development and Director, Institute of Education Sciences

FY 2022 Performance Summary

This strategic objective has two performance indicators. Both performance indicators met their annual targets.

Key Successes and Opportunities

Supporting Teacher Preparation Programs

In February 2022, the Department posted a Notice Inviting Applications for the Teacher Quality Partnership program, which will award \$35 million to bolster teacher preparation programs at the undergraduate or fifth-year level (Pre-Baccalaureate Models) as well as teach residency programs for individuals new to teaching that integrate relevant academic content and meaningful clinical experience (Residency Models).

Promoting Strategies for Recruitment

The Department continues to support, create, and partner with others in the education community to encourage innovative and traditional programs that stimulate and support interest in the teaching (and school leadership) profession. The *American Rescue Plan Act of 2021*'s Elementary and Secondary School Emergency Relief program and other federal programs have helped state educational agencies and local educational agencies become more resourceful as well. West Virginia developed a pilot program, the Grow Your Own teacher pathway program, for alternate teacher certification options. The program was designated as a certified apprentice program by the U.S. Department of Labor. Students in the residency part of the program are working as substitutes to fulfill their classroom experience requirements and address the staffing shortages that were an ongoing issue in West Virginia further exacerbated by the COVID 19 pandemic.

FY 2024 Annual Performance Plan

The Department will:

- Continue to add the Secretary’s supplemental priority on educator diversity to discretionary grant competitions to support the use of evidence-based, innovative, and promising practices intended to address the need to recruit, select, prepare, support, and retain well-qualified and diverse (including in-field fully certified) and effective teachers, principals, paraprofessionals, and specialized instructional support personnel in underserved communities.
- Leverage the expertise within the Department’s various technical assistance network to provide support to states and districts, including the technical assistance centers funded through the Office of Elementary and Secondary Education, Institute of Education Sciences, and Office of Special Education and Rehabilitative Services.
- Solicit feedback from stakeholders regarding ways that the Department can support the need to recruit, select, prepare, support, and retain well-qualified school staff in underserved schools and districts.
- Continue to collaborate internally across offices and across agencies to leverage efforts and ensure a strategic and well-timed suite of resources continues to be available to the field.
- Gather lessons learned from innovation and replication of evidence-based practices being implemented by discretionary grantees that can then be shared with formula grantees.
- Identify and disseminate resources (e.g., research) on building a pipeline of qualified, diverse educators recruited and retained in underserved school districts and high-need fields, including lifting up relevant resources that have been less widely disseminated previously.
- Continue to use the bully pulpit and other communications efforts to call on states to provide educators with a livable and competitive wage.

Performance Indicators

2.2.1 Percentage of candidates in teacher preparation programs who become teachers of record.								
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	90%	90%	92%	94%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Effective Educator Development Programs: Teacher Quality Partnership—*Government Performance and Results Act of 1993 (GPRA)* and Grantee Summaries.

Period of Performance: October 1, 2021–September 30, 2022.

2.2.2 Number of qualified teachers and school leaders retained in high-needs schools, including those who were recruited through teacher residency programs.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	16,551	5,500	5,750	5,800

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Effective Educator Development Programs: Teacher and School Leader Incentive Program—*Government Performance and Results Act of 1993* (GPRA) Measure and Grantee Summaries.

Period of Performance: October 1, 2021–September 30, 2022.



STRATEGIC OBJECTIVE 2.3

Support the professional growth, retention, and advancement of talented, experienced educators and other school personnel and their capacity to meet the social, emotional, mental health, and academic needs of underserved students.

STRATEGIC OBJECTIVE LEADER

Assistant Secretary, Office of Elementary and Secondary Education

FY 2022 Performance Summary

This strategic objective has two performance indicators. Of these two performance indicators, one met its annual target, and one baselined.

Key Successes and Opportunities

Promoting Professional Growth

In April 2022, the [Supporting Effective Educator Development \(SEED\) grant program](#) began accepting applications for efforts that increase the pipeline of highly effective educators. The SEED program supports the implementation of evidence-based practices that prepare, develop, or enhance educators' skills. These grants also enable recipients to develop, expand, and evaluate practices that can serve as models that can be sustained, replicated, and scaled.

“A great teacher in every classroom is one of the most important resources we can give our children to recover from this pandemic and thrive.”

U.S. Secretary of Education
Miguel A. Cardona

In August 2022, the Department released the results of the study [State and District Use of Title II, Part A Funds in 2020–21](#) to understand the current status of and trends in the use for these formula funds. The findings help inform Department staff of areas to highlight in the use of these funds to support a diverse educator workforce.

The Department established the webpage [Elevating Teaching](#) to disseminate resources related to supporting educators. In addition, the Office of Elementary and Secondary Education's (OESE's) technical assistance network has developed, identified, and disseminated resources to support state and local efforts to support the teaching profession.

Further, OESE’s National Center on Safe and Supportive Learning Environment hosted [Lessons from the Field](#) webinars on promoting staff wellness in the wake of the COVID-19 pandemic and beyond. The series featured lessons learned and best practices from faculty, staff, schools, districts, institutions of higher education, and other places of educational instruction in addition to a variety of useful resources.

FY 2024 Annual Performance Plan

The Department will:

- Identify and disseminate evidence-based resources and information on addressing the social, emotional, mental health, and academic needs of underserved students.
- Increase awareness of the uses of formula and discretionary funds to support educators.
- Promote evidence-based professional development strategies and approaches for educators and other school personnel to build capacity to address the social, emotional, mental health, and academic needs of all students and student groups, particularly underserved students.
- Support projects aiming to advance effective and experienced educators into leadership positions.

Performance Indicators

2.3.1 Percentage of educators participating in leadership preparation programs.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	87%	85%	87%	88%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Effective Educator Development Programs: Teacher Quality Partnership—*Government Performance and Results Act of 1993 (GPRA)* and Grantee Summaries.

Period of Performance: October 1, 2021–September 30, 2022.

2.3.2 Percentage of local educational agencies indicating that one of their top two uses of Title II, Part A professional development funds is for professional development that is sustained, job-embedded, and/or collaborative.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	32%	Baseline	34%	36%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: School Support and Accountability—Title II Program *Government Performance and Results Act of 1993 (GPRA)* Measure.

Period of Performance: October 1, 2021–September 30, 2022.



STRATEGIC GOAL

Meet students' social, emotional, and academic needs.

3

3

STRATEGIC GOAL 3



Meet students' social, emotional, and academic needs.

GOAL LEADERS

Senior Advisor, Office of the Deputy Secretary

Why It Matters

Learning and development across the lifespan includes several deeply interrelated factors, including an individual's social, emotional, academic, and career development. Generally, growth in one domain is positively associated with strengthening outcomes associated with the others. Thus, attending to each is a promising strategy for improving a wide range of outcomes for all learners. For underserved students, prioritizing access to programs and services has been shown to enhance mental health, academic achievement, and career development.

Objectives

3.1 Support the development and implementation of multitiered systems of supports to increase students' engagement; social, emotional, and mental health; well-being; and academic success.

[Go to p.52](#)

3.3 Strengthen learning environments, support professional development, and improve educator credentialing for emergent bilingual students and multilingual learners.

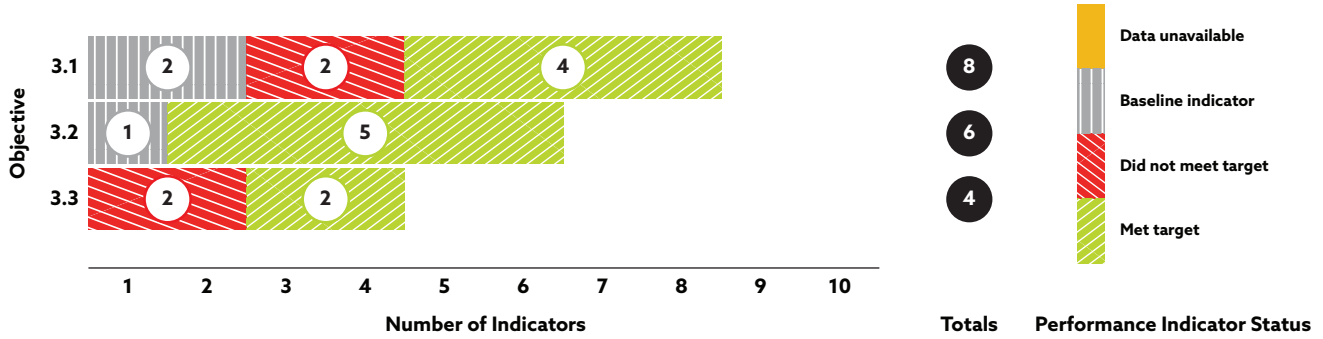
[Go to p.63](#)

3.2 Foster supportive, inclusive, and identity-safe learning environments and ensure the individual needs of underserved students are met through appropriately designed instruction, evidence-based practices, and related supports and services.

[Go to p.58](#)

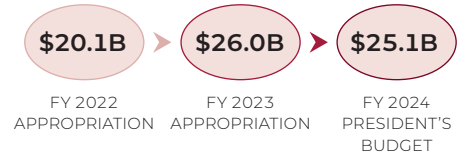
Performance at a Glance

In fiscal year 2022, the Department assessed progress on 18 performance indicators for this strategic goal. Of those, 11 targets were met, four were not met, and three baselined.



Goal 3 Discretionary Resources

The following figure and table show budgetary resources and major programs and activities supporting goal 3.



Major Programs and Activities Supporting Goal 3 (in thousands)

POC	Objective	Major Programs and Activities	FY 2022 Appropriation	FY 2023 Appropriation	FY 2024 President's Budget
IES	All	Institute of Education Sciences (D)	\$669,928	\$734,105	\$793,983
OELA	3.2, 3.3	English Language Acquisition (D)	\$831,400	\$890,000	\$1,195,000
OESE	3.1, 3.2	Safe Schools and Citizenship Education (D)	\$361,000	\$457,000	\$1,075,000
OESE	3.2	Education for the Disadvantaged (D)	\$643,865	\$648,865	\$651,626
OESE	3.2	Innovation and Improvement (D)	\$228,250	\$266,000	\$326,000
OESE	3.2, 3.3	Indian Education (D)	\$189,246	\$194,746	\$201,746
OESE	All	School Improvement Programs (D)	\$2,780,180	\$2,953,987	\$2,978,987
OSERS	3.2	American Print House for the Blind (D)	\$40,341	\$43,431	\$43,431
OSERS	3.2	Rehabilitation Services and Disability Research (D)	\$18,000	\$19,000	\$19,000
OSERS	3.2	Special Education (D)	\$14,355,337	\$15,266,482	\$17,826,591

Notes: (1) Dollar amounts are estimates of program funding aligned to the strategic goal (Appendix E). As programs may support more than one strategic goal, amounts included here may be reflected in budget tables for other strategic goals. Please refer to the [Department's Budget Tables](#) for additional information on the FY 2022 Congressional Action, the FY 2023 Congressional Action, and the FY 2024 President's Budget Request. (2) Negative dollar amounts (indicated by values in parentheses) represent a downward re-estimate for the program. (3) Letters following major programs and activities denote discretionary (D) or mandatory (M).

Acronyms and Definitions: POC = Principal Operating Component; FY = Fiscal Year; IES = Institute of Education Sciences; OELA = Office of English Language Acquisition; OESE = Office of Elementary and Secondary Education; and OSERS = Office of Special Education and Rehabilitative Services.

STRATEGIC OBJECTIVE 3.1



Support the development and implementation of multitiered systems of supports to increase students' engagement; social, emotional, and mental health; well-being; and academic success.

STRATEGIC OBJECTIVE LEADER

Deputy Assistant Secretary, Office of Elementary and Secondary Education

FY 2022 Performance Summary

This strategic objective has eight performance indicators. Of these eight performance indicators, four met their annual targets, two did not meet their target, and two baselined.

Key Successes and Opportunities

Resources to Enhance Social, Emotional, and Mental Health

In October 2021, the Department released a new resource, [Supporting Child and Student Social, Emotional, Behavioral and Mental Health](#), to provide information and resources to promote mental health and social and emotional well-being among children and students. State educational agencies (SEAs) and local school districts can use the resources in the *American Rescue Plan Act of 2021's* (ARP's) Elementary and Secondary School Emergency Relief (ESSER) program, as well as previous rounds of ESSER funds, to implement these recommendations and ensure students receive the support they need. Through ARP ESSER alone, state and local education leaders have \$122 billion available to ensure the mental health and social, emotional, and academic needs of students are met.

The Department provided technical assistance to support grantees in addressing the social and emotional well-being of students, so they are best positioned for academic success. Efforts included: a September 2022 Education Innovation and Research webinar, ["Connecting Theory to SEL Practice"](#) and accompanying white paper; presentations focused on multitiered systems of support at the March 2022 Migrant Education Program (MEP) annual directors meeting, and the July 2022 High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) annual directors meetings; and, a community of practice (CoP) from the Well-Rounded Education Programs office in the Office of Elementary and Secondary Education (OESE) intended to support the integration of arts instruction and social-emotional student needs.

The Department was also responsive to emerging state and local needs to address student needs, including providing \$1.5 million in Project School Emergency Response to Violence (SERV) funds to the Uvalde Consolidated Independent School District to address the needs of students, staff, and families affected by the school shooting; reaching out to 40 Historically Black Colleges and Universities (HBCUs) that received bomb threats to provide information

on Project SERV; and awarding funds to six HBCUs to assist with immediate needs, including targeted mental health resources and enhanced security to restore the learning environment on campuses.

In December 2021, the Department launched two new multistate CoPs, the [Evidence-Based Interventions: Using ARP Resources to Accelerate Learning CoP](#) and [Toward an Equitable Education and Recovery: Transforming Kindergarten CoP](#), to help states address the impact of lost instructional time from the COVID-19 pandemic on students' social, emotional, and mental health and academic well being. Additionally, the Department supported states who participated in the Summer Learning and Enrichment Collaborative through the [Strategic Use of Summer and Afterschool Set-Asides CoP](#). This CoP built on the success from the Summer Learning and Enrichment Collaborative, which brought together 49 SEAs across eight total events that reached more than 1,300 participants.

Promoting Multitiered Systems of Support

The Department encourages a whole-person approach to mental well-being that includes various types of support from sources such as families and communities. The needed support varies by student, and efforts should be made to match student needs to appropriate resources. In July 2022, the Department released a [Notice Inviting Applications](#) for the Full-Service Community Schools (FSCSs) grant program, which provides academic support and strengthens connections among schools, parents and families, and their surrounding communities. FSCSs play an important role in providing academic supports, integrated health and social services, and engagement opportunities to students while creating stronger connections between families, communities, and their local public schools. The program will award \$68 million to support community schools across the country. Through this commitment, the Department will help spur the planning, capacity-building, development, implementation, operation, and coordination of effective services for children and families, particularly in urban and rural areas with high rates of poverty. Additionally, the Department will provide a series of webinars to inform stakeholders on the pillars (e.g., family engagement, and providing wrap-around supports for students and families) that create a comprehensive FSCS.

“The last two years have taught us how critical schools can be in providing wraparound supports to students and families—such as access to mental health services, basic needs, and high-quality academic instruction. When schools are at the center of our neighborhoods and communities, children, youth, and families benefit.”

U.S. Secretary of Education
Miguel A. Cardona

The Department's Center on Positive Behavioral Interventions and Supports (PBIS) continues to provide a wide variety of resources to support the field as it continues pandemic recovery efforts. The Center provides tools to help support implementation of PBIS in schools, resources for families to engage in PBIS as a partner with schools, and a suite of school climate survey materials. The Center addresses a wide range of topics intended to support student social and emotional well-being so that students are able to achieve in school and life.

The Department also announced a series of actions to support students' academic recovery and ensure recovery efforts are meeting student, parent, and family needs. The series includes launching the [National Partnership for Student Success](#), recruiting 250,000 new tutors and mentors, expanding the Department's [Best Practices Clearinghouse](#) to share best practices around academic and mental health recovery efforts, and empowering parents and school communities with knowledge about how their school is using and can use federal funds to provide the necessary academic and mental health supports. The Department also hosted multiple [Lessons from the Field](#) webinars on students and staff emotional well-being.

The need for additional support services for historically underserved students was further spotlighted during the COVID-19 pandemic. To support the needs of students with disabilities, in May 2022, the Department held a summit, *Recovery to Thriving: Supporting Mental Health and Students With Disabilities*, to highlight steps schools, colleges and communities can take to support students with disabilities and students with mental health needs. The summit brought together education leaders, disability advocates and coordinators, special education professionals, and others to discuss issues affecting students with disabilities and students with mental health needs as the nation continues to emerge from the pandemic.

Program offices in OESE supported various activities at directors' meetings in 2022. At the 2022 MEP Annual Directors' Meeting, the Title I, Part C MEP supported the development and implementation of multitiered systems of supports by hosting learning opportunities for MEP practitioners in the area of mental health as well as by promoting Departmental resources in this area. Additionally, at the 2022 HEP and CAMP New Directors' Meeting and Annual Directors' Meeting, HEP and CAMP supported the development and implementation of multitiered systems of support by hosting professional learning sessions on student mental health and by promoting Department-funded resources.

FY 2024 Annual Performance Plan

The Department will:

- Support states and districts in the implementation of multitiered systems of supports to improve school climate and access to mental health services for students exposed to violence and other traumatic events.
- Support projects that increase school capacity to better address the social, emotional, behavioral, physical, and academic needs of underserved students (e.g., students with disabilities, multilingual learners, students experiencing homelessness or trauma, students without access to technology, and migrant students).
- Support projects that increase the capacity of early childhood programs to support the social, emotional, and behavioral development of young children with and at risk for developmental delay or disability.

- Support SEAs that implement model programs that enable access to trauma-specific mental health services for students from low-income backgrounds and other underserved students who have experienced trauma or other adverse childhood experiences that may negatively affect their educational engagement and ability.
- Support projects and programs that improve students’ social, emotional, and academic development, such as identifying conditions of the learning environment that contribute to success and engaging with families and community leaders.
- Monitor FSCS grantees to implement their approved applications, review annual performance reports, and conduct quarterly calls.
- Build evidence about the implementation and/or efficacy of programs related to public school opportunities or parent engagement.
- Work collaboratively with other agencies to improve the quality of educational programs in juvenile justice facilities.
- Provide technical assistance to the *Individuals with Disabilities Education Act* Part C programs to enhance their child-find systems that will improve equitable access to Part C services for infants and toddlers with disabilities and their families who have traditionally been underserved by Part C.
- Issue invitational and competitive preference priorities to grantees to provide integrated student support services (i.e., wrap-around services) for students to address challenges such as mental health, basic needs, and academic support due to the COVID-19 pandemic. Grant applicants will be asked to describe ways they will collaborate with partners to provide resources to support students and communities hit hardest by the pandemic and implement evidence-based best practices to address the existing inequities exacerbated by the pandemic.

Performance Indicators

3.1.1 Number of high-impact activities or services implemented to ensure that parents are trained and can effectively engage in activities that will improve students’ social, emotional, and mental health as well as academic development to include an understanding of how they can support learning in the classroom with activities at home or outside the school as well as how they can participate in state and local decision-making processes.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	1,600	700	1000	1200

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: School Choice and Improvement Programs—Statewide Family Engagement Center *Government Performance and Results Act of 1993* (GPRA) measure.

Period of Performance: October 1, 2021–September 30, 2022.

3.1.2 Percentage of national chronic absenteeism.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	21%	Baseline	20%	19%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: ED Facts.

Period of Performance: 2020-2021 School Year

3.1.3 Percentage of discretionary grant programs that include a priority (i.e., absolute, invitational, or competitive preference priority) that addresses student social, emotional, and mental health as well as academic needs.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	26%	75%	28%	30%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022. Additionally, the FY 2023 and FY 2024 targets were set to the reestablished methodology in FY 2022.

Data Source: Grants Policy Office Dashboard.

Period of Performance: October 1, 2021–September 30, 2022.

3.1.4 Percentage of schools that report annually an improved school climate based on the results of the Department’s School Climate Surveys or via a similar tool.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	32%	75%	40%	45%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: School Climate Transformation Grant: Local Educational Agency *Government Performance and Results Act of 1993* (GPRA) measure.

Period of Performance: October 1, 2021–September 30, 2022.

3.1.5 Number of states with 80% or more prekindergarten children with disabilities that show greater-than-expected growth in social–emotional skills by the time they exit *Individuals with Disabilities Education Act* Part B, Section 619 services.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	26	25	26	27

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: *Individuals with Disabilities Education Act* Part B State Annual Performance Reports.

Period of Performance: October 1, 2020–September 30, 2021.

3.1.6 Number of states with 65% or more infants and toddlers with disabilities that show greater-than-expected growth in social-emotional skills by the time they exit *Individuals with Disabilities Education Act Part C* services.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	27	27	27	28

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: *Individuals with Disabilities Education Act Part C* State Annual Performance Reports.

Period of Performance: October 1, 2020–September 30, 2021.

3.1.7 Number of successful grant applications that address the Secretary’s supplemental priorities related to social, emotional, and academic needs.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	1,464	Baseline	1,484	2,004

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Annual Performance Report.

Period of Performance: October 2021–September 2022.

3.1.8 Number of schools that report fidelity data on their Positive Behavioral Interventions and Supports (PBIS) implementation efforts via PBIS apps.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	13,228	10,680	13,889	Prior year +5%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: PBIS Assessment Web Application.

Period of Performance: 2021–2022 School Year.

STRATEGIC OBJECTIVE 3.2



Foster supportive, inclusive, and identity-safe learning environments and ensure the individual needs of underserved students are met through appropriately designed instruction, evidence-based practices, and related supports and services.

STRATEGIC OBJECTIVE LEADERS

Assistant Secretary, Office of Elementary and Secondary Education and
Assistant Secretary, Office of Special Education and Rehabilitative Services

FY 2022 Performance Summary

This strategic objective has six performance indicators. Of these six performance indicators, five met their annual targets, and one did not have an established target as it was baselining.

Key Successes and Opportunities

Implementation of the *Individuals with Disabilities Education Act*

The Office of Special Education and Rehabilitative Services (OSERS) issued guidance that reaffirms the importance of full implementation of the *Individuals with Disabilities Education Act* (IDEA) as part of the response to and recovery from the COVID-19 pandemic. OSERS guidance includes the [Return to School Roadmap](#) documents that address state obligations to identify eligible children and implement their individualized services plans and the Secretary's Letter to Educators and Parents on new Center for Disease Control recommendations and their impact on students with disabilities.

In July 2022, the Office of Special Education Programs (OSEP) issued [Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions](#) to help public elementary and secondary schools fulfill their responsibilities to meet the needs of IDEA eligible children with disabilities and avoid disparities in the use of discipline. As the most comprehensive guidance on IDEA's discipline requirements since IDEA was reauthorized in 2004, the guidance consolidates, updates, and expands previous guidance. Also in July 2022, OSEP issued a corresponding technical assistance guide, [Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders](#), to support high quality implementation of IDEA's discipline and behavior related requirements. To further support the reduction of exclusionary discipline practices and discipline disparities, OSEP created a [dedicated webpage](#) that connects practitioners at the state, local, school and early childhood program levels with eight resource guides on relevant topics. Additionally, OSEP has conducted a series of informational presentations for constituencies at state educational agencies, local educational agencies (LEAs), national organizations representing general and special educators, disability advocacy organizations, and parents of children with disabilities.

Supporting Inclusive Learning Environments

In August, OSERS's OSEP made a new award for the National Technical Assistance Center on Inclusive Policies and Practices to increase state capacity to provide equitable and inclusive learning opportunities for students with significant disabilities.

After the *Bipartisan Safer Communities Act* (BSCA) was passed in June 2022, the Department immediately began developing notices for two discretionary grant programs intended to increase access to mental health services for students and young people, resources for potential grantees, and structures necessary to implement the competitions. The BSCA provided historic funding to help meet President Biden's goal of doubling the number of school-based mental health professionals and tackling the nation's mental health crisis.

The Department hosted [Lessons from the Field](#) webinars on addressing the need for inclusive and identify-safe learning environments. Specifically, the Department hosted a webinar on supporting [transgender and non-binary students](#) in kindergarten through grade 12 settings on April 13, 2022, and a webinar on supporting the unique needs of students [who have run away or are experiencing homelessness](#) on November 30, 2022.

OESE continued to demonstrate progress toward this strategic objective through a variety of grantmaking efforts. Specifically, Comprehensive Literacy State Development (CLSD) grantees participated in a three-part Accelerated Learning Community of Practice (CoP) session, during which literacy professionals discussed and shared resources regarding accelerated learning efforts in CLSD school districts. Further, on July 6, 2022, the Charter School Program (CSP) published the Notice of Final Priorities, Requirements and Selection Criteria for the State Entities, Charter Management Organizations, and Developer Grant Programs to amongst other things, ensure that CSP funds are used to create, expand, or replicate charter schools that promote school diversity.

In July, the Department released the [Notice of Final Priorities](#), definitions, and requirements for the Full-Service Community Schools (FSCS) competitive grant program as well as the [Notice Inviting Applications](#) in anticipation of awarding \$68 million to support community schools across the country. Through this commitment, the Department will help spur the planning and capacity building, development, implementation, operation, and coordination of effective services for children and families, particularly in urban and rural areas with high rates of poverty. The Department announced the fiscal year (FY) 2022 FSCS grant awards on December 31, 2022.

Advancing Competitive Integrated Employment

OSERS also responded to the need to foster supportive and inclusive practices through products developed by the Rehabilitation Services Administration (RSA) designed to emphasize the importance of informed choice for youth and students with disabilities seeking high-quality employment choices. Some of these resources include frequently asked questions related to [Post Employment Services](#) and [Criterion for an Integrated Employment Location in the Definition of "Competitive Integrated Employment" and Participant Choice](#), guidance developed jointly with other federal partners, such as [Modification Requirements for Workforce Innovation and Opportunity Act \(WIOA\) State Plans for Program Years \(PYS\) 2022 and 2023](#) and the [FY 2022 Monitoring and Technical Assistance Guide](#). Additionally,

RSA published, in the Federal Register, a [final notification of interpretation](#) regarding the use of federal vocational rehabilitation (VR) funds reserved for preemployment transition services.

