



U.S. DEPARTMENT OF EDUCATION

# FY 2023 Annual Performance Report FY 2025 Annual Performance Plan



OUR MISSION IS TO PROMOTE STUDENT ACHIEVEMENT AND PREPARATION FOR GLOBAL COMPETITIVENESS BY FOSTERING EDUCATIONAL EXCELLENCE AND ENSURING EQUAL ACCESS.

# Message from the Secretary



Miguel A. Cardona, Ed.D.  
U.S. Secretary of  
Education

I am proud to present the U.S. Department of Education's (the Department's) *FY 2023 Annual Performance Report and FY 2025 Annual Performance Plan*. This year, the Department engaged in important and impactful work to raise the bar for American education across the spectrum, from preschool through college, and we have set even bolder goals for our work in the years ahead.

With every school across the country open safely for in-person instruction; states and districts using the Department's resources and tools to accelerate students' academic outcomes; unprecedented federal investments distributed in record time to our nation's elementary and secondary schools and institutions of higher education (IHEs); and communities collaborating to ensure students have access to safe, welcoming environments for learning ... our progress toward achieving our agency goals and mission is undeniable.

Still, if we want all students to realize their potential through a high-quality education, we must continue fighting inequity and complacency.

That's because far too many children still lack access to the educational resources that can help them discover and nurture their gifts. We must reverse decades of neglect and underinvestment in our education system, especially when we see our students' performance has fallen behind other developed nations.

We can and must do better for our children, and for America's future.

## **Raise the Bar: Lead the World**

That's why our Department's Raise the Bar: Lead the World initiative has never been more urgent.

This ambitious plan will propel our students to new levels of success and our nation to new heights globally. It is our moment to reimagine our education system to give every student equitable access to world-class instruction regardless of race, place, means, or background.

“*Raise the Bar is a call to action to our communities and a pledge to students, families, and educators: Together, we can transform American education and unite around what truly works—based on decades of experience and research to advance educational equity and excellence.*”

– Miguel A. Cardona  
Secretary of Education

Raise the Bar is a call to action to our communities and a pledge to students, families, and educators: Together, we can transform American education and unite around what truly works—based on decades of experience and research to advance educational equity and excellence.

I have never been more convinced of the necessity of a plan nor been more committed to fulfilling a promise.

Over the next two years, our focus at the Department will remain squarely on ensuring that our students have what they need to succeed in school and in life.

Our Raise the Bar agenda focuses on four pillars: *Achieving Academic Excellence, Boldly Improving Learning Conditions, Creating Pathways for Global Engagement, and Increasing College Affordability and Completion.*

At the Department, we are convinced that by devoting resources to and focusing our efforts on these priority areas, we will see unprecedented success in our nation’s schools and give our students unequalled opportunities to excel.

## Achieving Academic Excellence

This year, under the Achieving Academic Excellence pillar, we invested heavily in states and districts to improve students’ learning, particularly through \$122 billion under the *American Rescue Plan (ARP)*.

These investments were instrumental in bolstering our schools and helping to stem the national educator shortage and recruit additional, outstanding teachers. For example, as of October 2023, local public education employment nearly rebounded to pre-pandemic levels. While teacher shortages remain, we have supported state and local leaders and have nearly returned to pre-pandemic school staffing levels, after having lost 730,000 local public education jobs during the pandemic.

And through historic federal investments, we also increased the ranks of social workers and other mental health services providers in schools. Compared with the pre-pandemic period, the percentage of public-school social workers is up 39 percent, and the number of public-school nurses is up 30 percent. Thanks to *Bipartisan Safer Communities Act (BSCA)* funding, we anticipate more than 14,000 new mental health services providers will be working in our public schools.

States and districts also have expanded high-quality tutoring and educational and enrichment opportunities through proven afterschool and summer learning programs. In the 2022-23 school year, [89 percent](#) of schools offered afterschool programs, and 90 percent of schools provided academically focused summer learning programs.

As a result of these and other efforts led by states and districts with support from the Department, many states have made significant progress in moving their schools to pre-pandemic scores on state math and literacy tests. To date, schools have used nearly 60 percent of their ARP funds to address lost learning time and accelerate academic recovery.

## **Boldly Improving Learning Conditions**

Under our second pillar, Boldly Improving Learning Conditions, we continued to invest in the recruitment of qualified teachers and to elevate the teaching profession by supporting state-led efforts to increase educator pay and opportunities for career ladders and teacher leadership.

For example, the Department has invested \$23.1 million in the Augustus F. Hawkins Program, and it is helping to address teacher shortages, expand high-quality teacher preparation programs, and cultivate a pipeline of diverse, highly qualified educators. Importantly, the program supports Historically Black Colleges and Universities, Tribal Colleges and Universities, and Minority-Serving Institutions to recruit and train exceptional, diverse educators.


The Department also awarded \$14 million to help support voluntary, locally-driven efforts to foster more diverse school communities through the first-ever Fostering Diverse Schools Demonstration Grant. This program will support innovative efforts to raise the bar for academic achievement and learning conditions in our schools by providing more students with more diverse, more equitable, and ultimately, more enriching learning opportunities.

We have also maintained our pioneering partnership with the U.S. Department of Labor to support quality educator preparation programs and expand Registered Apprenticeships for teachers that allow aspiring teachers to “earn while they learn.”

While there were no registered apprenticeship programs for teachers at the beginning of the Biden-Harris Administration, as of February 2024, there were registered programs in [32 states and Puerto Rico](#).

The Biden-Harris Administration also has made students’ mental health and overall well-being a top priority. Rates of depression, anxiety, and feelings of hopelessness already were on the rise for our nation’s youth before the pandemic and have only increased in the years since.

To meet this growing need and to provide students with safe and supportive environments for learning, BSCA invested \$1 billion in Stronger Connections Grants. Additionally, School-Based Mental Health Services Grants are increasing the number of mental health services providers supporting students, and Mental Health Services Professional Development Grants are helping to train additional providers to work in schools.

 *Thanks to our partnership with the U.S. Department of Health and Human Services, we are breaking down barriers that school-based health providers face in delivering mental health supports to students in need.”*

– Miguel A. Cardona  
Secretary of Education



Thanks to our partnership with the U.S. Department of Health and Human Services, we are breaking down barriers that school-based health providers face in delivering mental health supports to students in need. For example, by streamlining Medicaid billing permissions for students with disabilities, we predict at least 300,000 students will be eligible for critical mental health care under the *Individuals with Disabilities Education Act*. This is vital because students are six times more likely to access mental health supports when these services are offered in school.

The Department also invested \$74 million in the Full-Service Community Schools Program to provide mental health and nutrition services, early learning programs, and other wrap-around supports to

students and families. The program received historic levels of interest this year and unprecedented levels of federal funding—reaching more than 1,700 schools and serving almost 800,000 students as of November 2023, compared with only 170 schools two years ago.

We also invested more than \$35 million in the Promise Neighborhoods Program, which supports students from cradle to career in underserved communities.

## Creating Pathways for Global Engagement

Raise the Bar's third pillar, Creating Pathways for Global Engagement, is reimagining how students can smoothly transition to postsecondary education, training, and good jobs and how opportunities can be expanded for all students to become multilingual.

Department initiatives, like Unlocking Career Success, are helping states and districts to create accessible, innovative, and flexible systems of career and college pathways so students are prepared to contribute to the global workforce by promoting dual enrollment, work-based learning, workforce credentials, and career and college advising.

To support this initiative, the Department launched the Unlocking Pathways Summit series to help young Americans access good-paying jobs created by President Biden's Investing in America agenda. Each summit brought together leaders from the education sector, the workforce, and various industries from across the country to share resources and address challenges and opportunities in the field.

Other successful initiatives include the Career Z Challenge and the Your Place in Space Challenge, which emphasize work-based learning, innovation, and career exploration related to science, technology, engineering, and math fields. The Department also introduced the Career Connected High School Grant, which awarded \$25 million to help districts, colleges, and employers create strategies that improve postsecondary and career outcomes for students.

Our third pillar of the Raise the Bar agenda also recognizes the value of a multilingual society in today's competitive, global economy. The Department invested \$890 million—an increase of \$93 million—in Title III grants across 50 states and the District of Columbia to help ensure English learners and immigrant students have access to quality learning opportunities.

Research confirms the strong academic effects of dual-language programs, both for English learners and native English speakers. One recent study from a district that I visited in Portland, Oregon, shows that students enrolled in a dual language program scored seven months ahead in reading in fifth grade and nine months ahead in reading in eighth grade. I'm proud the Department is helping to expand effective, evidence-based language programs.



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– U.S. Secretary of Education  
Miguel A. Cardona

## Increasing College Affordability and Completion

The last pillar of our agenda, Increasing College Affordability and Completion, focuses on making sure that higher education is a smart investment that leads to rewarding careers and not a lifetime of unaffordable debt.

In October 2023, the Biden–Harris Administration announced that an additional 125,000 Americans were approved for \$9 billion in debt relief. This relief was due to modifications the Department made to income-driven repayment and the Public Service Loan Forgiveness Program and by canceling debt for borrowers with total and permanent disabilities. These actions and others the Department has taken have resulted in \$132 billion in debt relief for more than 3.6 million borrowers—more student loan forgiveness than has been granted under any other administration.

Also, in September, we released final regulations that established the most effective set of safeguards ever against unaffordable debt or insufficient earnings for postsecondary students. We estimate the final rules will protect nearly 700,000 students annually who would otherwise enroll in one of nearly 1,700 low-performing programs.

Importantly, the Department finalized the Saving on a Valuable Education (SAVE) Plan, which is the most affordable payment plan ever available. There are already 7.5 million borrowers enrolled in SAVE, which will give them lower payments, ensure their balances don't increase due to interest, and give them a path to forgiveness after as few as 10 years.

The Department also demonstrated its commitment to fostering inclusive excellence in higher education through our Raise the Bar: College Excellence and Equity summits. These summits brought together postsecondary leaders who shared best practices for creating a data-driven culture on campus, measuring the metrics that matter for improving completion, and eliminating hurdles to success in higher education faced by transfer students.

We expanded awards under the Postsecondary Student Success Grant Program as well. These grants will enable institutions and states to implement evidence-based practices that equitably improve student retention, transfer, and completion. The program grew from \$5 million in its first year to \$45 million in FY 2023.

Lastly, in response to the Supreme Court's disappointing decision to eliminate affirmative action in college admissions, we joined the U.S. Department of Justice in providing critical resources to support students from underserved communities at colleges and universities. In September, we produced a report elevating promising admissions practices to build inclusive, diverse campuses.

Through all our Raise the Bar efforts, we demonstrated that we have what it takes at the Department to effect sustainable, transformative change in education.

As we look ahead, the Department will focus unwaveringly on the following five strategic goals, which are deeply connected to our Raise the Bar agenda:

- **Strategic Goal 1: Promote equity in student access to educational resources, opportunities, and inclusive environments.** Expanding educational equity to underserved communities remains one of our biggest priorities for the coming fiscal year. We will emphasize the importance of a well-rounded, rigorous education, push for increased access and support for youth and adults to engage in high-quality learning opportunities, improve postsecondary education, and enhance students' employability in high-demand jobs so they can meet the needs of a modern, global workforce.
- **Strategic Goal 2: Support a diverse and talented educator workforce and professional growth to strengthen student learning.** Educators are the bedrock of an effective education system, and their success is critical for our students' success. Supporting a diverse and skilled educator workforce is central to our agency's mission, and we will continue to support the recruitment, professional growth, retention, and advancement of talented educators and school personnel.

*These actions and others the Department has taken have resulted in \$132 billion in debt relief for over 3.6 million borrowers—more student loan forgiveness than has been granted under any other administration.”*

– U.S. Secretary of Education  
Miguel A. Cardona



- **Strategic Goal 3: Meet students' social, emotional, and academic needs.** We will continue to push for support at all levels of the education system to bolster students' academic success, promote active engagement in school, and help states and districts to provide supportive, inclusive, and safe environments that nurture students' mental health and well-being. Strengthening our nation's schools and improving educator credentialing for emergent bilingual students and multilingual learners will be key to success in this area.

- **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.**

To achieve a more equitable postsecondary landscape, we will focus on strategies to address access, affordability, completion, and student success. We also will support educational institutions and state systems in raising academic quality and college completion, particularly for underserved students. We remain committed to improving the administration of student aid programs and ensuring equitable access to postsecondary education.

- **Strategic Goal 5: Enhance the Department's internal capacity to optimize the delivery of its mission.** To effectively deliver on our goals, we understand the importance of strengthening our internal capacity at the Department. This involves strategically managing information technology, enhancing data governance, continuing to build and support a capable and skilled workforce, and optimizing acquisition management. By efficiently managing our resources, we can meet our mission.

Through these strategic goals and objectives, we will help shape a brighter future for all Americans.

I have been assured that the performance data included in the following pages are complete and reliable in accordance with federal requirements, and I thank you for reading these important reports.



Miguel A. Cardona, Ed.D.  
*U.S. Secretary of Education*





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# HIGHLIGHTS

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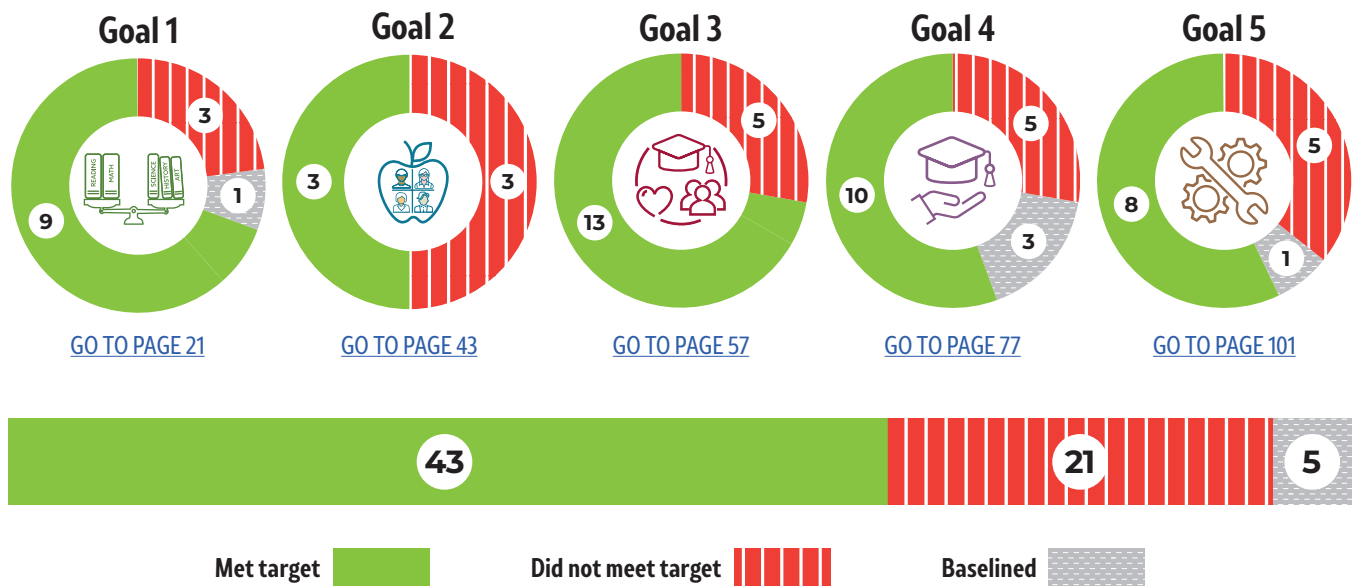
# Executive Summary

This document includes the *FY 2023 Annual Performance Report (APR)* and *FY 2025 Annual Performance Plan (APP)*. The APR provides narrative and data on the Department of Education's (Department's) progress toward the strategic goals and objectives outlined in its [Fiscal Years \[FYs\] 2022–2026 Strategic Plan](#), and the APP details the Department's planned strategies and activities to achieve those strategic goals and objectives. Note that some of the performance indicators originally proposed in the previously published FY 2023 APP have been edited or do not appear in this APR 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 2023 Annual Performance Report

In FY 2023, the Department assessed progress on 71 performance indicators. Of these indicators, 43 met their annual targets, 21 did not meet their annual targets, 5 were baselined, and 2 were discontinued.



Additionally, in accordance with the Office of Management and Budget's (OMB) memo M 20-21, the Department assessed COVID-19 pandemic relief funding progress on four performance indicators. Of these indicators, two met the annual target, and two are pending data.

Each year, OMB Circular A-11, Part 6, requires federal agencies to identify strategic objectives that have demonstrated noteworthy progress in achieving performance outcomes and focus areas for improvement for which current strategies are not having the intended impact on outcomes. The Department designated Strategic Objectives 2.1 and 3.3 as areas demonstrating noteworthy progress. Both objectives have successfully implemented strategies that have resulted in outcomes that exceed expectations.

The Department also identified Strategic Objective 5.3 as a focused area for improvement as significant risks exist which may impact program delivery or outcomes.

Through the fiscal year, the Department made significant strides toward accomplishing the goals of the *Fiscal Years 2022–2026 Strategic Plan*; however, that effort went beyond meeting targets for performance indicators and encompassed a wide array of activities. This report discusses the accomplishments of the Department during FY 2023 as well as the challenges encountered.

## **FY 2025 Annual Performance Plan**

The APP supports the U.S. Department of Education *Fiscal Years 2022–2026 Strategic Plan*. The APP 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 2025 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.

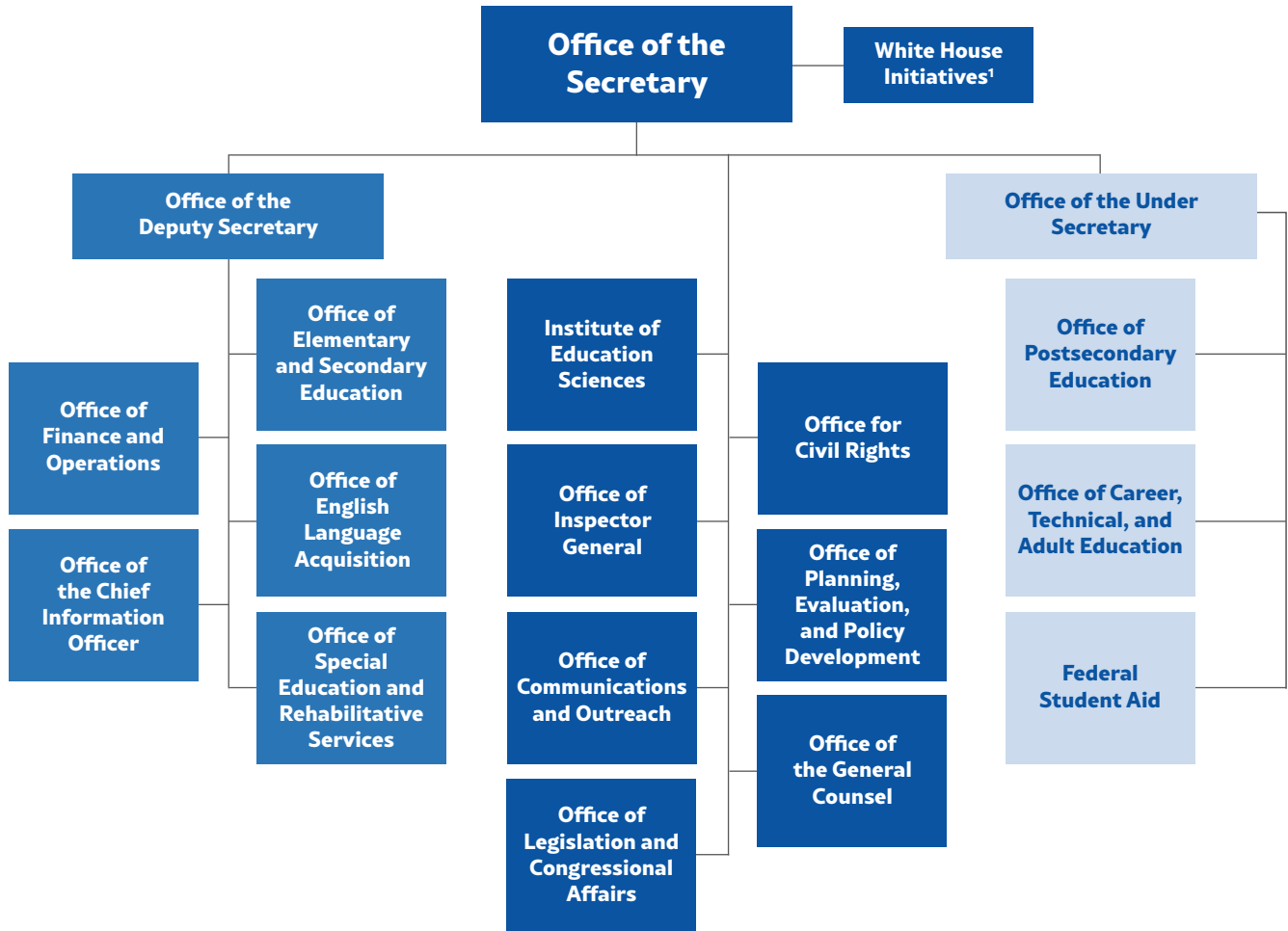
The Department accomplishes its mission by funding grant and loan programs (e.g., early intervention services and employment training programs) that provide services to children as early as birth all the way to adulthood. In addition, the Department fulfills its mission through the enforcement of student privacy and Federal civil rights laws that, among other things, provide all individuals equal access to the programs funded by the Department.

Many of these programs provide grants to state or local educational agencies and support students, including those with disabilities and from socioeconomically disadvantaged backgrounds, and families protected by Federal civil rights laws and other laws. 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 states, schools, districts, and postsecondary institutions can improve America's education system.



# FY 2023 Organization Structure

The following chart shows the Department’s coordinating structure as of September 2023.



<sup>1</sup> The 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.

# White House Initiatives and Offices

The U.S. Department of Education (Department) receives guidance and support from various committees and groups composed of experts in elementary and secondary schools and postsecondary and adult education institutions. These bodies provide invaluable advice on policy and program matters to ensure the Department is fulfilling its mission. Commissions, appointed by the President, offer guidance on national issues, with education being a key area. Furthermore, the Secretary of Education established commissions to advise the President and Department.

## White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans

The White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans (WHI for Black Americans) collaborates closely with the Executive Office of the President to achieve critical Administration objectives related to promoting educational equity, excellence, and economic opportunity for Black students in prekindergarten through grade 12 and postsecondary institutions. The WHI for Black Americans partners with the community, its Presidential Advisory Commission, and civil rights organizations to implement the objectives outlined in Executive Order (EO) 14050 effectively. In fiscal year (FY) 2023, the following successes were realized through these concerted efforts:



- On April 21st, 2023, President Biden appointed the Presidential Advisory Commission on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans. The commission is tasked with aiding in developing, implementing, and coordinating educational programs and initiatives for various agencies, including the Department.
- The Power Up Series is a dynamic collaboration between the WHI for Black Americans and Discovery Education, featuring a series of events hosted in major cities nationwide. This initiative aims to promote the best practices and resources necessary to advance education, equity, and

economic opportunity for the Black community. The inaugural Power Up event was held on October 12 and 13, 2023, in Gwinnett County, Georgia. More than 200 attendees were able to participate in a variety of engaging activities, including conversations about youth engagement, Black economic empowerment, mental health, student borrower defense, and Black educators, and representation.

- On September 20, 2023, the WHI for Black Americans worked with the American Federation of Teachers and the National Education Association to host a significant event—the 2023 Congressional Black Caucus Foundation Professional Development Series for Educators. Discussions revolved around tools and resources that Black teachers can use to enhance their teaching skills. The event also highlighted the importance of creating culturally relevant and racially inclusive school environments.

## White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics

The White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics is a key program dedicated to promoting equity in the American education system and fostering economic growth. The success of Hispanic and Latino students is crucial to the future prosperity and global leadership of the country, making it a top priority for the Administration. To achieve these goals, this WHI partners with community leaders and organizations as well as its Presidential Advisory Commission to execute the objectives outlined in Executive Order 14045. Here are some of the achievements that were made through these efforts in FY 2023:

- In May 2023, the President’s Advisory Commission on Hispanics, which is comprised of 21 commissioners from diverse community sectors, convened for the first time. The commission has since worked diligently to provide recommendations to the President on important topics, such as Pre-K–12 education, higher education, public partnerships, and workforce and economic development.
- This WHI plays a crucial role in bridging the gap between the federal government and the Hispanic community. One of its key efforts is the Hispanics Interagency Working Group (IWG), which brings together senior officials from federal agencies to collaborate on programs, funding, and initiatives that have a meaningful impact on Hispanic communities. With 35 agencies and 185 staff members dedicated to supporting the White House Hispanic Executive Order policy goals and the Latino community, the IWG is poised to make significant strides in advancing equity and inclusion.



- Between October 1, 2022, and September 30, 2023, this WHI provided resources and priorities to thousands of community leaders through events held in collaboration with the White House,



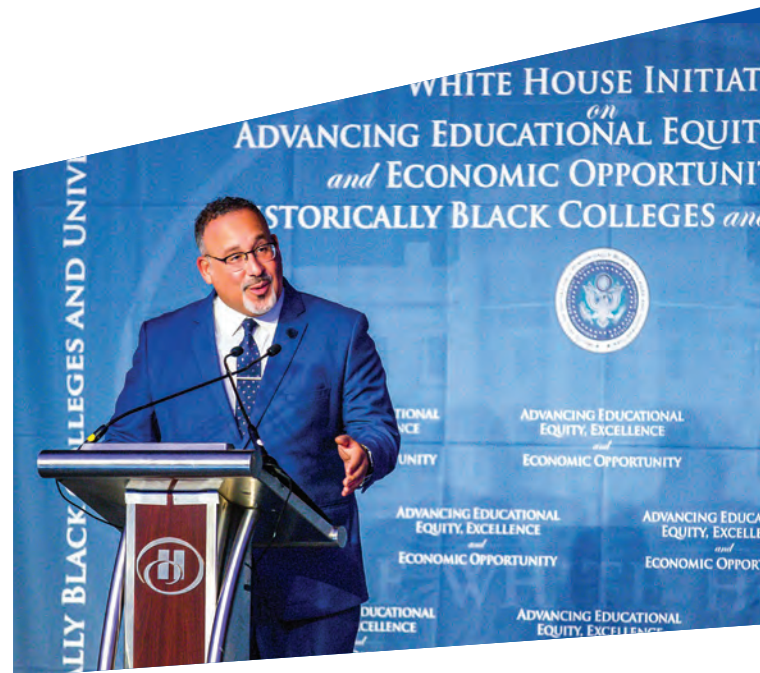
federal agencies, and more than 45 external organizations, both virtually and in 21 cities across 11 states (AZ, CA, FL, IL, NM, NC, NV, NY, OH, TX, and VA) as well as Washington, D.C. In addition, this WHI conducted campus- and region-specific briefings and listening sessions with students, faculty, and administrators at high schools, community colleges, and Hispanic-serving institutions. These efforts show this WHI's commitment to promoting equity in the American education system and fostering economic growth for the Hispanic community.

## White House Initiative on Historically Black Colleges and Universities

The White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity through Historically Black Colleges and Universities (WHI-HBCUs) collaborates closely with the President's Executive Office to prioritize advancing educational equity, excellence, and economic opportunity through HBCUs. This partnership involves HBCU leaders, representatives, students, and alumni. Guided by Executive Order 14041 and the *HBCU PARTNERS Act*, the WHI-HBCUs is committed to strategically advancing the Department's goals. It does so by enhancing relationships across the federal government to support the growth of HBCUs and by fostering alliances with organizations that seek to promote equity and remove historical barriers.

During FY 2023, the WHI-HBCUs made significant progress toward these objectives. Specifically, the team addressed Department goals aimed at expanding access to postsecondary education and promoting equity. As a result of these efforts, the following achievements were realized in FY 2023:

- The WHI-HBCUs hosted a biweekly webinar series for HBCUs to learn about federal agencies' efforts to increase their competitiveness.
- The WHI-HBCUs have collaborated with the Commerce Department to establish a year-round involvement program for HBCUs. This initiative aims to inform institutions of higher education (IHEs) and their students about the Investing in America Agenda and its various components that are relevant to them.
- The WHI-HBCUs is collaborating with the National Telecommunications and Information Administration to ensure HBCUs are well-informed about the appropriate ways to engage with their respective states and secure their share of the \$42 billion allocated for the Broadband Equity Access and Deployment Program.
- The WHI-HBCU team focused extensively on two-year institutions and visited the six HBCUs in Alabama and concentrated on their curricula, which include healthcare professions, computer information systems, advanced manufacturing, HVAC, engineering, career technical education, and workforce development. The team was



joined by several government departments, such as the Departments of Labor, Energy, and Commerce, as well as the U.S. Agency for International Development, AmeriCorps, and the Director of the Vice President’s Office of Space STEM (Science, Technology, Engineering, and Mathematics) and Workforce Policy.

- The WHI-HBCUs have entered a memorandum of understanding with the Council on Competitiveness to jointly promote diversity across the U.S. innovation ecosystem and advance the HBCU enterprise.

## White House Initiative for Advancing Education, Equity, Excellence and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities

The White House Initiative for Advancing Education, Equity, Excellence and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities (WHI for Native Americans and Tribal Colleges and Universities) is a key initiative operating under the Department. Its primary goal is to lead the President’s Executive Order 14049, which was signed on October 11, 2021. The initiative aims to provide education opportunities and improve education outcomes for all American Indian and Alaska Native (AI/AN) students while promoting tribal self-determination. It works to ensure that AI/AN students, at all levels of education, receive quality education that prepares them for college, careers, and fulfilling lives, including learning their Native languages and histories. As a result of their efforts, the following achievements were realized in FY 2023:

- The WHI for Native Americans and Tribal Colleges and Universities recently held a tribal consultation to discuss FY 2025. This meeting brought together tribal leaders, educators, and stakeholders, and it is a noteworthy achievement as it fulfills a recommendation from the U.S. Government Accountability Office’s 2022 report on tribal funding. This report recommended that the Department of Education enhance tribal consultation protocols to ensure a structured process for tribal officials to provide feedback in formulating budget requests for programs that serve tribal communities.
- WHI for Native Americans and Tribal Colleges and Universities co-hosted an “Advancing Native Communities” gathering in collaboration with the U.S. Department of Labor and Department of Education. The event served as a platform for federal officials to come together in person and virtually to discuss crucial topics such as tribal workforce, education, and economic opportunities for the Native American community, as well as for Native Americans with disabilities.
- WHI for Native Americans and Tribal Colleges and Universities supported the Department of Education’s Office of Indian Education in creating the National Native American Language Resource Centers, Native American Teacher Retention Initiative, and State and Tribal Education Programs grant notices. Additionally, the Initiative provided guidance



and technical aid regarding these grants to the Office of Budget and Management and the White House. The Secretary presented these programs as high-priority initiatives, thanks to the WHI's backing.

