FY 2018 Annual Performance Report and FY 2020 Annual Performance Plan

U.S. Department of Education

U.S. Department of Education
Betsy DeVos
Secretary

March 18, 2019

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Message from the Secretary

In the U.S. Department of Education's Strategic Plan for fiscal year (FY) 2018–22, we laid out a vision for bold reforms that reflect President Trump's priority to ensure all students in America have access to learning environments that fit their unique needs and prepare them for successful careers and meaningful lives. We have challenged everyone, including ourselves, to "rethink school." That means everyone must question everything we do to ensure nothing limits students from being prepared for what comes next. While there is still much work to be done, we have made great strides in the last year.

By the end of FY 2018, all 50 states plus the District of Columbia and Puerto Rico submitted their required plans for improving student achievement under the *Every Student Succeeds Act* (ESSA). All 52 plans met the requirements of the law and were approved. But an ESSA plan is just the beginning. States must embrace the new flexibilities afforded in ESSA to lead the way in improving education for the students they serve. Ultimately, all students, regardless of where they live or their parents' salaries, should have the opportunity to pursue an education that is right for them.

Expanding freedom and flexibility is also a top priority in postsecondary education. Students should have access to a multitude of education pathways. Whether they want to pursue a traditional four-year college degree, earn a certification in an in-demand field or participate in an earn-and-learn apprenticeship, nothing should limit any student from pursuing the option that is right for him or her. Following the passage of Perkins V, the Department has worked closely with States to encourage them to "rethink" career and technical education (CTE) and develop bold goals and innovative practices that will align CTE programs with locally identified, in-demand career fields.

One of my first acts as Secretary was to work with Congress to restore year-round Pell so that students can graduate more quickly and with less debt. In the coming year, the Department will also focus on making college more affordable and freeing up some of the constraints that are holding back innovation in higher education through negotiated rulemaking on accreditation, distance learning and state authorization, among other topics.

This Administration has also worked to provide students with relevant, transparent and accurate information on their post-high school education options. Over the last year, the Department has updated the College Scorecard to make the information and comparison tools more relevant and useful for students. It is our goal in FY 2019 to provide students with program-level data so they can make apples-to-apples comparisons when assessing their higher education options.

The Department also marked a major milestone when, for the first time ever, it launched a mobile app, myStudentAid, to coincide with the release of the FY 2019–20 *Free Application for Federal Student Aid®*. The app is part of a greater initiative, the Next Generation Financial Services Environment, which will fundamentally change the nature of federal financial aid. For too long, the customer experience for acquiring and paying off student loans has been cumbersome and confusing. We are well on our way to greatly enhancing the customer experience while protecting taxpayers.

Finally, it is important for the Department to not only look for avenues where we can help but also examine whether we are creating unnecessary burdens on educators, administrators and, most importantly, families. We want to foster a culture of innovation in education and that begins by reviewing and removing those regulations that limit education leaders, teachers and students. As the President's Executive Order on regulatory reform directs, the Department continues to review all of our regulations and guidance documents to ensure they truly advance the Department's mission. After the initial review, we rescinded more than 600 outdated subregulatory guidance documents.

Ultimately, our focus has been and will remain on putting students first. We will continue to be their advocates and work to ensure nothing limits them from pursuing their lifelong learning journeys.

Betsy DeVos
Secretary of Education

About the Department

Mission and Statutory Structure

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 administering programs that provide services from early intervention services to employment programs. Many of these programs provide grants to states or local educational agencies and support students and families from vulnerable populations, including children with disabilities and those from disadvantaged backgrounds. These programs also provide grants and loans to postsecondary students and facilitate research that examines ways that states, schools, districts and postsecondary institutions can improve America's education system. In addition, the Department fulfills its mission through the enforcement of civil rights laws that provide equal access to Department programs for all individuals.