Other integral pieces of guidance published in FY 2022 to support this strategic objective include [Prohibition Against Applying Financial Needs Tests or Requiring Cost Participation as a Condition for the Receipt of Vocational Rehabilitation Services for SSI and SSDI Recipients](#), [A Framework for Community Engagement – A Pathway to Competitive Integrated Employment](#), and a [Resource Leveraging & Service Coordination to Increase Competitive Integrated Employment for Individuals with Disabilities](#). This federal joint communication to state and local governments and [Frequently Asked Questions](#) focus on the benefits of and support for blending, braiding, and sequencing resources to increase competitive integrated employment for individuals with disabilities, including students and youth.

Issuance of New Grant Awards

The issuance of grant awards is a key function of the Department. New grant awards that support the goal of inclusive, high-quality employment options for people with disabilities include the [Subminimum Wage to Competitive Integrated Employment](#) demonstration projects. The Department made five-year grant awards to 14 VR agencies through the Disability Innovation Fund to decrease the use of subminimum wages and increase access to competitive integrated employment for people with disabilities, including students and youth. Additionally, in support of this strategic objective, OSERS awarded a grant for the National Technical Assistance Center on Inclusive Policies and Practices to increase state capacity to provide equitable and inclusive learning opportunities for students with significant disabilities.

FY 2024 Annual Performance Plan

The Department will:

- Support programs that connect students and out-of-school youth with disabilities to resources that will assist them in transitioning to adult life, including connecting them to career and technical education and VR.
- Provide technical assistance to IDEA Part C programs to enhance their child-find systems that will improve equitable access to Part C services for infants and toddlers with disabilities and their families who have traditionally been underserved by Part C.
- Support states in developing or strengthening summer, afterschool, and other extended learning and enrichment programs and facilitating robust family and community engagement and input on how to improve access to in-school and out-of-school learning opportunities for underserved students.
- Fund projects to provide technical assistance to states, LEAs, early childhood programs, and early intervention programs to support the inclusion of children with disabilities in early childhood programs and schools.
- Fund parent training and information centers to provide supports to families to enhance their capacity to effectively work with schools and service providers in meeting the needs of their children with disabilities.
- Support diverse populations of students through programs such as the Native Hawaiian Education Program and the State Tribal Education Partnerships grant competitions.

- Support LEAs impacted by federal activity through the Impact Aid Program.
- Collaborate with the Department of Health and Human Services to identify and disseminate resources to combat hate as part of the White House initiative United We Stand. The resources from the Department will be housed on the Department's Best Practices Clearinghouse website. Additionally, the Department will implement CoPs as a mechanism to share and build capacity.
- Design a program to advance school diversity, in relation to the school diversity initiative proposed by the Department in the FY 2022 budget.

Performance Indicators

3.2.1 Percentage of grantees providing culturally responsive activities.								
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	100%	Baseline	100%	100%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Tiered Fidelity Inventory, Schoolwide Benchmarks of Quality, Schoolwide Evaluation Tool, Self-Assessment Survey, Team Implementation Checklist.

Period of Performance: October 1, 2021–September 30, 2022

3.2.2 Percentage of Student Support Service students served who persist into their next year of enrollment or attain a degree.								
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	85%	86.9%	86.0%	87.0%	89%

Note: Latest Confirmed data are for FY 2021. FY 2022 data will be reported in the FY 2023 Annual Performance Report (APR).

Data Source: Student Support Services APR.

Period of Performance: Program Year FY 2020–FY 2021.

3.2.3 Percentage of prekindergarten children with disabilities attending general early childhood programs and receiving the majority of <i>Individuals with Disabilities Education Act</i> services in that setting.								
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
45.25%	44.89%	45.48%	43.75%	39.78%	40.99%	40.7%	41.7%	42.7%

Data Source: ED Facts.

Period of Performance: October 1, 2021–December 1, 2021.

3.2.4 Percentage of parents receiving Special Education Parent Information Centers services who report having enhanced capacity to effectively work with schools and service providers in meeting the needs of their children.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
89.9%	—	86.9%	—	90.3%	96.1%	90.3%	93%	93%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Data and Performance Reports from Department-funded Technical Assistance Centers.

Period of Performance: October 1, 2020–September 30, 2021.

3.2.5 Percentage of students ages 14 through 21 with disabilities served under *Individuals with Disabilities Education Act Part B* who exit school by dropping out.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
17.5%	17.1%	16.0%	16.6%	12.7%	14.6%	16%	15.5%	15%

Data Source: ED Facts.

Period of Performance: July 1, 2020–June 30, 2021.

3.2.6 Percentage of students with disabilities who spend 80% or more of the day inside a regular class.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
63.14%	63.51%	64.00%	64.82%	66.17%	66.8%	65.1%	65.3%	65.5%

Data Source: ED Facts.

Period of Performance: October 1, 2021–December 1, 2021.



STRATEGIC OBJECTIVE 3.3

Strengthen learning environments, support professional development, and improve educator credentialing for emergent bilingual students and multilingual learners.

STRATEGIC OBJECTIVE LEADER

Assistant Deputy Secretary, Office of English Language Acquisition

FY 2022 Performance Summary

This strategic objective has four performance indicators. Of these four performance indicators, two met their annual targets, and two did not meet their targets.

Key Successes and Opportunities

Supporting Emergent Bilingual and Multilingual Learners

The Department's National Professional Development (NPD) grant program is the primary initiative in supporting professional development, strengthening learning environments, and improving educator credentialing for emergent bilingual students and multilingual learners. Grants are awarded to institutions of higher education or public or private entities with relevant experience and capacity in consortia with state educational agencies (SEAs)

DID YOU KNOW?

Under the *American Rescue Plan Act of 2021*, Alaska Native Organizations that are governed predominately by Alaska Natives, received \$85 million to support innovative projects that recognize and address the unique educational needs of Alaska Native children and adults. The Department recently conducted tribal consultation asking for input on how the Alaska Native Education program office can meaningfully improve reporting procedures, technical assistance, and peer reviewer recruitment. Participants shared that helping ensure reporting burden is reduced and additional peer-to-peer learning opportunities are more readily available would assist them in administering their program more efficiently. The input provided will be acted upon immediately.

Discussion with Students at the Coeur D'Alene Tribal School in De Smet, Idaho.

Source: U.S. Department of Education.



or local educational agencies (LEAs). The purpose of these grants is to provide professional development activities that will improve classroom instruction for English learners and assist educational personnel working with such children to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve English learners.

In June 2022, the Department's National Clearinghouse for English Language Acquisition (NCELA) published the [National Professional Development \(NPD\) Program 2017 Cohort report](#), highlighting the performance of the 43 grantees from the 2017 NPD cohort who served nearly 1,800 prekindergarten through grade 12 (PreK–12) teachers, administrators, paraprofessionals, school support staff, and preservice teachers in the 2020–2021 project year. Although the COVID-19 pandemic impacted some of the grantees' planned activities, 475 preservice teachers were served in teacher preparation programs administered by the cohort, with 89% of the grantees meeting their participation and recruitment targets. Additionally, approximately 1,300 in-service teachers participated in programs, exceeding grantees' participation targets for in-service teachers.

The Native American and Alaska Native Children in School (NAM) program awards discretionary grants to eligible entities to develop and enhance capacity to provide effective instruction and support to Native American students who are identified as English learners. The goal of the NAM program is to support the teaching, learning, and studying of Native American languages. The [Native American and Alaska Native Children in School \(NAM\) Program 2018 Cohort report](#), published by NCELA in June 2022, highlights that more than 600 PreK–12 students participated in Native language programs administered by the 2018 NAM grantees in the 2020–2021 project year. Despite the continued impact of the COVID-19 pandemic on project activities, 2018 grantees reported that 57% of students served attained proficiency in English on the state-approved English proficiency exam, and 72% of students made progress in the Native language.

Promoting Best Practices

The Department's Office of English Language Acquisition (OELA) continues to share best practices related to the education of English learners and supporting the English learner community via published Discretionary Grant Reports, Nexus Newsletters, the [NCELA website](#), the annual NPD Director's conference, and the Department's social media platforms. In fiscal year (FY) 2022, NCELA published eight fact sheets, two infographics, and six *Information Elevated* videos. Additionally, 2,400 attendees joined the six live webinars hosted by OELA in collaboration with other government agencies, national leaders, education researchers, and award-winning authors to increase awareness and supports for the education of English learners.

The Department continued collaborating with the Department of Health and Human Services to support Afghan newcomers in kindergarten through grade 12 (K–12) schools. On January 24, 2022, OELA, in partnership with the Office for Civil Rights and the Office of Elementary and Secondary Education, collaborated with the Office of Refugee Resettlement to host the [Education and Afghan Newcomers: Keeping the Promise webinar](#). Joined by more than 800 attendees, the webinar presenters shared an overview of the resettlement process, information about the rights of students, and resources about funding and other supports

available to the K–12 community as we work to ensure access to equitable and excellent education for Afghan newcomers.

On August 12, 2022, OELA hosted a webinar on [Registering and Enrolling Refugee and Immigrant Students in Secondary Schools](#) in collaboration with researchers from Education Northwest and a panel of state and district representatives. Presenters and panelists discussed best practices and resources for facilitating refugee and immigrant students' transition into U.S. schools, including models of academic background review and assessment that can be used during newcomer immigrant registration and enrollment to set students on a success trajectory and pathway to graduation.

On September 21, 2022, OELA hosted [Effective Literacy Instruction for Multilingual Learners: What it is and What it Looks Like](#) in collaboration with the National Committee on Effective Literacy and National Association of English Learner Program Administrators, to share research and resources on literacy development for multilingual learners. Presenters discussed best practices and leadership actions to promote effective literacy programs that honor the multilingual brain and leverage the linguistic and cultural assets of multilingual learners.

Operationalized in the first quarter of FY 2022, OELA's new website [Ensuring Continuity of Learning and Operations](#) is dedicated to supporting districts and schools through access to resources that recognize the unique learning profiles and needs of English learners and their families in order to facilitate their education and engagement during unplanned school closures.

FY 2024 Annual Performance Plan

The Department will:

- Support the development and implementation of programs that support preservice programs, teacher in-service programs that include school leaders, and programs that provide experience working with multilingual students to increase teacher, paraprofessional, and school leadership credential attainment.
- Support SEAs and LEAs in strengthening learning environments for multilingual learners by curating and disseminating evidence-based practices on key topics, such as native language support, access to bilingual programs, and heritage language development.
- Increase access to high-quality prekindergarten programs for multilingual learners by supporting professional development, credentialing of the educator workforce working in early childhood programs.
- Support parents and communities as core partners to educators through dissemination of parent toolkits and other resources, engaging directly with parents and communities and encouraging dual capacity framework practices in schools.

Performance Indicators

3.3.1 Percentage of students who attain proficiency in a Native language as determined by each grantee through pre- and post-assessments of Native language proficiency.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	8.5%	5%	8%	9%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: NAM program—*Government Performance and Results Act of 1993 (GPRA)* Measure.

Period of Performance: October 1, 2021–September 30, 2022.

3.3.2 Number of technical assistance and outreach activities that support (or increase awareness of supports for) the English learners' education community and/or its stakeholders.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	15	10	12	15

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Tracking via contractor produced and internally produced, quarterly Technical Assistance and outreach reports.

Period of Performance: October 1, 2021–September 30, 2022.

3.3.3 Number of National Professional Development grant participants who are enrolled and are making progress toward becoming state-certified, licensed, or endorsed in English learner instruction.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	4,500	5,000	5,000	4,500

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: NAM program—*Government Performance and Results Act of 1993 (GPRA)* Measure.

Period of Performance: October 1, 2021–September 30, 2022.

3.3.4 Number of National Professional Development grant participants who have become state-certified, licensed, or endorsed in English as a Second Language or bilingual instruction.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	1,800	2,000	2,000	1,800

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: NAM program—*Government Performance and Results Act of 1993 (GPRA)* Measure.

Period of Performance: October 1, 2021–September 30, 2022.



STRATEGIC GOAL

Increase postsecondary value by focusing on equity-conscious strategies to address access to high-quality institutions, affordability, completion, post-enrollment success, and support for inclusive institutions.

4

4

STRATEGIC GOAL 4



Increase postsecondary value by focusing on equity-conscious strategies to address access to high-quality institutions, affordability, completion, post-enrollment success, and support for inclusive institutions.

GOAL LEADER

Under Secretary, Office of the Under Secretary

Why It Matters

Since passage of the Higher Education Act of 1965, the percentage of adults aged 25–29 who have earned a bachelor’s degree or higher has more than tripled. Although, completing education and training beyond the high-school level is increasingly important for success across a wide range of life outcomes, significant concerns about students’ access to, students’ success in, and the costs of postsecondary education remain. The average net price of a college education has risen for many undergraduates. For underserved students, this increase can either put college out of reach or saddle them with significant debt upon completion. Further, institutions seeing the sharpest declines in enrollment due to the pandemic are community colleges, the institutions that often serve the largest share of students of color and students from low-income backgrounds and can be an affordable pathway to completing postsecondary education.

Objectives

4.1 Support educational institutions and state systems in efforts to raise academic quality and college completion for all students, especially for underserved students, such as first-generation students, students from low-income backgrounds, students of color, and students with disabilities.

Go to p.70

4.2 Improve the administration of student aid programs to help eligible students receive aid; support borrowers in successfully repaying their loans, claiming loan forgiveness benefits, and mitigating student loan default; and hold contractors accountable.

Go to p.75

4.3 Increase equitable access to secondary and postsecondary programs that have clear on-ramps to both high-quality jobs and additional high-quality postsecondary educational opportunities.

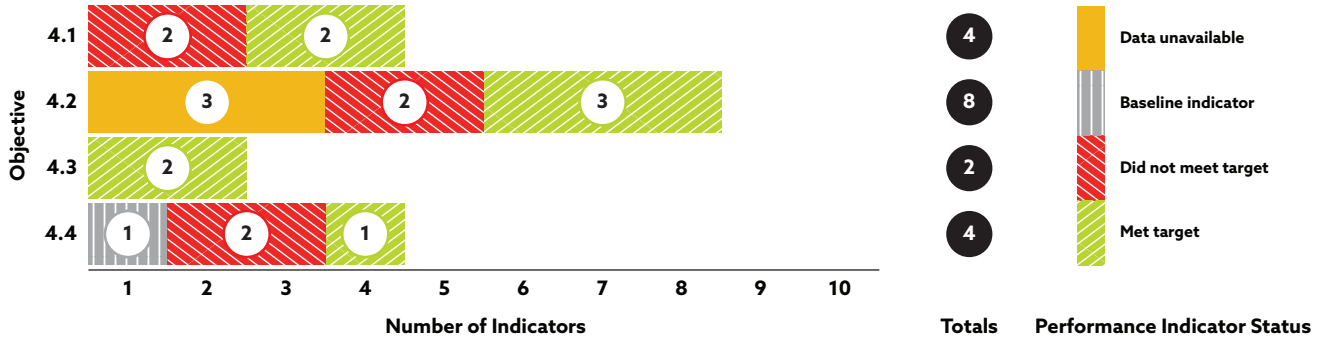
Go to p.80

4.4 Improve the alignment across secondary, postsecondary, and career and technical education programs, including through transparent and effective transition processes, inclusive pathways, and clear credentialing requirements.

Go to p.84

Performance at a Glance

In fiscal year (FY) 2022, the Department assessed progress on 18 performance indicators for this strategic goal. Of those, eight met their annual targets, six did not meet their annual targets, one baselined, and three did not have established targets as they will baseline in FY 2023.



Goal 4 Discretionary Resources

The following figure and table show budgetary resources and major programs and activities supporting goal 4.



Major Programs and Activities Supporting Goal 4 (in thousands)

POC	Objective	Major Programs and Activities	FY 2022 Appropriation	FY 2023 Appropriation	FY 2024 President's Budget
FSA	4.1, 4.3	Federal Direct Student Loans Program Account (M)	\$474,121,269	\$74,144,749	\$27,307,629
FSA	4.1, 4.3	Federal Family Education Loans Program Account (M)	\$34,894,082	\$8,171,061	\$(218,169)
FSA	4.1, 4.3	Student Financial Assistance (D, M)	\$665,226	\$17,031,868	\$33,246,672
FSA	4.1	Historically Black College and University Capital Financing Program Account – HEA III-D (M)	\$303,920	\$83,099	\$20,750
FSA	4.1	Higher Education Facilities Loans Liquidating Account – HEA Section 121 (M)	\$(585)	\$(585)	\$-
OCTAE	4.3, 4.4	Career, Technical, and Adult Education Institute (D, M)	\$1,387,269	\$1,462,269	\$1,688,733
OESE	4.4	School Improvement Programs (M)	\$-	\$-	\$-
OPE	4.1, 4.3	Higher Education (D, M)	\$3,204,357	\$3,483,863	\$4,207,540
OSERS	4.1	Gallaudet University (D)	\$146,361	\$165,361	\$165,361
OSERS	4.1	National Technical Institute for the Deaf (D)	\$88,500	\$92,500	\$92,500
OPE	4.1	College Housing Loans (M)	\$(4,340)	\$(1,915)	\$321
N/A	4.2	Free Community College (D, M)	\$-	\$-	\$120,500,000

Notes: (1) Dollar amounts are estimates of program funding aligned to the strategic goal (Appendix E). As programs may support more than one strategic goal, amounts included here may be reflected in budget tables for other strategic goals. Please refer to the [Department's Budget Tables](#) for additional information on the FY 2022 Congressional Action, the FY 2023 Congressional Action, and the FY 2024 President's Budget Request. (2) Negative dollar amounts (indicated by values in parentheses) represent a downward re-estimate for the program. (3) Letters following major programs and activities denote discretionary (D) or mandatory (M).

Acronyms and Definitions: POC = Principal Operating Component; FY = Fiscal Year; FSA = Federal Student Aid; HEA = Higher Education Act of 1965; OCTAE = Office of Career, Technical, and Adult Education; OESE = Office of Elementary and Secondary Education; OPE = Office of Postsecondary Education; OSERS = Office of Special Education and Rehabilitative Services; and N/A = Not Applicable.

STRATEGIC OBJECTIVE 4.1



Support educational institutions and state systems in efforts to raise academic quality and college completion for all students, especially for underserved students, such as first-generation students, students from low-income backgrounds, students of color, and students with disabilities.

STRATEGIC OBJECTIVE LEADER

Assistant Secretary, Office of Postsecondary Education

FY 2022 Performance Summary

This strategic objective has four performance indicators. Of these four performance indicators, two met their annual target, and two did not meet their targets.

Key Successes and Opportunities

Supporting College Completion and Success

In August 2022, the Department hosted the first Raise the B.A.R. (Bold + Action + Results) in College Excellence and Equity summit with nearly 100 attendees, including college presidents, association leaders and philanthropists to share best practices in serving the nation's most underserved students. Breakout sessions focused on evidence-based and data-driven practices that ensure low-income students and students of color are able to enter institutions, thrive, and cross the stage on graduation day with a diploma or certificate prepared for the 21st-century workforce.

To support a new College Completion Fund for Postsecondary Student Success, the Department announced the availability of \$5 million in funds. The funding will support grants to Historically Black Colleges and Universities (HBCUs); Tribally Controlled Colleges and Universities (TCCUs); and other minority-serving institutions (MSIs), such as Hispanic-serving institutions (HSIs)—many of which are community colleges—to invest in data-driven and evidence-based reforms that encourage postsecondary retention, transfer, and completion.

The Department also announced the renewal of Project Success for another three years. This program works through student loan guaranty agencies to provide support and assistance to HBCUs and MSIs in key areas, such as student persistence and completion.

The Office of Postsecondary Education (OPE) increased outreach efforts for the Ronald E. McNair Postbaccalaureate Achievement Program (McNair), which provides funds for 125 non-MSIs, 60 MSIs, and 21 HBCUs. These outreach efforts included conducting a focus group to determine how to increase diverse applicants and identify barriers and solutions for institutions to apply for grant programs. OPE conducted 10 webinars outlining the McNair Program competition to assist with more competitive applications. The percentage of MSI McNair Program awardees increased from 20.3% to 39.3%.

In fiscal year (FY) 2022, the Department conducted more than 40 engagements with institutions that focused on increasing college completion and closing attainment gaps among underserved populations. Additionally, OPE facilitated nearly 80 technical assistance activities to provide information to grant applicants that will enable them to be more successful in competitions and sustain objectives of their grants.

To further support institutions' efforts, the Institute of Education Science's (IES's) What Works Clearinghouse released its [Effective Advising for Postsecondary Students Practice Guide](#), which includes four evidence-based recommendations for designing and delivering comprehensive, integrated advising to support students' educational success. The Guide is accompanied by videos in which practitioners explore each practice in further detail.

IES is leading efforts to develop a pipeline of talented education researchers who bring fresh ideas, approaches, and perspectives to addressing the issues and challenges faced by the nation's diverse students and schools. The Early Career Mentoring Program supports the mentoring and training of faculty at MSIs who are in the early stages of their academic careers. Each award will provide an individual early-career MSI faculty member with support to conduct exploratory research (including salary for protected time to conduct research) as well as support for career development that includes training under the guidance of an experienced mentor or mentors.

The Parent Training and Information (PTI) Program Technical Assistance Center, also known as the [National Resources for Access, Independence, Self-Advocacy and Employment Center \(RAISE\)](#), established Regional Youth Development Institutes (RYDIs). Annually, RAISE will host an RYDI for two of the eight regions supported by the Rehabilitation Services Administration—PTI centers so that, in the four years, all regions will have an RYDI. Through RYDI, youth will learn about vocational rehabilitation (VR) and independent living. Additionally, resources will be provided to support general youth development and leadership as well as parent training and information centers in states and regions. Three youth from each of the two regions will be supported in attending the RYDI. Youth will have the opportunity to work with other youth in their regions and receive peer mentoring and guidance from the RAISE Youth Advisory Council (YAC). Beginning in 2023, the YAC and selected members of the previous year's RYDI will work to develop and facilitate the RYDI. The goal of this initiative is to directly engage youth about employment opportunities and independent living services through the state VR agencies.

College Scorecard Enhancements

In FY 2022, the Office of Planning, Evaluation and Policy Development's [College Scorecard](#) updated data elements and launched new site features. In addition to refreshing cumulative loan debt and repayment rate data, the Scorecard now reveals institution-level post-enrollment median earnings 10 years after entry and the percent of former students earning above typical high school completers. Users can also compare data elements like graduation rates and earnings nationally or across specific types of institutions and view new earnings information for students three years after graduation by field of study. Additionally, the College Scorecard refreshed various data elements, including incorporating the latest data from the Integrated Postsecondary Education Data System survey as well as Federal Student Aid data systems, MSI indicators, and earnings data from the Internal Revenue Service. The Scorecard reached 25% more stakeholders in FY 2022 than in FY 2021, with nearly

1.5 million visitors accessing its resources. To support continuous process improvement, in FY 2022, the Scorecard convened a technical review panel and conducted user study activities.

Technical Assistance Services

In efforts to support institutions of higher education that are focused on serving historically underserved students, OPE hosted 79 technical assistance activities on improving support systems for Hispanic students and providing technical assistance for HBCUs on grant application development. Application sessions for all competitions focused on increasing the number of grant applications, particularly among community colleges and MSIs and focused on student success and completion for underserved students. OPE's Office of International and Foreign Language Education provided eight FY 2022 application preparation technical assistance webinars for institutions, including community colleges and HBCUs.

“For so many students and families, the college-search process can be overwhelming. But easily accessible, high-quality information about higher education institutions can help students determine which college or university is the best fit for them. The updated and enhanced [2022] College Scorecard shines a spotlight on affordability, inclusivity, and outcomes, over exclusivity and colleges that leave students without good jobs and with mountains of debt.”

U.S. Secretary of Education
Miguel A. Cardona

Additionally, OPE leadership participates in monthly meetings of the Interagency HBCU Cluster/Work Group where federal agencies share strategies for increasing HBCU participation in grant competitions. The HBCU Cluster also held a meeting with HBCU leaders during the September 2022 HBCU Conference.

FY 2024 Annual Performance Plan

The Department will:

- Support projects that strengthen community colleges, HBCUs, HSIs, Asian American- and Native American Pacific Islander-serving institutions, TCCUs, and other MSIs.
- Increase focus on evidence-based strategies, including through capacity-building networks focused on improving student success with the Project Success Initiative. Through Project Success, more than 200 HBCUs, TCCUs, MSIs, and HSIs receive access to resources and support services to help improve their students' outcomes.
- Provide accurate and easy-to-use data through tools such as the [College Scorecard](#) to help underserved students and families make informed decisions about pursuing postsecondary pathways. In FY 2024, the Department will continue its annual data

refresh and enhancements to College Scorecard to improve usability of the consumer site. Access to the most recently published earnings, debt, and demographic data helps consumers better gauge the value of an institution’s postsecondary program and provides key data resources for researchers, developers, and analysts who work to promote postsecondary access and success. These efforts reinforce the Department’s commitment to public access, accountability, and transparency.

- Use the [Monitoring and Technical Assistance Guide](#) for the VR Program to conduct monitoring and provide technical assistance to state VR agencies, with a focus on the performance outcomes of individuals served by the VR Program and the Supported Employment Program.
- Release a practice guide via the IES What Works Clearinghouse supporting postsecondary institutions’ adoption of evidence-based practices in holistic advising to improve rates of college completion.
- Release at least two intervention reports via IES’ clearinghouse to review the extent of evidence that supports the adoption of common approaches to improving postsecondary success, including but not limited to interventions that seek to promote a growth mindset and improve students’ perceptions of belonging.

Performance Indicators

4.1.1 Number of technical assistance activities (e.g., events, trainings, and webinars) or products focused on the use of evidence-based practices to meet the social, emotional, academic, and other learning and developmental needs of students in postsecondary and adult education.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	44	50	50	50

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Department offices that deliver technical assistance.