## Center for Faith-based and Neighborhood Partnerships

The Center for Faith-based and Neighborhood Partnerships (CFBNP) is a part of the White House Office of Faith-based and Neighborhood Partnerships, which facilitates collaborations between nonprofit organizations and the federal government. The goal of these partnerships is to provide aid to Americans in need regardless of whether the organizations are faith-based. The Centers established by the Office within other federal agencies help achieve this objective. The CFBNP is dedicated to keeping its stakeholders informed about the various opportunities available for enhancing organizational capacity and improving student outcomes within the Department of Education. As a result of their efforts, the following achievements were realized in FY 2023:

- In FY 2023, the Department of Education hosted a day-long discussion under the auspices of CFBNP's conference titled, "Free to Learn: Inclusion, Rights, and Accommodations for Students of All Faiths and None." The conference was in response to the Department's call to action for schools to prioritize safety, improve school climate, and support all students' mental health and well-being. The conference sessions focused on several areas, such as models for promoting religious literacy, rights, and obligations of schools to accommodate students' spiritual needs, and how to prevent and address bullying based on a student's perceived religious affiliation. Participants gained valuable insights and information on how to support students from diverse religious and non-religious backgrounds.
- CFBNP led the Department's efforts in the National Strategy to Counter Antisemitism, unveiled by the White House on May 25, 2023. They also played a pivotal role in the Department's Antisemitism Awareness Campaign by holding more than 60 stakeholder meetings, facilitating a dozen roundtables, and listening sessions with community leaders, educators, and students, and developing new resources and communications. In addition, the Deputy Secretary visited K-12 and IHEs that were committed to preventing and addressing antisemitism, which was the first of several site visits.
- CFBNP collaborated with the Office of the General Counsel to revise the Department's Guidance on Constitutional Protections for Prayer and Religious Expression in Public Elementary and Secondary Schools. The revised guidance clarifies the existing laws and regulations, helping school districts and the public recognize the limits of public schools' control over religious expression by teachers, coaches, and other staff members in the presence of students.

**FY 2023 ANNUAL  
PERFORMANCE REPORT  
AND  
FY 2025 ANNUAL  
PERFORMANCE PLAN**



# FY 2022–FY 2026 Strategic Plan Overview

In July 2022, the Department of Education (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 (APGs), which are two-year goals that reflect the highest priorities of the Department.

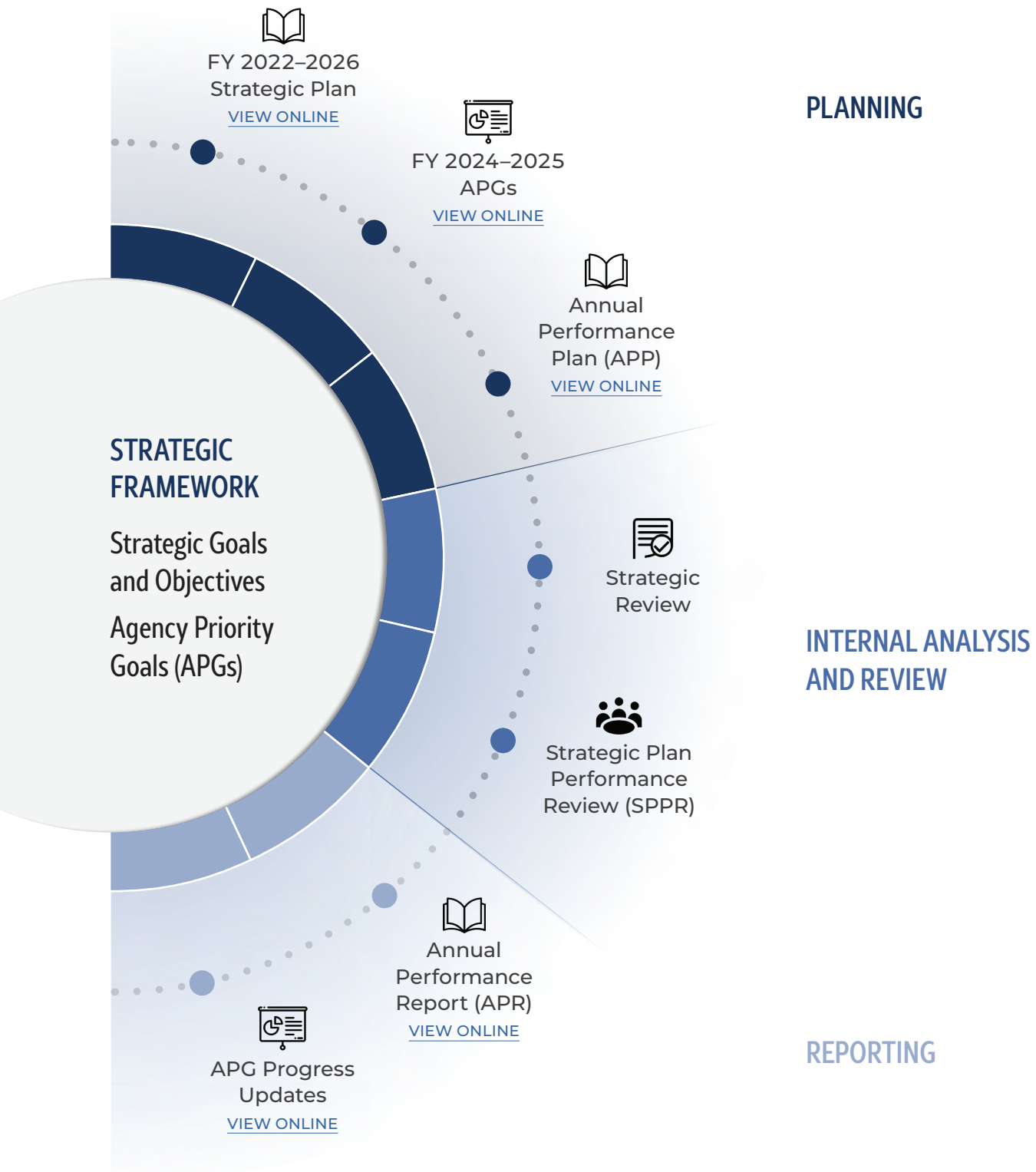
The Department is responsible for helping states, school districts, and institutions of higher education provide high-quality education to all the nation’s students, especially those who are the most vulnerable and face the greatest barriers.

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 Department’s [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.

<b>Strategic Goal 1: Promote equity in student access to educational resources, opportunities, and inclusive environments.</b>	
<b>Strategic Objective 1.1</b>	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.
<b>Strategic Objective 1.2</b>	Ensure all students have access to well-rounded, rigorous, engaging, and diverse learning opportunities and environments to support their success in school.
<b>Strategic Objective 1.3</b>	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.
<b>Strategic Objective 1.4</b>	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.

<b>Strategic Goal 2: Support a diverse and talented educator workforce and professional growth to strengthen student learning.</b>	
<b>Strategic Objective 2.1</b>	Strengthen and diversify the educator pipeline and workforce.
<b>Strategic Objective 2.2</b>	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.
<b>Strategic Objective 2.3</b>	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.

<b>Strategic Goal 3: Meet students’ social, emotional, and academic needs.</b>	
<b>Strategic Objective 3.1</b>	Support the development and implementation of multitiered systems of supports to increase students’ engagement; social, emotional, and mental health; well-being; and academic success.
<b>Strategic Objective 3.2</b>	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.
<b>Strategic Objective 3.3</b>	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.**

<b>Strategic Objective 4.1</b>	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.
<b>Strategic Objective 4.2</b>	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.
<b>Strategic Objective 4.3</b>	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.
<b>Strategic Objective 4.4</b>	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.**

<b>Strategic Objective 5.1</b>	Manage information technology as a strategic resource and driver to promote the advancement of the missions executed by the Department's 21st-century workforce.
<b>Strategic Objective 5.2</b>	Strengthen agency-wide data governance and build capacity to improve data access, data management, and enterprise data analytics in support of agency goals.
<b>Strategic Objective 5.3</b>	Recruit, retain, and develop the workforce needed to meet the Department's mission now and into the future.
<b>Strategic Objective 5.4</b>	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 sought 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><b>APG 1: Address the impact of the COVID-19 pandemic on students, educators, and faculty.</b></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"> <li>• Continue to support schools in maintaining safe, fully in-person instruction for students.</li> <li>• 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.</li> </ul>	<p><b>Strategic Goal 1, Objective 1.1:</b> 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><b>Strategic Goal 1, Objective 1.2:</b> Ensure all students have access to well-rounded, rigorous, engaging, and diverse learning opportunities and environments to support their success in school.</p> <p><b>Strategic Goal 3, Objective 3.1:</b> 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><b>Strategic Goal 3, Objective 3.2:</b> 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><b>APG 2: Effectively manage federal student loans.</b></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%, as defined in student loan servicer agreements.</p>	<p><b>Strategic Goal 4, Objective 4.2:</b> 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>
<p><b>APG 3: Reduce disparities in attainment of high-quality degrees and credentials.</b></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% to support and assist low-income students and students of color in attaining improved educational outcomes.</p>	<p><b>Strategic Goal 4, Objective 4.1:</b> 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><b>Strategic Goal 4, Objective 4.2:</b> 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>

## FY 2024–FY 2025 Agency Priority Goals

The Department has identified four APGs for FY 2024 and FY 2025 to be achieved in a 24-month period. These APGs seek to address educator shortages, student mental health and well-being, reduce student loan delinquency, and provide support to accelerate learning outcomes.

APG	Related Strategic Objective
<p><b>APG 1: Support states and local agencies in their efforts to eliminate educator shortages at every school.</b></p> <p>The Department of Education will support states and local education agencies in eliminating educator shortages at every school including through more effective teacher recruitment, preparation, and retention efforts. By September 30, 2025, the Department’s efforts will have supported the creation of registered teacher apprenticeship programs in 35 states and doubled enrollment levels, relative to spring 2023, to more than 3,000 apprentices.</p>	<p><b>Strategic Goal 2, Objective 2.1:</b> Strengthen and diversify the educator pipeline and workforce.</p> <p><b>Strategic Goal 2, Objective 2.2:</b> 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.</p>
<p><b>APG 2: Support states and local agencies as they invest in every student’s mental health and well-being.</b></p> <p>The Department of Education will support states and local educational agencies (LEAs) as they invest in every student’s mental health and well-being. By September 30, 2025, the Department will implement 25 <i>Lessons from the Field</i> webinars to share state educational agency (SEA), local educational agency (LEA), and school best practices and evidence-based approaches to addressing the social, emotional, and mental health needs of Pre-K–12 students and staff and implement 1,250 high-impact activities or services to assist parents in improving mental health and well-being in their children.</p>	<p><b>Strategic Goal 3, Objective 3.1:</b> 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><b>APG 3: Empower students and families with financial aid information and tools that help reduce monthly payments and delinquency.</b></p> <p>By September 30, 2025, all benefits of the Saving on a Valuable Education Income-Driven Repayment plan will be fully available to all eligible borrowers, and Federal Student Aid will establish metrics that will monitor and track borrowers’ ability to select student loan repayment plans that contribute to a reduced risk of delinquency.</p>	<p><b>Strategic Goal 4, Objective 4.2:</b> 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>
<p><b>APG 4: Expedite academic recovery and accelerate learning for every student.</b></p> <p>The Department will continue to give states and districts the supports they need to bring student learning beyond back to – and beyond pre-pandemic levels. By September 30, 2025, 75% of schools serving majority high need students will continue to offer academically focused offer summer learning or enrichment programming.</p>	<p><b>Strategic Goal 1, Objective 1.2:</b> Ensure all students have access to well-rounded, rigorous, engaging, and diverse learning opportunities and environments to support their success in school.</p>

# STRATEGIC GOAL

# 1

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

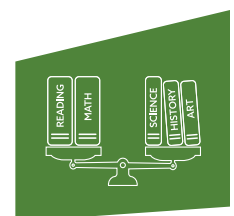
## GOAL LEADER

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



## WHY IT MATTERS

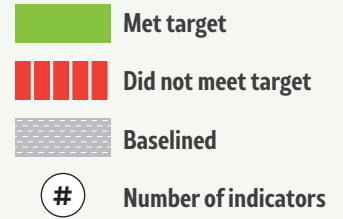
To thrive academically and be globally competitive, students need an education with opportunities to build deep knowledge and useful life skills across disciplines. A comprehensive and rigorous education, however, is not accessible to all students or communities. Due to the pandemic, students are, on average, two to four months behind in reading and mathematics, with students who are of color, from low-income backgrounds, and/or presently and historically underserved even further behind. The Department is committed to bringing student learning beyond prepandemic levels and helping close underlying opportunity and achievement gaps by ensuring states and districts deploy federal pandemic relief funds in evidence-based ways, promoting promising practices, and providing technical assistance and opportunities for new or continued grant funding.



# STRATEGIC GOAL 1

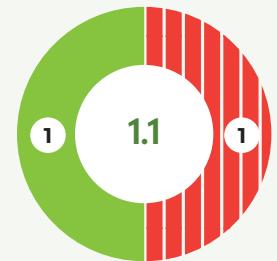
## Objectives at a Glance

Four objectives guide the Department of Education's (Department's) work in goal 1. In fiscal year 2023, the Department assessed 13 performance indicators for this goal. Of these indicators, nine met their targets, three did not meet their targets, and one baselined.



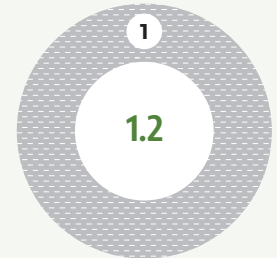
**1.1** Prioritize the equitable and adequate distribution of resources to communities of concentrated poverty in an effort to provide underserved students with high-quality educational opportunities.

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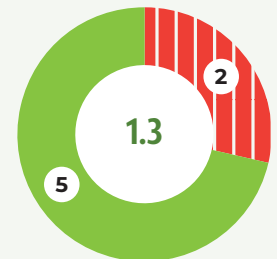
**1.2** Ensure all students have access to well-rounded, rigorous, engaging, and diverse learning opportunities and environments to support their success in school.

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**1.3** 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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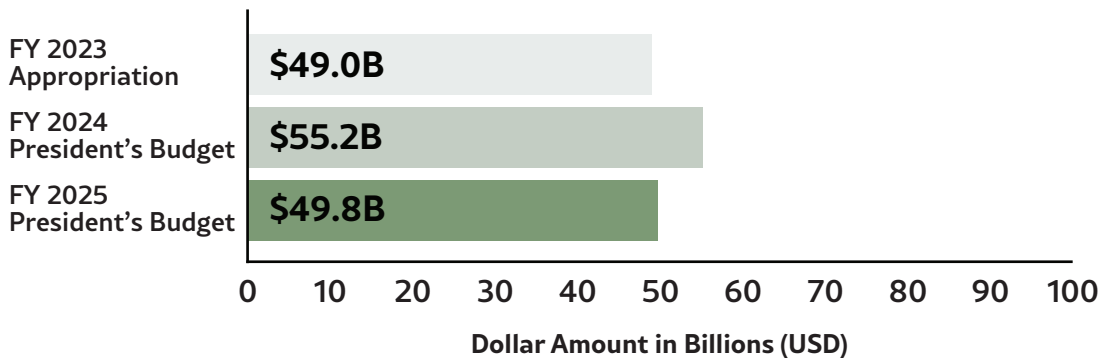
**1.4** Promote greater access and supports for youth and adults to engage in learning, succeed in postsecondary education, and increase their employability in high-demand occupations.

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## Goal 1 Budgetary 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 2023 Appropriation	FY 2024 President's Budget	FY 2025 President's Budget
IES	All	Institute of Education Sciences (D)	\$669,850	\$729,728	\$670,350
OSERS	1.2	American Printing House for the Blind (D)	\$43,431	\$43,431	\$43,431
OCR	1.3	Office for Civil Rights (D)	\$140,000	\$177,600	\$162,359
OCTAE	1.4	Career, Technical, and Adult Education (D)	\$2,191,436	\$2,447,900	\$2,268,436
OESE	1.1	Indian Education (D)	\$194,746	\$201,746	\$194,746
OESE	1.1	Safe Schools and Citizenship Education (D)	\$241,000	\$474,000	\$291,000
OESE	1.1, 1.2, 1.3	Innovation and Improvement (D)	\$967,000	\$1,198,000	\$922,000
OESE	1.1, 1.4	Education for the Disadvantaged (D)	\$19,087,790	\$21,254,551	\$19,287,790
OESE	1.2	English Language Acquisition (D)	\$890,000	\$1,195,000	\$940,000
OESE	All	Impact Aid (D)	\$1,618,112	\$1,618,112	\$1,618,112
OSERS	All	School Improvement Programs (D)	\$3,620,562	\$3,700,198	\$3,591,098
OPE	1.4	Higher Education (D)	\$11,953	\$11,953	\$11,953
OSERS	1.1, 1.2, 1.3	Special Education (D)	\$15,263,634	\$17,839,743	\$15,473,634
OSERS	1.3, 1.4	Vocational Rehabilitation Services and Training (D, M)	\$4,030,201	\$4,337,828	\$4,340,328

**Notes:** (1) Dollar amounts are estimates of program funding aligned to the strategic goal ([Appendix F](#)). 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 2023 Congressional Action, the FY 2024 President's Budget Request, and the FY 2025 President's Budget Request. (2) Letters following major programs and activities denote discretionary (D) or mandatory (M). (3) The FY 2024 appropriation was not finalized when this document was drafted.

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

# ➤ Did You Know?



## Raise the Bar: Lead the World

“[Raise the Bar: Lead the World](#)” is the Department of Education’s (Department’s) call to action to transform prekindergarten through grade 12 education and unite around what truly works—based on decades of experience and research—to advance educational equity and excellence. U.S. Secretary of Education Miguel Cardona laid out his vision for the direction the Department will pursue to promote academic excellence, improve learning conditions, and prepare students for a world where global engagement is critical to the United States’ standing.

[The Best Practices Clearinghouse](#) provides tools, resources, and assistance to states, districts, and schools to advance the strategies of the [Raise the Bar](#) pillars:

- Achieve Academic Excellence through efforts to accelerate learning and deliver a comprehensive and rigorous education for every student.
- Boldly Improve Learning Conditions through efforts to eliminate the educator shortage for every school and invest in every student’s mental health and well-being.
- Create Pathways for Global Engagement through efforts to ensure every student has a pathway to college and career and provide every student a pathway to multilingualism.

The Department invites the public to [submit your best practices](#) related to the Raise the Bar pillars and visit the Best Practices Clearinghouse to find current resources and information on how other states and districts are Raising the Bar to advance educational equity and excellence for all students.

For more information visit:  
<https://bestpracticesclearinghouse.ed.gov/>.



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# 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 2023 Performance Summary

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

### Key Successes and Opportunities

#### Improving Academic Achievement

In October 2022, the Department announced 19 Magnet Schools Assistance Program (MSAP) awards, totaling \$110 million, and four new grant awards for the 2022 Equity Assistance Center (EAC) program, totaling more than \$6.5 million. The EAC awards funded four regional EACs that provide technical assistance to public schools, community organizations, and other community members on desegregation assistance related to race, sex (including gender identity), national origin, and religion. This assistance helps schools and communities ensure equitable education opportunities are available and accessible for all children. These 19 MSAP grantees are implementing a variety of curricular focus areas in 62 schools offering programming in all five areas of science, technology, engineering, art, and mathematics learning; career development; leadership skills; and language immersion.

An estimated 28 million households in the United States do not have high-speed internet at home, and two-thirds of these households are offline because they need help affording an available internet connection. The [Affordable Connectivity Program](#), created through President Biden's Bipartisan Infrastructure Law, significantly lowers the cost of internet, and millions more eligible households could still benefit. With a community of supporting organizations and trusted messengers, [Online For All](#) will meet people where they are and ensure Americans across the country are connected. In June 2023, the Department, in collaboration with national organizations, joined Civic Nation in launching Online For All, a digital equity campaign working to close the digital divide by focusing on internet access, affordability, and equity for students, families, and all Americans. Online For All kicked off with a Week of Action to drive enrollment in the Affordable Connectivity Program. The Week of Action brought together the federal government and more than 300 organizations to raise awareness about the program and help eligible families sign up.

#### Providing Guidance for Federal Pandemic Relief and Recovery Funds

The Office of Elementary and Secondary Education (OESE) issued non-regulatory guidance for Title I, Part A, Equitable Services for eligible private school children, teachers, and

families. This guidance was significant in that it also sought to align and clarify how these services related to pandemic relief and recovery funding and ways these services might be beneficial, with the potential of being very impactful on impoverished and other students and communities that are still attempting to overcome the adverse effects of the global pandemic.

OESE updated Appendix B of the document titled, [Guidance on Maintenance of Effort \[MOE\] Requirements and Waiver Requests under the Elementary and Secondary School Emergency Relief \(ESSER\) Fund and the Governor's Emergency Education Relief \(GEER\) Fund](#) to support states' reporting efforts. In December 2022, OESE issued a letter to Governors and Chief State School Officers that ensures understanding of MOE and maintenance of equity (MOEquity) requirements. In August 2023, OESE issued a letter to Chief State School Officers to ensure understanding of the local-educational-agency (LEA) level MOEquity requirements. In addition, also in December 2022, OESE updated the document titled, [Frequently Asked Questions \(FAQs\): Elementary and Secondary School Emergency Relief \(ESSER\) Programs Governor's Emergency Education Relief \(GEER\) Programs](#) and held a webinar to review the Uses of Funds FAQs for grantees. In January 2023, OESE updated the MOEquity FAQs to provide clarity around reporting of staffing data. Furthermore, OESE released an optional reporting template to assist states with the collection and reporting of LEA-level MOEquity data.

OESE provided additional guidance through FAQs and four webinars to ESSER Fund, GEER Fund, and Emergency Assistance to Non-Public Schools (EANS) grantees on the process to apply for liquidation extensions under the *Coronavirus Aid, Relief, and Economic Security (CARES) Act* and *Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act* and provided additional guidance on activities that could extend beyond the liquidation deadline. Grantees applying for liquidation extensions received individualized assistance. OESE approved and monitored the implementation of CARES Act liquidation extensions for 21 grantees and CRRSA Act liquidation extensions for two grantees in fiscal year (FY) 2023.

OESE developed a Grantee Learning Series to support new and existing state personnel and assist them with ESSER, *American Rescue Plan Act of 2021 (ARP)* ESSER, GEER, and EANS program implementation. The series included recorded webinars on topics such as grants administration, monitoring, technical assistance, MOE and MOEquity, and reporting requirements.

### **Monitoring Federal Pandemic Relief and Recovery Funds**

In FY 2023, OESE conducted targeted reviews of all 52 GEER grantees that focused on each grantee's criteria and process for awarding GEER funds and monitoring subrecipients. OESE also monitored five grantees' implementation of the ESSER and ARP ESSER programs and two grantees' implementation of the EANS program. OESE closed nine grantee findings for noncompliance with federal requirements during FY 2023 and is working to close an additional seven findings in the first quarter of FY 2024. Six program reviews that occurred in the fourth quarter of FY 2023 have yet to be finalized. Findings resulting from those reviews will be issued in the first quarter of FY 2024.

Additionally, in FY 2023, OESE reviewed the fiscal activities of all 104 CARES Act, ESSER, and GEER grantees during monthly meetings with grantees in preparation for the awards being placed in manual closeout until the reporting requirements are met.

In FY 2023, OESE monitored states' compliance with the MOE and MOEquity provisions of the COVID-19 relief acts. OESE approved a total of 6 MOE waivers in FY 2023; states



withdrew 14 MOE waivers after demonstrating compliance as a result of technical assistance provided by OESE. At the close of FY 2023, 49 states were compliant with the FY 2022 MOE provisions. Additionally, OESE helped 41 states comply with the FY 2022 MOE equity provisions in ARP and approved 30 small LEA tolerance proposals.

Now that all new streams of Higher Education Emergency Relief Fund (HEERF) have been obligated the Office of Postsecondary Education (OPE) anticipates the need for ongoing technical assistance regarding A2 flexibilities and ensuring compliance as it gets closer to the expiration date for those funds. The A2 flexibilities are those that the HEERF funding stream specifically dedicated to Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and minority-serving institutions. To date, OPE has approved more than 100 requests submitted under the A2 flexibilities totaling over \$403,606,890.

OPE strengthened its ability to monitor grantees, including the development of an ongoing risk-based monitoring plan.

## FY 2025 Annual Performance Plan

The Department will:

- Continue to address educational inequities and target resources and supports to students with the greatest needs. Specifically, OESE will continue 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.
- Use the revised monitoring protocols for the pandemic-relief programs based on lessons learned through piloting changes made to the protocols in FY 2023.
- Target monitor ESSER grantees for their oversight and monitoring of subrecipients, including the use of data and other information to improve the implementation of uses of funds to address learning loss consistent with each's approved ARP ESSER state plan and federal monitoring requirements.
- Conduct formal monitoring of three states for the compliance and implementation of their approved plans with ARP requirements and other Education Stabilization Fund (ESF) requirements, including the implementation of approved grant liquidation extension requests. Additionally, four EANS grantees will be reviewed for the implementation of program requirements and the implementation of grant liquidation extension requests will additionally be reviewed for five grantees.
- Review the fiscal activities of all ARP Act ESSER and EANS grantees during monthly meetings with grantees in preparation for the awards being placed in manual closeout until the reporting requirements are met.
- Continue collaborating with state educational agencies to advise on and assist with the identification of relevant and allowable uses of ARP ESSER, ARP EANS, and other ESF funding to ensure the efficient and effective use of those funds to address remaining vestiges of the COVID-19 emergency in a timely manner. OESE will assess states' needs periodically throughout the year and identify technical assistance and resources that will support state-identified needs. Additionally, OESE will support states to complete the reporting requirements for these grants and close out their grants in compliance with applicable requirements.

- Continue leveraging the Department’s statutory authority under the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act* (ESSA), Section 8601, to conduct high-quality evaluations of ESSA programs that answer questions of strategic importance, build evidence that can support program improvement, and identify effective strategies for improving student achievement, particularly for historically underserved students.
- Broaden access to and awareness of race and ethnicity data by regularly updating the [OSEP Fast Facts](#) and [Hand in Hand](#) companion documents.
- Release the Office for Civil Rights’ Civil Rights Data Collection, which will include new data on a number of categories.

## 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	41%	58%	50%	55%	56%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were established in fiscal year (FY) 2022.

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

**Period of Performance:** [Insert]

### 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 non 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	90%	83%	83%	94%	95%	95%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were established in fiscal year 2021.

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

**Period of Performance:** Report cards published as of January 15, 2023.

# 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 2023 Performance Summary

This strategic objective has one performance indicator, which baselined in fiscal year (FY) 2023.

### Key Successes and Opportunities

#### Increasing Access to Learning Opportunities

In October 2022, the Department hosted sessions that focused on strategies and programs to boost student literacy and mathematics outcomes. These sessions highlighted strategies and best practices to help states, districts, and schools improve learning outcomes, especially in literacy and mathematics, for students. The series sought to build engagement from the field; identify collaboration opportunities among research, practice, and funding; and lift best practices and resources for practitioners and policymakers to take action to address learning loss and academic recovery. In addition, the Department awarded nearly \$1 billion to 56 states and territories through the [Bipartisan Safer Communities Act](#) (BSCA) to help schools in high-need districts provide students with safe and supportive learning opportunities and environments, which are critical for their success.

In February 2023, the Department's Institute of Education Sciences, through Regional Education Laboratory-Appalachia, added two new resources to aid educators and families in supporting student mathematics achievement. The [Sum Is Greater Than the Parts: Engaging Community to Promote Math Learning](#) provides strategies and other tips for building an ecosystem of partnerships to support science, technology, engineering, and mathematics (STEM) learning, while [Resources Educators Can Use and Share with Families to Promote a Mathematical Mindset](#) curates more than a dozen resources for educators and families to help prekindergarten through grade 12 students build a love for mathematics and a mathematical mindset.

#### Science, Technology, Engineering, and Mathematics Education

In December 2022, the Department hosted the [YOU Belong in STEM](#) National Coordinating Conference in Washington, D.C., as a key initiative. The conference is designed to strengthen STEM education nationwide. This new initiative helps implement and scale equitable, high-quality STEM education for all students from prekindergarten to higher education—regardless of background—to ensure their 21st-century career readiness and global competitiveness. The new initiative unites government, nonprofits, professional

organizations, industries, philanthropies, and other community stakeholders to take bold action toward breaking down long-standing barriers for student success in the STEM fields. Additionally, throughout FY 2023, Deputy Secretary Cindy Marten hosted regional YOU Belong in STEM convenings. The Deputy Secretary will continue to visit schools and STEM programs across the country in FY 2024 with a message encouraging girls to pursue STEM learning.

In May 2023, the National Aeronautics and Space Administration (NASA) and the Department signed a [memorandum of understanding](#), strengthening the collaboration between the two agencies. This collaboration includes efforts to increase access to high-quality STEM and space education for students and schools across the nation. Specifically, the agreement enhances and expands the agencies' longstanding partnership that promotes STEM education for students from diverse backgrounds, so they have opportunities to pursue interests and careers in the STEM and space industries. NASA and the Department are working to provide NASA STEM content and technical assistance for the 21st Century Community Learning Centers Program. This initiative funds afterschool programming across the nation. NASA also is providing content for the Department's YOU Belong in STEM initiative and the Your Place in Space student challenge.

In July 2023, an internal STEM Equity Network (community of learning) was launched to uncover STEM grantee success stories and discover best practices internally and externally.

## FY 2025 Annual Performance Plan

The Department will:

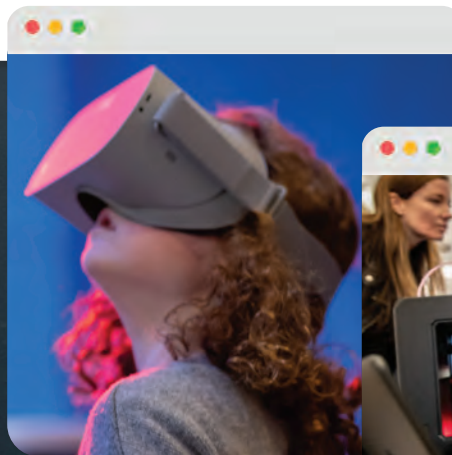
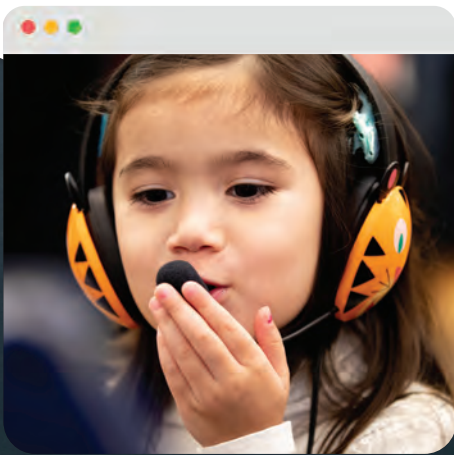
- Support arts and literacy programming in kindergarten through grade 12 settings through a variety of activities led by the [Well-Rounded Education Programs](#) unit in the Office of Elementary and Secondary Education (OESE). Specifically, it will disseminate resources and information to Comprehensive Literacy State Development grantees, Innovative Approaches to Literacy grantees, and Assistance in Arts Education grantees through the unit's technical assistance center and various project director convenings.
- Continue identifying, developing, and disseminating 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 emergency. Mechanisms for dissemination include the [Best Practices Clearinghouse](#), [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 on a timelier basis 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 moving forward key administrative initiatives to support students, families, and educators including the [National Partnership for Student Success](#) and [Engage Every Student](#) initiatives.
- Continue to support administration of funds provided through BSCA to help schools in high-need districts provide students with safe and supportive learning opportunities and environments, which are critical for their success.