FY 2018 Organization Structure

The coordinating structure used in fiscal year (FY) 2018 is available online.[1]

[1]In March 2017, President Trump issued Executive Order 13781, directing agencies to propose reform plans, including opportunities to reorganize to improve the efficiency, effectiveness and accountability of the executive branch. The Department created a Reform Steering Committee that ultimately proposed a set of internal reorganizations and developed the packages for those reorganizations throughout FY 2018, with an effective date of January 2019. The organization and coordinating structures in place in FY 2018 and presented in this report do not reflect these changes.

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National Landscape

State of Education in the United States and Internationally

A great education is the key to unlocking personal potential to succeed in careers and to lead a meaningful life. Accordingly, education is best addressed by those closest to students—parents and teachers. The proper Federal role in education should be to come alongside teachers, parents, and students in ensuring every student has opportunities to pursue the education that works for them.

However, for too many American students, education is limited by how they learn, by where they live, or by their parents' income. These limitations are borne out in the numbers. When the Program for International Student Assessment compared most of the world, America was ranked 24th in reading, 25th in science and 40th in mathematics.[1] Furthermore, although overall results from the National Assessment of Education Progress are unremarkable, scores for our lowest performers have been in decline since school year (SY) 2013-14 (see figures on pages 6 and 7). But that's not because our students aren't capable. They are.

That's why the Department is focused on expanding education freedom for students, their families, and their teachers. The Department's National Center for Education Statistics (NCES) estimates that 55.8 million students were enrolled in public and private elementary and secondary schools in fall 2018, including 39.5 million students in prekindergarten through grade 8 and 16.4 million students in grades 9 through 12.[2,3]

The Department is committed to improving educational outcomes for every student and has encouraged states to increase options for families. For example, during SY 2016–17, 7,100 public charter schools enrolled just over 3 million students, which is an increase of 1,826 schools and 1.2 million students since SY 2010-11[4] (see charter school figures on page 8 and magnet school figures on page 9).

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[1]See https://nces.ed.gov/surveys/pisa/pisa2015/index.asp. See page 5 of this report for the U.S. rankings across the Group of Seven (G7) countries.
[2]See https://nces.ed.gov/programs/digest/d17/tables/dt17_203.10.asp.
[3]See https://nces.ed.gov/programs/digest/d16/tables/dt16_105.30.asp.
[4]See https://nces.ed.gov/programs/digest/d17/tables/dt17_216.90.asp.

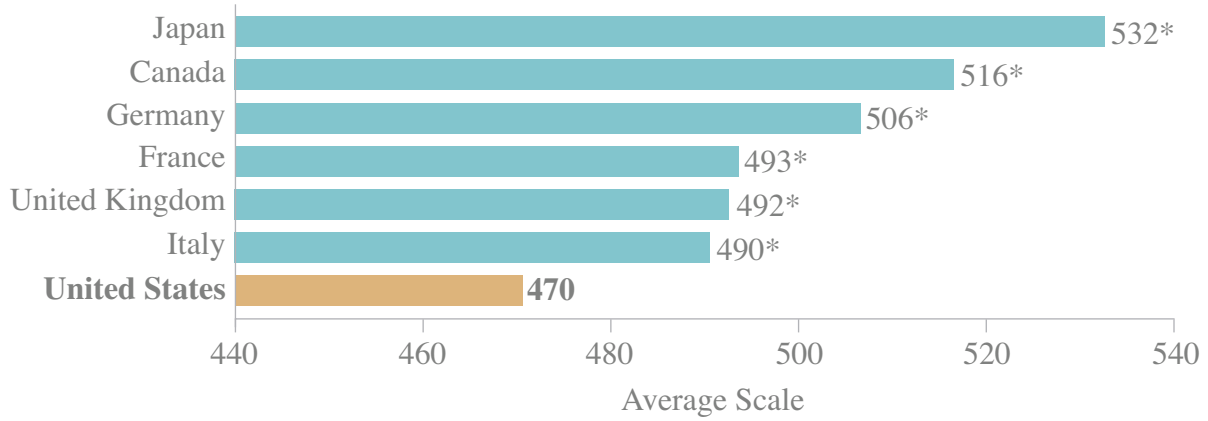
A student's education journey is life-long and doesn't simply end at any graduation. Just as in kindergarten through grade12, a student's postsecondary education should work for him or her. That could mean enrolling in traditional four-year degree-granting institutions, which for fall 2018 was projected at 20.7 million, with about three-quarters attending public institutions. But these figures underestimate overall participation in postsecondary education, given that data on career and technical training and adult education participation have not been systematically collected. The Department supports improved data collection efforts that will more completely quantify all postsecondary options because all students should be able to choose from multiple pathways to success.