Period of Performance: October 1, 2021–September 30, 2022.

4.1.2 Percentage of grant applicants from community colleges, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and minority-serving institutions.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
43%	—	—	—	43%	49%	48%	48%	48%

Notes: Data from previous years are not included as OPE grants are on a five-year cycle and different grants are competed each year. Because different grants are competed year to year, this metric measures the percentage of applicants for the grants that are competed each individual year. The target for FY 2022 represents a 5% increase in the percentage of these applicants as compared to the FY 2017 applicants (the beginning of the last five-year cycle). The targets beyond FY 2022 represent maintenance of this 5% increase over 2017.

Data Source: G5data.

Period of Performance: October 1, 2021–September 30, 2022.

4.1.3 Number of students with disabilities who receive counseling on enrollment in postsecondary education through the Vocational Rehabilitation Program.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	55,488	63,565	86,000	87,000	88,000

Data Source: Rehabilitation Services Administration (RSA) Case Service Report (RSA-911).

Period of Performance: Program Year July 1, 2021–June 30, 2022.

4.1.4 Number of Vocational Rehabilitation Program participants who are enrolled in postsecondary education and training.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	178,494	184,704	180,000	185,000	190,000

Data Source: Rehabilitation Services Administration (RSA) Case Service Report (RSA-911).

Period of Performance: Program Year July 1, 2021–June 30, 2022.



STRATEGIC OBJECTIVE 4.2

Improve the administration of student aid programs to help eligible students receive aid; support borrowers in successfully repaying their loans, claiming loan forgiveness benefits, and mitigating student loan default; and hold contractors accountable.

STRATEGIC OBJECTIVE LEADER

Chief Operating Officer, Federal Student Aid

FY 2022 Performance Summary

This strategic objective has eight performance indicators. Of these, eight performance indicators, three met their annual targets, two did not meet their targets, and three did not establish a target in fiscal year (FY) 2022 and will baseline in FY 2023.

Key Successes and Opportunities

Free Application for Federal Student Aid®

Federal Student Aid (FSA) continues to support the National College Attainment Network and other organizations that work with college access groups across the country to encourage high school seniors to file a *Free Application for Federal Student Aid®* (FAFSA®). Though the number of high school seniors filing a FAFSA has increased, the percentage of first-time returning filers has decreased. Contributing factors to the decrease could be better job market opportunities and the continued negative effects of the COVID-19 pandemic on FAFSA filing and college enrollment. FSA's spring FAFSA renewal email campaigns, sent on April 18–22, 2022, and May 2–3, 2022, generated nearly 20 million emails with an open rate of 56.11%. By comparison, the average government open rate on emails is 19.4% according to an industry benchmark report from Campaign Monitor in 2022. FSA continues outreach to the public through social media, email, training webinars, and other activities encouraging FAFSA completion.

Continuing a positive trend, the need to verify the income of FAFSA filers continues to decrease. FAFSA filers selected for verification are required to provide more information to verify their eligibility for aid. However, a large number of those selected for verification were not completing the process and subsequently not enrolling or failing to receive aid to support their success. The renewal of a waiver issued in fiscal year 2021 that limits verification only to identity and fraud prevention which contributed to a lower verification rate between 4.5% and 10.5%, down from a high of over 30% several years ago. FSA uses a marginal cost–benefit analysis and a sophisticated machine learning model to make sure verification rates can remain low while focusing on the collection of improper payments. The verification rate for the 2023–2024 FAFSA cycle, is 7.5%.

Public Service Loan Forgiveness

In October 2021, the Department announced a 1-year waiver of Public Service Loan Forgiveness (PSLF) program rules. Under the waiver, any prior period of repayment counted as a qualifying payment regardless of loan program, repayment plan, or whether the payment was made in full or on time. This waiver applied to student loan borrowers with Direct Loans, including those who previously consolidated into the Direct Loan Program, and those who submitted a Direct Consolidation Loan application by October 31, 2022.

Due to the waiver, there was a significant increase in the number of borrowers who received forgiveness compared to prior years. More than \$15 billion was forgiven under the limited PSLF waiver for more than 200,000 borrowers.

Administering the Federal Student Loan Programs

FSA implemented performance standards to ensure loan servicers are prepared to respond to customer inquiries in the time leading up to return to repayment and in the critical period after repayment begins.

The Administration and Department continue to support students who were defrauded in their pursuit of postsecondary education. In June 2022, the Department made a historic announcement that all borrowers who attended a school owned or operated by Corinthian Colleges, Inc. from its founding in 1995 to its closure in 2015 would receive complete forgiveness of their federal student loans. This result is based on borrower defense to repayment, which applies to students who were defrauded about the education they received from their school. As a result, 560,000 Corinthian borrowers received approximately \$5.8 billion in discharges. Additionally, the Department announced group discharges covering 875,000 students who attended ITT Tech, Marinello Schools of Beauty, and Westwood College, totaling \$11.4 billion in relief to defrauded students.

Regulatory Improvements

The Office of Postsecondary Education published two notices of final rulemaking in 2022. One rewrote the student loan discharge programs to make relief more automatic and simpler to obtain, streamlined public loan service forgiveness, and removed interest capitalization on federal student loans not required by the statute. The second package implemented statutory changes to close long-standing loopholes that resulted in for-profit colleges aggressively recruiting military-connected students and expanded access to Pell Grants for incarcerated individuals.

FY 2024 Annual Performance Plan

The Department will:

- Increase access to federal student aid and improve customer experiences through the services available on the [StudentAid.gov](https://studentaid.gov) website and by simplifying the FAFSA form. FSA leads collaboration on the implementation of the Fostering Undergraduate Talent by *Unlocking Resources for Education Act*, the *FAFSA Simplification Act of 2020*, and the modernization of the FAFSA back-end systems.
- Manage the ongoing development and implementation of the FAFSA processing system. The FAFSA implementation teams are working on designing the 2024–2025 FAFSA form and are simultaneously working on changes to more than 10 FSA systems

to accommodate new calculations to enable key student aid processes such as Pell origination and disbursements.

- Provide enhanced customer support through Business Process Operation vendors, including:
 - Modernize and improve financial aid products that allow students to understand and access information about college options, associated costs, loan counseling and guidance, support for retention, loan repayment options, and borrower benefits.
 - Assist borrowers in resuming payments, with a particular focus on those who are at risk of delinquency.
 - Implement operational improvements designed to increase participation in Auto Debit and Income-Driven Repayment programs.
- Assist customers in identifying the appropriate information and financial pathways to meet their educational goals and lessen unaffordable long-term debt associated with financial management decisions. To accomplish this goal, FSA and OPE will increase collaboration and coordination of Department outreach efforts to further promote information and materials that inform students and parents about federal student loan repayment options, both before and throughout the student aid life cycle.
- Implement data and analytics capabilities to provide meaningful customer insights for improving the quality of service and operational efficiency of entities that directly support federal student financial aid customers (e.g., loan servicers, contractors, and financial institutions).
- Promote institutional awareness of opportunities to support Pell Grant recipients and other underserved groups by collecting and reporting data and best practices on Higher Education Emergency Relief Fund grant aid.
- Use high-quality data for transparency, accountability, and institutional improvement in rulemaking that supports postsecondary students and loan borrowers.
- Work diligently to mitigate risks posed to students and taxpayers through the implementation of regulations, including regulations relating to Borrower Defense to Repayment, Closed School Discharges, and False Certification Discharges. FSA will share information publicly about its school oversight activities to increase transparency in its efforts, provide guidance regarding acceptable conduct, and deter misconduct by schools participating in Title IV programs.
- Transition loan servicing into a new operational environment under the Unified Servicing and Data Solution (USDS) contract and implement solutions and service loan agreements that provide effective customer service for borrowers after the end of the current legacy servicer contract period. The current servicing contracts have been in place for 12 years and are scheduled to end in December 2023. USDS will be put into place to succeed the existing servicing contracts with a new approach that increases oversight and transparency while improving the borrower experience.

Performance Indicators

4.2.1 Percentage of contractor interactions reviewed that received a passing score of 95%.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	—	—	Baseline	+1 above baseline

Notes: Targets were not established for this indicator in fiscal year (FY) 2022 as the performance indicator will be baselined in FY 2023.

Data Source: FSA Vendor Management/ Vendor Oversight and Program Accountability.

Period of Performance: Baseline to be established in FY 2023.

4.2.2 Percentage of contractors that achieve at least 95% accuracy in performing tasks.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	—	—	Baseline	+1 above baseline

Notes: Targets were not established for this indicator in fiscal year (FY) 2022 as the performance indicator will be baselined in FY 2023.

Data Source: FSA Vendor Management/ Vendor Oversight and Program Accountability.

Period of Performance: Baseline to be established in FY 2023.

4.2.3 Percentage of high school seniors submitting the *Free Application for Federal Student Aid*[®] (FAFSA[®]) form.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
60.2%	67.4%	65.9%	63.8%	60.87%	63.6%	60.9%	61.1%	61.5%

Data Source: FSA's Common Origination and Distribution System.

Period of Performance: School Year 2021–2022.

4.2.4 Persistence among first-time *Free Application for Federal Student Aid*[®] (FAFSA[®]) filing aid recipients.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
82.6%	82.5%	82.8%	81.0%	81.09%	80.02%	81.1%	81.2%	81.2%

Data Source: FSA's Common Origination and Distribution System.

Period of Performance: School Year 2021–2022.

4.2.5 Verification rate of *Free Application for Federal Student Aid*[®] (FAFSA[®]) filers.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	10.48%	≤10.6%	≤8.5%	≤7.5%

Data Source: Central Processing System Database

Period of Performance: School Year 2021–2022.

4.2.6 Satisfaction survey scores associated with the *Free Application for Federal Student Aid*[®] (FAFSA[®]) application.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	77.8	81	77	78

Data Source: FAFSA (housed on studentaid.gov) survey.

Period of Performance: October 1, 2021–September 30, 2022.

4.2.7 Number of sessions (as measured by completions) the *Loan Simulator* tool is used.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	2,942,085	2.4 Million	2.5 Million	2.6 Million

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Google Analytics.

Period of Performance: October 1, 2021–September 30, 2022.

4.2.8 Percentage of individual Borrower Defense applications adjudicated timely.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	—	—	Baseline	TBD

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022 and based on the number of applications adjudicated. Refer to Appendix B for details.

Data Source: Feedback Dispute Management System.

Period of Performance: Baseline to be established in FY 2023.

STRATEGIC OBJECTIVE 4.3



Increase equitable access to secondary and postsecondary programs that have clear on-ramps to both high-quality jobs and additional high-quality postsecondary educational opportunities.

STRATEGIC OBJECTIVE LEADER

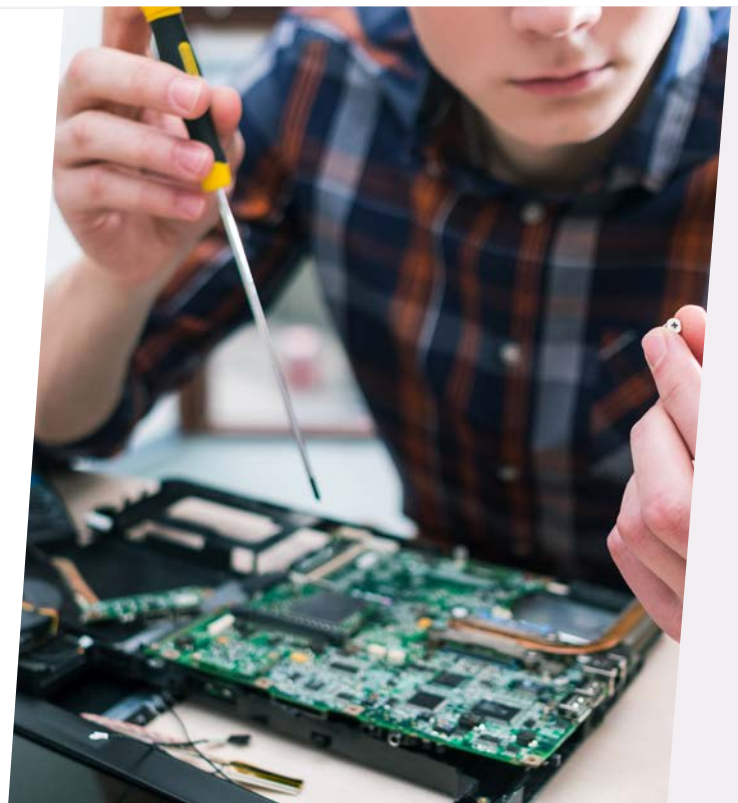
Assistant Secretary, Office of Career, Technical, and Adult Education

FY 2022 Performance Summary

This strategic objective has two performance indicators. Both performance indicators met their annual targets. The Department designated this strategic objective as an “Area Demonstrating Noteworthy Progress.” This designation is derived from the Office of Management and Budget’s guidance that requires that, every year, each agency designates at least one of its strategic objectives for this category. The designation is reserved for strategic objectives that meet at least one of the official criteria for recognition of noteworthy performance, including that “[n]ew innovations in strategy, program design, risk mitigation, or operations have led to notable improvements in outcomes, risk reductions, and/or cost reductions and promise greater impact in the future.”

DID YOU KNOW?

[Raise the Bar: Unlocking Career Success](#) is a new Administration initiative—supported by the Departments of Commerce and Labor—to reimagine how our nation’s high schools prepare all students to thrive in their future careers. The initiative blurs the lines between high school, college, and the world of work, providing students with accelerated and innovative opportunities to earn college credits and gain real-world career experiences. Backed by the \$1.43 billion *Carl D. Perkins Career and Technical Education Act* and other funding, the Administration is ensuring the next generation is building the skills necessary to fill high-paying jobs, like those created via the Bipartisan Infrastructure Law and *CHIPS and Science Act*. This includes expanding access to skills-based learning and training pathways, such as Registered Apprenticeships, in key industries.



Key Successes and Opportunities

Career Pathways

The Office of Career, Technical, and Adult Education (OCTAE) presented the Pathways to Credentials project, including the Stackable Credentials 101 toolkit at five national or state-level conferences. OCTAE also disseminated information through meetings with the interagency working group on Career Pathways and presented on career pathways broadly (including stackable credentials) to two foreign delegations via the State Department's International Visitor and Leadership Program. Attendees and participants learned what stackable credentials are, how they fit into the broader career pathways ecosystem, and how to access OCTAE resources available on the [Perkins Collaborative Resources Network](#), enabling them to bring these tools to their institution, agency, or country.

Adult Education and Literacy

OCTAE's Division of Adult Education and Literacy conducted a variety of technical assistance activities focused on the use of promising and evidence-based practices to engage adult learners as well as to connect learners with basic needs support. OCTAE's web-based [Literacy Information and Communication System \(LINCS\)](#) was used to reach adult education providers in its dissemination of professional development and technical assistance resources. LINCS has been able to showcase states that have improved learner access to the adult education community.

Utilizing LINCS, Adult Education and Literacy offered a hybrid delivery model of high-quality on-demand professional learning through research and evidence-based resources, online courses, a virtual community of practice, as well as provided universal, targeted, and intensive technical assistance to states. In fiscal year (FY) 2022, 96 technical assistance activities were provided to support the use of evidence-based practices to connect adult learners to basic needs support. Through feedback from participants, this type of technical assistance was found to increase the attendee's awareness of the basic needs supports available to connect learners to postsecondary education and training.

OCTAE also engaged in an interagency partnership focused on job quality. Department staff provided input and feedback to the Department of Labor and the Department of Commerce on their Good Jobs Principles which serve as an Administration-wide baseline for defining job quality and instituting measures that can gauge progress.

““ These grants will support innovative efforts underway across the country to provide educational opportunities to youth and adults with disabilities so they can secure better-paying jobs, build economic security, and lead more fulfilling, independent lives.”

U.S. Secretary of Education
Miguel A. Cardona

Special Education and Rehabilitative Services

Office of Special Education and Rehabilitative Services' Rehabilitation Services Administration made a historic investment of \$177 million in its Subminimum Wage to Competitive Integrated Employment Model Demonstration projects. This investment is critical toward ensuring real pay and employment for people with disabilities in high-need industries, such as transportation, green jobs, home and community-based services providers, and the arts. Fourteen successful applicants will receive awards for the project period of FY 2023–FY 2027.

FY 2024 Annual Performance Plan

The Department will:

- Implement OCTAE's Digital Resilience in the American Workforce national leadership activity to develop resources and training to support the integration of digital resilience instruction into adult education classrooms, including support for instructors to build their own digital skills and confidence; resources on effective instructional strategies; and easy-to-find and easy-to-use instructional content. The resources and training described will be piloted in 2023.
- Implement OCTAE's Enhancing Access for Refugees and New Americans national leadership activity to build the capacity of states, local programs, and classroom instructors to provide comprehensive immigrant integration services, centering around Integrated English Literacy and Civics Education (IELCE) and Integrated Education and Training programming. The activity provided technical assistance that supports the linguistic, civic, and economic integration of immigrant communities to three primary audiences: state staff, local program administrators, and IELCE instructors in 2023.
- Work to expand equitable access to evidence-based policies and programs that support a successful transition from high school to postsecondary education and careers, including:
 - Dual or concurrent enrollment programs and access to accelerated coursework, such as Advanced Placement and International Baccalaureate courses to earn postsecondary credit while still in high school.
 - High-quality science, technology, engineering, and mathematics (STEM) instruction, including computer science.
 - Developing job skills through high-quality career, technical, and adult education programs.
- Share promising practices used by states to encourage local recipients of Perkins funds to prioritize job quality in their comprehensive local needs assessments.
- Support the execution of intensive technical assistance agreements developed by technical assistance centers with state Vocational Rehabilitation agencies to improve program performance

Performance Indicators

4.3.1 Number of technical assistance activities (e.g., events, trainings, convenings, webinars, communications, and products) focused on supporting increased stackability and transferability of postsecondary programs.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	5	3	3	3

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Perkins V National Activities contract deliverables and Perkins V statutory discretionary grants activities.

Period of Performance: October 1, 2021–September 30, 2022.

4.3.2 Number of technical assistance activities (e.g., events, trainings, convenings, webinars, communications, and products) focused on the use of promising or evidence-based practices to connect students in postsecondary and adult education to basic needs support.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	96	50	65	70

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: LINC Technical Assistance Center.

Period of Performance: October 1, 2021–September 30, 2022.

STRATEGIC OBJECTIVE 4.4



Improve the alignment across secondary, postsecondary, and career and technical education programs, including through transparent and effective transition processes, inclusive pathways, and clear credentialing requirements.

STRATEGIC OBJECTIVE LEADER

Assistant Secretary, Office of Career, Technical, and Adult Education

FY 2022 Performance Summary

This strategic objective has four performance indicators. Of these four performance indicators, one met its annual target, two did not meet their targets, and one baselined.

Key Successes and Opportunities

Integrated Education and Training

The Office of Career, Technical, and Adult Education (OCTAE) made historic investments in supporting the development and implementation of integrated education and training (IET) programs that provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training activities. OCTAE's Division of Adult Education and Literacy (DAEL) national leadership activities' contractors conducted 53 technical assistance activities focused on implementing and improving IET programs, including in correctional and reentry education.

Technical assistance was offered to states and local adult education programs through DAEL's IET design toolkit and virtual training institute national leadership activity, as well as through the IET in Correctional and Reentry Education national leadership activity. OCTAE's Integrated Employment and Training national leadership activities provided support to the adult education field with their research, assessment, designing, development, and implementation of IET programs.

Technical Assistance Activities

More than 51 technical assistance activities were provided to support implementation of career pathways and work-based learning. These activities provided grantees with the technical knowledge and resources to design and implement career pathways aligned to in-demand industry sectors.

OCTAE awarded a contract to conduct an open innovation prize competition to create, enhance, and/or expand high-quality work-based learning opportunities for career and technical education (CTE) students during high school by encouraging collaborative ecosystems of educators, business and industry, workforce professionals, and community stakeholders to benefit students with career development and preparation. These

work-based learning experiences may be in-person, hybrid, and/or remote and need to be implemented as part of state or locally approved high school CTE programs of study. Furthermore, they must be responsive to the needs of underrepresented student populations.

OCTAE supported the Department’s Raise the Bar: Unlocking Career Success initiative through a series of webinars and publications. One webinar focused on dual enrollment, and featured a panel of dual enrollment policy, practice, and research professionals who reviewed the current state of policy and practice, with a particular focus on the inclusion of populations that have historically been underrepresented in postsecondary education. The webinar also highlighted the findings and recommendations from the College in High School Alliance’s Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice.

As part of a collaboration effort with fellows from the Harvard Project on the Workforce, OCTAE conducted an analysis of aggregate and disaggregated data on secondary CTE concentrators’ attainment of postsecondary credits submitted by states in their Perkins Consolidated Annual Report for FY 2020–FY 2021 (the first year for which data are available under the newly reauthorized Perkins statute). Based on the analysis, the team conducted interviews with state CTE directors and their staffs to unearth promising practices for enabling disaggregated student categories to meet or exceed state determined levels of performance.

FY 2024 Annual Performance Plan

The Department will:

- Provide technical assistance to promote the development and use of stackable credentials by community and technical colleges to improve student attainment of CTE credentials. By awarding credit for a range of education, training, workplace learning, and skill-building experiences that “stack” toward associate degrees, stackable credential programs are meant to help working students develop the skills they need to simultaneously advance on the job and earn credentials that enable further study. Such programs are designed to accelerate credit attainment and may increase the likelihood of degree completion.
- Provide technical assistance to increase the usage of equity-focused strategies in dual enrollment.
- Support the development and implementation of student success programs that include multiple interventions such as academic advising, the provision of financial resources, structured pathways, and other student supports to increase credential attainment.
- Launch, in FY 2023, the second phase of a multiyear OCTAE-lead technical assistance effort to promote IET implementation in adult education and correctional education. This effort will focus on increasing the number of states with mature IET programs that lead to quality jobs for diverse adult learners. Emphasis will be place on the use of labor market information, employer partnerships, and supportive services—including career navigation.
- Host an annual Perkins Data Quality Institute in FY 2023 and 2024 to help states analyze their Perkins data, identify gaps or disparities in performance among special populations of CTE students, and identify promising practices for eliminating those gaps or disparities.

- Continue to offer webinars and other engagements hosted by the Office of Postsecondary Education with institutions to increase the percentage of Upward Bound and Talent Search high school degree completers who are reported in the Annual Performance Report to have completed rigorous programs of study.
- Hold a convening to promote the IET in Corrections Project, which included a component focused on supporting increased stackability and transferability of postsecondary programs specifically geared toward incarcerated learners.

Performance Indicators

4.4.1 Percentage of Upward Bound and Talent Search high school degree completers who are reported in the Annual Performance Report to have completed a rigorous program of study.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	78%	76.5%	79%	79%	79%

Notes: Latest Confirmed data are for FY 2021. FY 2022 data will be reported in the FY 2023 Annual Performance Report (APR).

Data Source: Upward Bound\Upward Bound Math Science APR: (Field #37—Rigorous Study) and Talent Search APR (Sections 3 and 4).

Period of Performance: Program Year 2020–2021

4.4.2 Number of technical assistance activities (e.g., events, convenings, trainings, webinars, communications, and products) focused on implementing and improving integrated education and training programs, including in correctional and reentry education.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	53	41	55	60

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: OCTAE Contract: Supporting Integrated Employment and Training for Adult Learners; OCTAE Contract: Expanding Integrated Education and Training in Corrections Education.

Period of Performance: October 1, 2021–September 30, 2022.

4.4.3 Number of technical assistance activities that encourage equity-focused strategies around dual enrollment and the Ability to Benefit provisions of the Higher Education Act.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	1	3	6	8

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: OCTAE staff and contract-supported activities.

Period of Performance: October 1, 2021–September 30, 2022.

4.4.4 Percentage of economically disadvantaged high school graduate career and technical education (CTE) concentrators that attain postsecondary credits in the relevant CTE program or program of study through a dual or concurrent enrollment or another credit transfer agreement in the 12 states that report for the *Carl D. Perkins Career and Technical Education Act*.

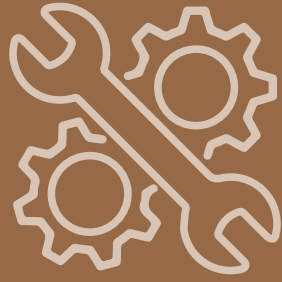
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	39.8%	Baseline	40%	41%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in fiscal year 2022.

Data Source: Perkins V States' Consolidated Annual Reports.

Period of Performance: Program Year 2020–2021.

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STRATEGIC GOAL

Enhance the Department's internal capacity to optimize the delivery of its mission.

5

5

STRATEGIC GOAL 5



Enhance the Department's internal capacity to optimize the delivery of its mission.

GOAL LEADER

Assistant Secretary, Office of Finance and Operations

Why It Matters

Strong management foundations are essential to meeting the mission, goals, and objectives of the Department. The Department has a long-standing history of leveraging its technological resources to support the mission, employees, and stakeholders throughout the education landscape. In addition, the Department has increased its agility in managing and utilizing data to positively impact outcomes while empowering and motivating its workforce to meet the evolving needs of students and families. This strategic goal reflects key management functions executed across the Department that collectively support the success of the agency's mission.

Objectives

5.1 Manage information technology as a strategic resource and driver to promote the advancement of the missions executed by the Department's 21st-century workforce.

Go to p.92

5.3 Recruit, retain, and develop the workforce needed to meet the Department's mission now and into the future.

Go to p.102

5.2 Strengthen agency-wide data governance and build capacity to improve data access, data management, and enterprise data analytics in support of agency goals.