# Did You Know?

## ED Games Expo

The Department of Education (Department), along with the Institute of Education Sciences (IES) (the Department's independent research arm), hosted the 9th Annual ED Games Expo on September 19–22, 2023, at the Kennedy Center's REACH in Washington, D.C. Each year, this multiple-day event engages a broad audience, including EdTech developers and researchers across the education ecosystem, students and educators, members of the public, and representatives and leaders from federal agencies and offices. The attendees can test and learn about products that feature virtual and augmented reality, artificial intelligence, hands on science, technology, engineering, and mathematics (STEM) inventions, game- and simulation-based experiences, assistive technologies, and dashboards that provide educators real-time insights. This year's programming included an ED Games Expo for Schools event, which welcomed 1,000 students, and the ED Games Expo for the Public, which allowed more than 400 members of the public to test out EdTech innovations from 180 teams of developers.

For more information on this annual event, visit [ED/IES Small Business Innovation Research - 2023 ED Games Expo](#).



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- 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 state educational agencies 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 monitored 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.
- Identify opportunities to further build and use evidence in the Department's formula and competitive grant programs.

### 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	—	45.2%	Baseline	46%	47%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were established in fiscal year 2023.

**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, Office for Civil Rights

### FY 2023 Performance Summary

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

### Key Successes and Opportunities

#### Promoting Equal Access to Education

The Office for Civil Rights (OCR) issued a fact sheet, [Protecting Students from Discrimination Based on Shared Ancestry or Ethnic Characteristics](#), that describes how Title VI of the *Civil Rights Act of 1964* (Title VI) protects students from discrimination, including harassment based on shared ancestry, because they are, or are perceived to be, Jewish, Christian, Muslim, Sikh, Hindu, Buddhist, or members of another religious group.

In May 2023, OCR released a [Dear Colleague Letter \(DCL\) on Addressing Discrimination Against Jewish Students](#). The letter reminds schools of their legal obligations under Title VI to provide all students, including students who are or are perceived to be Jewish, a school environment free from discrimination based on race, color, or national origin, including shared ancestry or ethnic characteristics. OCR released the DCL as part of the Department's launch of an Antisemitism Awareness Campaign.

Additionally, in May 2023, the Department updated guidance on constitutionally protected religious expression in public elementary and secondary schools. This guidance provides information on the current state of the law concerning prayer and other forms of religious expression and upholds longstanding religious freedom protections for all students.

#### Promoting Student Diversity and Inclusion

The Department awarded \$14 million to support local- and state-driven voluntary efforts to foster more diverse school communities through the first-ever Fostering Diverse Schools Demonstration grant program. This program will support innovative, locally driven efforts to Raise the Bar for academic achievement and learning conditions in schools by providing more students with more diverse, more equitable, and ultimately, more enriching learning opportunities.

In partnership with the U.S. Department of Justice’s Civil Rights Division, OCR issued resources to help colleges and universities understand the U.S. Supreme Court’s decision in *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College* and *Students for Fair Admissions, Inc. v. University of North Carolina et al.* as they continue to work to lawfully pursue efforts to achieve a student body that is diverse across a range of factors, including race and ethnicity. The Department’s [DCL](#) and [Questions and Answers resource](#) distill the Supreme Court’s core holding and offers examples of steps colleges and universities can lawfully take to achieve a student body that is diverse across a range of factors, including race and ethnicity, such as targeted outreach, recruitment, and pathway programs; evaluation of admission policies; and retention strategies and programs.

The Department also held a National Summit on Equal Opportunity in Higher Education that brought together senior Biden–Harris Administration officials, student leaders, college and university administrators, and other stakeholders to discuss innovative strategies that enable colleges and universities to promote educational opportunity.

OCR released a [DCL on Race and School Programming](#) to clarify the circumstances under which schools can—consistent with Title VI—develop curricula and programs or engage in activities that promote racially inclusive school communities. The DCL explains that Title VI generally does not restrict school districts from holding assemblies, meetings, focus groups, or listening sessions that relate to students’ experiences with race in their school or community. The guidance also states that school-sponsored or -recognized groups or programs, such as a student club or mentorship opportunity, with a special emphasis on race that are open to all students do not violate Title VI simply because of a race-related theme. It clarifies that schools may be in violation of Title VI when they create, encourage, accept, tolerate, or fail to correct a racially hostile educational environment.

Additionally, this letter builds on OCR’s [Fact Sheet: Diversity & Inclusion Activities Under Title VI](#), released in January 2023, which confirms for educators, parents, and students that diversity, equity, and inclusion training and similar activities generally are consistent with Title VI.

“Even after the Court’s decision sharply limited a tool that colleges and universities with selective admissions practices have used to create vibrant, diverse campus communities, colleges and universities may still lawfully work to admit, support, retain, and graduate racially diverse student bodies.”

– [Assistant Secretary for Civil Rights at the Department Catherine E. Lhamon](#)





## Addressing Discriminatory Student Discipline

In March 2023, the Department released a [DCL](#) that reaffirms the Department's position that corporal punishment in schools should be replaced with evidence-based practices, such as multitiered systems of support, including positive behavioral interventions and supports, that create safe and healthy school environments.

In May 2023, OCR, in partnership with the U.S. Department of Justice's Civil Rights Division, issued a [Resource on Confronting Racial Discrimination in Student Discipline](#). The resource highlights examples of the investigations into discrimination in student discipline on the basis of race, color, or national origin under Title VI and its implementing regulations.

In May 2023, the Department also released [guiding principles](#) on how to maintain safe, inclusive, supportive, and fair learning environments for students and school staff, including specific recommendations for evidence-based practices to give students what they need to learn and grow.

In July 2023, the Department launched a new webpage, [Positive Supports for Behavior and Discipline](#), which includes an online database of over 200 resources related to reducing exclusionary discipline.

## Ensuring Access for English Learners and Migratory and Unaccompanied Children

In June 2023, OCR released [Ensuring Meaningful Participation in Advanced Coursework and Specialized Programs for Students Who Are English Learners](#) (Els). The fact sheet explains the legal requirements, under Title VI, that schools must follow to ensure eligibility requirements and procedures for specialized or advanced educational programs do not screen out students who are Els because of their limited English proficiency unless a program is demonstrated to require proficiency in English for meaningful participation.

In June 2023, OCR and the Department's Office of English Language Acquisition co-hosted a [National Convening on Els' Civil Rights](#). OCR discussed schools' obligation to take affirmative steps to ensure students with limited English proficiency can meaningfully participate in their educational programs and services.

In June 2023, OCR released [Protecting Access to Education for Migratory Children](#) and [Protecting Access to Education for Unaccompanied Children](#), both in partnership with the U.S. Department of Justice's Civil Rights Division. The fact sheets highlight specific challenges some migratory and unaccompanied children may face while accessing public education. The fact sheets also explain where families can seek help and remind public schools of their responsibilities to migratory and unaccompanied children under Title VI.

## Promoting Equal Access to Education for Students with Disabilities

In May 2023, OCR and the U.S. Department of Justice released a joint [DCL on Postsecondary Online Accessibility](#). The letter underscores the Departments' ongoing efforts, under the *Americans with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973*, to address barriers that prevent people with disabilities from participating in online services, programs, and activities that colleges, universities, and other postsecondary institutions make available to students and the public.

## Promoting Equal Access to Education on the Basis of Sex

In February 2023, OCR released three new resources on Title IX of the *Education Amendments of 1972* (Title IX) and athletic opportunities. These resources provide

information about how students, parents, coaches, athletic directors, and school officials can evaluate whether a school is meeting its obligation to provide equal athletic opportunity regardless of sex consistent with Title IX. The [overview resource](#) provides information about schools' responsibility under Title IX to provide equal athletic opportunities to all students, regardless of sex. It also includes examples of the kinds of situations that could, depending on the facts and circumstances, raise Title IX concerns in school athletic programs at all education levels. The two specialized resources—[one for kindergarten through grade 12 schools](#) and [one for colleges and universities](#)—offer information specific to these school communities.

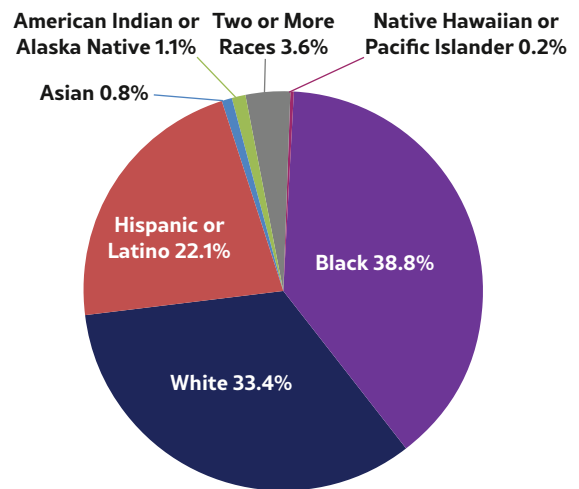
In April 2023, the Department released a [notice of proposed rulemaking](#) on eligibility for male and female athletic teams under Title IX to advance Title IX's longstanding goal of ensuring equal opportunity in athletics. During the two years of outreach to stakeholders to develop this proposed rule, the Department heard repeatedly that many schools, students, parents, and coaches face uncertainty about when and how transgender students can participate in school sports, particularly because some states have chosen to adopt new laws and policies on athletics participation that target transgender students. The proposed rule would provide schools with a framework for developing eligibility criteria that protects students from being denied equal athletic opportunity while giving schools the flexibility to develop their own participation policies.

In October 2022, OCR issued a resource on [Discrimination Based on Pregnancy and Related Conditions](#). This resource is designed to remind school communities that Title IX protects students and employees from discrimination based on pregnancy and related conditions.

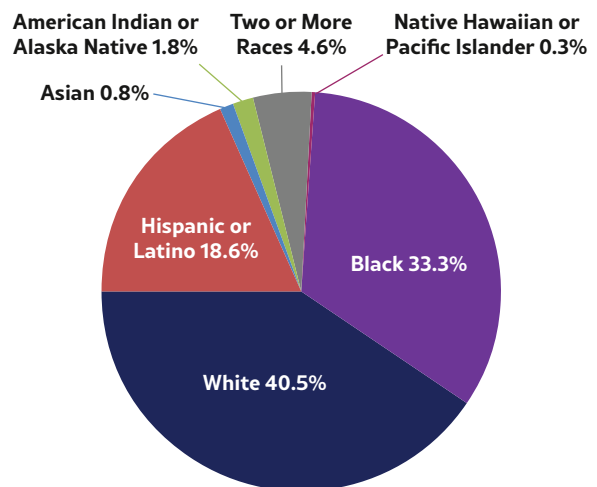
### Analyzing Data to Support Equal Access to Education

The Civil Rights Data Collection (CRDC) data summary, [An Overview of Exclusionary Discipline Practices In Public Schools for the 2017-18 School Year](#), provides a national perspective on racial and other disparities in the use of discipline by prekindergarten, elementary, and secondary public schools. Black students, who accounted for 15.1% of total student enrollment, were expelled at rates that were more than twice their share of total student enrollment—38.8% of expulsions with educational services and 33.3% of expulsions without educational services.

### School Expulsions by Race/Ethnicity in 2017–18



### EXPULSIONS WITH EDUCATIONAL SERVICES



### EXPULSIONS WITHOUT EDUCATIONAL SERVICES

Source: U.S. Department of Education, OCR, 2017-18 CRDC, released October 2020, updated May 2021, available online: <https://ocrdata.ed.gov/assets/downloads/crdc-exclusionary-school-discipline.pdf>

## FY 2025 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 [CRDC](#).
- Continue monitoring states using the Office of Special Education and Rehabilitative Services’ s Differentiated Monitoring and Support process while providing universal technical assistance to states regarding their implementation of *Individuals with Disabilities Education Act* (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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	4	11	2	2	2

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

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

**Period of Performance:** October 2022–September 2023.

**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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	3	2	2	2	2

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

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

**Period of Performance:** October 2022–September 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	100	10	8	8	8

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

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

**Period of Performance:** October 2022–September 2023.

### 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	154	197	80	150	165

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

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

**Period of Performance:** October 2022–September 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	79%	73%	80%	80%	80%

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

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

**Period of Performance:** October 2022–September 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	2	21	2	4	6

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

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

**Period of Performance:** October 2022–September 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
70.5%	72.7%	72.6%	76.6%	75.4%	73.63%	74.6%	75.6%	74.0%

**Data Source:** EDFacts.

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

# 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 2023 Performance Summary

This strategic objective has three performance indicators. Of these indicators, three met their annual targets.

## Key Successes and Opportunities

### Technical Assistance

In November 2022, the Department of Education (Department) announced the launch of [Raise the Bar: Unlocking Career Success](#), a new initiative supported by the U.S. Departments of Commerce and Labor to increase and expand access to high-quality training programs to help young Americans pursue good jobs in today's in-demand fields and be prepared for careers of the future. The initiative highlights the importance of career-connected learning and opportunities that are afforded to all students through the four keys to unlocking career success—earning dual credit, engaging in work-based learning, earning workforce credentials, and receiving college and career counseling. In this initiative, these research- and evidence-based strategies have an impact on students' placement and success after high school. Specific successes reported for this indicator include the (1) launch of the Unlocking Career Success [website](#) on the Office of Career, Technical, and Adult Education's (OCTAE's) Perkins Collaborative Resource Network; (2) compilation of valuable resources that are publicly available and aligned to various stakeholder groups and the four keys to unlocking career success; (3) planning and hosting of four summits that will bring together state-level decision-makers from education and labor; and (4) grant awards for the \$25 million dollar discretionary Career Connected High Schools Grant Program in FY23.

Additionally, the Department announced \$2.5 million dollars in Perkins funding for a new Career Z challenge to expand work-based learning opportunities for students and issued new [guidance](#) on how federal funds available under the *American Rescue Plan Act of 2021* can be used to develop and expand pathways to success after high school by investing in efforts to increase opportunities for students to participate in dual enrollment and workbased learning, earn industry-sought credentials, and receive strong college and career advising and navigation supports. In other [guidance](#), the Department affirmed that Perkins funds can be used to develop and expand Registered Apprenticeships.

The National Reporting System (NRS) for adult education continued to provide technical assistance activities to support student recruitment and retention efforts in statewide

programs. These activities were delivered through a national NRS webinar (“[The Journey to Enrollment: State Spotlight on Adult Education Strategies for Recruitment and Enrollment](#)”), in April 2023, and through an in-person mini-institute ([The Data Bridge Leading from Enrollment to Retention](#)) at the meeting of state directors in May 2023. In summer 2023, OCTAE hosted three in-person NRS regional workshops ([The Journey Continues: From Recruitment to Retention](#)) for state directors of adult education and state data and professional-development staff. The workshops supported state teams in applying a data-informed approach and research- and evidence-based practices to understand and review patterns of learner participation and learner and teacher retention; examine learner centered strategies to support learner persistence; articulate state-specific professional-development needs, gaps, and potential strategies that may support both learner and teacher retention; and develop a state-specific draft teacher retention plan to articulate strategies that may support teacher retention.

In August 2022, the Department also launched the [Raise the Bar: College Excellence and Equity](#) initiative, which calls on America’s colleges and universities to increase completion rates, close completion gaps, and live up to higher education’s promise of upward mobility for all students. The initiative focuses on four key strategies for equitably increasing completions of value: (1) data-driven improvement, (2) holistic advising and wraparound services, (3) credit mobility and transfer, and (4) career-relevant learning. The initiative is hosting a series of summits to engage the field in learning about and replicating promising practices, including the inaugural summit in August 2022 and a summit focused on data driven improvement in May 2023. The Raise the Bar initiative is complemented by the new Postsecondary Student Success Grant Program, which released its [Notice Inviting Applications](#) in July 2023 to provide funds to postsecondary institutions and systems to innovate and scale evidence-based practices that equitably increase completion.

## FY 2025 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 minority-serving institutions, Historically Black Colleges and Universities, and Tribally Controlled Colleges and Universities to share information regarding funding opportunities across all institution of higher education 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 core components of program design and delivery.
- Host an annual Perkins Data Quality Institute in fiscal year (FY) 2023 and FY 2024 to help states analyze their Perkins data, identify gaps or disparities in performance among special populations of career and technical education students, and identify promising practices for eliminating those gaps or disparities.
- Host three additional Raise the Bar: College Excellence and Equity summits across FY 2024 (fall 2023 and spring 2024) and FY 2025 (fall 2024) focused on credit mobility and transfer, holistic advising and wraparound supports, and career-relevant learning.

## 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	40.96%	43.06%	42%	43%	44%

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

**Data Source:** National Reporting System for adult education annual program performance report from grantee submissions (Office of Career, Technical, and Adult Education).

**Period of Performance:** July 1, 2022–June 30, 2023.

### 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	69.7%	75.2%	70%	70.5%	73%

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

**Data Source:** States' Consolidated Annual Reports submitted on January 31, 2023.

**Period of Performance:** Program year 2021–2022.

**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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	808	840	862	828	870	880

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were established in fiscal year 2021.

**Data Source:** Federal Eligibility Matrix results.

**Period of Performance:** October 2022–September 2023.



# 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

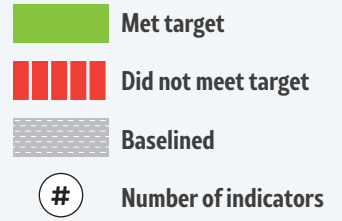
Every student should have access to outstanding, well-prepared, well-supported educators who reflect the diversity of the students they serve. Unfortunately, due to the pandemic, the economy lost about 730,000 (9%) local public education jobs between February and May 2020. Though, as of October 2023, local public education employment has nearly rebounded—only 17% fewer individuals are working in public education than before the pandemic—a significant teacher shortage still exists in specific states, communities, and certification areas. This shortage disproportionately impacts students who are from low-income backgrounds, of color, disabled, and multilingual learners. The Department is committed to working with state and local leaders to elevate the teaching profession by investing in and scaling up high-quality and affordable pathways to teaching.



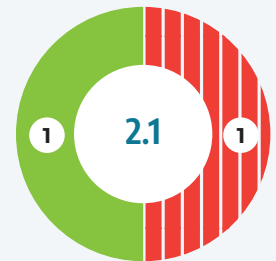
# STRATEGIC GOAL 2

## Objectives at a Glance

Three objectives guide the Department of Education's (Department's) work in goal 2. In fiscal year 2023, the Department assessed six performance indicators for this goal. Of these indicators, three met their targets and three did not meet their targets.



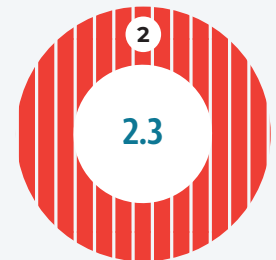
**2.1** Strengthen and diversify the educator pipeline and workforce.  
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**2.2** Identify and promote evidence-based practices or strategies that support diverse districts (including rural districts) with high rates of poverty in recruiting, selecting,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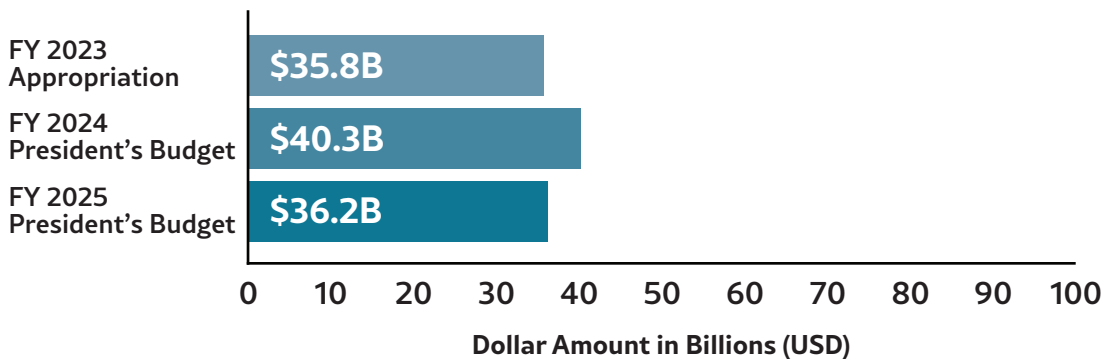


**2.3** Support the professional growth, retention, and advancement of talented, experienced educators and other school personnel and their capacity to meet the social, emotional, mental health, and academic needs of underserved students.  
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## Goal 2 Budgetary 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 2023 Appropriation	FY 2024 President's Budget	FY 2025 President's Budget
FSA	2.1	Health Education Assistance Loans Liquidating Account (M)	\$(5,029)	0	\$(2,000)
FSA	2.1, 2.3	Teacher Education Assistance for College and Higher Education (M)	\$58,264	\$39,687	\$39,188
IES	All	Institute of Education Sciences (D)	\$72,051	\$74,051	\$72,051
OELA	2.2	English Language Acquisition (D)	\$62,011	\$101,097	\$79,524
OESE	2.2	Indian Education (D)	\$72,000	\$72,000	\$72,000
OESE	2.1, 2.2, 2.3	Innovation and Improvement (D)	\$263,000	\$333,000	\$263,000
OESE	2.1, 2.2, 2.3	School Improvement Programs (D)	\$2,214,544	\$2,190,080	\$2,190,080
OPE	2.1, 2.2	Higher Education (D)	\$85,000	\$162,092	\$125,000
OSERS	2.2, 2.3	Vocational Rehabilitation Training (D)	\$29,388	\$29,388	\$23,388
OSERS	2.2, 2.3	Special Education (D)	\$14,347,334	\$16,562,823	\$14,557,334
OESE	All	Education for the Disadvantaged (D)	\$18,610,802	\$20,760,802	\$18,810,802

**Notes:** (1) Dollar amounts are estimates of program funding aligned to the strategic goal ([Appendix F](#)). 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 2023 Congressional Action, the FY 2024 President's Budget Request, and the FY 2025 President's Budget Request. (2) Letters following major programs and activities denote discretionary (D) or mandatory (M). (3) The FY 2024 appropriation was not finalized when this document was drafted.

**Acronyms and Definitions:** POC = Principal Operating Component; FY = Fiscal Year; FSA = Federal Student Aid; IES = Institute of Education Sciences; OELA = Office of English Language Acquisition; 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 2023 Performance Summary

This strategic objective has two performance indicators, one of which met its annual target and one of which did not meet its target. 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

#### Providing Resources to Strengthen the Workforce

During the COVID-19 emergency, local public education employment decreased by 730,000 jobs, representing 9% of this workforce. While challenges remain in providing access to highly qualified teachers for all students, as of October 2023, local public education employment has nearly rebounded to pre-emergency levels, with only 0.17% fewer employees than in October 2019, the last pre-emergency beginning of a school year (data per the [U.S. Bureau of Labor Statistics](#)).

The progress, to date, on eliminating educator shortages is a result of systematic efforts by the U.S. Department of Education (Department), with partners across the Biden–Harris Administration, to advance key strategies that aim to restore staffing in schools and ensure all students have access to well-prepared and fully qualified teachers and school leaders. School districts are [estimated to spend](#) nearly \$30 billion of their *American Rescue Plan Act of 2021* Elementary and Secondary School Emergency Relief funds on staffing, including on these critical strategies. In addition, in fiscal year (FY) 2023, the Department invested \$2.76 billion in the nation’s educators through its grant programs, \$93 million more than invested in FY 2021.

However, significant shortages of educators, including highly qualified teachers, still exist in specific states, communities, and certification areas, disproportionately impacting students from low-income backgrounds, students of color, students with disabilities, and multilingual learners. The Department is working to address these shortages by advancing five key strategies: (1) increasing compensation and improve working conditions, (2) expanding

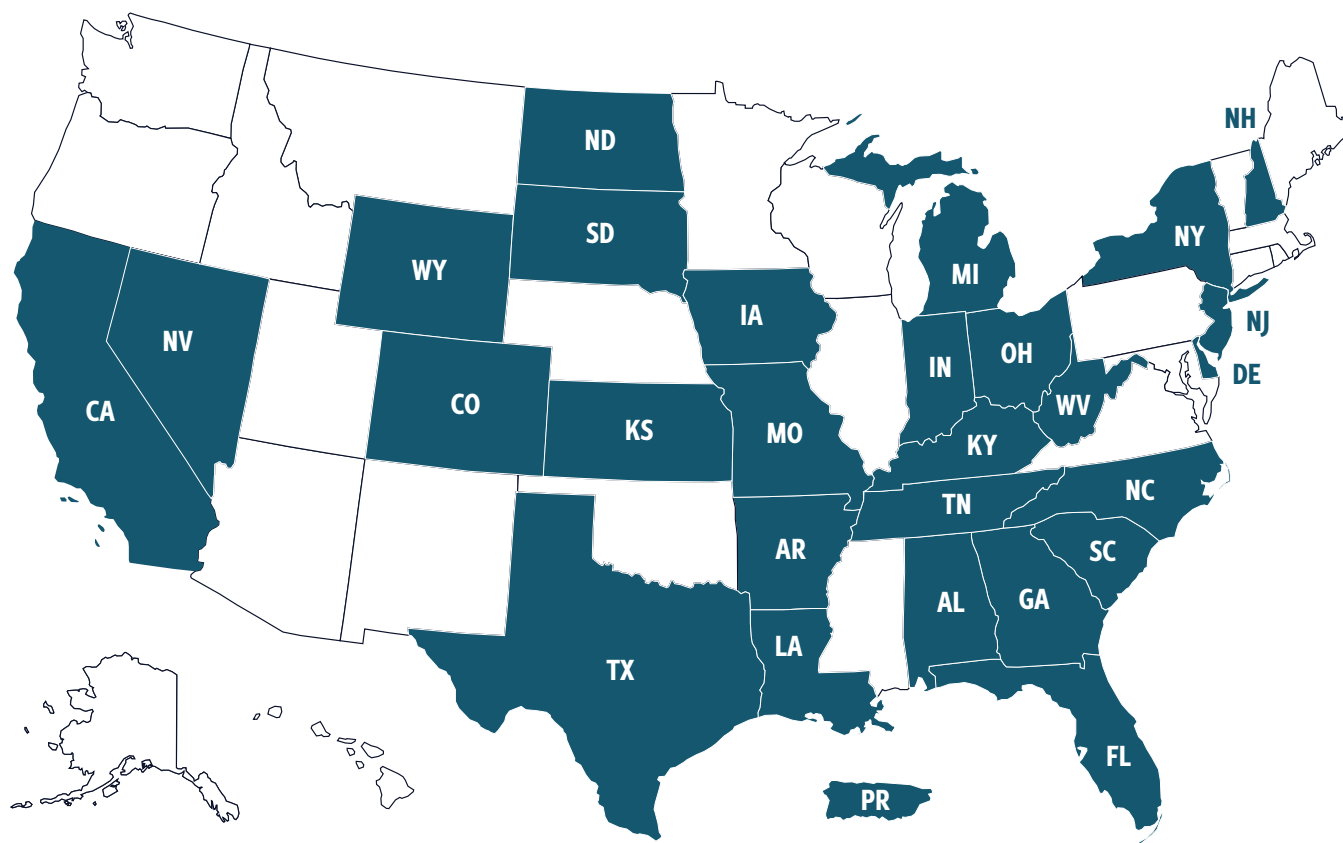
access to high-quality and affordable educator preparation, (3) promoting career-advancement and leadership opportunities for educators, (4) providing high-quality new teacher induction and job-embedded professional learning throughout educators' careers, and (5) increasing educator diversity.

The Department has worked to increase teacher compensation and improve working and learning conditions, which are critical to educator recruitment and retention and increasing the diversity of the profession.

President Biden and Secretary Cardona have repeatedly called for leaders, at all levels, to increase educator pay and provide teachers with a livable and competitive wage. Since 2021–2022, at least 29 states and the District of Columbia have taken concrete steps at the state or system level to increase compensation. [Raise the Bar's Department map](#) provides transparency into teacher pay and state action to address it.

The Department is increasing access to high-quality and affordable pathways into the teaching profession, like grow-your-own (GYO) and teacher residency programs. The Department has [partnered with the U.S. Department of Labor](#) (DOL) to expand registered apprenticeship programs for teachers, a high-quality earn-while-you-learn model that can be used to scale GYO and residency programs and break down financial barriers to accessing high-quality pathways and entering the profession. There were no [registered apprenticeship programs for teachers](#) at the beginning of the Biden–Harris Administration; as of November 2023, 28 states and Puerto Rico offer registered apprenticeship programs.

### States with Registered Apprenticeship Programs for K–12 Teachers 2023



Note: States with their abbreviation shown have registered apprenticeship programs as of November 2023.

Source: U.S. Department of Labor, Employment and Training Administration, Office of Apprenticeship. <https://www.ed.gov/raisethebar/educators>.

Eighteen states participated in a learning series led by the Department that supported state education, educator preparation, and labor organization leaders in planning, designing, and implementing teacher registered apprenticeship programs for kindergarten through grade 12 (K–12) teachers as a long-term strategy for strengthening and diversifying the teacher workforce.

In FY 2023, the Department awarded \$14.5 million in new Teacher Quality Partnership (TQP) awards and more than \$35 million in funding for 138 new [Personnel Development Program](#) projects to support high-quality pathways into the profession and address key shortage areas, such as special education. TQP received \$70 million in funding in FY 2023, a 34% increase since the beginning of the Biden–Harris Administration, and \$115 million for Personnel Preparation, a 27% increase since the beginning of the Administration.

The [Alaska Native Education program](#) makes competitive grant awards that, among other allowable activities, prepare teachers to appreciate and understand Alaska Native history, cultures, and values to effectively address the unique needs of Alaska Native students. The program received an 18% increase in annual funding over FY 2022, for a total of \$45 million in FY 2023.