In SY 2015–16, students earned nearly 3.9 million degrees and 940,000 certificates in the nation's postsecondary institutions (see figure on page 10). Nineteen percent of degrees and certificates were earned in the fields of health and medicine. Roughly 15 percent each were earned in each of the following categories: business; arts and humanities; social sciences and science, technology, engineering and mathematics. The degrees and certificates earned in trades and personal services, collectively, represent fewer than seven percent of the total. Although these data do not capture all the various forms of training in these fields, such as apprenticeships, they do highlight the opportunity for postsecondary institutions to increase available opportunities that prepare students for trades and personal services careers.

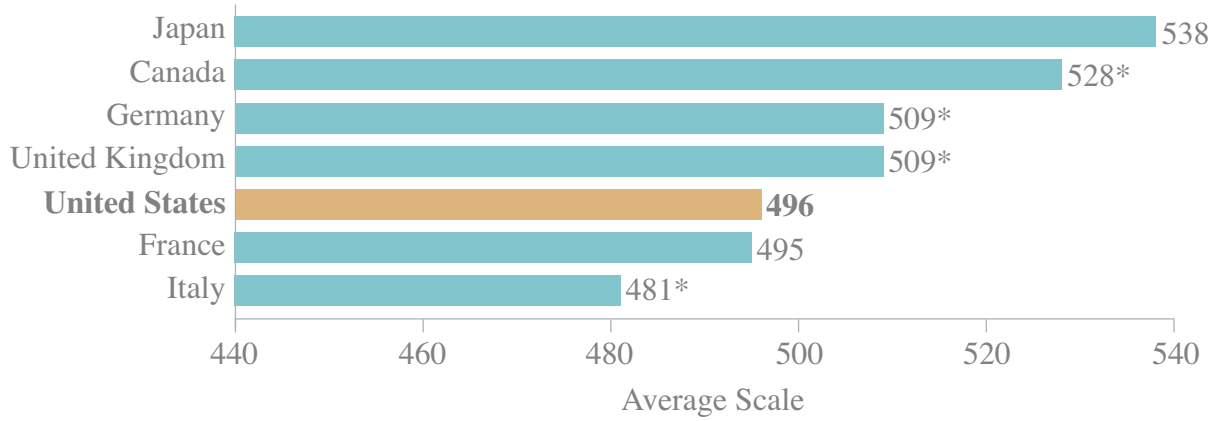
This Department is committed to recognizing its limited role in education while empowering those who should not be limited: teachers, parents and, most importantly, students.

Program for International Student Assessment Average Test Scores for 15-Year-Olds Across the G-7 Countries: Survey Year 2015