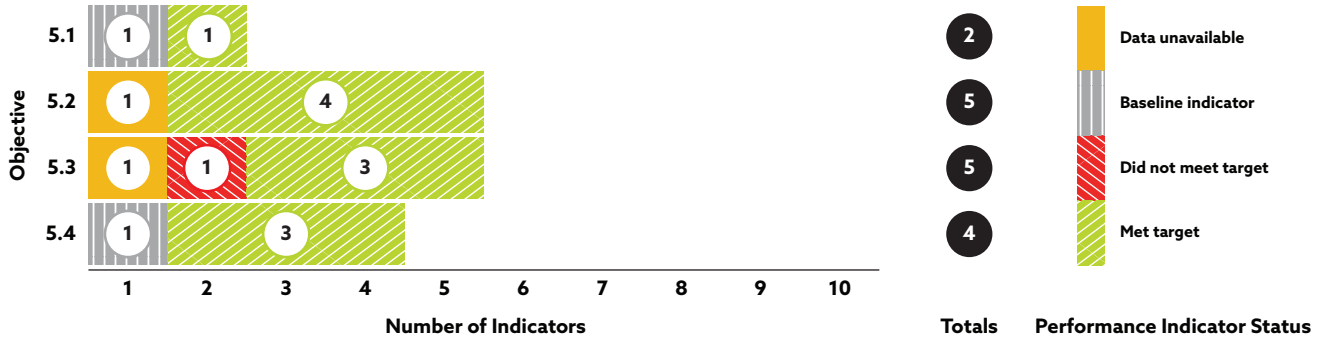
Go to p.96

5.4 Deliver mission outcomes and value for taxpayers through efficient acquisition management and proactive industry partnerships while promoting small businesses.

Go to p.105

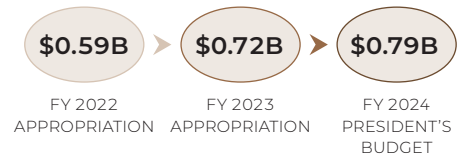
Performance at a Glance

In fiscal year (FY) 2022, the Department assessed progress on 16 performance indicators for this strategic goal. Of those, 11 met their annual targets, one did not meet its annual target, two baselined, and two did not have established targets as they will baseline in FY 2023.



Goal 5 Discretionary Resources

The following figure and table show budgetary resources and major programs and activities supporting goal 5.



Major Programs and Activities Supporting Goal 5 (in thousands)

POC	Objective	Major Programs and Activities	FY 2022 Appropriation	FY 2023 Appropriation	FY 2024 President's Budget
All	5.3	Departmental Management/Student Aid Administration (D)	\$394,907	\$426,907	\$527,609
OCR	5.3	Office for Civil Rights (D)	\$135,500	\$140,000	\$177,600
OIG	5.3	Office of Inspector General (D)	\$64,000	\$67,500	\$87,497

Notes: (1) Dollar amounts are estimates of program funding aligned to the strategic goal (Appendix E). As programs may support more than one strategic goal, amounts included here may be reflected in budget tables for other strategic goals. Please refer to the [Department's Budget Tables](#) for additional information on the FY 2022 Congressional Action, the FY 2023 Congressional Action, and the FY 2024 President's Budget Request. (2) Negative dollar amounts (indicated by values in parentheses) represent a downward re-estimate for the program. (3) Letters following major programs and activities denote discretionary (D) or mandatory (M).

Acronyms and Definitions: POC = Principal Operating Component; FY = Fiscal Year; OCR = Office for Civil Rights; and OIG = Office of Inspector General.

Mandatory Programs: No additional mandatory programs.

STRATEGIC OBJECTIVE 5.1



Manage information technology as a strategic resource and driver to promote the advancement of the missions executed by the Department's 21st-century workforce.

STRATEGIC OBJECTIVE LEADER

Chief Information Officer, Office of the Chief Information Officer

FY 2022 Performance Summary

This strategic objective has two performance indicators. Of these two performance indicators, one met its annual target, and one baselined.

Key Successes and Opportunities

Advancements in Information Technology Governance and Infrastructure

The work of the Office of the Chief Information Officer (OCIO) supports security and accountability across the Department as well as provides senior leaders with analysis and recommendations to make data-driven decisions on leveraging information technology (IT) to meet mission goals and objectives. To support these efforts, OCIO reviewed 57.8% of modernizing investments through the IT governance process, which included evaluating 13 IT segment areas and making determinations on over \$350 million in modernization funding requests. OCIO also partnered with the Federal Student Aid Technology Office to understand IT governance gaps in enterprise management oversight of the Department's more than \$1 billion IT Portfolio, including a case study to improve transparency and alignment with the *Federal IT Acquisition Reform Act*. OCIO has also conducted more than 302 technology insertion assessments (125 in fiscal year [FY] 2022) to ensure IT systems were compatible with the network and in compliance with cyber security protocols.

Advancements in Cybersecurity

The Department received an overall *Federal Information Security Modernization Act of 2014* (FISMA) assessment of "Effective," or a Level 4 Cybersecurity Maturity Level for FY 2022. This score is the highest achieved by the Department since the scoring metrics were established in 2014. This score also marks a significant improvement from FY 2021, with seven of nine FISMA domains increasing in maturity levels.

The Department took immediate action in FY 2022 regarding Office of Management and Budget (OMB) Memo (M-22-09) Moving the U.S. Government Toward Zero Trust Cybersecurity Principles by onboarding a GS-15 zero-trust architecture (ZTA) program manager and releasing a Department Strategy and project schedule for full implementation by the end of FY 2024. The Department received the initial transfer of \$15 million in Technology Modernization Funds, which were used to establish a ZTA Project Management

Office (PMO); engage the recompute of Enterprise Identity, Credential, and Access Management (ICAM); and obtain Secure Access Service Edge and Security Orchestration Automation and Response capabilities. Collaboration between ZTA, ICAM, Enterprise Detection and Response, and Cyber Data Lake PMOs will continue to fulfill all pillars of Zero Trust. The Department is on track to meet the requirements set forth by OMB and maintain a resilient cybersecurity posture.

In February 2022, OCIO implemented a new cybersecurity policy framework aligned with Executive Order (EO) 14028 *Improving the Nation's Cybersecurity* and National Institute of Standards and Technology (NIST) Special Publication 800-53, Revision 5. The updated framework ensures a more comprehensive inventory of policies that directly align with the latest catalog of security control families and requirements levied through EO 14028. Five Instructions and 22 Standards have been converted into 20 new standards (control families) aligned with the Cybersecurity Scorecard Framework (CSF) and NIST 800-53, Revision 5. Additionally, this framework addresses existing policy gaps; enables system stakeholders to easily find Department requirements; allows for updates to the Department's system of record for FISMA reporting, Cyber Security Assessment and Management System, with Department-defined control parameters to support System Security Plan development and assessments; includes control overlays for requirements not within 800-53 control baselines; enhances maintenance; and strengthens ability to rapidly update for new requirements while maintaining mapping to CSF and NIST controls.

Tasked by OMB, OCIO completed the 90-day sprint on Multifactor Authentication and Data at Rest in response to EO 14028. The Department has taken steps to address requirements established within the OMB Memo *Improving the Federal Government's Investigative and Remediation Capabilities Related to Cybersecurity Incidents* (M 21 31) by requiring Department system owners to ensure their systems of responsibility log system event data and then forward event data to the Department of Education Cyber Data Lake for storage. Information from logs on federal information systems is invaluable in the detection, investigation, and remediation of cyber threats.

The Department has updated its internal vulnerability management procedures in accordance with Binding Operational Directive 22-01 *Reducing the Significant Risk of Known Exploited Vulnerabilities*. The Department continues to remediate each vulnerability according to the timelines set forth in the vulnerability catalog managed by the Cybersecurity and Infrastructure Security Agency (CISA). The Department is working with CISA to mature its Continuous Diagnostics and Mitigation capabilities to augment and enhance remediation actions as required by this directive.

The Department is vigilant about potential phishing attacks, which continue to be one of the most common cybersecurity attack methods. The Department's Cybersecurity Training and Awareness Program provides ongoing awareness training and communications and has been highly successful in reducing human behavioral risks through the Simulated Phishing Exercise Program. The Simulation Phishing Exercise Program tracks user reporting, susceptibility, and resiliency rates to identify user trends and areas in need of improvement. The Department's user identification and reporting of suspicious email messages continues to improve, showing an increase in the average reporting rate from 34% in FY 2021 to 55% in FY 2022. This improvement includes the highest reporting rate, 64% during FY 2022 Exercise 5, since the Phishing Program's inception. The Department's average susceptibility

rate from the past two fiscal years is 4.23%, which is significantly lower than the industry standard average of 5.4% for all simulations. The Department's average resiliency rate continues to improve, resulting in an increase from 17.42% in FY 2021 to 18.12% in FY 2022.

Advancements in Customer Experience and Technology Support

In FY 2022, the Department expanded the IT Customer Relationship Management Team. This team oversees the development of the IT Customer Feedback Scorecard and several customer experience-enhancing initiatives, including technology-related training collateral and virtual sessions, enhanced in-office technology upgrades, and improved software functionality.

OCIO partnered with the Office of Communications and Outreach to develop a four-phased approach to modernize the Department's public-facing websites, which will result in an enhanced customer experience using a more robust and secure content management system and customer-oriented design. Work completed in FY 2022 includes developing a phased statement of work and posting the request for proposal using National Institutes of Health IT Acquisition and Assessment Center Government-wide Acquisition Contract Service-Disabled Veteran-Owned Small Business program to procure a best-in-class solution and meet with the Department's acquisition small business requirement. This contract was awarded in FY 2022.

FY 2024 Annual Performance Plan

The Department will:

- Work with IT review stakeholders on automating the Enterprise Architecture process.
- Establish an IT Asset Management program and incorporate use metrics in the IT review process.
- Mature IT acquisition reviews as part of the Department's Enterprise Program Management Review process to ensure appropriate acquisition planning and ensure IT procurements are accomplished in the most streamlined and economical manner possible. Acquisitions strategies will be reviewed for opportunities to leverage shared services and ensure compliance with the Federal Strategic Sourcing Initiative requirements regarding category management and incremental or modular contracting.
- Meet the objectives of EO 14028 Improving the Nation's Cybersecurity to strengthen and modernize the Department's cybersecurity risk visibility and management by continuing to enhance maturity of ZTA in accordance with the CISA ZTA Maturity Model after reaching Advanced Maturity while coordinating with Department partners to migrate external users to ZTA capabilities.
- Upgrade the Department's infrastructure to support ZTA initiatives and provide a more robust and reliable IT and network environment.
- Begin the transition to a new IT system hosting contract to increase agility in service provisioning for better security capabilities and support and to realize cost savings. This transition also supports ZTA and the government wide IPV6 initiative.
- Integrate capable systems with a new Enterprise ICAM solution.
- Reach Event Logging 3 compliance in accordance with M-21-31, Improving the Federal Government's Investigative and Remediation Capabilities Related to Cybersecurity Incidents.

- Expand the Department's Continuous Diagnostics and Mitigation (CDM) capabilities by further leveraging the CISA CDM program offerings, particularly Software Asset Management and Hardware Asset Management; improve data quality; and utilize as the Department's official system of record for vulnerability.
- Continue, per the ed.gov modernization project, migrating all public-facing websites into one unified platform with the same look and feel to give the public a consistent experience when visiting ed.gov websites.

Performance Indicators

5.1.1 Department's OCIO Information Technology cybersecurity composite score.								
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	86.5%	80%	80%	80%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: Department of Homeland Security's (DHS's) CyberScope quarterly risk management assessment, the Department's CSF Risk Scorecard, the previous fiscal year's Office of Inspector General FISMA maturity score, and DHS Cyber Hygiene reports.

Period of Performance: October 1, 2021–September 30, 2022.

5.1.2 Department's OCIO Information Technology scorecard score.								
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	93%	Baseline	93%	93%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: The initial baseline customer feedback scoring methodology is based on the following: IT Feedback Survey, Helpdesk Customer Satisfaction Survey, Helpdesk First Call Resolution Survey, General Services Administration Mission support customer survey IT related result outcome.

Period of Performance: October 1, 2021–September 30, 2022.



STRATEGIC OBJECTIVE 5.2

Strengthen agency-wide data governance and build capacity to improve data access, data management, and enterprise data analytics in support of agency goals.

STRATEGIC OBJECTIVE LEADER

Chief Data Officer, Office of Planning, Evaluation, and Policy Development

FY 2022 Performance Summary

This strategic objective has five performance indicators. Of these five performance indicators, four met their annual target, and one will now establish a baseline measure in fiscal year (FY) 2023. The Department designated this strategic objective as an “Area Demonstrating Noteworthy Progress.” This designation is derived from the Office of Management and Budget’s guidance that requires that, every year, each agency designates at least one of its strategic objectives for this category. The designation is reserved for strategic objectives that meet at least one of the official criteria for recognition of noteworthy performance, including that “[n]ew innovations in strategy, program design, risk mitigation, or operations have led to notable improvements in outcomes, risk reductions, and/or cost reductions and promise greater impact in the future.”

Key Successes and Opportunities

Data Community Development

To foster effective two-way communication with principal office data stewards and to advance data governance priorities agency-wide, the Office of the Chief Data Officer (OCDO) established the Data Coordinators Council (DCC) as a tactical-level group. The DCC worked collaboratively on cross-agency initiatives, such as the development of a list of Department data assets, which includes an inventory of artificial intelligence projects, a draft data quality plan template, and the initiation of a new Department Data Strategy 2.0 plan. Individual Data Coordinators lead their respective offices’ annual data maturity assessment (DMA), which supports a cohesive approach to improving data management practices within principal offices and at the agency level.

In support of the Department’s commitment to enhancing the skills of its workforce and building a stronger cadre of data managers, OCDO managed the execution of the third annual Department-wide Data and Evidence Use Survey (DEUS) and issued an expanded Data Competency Framework, providing Department staff and leadership with data-related competencies to plan and assess growth opportunities toward building a strong data workforce. A collaborative effort between OCDO and the Institute of Education Sciences’ National Center for Education Evaluation, the DEUS is a requirement from the Office of

Management and Budget (OMB) under the Federal Data Strategy and is used to inform workforce data and evidence skill needs. In total, eight principal offices demonstrated higher average staff data skills in FY 2022 as compared to FY 2021.

The Department also launched its pioneering Data Science Training Program in FY 2022, a federal agency-first adaptation of OMB's pilot program. The program integrated online instruction, Department-led courses, mentoring, and capstone projects to train 28 Department employees in emerging data science skills throughout the inaugural nine-month program. Additionally, the Department expanded and enhanced its Data Literacy program, leading staff to learn together in cohorts through four Learning Pathways: Data and Evidence Foundations, Analytics Foundations, Communicating with Data, and Decision Making with Data. The Department also continued to conduct cross-agency engagements to share its leading-edge work and was recognized as a pioneer by the Data Foundation and as a Superior Contributor by the Federal Chief Data Officer Council for these efforts.

In early FY 2022, the Department's Data Governance Board (DGB) completed its review of the FY 2021 DMA and found that 93% of the Department's principal offices improved their data maturity from FY 2020. This analysis of the FY 2021 DMA informed DGB priorities for FY 2022. These priorities included a focus on data management strategy and oversight as well as data quality. The DMA gauges the progress of principal offices' data processes, programs, projects, and overall maturity, and the FY 2022 DMA was administered in the last quarter of FY 2022, with 79% of principal offices assessed as having higher data maturity from FY 2021. The Department's pioneering work in the data maturity space was highlighted in a recent Partnership for Public Service issue brief as an example for other federal agencies.

The Data Professionals Community of Practice (DPCoP) promotes communication and engages data professionals across principal offices. In 2022, the community supported four interest groups and two Department-wide data skills initiatives. For example, in January 2022, the DPCoP and OCDO engaged more than 400 data professionals and staff in a week-long Data Vizpalooza. Through workshops and showcases, Department staff taught, learned, and explored data visualization and storytelling to increase agency staff capacity to use these skills to communicate about data in line with Objective 3.3 of the Department's Data Strategy.

Supporting Data Platforms

In partnership with the Office of Elementary and Secondary Education (OESE), OCDO updated the [Education Stabilization Fund \(ESF\) Transparency Portal](#) to include state-level award and expenditure data on the COVID-19 pandemic funds earmarked for the Emergency Assistance to Non-Public Schools (EANS) program. This update was in addition to the cyclical monthly refresh of award and expenditure data for all ESF programs as published on [USAspending.gov](#).

OCDO, in conjunction with OESE and the Office of Postsecondary Education (OPE), developed and published the Year Two Annual Performance Report (APR) forms for the Elementary and Secondary School Emergency Relief, Governor's Emergency Education Relief Grant, EANS, and Higher Education Emergency Relief Fund grants. This initiative involved the review and adjudication of hundreds of public comments and training on the APR form requirements via webinars for grantees spanning the main ESF programs. This additional technical assistance supports grantees efforts to provide quality data on the expenditure and use of funding under the *Coronavirus Aid, Relief, and Economic Security (CARES) Act*,

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and *American Rescue Plan Act of 2021*. Through the end of FY 2022, the Department collected, reviewed, and analyzed nearly 4,800 APRs across the main ESF programs. In early FY 2023, the Department will publish the Year Two APR data on the ESF Public Transparency Portal for public review and use aligned with agency accountability and transparency goals.

FY 2022 marked the completion of the first year implementing the Department's Data Strategy, consisting of the priority goals and objectives designed to realize the full potential of data to drive decision-making and support the nation's students. In the first year of implementation, OCDO coordinated across principal offices to establish data governance policies, strengthen data management functions, launch an agency data literacy program, conduct research for a data privacy playbook, and improve the Department's data quality approach. Throughout the second year of Data Strategy implementation, OCDO worked with principal offices to advance progress on all goals, with a focus on improving data quality through the creation of a Department-wide Data Quality Plan, including revised *Information Quality Act* guidelines and the development of a Data Quality Playbook for program office staff. Additionally, in late FY 2022, OCDO led the planning for the Department's Data Strategy 2.0, which is scheduled to be published in FY 2023.

The [Open Data Platform](#) (ODP) continues to grow and operationalize the Department's comprehensive data inventory while progressing on the open data requirements of the *Evidence Act* and the Department's Data Strategy Goal 4, to improve data access, transparency, and privacy. In FY 2022 quarter four, OCDO improved public engagement by enabling public accounts on the ODP and, for a second year in a row, was the only federal agency to participate in 2022 International Open Data Day by engaging with the public through a social media live chat.

FY 2024 Annual Performance Plan

The Department will:

- Continue to implement the requirements of the *Evidence Act* as outlined in OMB's Memorandums [M-19-23](#) and [M-20-12](#) as well as additional implementation memorandums and the annually published [Federal Data Strategy Action](#) Plans.
- Continue to convene the DGB to discuss and evaluate high-priority data needs, as detailed in the Department's Data Strategy 2.0, to be published in FY 2023. Offices throughout the Department will implement goals and objectives, such as how best to address data needs in the Department's FY 2022–FY 2026 Learning Agenda and fully implement a data investment management process, under the Department's Data Strategy 2.0.
- Continue to implement new data governance structures and policies and work to solve long-standing challenges with data integration, access, and use in support of transparent decision-making. These efforts will be led by the Department's Chief Data Officer in consultation with the Department's Performance Improvement Officer, Statistical Official, Evaluation Officer, Chief Information Officer, Chief Privacy Officer, Chief Human Capital Officer, and other perspectives also represented on the Department's DGB.
- Support the data governance program to evolve structures, policies, and procedures and better connect data governance with broader organizational governance in support

of collaborative decision-making that will enable execution across the interconnected governance bodies. As part of these activities, the agency will continue to build its DPCoP to facilitate information sharing and capacity building among Department data professionals and support the Data Coordinator Council, with representation from each principal office, to assist the DGB in performing common data management processes and developing collaborative solutions to shared data challenges in principal offices and in support of the annual DMA.

- Continue using the annual DMA to identify specific data management functions in need of additional support and implement action plans both within offices and across the agency.
- Pilot the new process for data-related projects and infrastructure that remediates the burden on principal offices while better aligning expectations for data investments with the goals of Department leadership, the DGB, and needs of the National Center for Education Statistics as the federal principal statistical agency responsible for producing education statistics.
- Continue to implement a cohesive data quality approach for the agency, leveraging best practices, technical assistance, and controls. This includes the use of the new Data Quality Playbook by Department data stewards and their grantees in coordination with the Data Quality Plan Templates for Information Collections that guide data stewards in adherence with the Department's planned release of revised *Information Quality Act* Guidelines in FY 2023.
- Continue to implement the data workforce plan that addresses the workforce gap analysis, builds data expertise in principal offices, and ensures hiring plans meet agency needs related to data professionals.
- Continue to expand use of the Forms Automation Platform to develop user-friendly digital forms in compliance with the *21st Century Integrated Digital Experience Act* and improvements to the information collection process to ensure more equitable access to public benefits.
- Continue to develop learning pathways based on the Department Data Competency Framework and offer accessible Data Literacy skill sessions and a robust Data Science Training Program as part of an integrated Data Skills Program. The DPCoP promotes data capability, analytic capacity, and skill development to meet workforce needs. The agency's DEUS collects office-level results on basic data skills to monitor progress and inform training priorities for Department staff.
- Expand the comprehensive data inventory into an enterprise data catalog via the Department's ODP and codified within its forthcoming Open Data Plan. The Department will facilitate collecting descriptive information for all the Department's data assets (including those not shared publicly), organizing the data asset descriptions to improve data discoverability, and identifying data management process improvements to ensure the comprehensive data inventory remains up to date as new data assets are created or acquired.
- Implement a new tiered data access program to facilitate access to protected versions of the Department's restricted data, protecting *Privacy Act* regulated information while meeting *Evidence Act* requirements to make all data assets open by default.

- Scale up an external researcher program that brings in experts in desired fields to complete research projects that support the Department’s Learning Agenda, agency operations, and policy development.
- Review the use of a standard set of categories for educational data across the Department’s information collections to facilitate grouping related data assets for analysis regardless of the organization or program that collected or produced it.
- Contingent upon agency appropriations, increase the number of Department data systems operating on the Enterprise Data Repository and Analytics Platform (EDRAP). EDRAP provides a central access point to raw and curated program and operations data while maintaining appropriate access controls, and links data using key entity identifiers put in place across the enterprise.
- Contingent upon agency appropriations, improve the data maturity of the Department through the execution of agency-wide master data management principles and implement standards for the Department’s critical data as defined, collected, managed, and stored on the EDRAP.
- Continue to support the January 2021 [Memorandum on Restoring Trust in Government Through Scientific Integrity and Evidence-Based Policymaking](#), directing agencies to make evidence-based decisions guided by the best available science and data. To meet this mandate, the Department must continue to develop and implement methods to analyze, interpret, and disseminate education data and support education stakeholders in doing the same. The Department will continue to focus on increasing access to education data at all levels and improving the tools necessary to support the appropriate use of education data for decision-making by the Department and its stakeholders.
- Enhance and expand the existing ESF transparency portal with FY 2023 and FY 2024 performance and expenditure data from ESF grant recipients to further improve program implementation, inform policy decisions, and provide public accountability. The fund was initially established through the CARES Act, with subsequent investments through the CRRSA Act and ARP.

Performance Indicators

5.2.1 Percentage of Data Strategy objectives that meet published progress timelines.								
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	74%	50%	75%	50%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022. The current target for FY 2024 is based on an updated Data Strategy with a new set of objectives, which will be operationalized in FY 2023.

Data Source: The Department’s Data Strategy Implementation Tracker.

Period of Performance: October 1, 2021–September 30, 2022.

5.2.2 Percentage of principal offices assessed as having higher data maturity scores year over year based on the Department's data maturity assessment tool.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	79%	15%	10%	10%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: Department's Annual DMA.

Period of Performance: October 1, 2021–September 30, 2022.

5.2.3 Percentage of principal offices assessed as having higher average staff data skills scores year over year based on the Department's Data and Evidence Use Survey.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	14%	10%	10%	10%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: Department's Annual Data and Evidence Use Skills Survey.

Period of Performance: October 1, 2021–September 30, 2022.

5.2.4 Number of Department data assets accessible in the enterprise data analytics platform.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	—	—	Baseline	Previous year +20%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: EDRAP.

Period of Performance: Baseline to now be established in FY 2023.

5.2.5 Number of data assets in the comprehensive data inventory.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	652	645	745	850

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: The Department's comprehensive data inventory (<https://data.ed.gov>).

Period of Performance: October 1, 2021–September 30, 2022.

STRATEGIC OBJECTIVE 5.3



Recruit, retain, and develop the workforce needed to meet the Department's mission now and into the future.

STRATEGIC OBJECTIVE LEADER

Chief Human Capital Officer, Office of Finance and Operations

FY 2022 Performance Summary

This strategic objective has five performance indicators. Of these five performance indicators, three met their annual targets, one did not meet the target, and one did not establish a target in fiscal year (FY) 2022 and will baseline in FY 2023.

Key Successes and Opportunities

Workforce Planning

The Department's Workforce Planning Maturity Model outlines five levels of maturity, moving from planning headcount and capacity towards integrated talent management. The Department met its FY 2022 target for Department-wide maturity to reach Level 2 Transitional Staff Planning by the end of FY 2022.

Recruitment and Hiring

The Office of Human Resources (OHR) implemented the EZ Recruitment pilot to reduce hiring timeframes by standardizing portions of the hiring process, to include usage of standard vacancy announcements in alignment with standard recruitment packages and standard position descriptions. Time to Hire (not including Federal Student Aid hiring) has improved to 90 days in FY 2022 (from 100 days in FY 2021).

Employee Engagement

In FY 2022, the Department improved to 76% satisfaction in the Employee Engagement Index from 70% in FY 2021 because of increases in the three sub-indices: Leaders Lead, Supervisors, and Intrinsic Work Experience. This improved Engagement score contributed to the Department advancing from ranking number 25 in FY 2021 to number 20 in FY 2022 in the annual Best Places to Work in the Federal Government report.