Funding for the [Native Hawaiian Education program](#) may be used, among other allowable activities, to prepare prospective teachers to address the unique needs of Native Hawaiian students, in-service programs to improve the ability of teachers who teach in schools with high concentrations of Native Hawaiian students, and the recruitment and preparation of Native Hawaiians and other individuals who live in communities with a high concentration of Native Hawaiians to become teachers. The program received an 18% increase in annual funding over FY 2022, for a total of \$46 million in FY 2023.

The Department released a collection of [seven briefs](#) outlining the most common challenges related to recruiting and retaining teachers from underrepresented backgrounds or with certain certifications.

The [Diversifying the Teacher Workforce Affinity Group](#), hosted by the CEEDAR Center (Collaboration for Effective Educator Development, Accountability, and Reform Center), focused on promising strategies for attracting, supporting, and retaining a diverse teacher workforce.

### **Supporting a Diverse Educator Pipeline**

In FY 2023, the Department included priorities focused on educator diversity in 15 grant programs, awarding nearly \$450 million to 263 grantees, 92% of which addressed educator diversity priorities. Awards included the first-ever funds for the Hawkins Centers of Excellence Program (Hawkins Program), totaling \$23.1 million to 15 grantees, investing in educator preparation programs at Historically Black Colleges and Universities (HBCUs), Tribal Colleges or Universities, Hispanic-serving institutions (HSIs), and other minority-serving institutions (MSIs) to increase high-quality teacher preparation programs for teachers of color, strengthen the diversity of the teacher pipeline, and address educator shortages at HBCUs, Tribally Controlled Colleges and Universities (TCCUs), and MSIs.

The Department has highlighted how the expansion of registered apprenticeship programs for teachers can increase teacher diversity and worked with DOL and the White House to highlight to leaders of state education, workforce agencies, and state union leaders the opportunity for states to apply to DOL for State Apprenticeship Expansion funds. These

funds can support registered apprenticeship programs for K–12 teachers through annual formula funding and additional competitive awards.

The Department conducted the first-ever dedicated competition for Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel at HBCUs, TCCUs, and MSIs (Part D of the *Individuals with Disabilities Education Act*) grants. This program provides grants to HBCUs, TCCUs, HSIs, other MSIs, and private nonprofit organizations to prepare and increase the number of personnel who are fully credentialed to serve children with disabilities. The program aims to increase the number and improved the quality of personnel, including multilingual personnel and personnel from racially and ethnically diverse backgrounds, who are prepared to serve this population. In FY 2023, the Department awarded 35 grants totaling approximately \$6.59 million.



“Teacher apprenticeships are a key strategy in our plan to Raise the Bar in education and improve learning conditions in our schools by ending the educator shortage and providing all students with great teachers who are prepared to succeed in the classroom from day one.”

– [U.S. Secretary of Education Miguel A. Cardona](#)

Throughout the year, the Institute of Education Sciences’ Regional Educational Laboratory Program worked with practitioners and policymakers to strengthen the educator pipeline. Examples include ongoing work with [school districts in Minnesota](#) and [district, state, and university partners in Colorado](#) to build an inclusive culture and support teachers of color, [national presentations](#) supporting data collection for districts interested in building more diverse educator workforces, and the sharing [tools](#) that can help state educational agency staff support districts in identifying gaps in the diversity of their teacher workforces.

## FY 2025 Annual Performance Plan

The Department will:

- 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.
- Support projects that aim to increase educator diversity in prekindergarten through grade 12 settings.

- 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 emergency.
- Collect data at the school level through the Civil Rights Data Collection regarding the race and sex of teachers in public schools.
- Continue working with institutions of higher education to share best practices and assist in their plans 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	36%	37%	41%	46%	51%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were 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, 2022–September 30, 2023.

### 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	19%	31%	20%	22%	32%

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

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

**Period of Performance:** October 1, 2022–September 30, 2023.



# 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 2023 Performance Summary

This strategic objective has two performance indicators, both of which met their annual performance targets.

### Key Successes and Opportunities

#### Promoting Strategies for Recruitment

The Department of Education (Department) is working to address educator shortages by advancing five key strategies: (1) increasing compensation and improve working conditions, (2) expanding access to high-quality and affordable educator preparation, (3) promoting career-advancement and leadership opportunities for educators, (4) providing high-quality new teacher induction and job-embedded professional learning throughout educators' careers, and (5) increasing educator diversity.

#### Highlighting Evidence-Based Practices

The Department published policy briefs on [Eliminating Educator Shortages through Increased Compensation, High-Quality and Affordable Educator Preparation and Teacher Leadership](#) and [Eliminating Educator Shortages through Increasing Educator Diversity and Addressing High-need Shortage Areas](#), to make it easier to access data highlighting national and state progress in these areas.

#### Supporting Educator Recruitment and Retention in High-Need Districts

The Department has used its grant programs supporting educator recruitment, retention, and development to prioritize high-need districts. The Department awarded \$14.5 million in new [Teacher Quality Partnership](#) (TQP) awards. TQP received \$70 million in funding in fiscal year (FY) 2023, a 34% increase since the beginning of the Biden–Harris Administration. Of the projects funded, 59% addressed supporting grow-your-own (GYO) programs. GYO programs are designed to address shortages of educators in high-need subject areas, schools; address shortages of leaders in high-need schools; and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

The FY 2023 Teacher and School Leader Incentive grant competition awarded nearly \$115 million in new awards, prioritizing activities that advance the Department’s goal of promoting educator diversity and career-advancement opportunities for teachers that improve teacher retention. This program prioritizes applicants proposing projects that support high-need schools.

The FY 2023 Education Innovation Research grant competition funded projects that test, replicate, and scale evidence-based practices, and included priorities for improving educator recruitment and retention. This includes incorporating competitive compensation systems; providing more time for planning and collaboration; increasing access to leadership opportunities that can lead to higher pay and improved retention for fully certified, experienced, and effective educators; and expanding the impact of great teachers within and beyond their classrooms. Applicants were required to propose projects that would promote educational equity and adequacy in resources and opportunity for underserved students.

The Department awarded more than \$35 million in funding for 138 new *Individuals with Disabilities Education Act Personnel Development Program* projects to support high-quality pathways into the profession and address key shortages in personnel serving students with disabilities.

*Teachers shape thriving individuals and communities, as well as the future of our nation. Now more than ever, we need more innovative approaches to supporting the return and retention of outstanding, well-prepared, well-supported educators who meet the needs and reflect the diversity of their students.”*

– U.S. Secretary of Education  
Miguel A. Cardona



## FY 2025 Annual Performance Plan

The Department will:

- Continue adding 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, diverse (including in-field fully certified), and effective teachers, principals, paraprofessionals, and specialized instructional support personnel in underserved communities.
- Continue leveraging the expertise within the Department’s technical assistance network to provide supports 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 collaborating across offices and 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 the innovation and replication of evidence-based practices discretionary grantees implement 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 highneed fields, including lifting relevant resources that have been less widely disseminated.
- Continue using the bully pulpit and other communications efforts to call on states to provide educators with livable and competitive wages.

## Performance Indicators

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	90%	92%	92%	94%	95%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were 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, 2022–September 30, 2023.

### 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	16,551	66,799	5,750	67,000	67,500

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were 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, 2022–September 30, 2023.

# 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 2023 Performance Summary

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

### Key Successes and Opportunities

#### Promoting Professional Growth

In July 2023, the Department of Education (Department) awarded \$12.7 million in [Supporting Effective Educator Development grant program](#) funds to eight grantees to support the implementation of evidence-based practices that prepare, develop, or enhance the skills of educators. These grants enable recipients to develop, expand, and evaluate practices that can serve as scalable models and include career-advancement opportunities for current teachers. For example, one project supports 150 teacher candidates to complete their final year of teacher preparation working in urban kindergarten through grade 8 classrooms, with additional mentoring during their first year of teaching. The teachers of record in those classrooms will be trained by participating faculty as instructional coaches and teacher leaders. Two hundred teachers will participate as mentors. Participating faculty will work with mentors on coaching skills and conduct professional learning workshops. By using and supporting current teachers, these models benefit new teachers while providing additional opportunities for veteran teachers to grow and lead.

#### Promoting Evidence-Based Strategies to Support Educators

The Department is providing guidance and technical assistance to state and local leaders exploring, launching, and implementing initiatives to diversify and strengthen their educator workforce through investments in teacher leadership. These efforts include:

- The Department awarded nearly \$115 million in Teacher and School Leader (TSL) Incentive projects. The fiscal year 2023 TSL grant competition prioritized activities that advance the Department's goal of promoting educator diversity and career-advancement opportunities for teachers that improve teacher retention.
- The [Strengthening and Diversifying the Educator Workforce Workgroup](#) provides states an opportunity to share resources and best practices for supporting the development, recruitment, and retention of a strong and diverse educator workforce.

- New guidance was issued on the [use of Perkins V funds](#) to improve the recruitment, preparation, retention, and growth of future educators—including but not limited to career and technical educators. This guidance describes how Perkins V funds may be used strategically by states, districts, and community colleges to strengthen the pipeline of educators, including specialized instructional support personnel.
- An [educator shortage prediction model](#), hosted by the Central Regional Educational Laboratory, was created to help states understand and predict educator shortages, including when and where schools and districts may be experiencing challenges in filling hard-to-staff teaching positions.

## FY 2025 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 among States and districts 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	87%	85%	87%	88%	89%

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

**Data Source:** Effective Educator Development Programs: Supporting Effective Educator Development—*Government Performance and Results Act of 1993* (GPRA) Measure.

**Period of Performance:** October 1, 2022–September 30, 2023.

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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	32%	26%	34%	36%	37%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were 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:** School year 2021–2022.

# STRATEGIC GOAL

Meet students' social, emotional, and academic needs.

# 3

## GOAL LEADER

Senior Advisor, Office of the Deputy Secretary



## WHY IT MATTERS

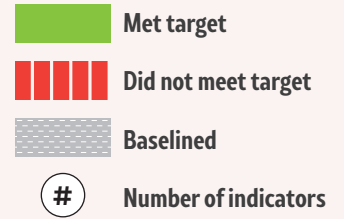
When students feel connected to school, their mental health and academic performance improve. The consequences of the pandemic—social isolation, illness, and family hardship among them—have led to decreased feelings of connectedness for students. For example, approximately one in three high school students have experienced poor mental health amid the pandemic, and rates of poor mental health have been higher for historically marginalized groups of students. For students to thrive in school, they need a strong foundation of overall wellness.



# STRATEGIC GOAL 3

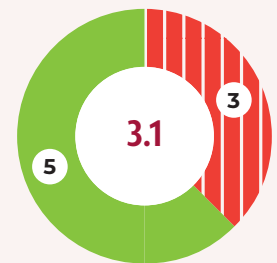
## Objectives at a Glance

Three objectives guide the Department of Education's (Department's) work in goal 3. In fiscal year 2023, the Department assessed 18 performance indicators for this goal. Of these indicators, 13 met their targets and 5 did not meet their targets.



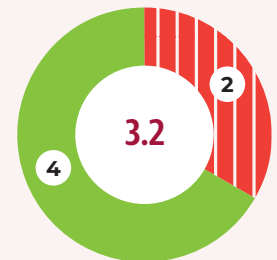
**3.1** Support the development and implementation of multitiered systems of supports to increase students' engagement; social, emotional, and mental health; well-being; and academic success.

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**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.

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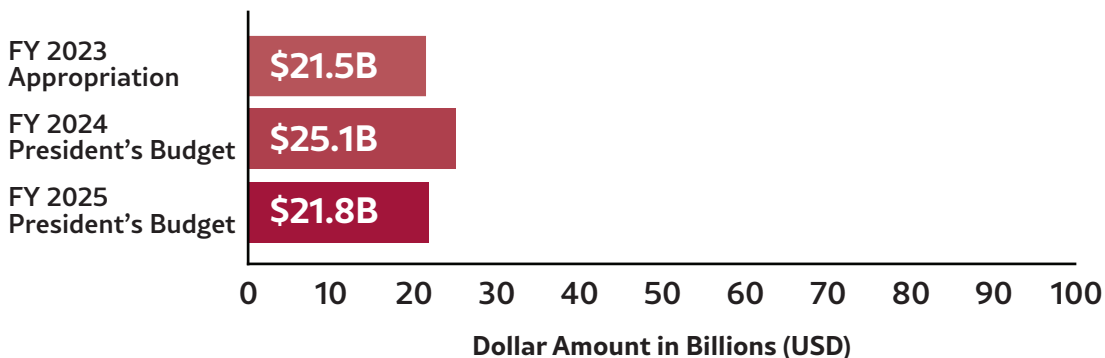
**3.3** Strengthen learning environments, support professional development, and improve educator credentialing for emergent bilingual students and multilingual learners.

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## Goal 3 Budgetary 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 2023 Appropriation	FY 2024 President's Budget	FY 2025 President's Budget
IES	All	Institute of Education Sciences (D)	\$734,105	\$793,983	\$734,605
OELA	3.2, 3.3	English Language Acquisition (D)	\$890,000	\$1,195,000	\$940,000
OESE	3.1, 3.2	Safe Schools and Citizenship Education (D)	\$457,000	\$1,075,000	\$507,000
OESE	3.2	Education for the Disadvantaged (D)	\$648,865	\$651,626	\$648,865
OESE	3.2	Innovation and Improvement (D)	\$266,000	\$326,000	\$266,000
OESE	3.2, 3.3	Indian Education (D)	\$194,746	\$201,746	\$194,746
OESE	All	School Improvement Programs (D)	\$2,953,987	\$2,954,523	\$2,929,523
OSERS	3.2	American Printing House for the Blind (D)	\$43,431	\$43,431	\$43,431
OSERS	3.2	Vocational Rehabilitation Services and Training (D)	\$19,000	\$19,000	\$19,000
OSERS	3.2	Special Education (D)	\$15,266,482	\$17,826,591	\$15,476,482

**Notes:** (1) Dollar amounts are estimates of program funding aligned to the strategic goal ([Appendix F](#)). 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 2023 Congressional Action, the FY 2024 President's Budget Request, and the FY 2025 President's Budget Request. (2) Letters following major programs and activities denote discretionary (D) or mandatory (M). (3) The FY 2024 appropriation was not finalized when this document was drafted.

**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.



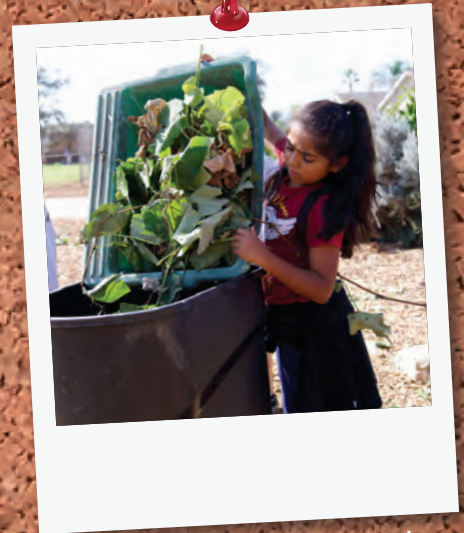
# ➤ Did You Know?

## Department of Education Green Ribbon Schools

The U.S. Department of Education Green Ribbon Schools (ED-GRS) recognition award was created in 2011 to honor schools for their sustainable facilities and operations, health and wellness practices, and effective environmental and sustainability education. The pillars of the award include:

- Pillar One: Reducing environmental impacts, such as waste, water, energy, greenhouse gases, and transportation, encompassing the areas of school facilities, grounds, and operations.
- Pillar Two: Improving health and wellness by promoting a healthy physical environment (including aspects such as air quality, contaminant control, moisture control, pest management, daylighting, and acoustical and thermal comfort) and student and staff wellness practices (such as healthy school food and outdoor physical activity).
- Pillar Three: Offering effective environmental and sustainability education, including civic learning; green careers; and science, technology, engineering, and mathematics (STEM) connections.

Each year, state educational agencies are invited to nominate up to five early learning through 12th grade school or district candidates and one postsecondary institution. With the 2023 cohort, some 542 schools, 108 districts, and 62 postsecondary institutions have received an ED-GRS award. Annually, 30%–65% of ED-GRS school honorees have served majority disadvantaged student populations as measured by free and reduced-price lunch, Title I, and minority populations in these honorees. Visit [www.ed.gov/green-ribbon-schools/awards](http://www.ed.gov/green-ribbon-schools/awards) to learn more about the innovative practices of the awardees. Read about other facets of the ED Infrastructure and Sustainability Initiative [here](#).



Source: Jefferson Elementary School, California.



Source: Park Forest Elementary School, Louisiana.



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# 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 LEADERS

Deputy Assistant Secretary, Office of Elementary and Secondary Education

### FY 2023 Performance Summary

This strategic objective has eight performance indicators. Of these indicators, five met their targets and three did not meet their targets.

### Key Successes and Opportunities

#### Resources to Enhance Social, Emotional, and Mental Health

The Early Childhood Technical Assistance (ECTA) Center supported the Infant & Early Childhood Mental Health (IECMH) and *Individuals with Disabilities Education Act* (IDEA) Part C cross-organization workgroup. The workgroup planned, organized, and facilitated a cross-state cohort on IECMH and IDEA Part C with teams from eight states. State teams were comprised of up to 10 people and included state IDEA Part C staff and state partners, including mental health agencies, associations of infant mental health, philanthropy, legislators, and parent organizations. Each of the four cohort sessions was two and a half hours and featured didactic presentations as well as discussion and sharing between states.

The Positive Behavioral Interventions and Supports (PBIS) Center released practice briefs to provide guidance to school and district teams. These briefs include [Measuring Fidelity of Core Features of Tier 2 Systems and Practices in Schools](#), [Supporting and Responding to Educators' Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data](#), and [The Use of Level Systems in Alternative Settings: Fidelity, Design, and Alignment with PBIS](#).

In April 2023, the Office Special Education Programs-funded National Center for Pyramid Model Innovations (NCPMI) hosted the National Training Institute on Effective Practices: Addressing Challenging Behaviors. This conference provided practitioners, administrators, technical assistance providers, faculty, researchers, and families with an in-depth, intensive learning experience around the Pyramid Model framework for addressing the social and emotional development and challenging behavior of young children. NCPMI posted new preschool practices, training modules, a new functional assessment interview form, and instructions that can be used in behavior support planning. In addition, the center held webinars on trauma and functional behavior assessment and supporting teams with individualized behavior support planning. They also selected a state to receive intensive technical assistance for implementation and scale-up in classroom programs.

In June 2023, the [National Technical Assistance Center on Transition: The Collaborative](#) hosted the second of a three-part mental health webinar series. The webinar addressed practices and resources for transition professionals regarding contemporary mental health-related issues for individuals ready for transition services. The webinar highlighted tips and strategies for partnering with families, assisting students and clients to provide support for friends, and to care for themselves. As of July 2023, the link to the [Transition Services & Contemporary Mental Health Related Issues & Approaches](#) was viewed 1,842 times. Resources supporting this work include a [Transition Gradebook](#) and [Graduation and Dropout Rate Calculator](#)—website analytics indicated that those resources were among the top 20 viewed items on the technical assistance center’s site between April and July 2023.

In July 2023, the Department of Education (Department), in collaboration with the PBIS Center, NCPMI, IDEA Data Center, ECTA Center, National Center on Systemic Improvement, Center for Early Childhood Data Systems, National Center on Intensive Intervention, IRIS Center, Center for Parent Information and Resources, TIES (Time, Instructional, Engagement, Support) Center, and State Implementation and Scaling up of Evidence Based Practices Center, released [Resource Guides on Positive, Proactive Approaches to Discipline](#), which support schools and early childhood programs in implementing positive, proactive approaches to support and respond to children’s behavioral needs more effectively.

Over a seven-month period in 2023, the Office of Special Education and Rehabilitative Services’ Office of Special Education Programs held a [Discipline Discussions blog series](#), highlighting many of the most pressing issues in the discipline practices and behavioral supports for children with disabilities, including informal removals, discipline disparities, suspensions, and expulsions in early childhood programs. More than 200 resources were released to the field.

In May 2023, the Office of Elementary and Secondary Education’s (OESE’s) Office of Safe and Supportive Schools Technical Assistance Centers released a series of [fact sheets](#) on how school leaders and members of school communities may support students’ social, emotional, behavioral, and academic well-being and success.

### **Supporting Projects that Increase School Capacity**

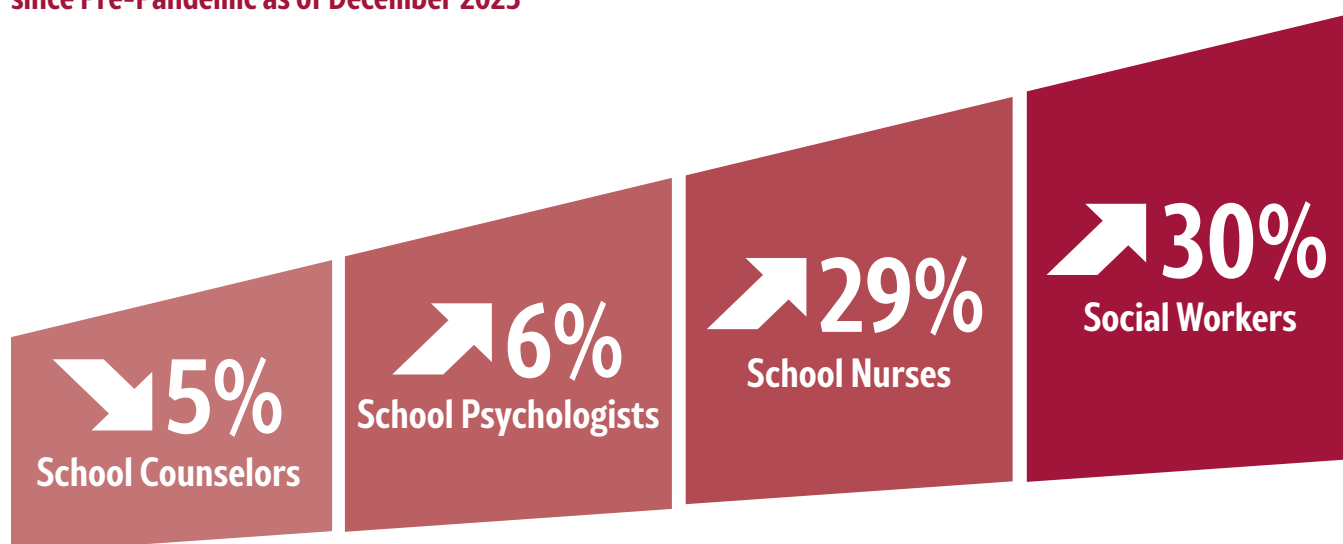
In January 2023, the Department announced new awards totaling more than \$35 million for the [Promise Neighborhoods](#) and [Project Prevent](#) Grant Programs. Promise Neighborhoods grants provide coordinated support services and programs to students from low-income backgrounds at every stage of their education, from early childhood through their careers. These services include high-quality early childhood education, high-quality in-school and out-of-school time opportunities, and support for student transitions at each point in their academic careers, among others supports. Project Prevent provides grants to local educational agencies (LEAs) impacted by community violence to expand the capacity of LEAs to implement community- and school-based strategies to help prevent community violence and mitigate the impacts of exposure to community violence for students.

In January 2023, the Department announced \$63 million in new five-year Full-Service Community Schools (FSCS) grants to support 42 LEAs, nonprofits, or other public or private organizations and institutions of higher education working to expand existing community schools or establish new programs in eight new states and territories, including Alabama, Alaska, Louisiana, and Maryland. This year’s grant competition received the largest number of applications in the history of the program, demonstrating the enormous

need to have a continuum of coordinated supports to address students' academic, social, emotional, and mental health needs. The new grantees are committed to implementing the four pillars of community schools: (1) integrated student supports that address out-of-school barriers to learning through partnerships with social and health service agencies and providers, (2) expanded and enriched learning time and opportunities, (3) active family and community engagement, and (4) collaborative leadership and practices.

In February 2023, the Department announced awards of more than \$188 million across in over 30 states to increase access to school-based mental health (SBMH) services and to strengthen the pipeline of mental health professionals in high-needs districts. With funding provided by the *Bipartisan Safer Communities Act*, these investments help advance President Biden's Mental Health Strategy, which directly implements his Unity Agenda priority to tackle the mental health crisis in school communities. These grants enable communities to build a diverse pipeline of mental health providers in schools. These investments broaden access to critical mental health supports by increasing the number of health care providers in schools. These funds also help strengthen the pipeline of certified mental health providers who are ready to work in schools with the greatest needs.

### Percentage Increase in School-Based Mental Health Social Workers, Counselors, Nurses, and Psychologists since Pre-Pandemic as of December 2023



Source: Current Population Survey; President's Council of Economic Advisors calculations.

Additionally, in May 2023, the Department announced up to \$2.6 million in funding for a new Mental Health Personnel Technical Assistance Center to support Mental Health Service Professional (MHSP) and SBMH grantees in meeting the goals of their grant. This center helps identify and develop resources for MHSP and SBMH grantees to support grantees in addressing the social, emotional, and mental health needs of prekindergarten through grade 12 students and staff. The center also provides support to the field more broadly—to grantees and beyond—by disseminating best practices in recruiting, training, placing, and retaining mental health services providers.

The Office of Postsecondary Education has funded 141 grants that responded to the priority of meeting students' social, emotional, and academic needs. The Center of Excellence Veteran Student Success funded 13 new grants, the Developing Hispanic-Serving Institutions (HSIs) Program funded 110 new grants to HSIs, the Promoting Postbaccalaureate Opportunities

for Hispanic Americans Program funded 13 new grants to HSIs, and the Transitioning Gang Involved Youth funded 5 new grant awards that responded to this priority.

## **FY 2025 Annual Performance Plan**

The Department will:

- Support states and districts in implementing multitiered systems of supports to improve school climate and access to mental health services for students exposed to violence and other traumatic events.
- Continue supporting 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, immigrant students and migratory students).
- The Office of Safe and Supportive Schools in OESE will continue its focus on supporting students' social, emotional, behavioral, and academic well-being via additional grant programs as funding allows, technical assistance, and related activities designed to increase access to student mental health services, including expanding the number of qualified mental health service providers in schools, and help schools put in place comprehensive strategies to create learning environments that are safe, supportive, and equitable for all 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 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.
- Continue monitoring 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 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.
- 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 emergency. 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 emergency and implement evidence-based best practices to address the existing inequities exacerbated by it.

## 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	1,600	1,215	1,000	1,200	1,250

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were 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, 2022–September 30, 2023.

**3.1.2 Percentage of national chronic absenteeism.**

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	21.0%	30.6%	<20.0%	<19.0%	<18.0%

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

**Data Source:** EDFacts.

**Period of Performance:** School year 2020–2021.

**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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	26%	19%	28%	30%	31%

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

**Data Source:** Grants Policy Office Dashboard.

**Period of Performance:** October 1, 2022–September 30, 2023.

**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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	32%	48%	40%	45%	46%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were 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, 2022–September 30, 2023.

### 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 (IDEA) Part B, Section 619 services.*

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	26	26	26	27	27

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

**Data Source:** IDEA Part B state annual performance reports.

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

### 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 (IDEA) Part C services.*

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	27	28	27	28	28

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

**Data Source:** IDEA Part C state annual performance reports.

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

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	1,464	1,605	1,484	1,765	2,765

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

**Data Source:** Annual Performance Report.

**Period of Performance:** October 2022–September 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	13,228	13,581	13,889	14,260	14,260

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

**Data Source:** PBIS Assessment Web Application.

**Period of Performance:** School year 2022–2023.

# ➤ Did You Know?

## Raising the Bar for Consistent School Attendance

National and state datasets released over the past several weeks underscore the need for urgent, collective action to improve regular school attendance. While the latest data reflect school year 2021–2022, when impacts of the COVID-19 emergency were much more acute, it is important to note that rates of chronic absenteeism—defined as missing at least 10% of school days, or usually around 18 days of school each year—were increasing even before the emergency. The Department of Education is redoubling efforts and redeploying resources available to states, districts, schools, communities, and families to combat chronic absenteeism. These efforts include:

- Awarding recovery, formula, and discretionary grant funding that can resource interventions to improve student attendance. Elementary and Secondary School Emergency Relief funds; recurring formula funds, such as Title I, Part A; Title IV, Part A; and Title IV, Part B (21st Century Community Learning Centers); and key discretionary grant programs, such as Full-Service Community Schools can all be used to support programs designed to increase regular in-school attendance and reduce student absenteeism.
- Delivering technical assistance through the Student Engagement and Attendance Center, a dedicated resource for states and local educational agencies (LEAs), which launched a three-part *Overcoming Data Challenges to Address Chronic Absenteeism* series for states. This series will focus on identifying effective, scalable strategies for the collection and use of chronic absenteeism data to improve attendance.
- Providing ready access to the latest research and evidence on how interventions help drive student attendance and engagement. Through the Institute of Education Sciences, all states have access to a Regional Education Laboratory (REL) that partners with state and LEA leaders to assess specific interventions and works to widely disseminate examples of effective practices. REL publications regarding student attendance and engagement include *Impacts of Home Visits on Students* (2021), which evaluated the impacts of District of Columbia Public Schools' teacher home visits conducted through the Family Engagement Partnership program. The study measured the impact of home visits on the disciplinary incidents and attendance of students in grades 1–5. It found that home visits reduced the likelihood of a student having a disciplinary incident later in that school year and improved student attendance.

For additional information and strategies visit the [Best Practices Clearinghouse](#).



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Source: ED Homeroom Blog, *Raising the Bar for Consistent School Attendance*, 9/15/23. Background image by [Freepik.com](#).



# 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 2023 Performance Summary

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

### Key Successes and Opportunities

#### Implementation of the *Individuals with Disabilities Education Act*

In February 2023, the Center for Parent Information and Resources held two webinars, “[Partnering with Families in the Digital Learning Process](#),” which focused on leveraging resources from the Center on Inclusive Technology & Education Systems (CITES) to support family engagement in inclusive technology planning practices, and “Supporting English Learners (ELs) with Disabilities and their Families,” which identified Department of Education (Department) resources available to support families of ELs with disabilities. The success factors are the provision of the technical assistance, and the success of the technical assistance provided is measured by participation and the percentage of respondents that found the webinar useful. For the first webinar, 61 parent center staff participated, and 91% of survey respondents found the information useful in their work with families. For the second webinar, 46 parent center staff participated, and 85% of survey respondents found the information useful in their work with families.

Additionally, the Department of Health and Human Services, through the Centers for Medicare & Medicaid Services, released a comprehensive guide, [Delivering Services in School-Based Settings: A Comprehensive Guide to Medicaid Services and Administrative Claiming](#), for Medicaid school-based services to make it easier for schools to deliver and receive payment for health care services to millions of eligible students. Developed in consultation with the Department, this guide represents an important part of the implementation of the *Bipartisan Safer Communities Act*.