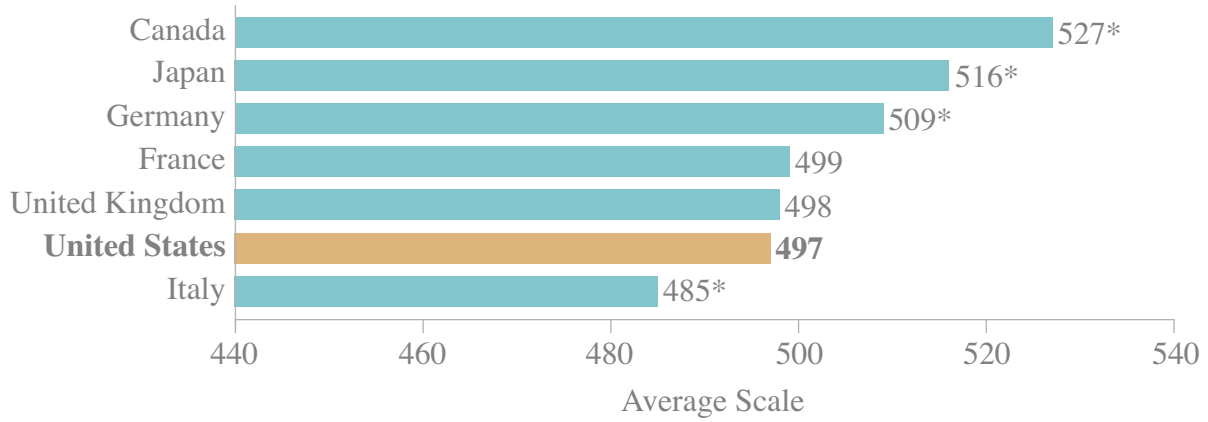
Mathematics Literacy



Science Literacy



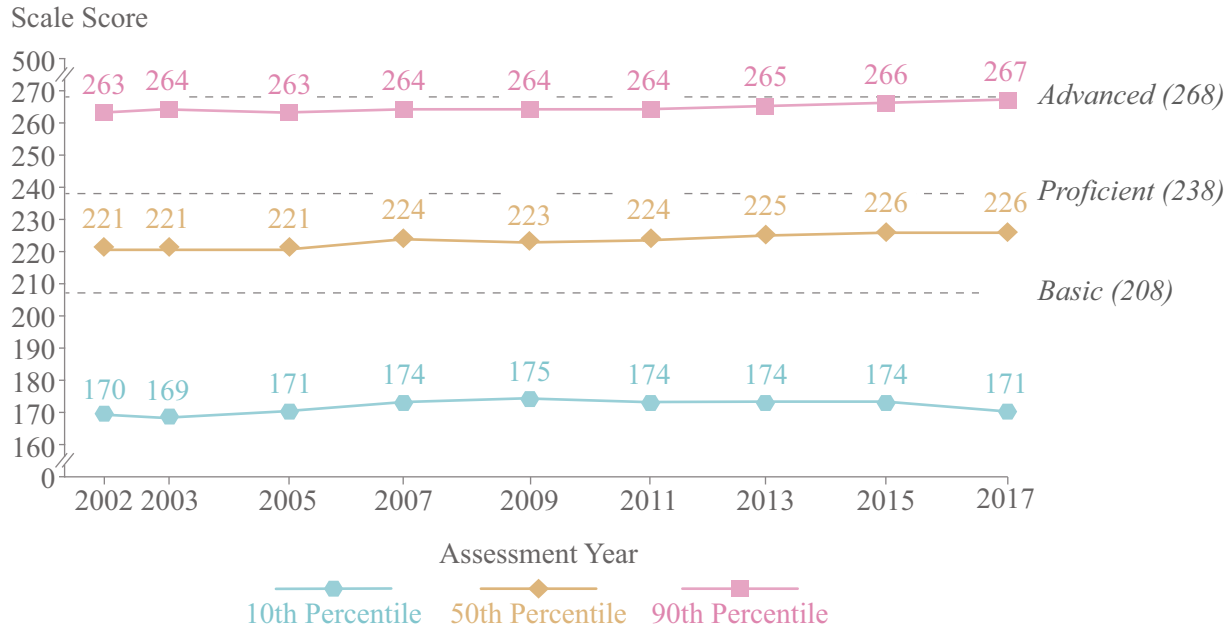
Reading Literacy



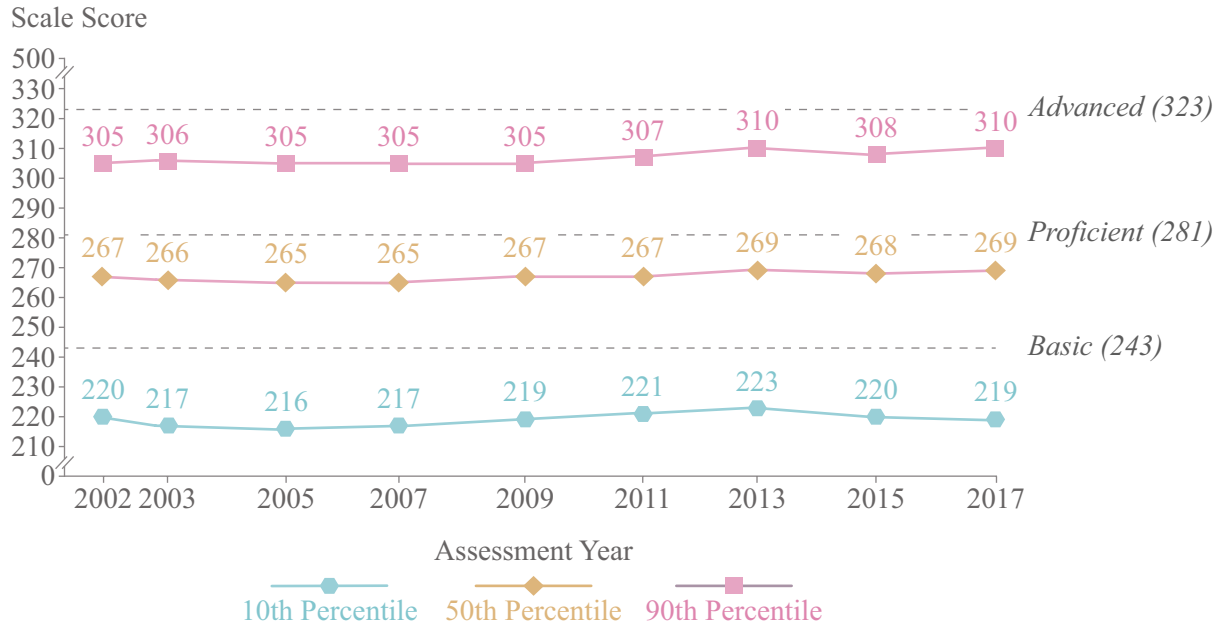
*Score is statistically different from the United States average score at a 0.05 level of statistical significance.
Note: G-7 is composed of seven of the largest advanced economies. Scores are reported on a scale from 0 to 1,000.
Data Source: Organization for Economic Cooperation and Development, Program for International Student Assessment, 2015. See *Digest of Education Statistics 2016*, table 602.70.