Competency Management

OHR established and published a competency model, career map, and training plan for the Enterprise Architecture cybersecurity work role within the 2210 job series. OHR implemented competency models for 905-General Attorney (Office for Civil Rights), 343-Management and Program Analysis (Grants Management workforce only), 1102 Contract Specialist,

1730-Education Research Specialist, and 2210-IT Technology Management (Information Systems Security Officer) to ensure competency gap closure and improve the Department's approach to strategically recruit, retrain, retain, and reward our employees. Additional competency models are in development for 501-Financial Administration, 510 Accounting, 560-Budget Analysis, and 905-General Attorney job series.

Customer Satisfaction

According to the 2022 Government-wide Human Capital Benchmarking Customer Satisfaction Survey Results, the Department's score in Human Capital Customer Satisfaction increased from 4.25 in FY 2021 to 4.42 in FY 2022 (based on a 7-point scale). This increase improved the Department's overall ranking from number 22 to number 19 out of 24 agencies. The most significant positive changes were noted in: Workforce and Succession Planning (+16); Training & Development (+12); Work-Life Support (+9); Benefits Management (+7); and Recruiting & Hiring (+7).

FY 2024 Annual Performance Plan

The Department will:

- Continue implementing Department-wide and POC-level workforce action plans to address short- and long-term workforce needs.
- Expand the Department's Workforce Dashboard to facilitate a better understanding of workforce composition and assist leaders with developing a more strategic, data-driven approach to workforce planning.
- Increase the use of diversity and inclusion data.
- Update and implement succession plans for key/critical career positions to identify and develop a talent pool to ensure organizational continuity and mission-driven accomplishments.
- Continue developing annual hiring plans to identify staffing needs early in the fiscal year and implementing effective recruitment strategies to support targeted recruitment to a diverse talent pool.
- Implement automated hiring workflow tool to decrease workload, reduce hiring timelines, and provide visual dashboards.
- Complete and implement additional competency models to continue closing employees' job competency gaps across the Department.
- Conduct competency assessment to measure and assess gaps.
- Prioritize learning and developmental opportunities and share best practices for closing competency gaps.
- Update the Department's multiyear National Engagement Strategy and POC-level employee engagement action plans based on the FY 2022 Federal Employee Viewpoint Survey results.
- Publish scalable engagement best practices across the Department.

Performance Indicators

5.3.1 The Department's Workforce Planning Maturity Level.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	Level 1	Level 2	Level 2	Level 3	Level 4

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: POC self-assessments against the Department's Workforce Planning Maturity Model.

Period of Performance: October 1, 2021–September 30, 2022.

5.3.2 Time to hire.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	100 days	90 days	≤85 days	≤80 days	≤80 days

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022. This indicator does not include hiring data from Federal Student Aid, which operates separate human resource functions under flexibilities as a performance-based organization.

Data Source: Federal Personnel and Payroll System via Oracle Business Intelligence Enterprise Edition and recruitment tracking tools.

Period of Performance: October 1, 2021–September 30, 2022.

5.3.3 Department Federal Employee Viewpoint Survey (FEVS) employee engagement index score.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
67%	63%	62%	70%	76%	76%	67%	69%	72%

Data Source: Office of Personnel Management FEVS.

Period of Performance: October 1, 2021–September 30, 2022.

5.3.4 Percentage of Department employees who achieve required competency proficiency levels.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	—	—	Baseline	TBD

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: Competency Proficiency Tool.

Period of Performance: Baseline to be established in FY 2023.

5.3.5 Government-wide score on the Customer Satisfaction Survey: Overall Human Capital Function.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	4.25	4.42	3.9	4.3	4.6

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: Mission Support Customer Satisfaction Survey administered by the General Services Administration.

Period of Performance: October 1, 2021–September 30, 2022.



STRATEGIC OBJECTIVE 5.4

Deliver mission outcomes and value for taxpayers through efficient acquisition management and proactive industry partnerships while promoting small businesses.

STRATEGIC OBJECTIVE LEADER

Deputy Chief Acquisition Officer, Office of Finance and Operations

FY 2022 Performance Summary

This strategic objective has four performance indicators. Of these four performance indicators, three met their annual targets, and one baselined.



DID YOU KNOW?

The [Small Business Innovation Research \(SBIR\) Program](#) is administered by the Institute of Education Sciences (IES). [IES SBIR](#) provides up to \$1.25 million in funding in two phases: Phase I for \$250,000 for eight months for rapid prototype development and evaluation of new education technology prototypes and Phase II for \$1,000,000 for the full-scale development and evaluation of new education technology products.

Key Successes and Opportunities

Small Business Contracting

In fiscal year (FY) 2022, 17.62% of contracts were awarded to small business, which exceeded the goal of 14%. Of 16 principal offices, five awarded 100% of their contract dollars to small businesses. The Department saw early improvements in Historically Underutilized Business Zone and Service Disabled Veteran Social Economic Categories.

The Department received an “A” on the FY 2021 Small Business Scorecard and, in FY 2022, developed an equity plan strategy for identifying barriers to equitable small business participation in contracts. The Department also conducted outreach to the business community and facilitating partnerships across Department offices to develop and implement acquisition

strategies for growing small business participation. Participants rated the conference a 4.5 out of 5.

Acquisitions Administration

The Department established a Strategic Acquisition Council to ensure a consistent focus on acquisition improvement across the Department and drive shared acquisition solutions, best practices, and lessons learned.

For the first time since the inception of Category Management tracking, the Department met its Spend Under Management contracting goal and exceeded its “Best in Class” contracting goal.

Procurement Action Lead Time (PALT) is a new government-wide metric designed to gauge the time between initial solicitation for a contract and the date that the contract is awarded. In FY 2022, the Department established a baseline of performance and established targets based on the governmentwide PALT average (performance indicator 5.4.3).

Acquisition Workforce

The Department completed an annual acquisition workforce conference which delivered Department-specific essential content to over 300 acquisition workforce professionals. The Department also implemented and socialized new performance metrics and data for improving efficiency and leveraging acquisition innovations to improve contracting outcomes.

FY 2024 Annual Performance Plan

The Department will:

- Formalize procedures for acquisition council operations and identify support needs and capacity challenges for effective governance.
- Begin implementation of a new contract for the Department’s acquisition management system.
- Implement innovative acquisition practices from the Periodic Table of Acquisition Innovations to reduce lead times and increase program outcomes.
- Pilot robotics process automation and process improvements in targeted areas to reduce manual processes and achieve contracting efficiencies.
- Establish buy-in for and acquisition plans that align with long-term small business contracting growth strategies.
- Facilitate implementation of long-term small business contracting growth strategies that include increased contract opportunities for small, disadvantaged businesses.
- Strengthen vendor competition by partnering across Department offices to increase contracts with no required place of performance.
- Lead development of an engagement plan for the Department’s acquisition workforce that includes strengthening training through the annual Acquisition Workforce Conference.

Performance Indicators

5.4.1 Percentage of prime small business contract obligations.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	17.62%	14%	16%	16%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: Small Business Administration Small Business Scorecard.

Period of Performance: October 1, 2021–September 30, 2022.

5.4.2 Percentage of contract obligations categorized as “Spend Under Management.”

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	75%	68%	72%	73%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: Office of Management and Budget/General Services Administration Category Management D2D dashboard.

Period of Performance: October 1, 2021–September 30, 2022.

5.4.3 Number of days of procurement administrative lead time of contract awards.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	104 days	Baseline	145 days	140 days

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: Office of Management and Budget/General Services Administration Benchmarking dashboard.

Period of Performance: October 1, 2020–September 30, 2021.

5.4.4. Employee engagement index for the Department’s acquisition workforce.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022		FY 2023	FY 2024
Actual					Actual	Target	Target	Target
—	—	—	—	—	63%	60%	63%	65%

Notes: Data from previous years are not included as the methodology, and the target for this performance indicator was established in FY 2022.

Data Source: Office of Personnel Management FEVS and Office of Management and Budget/General Services Administration Benchmarking dashboard.

Period of Performance: October 1, 2020–September 30, 2021.

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APPENDICES



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APPENDIX A

COVID-19 Pandemic Relief Funding Performance Indicators

Appendix A provides COVID-19 pandemic relief funding performance indicators. The Office of Management and Budget’s memo [M-20-21](#) requires the Department performance reporting on COVID-19 pandemic relief funding to include the *American Rescue Plan Act of 2021*, Elementary and Secondary School Emergency Relief Fund, and Higher Education Emergency Relief Fund in the established mission performance plans and reports.

Performance Indicator	FY 2022 Actual	FY 2022 Target	FY 2023 Target	FY 2024 Target
1. Amount spent within each ESSER program on meeting students’ academic, social, emotional, and other needs. Period of Performance: FY 2021 Expenditure Data	\$6,135,079,987.56 ¹	— ²	—	—
2. Percentage of institutions of higher education that are on enhanced monitoring under high-risk status and monitored for appropriate use of COVID 19 pandemic relief funding. Period of Performance: October 1, 2021–September 30, 2022	21.8%	10%	10%	10%
3. Number of technical assistance activities provided to institutions of higher education focused on ensuring proper use and reporting of Higher Education Emergency Relief Fund funding. Period of Performance: October 1, 2021–September 30, 2022	15	7	9	9
4. Percentage of institutions of higher education that report on their annual report that Higher Education Emergency Relief Fund funding enabled them to keep students enrolled who were at risk of dropping out due to pandemic-related factors. Period of Performance: October 1, 2020–September 30, 2021	89.8%	75%	75%	75%

¹The FY 2022 actual is the total amount spent in each ESSER program: ESSER I \$2,881,927,315.72, ESSER II \$2,834,799,390.28, and ARP ESSER \$418,353,281.56.

²At this time targets cannot be established for the COVID 1 performance indicator.

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APPENDIX B

Data Validity and Verification

Appendix B provides data validation and verification information for all performance metrics found across the Department's five strategic goals.

Strategic Goal 1: Promote equity in student access to educational resources, opportunities, and inclusive environments.

1.1.1. Percentage of individual discretionary grant programs that include the Secretary's priority of promoting equity in student access to educational resources and opportunities (including absolute, invitational, or competitive preference priorities).

Data Source:	Grants Policy Office Data Dashboard
Data Validation and Verification:	The Grants Policy Office in the Office of Planning, Evaluation, and Policy Development tracks use of the Secretary's Priorities in discretionary grant programs across the Department and reports the data at the office and Department levels. The data are updated regularly throughout the fiscal year.

1.1.2. Percentage of states publishing report cards (as of January 15 annually) that include per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual no personnel expenditures of federal, state, and local funds disaggregated by source of funds for each local educational agency and school for either of the prior two years.

Data Source:	School Support and Accountability - Title I program office
Data Validation and Verification:	Staff review state websites on January 15 using a checklist to identify specific items that states must include on their report cards. The information is catalogued in an Excel file, and the team discusses issues to ensure consistency in how the information is tracked.

COVID-19 INDICATOR 1: Amount spent within each ESSER program on meeting students' academic, social, emotional, and other needs.

Data Source:	Annual Performance Report
Data Validation and Verification:	OCDO implements data-quality checks; via monitoring, staff will check for external validity of the data.

COVID-19 INDICATOR 2: Percentage of institutions of higher education that are on enhanced monitoring under high-risk status and monitored for appropriate use of COVID-19 pandemic relief funding.

Data Source:	OPE will identify high-risk grantees for enhanced monitoring based on being in the Heightened Cash Monitoring 2 (HCM2) category; missing, incorrect, or consistently late quarterly or annual reporting; closing institutions; or other reasons for route payment (i.e., Continuous improper payments, excessive draw of funds, large available balances, multiple audit findings, and unresponsiveness).
Data Validation and Verification:	Validation will be done by monitoring central grant management systems, annual performance reports and coordination with other POCs (i.e., FSA, OCFO, OCDO).

COVID-19 INDICATOR 3: Number of technical assistance activities provided to institutions of higher education focused on ensuring proper use and reporting of Higher Education Emergency Relief Fund funding.

Data Source:	Number of technical assistance engagements at any stage of the grant process (pre and post)
Data Validation and Verification:	Counts technical assistance engagements where the objective is to inform institutions on the proper use and reporting of HEERF funding.

COVID-19 INDICATOR 4: Percentage of institutions of higher education that report on their annual report that Higher Education Emergency Relief Fund funding enabled them to keep students enrolled who were at risk of dropping out due to pandemic-related factors.

Data Source:	Annual HEERF Performance Report. Report period closes in May for prior year information.
Data Validation and Verification:	Number of institutions that confirm in the annual report that they have utilized HEERF funds for this purpose (Question 4D). Counting the percentage of opened grants.

1.2.1. Number of local educational agencies who are subrecipients of American Rescue Plan Homeless Grants showing an increase in the number of students identified as homeless.

Data Source:	EDFacts File Specification 118
Data Validation and Verification:	The Office of Elementary and Secondary Education and EDFacts conduct a thorough data quality review of the exiting data submitted by states to ensure compliance with the requirements of identifying and reporting students experiencing homelessness. Reviews focus on three areas: timeliness, completeness, and accuracy. Outstanding questions regarding accuracy may result in data suppression. If questions remain upon completion of the Department's data quality review process regarding whether the data submitted by a state are accurate, the Department may decide not to publish or use the data.

1.3.1. Number of policy guidance and fact sheets publications on the Office for Civil Rights' website that focus on how schools and districts serving students in prekindergarten through grade 12 and institutions of higher education may comply with Federal civil rights laws by avoiding and addressing discrimination based on race, color, national origin, disability, sex, and age.

Data Source:	Generated data reports from an internal data collection system
Data Validation and Verification:	OCR guidance documents are posted on the Department's website and circulated to stakeholders via GovDelivery.

1.3.2. Number of published civil rights data and user-friendly summaries of key data about the experiences of students, including their access to resources and educational opportunities through the Civil Rights Data Collection.

Data Source:	Generated data reports from an internal data collection system
Data Validation and Verification:	OCR's Civil Rights Data Collection or CRDC is a mandatory collection survey of public schools and school districts serving students in preschool through grade 12. The data are made available to the public through ocrdata@ed.gov and fact sheets or issue briefs are also posted online.

1.3.3. Number of proactive investigations that address possible violations of Federal civil rights laws.

Data Source:	Generated data reports from an internal data collection system
Data Validation and Verification:	OCR maintains an internal system that collects all data and documentation that is relevant to the evaluation, investigation, and resolution of complaints and the investigation and resolution of proactive activities.

1.3.4. Number of proactive outreach and technical assistance activities that provide stakeholders (e.g., students, parents and guardians, recipient educational institutions, and advocacy groups) with information concerning their rights and responsibilities under Federal civil rights laws.

Data Source:	Generated data reports from an internal data collection system
Data Validation and Verification:	OCR maintains an internal system that collects information concerning proactive outreach, technical assistance, and training activities.

1.3.5. Percentage of complaints that are resolved within 180 days.

Data Source:	Generated data reports from an internal data collection system
Data Validation and Verification:	OCR maintains an internal system that collects all data and documentation that is relevant to the evaluation, investigation, and resolution of complaints and the investigation and resolution of proactive activities.

1.3.6. Number of annual trainings on two substantive areas related to systemic investigations.

Data Source:	Generated data reports from an internal data collection system
Data Validation and Verification:	OCR maintains an internal system that collects information concerning proactive outreach, technical assistance, and training activities.

1.3.7. Percentage of students with disabilities who have an Individualized Educational Program (IEP) who graduate from high school with a regular high school diploma.

Data Source:	The Department's annual Children with Disabilities (IDEA) Exiting Special Education Data File, which includes state-reported data pulled from ED Facts File Specification 009/Data Group 85
Data Validation and Verification:	The Office of Special Education Programs (OSEP) and ED Facts conduct a thorough data quality review of the exiting data submitted by states to ensure compliance with <i>Individuals with Disabilities Education Act</i> Section 618. Reviews focus on three areas: timeliness, completeness, and accuracy. OSEP and ED Facts conduct two data quality reviews of states' exiting data submissions. The first data quality review results in data quality inquiries, comments, and questions for state respondents. States may respond through resubmission, written response, or data notes. The second data quality review ensures published data meet established data quality criteria. OSEP and ED Facts hold conference calls with states to gain a better understanding of identified anomalies and provide technical assistance to empower states to submit higher-quality exiting data. Data quality reviews are conducted following each due date/resubmission date. Outstanding questions regarding accuracy may result in data suppression. If questions remain upon completion of the Department's data quality review process regarding whether the data submitted by a state are accurate, the Department may decide not to publish or use the data.

1.4.1. Percentage of adult education participants that achieve measurable skill gains (reporting for Native American and Alaska Native, Hispanic or Latino, Asian, Black or African American, Native Hawaiian or other Pacific Islander, White, and more than one race).

Data Source:	National Reporting System (NRS) for adult education annual program performance report from grantee submissions (OCTAE)
Data Validation and Verification:	State data quality attestation based on the Department's Standards for Evaluating Program Performance Data.

1.4.2. Percentage of disaggregated student categories for which secondary career and technical education concentrators meet 90% of the average state determined performance level for secondary students being placed in postsecondary education; advanced training; military service; national, community service, or peace corps; or employment.

Data Source:	States' Consolidated Annual Reports (CARs), Submitted each January 31
Data Validation and Verification:	State data quality attestation as part of their Consolidated Annual Report (CAR); system generated business rules; and staff data review process.

1.4.3 Number of eligible minority-serving institutions that can apply for competitive grant programs that contribute to student success, including access, support services, retention, and outreach.

Data Source:	The Department's Federal Eligibility Matrix results in a list of eligible MSIs based on IPEDS and Postsecondary Education Participants System data as well as institutional applications and waivers. OPE will set targets to increase the number of eligible MSIs over the number of institutions from the prior year by providing technical assistance to community stakeholders.
Data Validation and Verification:	The Federal Eligibility Matrix is an annual standardized list of institutions that have been deemed eligible for Titles III, V, and VI grant programs based on IPEDS, PEPS, and Institutional Data.

Strategic Goal 2: Support a diverse and talented educator workforce and professional growth to strengthen student learning.

2.1.1. Percentage of participants in teacher preparation projects funded under the Indian Education Professional Development Grants Program who become teachers in local educational agencies that serve a high proportion of Indian students.

Data Source:	Office of Indian Education (OIE)-Professional Development GPRA measure, Professional Development Program Data Collection System (PDPDCS)
Data Validation and Verification:	<p>OIE uses the PDPDCS to validate and monitor this measurement. A sequence of milestone checks by three parties must be completed to validate this specific GPRA measure:</p> <ul style="list-style-type: none"> • The institution of higher education that grants the four-year or graduate degree in the teaching subject must verify in the PDPDCS that the individual has completed teacher training and exit the participant from the training program in "completion status." • Once in this Completion Status, the participant must log into the PDPDCS and enter information about the qualifying local educational agency (LEA)* that has employed him/her/them as a teacher, including complete contact information for hiring personnel (i.e., district or school hiring official), and request service payback credit for time served (every six months, until payback complete). • The above participant's request for service payback credit for teaching in a qualifying LEA triggers the PDPDCS to issue a request to the hiring personnel to verify (sign a federal assurance) that the individual has been hired as a teacher and has completed the time in service being requested. <p>The PDPDCS then calculates the raw number (and percentage) of participants whose milestones are complete, to come up with the figure for this specific GPRA measure.</p> <p><i>*Note: a qualifying LEA is an LEA that serves a high proportion of Indian students (an LEA with a proportion of Indian students above the statewide LEA average).</i></p>

2.1.2. Percentage of individual discretionary grant programs that include a priority (i.e., absolute, competitive, or invitational priority) that advances educator diversity.

Data Source:	Grants Policy Office Data Dashboard
Data Validation and Verification:	The Grants Policy Office in the Office of Planning, Evaluation, and Policy Development tracks use of the Secretary's Priorities in discretionary grant programs across the Department and reports the data at both the office and Department level. The data are updated regularly throughout the fiscal year.

2.2.1. Percentage of candidates in teacher preparation programs who become teachers of record.

Data Source:	Effective Educator Development Programs: Teacher Quality Partnership— <i>Government Performance and Results Act of 1993</i> (GPRA) and Grantee Summaries
Data Validation and Verification:	GPRA data are collected via the Annual Performance Report (APR) form. The initial APR form collects data for the first six months of the reporting period. At the end of the annual reporting period, grantees submit Data Verification Sheets to update the data submitted in the initial APR. TQP collects both 1-year and 3-year teacher retention data, however the 1 year data are not received until year 3 or 4 of the 5-year grant cycle. The FY 2018 cohort will be reporting 1-year retention data in the fall of 2022.

2.2.2. Number of qualified teachers and school leaders retained in high-needs schools, including those who were recruited through teacher residency programs.

Data Source:	Effective Educator Development (EED) Programs: Teacher and School Leader (TSL) Incentive Program— <i>Government Performance and Results Act of 1993</i> (GPRA) Measure and Grantee Summaries
Data Validation and Verification:	In April 2022, EED provided baseline information indicating that in FY 2021 TSL grantees retained 21,552 (approximately 88%) teachers and school leaders employed in participating high-need schools. FY 2022 TSL performance data validation and verification data will be received in January 2023 and reconciled against figures provided in the annual report submission in January and February 2023.

2.3.1. Percentage of educators participating in leadership preparation programs.

Data Source:	Effective Educator Development Programs: SEED— <i>Government Performance and Results Act of 1993</i> (GPRA) Measure
Data Validation and Verification:	GPRA data are collected via the Annual Performance Report (APR) form. The initial APR form collects data for the first six months of the reporting period. At the end of the annual reporting period, grantees submit Data Verification Sheets to update the data submitted in the initial APR. SEED GPRA measure 1 tracks participant data. In the 2020 (12) cohort there are 2 SEED leadership programs and the data for these grants will not be available until fall 2022.

2.3.2. Percentage of local educational agencies indicating that one of their top two uses of Title II, Part A professional development funds is for professional development that is sustained, job-embedded, and/or collaborative.

Data Source:	SSA—Title II program GPRA measure
Data Validation and Verification:	The Department awarded a contract to create a sample of Title II, Part A subgrant recipients to produce estimates that are representative of traditional school districts at the national and state levels, and estimates that are representative of charter school districts at the national level. Additionally, a state-level survey is administered to SEAs in all 50 states, the District of Columbia, and Puerto Rico.

Strategic Goal 3: Meet students’ social, emotional, and academic needs.

3.1.1. Number of high-impact activities or services implemented to ensure that parents are trained and can effectively engage in activities that will improve students’ social, emotional, and mental health as well as academic development to include an understanding of how they can support learning in the classroom with activities at home or outside the school as well as how they can participate in state and local decision-making processes.

Data Source:	SCIP Statewide Family Engagement Center GPRA measure
Data Validation and Verification:	Data are collected through the online Annual Performance Report (APR) form. Data are reviewed by the technical assistance (TA) contractor and the program officer and published in the APR report produced by the TA contractor.

3.1.2. Percentage of national chronic absenteeism.

Data Source:	EDFacts
Data Validation and Verification:	The Department collects chronic absenteeism data via EDFacts file specification 195. These data are collected annually at the school-level and undergo the Office of Elementary and Secondary Education’s data verification process which includes a feedback and correction window with state educational agencies. The edit checks applied to the chronic absenteeism data are documented through the EDFacts’ Business Rules Single Inventory available at the following link: https://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html .

3.1.3. Percentage of discretionary grant programs that include a priority (i.e., absolute, invitational, or competitive preference priority) that addresses student social, emotional, and mental health as well as academic needs.

Data Source:	Grants Policy Office Dashboard
Data Validation and Verification:	The Grants Policy Office in the Office of Planning, Evaluation, and Policy Development tracks use of the Secretary’s Priorities in discretionary grant programs across the Department and reports the data at both the office and Department level. The data are updated regularly throughout the fiscal year.

3.1.4. Percentage of schools that report annually an improved school climate based on the results of the Department’s School Climate Surveys or via a similar tool.

Data Source:	School Climate Transformation Grant (SCTG)-Local Educational Agency GPRA measure
Data Validation and Verification:	School Climate Transformation Grant—LEA GPRA data are collected via the Annual Performance Report (APR) form. Program staff review all APRs. Data are then reviewed and aggregated by a technical assistance contractor and published in the following reports: In the Department’s Fiscal Year 2023 Congressional Budget Justification for School Safety National Activities, available here: CJ Budget Justification; the Department’s FY 2020 Performance Summary Report in support of the National Drug Control Strategy, available here: Performance Summary Report; and in the status update to the 2020 GAO Report, available here: GAO Report Status Update.

3.1.5. Number of states with 80% or more prekindergarten children with disabilities that show greater-than-expected growth in social-emotional skills by the time they exit *Individuals with Disabilities Education Act Part B, Section 619* services.

Data Source:	IDEA Part B state annual performance reports
Data Validation and Verification:	The Office of Special Education Programs’ (OSEP’s) state leads review each state’s annual performance report for data quality. The Monitoring and State Improvement Planning Division and OSEP’s Early Childhood Technical Assistance Center, which has expertise in early childhood outcome measurement systems, review the full set of data for anomalies and other data quality concerns. The center publishes a brief on its data analysis methodology at https://ectacenter.org/ . The number of states collecting high-quality data has increased over time as states continue to build their capacity to collect valid and reliable data. These efforts are supported by the technical assistance center, which helps states build and improve their outcome measurement systems, collect and analyze data, and use data to make program improvements. States certify that the data they turn in to OSEP are accurate. The OSEP Director signs the determination letter for each state.

3.1.6. Number of states with 65% or more infants and toddlers with disabilities that show greater-than-expected growth in social–emotional skills by the time they exit *Individuals with Disabilities Education Act Part C* services.

Data Source:	IDEA Part C state annual performance reports
Data Validation and Verification:	The Office of Special Education Programs' (OSEP's) state leads review each state's annual performance report for data quality. The Monitoring and State Improvement Planning Division and OSEP's Early Childhood Technical Assistance Center, which has expertise in early childhood outcome measurement systems, review the full set of data for anomalies and other data quality concerns. The center publishes a brief on its data analysis methodology at http://ectacenter.org/eco/ . The number of states collecting high-quality data has increased over time as states continue to build their capacity to collect valid and reliable data. These efforts are supported by the technical assistance center, which helps states build and improve their outcome measurement systems, collect and analyze data, and use data to make program improvements. States certify that the data they turn in to OSEP are accurate. The OSEP Director signs the determination letter for each state.