In July 2023, the Office of Special Education and Rehabilitative Services released updated policy guidance to ensure and strengthen the rights and protections guaranteed to children with disabilities and their families under *Individuals with Disabilities Education Act* (IDEA). The [guidance](#) and accompanying [Dear Colleague Letter](#) address IDEA’s general supervision requirement, which necessitates states monitor local educational agencies (LEAs) as required by IDEA Part B, and early intervention (EI) service programs and providers as required by IDEA Part C to ensure children with disabilities and their families access their rights under IDEA.

## Supporting Inclusive Learning Environments

Parent Training and Information (PTI) centers provide services in every state, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and Pacific entities. PTIs are a rich source of information and training especially for parents, including parents whose primary language is not English or themselves have special training needs. Currently, there are 94 parent centers across the nation, including 29 Community Parent Resource Centers and 65 PTI centers. These programs provide information, education, and support to help parents understand their rights under IDEA, participate on the Individualized Education Program (IEP) team, and be involved in decision-making processes relevant to their children’s education.


Supporting the social–emotional development of young children and the well-being of their parents and caregivers is a proactive prevention approach to creating positive long-term outcomes for children, parents, and caregivers. The Children’s Bureau at the U.S. Department of Health and Human Services, in partnership with the Office of Early Childhood Development, the Office of the Assistant Secretary for Planning and Evaluation, the Office of Head Start, and other federal partners, created a [series of short videos](#) to spotlight the importance of robust social–emotional development and mental health support strategies within programs serving young children and their families.

In February 2023, the Department announced new partnerships with Carnegie Corporation of New York and Overdeck Family Foundation to launch the Family Engagement Learning series. The learning series helped education leaders and practitioners implement family engagement strategies that support student success. The series provided attendees with evidence-based strategies and research, bright spots in the field, and information on resources.

Additionally, as part of the ongoing support for family engagement, the Department has invested nearly \$100 million since 2018 to support family engagement efforts through [Statewide Family Engagement Centers](#). These centers provide technical assistance and training to state educational agencies (SEAs) and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities.

The National Center on Inclusion Toward Rightful Presence, a center assisting implementation of practices that move school systems toward rightful presence for students who are too often kept at the margin, has completed their review of applications from SEAs seeking to serve as model demonstration (partner) sites to successfully implement and sustain evidence-based inclusive practices and policies for specific



 *Schools should be places where students and educators interact in positive, nurturing ways that foster students’ growth and development, dignity, and sense of belonging.”*

– *U.S. Secretary of Education  
Miguel A. Cardona*

populations. Four SEAs (Delaware, New Mexico, California, and Wisconsin) were selected and will provide intensive technical assistance to 8 school districts and a total of 32 schools to develop capacity and implement equity-based, schoolwide, multitiered systems of support.

[CITES](#) released new virtual learning resources for districts and virtual schools. These resources are a result of collaborating with leaders from multiple virtual learning programs and organizations and interviewing administrators from five virtual programs. CITES virtual learning resources include an overview of the research findings and profiles of five virtual programs and resource documents on topics such as supporting assistive technology, accessible education materials, and accommodations and IEP or 504 plans in virtual settings, and Professional Learning: Accessibility and Assistive Devices in Virtual Environments.

## **FY 2025 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 vocational rehabilitation.
- 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 EI programs to support the inclusion of children with disabilities in early childhood programs and schools.
- Fund PTI 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 communities of practice 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 fiscal year 2023 budget.
- Continue conducting outreach, such as webinars and other town-hall meetings with institution of higher education grantees on topics that include best practices for persistence, such as tutoring, financial management, and other factors that would encourage student success.

## Performance Indicators

3.2.1 Percentage of grantees providing culturally responsive activities.								
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	100%	100%	100%	100%	100%

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

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

**Period of Performance:** October 1, 2022–September 30, 2023.

3.2.2 Percentage of Student Support Service students served who persist into their next year of enrollment or attain a degree.								
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	85%	86.9%	86.2%	87.0%	87%	87%

**Notes:** Fiscal year (FY) 2021 and FY 2022 performance data have been updated following further validation. Latest confirmed data are for FY 2022. FY 2023 data will be reported in the *FY 2024 Annual Performance Report (APR)*.

**Data Source:** Student Support Services' APR.

**Period of Performance:** Program year 2022.

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 (IDEA)</i> services in that setting.								
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
44.89%	45.48%	43.75%	39.78%	40.99%	41.64%	41.7%	42.7%	42.6%

**Data Source:** ED*Facts*—IDEA Part B Child Count and Educational Environments.

**Period of Performance:** October 1, 2022–December 2023.

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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	90.3%	96.1%	93.2%	93.0%	93.0%	93.0%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were established in fiscal year 2021.

**Data Source:** Data and performance reports from Department-funded Technical Assistance Centers.

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

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
17.1%	16.0%	16.6%	12.7%	14.6%	15.5%	15.5%	15.0%	15.0%

**Data Source:** ED Facts—IDEA Part B Exiting.

**Period of Performance:** School year 2021–2022.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
63.51%	64.00%	64.82%	66.17%	66.80%	67.08%	65.30%	65.50%	68.0%

**Data Source:** ED Facts—*Individuals with Disabilities Education Act* Part B Child Count and Educational Environments.

**Period of Performance:** School year 2022–2023.

# 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 2023 Performance Summary

This strategic objective has four performance indicators, all of which met their 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 “[e]xisting strategies and/or operations have proven more effective than projected and have led to notable improvements in outcomes, risk reductions, and/or cost reductions and promise greater impact in the future.”

### Key Successes and Opportunities

#### Supporting Professional Development

The Department of Education (Department) announced \$2.75 million in available funding to support the first-ever Native American Teacher Retention Initiative (NATRI) competition. NATRI helps address the shortage of Native American educators and promote retention by facilitating opportunities for Native teachers to serve in leadership roles in their schools. This demonstration grant competition funds projects that help educators of Native American students better provide culturally appropriate and effective instruction and support for Native American students. These efforts are aimed at ensuring that educators have the necessary knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures. An applicant could, for example, help educators expand culturally



Source: Image by [Freepik.com](https://www.freepik.com).

relevant family and community engagement to meet the unique needs of students' academic and social-emotional learning.

The Department launched a four-part series that focuses on bilingual education and bilingual educators including, [Leveraging Flexible Teacher Certification Policies to Address the Bilingual Teacher Shortage](#) and [Addressing the Bilingual Teacher Shortage](#).

### Supporting Emergent Bilingual and Multilingual Learners

In October 2022, the Office of English Language Acquisition announced awards of nearly \$120 million over five years under the National Professional Development (NPD) Program to support educators of English learner (EL) students. The NPD Program provides grants to eligible institutions of higher education (IHEs) and public or private entities with relevant experience and capacity, in consortia with states or districts, to implement professional-development activities that will improve instruction for EIs. These grants can be awarded to educators of EIs including teachers, administrators, paraprofessionals, or other educators working with EIs. Professional-development activities may include teacher education programs and training that lead to certification, licensing, or endorsement for providing instruction to students learning English.

## Did You Know?

¿Sabías?

### Being Bilingual is a Superpower

The Department of Education launched its “[Being Bilingual is a Superpower](#)” initiative to promote and further the understanding that being bilingual, biliterate, and bicultural is an educational and economic imperative for student success and global competitiveness and engagement. Being bilingual or multilingual has many proven benefits, including increased high school graduation rates, increased job opportunity and pay, and increased empathy and cultural awareness.



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## Supporting Native American Languages

In June 2023, the Department announced more than \$8 million in grant funding across three key initiatives to Raise the Bar for Native students. The funding includes three competitive programs to increase access to Native American languages in America's schools, support and promote the success of Native American teachers, and ensure Tribal Educational Agencies can coordinate grant resources alongside state and local partners. Each of these programs help meet the urgent need to strengthen the vitality of Native American languages, retain more Native American teachers as leaders, and reinforce collaborative relationships between Tribal and state educational agencies (SEAs).

One of these programs provided approximately \$3.4 million in funding support a new Native American Language Resource Centers (NALRC) Program. The new centers help preserve and protect Native languages by promoting the use of Native American languages in classrooms across all age levels, academic content areas, and types of schools. NALRC furthers policies set forth by the *Native American Languages Act* and ensures the revitalization and reclamation of Native American languages. Eligible entities include IHEs, an entity within an IHE with dedicated expertise in Native American language and culture education, or a consortium that includes one or more IHEs or one or more entities as described in the NALRC Act.

### FY 2025 Annual Performance Plan

The Department will:

- Support the development and implementation of programs that support preservice training, including grow-your-own programs focused on recruiting high school students with proficiency in more than one language into preservice teacher preparation programs; programs that support teacher and school leader in-service training; and programs that provide educators experience working with multilingual students to increase teacher, paraprofessional, and school leadership credential attainment. Support SEAs and local educational agencies in strengthening learning environments for multilingual learners by curating and disseminating evidence-based practices on key topics, such as native language support, access to dual-language or two-way immersion programs, bilingual programs, and heritage language development.
- Increase access to high-quality prekindergarten programs for multilingual learners by supporting professional development and credentialing of the educator workforce working in early childhood programs.
- Support parents and communities as core partners to educators through dissemination of parent/family 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	8.5%	32.0%	8.0%	30.0%	30.0%

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

**Data Source:** Native American and Alaska Native Children in School Program—*Government Performance and Results Act of 1993* (GPRA) Measure.

**Period of Performance:** October 1, 2022–September 30, 2023.

### 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	15	34	12	37	37

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were 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, 2022–September 30, 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	4,500	6,034	5,000	4,500	4,500

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

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

**Period of Performance:** October 1, 2022–September 30, 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	1,800	2,129	2,000	1,800	1,800

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

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

**Period of Performance:** October 1, 2022–September 30, 2023.

# 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

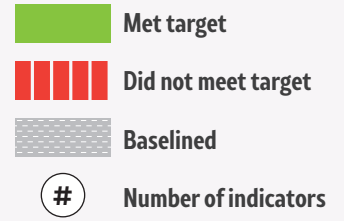
By 2027, 70% of jobs will require education or training beyond high school. Accordingly, the Department must work to increase the number of Americans who possess a postsecondary credential. This work includes establishing and scaling pathways that lead to students earning industry-recognized credentials and securing in-demand jobs. The Department intends to promote aligning education and workforce systems to expand and create opportunities for all students to engage in innovative and equitable pathways that propel them to rewarding futures. The Department is focused on investing in inclusive institutions, highlighting proven approaches, and expanding transparency to help students make good choices and colleges improve.



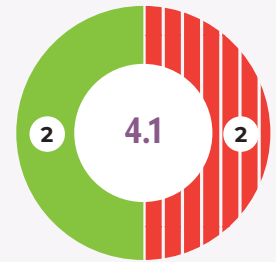
# STRATEGIC GOAL 4

## Objectives at a Glance

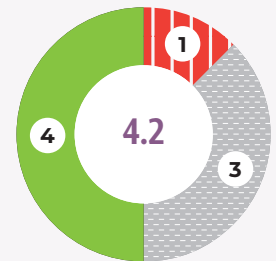
Four objectives guide the Department of Education's (Department's) work in goal 4. In fiscal year 2023, the Department assessed 18 performance indicators for this goal. Of these indicators, 10 met their targets, 5 did not meet their targets, and 3 baselined.



**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 PAGE 80](#) ▶



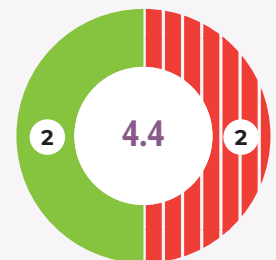
**4.2** Improve the administration of student aid programs to help eligible students receive aid; support borrowers in successfully repaying their loans, claiming loan forgiveness benefits, and mitigating student loan default; and hold contractors accountable.  
[GO TO PAGE 86](#) ▶



**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 PAGE 92](#) ▶

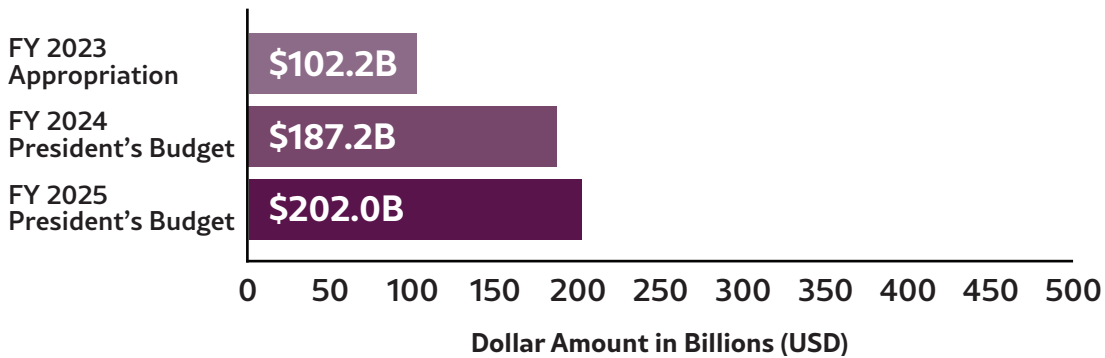


**4.4** Improve the alignment across secondary, postsecondary, and career and technical education programs, including through transparent and effective transition processes, inclusive pathways, and clear credentialing requirements.  
[GO TO PAGE 97](#) ▶



## Goal 4 Budgetary 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 2023 Appropriation	FY 2024 President's Budget	FY 2025 President's Budget
FSA	4.1, 4.3	Federal Direct Student Loans Program Account (M)	\$74,144,749	\$27,307,629	\$40,804,044
FSA	4.1, 4.3	Federal Family Education Loans Program Account (M)	\$5,547,985	\$-	\$-
FSA	4.1, 4.3	Student Financial Assistance (D, M)	\$17,173,263	\$33,246,672	\$35,782,722
FSA	4.1	Historically Black College and University Capital Financing Program Account – HEA III-D (D, M)	\$83,099	\$20,750	\$20,731
FSA	4.1	Higher Education Facilities Loans Liquidating Account – HEA Section 121 (M)	\$(585)	\$-	\$-
OCTAE	4.3, 4.4	Career, Technical, and Adult Education (D)	\$1,462,269	\$1,688,733	\$1,534,269
OESE	4.4	School Improvement Programs (M)	\$-	\$-	\$-
OPE	4.1	College Housing Loans (D, M)	\$(1,915)	\$321	\$(5,187)
OPE	4.1, 4.3	Higher Education (D, M)	\$3,483,863	\$4,207,540	\$3,625,265
OSERS	4.1	Gallaudet University (D)	\$165,361	\$165,361	\$165,361
OSERS	4.1	National Technical Institute for the Deaf (D)	\$92,500	\$92,500	\$92,500
N/A	4.2	Free Community College (D, M)	\$-	\$120,500,000	\$120,000,000

**Notes:** (1) Dollar amounts are estimates of program funding aligned to the strategic goal ([Appendix F](#)). 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 2023 Congressional Action, the FY 2024 President's Budget Request, and the FY 2025 President's Budget Request. (2) Letters following major programs and activities denote discretionary (D) or mandatory (M). (3) The FY 2024 appropriation was not finalized when this document was drafted.

**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 2023 Performance Summary

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

### Key Successes and Opportunities

#### Supporting College Completion and Success

The Fund for the Improvement of Postsecondary Education aims to improve higher education opportunities and outcomes for students from underrepresented communities. The grant programs that target critical needs in the higher education system include:

- Postsecondary Student Success Program's purpose is to equitably improve postsecondary student outcomes, including retention, transfer (including successful transfer of completed credits), credit accumulation, and completion, by leveraging data and implementing, scaling, and rigorously evaluating evidence-based activities to support data-driven decisions and actions by institutional leaders committed to inclusive student success. The Department increased funding in fiscal year (FY) 2023 and awarded \$45 million for the second round of grantees, with a focus on minority-serving institutions (MSIs) and institutions serving large proportions of low-income students.
- Basic Needs for Postsecondary Students Program provides grants to eligible institutions of higher education (IHEs) to address students' basic needs, including food, housing, transportation, and childcare. The Department made 11 awards totaling more than \$10 million to MSIs and community colleges.
- Open Textbooks Pilot Program supports efforts to create new open textbooks, which are openly licensed teaching, learning, and research resources that freely reside in the public domain or have been released under a license that permits their free use, reuse, modification, and sharing with others. The Department awarded \$10.4 million in new awards FY 2023 to five institutions.
- Centers of Excellence for Veteran Student Success helps institutions support veteran student success by coordinating services to address their academic, financial, physical, and social needs. The Department made 16 awards for more than \$8.9 million.
- Transitioning Gang-Involved Youth to Higher Education Program provided almost \$5 million to five institutions for projects aimed at redirecting gang-involved youth toward postsecondary education opportunities that will lead to certification or credentials.

- The Rural Postsecondary and Economic Development Grant program awarded \$44.5 million to 22 institutions, to improve rates of postsecondary enrollment, persistence, and completion among rural students through development of career pathways aligned to high-skill, high-wage, and in-demand industry sectors and occupations in the region.

In May 2023, the Raise the Bar: College Excellence and Equity Summit featured higher education leaders from across the country whose institutions are using data-driven strategies to better serve students, reduce equity gaps, and lift graduation rates. Over 80% of IHEs participating were from MSIs, Historically Black Colleges and Universities (HBCUs), and tribally controlled colleges and universities (TCCUs).

In July 2023, the Department hosted the National Summit on Equal Opportunity in Higher Education that brought together senior Biden–Harris Administration officials and national educational institutions and leaders to discuss innovative strategies and resources for colleges and students to expand access to higher education in the wake of the recent Supreme Court ruling on affirmative action. The summit focused on the strategies higher education leaders are pursuing for reimagining admissions, building affordable college pipelines, and creating inclusive campus communities that support student success and completion.



## ➤ Did You Know?

### Increasing Federal Work Study

The Department of Education (Department) released a [Dear Colleague Letter](#) calling on colleges, universities, and school districts to work together to use Federal Work Study (FWS) or other resources to increase the number of college students supporting school-aged children and youth in the nation's kindergarten through grade 12 schools and out-of-school time programs. The Department announced the first cohort of 26 early adopter colleges and universities that have committed to using FWS or other resources to increase the number of students working as tutors, mentors, student success coaches, postsecondary transition coaches, and integrated student support coordinators in other support roles.



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The Department has conducted over 294 engagements in FY 2023 that inform institutions about grant opportunities, best practices, and successes seen in action in institutions across the country, including promoting the Postbaccalaureate Opportunities for Hispanic Americans Program, HBCU, TCCU, and MSI Research and Development Grant, and the Ronald E. McNair Postbaccalaureate Achievement Program.

The Department continues to work with IHEs that are listed as having elevated risk on the Departments Risk Review and provide grantees with training and information regarding cash management and internal controls.

In May 2023, the Department released a [proposed Gainful Employment \(GE\) regulation](#) (and a [final regulation](#) in October 2023) to establish the strongest set of safeguards ever to protect students from unaffordable debt or insufficient earnings from career training programs, along with new measures to increase transparency across all postsecondary programs. The regulation will allow the Department to terminate access to federal student financial aid for career training programs that routinely leave graduates with unaffordable debt burdens or with earnings that are no higher than workers without any education beyond high school. The GE regulation will provide students and families detailed and consistent information across all sectors and levels of postsecondary education about what they are likely to pay for postsecondary programs, how much they are likely to earn after completing a credential, and whether they are selecting a program that is likely to leave them with unaffordable debt.

The Department renewed an agreement with three guaranty agencies to continue Project Success that provides resources and support services to more than 200 HBCUs, TCCUs, and MSIs, including Hispanic-serving institutions (HSIs), to help improve student outcomes.

*“We cannot be complacent with a higher education system that leaves so many college students from diverse and underserved backgrounds without the supports and resources they need to succeed in school and, ultimately, graduate.”*

– U.S. Secretary of Education  
Miguel A. Cardona



### College Scorecard Enhancements

The Department released its annual [College Scorecard](#) updates, leveraging a blog post, a social media campaign, and an exclusive press story that resulted in a marked increase in traffic to the College Scorecard site. In addition to refreshing cumulative loan debt and institution level post-enrollment earnings information with more recent data, the FY 2023 release also featured new information on staff and faculty diversity; earnings

by field of study four years after completion; and enhancements to the consumer site to make searches more user-friendly for students, parents, and advocates to find the right postsecondary fit.

### Technical Assistance Services

In June 2023, the Rehabilitation Services Administration (RSA) announced the Payback Information Management System Job Board. The job board is available to state Vocational Rehabilitation (VR) Services agencies to post open positions and serves as a resource for RSA scholars in their search for qualifying employment. Postings found on the job board signal to RSA scholars that the positions are eligible to fulfill a scholar's employment obligation under the scholarship agreement for scholarship funds received through the Rehabilitation Long-Term Training Program.

RSA's ongoing monitoring and technical assistance efforts continued to support state VR agencies in achieving this indicator's goal for the VR program. In addition, RSA engaged in discussions with state VR agencies, as necessary, related to areas in need of improvement or more accurate data collection and reporting. This technical assistance support assists states as they utilize customized quarterly data dashboards.

In July 2023, RSA issued guidance, *Maximizing Services and the Use of Funds to Support Quality Employment Outcomes for Individuals with Disabilities through the VR and Supported Employment Programs* ([Technical Assistance Circular 23-03](#)). This guidance supports VR agencies' efforts and the mutual efforts of community rehabilitation programs, employers, families, and other stakeholders to maximize VR and supported employment services and supports that assist individuals with disabilities in achieving long-term labor market attachment in competitive integrated employment. The guidance describes how VR agencies can maximize the use of funds to provide a full continuum of services that will strengthen quality employment outcomes leading to lasting careers and economic success for individuals with disabilities through participant engagement, informed choice, investment in postsecondary training, access to assistive technology and critical support services, work-based learning experiences and apprenticeships, and meaningful partnerships within the workforce development system.

The Office of Special Education Programs kicked off the Office of Special Education and Rehabilitative Services' (OSERS) initiative, *Expect, Engage, and Empower: Successful Transitions for All!* This initiative will challenge the field to join OSERS to raise expectations, engage families earlier, and empower all who support transition services to improve postsecondary outcomes for children and youth with disabilities and their families. Over 1,400 people attended this virtual event. Participants included state and local educational agency staff, state and local VR professionals, school-level and early intervention and early childhood professionals, and family members who were all guided toward a variety of resources targeting families, practitioners, and employers/systems.

### FY 2025 Annual Performance Plan

The Department will:

- Continue focusing on increasing the number of applications from community colleges, HBCUs, TCCUs, HSIs, Asian American and Native American Pacific Islander-serving institutions, and other MSIs for higher education grants.



- Continue leaning into the Department’s strong relationships with IHEs by increasing the number of outreach engagements and technical assistance to keep institutions well informed of grant opportunities, priorities, and requirements.
- Continue hosting town halls and focus groups to identify barriers of IHEs who could apply for grants but do not.
- Increase focus on evidence-based strategies, including through capacity-building networks focused on improving student success with the Project Success Initiative.
- 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 more recent 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 Institute of Education Science’s (IES’s) 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’s 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.
- Host three summits for higher education leaders via the Raise the Bar: College Excellence and Equity initiative through fall 2024 focused on credit mobility and transfer, holistic advising and wraparound services, and career-relevant learning.

## 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	44	32	50	50	50

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

**Data Source:** Department offices that deliver technical assistance.

**Period of Performance:** October 1, 2022–September 30, 2023.

#### 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	43%	46%	45%	48%	48%	48%

**Notes:** Fiscal year 2022 data have been revised following further data validation. Data from previous years are not included as Office of Postsecondary Education grants are on a five-year cycle and different grants are completed each year.

**Data Source:** G5 data.

**Period of Performance:** October 1, 2022–September 30, 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	55,488	63,565	120,904	87,000	88,000	88,000

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

**Period of Performance:** Program year 2022.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	178,494	184,704	186,452	185,000	190,000	190,000

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

**Period of Performance:** Program year 2022.

#### 4.1.5 Number of engagements (i.e., meetings/events) with states, institutions, accrediting agencies, and associations with a focus on increasing college completion and closing attainment gaps among underserved populations.

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	—	—	—	50	60

**Notes:** Data from previous years are not included, as this performance indicator will be measured beginning in fiscal year 2024; refer to [Appendix C](#).

#### 4.1.6 Number of technical assistance and support activities provided to institutions.

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	—	—	—	90	100

**Notes:** Data from previous years are not included, as this performance indicator will be measured beginning in fiscal year 2024; refer to [Appendix C](#).

# 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 2023 Performance Summary

This strategic objective has eight performance indicators. Of these indicators, four met their targets, one did not meet its target, and three baselined in fiscal year (FY) 2023. During FY 2023, Federal Student Aid (FSA) conducted oversight reviews for more than 2,130 educational institutions and provided training and technical assistance to over 28,000 individual staff from more than 4,500 Title IV eligible institutions.

### Key Successes and Opportunities

#### Increasing Access to Federal Student Aid

The 2023–2024 *Free Application for Federal Student Aid*® (FAFSA®) filing count held steady at 11.8 million returning applicants. Much due to the FSA email outreach campaign in January 2023, which produced a significant increase in FAFSA filing by this group. This is a three–percentage point increase from the 2022–2023 FAFSA cycle.

As of June 2023, over 93,000 more high school seniors filed a FAFSA form compared to the same time last year, bringing the total to just over 2 million FAFSA filings by high school seniors. For the past four years, FSA has focused on improving their process through the FAFSA form, which students complete to apply for federal grants, work-study assistance, and federal student loans. Four significant releases in FY 2023 expanded and improved the features and capabilities of [StudentAid.gov](https://studentaid.gov). In addition to these planned releases, [StudentAid.gov](https://studentaid.gov) is often asked to respond quickly to changing or new priorities. FSA used a highly integrated, collaborative approach to lead and manage changes and new priorities with the vision of meeting customer and business needs.

In June 2023, the Department of Education (Department) launched a new process through which institutions of higher education can apply to offer postsecondary programs confined or incarcerated individuals. For the first time in nearly 30 years, statutory changes enacted through the *FAFSA Simplification Act* allowed individuals enrolled in approved prison education programs will be eligible for federal Pell Grants outside a limited pilot program known as the Second Chance Pell Experiment.

The Office of Postsecondary Education published a [Dear Colleague Letter](#) on the major changes to the application and award process for federal student aid in the 2024–2025 award year resulting from the *Fostering Undergraduate Talent by Unlocking Resources for Education Act* and the *FAFSA Simplification Act*. The letter includes an explanation of

the transition from “Expected Family Contribution” to the “Student Aid Index,” changes to the need-analysis formula that provides the foundation for FAFSA processing, and the new process for awarding and disbursing Pell Grants.

The Better FAFSA Better Future campaign communicates and markets FAFSA simplification changes. The goal of the Better FAFSA Better Future campaign is to establish FSA as the source of truth and the go-to resource for educating and guiding stakeholders through the changes.

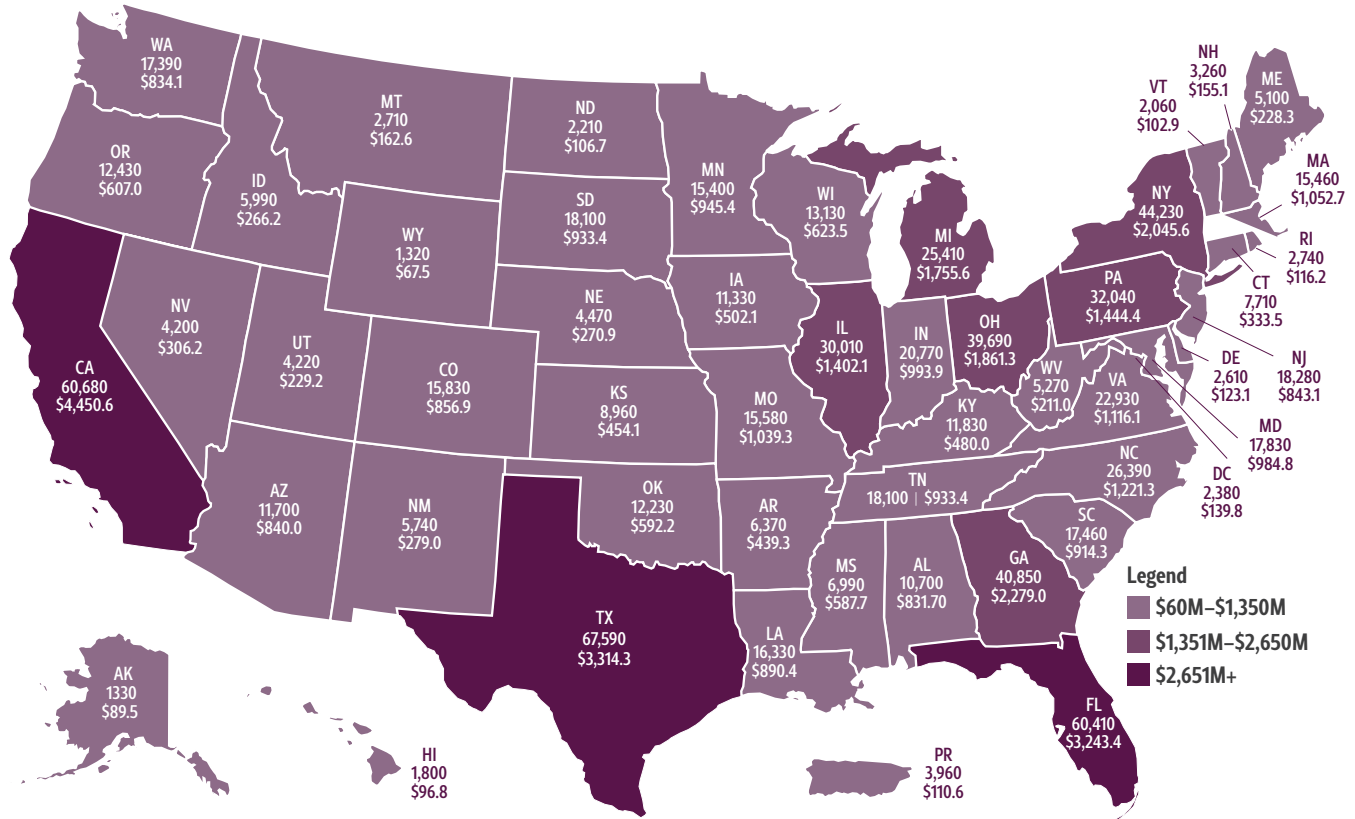
### Providing Enhanced Customer Support

During the national payment pause for student loans, FSA focused on several customer service activities to simplify the student loan repayment processes, optimize options for borrowers, ensure they are on the correct path to pay off their student loans. This work included not only current tools ([StudentAid.gov](https://studentaid.gov)) but also backend enhancements and changes to streamline the way borrowers do business with the Department.