3.1.7. Number of successful grant applications that address the Secretary's supplemental priorities related to social, emotional, and academic needs.

Data Source:	This will reflect the number of grants that fit this Competitive Preference Priority of Meeting Student Social, Emotional, and Academic Needs in a given year as of FY 2022 and the continuation of this trend into future years.
Data Validation and Verification:	This will be a moving aggregate of grants year-over-year.

3.1.8. Number of schools that report fidelity data on their Positive Behavioral Interventions and Supports (PBIS) implementation efforts via PBIS apps.

Data Source:	<p>PBIS Assessment web application (www.pbisapps.org/products/pbis-assessment)</p> <p>Measures: Tiered Fidelity Inventory, Schoolwide Benchmarks of Quality, Schoolwide Evaluation Tool, Self-Assessment Survey, Team Implementation Checklist</p> <p>Measurement Cycle: August 15 for the previous full school year</p>
Data Validation and Verification:	PBIS apps provide validated measurement tools, listed under Data Source, for schools to self-assess implementation fidelity. The PBIS technical assistance center provides training on using the measurement tools and access to a web-based analysis system to obtain implementation scores improve implementation fidelity in their PBIS efforts.

3.2.1. Percentage of grantees providing culturally responsive activities.

Data Source:	OIE Title VI, Part A Formula GPRA measure, Annual Performance Reporting via Electronic Application System for Indian Education (EASIE)
Data Validation and Verification:	A culturally responsive activity is when a Native child is provided an opportunity to learn about a Native American language, cultural practice, tribal ecological knowledge, tribal history, or relationship to ancestral homelands. Each aspect of the culturally responsive activity reinforces the ability for a Native child to understand their place in time and how to strengthen their mental health and maturity as it relates to their cultural pride and their enrolled or affiliated identity to a federally or state recognized Tribal Nation. One example of an affiliated identity means when a Native individual can trace their descentance via Certificate Degree of Indian Blood (CDIB) . The Office of Indian Education (OIE) receives both quantitative and qualitative activity data from grantees through an annual performance report. OIE staff reviews and accepts the data as received. Reviewing protocols include checking for the presence and completeness of the self-reported data for any future analysis. OIE staff discuss anomalous or missing data with grantees to verify complete submissions. As an overall validity and reliability examination, the OIE compares self-reported data against annual substantial progress reporting to identify any data variances. EASIE APR guidance is available at: https://easie.communities.ed.gov/#communities/pdc/documents/20661 .

3.2.2. Percentage of Student Support Service students served who persist into their next year of enrollment or attain a degree.

Data Source:	Student Support Services (SSS) Annual Performance Report
Data Validation and Verification:	This report counts students who proceed to the next year of college. Calculation excludes new summer participants who are first served before they matriculate in the fall semester because most (perhaps all) these students are not persisting to their next year of enrollment, but rather are in their first academic year at the institution. Data are drawn from two tables within the SSS APR database: The student record table for students served by two-year institutions SSS2YearStudent and the student record table for students served by four-year institutions SSS4YearStudent. Frequency/Available: Annually (Q3 Report for prior year).

3.2.3. Percentage of prekindergarten children with disabilities attending general early childhood programs and receiving the majority of *Individuals with Disabilities Education Act* services in that setting.

Data Source:	The Department's annual IDEA Part B Child Count and Educational Environments data file that includes state-reported data pulled from ED <i>Facts</i> File Specification 089/Data Group 613
Data Validation and Verification:	The Office of Special Education Programs (OSEP) and ED <i>Facts</i> conduct a thorough data quality review of the Part B Child Count and Educational Environments data submitted by states to ensure compliance with the <i>Individuals with Disabilities Education Act</i> Section 618. Reviews focus on three areas: timeliness, completeness, and accuracy. OSEP and ED <i>Facts</i> conduct two data quality reviews of states' Part B Child Count and Educational Environments data submissions. The first data quality review results in data quality inquiries, comments, and questions for state respondents. States may respond through resubmission, written response, or data notes. The second data quality review ensures published data meet established data quality criteria. OSEP and ED <i>Facts</i> hold conference calls with states to gain a better understanding of identified anomalies and provide technical assistance to empower states to submit higher-quality Part B Child Count and Educational Environments data. Data quality reviews are conducted following each due date/resubmission date. Outstanding questions regarding accuracy may result in data suppression. If questions remain upon completion of the Department's data quality review process regarding whether the data submitted by a state are accurate, the Department may decide not to publish or use the data.

3.2.4. Percentage of parents receiving Special Education Parent Information Centers services who report having enhanced capacity to effectively work with schools and service providers in meeting the needs of their children.

Data Source:	Data and performance reports from Department-funded technical assistance centers
Data Validation and Verification:	The Office of Special Education Programs (OSEP) staff conduct data reviews of grantee data from the Parent Training and Information Program. OSEP staff are responsible for locating, assessing, and recording annual performance data. Review protocols include checking and documenting the presence and completeness of data for analysis. OSEP staff discuss anomalous data with grantees, who verify or correct submissions. Valid anomalies are documented. Data are reviewed by OSEP prior to being submitted.

3.2.5. Percentage of students ages 14 through 21 with disabilities served under *Individuals with Disabilities Education Act Part B* who exit school by dropping out.

Data Source:	The Department's annual Children with Disabilities (IDEA) Exiting Special Education Data File that includes state-reported data pulled from ED Facts File Specification 009/Data Group 85
Data Validation and Verification:	The Office of Special Education Programs (OSEP) and ED Facts conduct a thorough data quality review of the exiting data submitted by states to ensure compliance with the <i>Individuals with Disabilities Education Act</i> Section 618. Reviews focus on three areas: timeliness, completeness, and accuracy. OSEP and ED Facts conduct two data quality reviews of states' exiting data submissions. The first data quality review results in data quality inquiries, comments, and questions for state respondents. States may respond through resubmission, written response, or data notes. The second data quality review ensures published data meet established data quality criteria. OSEP and ED Facts hold conference calls with states to gain a better understanding of identified anomalies and provide technical assistance to empower states to submit higher-quality exiting data. Data quality reviews are conducted following each due date/resubmission date. Outstanding questions regarding accuracy may result in data suppression. If questions remain upon completion of the Department's data quality review process regarding whether the data submitted by a state are accurate, the Department may decide not to publish or use the data.

3.2.6. Percentage of students with disabilities who spend 80% or more of the day inside a regular class.

Data Source:	The Department's annual Children with Disabilities (IDEA) School Age Child Count Data File that includes state-reported data pulled from ED Facts File Specification 002/Data Group 74
Data Validation and Verification:	The Office of Special Education Programs (OSEP) and ED Facts conduct a thorough data quality review of the child count data submitted by states to ensure compliance with the <i>Individuals with Disabilities Education Act</i> Section 618. Reviews focus on three areas: timeliness, completeness, and accuracy. OSEP and ED Facts conduct two data quality reviews of states' child count data submissions. The first data quality review results in data quality inquiries, comments, and questions for state respondents. States may respond through resubmission, written response, or data notes. The second data quality review ensures published data meet established data quality criteria. OSEP and ED Facts hold conference calls with states to gain a better understanding of identified anomalies and provide technical assistance to empower states to submit higher-quality child count data. Data quality reviews are conducted following each due date/resubmission date. Outstanding questions regarding accuracy may result in data suppression. If questions remain upon completion of the Department's data quality review process regarding whether the data submitted by a state are accurate, the Department may decide not to publish or use the data.

3.3.1. Percentage of students who attain proficiency in a Native language as determined by each grantee through pre- and post-assessments of Native language proficiency.

Data Source:	Native American and Alaska Native Children in School (NAM) program— <i>Government Performance and Results Act of 1993</i> (GPRA) Measure
Data Validation and Verification:	The Office of English Language Acquisition (OELA) program leads review each grant’s annual performance report for data quality. Each Program Officer reviews the full set of data for anomalies and other data quality concerns and works with the grantee to make corrections. The OELA contractor aggregates the GPRA data, qualitative data, and measures the data against initial targets. The contractor also reviews data for anomalies and any other data quality concerns before producing an annual report. The report supports OELA’s technical assistance to grantees and is used to make program improvements. Program Officers certify that the data grantees turn in to OELA leadership are accurate.

3.3.2. Number of technical assistance and outreach activities that support (or increase awareness of supports for) the English learners’ education community and/or its stakeholders.

Data Source:	Tracking via contractor produced and internally produced, quarterly Technical Assistance and outreach reports
Data Validation and Verification:	Tracking via quarterly Technical Assistance and outreach reports.

3.3.3. Number of National Professional Development grant participants who are enrolled and are making progress toward becoming state-certified, licensed, or endorsed in English learner instruction.

Data Source:	National Professional Development— <i>Government Performance and Results Act of 1993</i> (GPRA) Measure
Data Validation and Verification:	The Office of English Language Acquisition (OELA) program leads review each grant’s annual performance report for data quality. Each Program Officer reviews the full set of data for anomalies and other data quality concerns and works with the grantee to make corrections. The OELA contractor aggregates the GPRA data, qualitative data, and measures the data against initial targets. The contractor also reviews data for anomalies and any other data quality concerns before producing an annual report. The report supports OELA’s technical assistance to grantees and is used to make program improvements. Program Officers certify that the data grantees turn in to OELA leadership are accurate.

3.3.4. Number of National Professional Development grant participants who have become state-certified, licensed, or endorsed in English as a Second Language or bilingual instruction.

Data Source:	National Professional Development— <i>Government Performance and Results Act of 1993</i> (GPRA) Measure
Data Validation and Verification:	The Office of English Language Acquisition (OELA) program leads review each grant’s annual performance report for data quality. Each Program Officer reviews the full set of data for anomalies and other data quality concerns and works with the grantee to make corrections. The OELA contractor aggregates the GPRA data, qualitative data, and measures the data against initial targets. The contractor also reviews data for anomalies and any other data quality concerns before producing an annual report. The report supports OELA’s technical assistance to grantees and is used to make program improvements. Program Officers certify that the data grantees turn in to OELA leadership are accurate.

Strategic Goal 4: Increase postsecondary value by focusing on equity-conscious strategies to address access to high-quality institutions, affordability, completion, post-enrollment success, and support for inclusive institutions.

4.1.1. Number of technical assistance activities (e.g., events, trainings, and webinars) or products focused on the use of evidence-based practices to meet the social, emotional, academic, and other learning and developmental needs of students in postsecondary and adult education.

Data Source:	Department offices that deliver technical assistance
Data Validation and Verification:	Criteria for and examples of technical assistance events/activities and products are provided to program office representatives. The criteria are flexible to accommodate different technical assistance offerings provided across the Department. The Office of Planning, Evaluation, and Policy Development’s Grants Policy Office reviews program offices’ submission to address any anomalous data. The Department conducts level-setting meetings with staff charged with reporting from each program office to support the collection of standard and meaningful data. Contacts in each program office are responsible for certifying accuracy of the data.

4.1.2. Percentage of grant applicants from community colleges, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and minority-serving institutions.

Data Source:	Derived from G5data
Data Validation and Verification:	Measured by the percentage of total applications to all OPE grants that are classified as a community college (includes two-year institutions, excluding MSIs and HBCUs), HBCUs, and MSIs (including TCCUs/excluding HBCUs). As some institutions fit into multiple categories, data are de-duplicated to ensure that institutions are only counted once in one category per grant competition. Different grants are competed year-to-year, therefore this metric measures the percentage of applicants for the grants that are competed each year.

4.1.3. Number of students with disabilities who receive counseling on enrollment in postsecondary education through the Vocational Rehabilitation Program.

Data Source:	Rehabilitation Services Administration's Case Service Report (RSA-911)
Data Validation and Verification:	<p>Data are verified through federal review of state data submissions via desk monitoring, on-site reviews, and technical assistance. In accordance with Section 506(b) of the <i>Workforce Innovation and Opportunity Act (WIOA)</i>, the performance accountability system requirements of Section 116 of WIOA took effect on July 1, 2016. However, the Office of Special Education and Rehabilitative Services (OSERS) and RSA recognized that state VR agencies may have difficulty implementing the new data requirements quickly enough to submit reports containing the new data elements for program year (PY) 2016. Therefore, the Department exercised its transition authority under Section 503 of WIOA to ensure the orderly transition from the requirements under the <i>Rehabilitation Act of 1973</i>, as amended by the <i>Workforce Investment Act of 1998</i>, to the requirements of WIOA. With the issuance of RSA-PD-16-04 on June 14, 2017, OSERS/RSA revised the RSA-911 to begin collecting WIOA data for the VR Program effective in PY 2017, which began July 1, 2017. On May 6, 2019, OSERS/RSA revised the RSA-911, to eliminate duplicative data elements and add others necessary to implement WIOA provisions, with the issuance of RSA-PD-19-03. State VR agencies began reporting these data effective in PY 2020, which began July 1, 2020. Each quarter, RSA develops Quarterly Data Dashboards for each of the 78 state VR agencies and shares these files with its grantees. These tools assist both RSA and state VR agencies in identifying anomalies, errors, and areas for improvement in data collection and reporting. Further, they support RSA's efforts to foster continuous improvement in the quality of RSA-911 data.</p>

4.1.4. Number of Vocational Rehabilitation Program participants who are enrolled in postsecondary education and training.

Data Source:	Rehabilitation Services Administration’s Case Service Report (RSA-911)
Data Validation and Verification:	Data are verified through federal review of state data submissions via desk monitoring, on-site reviews, and technical assistance. In accordance with Section 506(b) of the <i>Workforce Innovation and Opportunity Act (WIOA)</i> , the performance accountability system requirements of Section 116 of WIOA took effect on July 1, 2016. However, the Office of Special Education and Rehabilitative Services (OSERS) and RSA recognized that state VR agencies may have difficulty implementing the new data requirements quickly enough to submit reports containing the new data elements for program year (PY) 2016. Therefore, the Department exercised its transition authority under Section 503 of WIOA to ensure the orderly transition from the requirements under the <i>Rehabilitation Act of 1973</i> , as amended by the <i>Workforce Investment Act of 1998</i> , to the requirements of WIOA. With the issuance of RSA-PD-16-04 on June 14, 2017, OSERS/RSA revised the RSA-911 to begin collecting WIOA data for the VR Program effective in PY 2017, which began July 1, 2017. On May 6, 2019, OSERS/RSA revised the RSA-911, to eliminate duplicative data elements and add others necessary to implement WIOA provisions, with the issuance of RSA-PD-19-03. State VR agencies began reporting these data effective in PY 2020, which began July 1, 2020. Each quarter, RSA develops Quarterly Data Dashboards for each of the 78 state VR agencies and shares these files with its grantees. These tools assist both RSA and state VR agencies in identifying anomalies, errors, and areas for improvement in data collection and reporting. Further, they support RSA’s efforts to foster continuous improvement in the quality of RSA-911 data.

4.2.1. Percentage of contractor interactions reviewed that received a passing score of 95%.

Data Source:	FSA Vendor Management/Vendor Oversight and Program Accountability (VOPA)
Data Validation and Verification:	Measured by the percentage of contractor interactions reviewed that received a passing score.

4.2.2. Percentage of contractors that achieve at least 95% accuracy in performing tasks.

Data Source:	FSA Vendor Management/Vendor Oversight and Program Accountability (VOPA)
Data Validation and Verification:	Measured by the accuracy of contractor tasks that were subject to quality assurance; measures the percentage of tasks that were performed correctly the first time.

4.2.3. Percentage of high school seniors submitting the *Free Application for Federal Student Aid*[®] (FAFSA[®]) form.

Data Source:	FSA's Central Processing System
Data Validation and Verification:	FSA operational systems have procedures in place to address potential data quality issues. The process for querying system data is consistent and disciplined. A separate data analyst from a different office within FSA validates the accuracy of the query and the resulting data and validates any anomalous data. Queries and calculations are simultaneously conducted on data from previous years by FSA's Business Intelligence Team to ensure technical definitions remain consistent. The Customer Analytics Group is responsible for the primary calculation of the metric as well as the technical validation of the metric, which is done by reviewing for accuracy the query used to pull the data and all calculations made with the data. Finally, the Financial Reporting and Analysis Branch is responsible for ensuring that documentation is complete and archived. These calculations also restrict the application period to the first 9 months of the application cycle (through the close of the fiscal year) rather than the entire 18 months. Because most applicants, including high school seniors, file their FAFSA prior to the start of the upcoming academic year (usually before fiscal year end), this decision better aligns the performance indicator with the fiscal year where most of the performance occurred.

4.2.4. Persistence among first-time *Free Application for Federal Student Aid*[®] (FAFSA[®]) filing aid recipients.

Data Source:	Federal Student Aid's Common Origination and Distribution System (COD)
Data Validation and Verification:	Data results are ascertained through standardized system queries. These queries are used to rerun and match calculations for earlier cycles as part of the verification and validity assessment.

4.2.5. Verification rate of *Free Application for Federal Student Aid*[®] (FAFSA[®]) filers.

Data Source:	Central Processing System (CPS) Database
Data Validation and Verification:	The percentage of FAFSA applicants selected by FSA for verification or income and/or identity information in an effort to make sure all information on the FAFSA is correct and as a method of preventing fraud and abuse. General Dynamics Information Technology (GDIT) provides the data and FSA's Customer Analytics Group will verify.

4.2.6. Satisfaction survey scores associated with the *Free Application for Federal Student Aid*[®] (FAFSA[®]) application.

Data Source:	FAFSA (housed on studentaid.gov) survey
Data Validation and Verification:	Measured by satisfaction survey scores associated with the FAFSA application. The American Customer Satisfaction Index (ACSI) survey has been conducted annually for Federal Student Aid's (FSA) major programs. The index provides a national, cross-industry, cross-sector economic indicator, using widely accepted methodologies to obtain standardized customer satisfaction information. Survey scores are indexed on a 100-point scale. The ACSI scores for application are weighted by the utilization of each process/service and the intensity of the service provided.

4.2.7. Number of sessions (as measured by completions) the *Loan Simulator* tool is used.

Data Source:	Google Analytics
Data Validation and Verification:	Loan Simulator tool completions will be measured using sessions that reach the confirmation page. The metric value is based on the number of visits or sessions (as opposed to unique visitors or page views).

4.2.8. Percentage of Individual Borrower Defense applications adjudicated timely.

Data Source:	Feedback Dispute Management System
Data Validation and Verification:	Borrower defense is a type of federal student loan forgiveness where borrowers may be eligible for forgiveness of their federal student loans if the relevant school attended misled the borrower or engaged in other misconduct in violation of certain laws. This performance indicator measures the percentage of individual Borrower Defense applications adjudicated within timeframes stipulated by applicable regulation or court order, or two years when no timeframe exists. The total number of Borrower Defense applications required to be adjudicated that year pursuant to stipulated timeframes would serve as the denominator, and the total number of Borrower Defense applications adjudicated within that year would serve as the numerator. Adjudicated applications are those that have a final decision rendered, whether approved or denied. Weekly production data are derived from the borrower defense case management platform which tracks progress and status of borrower defense applications through intake, adjudication, borrower notification, and loan servicer documentation on effectuated loan relief, where applicable.

4.3.1. Number of technical assistance activities (e.g., events, trainings, convenings, webinars, communications, and products) focused on supporting increased stackability and transferability of postsecondary programs.

Data Source:	Department staff who deliver technical assistance
Data Validation and Verification:	Self-reporting. Criteria for and examples of technical assistance events/activities and products are flexible to accommodate different opportunities and requests from stakeholders (to present at conferences, webinars, etc.).

4.3.2. Number of technical assistance activities (e.g., events, trainings, convenings, webinars, communications, and products) focused on the use of promising or evidence-based practices to connect students in postsecondary and adult education to basic needs support.

Data Source:	OCTAE Contract: LINCS Technical Assistance Center
Data Validation and Verification:	Ongoing review of contractor deliverables. Relevant contractor deliverables include instructional resources, trainings and seminars, coaching, webinars, instructional videos, interactive infographics, community of practice events, online professional development modules, conference presentations and workshops, social media postings, et al.

4.4.1. Percentage of Upward Bound and Talent Search high school degree completers who are reported in the Annual Performance Report to have completed a rigorous program of study.

Data Source:	Upward Bound\Upward Bound Math Science Annual Performance Report: (Field #37—Rigorous Study) and Talent Search Annual Performance Report (Sections 3 and 4)
Data Validation and Verification:	Numerator: (UB/UBMS HS Diploma Recipients who completed a rigorous program of study + TS HS Diploma Recipients who completed a rigorous program of study). Denominator: (UB/UBMS HS Diploma Recipients + TS HS Diploma Recipients). This is a lagging performance measure where prior year actual numbers will be reported in the following year, based on annual performance report time frames for grantees. Therefore, annual performance report data reflects prior fiscal year actual information.

4.4.2. Number of technical assistance activities (e.g., events, convenings, trainings, webinars, communications, and products) focused on implementing and improving integrated education and training programs, including in correctional and reentry education.

Data Source:	Contract Award in Process for OCTAE Expanding Integrated Education and Training Opportunities for Adult Learners; OCTAE Contract #GS00F354CA: Supporting Integrated Education and Training in Corrections Education
Data Validation and Verification:	Ongoing review of contractor deliverables. Relevant contractor deliverables include instructional resources, trainings and seminars, coaching, webinars, instructional videos, interactive infographics, community of practice events, online professional development modules, conference presentations and workshops, social media posting, et al.

4.4.3. Number of technical assistance activities that encourage equity-focused strategies around dual enrollment and the Ability to Benefit provisions of the *Higher Education Act*.

Data Source:	OCTAE staff and contract-supported activities
Data Validation and Verification:	Review of OCTAE staff and contractor deliverables. Relevant deliverables include agendas, talking points, slide decks, and, when available, transcripts for trainings and seminars, webinars, online professional development modules, and conference presentations and workshops.

4.4.4. Percentage of economically disadvantaged high school graduate career and technical education (CTE) concentrators that attained postsecondary credits in the relevant CTE program or program of study through a dual or concurrent enrollment or another credit transfer agreement in the 12 states that report for the Carl D. Perkins Career and Technical Education Act.

Data Source:	Carl D. Perkins Career and Technical Education Act as reported in states' Consolidated Annual Reports (CARs)
Data Validation and Verification:	State data quality attestation as part of their Consolidated Annual Report (CAR); system generated business rules; and staff data review process.

Strategic Goal 5: Enhance the Department's internal capacity to optimize the delivery of its mission.

5.1.1. Department's OCIO Information Technology cybersecurity composite score.

Data Source:	Department of Homeland Security's (DHS's) CyberScope quarterly risk management assessment (RMA), the Department's Cybersecurity Framework (CSF) Risk Scorecard, the previous fiscal year's Office of Inspector General (OIG) <i>Federal Information Security Modernization Act of 2014</i> (FISMA) maturity score, and DHS Cyber Hygiene reports
Data Validation and Verification:	<p>Information derived from the data sources follows a formalized review process to ensure accuracy and timeliness of the information for the purposes of measuring the Department's progress across these areas. Specifically:</p> <p>DHS's quarterly RMA: The Department receives and reviews the draft RMA report. Department approvals are then submitted through CyberScope. The RMA factor is calculated by averaging the security domain completion percentage results within each CSF function to determine the overall percentage of completion at the CSF function level. Peer reviews are conducted to ensure mathematical accuracy prior to finalizing this factor.</p> <p>The Department's CSF Risk Scorecard: Department risk scores are compiled via Microsoft Power BI and verified based on the CSF Risk Scorecard standard operating procedure. Scores are continuously reviewed for accuracy prior to releases.</p> <p>The previous fiscal year's OIG FISMA maturity score: The current FISMA capability maturity levels (1–5) correlate to a percentage of completion toward the desired goal of achieving level 5-optimized or 100% of the achievable outcomes. Peer reviews are conducted to ensure mathematical accuracy prior to finalizing this factor.</p> <p>DHS Cyber Hygiene reports: The Department receives and reviews the DHS reports. After Department confirmation, percentages are averaged to determine the overall scoring percentage for the Cyber Hygiene factor. Peer reviews are also conducted to ensure mathematical accuracy prior to finalizing the reports.</p>

5.1.2. Department's OCIO Information Technology scorecard score.

Data Source:	The initial baseline customer feedback scoring methodology is based on the following: IT Feedback Survey, Helpdesk Customer Satisfaction Survey, Helpdesk First Call Resolution Survey, GSA Mission support customer survey IT related result outcome.
Data Validation and Verification:	Customer Relationship Management team members review and analyze the feedback and metrics received from surveys, catalog issues and comments listed in the surveys, place follow up calls with the survey submitters that give low scores, bring the suggestions and feedback to chain of command and service providers for improvement opportunities.

5.2.1. Percentage of Data Strategy objectives that meet published progress timelines.

Data Source:	The Department's Data Strategy Implementation Tracker
Data Validation and Verification:	The Department's inaugural Data Strategy published in December 2020, provides a data-centered approach to supporting the agency's mission through four goals and 19 objectives. The 19 individual objectives are on various documented completion timelines, and in FY 2022, the Department reported on the number of completed objectives as gauged against their requisite published timelines. In FY 2023, the Department will publish a new Data Strategy with new objectives, and the FY 2024 performance indicator will measure progress on implementing those newly created objectives.

5.2.2. Percentage of principal offices assessed as having higher data maturity scores year over year based on the Department's data maturity assessment tool.

Data Source:	The Department's Annual Data Maturity Assessment (DMA)
Data Validation and Verification:	The Department's Annual DMA is administered by the Data Governance Board (DGB) support contractor. Any data identified by the DGB program management office as anomalous are discussed by the DGB support contractor and program management office. Anomalous data are researched using the original meeting notes from the monthly meeting in question and followed up with calls from the DGB program management office and to any office points of contact whose data are in question. The DGB program management office is responsible for certifying the data are accurate.