FSA signed contracts with five companies to modernize and enhance loan servicing for more than 37 million borrowers with federally managed loans. Vendor accountability is a central goal of the new servicing contracts, which provide rewards for better customer outcomes and impose consequences for failing to meet expectations.

FSA redesigned the Public Service Loan Forgiveness (PSLF) Help Tool to allow for a fully digital process. The new digital signature and submission components of the PSLF Help Tool

### Processed PSLF Discharges (PSLF, Temporary Expanded PSLF, and Limited Waiver) in Millions as of October 4, 2023



Note: Each state shows the state abbreviation, total borrowers, and total discharges (in millions).

Source: <https://www.ed.gov/news/press-releases/biden-harris-administration-announces-additional-9-billion-student-debt-relief>

allows borrowers to sign and submit their PSLF forms digitally on [StudentAid.gov](https://studentaid.gov), identify employers that need to sign the PSLF form and send requests for e-signature via DocuSign, and track the status of their PSLF form via their Status Center.

The Income Driven Repayment (IDR) and loan consolidation application functionality has been updated and streamlined within [StudentAid.gov](https://studentaid.gov). Specifically, the questions have been reduced, save functionality has been added, and the average completion time has decreased for both applications. Additionally, borrowers can provide consent for FSA to retrieve Internal Revenue Service data via the Federal Tax Information Module for purposes of applying for IDR.

### Providing Historic Student Debt Relief

The [Biden–Harris Administration has approved](#) more than \$127 billion in student loan relief and forgiveness for more than 3.6 million borrowers as of October 2023. Over 855,000 borrowers that have a total of \$42 billion in federal student loans had their debt automatically discharged. The discharges are a result of fixes implemented by the Biden–Harris Administration to ensure all borrowers have an accurate count of the number of monthly payments that qualify toward forgiveness under IDR plans.

At the beginning of the Biden–Harris Administration, only 7,000 borrowers had received PSLF. The limited PSLF waiver helped streamline processes and reduce the burden to apply, and the number of borrowers who received PSLF has jumped to 730,000 with \$52.2 billion in loans forgiven, of which 673,000 borrowers/\$46.6 billion was from the limited waiver. As of October 2023, \$11.7 billion has been discharged for 513,000 borrowers who have a total and permanent disability and \$22 billion for nearly 1.3 million borrowers who were cheated by their schools, saw their schools precipitously close, or are covered by related court settlements.

In August 2023, FSA officially launched the Saving on a Valuable Education (SAVE) repayment plan. The SAVE plan applies to both current and future federal student loan borrowers, and it will operate by determining payments based on income and family size, with some monthly payments as low as \$0. The Department expects that some borrowers will have their payments cut in half when the program is in full effect next year, and all borrowers will now see their remaining debt canceled after making at least 10 years of payments, which is a major change from previous plans. In addition, unpaid interest will not accrue under SAVE if a borrower makes full monthly payments.

*The Biden-Harris Administration is fixing broken programs like Public Service Loan Forgiveness and writing the most affordable repayment plan ever, and the Department of Education is working tirelessly to implement these policies and maximize benefits for borrowers."*

– [Under Secretary James Kvaal](#)



FSA hosted the *Better FAFSA Better Future* webinar series with over 47,266 school partners in the live sessions. The training team and subject-matter experts handled 391 individual questions and received almost 2,300 questions altogether. To maximize support for school partners and for the benefit of colleagues throughout the Department, the session recordings, supporting materials, and transcripts are available on [FSATraining.ed.gov](https://FSATraining.ed.gov) (log-in required).

## FY 2025 Annual Performance Plan

The Department will:

- 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 critical changes to the student aid process to comply with new legislative mandates.
- 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 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 continuing to streamline the FAFSA application, thus expanding access to eligible recipients.
- 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 contract and implement solutions and loan servicing agreements that provide effective customer service for borrowers after the end of the current legacy servicer contract period.

## Performance Indicators

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	—	98.33%	Baseline	≤95%	≤95%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were established in fiscal year 2023.

**Data Source:** Federal Student Aid Vendor Management/Vendor Oversight and Program Accountability.

**Period of Performance:** July 2023–September 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	—	99.17%	Baseline	≤95%	≤95%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were established in fiscal year 2023.

**Data Source:** Federal Student Aid's Vendor Management/Vendor Oversight and Program Accountability.

**Period of Performance:** July 2023–September 2023.

### 4.2.3 Percentage of high school seniors submitting the *Free Application for Federal Student Aid*<sup>®</sup> (FAFSA<sup>®</sup>) form.

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
67.4%	65.9%	63.8%	60.87%	63.6%	65.16%	61.10%	61.5%	63.5%

**Data Source:** Federal Student Aid's Common Origination and Distribution System.

**Period of Performance:** School year 2022–2023.

### 4.2.4 Persistence among first-time *Free Application for Federal Student Aid*<sup>®</sup> (FAFSA<sup>®</sup>) filing aid recipients.

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
82.50%	82.80%	81.00%	81.09%	80.02%	81.49%	81.20%	81%	81%

**Data Source:** Federal Student Aid's Common Origination and Distribution System.

**Period of Performance:** School year 2022–2023.

### 4.2.5 Verification rate of *Free Application for Federal Student Aid*<sup>®</sup> (FAFSA<sup>®</sup>) filers.

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
29.84%	24.30%	22.86%	19.41%	10.48%	9.69%	≤8.50%	≤7.50%	≤7.0%

**Data Source:** Central Processing System Database.

**Period of Performance:** School year 2022–2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	77.8	80	77	78	77

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

**Data Source:** FAFSA survey (housed on [StudentAid.gov](https://studentaid.gov)).

**Period of Performance:** October 1, 2022–September 30, 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	2,942,085	3,648,852	2.5 Million	2.6 Million	2.6 Million

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

**Data Source:** Google Analytics.

**Period of Performance:** October 1, 2022–September 30, 2023.

**4.2.8 Percentage of individual Borrower Defense applications adjudicated timely.**

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	—	100%	Baseline	90%	90%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were established in fiscal year 2023.

**Data Source:** Feedback Dispute Management System.

**Period of Performance:** October 1, 2022–September 30, 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 2023 Performance Summary

This strategic objective has two performance indicators, both of which met their targets.

### Key Successes and Opportunities

#### Supporting Successful Transitions from High School to Postsecondary

The Department of Education (Department) partnered with the Association of Career Technical Education to meet with every state across three regions to conduct strategic planning sessions in development of Perkins V plans.

The [Career and Technical Education \(CTE\) Momentum](#) series, an annual challenge series to prepare high school students for rewarding careers and increase access to CTE. Each year, the Department invites educators and high school students to participate in a new challenge focused on a topic of national importance. This series empowers educators with resources and inspiration to help American schools become centers of innovation and possibility.

*“An education system reimaged for the 21st century engages youth of all ages in the power of career-connected learning and provides every student with the opportunity to gain real-life work experience, earn college credits, and make progress towards an industry credential before they graduate high school.”*

– [U.S. Secretary of Education Miguel A. Cardona](#)



In fiscal year (FY) 2023, the Department launched the [Your Place in Space Challenge](#) and invited high schools to submit designs for a product or service that will contribute to space missions and exploration.

In FY 2023, the Office of Career, Technical, and Adult Education's (OCTAE's) Division of Adult Education and Literacy (DAEL) launched the [Future Finder Challenge](#)—a \$1 million challenge to reimagine career navigation for adult learners. In the first stage of the Challenge, DAEL invited innovators—including strategists, developers, user-centered designers, and educators—to submit prototypes and accompanying proposals for digital tools. Five finalists were selected from over 70 applications and participated in an accelerator where they received resources, mentorship from subject matter experts, and technical assistance on topics such as user-centered design, data collection, evaluation, and sustainability planning. The finalists presented their market-ready tools in September 2023 during a live Demo Day at the Department. One grand prize winner has been selected to receive \$500,000, and one runner-up has been selected to receive \$250,000. Prize winners will be announced by the Department in late 2023.

The [Career Z Challenge: Expanding Work-Based Learning Opportunities for Gen Z](#) competition launched in spring 2023. Through this multiphase challenge, the Department entrants were invited to provide creative solutions to expand high school student access to high-quality work-based learning to prepare them to contribute to today's workforce and propel them into careers of the future. The lessons learned from this challenge will inform resources and models that will foster growth and expansion of high-quality, sustainable work-based learning experiences for students nationwide. Semi-finalists and finalists are eligible to receive targeted technical assistance including professional-development support, webinars and training, networking with a community of peers, as well as a portion of a \$2.5 million prize pool.

In August 2023, the Department launched a new \$25 million Career-Connected High School Grant Program that seeks to support consortia of local educational agencies, institutions of higher education, and employers to pilot evidence-based strategies that increase the integration and alignment of the last two years of high school and the first two years of postsecondary education.



## Expanding Equitable Access to Evidence-Based Policies and Programs

Utilizing the Literacy Information and Communication System, DAEL's primary outreach and dissemination mechanism for adult educators, DAEL 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.

OCTAE's Digital Resilience in the American Workforce (DRAW) national leadership activity developed and delivered 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.

OCTAE's Enhancing Access for Refugees and New Americans (EARN) national leadership activity supported 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 (IET) programming. The project team provided technical assistance and developing resources that support the linguistic, civic, and economic integration of immigrant communities.

# Did You Know?

## Building a Pipeline of Skilled Workers

The Department of Education, along with the U.S. Departments of Labor and Commerce, announced the launch of SelectTalentUSA, a joint initiative to help build a pipeline of skilled workers that meets the growing workforce needs of foreign multinationals as they establish new—or expand existing—operations in the United States. SelectTalentUSA supports the Departments' efforts to promote foreign direct investment that creates good-paying jobs in America. The initiative also responds to the challenges that foreign investors face as they enter the United States by providing information and connections on how to access and leverage the diverse American workforce.



LEARN MORE!  
Connect with us.

## FY 2025 Annual Performance Plan

The Department will:

- Implement OCTAE’s DRAW 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.
- Implement OCTAE’s EARN national leadership activity to build the capacity of states, local programs, and classroom instructors to provide comprehensive immigrant integration services, centering around Integrated IELCE and IET programming. EARN provides 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.
- 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:
  - Provide 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.
  - Development of 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	5	9	3	3	3

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were 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, 2022–September 30, 2023.

**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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	96	154	65	70	77

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

**Data Source:** Literacy Information and Communication System Technical Assistance Center.

**Period of Performance:** October 1, 2022–September 30, 2023.

# 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 2023 Performance Summary

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

### Key Successes and Opportunities

#### Promoting Integrated Education and Training

The ADVANCE integrated education and training (IET) programs project (2022–2025) is providing new training and technical assistance opportunities and resources to help adults who lack basic skills, relevant occupational skills, and essential workplace skills, to be prepared to enter in-demand careers. In fiscal year (FY) 2023, ADVANCE IET project recruited 20 states to participate in two 9-week IET design camps in spring and summer 2023. The Design Camps guided state teams through four iterative phases of IET program development and implementation. The design camps introduced new IET quality indicators<sup>1</sup> and planning around the four levers of change: Equity and Quality, Data and Outcome-Based Decision-Making, Collaboration and Industry Engagement, and Sustainability and Scale.

In FY 2023, the ADVANCE IET team also initiated work on the development of a second phase of technical assistance that will serve states looking to enrich and expand their existing IET offerings. *Adult Education and Family Literacy Act* (AEFLA) National Reporting System data indicate that while IET participation is still just a fraction of total enrollment in AEFLA programs, it grew at a rate of 27% in the last program year. These results suggest that Office of Career, Technical, and Adult Education’s technical assistance is having a measurable impact on the goal of expanding access to high-quality IET opportunities.

The Supporting IET in Corrections (IETC) project will reach over 40 states and territories by the end of the 2025 design camps. State and local correctional education staff will work together to develop a clear vision for IET in correctional education programs that aligns with the overall approach to IET within state and federal requirements and other federal regulations. Through the design camps, state and local programs will be provided with guidance on how Pell grants and Ability to Benefit funding can be used to support their IET programs via an IET planning tool specifically developed for correctional education programs. In FY 2023, the IETC project held two design camps with nine jurisdictions.

<sup>1</sup> The definition of quality indicators represents a significant step to scale and diversify IET program models while also ensuring consistency and integrity of implementation.

First, in spring FY 2023, the project held a pilot design camp with four jurisdictions, to test and refine the technical assistance provided for the project. This pilot camp introduced participants to IET programs, discussed the importance of evaluation and data collection, created a space for state teams to ideate and problem solve, and allowed the project team to refine the technical assistance provided during future design camps. The project held a 2.5-day design camp in fall FY 2023 with five jurisdictions, incorporating the lessons learned from the pilot design camp.

The IETC project included a State Leadership Academy allowed states participating in the IETC pilot and design camps to prepare for these camps by selecting IET programs, choosing in which correctional facilities to operate, building support for the IETC project, and beginning to embed sustainability in IETC programs.

The IETC project launched a peer learning community in fall FY 2023 for the expansion of the use of technology in corrections. This learning community will facilitate regular topical discussions, provide access to subject matter expertise, and build connections across states to share lessons learned and strategies for strengthening their correctional educational technology ecosystems, an important component for a successful IETC program.

### Expanding Access to Career Pathways

In July 2023, the Department of Education (Department) launched the Raise the Bar: Unlocking Career Success initiative aimed at helping young Americans access good-paying jobs. The series is supported by the Departments of Commerce, Energy, Labor, and Transportation to increase and expand access to high-quality career pathways to help young Americans pursue jobs in today's in-demand fields and be prepared for careers of the future.

This summit series, co-hosted with the national education and workforce development organization Jobs for the Future, consists of four regional education-workforce convenings to highlight workforce priorities and opportunities for young people that are growing due to recent federal investments, like the *Bipartisan Infrastructure Law*, the *Inflation Reduction Act*, and the *Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act*; Topics included expanding access to high-wage, high demand pathways and skills-based learning opportunities, including Registered Apprenticeships and community college programs, in sectors like advanced manufacturing, clean energy, construction, and cybersecurity.

*From the Bipartisan Infrastructure Law to the CHIPS and Science Act to the Inflation Reduction Act and beyond, President Biden's Investing in America agenda will create millions of well-paying jobs in the coming years, and it's on us to ensure students have pathways into these incredible career opportunities."*

– U.S. Secretary of Education  
Miguel A. Cardona



## FY 2025 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 career and technical education (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 and the Ability to Benefit provisions of the *Higher Education Act of 1965*.
- Conduct a focus group with higher education grantees to assist in gathering strategies, which can be disseminated, regarding the rigorous programs of study outcome. The technical assistance provided in this area will enable institutions to identify their data and report accurately on the results of their activities in their annual performance reports (APRs).
- 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.
- Host an annual Perkins Data Quality Institute in 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.
- Continue offering 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 APR to have completed rigorous programs of study.
- Hold a convening to promote the IETC 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	78%	76.5%	75%	79%	77%	77%

**Notes:** Fiscal year (FY) 2021 and FY 2022 data have been revised following further data validation.

**Data Source:** Upward Bound and Upward Bound Math-Science Annual Performance Report (APR): (Field #37—Rigorous Study) and Talent Search APR (Sections 3 and 4).

**Period of Performance:** Program year 2021–2022.



#### 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	53	87	55	60	66

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

**Data Source:** Office of Career, Technical, and Adult Education (OCTAE) contract: Supporting Integrated Employment and Training for Adult Learners and OCTAE contract: Expanding Integrated Education and Training in Corrections Education.

**Period of Performance:** October 1, 2022–September 30, 2023.

#### 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 of 1965*.

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	1	6	6	8	9

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

**Data Source:** Office of Career, Technical, and Adult Education staff and contract-supported activities.

**Period of Performance:** October 1, 2022–September 2023.

#### 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	39.80%	33.55%	40.00%	34.00%	35.00%

**Notes:** Data from previous years are not included as the methodology and target for this performance indicator were established in fiscal year (FY) 2022. The FY 2024 performance target was revised since the publication of the Annual Performance Plan, refer to [Appendix C](#).

**Data Source:** Perkins V States' Consolidated Annual Reports.

**Period of Performance:** Program year 2021–2022.

# STRATEGIC GOAL

# 5

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

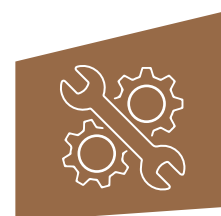
## GOAL LEADER

Assistant Secretary, Office of Finance and Operations



## WHY IT MATTERS

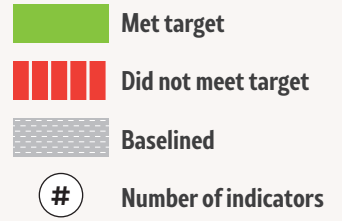
The Department's management infrastructure and innovative use of technology are crucial to not only achieving its mission, goals, and objectives but also supporting its employees and stakeholders. With these tools, the Department empowers its workforce to meet the changing needs of students and families, agilely manages and uses data to achieve positive outcomes, and ensures focused attention on strategic planning. In short, the Department's effective management is the result of deliberate efforts. Goal 5 highlights the role of management functions in advancing the Department's mission.



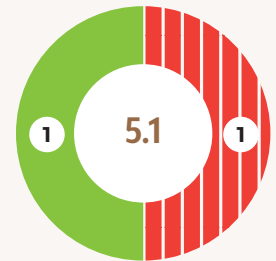
# STRATEGIC GOAL 5

## Objectives at a Glance

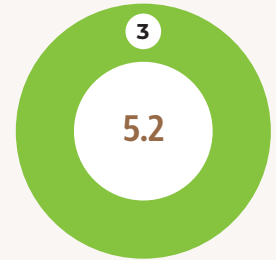
Four objectives guide the Department of Education’s (Department’s) work in goal 5. In fiscal year 2023, the Department assessed 14 performance indicators for this goal. Of these indicators, eight met their targets, five did not meet their targets, and one baselined.



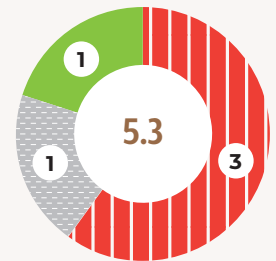
**5.1** Manage information technology as a strategic resource and driver to promote the advancement of the missions executed by the Department’s 21st-century workforce.  
[GO TO PAGE 104](#) ▶



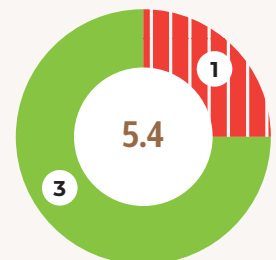
**5.2** Strengthen agency-wide data governance and build capacity to improve data access, data management, and enterprise data analytics in support of agency goals.  
[GO TO PAGE 108](#) ▶



**5.3** Recruit, retain, and develop the workforce needed to meet the Department’s mission now and into the future.  
[GO TO PAGE 114](#) ▶

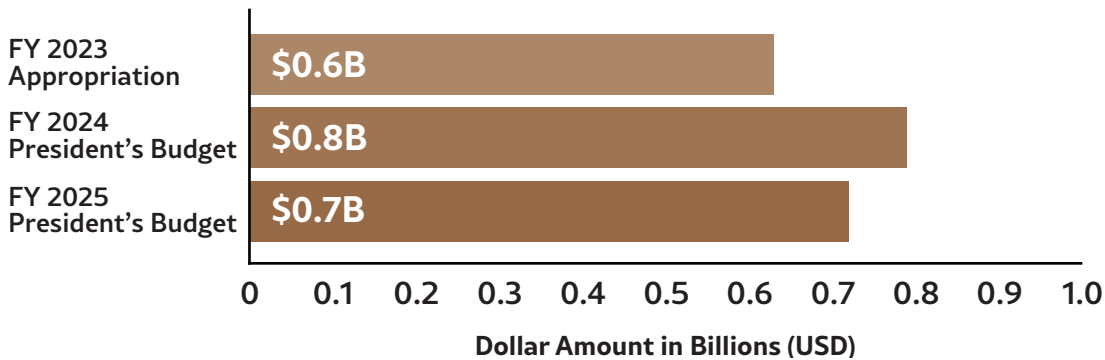


**5.4** Deliver mission outcomes and value for taxpayers through efficient acquisition management and proactive industry partnerships while promoting small businesses.  
[GO TO PAGE 118](#) ▶



## Goal 5 Budgetary 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 2023 Appropriation	FY 2024 President's Budget	FY 2025 President's Budget
All	5.3	Departmental Management/Student Aid Administration (D)	\$426,907	\$527,609	\$476,846
OCR	5.3	Office for Civil Rights (D)	\$140,000	\$177,600	\$162,359
OIG	5.3	Office of Inspector General (D)	\$67,500	\$87,497	\$77,497

**Notes:** (1) Dollar amounts are estimates of program funding aligned to the strategic goal ([Appendix F](#)). 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 2023 Congressional Action, the FY 2024 President's Budget Request, and the FY 2025 President's Budget Request. (2) Letters following major programs and activities denote discretionary (D) or mandatory (M). (3) The FY 2024 appropriation was not finalized when this document was drafted.

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

# 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 2023 Performance Summary

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

### Key Successes and Opportunities

#### Advancements in Cybersecurity

In fiscal year (FY) 2022, the Department of Education (Department) received an overall *Federal Information Security Modernization Act of 2014* assessment of "Effective," or a Level 4 Cybersecurity Maturity Level. This score was the highest achieved by the Department since the scoring metrics were established in 2014. In FY 2023, the Department was again assessed to be overall "Effective;" however, in FY 2023, all five cybersecurity functions were assessed to be operating at Level 4. This is the first time the Department has achieved such a result, which reflects significant strides in advancing the Department's cybersecurity maturity and effectiveness across all functions and eight of nine security domains that make up those functions.

In FY 2023, the Department continued advancing its cybersecurity capabilities, policies, and procedures as well as implementing priority capabilities to reduce risk in support of requirements levied from Office of Management and Budget (OMB) and Department of Homeland Security (DHS), including those documented within Executive Order (EO) 14028 on Improving the Nation's Cybersecurity.

The department was the first cabinet-level Department to receive funding from the Technology Modernization Fund and successfully adopted a secure access service edge (SASE) solution in support of advancing its Zero-Trust Architecture (ZTA) capabilities in support of federal requirements as outlined in OMB Memorandum M-22-09. SASE has modernized the Department of Education's cybersecurity posture through migrating away from legacy Virtual Private Networks (VPNs). The new solution leverages cloud native capabilities to enhance the teleworking employees' experiences, including providing 10× faster connection speed than the legacy VPN access, reducing the number of logins required for applications, and increasing performance of tools such as Microsoft Teams, Outlook, Zoom, and other applications and data while modernizing the Department's Cybersecurity posture.

The Department issued a contract with a professional service provider to modernize and enhance its Enterprise identity, credential, and access management (ICAM) solution

beginning in September 2022 and align with the OMB Memorandum M-22-09, Moving the U.S. Government Toward Zero Trust Cybersecurity Principles, requirements to meet specific cybersecurity standards and objectives by the end of FY 2024. The ICAM program continues to provide improved security features and functionality that enhance the security posture of the Department. The Enterprise ICAM service has been working to integrate all Departmental information systems with modern, phishing resistant authentication services, and has instituted a single sign-on (SSO) capability through a centralized user portal for Department employees and contractors to access their Microsoft Office 365 applications.

Enterprise ICAM has also integrated with the Department's Cyber Data Lake to develop a centralized identity dashboard to improve transparency into identity related metrics that align with OMB Memorandum M-22-09, Moving the U.S. Government Toward Zero Trust Cybersecurity Principles, and OMB Memorandum M-21-31, Improving the Federal Government's Investigative and Remediation Capabilities Related to Cybersecurity Incidents, for user and privileged user logging requirements.

The Department also enhanced its data loss prevention (DLP) capability through an engagement with DHS Cybersecurity and Infrastructure Security Agency (CISA) under the Secure Cloud Business Applications project, which provided guidance and capabilities to secure cloud business application environments and protect federal information that is created, accessed, shared, and stored.

In February 2023, the Department and Federal Student Aid (FSA) combined Security Information and Event Management licenses and migrated FSA's data to the Department's Cyber Data Lake in August 2023. In doing so, the Department saw a \$1.2 Million cost savings in FY 2023, this migration also drastically increased the opportunity for information sharing between Department of Education Security Operations Center and FSA Security Operations Center incident response analysts allowing the Department to adhere to EO 14028 and OMB M-21-31.

### **Supporting Schools and Institutions of Higher Education to Mature Cybersecurity Postures**

The Department will establish a Government Coordinating Council that will coordinate activities, policy, and communications between, and among, federal, state, local, tribal, and territorial education leaders to strengthen the cyber defenses and resilience of kindergarten through grade 12 schools.

### **Advancements in Customer Experience and Technology Support**

The Office of the Chief Information Officer (OCIO) continues to develop additional tools and touchpoints to enhance partner engagement and relationships. During the year, OCIO continued the outreach meetings with multiple stakeholders and established a Customer Advisory Council (CAC). The CAC is a forum for OCIO customers to provide strategic input and advice into the direction of OCIO. In addition, it provides a structure for questions, concerns, and issues to be raised and for OCIO to engage with customers on important mission impacting topics.

Additionally, the office is refining processes, procedures, signage, and many additional customer facing services and tools to ensure that the efforts to transition from a remote work environment to increase in-person work are customer-focused and accessible. These and additional efforts will help drive improvements reflected on the Department's Information Technology (IT) Scorecard.

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.

During the fiscal year, the Department has expanded its network infrastructure and upgraded end user devices to provide employees with robust and reliable access to the Department’s data assets and federal records. Specifically:

- The Department deployed Enterprise Wi-Fi and Guest Wi-Fi services at all of Department’s facilities to provide mobility to the onsite customers.
- The Department consolidated its network service providers and transitioned network services from a legacy contract vehicle to a modernized robust government wide contract vehicle that is administrated by General Service Administration.
- The Department migrated its Unified Communication solution and call center systems to a new feature-rich platform.

### **Advancements in Information Technology Governance and Infrastructure**

The work of 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 IT to meet mission goals and objectives. To support these efforts, OCIO reviewed 48% of modernizing investments through the IT governance process, which included evaluating 11 IT segment areas and making determinations on over \$70 million in modernization funding requests. OCIO has also conducted more technology insertion assessments to ensure IT systems were compatible with the network and in compliance with cyber security protocols.

OCIO has established artificial intelligence (AI) and robotics process automation (RPA) programs to achieve the overarching goals of IT modernization and the establishment of American leadership in AI, as required by EOs 13960 and 14091, as well as OMB memorandums. OCIO has successfully accomplished several key AI/RPA deliverables, which include the establishment of AI governance, AI implementation guidance, an AI inventory, and the formation of an AI workgroup for collaboration and the promotion of AI technologies, in alignment with the principles outlined in the EO.

### **FY 2025 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.
- Integrate capable systems with a new Enterprise ICAM solution.
- Continue the [ed.gov](https://www.ed.gov) modernization project including, migrating all public-facing websites into one unified platform with the same look and feel to give the American public a consistent experience when visiting [ed.gov](https://www.ed.gov) websites.
- Activate Cloud Access Security Broker as part of SASE to advance protections for all cloud applications and provide granular DLP capabilities to the furthest edge of the network.

## Performance Indicators

5.1.1 Department’s Office of the Chief Information Officer Information Technology cybersecurity composite score.								
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	86.5%	88%	80%	80%	80%

**Notes:** Data from previous years are not included as the methodology and the target for this performance indicator were established in fiscal year (FY) 2022. Data Source changed since FY 2024 Annual Performance Plan, refer to [Appendix C](#).

**Data Source:** Department of Homeland Security’s (DHS’s) CyberScope quarterly risk management assessment, the Department’s Cybersecurity Framework Risk Scorecard, the previous fiscal year’s Office of Inspector General *Federal Information Security Modernization Act of 2014* maturity score, and DHS Cyber Hygiene reports.

**Period of Performance:** October 1, 2022–September 30, 2023.

5.1.2 Department’s Office of the Chief Information Officer Information Technology scorecard score.								
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	93%	92%	93%	93%	93%

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

**Data Source:** The initial baseline customer feedback scoring methodology is based on the following: Information Technology (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, 2022–September 30, 2023.



# 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 2023 Performance Summary

This strategic objective has three performance indicators, all of which met their targets for fiscal year (FY) 2023.

### Key Successes and Opportunities

#### Data Community Development

In January 2023, the Department of Education (Department) graduated its first cohort of data scientists enrolled in its pioneering Data Science Training Program. Participants learned foundational data science skills of today, including data gathering, predictive modeling and analysis, and visualization and completed a capstone project that addressed an agency business need. And in April 2023, the second year of the nine-month transformative agency-led Data Science Training Program was launched.

In April 2023, Office of the Chief Data Officer (OCDO) staff received the 2023 Federal Chief Data Officers Council Award for Distinguished Achievement for improving data skills and culture at the Department and for pioneering federal data skills training while advancing the Department's Data Strategy Goal 2: Building Human Capacity to Leverage Data. Accomplishments included deploying the Department Data Competency Framework, launching the inaugural ED Data Science Training Program, and building the agency's data-centric culture through its Data Literacy program and Data Professionals Community of Practice (DPCoP). The DPCoP hosts several groups for data professionals, and, during 2023, expanded the Data Visualization Interest Group and started a new Open Source Programming Interest Group, a Data Ethics Working Group, and an Open Data Working Group.

#### Supporting Data Platforms

To support Education Stabilization Fund (ESF) grantees and improve data quality, OCDO provided additional technical assistance through increased communications, live webinars, published business rules and forms, and Help Desk support. The effectiveness of these data quality strategies resulted in an increase in grantee submission of on-time annual performance report data. In 2023, 100% of Elementary and Secondary School Emergency Relief grantees reported during the allotted initial reporting, and for the Higher Education Emergency Relief Fund (HEERF), 95% of operating institutions of higher education submitted their HEERF reports. 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. By the end of FY 2023, the number of data assets in the comprehensive data inventory grew to 825, demonstrating the Department's commitment to providing the public with quality data that can be used freely.

With the active support of Department leadership, in FY 2023 OCDO began implementing a plan to improve the quality of data collected and published by the Department. The Department published its revised *Information Quality Act* guidelines in September 2023, and has deployed staff resources including a data quality playbook, data quality training, and a data quality plan template to help plan, measure, and record progress on data quality across Department information collections.

After successfully completing steps in the Authority to Operate process in FY 2023, the Enterprise Data Repository and Analytics Platform was subsequently decommissioned in August 2023.