5.2.3. Percentage of principal offices assessed as having higher average staff data skills scores year over year based on the Department’s Data and Evidence Use Survey.

Data Source:	The Department’s annual Data and Evidence Use Skills Survey
Data Validation and Verification:	The Department’s annual Data and Evidence Use Skills Survey measures Department staff knowledge and skills to understand, use, and analyze data to meet programmatic, research and operational needs. Such a survey combined with a metric defined as “year-over-year” changes at a PO-level does not lend itself to a single score for a baseline. However, the proposed operationalized definition—targeting 10% each year—will be reportable in the outyears.

5.2.4. Number of Department data assets accessible in the enterprise data analytics platform.

Data Source:	The Enterprise Data Repository and Analytics Platform (EDRAP)
Data Validation and Verification:	The indicator measures the progress of the EDRAP through the number of Department data assets that are accessible through the platform. The EDRAP was a new investment planned for FY 2022, and OCDO expected the baseline measurement to occur in that year. Due to challenges including a lengthy continuing resolution period in FY 2022, the procurement was not awarded until September 2022. Resultantly, the baseline measurement will now occur in FY 2023.

5.2.5. Number of data assets in the comprehensive data inventory.

Data Source:	The Department’s comprehensive data inventory
Data Validation and Verification:	The Chief Data Officer is responsible for establishing and maintaining the Department’s comprehensive data inventory. The Department’s Office of the Chief Data Officer (OCDO) established an Open Data Platform that meets the needs of the statutorily required comprehensive data inventory and is capable of tracking new and existing data assets. OCDO is responsible for calculating these numbers and establishing an independent validation process.

5.3.1. The Department’s Workforce Planning Maturity Level.

Data Source:	Principal Operating Component self-assessments against the Department’s Workforce Planning Maturity Model
Data Validation and Verification:	Components use tools and resources provided by OHR to support workforce planning activities. OHR conducts regular reviews of self-assessments to verify the data and provide a final assessment

5.3.2. Time to hire.

Data Source:	Federal Personnel and Payroll System (FPPS) via Oracle Business Intelligence Enterprise Edition (OBIEE) and recruitment tracking tools
Data Validation and Verification:	Time to Hire (T2H) is calculated from the date the need, validated by the hiring manager, is received in the HR office to the date of the new employee's entrance on duty (EOD), excluding Senior Executive Service (SES) and political appointees. Data validation and verification are conducted monthly by OHR by comparing FPPS data to the recruitment tracking tools. For transparency, monthly recruitment reports and quarterly Service Level Agreement reports are provided to Principal Operating Component key contacts as an additional layer of validation. Hiring data from Federal Student Aid is not included in the FY 2022 calculation.

5.3.3. Department Federal Employee Viewpoint Survey (FEVS) employee engagement index score.

Data Source:	Office of Personnel Management (OPM) FEVS
Data Validation and Verification:	Data verification and validation processes are integrated into the OPM FEVS results validation process. Any questionable or anomalous FEVS results identified are brought to the attention of OPM. The Department then works with the OPM point of contact to obtain clarity or resolve the results. There are no known data limitations. OPM is responsible for certifying the data are accurate.

5.3.4. Percentage of Department employees who achieve required competency proficiency levels.

Data Source:	Employee and supervisor competency assessments
Data Validation and Verification:	Utilizing a competency skills gap tool, OHR will administer employee and supervisor competency assessments based on validated competency models.

5.3.5. Government-wide score on the Customer Satisfaction Survey: Overall Human Capital Function.

Data Source:	Mission Support Customer Satisfaction Survey administered by the General Services Administration
Data Validation and Verification:	Data validation and verification are conducted by GSA on behalf of OMB. OHR works with GSA to identify Department employees and provide contact information for survey administration.

5.4.1. Percentage of prime small business contract obligations.

Data Source:	SBA Small Business Scorecard
Data Validation and Verification:	Scorecard data validated by Office of Small and Disadvantaged Business Utilization (OSDBU) using Federal Procurement Data System (FPDS).

5.4.2. Percentage of contract obligations categorized as “Spend Under Management.”

Data Source:	OMB/GSA Category Management D2D dashboard
Data Validation and Verification:	Dashboard data validated by the Office of Acquisition, Grants, and Risk Management division using Federal Procurement Data System—Next Generation (FPDS-NG) and workload reports.

5.4.3. Number of days of procurement administrative lead time of contract awards.

Data Source:	OMB/GSA Benchmarking dashboard
Data Validation and Verification:	Dashboard data validated by the Office of Acquisition, Grants, and Risk Management division using Federal Procurement Data System—Next Generation (FPDS-NG) and workload reports.

5.4.4. Employee Engagement Index for the Department’s acquisition workforce.

Data Source:	Office of Personnel Management (OPM) FEVS and OMB/GSA Benchmarking dashboard
Data Validation and Verification:	Data verification and validation processes are integrated into the OPM FEVS results validation process. Any questionable or anomalous FEVS results identified are brought to the attention of OPM. The Department then works with the OPM point of contact to obtain clarity or resolve the results. There are no known data limitations. OPM is responsible for certifying the data are accurate.

APPENDIX C

Summary of Performance Evaluations Completed During FY 2022

Appendix C summarizes findings from all evaluations conducted for the Institute of Education Sciences' National Center for Education Evaluation and Regional Assistance that have had publications released by the Department during fiscal year 2022. Ongoing evaluations have been included in the Department's *Annual Evaluation and Evidence-Building Plan*, as required under the *Foundations for Evidence-Based Policymaking Act of 2018*.

Focus Area 1—COVID-19:	Address the impact of the COVID-19 pandemic on students, educators, and faculty.
Focus Area 2—Equity:	Promote equity in student access to educational resources, opportunities, and inclusive environments.
Focus Area 3—Educators:	Support a diverse educator workforce and professional growth to strengthen student learning.
Focus Area 4—Meeting Student Needs:	Meet students' social, emotional, and academic needs.
Focus Area 5—Postsecondary Value:	Increase postsecondary value by focusing on equity-conscious strategies to address affordability, completion, post-enrollment success, and support for inclusive institutions.
Focus Area 6—Federal Financial Aid:	Manage federal student aid programs.

Study of Enhanced College Advising in Upward Bound: Impacts on Where and How long Students Attend College

Focus Areas: Equity and Postsecondary Value

Decisions about whether and where to go to college can make a difference in students' later success. However, many students from low-income families undermatch—they do not enroll at all or not in the most selective college they likely could attend. This report examines whether promising advising strategies, bundled in a package called Find the Fit, could improve college choices and persistence for rising high school seniors in the federal college access program Upward Bound.

Available at: <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE2022002>.

Study of Teacher Coaching Based on Classroom Videos: Impacts on Student Achievement and Teachers' Practices

Focus Areas: Educators and Meeting Student Needs

Helping teachers become more effective in the classroom is a high priority for school leaders and policymakers. This study examined one promising strategy for improving teachers' effectiveness: providing individualized coaching using videos of teachers' instruction for reflection, practice, and feedback. The coaching focused on general, rather than subject specific, teaching practices. About 100 elementary schools were randomly divided into three groups: one where teachers received five highly structured cycles of focused, professional coaching during a single school year, one where teachers received more coaching (eight cycles), and one that continued with its usual strategies for supporting teachers. The study compared teachers' experiences and their students' achievement across the three groups to determine the effectiveness of the two versions of the coaching.

Available at: <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE2022006>.

Study of Training in Multi-Tiered Systems of Support for Behavior: Impacts on Elementary School Students' Outcomes

Focus Areas: Equity and Meeting Student Needs

To prevent and address students' problem behaviors and support their learning, the Department and many states have promoted the use of multi-tiered systems of support for behavior (MTSS B). This study evaluated one promising, intensive program of MTSS-B training and technical assistance. The MTSS-B approach seeks to change the school learning environment by consistently teaching and reinforcing good behavior for all students and identifying and providing supplemental support to students who need it. About 90 elementary schools were randomly assigned either to participate in the program or to continue with their usual strategies for supporting student behavior. The study compared student and teacher experiences in the two sets of schools to measure the effectiveness of the program.

Available at: <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE2022008>.

The Effects of an Academic Language Program on Student Reading Outcomes

Focus Areas: Equity and Meeting Student Needs

Helping English learners and economically disadvantaged students read as well as their more advantaged peers is a struggle for many schools. This study tested a promising program to improve fourth- and fifth-grade students' ability to understand the academic language used in school and support their reading achievement. The supplemental program included reading, speaking, and writing activities for students and training for teachers. About 60 schools were randomly assigned to implement the program for one school year or to continue using their typical strategies. The study compared the average reading performance of the two groups to assess the program's effectiveness.

Available at: <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE2022007>.

APPENDIX D

FY 2022 Management Challenges Facing the U.S. Department of Education

The Department made progress toward the five areas of risk that continue to pose the most significant challenges for the Department, as identified in the [FY 2022 Management Challenges Facing the U.S. Department of Education](#) report issued in December 2021 by the Department's Office of Inspector General (OIG). The areas of risk identified were:

- Implementing pandemic relief laws.
- Oversight and monitoring.
- Data quality and reporting.
- Improper payments.
- Information technology (IT) security.

Management Challenge 1—Implementing Pandemic Relief Laws

Implementation of the pandemic relief laws poses challenges for the Department as it must effectively oversee and monitor new grant programs and additional Federal education funds, implement additional student financial assistance program requirements, and ensure that quality data are reported. While these laws provided more than \$161 million to the Department for student aid administration and \$38 million for program administration, the Department must design and implement related processes timely and effectively to help ensure the overall success of its pandemic relief activities.¹

Progress in Meeting the Challenge:

- The Office of Finance and Operations and the Office of Planning, Evaluation, and Policy Development coordinated efforts to issue COVID-19 relief awards on expedited grantmaking timelines.
- The Department leveraged the COVID-19 excepted service hiring authority to help address the additional administrative, monitoring, and oversight workload associated with administering the pandemic relief funding.
- The Department provided support to grantees by establishing structured processes for data collection and reporting; implementing preventative internal controls; adopting risk-based approaches to administering funds and monitoring; providing training, guidance, and technical assistance to new grantees; and working to ensure relevant programs were included in guidance used by independent third-party auditors.
- The Department successfully implemented COVID-19-related relief for student financial assistance programs that suspended federal Direct Loan payments and stopped federal wage garnishments and collection actions for borrowers with federally held loans in default. To achieve this, Federal Student Aid worked with loan servicers to ensure all eligible borrowers received personalized communications about the changes and placed all borrowers in administrative forbearance status, which allowed them to temporarily stop making monthly loan payments.

¹[The Office of Inspector General's FY 2022 Management Challenges](#), December 2021.

Planned Actions:

- Planned projects relating to state and local programs within this area for FY 2022 include reviews of additional states' uses of ESSER funds, the Department's oversight of ESSER funds, recipient's processes for awarding and monitoring (GEER) funds, and recipients' allocation and use of *American Rescue Plan Act* of 2021 homeless children and youth funds.
- Planned projects relating to student financial assistance and higher education programs include reviews of FSA's transition of federal student loan borrowers back into repayment after the relief measures implemented in response to the pandemic expire, FSA's processes for the return of Title IV funds, cancellation of borrower loans, and exclusion of subsidized loan usage and Pell lifetime usage, and school's compliance with the return of Title IV waiver requirements.
- Plan to perform work relating the Department's use or planned use of its supplemental pandemic-related program administration funding.

Management Challenge 2—Oversight and Monitoring:

The Department is responsible for administering education programs that Congress authorized and the President signed into law. Effective monitoring and oversight are essential to ensure that grantees meet grant requirements and achieve program goals and objectives. The Department must provide effective oversight and monitoring of the student financial assistance programs to ensure that the programs are not subject to fraud, waste, and abuse. The Department's audits related to several grant programs identified weaknesses in grantee oversight and monitoring.² Audits involving the oversight and monitoring of student financial assistance programs continue to identify instances of noncompliance as well as opportunities for the Department to further improve its processes.

Progress in Meeting the Challenge:

- FSA has worked to address weaknesses in the single audit process to improve its use as an oversight and monitoring tool for IHEs' disbursements of Pell Grants and Direct Loans.
- FSA deployed an analytical model to continually monitor partner data and performance that improved its ability to identify IHEs most at-risk and allow more effective use of oversight resources.
- The Department plans to implement additional risk-based procedures to evaluate an accreditation agency's ability to effectively determine IHE compliance with standards and to identify agencies at higher risk of failing to meet statutory and regulatory requirements. These evaluations would allow FSA to prioritize the oversight of higher-risk agencies.
- FSA implemented an improved model for FAFSA verification selection and evaluation of data elements that allows the Department to better identify applicants for whom errors will result in a change in their federal aid award, potentially reducing improper payments.
- The Department strengthened and modernized the grants administration process through recent innovation, process overhauls, and technology improvements. These efforts emphasized capacity building and collaboration across grants staff to improve oversight and monitoring.
- The Department identified opportunities for coordination and information sharing across offices to improve efficiency and effectiveness.
- The Department established new virtual monitoring and support approaches for discretionary and formula grant programs.
- The Department has partnered with the Department of Health and Human Services to pilot emerging solutions that could further strengthen and streamline future risk-based monitoring strategies.

²[The Office of Inspector General's FY 2022 Management Challenges](#), December 2021.

Planned Actions:

- Implementation of the *Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act* will help the Department ensure the accuracy of income information used for determining Pell Grant eligibility. The Act allows FSA to receive income tax data more easily from the Internal Revenue Service and related processes will be implemented in stages through FY 2023.
- FSA will be transitioning to the Unified Servicing and Data Solution contract, which establishes performance standards for student loan servicers and vendors.
- FSA plans to review its processes for overseeing proprietary school compliance with 90/10 revenue requirements and its reporting on experimental sites initiatives.
- The Department is developing and implementing in-house training resources and leveraging contract support to increase online training resources for grantees.
- The Department is implementing a modernization initiative for the grants management system to better meet stakeholder needs throughout the grant lifecycle.

Management Challenge 3—Data Quality and Reporting:

While the Department’s grantees—states, institutions of higher education, and others—serve as important intermediaries and partners, our programmatic funds ultimately serve the nation’s students and teachers. The Department requires quality data from its grantees to ensure students and teachers are benefiting from these funds in expected ways. These data are also used to build evidence, determining whether these funds could have been used in more efficient or effective ways. Failure to address the root cause of poor-quality data, therefore, may harm our ultimate beneficiaries.

Progress in Meeting the Challenge:

- Thematically aligned with the findings identified by the OIG, the Department identified in FY 2020 the root causes for its persistent data quality challenges. In the wake of the COVID-19 pandemic, the Department reported to the OIG that it would concentrate these data quality efforts and apply its strategy to key data collections associated with the Education Stabilization Fund (ESF). The Department renegotiated and expanded a support contract to supplement existing staff resources and expertise. This allowed for the development system architecture to identify potential data quality issues, many of which required resolution prior to acceptance of reports.
- The Department recognizes the challenge that limited grantee resources presents to quality reporting. This manifests itself not only in the grantee’s reporting to the agency, but also in evaluating the quality of data it received from any applicable subgrantees. To address capacity challenges for grantees, the Department launched an array of resources to support ESF grantees, many of which are conveniently located on the ESF Grantee Help Portal for asynchronous access. Covering each of the major ESF programs—specifically, HEER, EANS, GEER, ESSER, and outlying area equivalent Funds—resources included a variety of technical assistance mediums from live and recorded webinars to business rule guides to the provision of an ESF Reporting Help Desk.
- The Department has acknowledged that it historically has not conveyed to its grantees a credible expectation for reporting quality data. To address challenges associated with credible communication, the agency reaffirmed with the Department’s Office of General Counsel (OGC), Office of the Secretary (OS), and program office leadership its strategy in 2021, recognizing that poor-quality data can harm the ultimate beneficiaries of Department grants—that is, may harm the nation’s teachers and students. To support collection of ESF Year 2 Annual Performance Reports (APRs), the Department made clear to grantees minimum data quality expectations for performance reporting, as well as the potential consequences for failure to report.

<p>Progress in Meeting the Challenge:</p>	<ul style="list-style-type: none"> · Due in part to these efforts, the Department experienced improved reporting compliance, especially considering the scope and recency of the programs and collections, as well as the prolonged challenges associated with the pandemic. The Department, of course, continues to review and address isolated data quality issues across all collections, especially in areas where known gaps in controls exist. However, more serious deficiencies—that is, those where data are not of sufficient quality to publish—are rarer. · The Office of Postsecondary Education (OPE) placed noncompliant institutions of higher education (IHEs) that had a remaining balance on route payment. In FY 2022, this was a total of 40 IHEs that were placed on route payment or that were already on route or stop payment for other compliance concerns. The Office of Elementary and Secondary Education (OESE) works to ensure timely, accurate reporting and accountability through the provision of robust technical assistance, direct communication with senior leadership in state educational agencies, and gradual escalation of compliance measures. By the close of FY 2022, three grantees have outstanding Year 2 reports: two for the outlying area equivalent of the GEER fund and one for the outlying area equivalent of the ESSER Fund. In an effort to improve the quality of the data in the ESF Transparency Portal, OESE continues to: 1. track reporting issues and FSRS (GSA’s system) Helpdesk tickets to ensure states submit accurate <i>Federal Funding Accountability and Transparency Act</i> (FFATA) and subaward data; 2. collaborate with OFO to provide direct assistance to grantees; and 3. Escalate grantees’ system challenges to GSA and OMB to resolve systematic problems with the FSRS that are outside of the Department’s control. · In FY 2022, work also continued to modernize the ED Facts system and related processes, including data quality checks that states can use to supplement their own downstream data quality work and disseminating a more standardized and complete set of data validation rules applied to the data collected via ED Facts. The National Center for Education Statistics completed a successful pilot of the new process with the Common Core of Data survey, which led to more complete and accurate data, better data quality notes where data needed to be explained, and earlier publication of the data. · Federal Student Aid (FSA) developed an internal dashboard to track the quality of the data it receives from its servicers and ingested into the National Student Loan Data System (NSLDS) and Enterprise Data Warehouse & Analytics (EDWA), allowing stakeholders to monitor data processing and identify specific or systemic problem areas by servicer and record type. FSA also deployed the Alation data catalog and query management tool to consolidate metadata, business rules, and edit processing into one enterprise tool that, in addition to becoming the complete data catalog, will also provide an effective knowledge management tool for FSA.
<p>Planned Actions:</p>	<ul style="list-style-type: none"> · In addition, a number of other agency-wide initiatives were completed, continued, initiated, or planned during FY 2022. As a part of the agency’s <i>Fiscal Years 2022–2026 Strategic Plan</i>, the agency created a performance metric focused on tracking instances where data collections lack data quality plans and worked to update the Department’s <i>Information Quality Act</i> Guidelines, expected to be finalized in early FY 2023. The Department also completed development of a Data Quality Playbook to provide easily deployable strategies for program offices, especially their grant staff. The Department also began developing data quality training tailored to different audiences.

Management Challenge 4—Improper Payments:

The Department must ensure that the billions of dollars entrusted to it reach the intended recipients. It is important for the Department to develop statistically valid and reliable estimates so that it can identify the root causes and take actions to prevent and reduce improper payments.³

Progress in Meeting the Challenge:

- The Department continued to prioritize efforts to ensure payment integrity and minimize improper and unknown payments across all programs.
- There has been greater collaboration between financial management and grants administration staff in facilitating implementation of *Payment Integrity Information Act of 2019* compliance activities.
- Implementing advancements in estimation, detection, and data collection activities helped to expeditiously identify and resolve improper payments.
- The Department implemented enhanced quality control procedures over FSA's improper payment estimation process to ensure the completeness and accuracy of data and calculations used in the estimates.
- The Department also developed an improper payment training for staff and refined its Payment Integrity Monitoring Application, a digital tool used to detect anomalies in grants payment data.

Planned Actions:

- Planned projects include the annual review of the Department's compliance with the improper payment reporting requirements and its efforts to prevent and reduce improper payments.
- The Department will also complete the required risk assessment of the purchase card program and, if deemed necessary, conduct an audit of Department purchase card transactions.

Management Challenge 5—Information Technology (IT) Security:

Protecting the Department's information and information systems from constantly evolving cyber threats is an enormous responsibility and challenge. Without adequate management, operational, and technical security controls, the Department's systems and information are vulnerable to attacks. Unauthorized access could result in lost data confidentiality and integrity, limited system availability, and reduced system reliability.⁴

Progress in Meeting the Challenge:

- The Department implemented a new cybersecurity policy framework aligned with Executive Order (EO) 14028 Improving the Nation's Cybersecurity and National Institute of Standards and Technology (NIST) Special Publication 800-53, Revision 5.
- The Department implemented the Ongoing Security Assessment & Authorization (OSA) program, which will reduce steps and modify artifacts to improve efficiency. The overall outcome is more frequent system stakeholder engagement and timely risk visibility.
- The Department continued to mature its risk management processes through enhancements to the CSF Risk Scorecard to monitor status of program-level business continuity planning and testing activities.
- The Department enhanced its automated cybersecurity reporting to track and report compliance to ED 14028 mandates including, but not limited to, Multifactor Authentication (MFA), encryption, resiliency, etc.
- The Department expanded the Vulnerability Disclosure Policy (VDP) program to cover all internet accessible Department systems.
- The Department updated internal vulnerability management procedures in accordance with BOD 22-01 Reducing the Significant Risk of Known Exploited Vulnerabilities.

³[The Office of Inspector General's FY 2022 Management Challenges](#), December 2021.

⁴[The Office of Inspector General's FY 2022 Management Challenges](#), December 2021.

<p>Progress in Meeting the Challenge:</p>	<ul style="list-style-type: none"> • The Department implemented a new cybersecurity policy framework aligned with Executive Order (EO) 14028 Improving the Nation’s Cybersecurity and National Institute of Standards and Technology (NIST) Special Publication 800-53, Revision 5. • The Department implemented the Ongoing Security Assessment & Authorization (OSA) program, which will reduce steps and modify artifacts to improve efficiency. The overall outcome is more frequent system stakeholder engagement and timely risk visibility. • The Department continued to mature its risk management processes through enhancements to the CSF Risk Scorecard to monitor status of program-level business continuity planning and testing activities. • The Department enhanced its automated cybersecurity reporting to track and report compliance to ED 14028 mandates including, but not limited to, Multifactor Authentication (MFA), encryption, resiliency, etc. • The Department expanded the Vulnerability Disclosure Policy (VDP) program to cover all internet accessible Department systems. • The Department updated internal vulnerability management procedures in accordance with BOD 22-01 Reducing the Significant Risk of Known Exploited Vulnerabilities. • The Department took action to address M-22-09 Moving the U.S. Government Toward Zero Trust Cybersecurity Principles by creating, funding, and onboarding a GS-15 zero-trust architecture (ZTA) program manager and released a Department Strategy and project schedule for full implementation by the end of FY 2024. • The Department received the initial transfer of TMF funds to establish a ZTA PMO and completed the recompetes of Enterprise Identity, Credential, and Access Management (ICAM) program, and obtained Secure Access Service Edge (SASE) & Security Orchestration Automation & Response (SOAR) capabilities. • FSA Enterprise Cybersecurity Group and FSA Enterprise Data Directorate worked together to develop a fraud detection analytics capability in partnership to identify occurrences of potential fraud. This initial model permits FSA to identify applicants that met criteria of potential fraud and put them into the Suspect Identify File (SIF) so that they would be selected for identity verification. This model is being fine-tuned for accuracy with the goal to become part of the FSA data science toolkit on fraud detection. • FSA Enterprise Cybersecurity Group implemented a formal quality assurance process to ensure account recertifications are conducted in accordance with Department requirements. • The FSA Identity and Access Management (IAM) team in the Technology Directorate recently completed the Global Password Change for StudentAid.gov, FSA ID user accounts in the Person Authentication Service (PAS) system. Over 22.7 million of our 83 million users have already logged in and changed their passwords. • In July 2022, MFA Phase 1 was successfully deployed, making MFA mandatory to all NEW users as part of the Create Account process on StudentAid.gov. On November 13, 2022, MFA Phase 2 will be deployed, allowing FSA the capability to enforce MFA enablement for existing users on a rolling basis. Due to the timing of the MFA rollout coinciding with other high priority FSA initiatives, it is being recommended the MFA Phase 2 rollout be adjusted to start February 2023 through July 2023.
<p>Planned Actions:</p>	<ul style="list-style-type: none"> • The Department is working to implement a new Enterprise Identity, Credential, and Access Management (ICAM) solution and begin integrating capable systems. Additionally, the Department is continuing to work to meet the objectives of Executive Order (EO) 14028 Improving the Nation’s Cybersecurity to strengthen and modernize the Department’s cybersecurity risk visibility and management by continuing to enhance maturity of Zero Trust Architecture (ZTA) in accordance with the Cybersecurity and Infrastructure Security Agency ZTA Maturity Model.

APPENDIX E

Programs by Goal

Appendix E includes other discretionary programs and activities and mandatory programs by strategic goal.

Strategic Goal 1: Promote equity in student access to educational resources, opportunities, and inclusive environments.

Goal 1 Other Discretionary Programs and Activities

POC	Education/ Funding Area	Objective	Program
IES	IES	1.1	National Assessment
IES	IES	1.1	National Assessment Governing Board
IES	IES	1.1, 1.2, 1.3, 1.4	Regional Educational Laboratories
IES	IES	1.1, 1.2, 1.3, 1.4	Research, Development, and Dissemination
IES	IES	1.3	Special Education Studies and Evaluations
IES	IES	1.3	Research in Special Education
IES	IES	1.1	Statewide Longitudinal Data Systems
IES	IES	All	Statistics
OCR	OCR	1.3	Office for Civil Rights
OCTAE	CTAE	1.4	Adult Basic and Literacy Education State Grants
OCTAE	CTAE	1.4	Adult Education National Leadership Activities
OCTAE	CTAE	1.4	Career and Technical Education State Grants
OCTAE	CTAE	1.4	Career and Technical National Programs
OESE	ED	1.1	Title I Grants to Local Educational Agencies
OESE	ED	1.1	Comprehensive Literacy Development Grants
OESE	ED	1.1	State Agency Programs: Migrant
OESE	ED	1.1	State Agency Programs: Neglected and Delinquent
OESE	ED	1.4	Special Programs for Migrant Students
OESE	ELA	1.2	English language acquisition - State Formula Grants & NAM Grants & Technical Assistance and Capacity Grants
OESE	I&I	1.1, 1.2	Fostering Diverse Schools

POC	Education/ Funding Area	Objective	Program
OESE	I&I	1.2	Charter Schools Grants
OESE	I&I	1.2	Education Innovation and Research
OESE	I&I	1.1, 1.2, 1.3	Magnet Schools Assistance
OESE	I&I	1.1	Innovative Approaches to literacy
OESE	I&I	1.1	Ready to Learn Programming
OESE	I&I	1.1	Arts in Education
OESE	I&I	1.1	Javits Gifted and Talented Education
OESE	I&I	1.1	Statewide Family Engagement Centers
OESE	I&I	1.1	Supporting In-Demand Credentials for Teachers
OESE	IA	1.1, 1.2, 1.3, 1.4	Impact Aid, Payments for Federally Connected Children: Basic Support Payments
OESE	IA	1.1, 1.2, 1.3, 1.4	Impact Aid, Payments for Federally Connected Children: Payments for Children with Disabilities
OESE	IA	1.1, 1.2, 1.3, 1.4	Impact Aid, Facilities Maintenance
OESE	IA	1.1, 1.2, 1.3, 1.4	Impact Aid, Construction
OESE	IA	1.1, 1.2, 1.3, 1.4	Impact Aid, Payments for Federal Property
OESE	IE	1.1, 2.2	Indian Education: Special Programs for Indian Children
OESE	IE	1.1	Indian Education: Grants to Local Educational Agencies
OESE	IE	1.1	Indian Education: National Activities
OESE	SIP	1.2	State Assessments
OESE	SIP	1.3	Training and Advisory Services
OESE	SIP	1.1	Rural Education
OESE	SIP	1.1, 1.2, 1.3, 1.4	Supplemental Education Grants
OESE	SIP	1.2	Comprehensive Centers
OESE	SIP	1.2	21st Century Community Learning Centers
OESE	SIP	1.1	Education for Homeless Children and Youth Education
OESE	SIP	1.1	Native Hawaiian Education
OESE	SIP	1.1	Alaska Native Education
OESE	SIP	1.2	Student Support and Academic Enrichment Grants
OESE	SSCE	1.1	Full-Service Community Schools
OESE	SSCE	1.1	Promise Neighborhoods
OSERS	APHB	1.2	American Printing House for the Blind
OPE	HE	1.4	Tribally Controlled Postsecondary Career and Technical Institutions
OSERS	REHAB	1.3, 1.4	Client Assistance State Grants
OSERS	REHAB	1.4	Demonstration and Training Programs
OSERS	REHAB	1.3	Protection and Advocacy of Individual Rights

POC	Education/ Funding Area	Objective	Program
OSERS	REHAB	1.4	Supported Employment State Grants
OSERS	REHAB	1.4	Helen Keller National Center for Deaf-Blind Youths and Adults
OSERS	SE	1.2, 1.3	Special Education Grants to States
OSERS	SE	1.1, 1.3	Preschool Grants
OSERS	SE	1.1, 1.3	Grants for Infants and Families
OSERS	SE	1.1, 1.3	Technical Assistance and Dissemination
OSERS	SE	1.2	Parent Information Centers
OSERS	SE	1.1	Education Technology, Media, and Materials

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Goal 1 Mandatory Programs

POC	Education/ Funding Area	Objective	Program
OCTAE	CTAE	1.4	Expanded Career Pathways for Middle and High School Students
OCTAE	CTAE	1.4	Adult Education State Grants
OSERS	REHAB	1.4	Vocational Rehabilitation, State Grants
OSERS	REHAB	1.4	Vocational Rehabilitation, Grants to Indians

Acronyms and Definitions: POC = Principal Operating Component; OCTAE = Office of Career, Technical, and Adult Education; CTAE = Career, Technical, and Adult Education; OSERS = Office of Special Education and Rehabilitative Services; and REHAB = Rehabilitation Services and Disability Research.

Strategic Goal 2: Support a diverse and talented educator workforce and professional growth to strengthen student learning.

Goal 2 Other Discretionary Programs and Activities

POC	Education/ Funding Area	Objective	Program
IES	IES	2.1, 2.2, 2.3	Regional Educational Laboratories
IES	IES	2.3	Special Education Studies and Evaluations
OESE	ED	All	Title I Grants to Local Educational Agencies
OESE	ED	All	Comprehensive Literacy Development Grants
OESE	I&I	All	Innovative Approaches to Literacy
OESE	I&I	2.1, 2.2	Teacher and School Leader Incentive Grants
OESE	I&I	2.1, 2.2	School Leader Recruitment and Support

POC	Education/ Funding Area	Objective	Program
OESE	I&I	2.1, 2.2, 2.3	Supporting Effective Educator Development
OESE	IE	2.2	Indian Education: Special Programs for Indian Children
OESE	SIP	2.1, 2.2, 2.3	Supporting Effective Instruction State Grants
OESE	SIP	2.3	School-Based Health Professionals (Proposed Legislation)
OESE	SIP	2.1, 2.2, 2.3	Supplemental Education Grants
OPE	HE	2.1, 2.2	Teacher Quality Partnership
OPE	HE	2.1	Augustus Hawkins Center of Excellence
OSERS	REHAB	2.2, 2.3	Vocational Rehabilitation Training
OSERS	SE	2.2, 2.3	Personnel Preparation
OSERS	SE	2.2	Special Education Grants to States
OSERS	SE	2.2, 2.3	State Personnel Development

Acronyms and Definitions: POC = Principal Operating Component; IES = Institute of Education Sciences; OESE = Office of Elementary and Secondary Education; ED = Education for the Disadvantaged; I&I = Innovation and Improvement; IE = Indian Education; SIP = Strengthening Institutions Program; OPE = Office of Postsecondary Education; HE = Higher Education; OSERS = Office of Special Education and Rehabilitative Services; REHAB = Rehabilitation Services and Disability Research; and SE = Special Education.

Goal 2 Mandatory Programs

POC	Education/ Funding Area	Objective	Program
FSA	HEAL	2.1	Health Education Assistance Loans Liquidating Account
FSA	TEACH	2.1, 2.3	TEACH Grants: New loan subsidy
FSA	TEACH	2.1, 2.3	TEACH Grants: Upward Reestimate of Existing Loans
FSA	TEACH	2.1, 2.3	TEACH Grants: Downward Reestimate of Existing Loans (Non-add)
FSA	TEACH	2.1, 2.3	TEACH Grants: Net Reestimate of Existing Loans (Non-add)

Acronyms and Definitions: POC = Principal Operating Component; FSA= Federal Student Aid; HEAL = Health Education Assistance Loan; and TEACH= Teacher Education Assistance for College and Higher Education.

Strategic Goal 3: Meet students' social, emotional, and academic needs.

Goal 3 Other Discretionary Programs and Activities

POC	Education/ Funding Area	Objective	Program
IES	IES	3.1, 3.2, 3.3	Research, Development, and Dissemination
IES	IES	3.1, 3.2, 3.3	Statistics
IES	IES	3.1, 3.2, 3.3	National Assessment
IES	IES	3.1, 3.2, 3.3	National Assessment Governing Board
IES	IES	3.2	Research in Special Education
IES	IES	3.1, 3.2, 3.3	Statewide Longitudinal Data Systems
IES	IES	3.2	Special Education Studies and Evaluations
IES	IES	3.1, 3.2, 3.3	Regional Educational Laboratories
OESE	ED	3.2	Comprehensive Literacy Development Grants
OESE	ED	3.2	State Agency Programs: Migrant
OESE	ED	3.2	State Agency Programs: Neglected and Delinquent
OESE	I&I	3.2	American History and Civics Education
OESE	I&I	3.2	Magnet Schools Assistance
OESE	I&I	3.2	Innovative Approaches to Literacy
OESE	I&I	3.2	Ready to Learn Programming
OESE	I&I	3.2	Arts in Education
OESE	I&I	3.2	Javits Gifted and Talented Education
OESE	I&I	3.2	Statewide Family Engagement Centers
OESE	IA	3.1, 3.2, 3.3	Impact Aid, Payments for Federally Connected Children: Basic Support Payments
OESE	IA	3.1, 3.2, 3.3	Impact Aid, Payments for Federally Connected Children: Payments for Children with Disabilities
OESE	IE	3.2, 3.3	Indian Education: Special Programs for Indian Children
OESE	IE	3.2, 3.3	Indian Education: Grants to Local Educational Agencies
OESE	IE	3.2, 3.3	Indian Education: National Activities
OESE	SIP	3.2	Education for Homeless Children and Youth Education
OESE	SIP	3.2, 3.3	Native Hawaiian Education
OESE	SIP	3.2, 3.3	Alaska Native Education
OESE	SIP	3.1, 3.2, 3.3	Supplemental Education Grants
OESE	SIP	3.1, 3.2	21st Century Community Learning Centers
OESE	SIP	3.1, 3.2	Student Support and Academic Enrichment Grants

POC	Education/ Funding Area	Objective	Program
OESE	SSCE	3.1, 3.2	Full-Service Community Schools
OESE	SSCE	3.2	Promise Neighborhoods
OESE	SSCE	3.1	School Safety National Activities
OESE/OLEA	ELA	3.2, 3.3	English Language Acquisition
OSERS	APHB	3.2	American Printing House for the Blind
OSERS	REHAB	3.2	Helen Keller National Center for Deaf-Blind Youths and Adults
OSERS	SE	3.2	Special Olympics Education Programs
OSERS	SE	3.2	Special Education Grants to States
OSERS	SE	3.2	Preschool Grants
OSERS	SE	3.2	Grants for Infants and Families
OSERS	SE	3.2	Technical Assistance and Dissemination
OSERS	SE	3.2	Education Technology, Media, and Materials

Acronyms and Definitions: POC = Principal Operating Component; IES = Institute of Education Sciences; OESE = Office of Elementary and Secondary Education; ED = Education for the Disadvantaged; I&I = Innovation and Improvement; IA = Impact Aid; IE = Indian Education; SIP = Strengthening Institutions Program; SSCE = Safe Schools and Citizenship Education; OLEA = Office of English Language Acquisition; ELA = English Language Acquisition; OSERS = Office of Special Education and Rehabilitative Services; APHB = American Printing House for the Blind; REHAB = Rehabilitation Services and Disability Research; and SE = Special Education.
Goal 3 Mandatory Programs: No additional mandatory programs.

Strategic Goal 4: Increase postsecondary value by focusing on equity-conscious strategies to address access to high-quality institutions, affordability, completion, post-enrollment success, and support for inclusive institutions.

Goal 4 Other Discretionary Programs and Activities

POC	Education/ Funding Area	Objective	Program
FSA	SFA	4.1, 4.3	Federal Pell Grants: Discretionary
FSA	SFA	4.1, 4.3	Federal Supplemental Educational Opportunity Grants
FSA	SFA	4.1, 4.3	Federal Work-Study
FSA	DM/SAA	4.2	Student Aid Administration: Salaries and Expenses
FSA	DM/SAA	4.2	Student Aid Administration: Servicing Activities
FSA	HEA	N/A	Historically Black College and University Capital Financing Program Account: Federal Administration
FSA	HEA	N/A	Historically Black College and University Capital Financing Program Account: Loan Subsidies

POC	Education/ Funding Area	Objective	Program
FSA	HEA	N/A	Historically Black College and University Capital Financing Program Account: Modification of Existing Loan Subsidies
OCTAE	CTAE	4.3, 4.4	Career and Technical Education State Grants
OCTAE	CTAE	4.3, 4.4	Career and Technical National Programs
OCTAE	HE	4.3, 4.4	Tribally Controlled Postsecondary Career and Technical Institutions
OPE	HE	4.1, 4.3	Fund for the Improvement of Postsecondary Education
OPE	HE	4.1, 4.3	Aid for Institutional Development: Strengthening Tribally Controlled Colleges and Universities
OPE	HE	4.1, 4.3	Strengthening Alaska Native and Native Hawaiian-Serving Institutions
OPE	HE	4.1, 4.3	Strengthening Historically Black Colleges and Universities
OPE	HE	4.1, 4.3	Strengthening Historically Black Graduate Institutions
OPE	HE	4.1, 4.3	Strengthening Historically Black Colleges and Universities Masters Program
OPE	HE	4.1, 4.3	Strengthening Predominantly Black Institutions
OPE	HE	4.1, 4.3	Strengthening Asian American- and Native American/Pacific Islander-Serving Institutions
OPE	HE	4.1, 4.3	Strengthening Native American-Serving Nontribal Institutions
OPE	HE	4.1, 4.3	Minority Science and Engineering Improvement
OPE	HE	4.1, 4.3	Aid for Hispanic-Serving Institutions: Developing Hispanic-Serving Institutions
OPE	HE	4.1, 4.3	Aid for Hispanic-Serving Institutions: Promoting Post-Baccalaureate Opportunities for Hispanic Americans
OPE	HE	4.3	International Education and Foreign Language Studies: Domestic Programs
OPE	HE	4.3	International Education and Foreign Language Studies: Overseas Programs
OPE	HE	4.1, 4.3	Model Transition Programs for Students with Intellectual Disabilities into Higher Education
OPE	HE	4.1, 4.3	Tribally Controlled Postsecondary Career and Technical Institutions
OPE	HE	4.1, 4.3	Federal TRIO Programs
OPE	HE	4.1, 4.3	Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
OPE	HE	4.3	Graduate Assistance in Areas of National Need
OPE	HE	4.1, 4.3	Child Care Access Means Parents in School

POC	Education/ Funding Area	Objective	Program
OPE	HE	4.1, 4.3	Howard University: General Support
OPE	HE	4.1, 4.3	Howard University Hospital
OPE	HE	N/A	College Housing and Academic Facilities Loans Program Account: Federal administration
OSERS	GU	4.1	Gallaudet University
OSERS	NTID	4.1	National Technical Institute for the Deaf
N/A	FCC	4.2	Accelerated Success Free Community College (Proposed Legislation)

Acronyms and Definitions: POC = Principal Operating Component; FSA = Federal Student Aid; SFA = Student Financial Assistance; DM = Departmental Management; SAA = Student Aid Administration; HEA = Higher Education Act of 1965; N/A = Not Applicable; OCTAE = Office of Career, Technical, and Adult Education; CTAE = Career, Technical, and Adult Education; HE = Higher Education; OPE = Office of Postsecondary Education; OSERS = Office of Special Education and Rehabilitative Services; GU = Gallaudet University; NTID = National Technical Institute for the Deaf; and FCC = Free Community College.

Goal 4 Mandatory Programs

POC	Education/ Funding Area	Objective	Program
FSA	FDSL	4.1, 4.3	Federal Direct Student Loans Program Account: New Loan Subsidies
FSA	FDSL	4.1, 4.3	Federal Direct Student Loans Program Account: New Net Loan Subsidy (Non-add)
FSA	FDSL	4.1, 4.3	Federal Direct Student Loans Program Account: Upward Reestimate of Existing Loans
FSA	FDSL	4.1, 4.3	Federal Direct Student Loans Program Account: Downward Reestimate of Existing Loans (Non-add)
FSA	FDSL	4.1, 4.3	Federal Direct Student Loans Program Account: Net Reestimate of Existing Loans (Non-add)
FSA	FDSL	4.1, 4.3	Federal Direct Student Loans Program Account: Upward Modification of Existing Loans
FSA	FFEL	4.1, 4.3	Federal Family Education Loans Program Account: Upward Reestimate of Existing Loans
FSA	FFEL	4.1, 4.3	Federal Family Education Loans Program Account: Downward Reestimate of Existing Loans (Non-add)
FSA	FFEL	4.1, 4.3	Federal Family Education Loans Program Account: Net Reestimate of Existing Loans (Non-add)
FSA	FFEL	4.1, 4.3	Federal Family Education Loans Program Account: Upward Modification of Existing Loans
FSA	FFEL	4.1, 4.3	Federal Family Education Loans Program Account: Downward Modification of Existing Loans (Non-add)
FSA	FFEL	4.1, 4.3	Federal Family Education Loans Program Account: Net Modification of Existing Loans (Non-add)
FSA	FFEL	4.1, 4.3	Federal Family Education Loans Liquidating Account: Pre-1992 Student Loans
FSA	HE	N/A	Higher Education Facilities Loans Liquidating Account

POC	Education/ Funding Area	Objective	Program
FSA	HEA	N/A	Historically Black College and University Capital Financing Program Account: Reestimate of Existing Loan Subsidies
FSA	SFA	4.1, 4.3	Federal Pell Grants: Mandatory
FSA	SFA	4.1, 4.3	Federal Pell Grants: Mandatory Funding for Discretionary Program Costs
FSA	SFA	4.1, 4.3	Iraq and Afghanistan Service Grants
FSA	SFA	4.1, 4.3	Perkins Loan Repayments
FSA	SFA	N/A	FDSL Downward Reestimate of Loan Subsidies
FSA	SFA	N/A	FFEL Downward Reestimate of Loan Subsidies
FSA	SFA	N/A	FDSL Downward Modification/Negative Loan Subsidies
FSA	SFA	N/A	HBCU Capital Financing Downward Reestimate of Loan Subsidies
FSA	SFA	N/A	FFEL Downward Modification/Negative Loan Subsidies
FSA	SFA	N/A	HEAL Downward Reestimate of Loan Subsidies
OCTAE	CTAE	4.4	Expanded Career Pathways for Middle and High School Students
OESE	SIP	4.4	School-Based Health Professionals of the Future
OPE	HE	4.1, 4.3	Aid for Institutional Development: Mandatory Strengthening Tribally Controlled Colleges and Universities
OPE	HE	4.1, 4.3	Mandatory Strengthening Alaska Native and Native Hawaiian-Serving Institutions
OPE	HE	4.1, 4.3	Mandatory Strengthening Historically Black Colleges and Universities
OPE	HE	4.1, 4.3	Mandatory Strengthening Predominantly Black Institutions
OPE	HE	4.1, 4.3	Mandatory Strengthening Asian American- and Native American Pacific Islander-Serving Institutions
OPE	HE	4.1, 4.3	Mandatory Strengthening Native American-Serving Nontribal Institutions
OPE	HE	4.1, 4.3	Aid for Hispanic-Serving Institutions: Mandatory Developing HSI STEM and Articulation Programs
OPE	HE	4.1	<i>Higher Education Act of 1965</i> Title III/V Programs for Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, Hispanic-Serving Institutions, and Minority-Serving Institutions
OPE	HE	4.1	Completion Grants
OPE	HE	N/A	College Housing and Academic Facilities Loans Program Account: Reestimate of Existing Loan Subsidies

POC	Education/ Funding Area	Objective	Program
OPE	HE	N/A	College Housing and Academic Facilities Loans Liquidating Account
OPE	HE	N/A	College Housing Loans Liquidating Account
N/A	FCC	4.2	Free Community College (Proposed Legislation)
N/A	FCC	4.2	Advancing Affordability for Students (Proposed Legislation)

Acronyms and Definitions: POC = Principal Operating Component; FSA = Federal Student Aid; FDSL = Federal Direct Student Loan; FFEL = Federal Family Education Loan; HE = Higher Education; N/A = Not Applicable; HEA = *Higher Education Act of 1965*; SFA = Student Financial Assistance; OCTAE = Office of Career, Technical, and Adult Education; CTAE = Career, Technical, and Adult Education; OESE = Office of Elementary and Secondary Education; SIP = Strengthening Institutions Program; OPE = Office of Postsecondary Education; HSI = Hispanic-Serving Institution; STEM = Science, Technology, Engineering, and Mathematics; and FCC = Free Community College.

Strategic Goal 5: Enhance the Department’s internal capacity to optimize the delivery of its mission.

Goal 5 Other Discretionary Programs and Activities

POC	Education/ Funding Area	Objective	Program
All	DM/PA	5.3	Program Administration: Salaries and Expenses
All	DM/PA	5.3	Program Administration: Building Modernization
OCR	OCR	5.3	Office for Civil Rights
OIG	OIG	5.3	Office of Inspector General

Acronyms and Definitions: POC = Principal Operating Component; DM = Departmental Management; PA = Program Administration; OCR = Office for Civil Rights; and OIG = Office of Inspector General.

Goal 5 Mandatory Programs: No additional mandatory programs.

APPENDIX F

Glossary of Acronyms and Abbreviations

Acronym	Definition
APG	Agency Priority Goal
APHB	American Printing House for the Blind
APR	Annual Performance Report
ARP	<i>American Rescue Plan Act of 2021</i>
BSCA	<i>Bipartisan Safer Communities Act</i>
CAMP	College Assistance Migrant Program
CARES Act	<i>Coronavirus Aid, Relief, and Economic Security Act</i>
CISA	Cybersecurity and Infrastructure Security Agency
CLSD	Comprehensive Literacy State Development
CMC	Connecting Minority Communities Pilot Program
CoP	Community of Practice
CRRSA Act	<i>Coronavirus Response and Relief Supplemental Appropriations Act</i>
CSF	Cybersecurity Scorecard Framework
CSP	Charter School Program
CTAE	Career, Technical, and Adult Education
CTE	Career and Technical Education
DAEL	Division of Adult Education and Literacy
DCC	Data Coordinators Council
DEER	Digital Equity Education Roundtables
DEUS	Data and Evidence Use Survey
DGB	Data Governance Board
DM	Departmental Management
DMA	Data Maturity Assessment
DMS	Differentiated Monitoring and Support
DPCoP	Data Professionals Community of Practice
EAC	Equity Assistance Center
EANS	Emergency Assistance to Non-Public Schools

Acronym	Definition
ED	Education for the Disadvantaged
EDRAP	Enterprise Data Repository and Analytics Platform
ELA	English Language Acquisition
EO	Executive Order
ESEA	<i>Elementary and Secondary Education Act of 1965</i>
ESF	Education Stabilization Fund
ESSER	Elementary and Secondary School Emergency Relief
FAFSA®	Free Application for Federal Student Aid®
FCC	Free Community College
FDSL	Federal Direct Student Loan
FEVS	Federal Employee Viewpoint Survey
FFEL	Federal Family Education Loan
FISMA	<i>Federal Information Security Modernization Act of 2014</i>
FSA	Federal Student Aid
FSCS	Full-Service Community School
FY	Fiscal Year
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GPRA	<i>Government Performance and Results Act of 1993</i>
GPRAMA	<i>Government Performance and Results Act Modernization Act of 2010</i>
GU	Gallaudet University
HBCU	Historically Black College or University
HCY	Homeless Children and Youth
HE	Higher Education
HEA	<i>Higher Education Act of 1965</i>
HEAL	Health Education Assistance Loan
HEERF	Higher Education Emergency Relief Fund
HEP	High School Equivalency Program
HSI	Hispanic-Serving Institution
I&I	Innovation and Improvement
IA	Impact Aid
ICAM	Identity, Credential, and Access Management
IDEA	<i>Individuals with Disabilities Education Act</i>
IE	Indian Education
IELCE	Integrated English Literacy and Civics Education

Acronym	Definition
IES	Institute of Education Sciences
IET	Integrated Education and Training
IHE	Institution of Higher Education
INF	Infrastructure
IT	Information Technology
K-12	Kindergarten Through Grade 12
LEA	Local Educational Agency
LINCS	Literacy Information and Communication System
MEP	Migrant Education Program
MSI	Minority-Serving Institution
MSIP	Monitoring and State Improvement Planning
MTSS-B	Multi-Tiered Systems of Support for Behavior
N/A	Not Applicable
NAM	Native American and Alaska Native Children in School
NCELA	National Clearinghouse for English Language Acquisition
NCHE	National Center for Homeless Education
NIST	National Institute of Standards and Technology
NJDOE	New Jersey Department of Education
NPD	National Professional Development
NTACT:C	National Technical Assistance Center on Transition: The Collaborative
NTID	National Technical Institute for the Deaf
OCDO	Office of the Chief Data Officer
OCIO	Office of the Chief Information Officer
OCR	Office for Civil Rights
OCTAE	Office of Career, Technical, and Adult Education
ODP	Open Data Platform
OELA	Office of English Language Acquisition
OESE	Office of Elementary and Secondary Education
OET	Office of Educational Technology
OHR	Office of Human Resources
OIG	Office of Inspector General
OMB	Office of Management and Budget
OPE	Office of Postsecondary Education
OSEP	Office of Special Education Programs

Acronym	Definition
OSERS	Office of Special Education and Rehabilitative Services
PA	Program Administration
PALT	Procurement Action Lead Time
PBIS	Positive Behavioral Interventions and Supports
PMO	Project Management Office
POC	Principal Operating Component
PreK-12	Prekindergarten Through Grade 12
PSLF	Public Service Loan Forgiveness
PTI	Parent Training and Information
RAISE	Resources for Access, Independence, Self-Advocacy and Employment Center
REHAB	Rehabilitation Services and Disability Research
RPN	Rural Partners Network
RSA	Rehabilitation Services Administration
RSAT	Rural Strategy and Action Team
RYDI	Regional Youth Development Institute
SAA	Student Aid Administration
SBIR	Small Business Innovation Research
SE	Special Education
SEA	State Educational Agency
SEED	Supporting Effective Educator Development
SERV	School Emergency Response to Violence
SFA	Student Financial Assistance
SIP	Strengthening Institutions Program
SSCE	Safe Schools and Citizenship Education
STEM	Science, Technology, Engineering, and Mathematics
TBD	To Be Determined
TCCU	Tribally Controlled College or University
TEACH	Teacher Education Assistance for College and Higher Education
USDS	Unified Servicing and Data Solution
VR	Vocational Rehabilitation
YAC	Youth Advisory Council
ZTA	Zero-Trust Architecture

U.S. Department of Education
Miguel A. Cardona, Ed.D.
Secretary

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