## Did You Know?

### Supporting Fiscal Transparency

The Department of Education (Department) launched the [Education Stabilization Fund \(ESF\) Transparency Portal](#) in 2020 to provide transparency into how the \$263 billion investment provided for state and institutional COVID-19 recovery and rebuilding efforts were awarded and spent. ESF was established by the *Coronavirus Aid, Relief, and Economic Security Act* in March 2020. Subsequent allocations to the fund were codified through the *Coronavirus Response and Relief Supplemental Appropriations Act*, signed into law in December 2020, and the *American Rescue Plan Act of 2021*, signed into law in March 2021. ESF is composed of four primary emergency relief funds: (1) the Elementary and Secondary School Emergency Relief Fund, (2) the Governor's Emergency Education Relief Fund, (3) the Emergency Assistance to Non-Public Schools Fund, and (4) the Higher Education Emergency Relief Fund. As a public-facing tool, the ESF Public Transparency Portal provides a transparent view into how ESF funds are awarded and spent. In September 2023, the Department updated the [ESF Portal](#) homepage, aligned with *21st Century Integrated Digital Experience Act* guidelines, to enhance the public user experience and enable stakeholders to access key ESF expenditure data more easily for states, districts, and schools.



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## Data Governance and Maturity

In August 2023, the Department, under the development and direction of the Data Governance Board (DGB), published its updated [Data Strategy](#), which describes the agency's vision for accelerating progress toward becoming a more a data-driven organization and fully leveraging the power of data to advance its mission. The Department's updated Strategy recognizes that the agency has further to go in achieving the four evergreen goals of Department's inaugural Strategy and highlights sixteen new objectives to guide progress over the next three years.

The DGB supported work to develop new data governance policies on data dissemination, data quality, and revisions to the ACS directive on information collections for publication in 2024. Data Coordinators across ED provided key input to the development of these policies as well as managing their 'offices' annual Data Maturity Assessments (DMAs).

Beginning in FY 2023, OCDO, under the guidance of the DGB and in response to feedback from principal offices, began conducting DMAs on a biennial basis so offices may focus on data maturity improvements between assessments. Accordingly, all principal offices will receive a DMA at least biennially commencing with the FY 2023 assessment unless they request an annual assessment. The principal offices that participated in the 2023 DMA showed growth in two process areas: supporting data management efforts and building knowledge and skills. Seven of eight, or 87.5% of assessed principal offices showed improvement in data maturity from FY 2022 to FY 2023.

## FY 2025 Annual Performance Plan

The Department will:

- Continue implementing the requirements of the *Evidence Act* as outlined in the Office of Management and Budget's Memorandums [M-19-23](#) and [M-20-12](#) as well as in additional implementation memorandums and the annually published [Federal Data Strategy Action](#) Plans.
- Continue convening the DGB to discuss and evaluate high-priority data needs, as detailed in the Department's updated Data Strategy, published in August 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 updated Data Strategy.
- Continue implementing 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 annual DMAs to identify specific data management functions in need of additional support and implement action plans to improve data maturity both within principal 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 implementing a cohesive data quality approach for the agency, leveraging best practices, technical assistance, and controls. This includes the use of new Data Quality resources by Department data stewards and their grantees in coordination with the data quality plan template for Information Collections that guide data stewards in adherence with the Department's FY 2023 revised *Information Quality Act* guidelines.
- Continue implementing 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 expanding 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 developing 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 Data and Evidence Use Survey 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, 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.
- Continue supporting 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 2024 and FY 2025 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 *Coronavirus Aid, Relief, and Economic Security Act*, with subsequent investments through the *Coronavirus Response and Relief Supplemental Appropriations Act* and *American Rescue Plan Act of 2021*.

## Performance Indicators

### 5.2.1 Percentage of Data Strategy objectives completed.

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	74%	84%	75%	—	—

**Notes:** Data from previous years are not included as the methodology and the target for this performance indicator were established in fiscal year (FY) 2022. The FY 2024 data will be based on an updated Data Strategy with a new set of objectives, which was published in August 2023. The title was revised in FY 2023, refer to [Appendix C](#).

**Data Source:** The Department's Data Strategy Implementation Tracker.

**Period of Performance:** October 1, 2022–September 30, 2023.

### 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	79%	87.5%	10%	10%	10%

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

**Data Source:** Department's annual Data Maturity Assessment.

**Period of Performance:** October 1, 2022–September 30, 2023.

### 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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	14%	—	—	—	—

**Notes:** Performance indicator was discontinued in fiscal year 2023. Refer to [Appendix C](#).

5.2.4 Number of Department data assets accessible in the enterprise data analytics platform.								
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	—	—	—	—	—

**Notes:** Performance indicator was discontinued in fiscal year 2023. Refer to [Appendix C](#).

5.2.5 Number of data assets in the comprehensive data inventory.								
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	652	825	745	850	935

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

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

**Period of Performance:** October 1, 2022–September 30, 2023.

# 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 2023 Performance Summary

This strategic objective has five performance indicators. Of these indicators, one met its target, three did not meet their targets, and one baselined in fiscal year (FY) 2023. The Department designated strategic objective 5.3 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

#### Workforce Planning

The Department of Education’s (Department’s) Workforce Planning Maturity Model outlines three levels of maturity. Overall, the Department partially met Level 3 on the Workforce Planning Maturity scale. To be fully met, 70%–100% of the Department’s Principal Operating Components (POCs) will need to meet the Level 3 criteria.

The Workforce Planning Office offers training and assists POCs in identifying future staffing needs. The Recruitment and Compensation Division works with each POC in developing staffing plans based on future needs.

The Office of Human Resources (OHR) published and released the FY 2023–2024 ED-Wide Workforce Plan and ED Workforce Planning Maturity Model Methodology. OHR also installed Human Resources Management, 0201, competency models into the competency skills gap tool for assessment and evaluation, conducted Workforce Plan trainings (two days in mid-April and May 2023), completed mid-year assessment meetings with all ED Department POCs, completed and released a Succession Planning Toolkit, and completed a Succession Planning Information Session and a Succession Planning Toolkit Workshop (two days—in June and July 2023).

#### Recruitment and Hiring

In FY 2023, the Department conducted targeted marketing and outreach toward affinity and special emphasis groups. The Department will conduct more targeted marketing and outreach toward affinity and special emphasis groups. Special emphasis groups include, but are not limited to, African Americans; American Indians and Alaska Natives; Asian Americans and Pacific Islanders; Women; Hispanic Employment; Individuals with Disabilities; and the Lesbian, Gay, Bisexual, Transgender, and Queer community. Also, the Department is

marketing and promoting information sessions to professional networks. The primary goal of Special Emphasis Programs is to identify and eliminate discriminatory recruitment and hiring practices.

## Employee Engagement

In FY 2023, the Department worked with the Office of Personnel Management to address the Federal Employee Viewpoint Survey (FEVS) roster revisions to prepare for the FEVS launch. The Department matched its FY 2022 satisfaction in the Employee Engagement Index at 76% (a 6% improvement from FY 2021).

In addition, the Department created and distributed FEVS communication and marketing materials and promoted employee participation, obtained approval for National Engagement Strategy (NES) focus areas, and met with the NES team to discuss strategies for revising the NES.

Furthermore, the Department successfully launched EngageED in January 2023, which shares best practices to improve the Department's employee engagement scores and equip POCs with ideas for action planning strategies, completed the 2022 Department Level FEVS and NES analyses to identify top areas for improvement, identified trends, and prepared recommendations for NES revision.

Moreover, the Department was able to launch the second EngageED forum and offered Diversity, Equity, Inclusion, and Accessibility best practices and challenges within the Department and from different agencies and conducted the third EngageED forum and presented FEVS information to Department leaders to increase employee engagement awareness.





In addition, the Department's FEVS survey participation was 68.5% compared to the 35% government-wide rate, remained strong because of the Department's continued efforts to communicate with employees.

### **Customer Satisfaction**

The Department ranked first in agency response rate, 36.8% across government for the annual General Services Administration Customer Satisfaction Survey. Great participation gives the opportunity for an accurate assessment of the Human Capital functions, which will be leveraged with information collected in focus groups, to address employee concerns. Those evaluated functions include Benefits Management, Employee Relations, Labor Relations, Performance & Recognition Management, Recruiting & Hiring, Retirement Planning & Processing, Time & Attendance Management, Training & Development, Work-Life Support, Workforce & Succession Planning, and Human Capital Strategic Partner.

### **FY 2025 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 plan 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 NES and POC-level employee engagement action plans based on the FY 2022 FEVS results.
- Publish scalable engagement best practices across the Department.

## Performance Indicators

### 5.3.1 The Department's Workforce Planning Maturity Level.

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	Level 1	Level 2	Level 2	Level 3	Level 3	Level 4

**Notes:** Data from previous years are not included as the methodology and the target for this performance indicator were established in fiscal year (FY) 2021. The FY 2024 target was changed since publication of the FY 2024 Annual Performance Plan.

**Data Source:** Principal Operating Component self-assessments against the Department's Workforce Planning Maturity Model.

**Period of Performance:** October 1, 2022–September 30, 2023.

### 5.3.2 Time to hire.

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	100 days	106 days	104 days	≤80 days	≤80 days	≤80 days

**Notes:** This indicator does not include hiring data from Federal Student Aid, which operates separate human resource functions under flexibilities as a performance-based organization. Fiscal year (FY) 2022 data were updated since publication of the FY 2022 Annual Performance Report.

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

**Period of Performance:** October 1, 2022–September 30, 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
63%	62%	70%	76%	76%	76%	69%	70%	71%

**Notes:** The fiscal year (FY) 2024 target was changed since publication of the FY 2024 Annual Performance Plan.

**Data Source:** Office of Personnel Management FEVS.

**Period of Performance:** October 1, 2022–September 30, 2023.

### 5.3.4 Number of competency assessments across the department's occupational series offered.

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	—	2	Baseline	4	4

**Notes:** The title and methodology of this performance indicator has changed since publication of the fiscal year 2024 Annual Performance Plan, refer to [Appendix C](#).

**Data Source:** Competency Proficiency Tool.

**Period of Performance:** October 1, 2022 – September 30, 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	4.25	4.42	4.21	4.3	4.3	4.4

**Notes:** The fiscal year (FY) 2024 target was changed since publication of the FY 2024 Annual Performance Plan.

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

**Period of Performance:** October 1, 2022–September 30, 2023.

# 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 2023 Performance Summary

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

### Key Successes and Opportunities

#### Small Business Contracting

The Department of Education (Department) received an “A” rating on the U.S. Small Business Administration’s Federal Scorecard released in July 2023. The annual scorecard is an assessment tool to measure how well federal agencies fulfill small business prime contracting and subcontracting goals.

The Department established Creating and Leveraging Acquisition Small Business Strategies (CLASS) to elevate the Department’s small business achievement by fact-based decisions. CLASS was built on the Department’s forecasted items that were in the current fiscal year. The team evaluated fiscal year (FY) 2023 acquisitions and identified \$15 million dollars in small business set asides several socioeconomic small business groups. The Department has begun FY 2024 CLASS initiatives, which explore expiring recompetes Other Than Small Business contracts to convert to small business set asides or partial set asides. As of the result of FY 2024 CLASS initiatives 124 small business set asides were identified totaling \$131 million.

Moreover, in FY 2023, the Department exceeded its Small Business Goals, which included exceeding the metrics set for Woman-Owned and Small Disadvantaged businesses. As a result of exceeding the FY 2023 Small Business Goals, the Department is awarding \$367M to small businesses. The Department will continue the Creating and Leveraging Small Business Strategy to improve and drive small business performance.

#### Acquisitions Administration

The Office of Business Support Services developed a robotic process automation tool or “Bot” to automatically close out over 50% of expired but open contracts in Contracts and Purchasing Support System. As of October 2023, the bot has closed 57% of expired but open contracts, providing approximately \$1.15 million in savings to the Department.

## Acquisition Workforce

The Office of Acquisition, Grants, and Risk Management convened a Department-wide Acquisition Workforce Conference on March 15–16, 2023. Approximately 300 acquisition and program/project management professionals attended the conference and participated in sessions focused on new requirements (i.e., FAC-C modernization and records management requirements for contractors), as well as critical operational requirements.

### FY 2025 Annual Performance Plan

The Department will:

- Sustain acquisition governance and strategy development processes to drive efficient acquisition management.
- Complete the implementation of a new full life cycle acquisition management system.
- Implement innovative acquisition practices from the Periodic Table of Acquisition Innovations to reduce lead times and increase program outcomes.
- Implement 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.
- Evaluate current information technology contracts to determine if contracts can be broken down to save contract cost and create more small business set asides.
- Review and analyze expired recompetes and new contracts to determine small business set asides and evaluate converting other than small business contracts to small business set asides.
- Focus small business outreach on aligning industry engagement to specific industry concentration areas to promote more competition.

## Performance Indicators

5.4.1 Percentage of prime small business contract obligations.								
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	17.62%	17.73%	16.00%	16.00%	16.00%

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

**Data Source:** Small Business Administration Small Business Scorecard.

**Period of Performance:** October 1, 2022–September 30, 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	75.0%	74.3%	72.0%	73.0%	75.0%

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

**Data Source:** Office of Management and Budget/General Services Administration Category Management Data-to-Decisions dashboard.

**Period of Performance:** October 1, 2022–September 30, 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	104 days	119 days	≤145 days	≤140 days	≤120 days

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

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

**Period of Performance:** October 1, 2022–September 30, 2023.

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

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		FY 2024	FY 2025
Actual					Actual	Target	Target	Target
—	—	—	—	63%	61%	63%	65%	68%

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

**Data Source:** Office of Personnel Management Federal Employee Viewpoint Survey and Office of Management and Budget/General Services Administration Benchmarking dashboard.

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

# APPENDICES

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# Appendix A

## COVID-19 Pandemic Relief Funding Performance Indicators

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

Performance Indicator	FY 2022 Actual	FY 2023 Actual	FY 2023 Target	FY 2024 Target	FY 2025 Target
1. Amount spent within each Elementary and Secondary School Emergency Relief program on meeting students’ academic, social, emotional, and other needs. <b>Note:</b> Fiscal year (FY) 2023 data will be available in FY 2025.	\$6,135,079,987.56 <sup>1</sup>	TBD	—	—	—
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. <b>Note:</b> Fiscal year (FY) 2023 data will be available in FY 2025.	21.8%	TBD	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.	15	200	9	9	4
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.	89.8%	91%	75%	75%	>75%

<sup>1</sup> The fiscal year 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.

# Appendix B

## Data Validity and Validation

Appendix B provides data validation and verification information for all performance indicators across the Department of Education’s five strategic goals and Appendix A.

### 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).

<b>Data Source:</b>	Grants Policy Office Data Dashboard.
<b>Data Validation and Verification:</b>	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.

<b>Data Source:</b>	School Support and Accountability—Title I program office.
<b>Data Validation and Verification:</b>	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.

#### 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.

<b>Data Source:</b>	EDFacts Consolidated State Performance Report (File Specification 118).
<b>Data Validation and Verification:</b>	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.**

<b>Data Source:</b>	Generated data reports from an internal data-collection system.
<b>Data Validation and Verification:</b>	The Office for Civil Rights' guidance documents are posted on the Department 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.**

<b>Data Source:</b>	Generated data reports from an internal data-collection system.
<b>Data Validation and Verification:</b>	The Office for Civil Rights' Civil Rights Data Collection 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 <a href="mailto:ocrdata@ed.gov">ocrdata@ed.gov</a> 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.**

<b>Data Source:</b>	Generated data reports from an internal data-collection system.
<b>Data Validation and Verification:</b>	The Office for Civil Rights 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.**

<b>Data Source:</b>	Generated data reports from an internal data-collection system.
<b>Data Validation and Verification:</b>	The Office for Civil Rights 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.**

<b>Data Source:</b>	Generated data reports from an internal data-collection system.
<b>Data Validation and Verification:</b>	The Office for Civil Rights 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.

<b>Data Source:</b>	Generated data reports from an internal data-collection system.
<b>Data Validation and Verification:</b>	The Office for Civil Rights 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 who graduate from high school with a regular high school diploma.

<b>Data Source:</b>	The Department's annual Children with Disabilities ( <i>Individuals with Disabilities Education Act</i> [IDEA]) Exiting Special Education Data file, which includes state-reported data pulled from ED <i>Facts</i> File Specification 009/ Data Group 85.
<b>Data Validation and Verification:</b>	The Office of Special Education Programs (OSEP) and ED <i>Facts</i> conduct a thorough data quality review of the exiting data submitted by states to ensure compliance with IDEA Section 618. Reviews focus on three areas: timeliness, completeness, and accuracy. OSEP and ED <i>Facts</i> 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 <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 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).

<b>Data Source:</b>	National Reporting System for adult education annual program performance report from grantee submissions (Office of Career, Technical, and Adult Education).
<b>Data Validation and Verification:</b>	State data quality attestation submitted with the annual performance report, state and federal data system validations, and data verifications conducted by state and federal staff.

### 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.

<b>Data Source:</b>	States' Consolidated Annual Reports (CARs) submitted each January 31.
<b>Data Validation and Verification:</b>	State data quality attestation as part of their 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.

<b>Data Source:</b>	The Department's Federal Eligibility Matrix results in a list of eligible minority-serving institutions (MSIs) based on the Integrated Postsecondary Education Data System (IPEDS) and Postsecondary Education Participants System data as well as institutional applications and waivers. The Office of Postsecondary Education 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.
<b>Data Validation and Verification:</b>	The Federal Eligibility Matrix is an annual standardized list of institutions that have been deemed eligible for Titles III, V, and VII grant programs based on IPEDS, prison education programs, 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.

<b>Data Source:</b>	Office of Indian Education (OIE)-Professional Development <i>Government Performance and Results Act of 1993</i> (GPRA) Measure, Professional Development Program Data Collection System (PDPDCS).
<b>Data Validation and Verification:</b>	<p>OIE uses 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"> <li>· 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.</li> <li>· Once in this completion status, the participant must log into PDPDCS and enter information about the qualifying local educational agency (LEA)<sup>1</sup> 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).</li> <li>· 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.</li> </ul> <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>

<sup>1</sup> 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).

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

<b>Data Source:</b>	Grants Policy Office Data Dashboard.
<b>Data Validation and Verification:</b>	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.

<b>Data Source:</b>	Effective Educator Development Programs: Teacher Quality Partnership (TQP)— <i>Government Performance and Results Act of 1993</i> (GPRA) and Grantee Summaries.
<b>Data Validation and Verification:</b>	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. The TQP program staff TQP collects both one-year and three-year teacher retention data; however, the one year data are not received until year three or four of the five-year grant cycle. The fiscal year 2018 cohort will be reporting year one retention data in fall 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.

<b>Data Source:</b>	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.
<b>Data Validation and Verification:</b>	In April 2022, EED provided baseline information indicating that in fiscal year (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.

<b>Data Source:</b>	Effective Educator Development Programs: Supporting Effective Educator Development (SEED)— <i>Government Performance and Results Act of 1993</i> (GPRA) Measure.
<b>Data Validation and Verification:</b>	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.**

<b>Data Source:</b>	School Support and Accountability—Title II program <i>Government Performance and Results Act of 1993</i> (GPRA) measure.
<b>Data Validation and Verification:</b>	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 state educational agencies 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.**

<b>Data Source:</b>	School Choice and Improvement Programs—Statewide Family Engagement Center <i>Government Performance and Results Act of 1993</i> (GPRA) Measure.
<b>Data Validation and Verification:</b>	Data are collected through the online Annual Performance Report (APR) form. Data are reviewed by the technical assistance contractor and the program officer and published in the APR report produced by the technical assistance contractor.

**3.1.2 Percentage of national chronic absenteeism.**

<b>Data Source:</b>	EDFacts.
<b>Data Validation and Verification:</b>	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: <a href="https://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html">https://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html</a> .

**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.**

<b>Data Source:</b>	Grants Policy Office Dashboard.
<b>Data Validation and Verification:</b>	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.**

<b>Data Source:</b>	School Climate Transformation Grant: Local Educational Agency (LEA) <i>Government Performance and Results Act of 1993 (GPRA) Measure.</i>
<b>Data Validation and Verification:</b>	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 (FY) 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 (IDEA) Part B, Section 619 services.***

<b>Data Source:</b>	IDEA Part B state annual performance reports (APRs).
<b>Data Validation and Verification:</b>	The Office of Special Education Programs’ (OSEP’s) state leads review each state’s APR 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 <a href="https://ectacenter.org/">https://ectacenter.org/</a> . 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 (IDEA) Part C services.***

<b>Data Source:</b>	IDEA Part C state annual performance reports (APRs).
<b>Data Validation and Verification:</b>	The Office of Special Education Programs’ (OSEP’s) state leads review each state’s APR 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 <a href="http://ectacenter.org">http://ectacenter.org</a> . 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.

<b>Data Source:</b>	This will reflect the number of grants that fit this competitive preference priority of meeting students’ social, emotional, and academic needs from 2022–2026.
<b>Data Validation and Verification:</b>	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.

<b>Data Source:</b>	<p>PBIS Assessment web application (<a href="http://www.pbisapps.org/products/pbis-assessment">www.pbisapps.org/products/pbis-assessment</a>).</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>
<b>Data Validation and Verification:</b>	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.

<b>Data Source:</b>	Office of Indian Education (OIE) Title VI, Part A Formula <i>Government Performance and Results Act of 1993</i> (GPRA) measure, Annual Performance Reporting via Electronic Application System for Indian Education (EASIE).
<b>Data Validation and Verification:</b>	<p>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 <a href="#">Certificate Degree of Indian Blood</a>. OIE receives both quantitative and qualitative activity data from grantees through an annual performance report (APR). 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: <a href="https://easie.communities.ed.gov/#communities/pdc/documents/20661">https://easie.communities.ed.gov/#communities/pdc/documents/20661</a></p>

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

<b>Data Source:</b>	Student Support Services (SSS) Annual Performance Report (APR).
<b>Data Validation and Verification:</b>	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 (quarter 3 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 (IDEA)* services in that setting.

<b>Data Source:</b>	The Department's annual IDEA Part B Child Count and Educational Environments data file that includes state-reported data pulled from ED Facts File Specification 089/Data Group 613.
<b>Data Validation and Verification:</b>	The Office of Special Education Programs (OSEP) and ED Facts conduct a thorough data quality review of the Part B Child Count and Educational Environments data submitted by states to ensure compliance with IDEA Section 618. Reviews focus on three areas: timeliness, completeness, and accuracy. OSEP and ED Facts 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 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 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.

<b>Data Source:</b>	Data and performance reports from Department-funded technical assistance centers.
<b>Data Validation and Verification:</b>	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 (IDEA) Part B* who exit school by dropping out.**

<b>Data Source:</b>	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.
<b>Data Validation and Verification:</b>	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 IDEA 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.**

<b>Data Source:</b>	The Department’s annual Children with Disabilities ( <i>Individuals with Disabilities Education Act [IDEA]</i> ) School Age Child Count Data File that includes state-reported data pulled from ED Facts File Specification 002/ Data Group 74.
<b>Data Validation and Verification:</b>	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 IDEA 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.

<b>Data Source:</b>	Native American and Alaska Native Children in School Program— <i>Government Performance and Results Act of 1993 (GPRA) Measure.</i>
<b>Data Validation and Verification:</b>	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.

<b>Data Source:</b>	Tracking via contractor produced and internally produced, quarterly technical assistance and outreach reports.
<b>Data Validation and Verification:</b>	Tracking via quarterly Technical Assistance and outreach reports.

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

<b>Data Source:</b>	NPD— <i>Government Performance and Results Act of 1993 (GPRA) Measure.</i>
<b>Data Validation and Verification:</b>	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 (NPD) grant participants who have become state certified, licensed, or endorsed in English as a Second Language or bilingual instruction.

<b>Data Source:</b>	NPD— <i>Government Performance and Results Act of 1993 (GPRA) Measure.</i>
<b>Data Validation and Verification:</b>	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 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.**

<b>Data Source:</b>	Department offices that deliver technical assistance.
<b>Data Validation and Verification:</b>	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.**

<b>Data Source:</b>	Derived from G5 data.
<b>Data Validation and Verification:</b>	Measured by a moving aggregated percentage of total applications to all Office of Postsecondary Education grants that are classified as a community college (includes two-year institutions, excluding minority-serving institutions (MSIs) and Historically Black Colleges and Universities (HBCUs)), HBCUs, and MSIs (including Tribally Controlled Colleges and Universities and 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 cumulatively over the period of fiscal year (FY) 2022–FY 2026.

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

<b>Data Source:</b>	Rehabilitation Services Administration's (RSA's) Case Service Report (RSA-911).
<b>Data Validation and Verification:</b>	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 of 2014</i> (WIOA), 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 vocational rehabilitation (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 5031 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-required performance 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 make other necessary changes, 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.

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

<b>Data Source:</b>	Rehabilitation Services Administration's (RSA's) Case Service Report (RSA-911).
<b>Data Validation and Verification:</b>	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 of 2014</i> (WIOA), 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 vocational rehabilitation (VR) agencies may have difficulty implementing the new data requirements quickly enough to submit reports containing the new data elements for PY 2016. Therefore, the Department exercised its transition authority under Section 503(e) 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 required performance 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 make other necessary changes, 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.

**4.1.5. Number of engagements (i.e., meetings/events) with states, institutions, accrediting agencies, and associations with a focus on increasing college completion and closing attainment gaps among underserved populations.**

<b>Data Source:</b>	Office of Postsecondary Education (OPE) outreach reports.
<b>Data Validation and Verification:</b>	Measured by the number of Interactions and outreach with grantees, institutions of higher education, public groups, agencies, and associations, both formal and informal, to disseminate information on OPE programs and grants. This does not include technical assistance engagements. OPE uses a shared internal reporting spreadsheet to collect data.

**4.1.6. Number of technical assistance and support activities provided to institutions.**

<b>Data Source:</b>	Office of Postsecondary Education (OPE) technical assistance reports.
<b>Data Validation and Verification:</b>	Measured by the number of technical assistance engagements, at any stage of the grant process (pre and post), where the objective is to inform applicants to be more successful in a competition and to sustain objectives of their grants. An internal reporting spreadsheet is used for data collection on a quarterly basis.

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

<b>Data Source:</b>	Federal Student Aid Vendor Management/Vendor Oversight and Program Accountability.
<b>Data Validation and Verification:</b>	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.**

<b>Data Source:</b>	Federal Student Aid Vendor Management/Vendor Oversight and Program Accountability.
<b>Data Validation and Verification:</b>	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.

<b>Data Source:</b>	Federal Student Aid's (FSA's) Central Processing System.
<b>Data Validation and Verification:</b>	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 form 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.

<b>Data Source:</b>	Federal Student Aid's Common Origination and Distribution System.
<b>Data Validation and Verification:</b>	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.

<b>Data Source:</b>	Central Processing System Database.
<b>Data Validation and Verification:</b>	The percentage of FAFSA applicants selected by Federal Student Aid (FSA) for verification or income and/or identity information in an effort to make sure all information filed is correct and as a method of preventing fraud and abuse. General Dynamics Information Technology provides the data, and FSA's Customer Analytics Group will verify. Data only include transactions on file as of September 30th of each fiscal year. Applications and correction transactions received after this point are excluded.

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

<b>Data Source:</b>	FAFSA (housed on <a href="https://studentaid.gov">StudentAid.gov</a> ) survey.
<b>Data Validation and Verification:</b>	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 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.

<b>Data Source:</b>	Google Analytics.
<b>Data Validation and Verification:</b>	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.

<b>Data Source:</b>	Feedback Dispute Management System.
<b>Data Validation and Verification:</b>	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.

<b>Data Source:</b>	Department staff who deliver technical assistance.
<b>Data Validation and Verification:</b>	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.**

<b>Data Source:</b>	Office of Career, Technical, and Adult Education Contract: Literacy Information and Communication System Technical Assistance Center.
<b>Data Validation and Verification:</b>	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.**

<b>Data Source:</b>	Upward Bound (UB) and Upward Bound Math-Science (UBMS) Annual Performance Report (APR): (Field #37—Rigorous Study) and Talent Search (TS) APR (Sections 3 and 4).
<b>Data Validation and Verification:</b>	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 indicator. Prior year actual numbers will be reported in the following year based on APR time frames for grantees. Therefore, APR data reflect 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.**

<b>Data Source:</b>	Contract Award in Process for Office of Career, Technical, and Adult Education (OCTAE) Expanding Integrated Education and Training Opportunities for Adult Learners; OCTAE Contract #GS00F354CA: Supporting Integrated Education and Training in Corrections Education.
<b>Data Validation and Verification:</b>	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 of 1965*.**

<b>Data Source:</b>	Office of Career, Technical, and Adult Education (OCTAE) staff and contract-supported activities.
<b>Data Validation and Verification:</b>	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 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*.**

<b>Data Source:</b>	<i>Carl D. Perkins Career and Technical Education Act</i> as reported in states' Consolidated Annual Reports (CARs).
<b>Data Validation and Verification:</b>	State data quality attestation as part of their 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 Office of the Chief Information Officer Information Technology cybersecurity composite score.**

<b>Data Source:</b>	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.
<b>Data Validation and Verification:</b>	<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> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

### 5.1.2 Department's Office of the Chief Information Officer Information Technology scorecard score.

<b>Data Source:</b>	The initial baseline customer feedback scoring methodology is based on the following: Information Technology (IT) Feedback Survey, Helpdesk Customer Satisfaction Survey, Helpdesk First Call Resolution Survey, General Services Administration Mission support customer survey IT related result outcome.
<b>Data Validation and Verification:</b>	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 completed.

<b>Data Source:</b>	The Department's Data Strategy Implementation Tracker.
<b>Data Validation and Verification:</b>	The Department's inaugural Data Strategy published in December 2020, provided a data-centered approach to supporting the agency's mission through four goals and 19 objectives. The 19 individual objectives were on various documented completion timelines, and throughout fiscal year (FY) 2023, the Department reported on the number of completed objectives as gauged against their requisite published timelines. In FY 2023, the Department published a new Data Strategy with 16 new objectives, and the FY 2024 performance indicator will measure progress on implementing and completing 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.

<b>Data Source:</b>	The Department's annual Data Maturity Assessment (DMA).
<b>Data Validation and Verification:</b>	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.

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

<b>Data Source:</b>	The Department's comprehensive data inventory.
<b>Data Validation and Verification:</b>	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.

<b>Data Source:</b>	Principal Operating Component self-assessments against the Department's Workforce Planning Maturity Model.
<b>Data Validation and Verification:</b>	Components use tools and resources provided by the Office of Human Resources (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.

<b>Data Source:</b>	Federal Personnel and Payroll System (FPPS) via Oracle Business Intelligence Enterprise Edition and recruitment tracking tools.
<b>Data Validation and Verification:</b>	Time to Hire 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, excluding Senior Executive Service and political appointees. Data validation and verification are conducted monthly by the Office of Human Resources 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 fiscal year 2022 calculation.

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

<b>Data Source:</b>	Office of Personnel Management (OPM) FEVS.
<b>Data Validation and Verification:</b>	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 Number of competency assessments across the department's occupational series offered.

<b>Data Source:</b>	Competency Proficiency Tool.
<b>Data Validation and Verification:</b>	Periodic updates on the status of completed competency assessments will be captured in the Human Capital Operating Plan quarterly review. Upon development of validated competency models, Office of Human Resources will track the count of competency assessments offered, by respective occupational series.

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

<b>Data Source:</b>	Mission Support Customer Satisfaction Survey administered by the General Services Administration (GSA).
<b>Data Validation and Verification:</b>	Data validation and verification are conducted by GSA on behalf of the Office of Management and Budget. The Office of Human Resources works with GSA to identify Department employees and provide contact information for survey administration.

#### 5.4.1 Percentage of prime small business contract obligations.

<b>Data Source:</b>	SBA Small Business Scorecard.
<b>Data Validation and Verification:</b>	Scorecard data validated by Office of Small and Disadvantaged Business Utilization using Federal Procurement Data System.

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

<b>Data Source:</b>	Office of Management and Budget/General Services Administration Category Management Data-to-Decisions dashboard.
<b>Data Validation and Verification:</b>	Dashboard data validated by the Office of Acquisition, Grants, and Risk Management division using Federal Procurement Data System—Next Generation and workload reports.

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

<b>Data Source:</b>	Office of Management and Budget/General Services Administration benchmarking dashboard.
<b>Data Validation and Verification:</b>	Dashboard data validated by the Office of Acquisition, Grants, and Risk Management division using Federal Procurement Data System—Next Generation and workload reports.

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

<b>Data Source:</b>	Office of Personnel Management (OPM) Federal Employee Viewpoint Survey (FEVS) and Office of Management and Budget/General Services Administration benchmarking dashboard.
<b>Data Validation and Verification:</b>	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.

#### COVID-19 INDICATOR 1: Amount spent within each Elementary and Secondary School Emergency Relief program on meeting student’s academic, social, emotional and other needs.

<b>Data Source:</b>	Elementary and Secondary School Emergency Relief Annual Performance Report.
<b>Data Validation and Verification:</b>	The Office of the Chief Data Officer 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.**

<b>Data Source:</b>	The Office of Postsecondary Education will identify high-risk grantees for enhanced monitoring based on being in the Heightened Cash Monitoring 2 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).
<b>Data Validation and Verification:</b>	Validation will be done by monitoring central grant management systems, annual performance reports and coordination with other Principal Operating Components (i.e., Federal Student Aid, Office of the Chief Finance Officer, and Office of the Chief Data Officer).

**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.**

<b>Data Source:</b>	Number of technical assistance engagements at any stage of the grant process (pre and post).
<b>Data Validation and Verification:</b>	Counts technical assistance engagements where the objective is to inform institutions on the proper use and reporting of Higher Education Emergency Relief Fund 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.**

<b>Data Source:</b>	Annual Higher Education Emergency Relief Fund (HEERF) Performance Report. Report period closes in May for prior year information.
<b>Data Validation and Verification:</b>	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.

# Appendix C

## Performance Indicator Changes

Appendix C includes performance indicators that were added, removed, or changed since the publication of the *FY 2022 Annual Performance Report and FY 2024 Annual Performance Plan*.

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

None.

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

None.

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

Indicator 3.2.2 Status: Change in Prior Year Results	
<b>Type of Change:</b>	Changed to correct the results percentages posted from prior years.
<b>Title:</b>	Percentage of Student Support Service students served who persist into their next year of enrollment or attain a degree.
<b>Change:</b>	Changed the Fiscal Year (FY) 2023 Annual Performance Report (APR) FY 2021 results from 85% to 86.9% and the FY 2022 results from 86.9% to 86.2%.
<b>Justification:</b>	The Office of Postsecondary Education updated the previous results in the FY 2023 APR due to reporting errors.

**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.**

Indicator 4.1.2 Status: Change	
<b>Type of Change:</b>	Change in Prior Year Results.
<b>Title:</b>	Percentage of grant applicants from community colleges, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and minority-serving institutions for higher education grants.
<b>Change:</b>	Changed the Fiscal Year (FY) 2023 Annual Performance Report FY 2022 results from 49% to 46%.
<b>Justification:</b>	The metric results have been updated to correct a calculation error from last year. This adjustment includes the grants that were previously omitted.

Indicator 4.1.2 Status: Change	
<b>Type of Change:</b>	Changed methodology for measuring the number of applicants to ensure greater accuracy and reliability of data.
<b>Current Title:</b>	Percent of applications from community colleges, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and minority-serving institutions.
<b>Justification:</b>	According to the Office of Postsecondary Education, tracking the percentage of applicants who meet this specific category on a rolling basis every year throughout the strategic plan's cumulative timeframe will provide more accurate and informative results. This practice is expected to yield more effective outcomes starting in fiscal year 2023.

Indicator 4.1.5 Status: New	
<b>Type of Change:</b>	New indicator added.
<b>New Title:</b>	Number of engagements (i.e., meetings/events) with states, institutions, accrediting agencies, and associations with a focus on increasing college completion and closing attainment gaps among underserved populations.
<b>Justification:</b>	This indicator was previously included as an Agency Priority Goal. The Office of Postsecondary Education requested continuing to track as a performance indicator under this objective 4.1.

Indicator 4.1.6 Status: New	
<b>Type of Change:</b>	New indicator added.
<b>New Title:</b>	Number of technical assistance and support activities provided to institutions.
<b>Justification:</b>	This indicator represents priority work for Office of Postsecondary Education, which contributes greatly to the Department's strategic outcomes.

Indicator 4.4.1 Status: Change	
<b>Type of Change:</b>	Change in Prior Year Results.
<b>Title:</b>	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.
<b>Change:</b>	Changed the Fiscal Year (FY) 2023 Annual Performance Report FY 2021 results from 78% to 76.5% and FY 2022 results from 76.5% to 75%.
<b>Justification:</b>	The results have been updated to correct a calculation error from last year. This adjustment includes the grants that were previously omitted.

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

Indicator 5.1.1 Status: Change	
<b>Type of Change:</b>	Changed the indicator methodology.
<b>Title:</b>	Department’s Office of the Chief Information Officer Information Technology cybersecurity composite score.
<b>Change:</b>	The Office of Management and Budget (OMB) Cyber Progress report will replace the Department of Homeland Security (DHS) CyberScope Quarterly Risk as the data source.  New data source: OMB Cyber Progress Report, Department Cyber Risk Scorecard, previous year Office of Inspector General <i>Federal Information Security Modernization Act of 2014</i> (FISMA) maturity score and DHS Cyber Hygiene Reports.
<b>Justification:</b>	DHS has retired the previously used Risk Management Assessment report and the FISMA CIO metrics have changed significantly over the past 2 years. The OMB Progress Report replaces the DHS Risk Management Assessment (RMA).

Indicator 5.2.1 Status: Change	
<b>Type of Change:</b>	Changed indicator title and methodology effective fiscal year 2023.
<b>Title:</b>	Percentage of Data Strategy objectives that meet published progress timelines.
<b>Change:</b>	Percentage of Data Strategy objectives completed.
<b>Justification:</b>	The Department changed the metric title and methodology to calculate the total percentage of completed objectives to better capture holistic progress as the 2020 data strategy comes to a close.

Indicator 5.2.3 Status: Remove	
<b>Type of Change:</b>	Remove performance indicator effective fiscal year 2023.
<b>Title:</b>	Percentage of principal offices assessed as having higher data maturity scores year over year based on the Department’s data maturity assessment tool.
<b>Justification:</b>	The Department discontinued use of survey as part of cost saving measures and is assessing data maturity through other indicators.



**Indicator 5.2.4 Status: Remove**

<b>Type of Change:</b>	Remove performance indicator effective fiscal year (FY) 2023.
<b>Title:</b>	Number of Department data assets accessible in the enterprise data analytics platform.
<b>Justification:</b>	The Planning Investment Review Working Group made necessary spending reductions to align with cuts in the enacted FY 2023 budget, which resulted in the elimination of the Enterprise Data Repository and Analytics Platform investment.

**Indicator 5.3.2 Status: Change in Prior Year Results**

<b>Type of Change:</b>	Change in Prior Year Results.
<b>Title:</b>	Time to hire.
<b>Change:</b>	Changed the Fiscal Year (FY) 2023 Annual Performance Report (APR) FY 2022 results from 90 days to 106 days.
<b>Justification:</b>	This indicator has been updated to reflect validated data reported by Office of Human Resources after publication of the FY 2023 APR.

**Indicator 5.3.4 Status: Change**

<b>Type of Change:</b>	Change title effective fiscal year 2023.
<b>Title:</b>	Percentage of Department employees who achieve required competency proficiency levels.
<b>Change:</b>	Number of competency assessments across the department's occupational series offered.
<b>Justification:</b>	Competency assessments are optional for employees. The new indicator changes the focus of the indicator toward the priority of expanding usage of the competency assessment tool.

# Appendix D

## Summary of Performance Evaluations Completed During FY 2023

Appendix D 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 of Education (Department) during fiscal year 2023. 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*.

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

### Evaluating the Federal Innovative Assessment Demonstration Authority: Early Implementation and Progress of State Efforts to Develop New Statewide Academic Assessments

#### Focus Area: Meeting Student Needs

Education officials have long hoped that the statewide academic assessments most students take each year could be used not only for accountability, but also to guide instruction. Congress established the Innovative Assessment Demonstration Authority (IADA) program in 2015 to help address this goal, offering states temporary flexibility from certain federal testing requirements so that they may more easily make progress toward replacing their current assessments with more innovative ones. However, states approved for IADA must still show that their innovative assessments meet most requirements for federal accountability, and they are expected to implement the new assessments statewide within 5 years. This report describes the progress of the first five IADA systems through the 2020–2021 school year. The report is primarily based on an analysis of states' IADA applications and performance reports to the Department and is part of a broader evaluation of IADA required by Congress. Available at: <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE2023004>.

## **Federal Support for Attracting, Training, and Retaining Educators: How Districts Receiving Teacher and School Leader Grants Use Their Funds**

### **Focus Area: Educators**

Ensuring students' equitable access to talented educators remains a national priority. Congress established the Teacher and School Leader (TSL) Incentive competitive grant program in 2015 to help address this goal, providing financial support to selected school districts to improve their systems for hiring, supporting, and retaining educators, particularly in high-need schools. Grantees can use TSL funds flexibly to improve their basic infrastructure for generating and managing data or on strategies that use these data to improve their educator workforce. This report provides the first comprehensive review of the activities 2017 TSL grantee districts prioritized with their TSL funds and how well these activities aligned with key aspects of the program. The report is based on interviews conducted near the end of the initial 3-year grant period for the 24 districts that were part of the 2017 TSL cohort and is part of a broader evaluation of TSL required by Congress. Available at: <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE2023002>.

## **Linking Adult Education to Workforce Development in 2018–2019: Early Implementation of the *Workforce Innovation and Opportunity Act of 2014* at the Local Level**

### **Focus Area: Postsecondary Value**

The *Workforce Innovation and Opportunity Act of 2014* includes new requirements and incentives to strengthen the link between Title II—adult education—and the overall workforce development system. This report from a national evaluation of Title II examines the extent to which local adult education providers' instructional approaches and coordination with other agencies in 2018–2019 reflected this link and highlights the challenges providers reported collecting related performance data. A compendium provides detailed tables supporting the policy report. Available at: <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE2023001>.

## **Possible Ways of Increasing College Access Among Adults from Underserved Backgrounds: A Study of College Transition Text-Based Messaging**

### **Focus Areas: Equity and Postsecondary Value**

For adults with low incomes and potential first-generation college-goers, enrolling in college can be challenging. The Department-funded Educational Opportunity Centers (EOCs) provide supports to help navigate some of the barriers to enrollment, including assistance with completing college and financial aid application processes, academic advising, and personal counseling. This study tested a text messaging program provided as a supplement to EOCs' typical services. The program included a set of personalized, automated text messages focused on how to secure financial aid, complete key college enrollment steps, and navigate other potential barriers to college entry. Clients from 18 EOCs were randomly assigned to receive the text messages in addition to typical EOC services or to receive typical EOC services only. The study compared the *Free Application for Federal Student Aid*® completion and college enrollment rates of these two groups to determine the effectiveness of the messaging program. Available at: <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE2023003>.

# Appendix E

## FY 2023 Management Challenges Facing the U.S. Department of Education

The Department of Education (Department) made progress toward the five areas of risk that continue to pose the most significant challenges for the Department, as identified in the fiscal year 2023 [Management Challenges Facing the U.S. Department of Education](#) report issued in December 2022 by the Department's Office of Inspector General. The areas of risk identified were:

- Implementing pandemic relief laws.
- Oversight and monitoring.
- Data quality and reporting.
- Improper payments.
- Information technology security.

### Management Challenge 1—Implementing Pandemic Relief Laws:

The Department received more than \$200 billion under three major pandemic relief laws to assist states, public and nonpublic schools, and school districts in meeting their needs and the needs of students impacted by the pandemic.

The Department took comprehensive steps to ensure appropriate interpretation of the legislation's requirements and subsequent policy and operational implications while implementing pandemic relief laws and providing oversight and monitoring during the COVID-19 emergency.

#### Progress in Meeting the Challenge:

- Federal Student Aid (FSA) was highly effective in ensuring *Coronavirus Aid, Relief, and Economic Security Act* flexibilities were applied to eligible Teacher Education Assistance for College and Higher Education (TEACH) Grant recipients, and when appropriate, Office of Elementary and Secondary Education (OESE) and Office of Postsecondary Education (OPE) also applied authorized flexibilities.
- FSA increased communications to eligible recipients and improved guidance to servicers about how to implement these flexibilities.
- OESE developed a comprehensive plan and implemented activities that produced several positive outcomes, which included activities to provide technical assistance, advance grantee monitoring, improve data quality, and enhance its operational ability to support grantees.

## Management Challenge 1—Implementing Pandemic Relief Laws:

### Progress in Meeting the Challenge (Continued):

#### Technical Assistance

- OESE issued guidance and provided interactive opportunities to exchange information.
- OESE issued multiple forms of guidance to assist recipients in implementing the Elementary and Secondary School Emergency Relief (ESSER), Governor's Emergency Education Relief (GEER), and Emergency Assistance to Non-Public Schools (EANS) programs. Examples included publishing Dear Colleague Letters, Frequently Asked Questions, and announcements in areas such as reporting resources and expectations and maintenance of equity (MOEquity) requirements. Additionally, the Department published information on promising practices for state educational agencies (SEAs) and local educational agencies to use in addressing the impact of the pandemic on their students.
- OESE, in partnership with the Office of Acquisition, Grants, and Risk Management's Grants Management Policy Division, held a *Federal Funding Accountability and Transparency Act* (FFATA) webinar that covered required reporting.
- OESE held a *Grantee Learning Series*, consisting of five webinars for recipients and subrecipients of its pandemic relief programs that covered topics such as technical assistance, grant administration, monitoring, performance reporting, Maintenance of Effort and MOEquity. The five webinars were recorded and made available on its website for asynchronous viewing.
- OESE created state mailboxes to help ensure the delivery of timely technical assistance and held monthly calls to address questions from grantees and provide additional assistance.

#### Monitoring

- OESE monitored the use of formal targeted, comprehensive, and consolidated monitoring.
- OESE's monitored plans also included focused biannual reviews of all SEAs.
- OESE published tools that included grantee and subrecipient self-assessment protocols for the ESSER and GEER programs and a grantee self-assessment for the EANS program.
- OESE's formal monitoring resulted in reports to 16 states that included coverage of one or more pandemic relief programs in fiscal year (FY) 2023.
- OESE FY 2023 biannual reviews focused on the awarding of GEER funds and grantee monitoring of sub-recipients and required seven states to complete corrective actions.

#### Data Quality

- OESE collaborated with other Department offices, particularly the Office of the Chief Data Officer, to develop plans to improve data quality that included targeted efforts to identify data abnormalities, provide support to grantees, and work collaboratively with other federal stakeholders.
- OESE's results specifically focused on addressing data-quality issues for the information reported to [USAspending.gov](https://USAspending.gov) and addressing grantee access issues to the FFATA reporting system, where data are input or uploaded.
- OESE dedicated staff resources to identify data issues and work with grantees to correct and address access issues and worked with the Office of Management and Budget, the Executive Office of the President, and the General Services Administration (GSA) to enhance support of the FFATA site, which GSA manages.
- Since 2020, OESE has continued outreach to grantees regarding FFATA reporting requirements.

## Management Challenge 1—Implementing Pandemic Relief Laws:

### Progress in Meeting the Challenge (Continued):

- OESE has continued to provide information and assistance since 2020 that included reminders of reporting requirements, conducting multiple webinars on FFATA reporting, and maintaining resources that include videos, instructions, and fact sheets to assist grantees in ESSER, GEER, and EANS reporting.
- OESE provided one-on-one technical assistance to grantees when needed to resolve identified issues.

#### Operational Ability to Support Grantees

- The Department's Grants Management Policy Division regularly communicated on subject areas and training opportunities that can help build the Department's internal capacity to oversee grants.
- The Grants Management Policy Division also communicated on updates to policy, templates, and tools that could be used in grantee oversight, such as its Large Available Balances report.
- OPE developed plans that included developing and implementing internal guidance to monitor HEER grant recipients, improving its system of controls to ensure better and more effective oversight, and communicating HEER program auditing requirements to grantees.
- OPE issued multiple memoranda to grantees outlining audit requirements for public, private nonprofit, and proprietary institutions that stressed how audits are a critical oversight component and included information on what must be audited, due dates, and submission processes.
- The Department took steps to implement pandemic relief requirements related to the student financial assistance programs, including suspending payments and interest accrual on federal student loans, stopping wage garnishments for borrowers in default, and ensuring that flexibilities were applied to eligible TEACH Grant recipients.

### Planned Actions:

- OESE will revise the monitoring protocols for the pandemic-relief programs based on lessons learned through piloting changes made to the protocols in FY 2023.
- OESE will target monitor all ESSER and *American Rescue Plan Act of 2021* (ARP) ESSER grantees for their oversight and monitoring of subrecipients, including the use of data and other information to improve the implementation of uses of funds to address learning loss consistent with each's approved ESSER State plan and Federal monitoring requirements.
- OESE will conduct formal monitoring of four States for the compliance and implementation of their approved plans with ARP requirements and other Education Stabilization Fund requirements, including the implementation of approved grant liquidation extension requests. Additionally, six EANS grantees will be reviewed for the implementation of program requirements.
- OESE will review the fiscal activities of all CRSSA Act ESSER, GEER, and EANS grantees during monthly meetings with grantees in preparation for the awards being placed in manual closeout until the reporting requirements are met.
- FSA will implement return-to-repayment plans that include (1) performing borrower outreach and communications, (2) coordinating with contractors to hire, onboard, and train staff to perform loan servicing activities, (3) developing and implementing policy enhancements, (4) increasing data analysis and reporting, and (5) heightening oversight and monitoring of vendors.
- FSA will continue to provide direct oversight and review of TEACH Grant recipients denied these flexibilities.

## Management Challenge 2—Oversight and Monitoring:

States, schools, and other educational providers need support to improve student outcomes, and the Department must balance that support with oversight and monitoring to improve overall program performance.

### Progress in Meeting the Challenge:

- Federal Student Aid (FSA) implemented the Unified Servicing and Data Solution to improve customer experiences, provide better borrower outcomes, improve cybersecurity, hold servicers to a high level of performance, and enable the Department to focus on impactful objectives like reducing delinquency and default.
- FSA provided training and technical assistance services through the FSA Training Center and state, regional, and national conferences.
- The Office of Special Education Programs provided general guidance and technical assistance for state educational agencies (SEAs), to assist them in implementing significant disproportionality regulatory requirements and performed ongoing monitoring of SEAs' compliance with *Individuals with Disabilities Education Act* requirements and program results.
- The Office of Elementary and Secondary Education (OESE) broadened its consolidated monitoring efforts for formula grants, expanded the number of states to be monitored from two to four, and began transitioning from virtual to on-site reviews.

### Planned Actions:

- FSA will use a data-centric approach to engage in effective outreach and technical assistance efforts to entities participating in the Title IV programs, including providing targeted support and training through virtual and in-person technical assistance.
- Planned actions concerning grantees include the OESE's oversight of the school-based Mental Health Services program, the Stronger Connections Grant program, and the Department's oversight of the Student Support Services projects.

## Management Challenge 3—Data Quality and Reporting:

The Department, states, and schools must have effective controls to ensure that reported data are accurate, reliable, and accessible to improve the use of that data at the Department and in the education community.

### Progress in Meeting the Challenge:

- The Department updated and reissued its Information Quality Guidelines.
- The Department published a Data Quality Plan Template to help ensure that the quality of a data asset is planned for, documented, and addressed throughout the data management life cycle.
- The Department prepared additional guidance to assist its offices in data quality efforts, including a Data Quality Playbook to outline strategies to consider in planning data collections associated with grant program processes.
- The number of Elementary and Secondary School Emergency Relief related business rules (which identify systematic errors and warnings to prevent incorrect or incomplete data reporting by grantees) was increased by 25%, and 283 data quality issues were flagged across all states, compared to 183 data quality issues in the prior year.

### Planned Actions:

- The Department's planned actions will include (as established through the Department's Data Governance Board):
- Applying the Data Quality framework used in its 2023 data collection for the Education Stabilization Fund to all new data collections starting in 2024 when it implements its Data Quality Policy.
  - Developing basic-level training for all Department staff to provide information on data quality concepts, principles, tools, techniques, and best practices to enhance operational capabilities and increase knowledge in this critical area.

#### Management Challenge 4—Improper Payments:

The Department provides billions of dollars to support students and must work with states and schools to ensure funds reach the intended recipients in the right amounts.

##### Progress in Meeting the Challenge:

- The Department developed a plan with the potential to mitigate major elements of this challenge and ensure that the billions of dollars entrusted to it reach the intended recipients.
- The Department's plan included activities intended to help develop reliable estimates and reduce its estimates to less than 10% for each program where a rate is published.

##### Planned Actions:

- Planned projects include an annual review of the Department's compliance with the improper payment reporting requirements. As part of its ongoing efforts to prevent and reduce improper payments, the Department released a payment integrity directive providing a framework to assess improper payment risk and internal control over payments.

#### Management Challenge 5—Information Technology (IT) Security:

Department systems contain data that must remain accessible to the Department's partners while protected from threats.

##### Progress in Meeting the Challenge:

- The Department instituted a multifactor authentication deployment across the Department by integrating personal identity verification validation for its personnel, which resulted in improved deployment compliance.
- The Department completed multiple initiatives in response to recent *Federal Information Security Modernization Act of 2014* work, including amending the vulnerability and patch management process to facilitate more timely resolution, establishing additional controls to update, remove, or replace obsolete or unsupported solutions and encryption protocols for operating systems, and implementing review process to improve management of the active directory user accounts and access termination, and enhancing oversight of privileged accounts.

##### Planned Actions:

- The Office of the Chief Information Officer has planned various projects to ensure the continuous oversight and monitoring of the IT inventory and websites of the Department.



# Appendix F

## Programs by Goal

Appendix F 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 & Native American and Alaska Native Children in School Grants & Technical Assistance and Capacity Grants
OESE	I&I	1.1, 1.2	Fostering Diverse Schools
OESE	I&I	1.2	Charter Schools Grants

POC	Education/ Funding Area	Objective	Program
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
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

POC	Education/ Funding Area	Objective	Program
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

**Acronyms and Definitions:**

POC = Principal Operating Component; IES = Institute of Education Sciences; OCR = Office for Civil Rights; OCTAE = Office of Career, Technical, and Adult Education; CTAE = Career, Technical, and Adult Education; OESE = Office of Elementary and Secondary Education; ED = Education for the Disadvantaged; ELA = English Language Acquisition; I&I = Innovation and Improvement; IA = Impact Aid; IE = Indian Education; SIP = Strengthening Institutions Program; SSCE = Safe Schools and Citizenship Education; OSERS = Office of Special Education and Rehabilitative Services; APHB = American Printing House for the Blind; OPE = Office of Postsecondary Education; HE = Higher Education; REHAB = Rehabilitation Services and Disability Research; and SE = Special Education.

## 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
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

POC	Education/ Funding Area	Objective	Program
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

POC	Education/ Funding Area	Objective	Program
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
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/ OELA	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; OELA = 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
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

POC	Education/ Funding Area	Objective	Program
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
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)

POC	Education/ Funding Area	Objective	Program
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
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
OPE	HE	N/A	College Housing and Academic Facilities Loans Liquidating Account
OPE	HE	N/A	College Housing Loans Liquidating Account



POC	Education/ Funding Area	Objective	Program
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; HBCU = Historically Black College or University; HEAL = Health Education Assistance Loan; 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 G

## Glossary of Acronyms and Abbreviations

Acronym	Definition
ACSI	American Customer Satisfaction Index
AEFLA	Adult Education and Family Literacy Act
AI	Artificial Intelligence
AI/AN	American Indian and Alaska Native
APG	Agency Priority Goal
APHB	American Printing House for the Blind
APP	Annual Performance Plan
APR	Annual Performance Report
ARP	American Rescue Plan Act of 2021
BSCA	Bipartisan Safer Communities Act
CAC	Customer Advisory Council
CAR	Consolidated Annual Report
CARES	Coronavirus Aid, Relief, and Economic Security
CFBNP	Center for Faith-Based and Neighborhood Partnerships
CHIPS	Creating Helpful Incentives to Produce Semiconductors
CISA	Cybersecurity and Infrastructure Security Agency
CITES	Center on Inclusive Technology & Education Systems
CLASS	Creating and Leveraging Acquisition Small Business Strategies
CRDC	Civil Rights Data Collection
CRRSA	Coronavirus Response and Relief Supplemental Appropriations
CSF	Cybersecurity Framework
CTAE	Career, Technical, and Adult Education
CTE	Career and Technical Education
DAEL	Division of Adult Education and Literacy
DCL	Dear Colleague Letter

Acronym	Definition
DGB	Data Governance Board
DHS	Department of Homeland Security
DLP	Data Loss Prevention
DM	Departmental Management
DMA	Data Maturity Assessment
DOL	U.S. Department of Labor
DPCoP	Data Professionals Community of Practice
DRAW	Digital Resilience in the American Workforce
EAC	Equity Assistance Center
EANS	Emergency Assistance to Non-Public Schools
EARN	Enhancing Access for Refugees and New Americans
EASIE	Electronic Application System for Indian Education
ECTA	Early Childhood Technical Assistance
ED-GRS	U.S. Department of Education Green Ribbon Schools
EI	Early Intervention
EL	English Learner
ELA	English Language Acquisition
EO	Executive Order
EOC	Educational Opportunity Center
ESEA	<i>Elementary and Secondary Education Act of 1965</i>
ESF	Education Stabilization Fund
ESSA	<i>Every Student Succeeds Act</i>
ESSER	Elementary and Secondary School Emergency Relief
FAFSA®	<i>Free Application for Federal Student Aid®</i>
FAQ	Frequently Asked Question
FCC	Free Community College
FDSL	Federal Direct Student Loan
FEVS	Federal Employee Viewpoint Survey
FFATA	<i>Federal Funding Accountability and Transparency Act</i>
FFEL	Federal Family Education Loan

<b>Acronym</b>	<b>Definition</b>
FISMA	<i>Federal Information Security Modernization Act of 2014</i>
FPPS	Federal Personnel and Payroll System
FSA	Federal Student Aid
FSCS	Full-Service Community Schools
FWS	Federal Work Study
FY	Fiscal Year
GE	Gainful Employment
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GEER	Governor's Emergency Education Relief
GPRA	<i>Government Performance and Results Act of 1993</i>
GPRAMA	<i>Government Performance and Results Act Modernization Act of 2010</i>
GSA	General Services Administration
GU	Gallaudet University
GYO	Grow-Your-Own
HBCU	Historically Black College or University
HE	Higher Education
HEA	<i>Higher Education Act of 1965</i>
HEAL	Health Education Assistance Loan
HEERF	Higher Education Emergency Relief Fund
HSI	Hispanic-Serving Institution
I&I	Innovation and Improvement
IA	Impact Aid
IADA	Innovative Assessment Demonstration Authority
ICAM	Identity, Credential, and Access Management
IDEA	<i>Individuals with Disabilities Education Act</i>
IDR	Income-Driven Repayment
IE	Indian Education
IECMH	Infant & Early Childhood Mental Health
IELCE	Integrated English Literacy and Civics Education
IEP	Individualized Education Program

Acronym	Definition
IES	Institute of Education Sciences
IET	Integrated Education and Training
IETC	Integrated Education and Training in Corrections
IHE	Institution of Higher Education
IPEDS	Integrated Postsecondary Education Data System
IT	Information Technology
IWG	Interagency Working Group
K-12	Kindergarten Through Grade 12
LEA	Local Educational Agency
MHSP	Mental Health Service Professional
MOE	Maintenance of Effort
MOEquity	Maintenance of Equity
MSAP	Magnet Schools Assistance Program
MSI	Minority-Serving Institution
N/A	Not Applicable
NALRC	Native American Language Resource Centers
NASA	National Aeronautics and Space Administration
NATRI	Native American Teacher Retention Initiative
NCPMI	National Center for Pyramid Model Innovations
NES	National Engagement Strategy
NPD	National Professional Development
NRS	National Reporting System
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

Acronym	Definition
OHR	Office of Human Resources
OIE	Office of Indian Education
OIG	Office of Inspector General
OMB	Office of Management and Budget
OPE	Office of Postsecondary Education
OPM	Office of Personnel Management
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
PA	Program Administration
PBIS	Positive Behavioral Interventions and Supports
PDPDCS	Professional Development Program Data Collection System
POC	Principal Operating Component
PSLF	Public Service Loan Forgiveness
PTI	Parent Training and Information
REHAB	[Vocational] Rehabilitation Services and Training
RPA	Robotics Process Automation
RSA	Rehabilitation Services Administration
SAA	Student Aid Administration
SASE	Secure Access Service Edge
SAVE	Saving on a Valuable Education
SBMH	School-Based Mental Health
SE	Special Education
SEA	State Educational Agency
SEED	Supporting Effective Educator Development
SFA	Student Financial Assistance
SIP	Strengthening Institutions Program
SSCE	Safe Schools and Citizenship Education
SSS	Student Support Services
STEM	Science, Technology, Engineering, and Mathematics
TBD	To Be Determined

Acronym	Definition
TCCUs	Tribally Controlled Colleges and Universities
TEACH	Teacher Education Assistance for College and Higher Education
TIES	Time, Instructional Engagement Support Center
TQP	Teacher Quality Partnership
TSL	Teacher and School Leader
VPN	Virtual Private Network
VR	Vocational Rehabilitation
WHI	White House Initiative
WIOA	<i>Workforce Innovation and Opportunity Act</i>
ZTA	Zero-Trust Architecture

U.S. Department of Education  
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*U.S. Secretary of Education*

April 22, 2024

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