National Assessment of Educational Progress

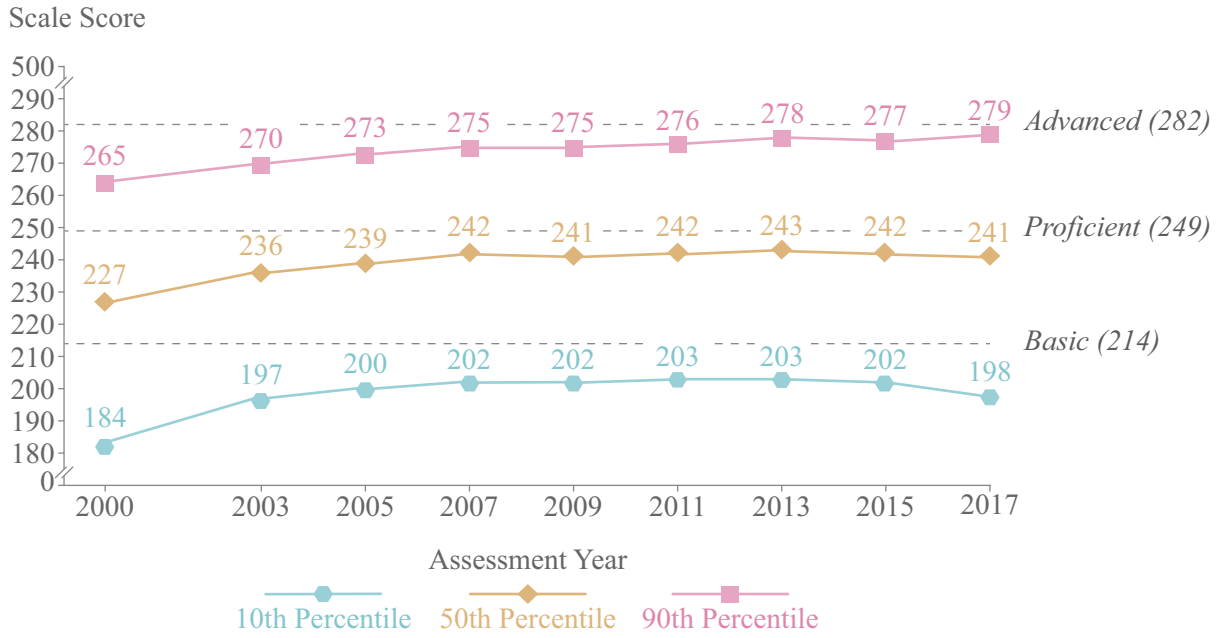
Fourth Grade Reading Scores



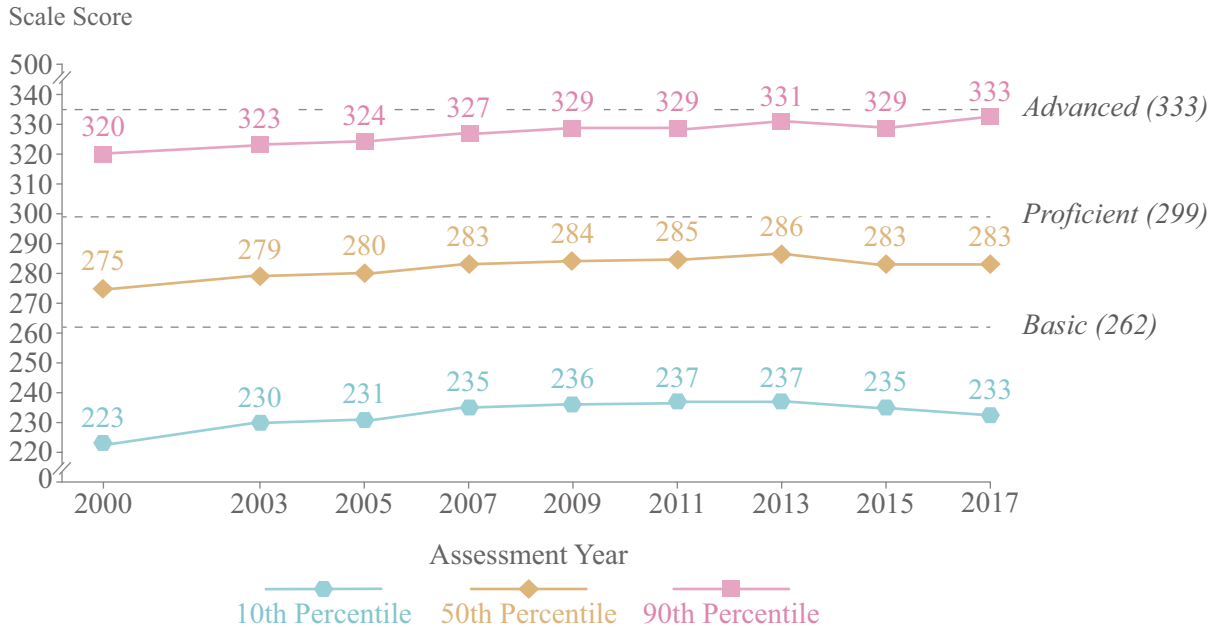
Eighth Grade Reading Scores



Fourth Grade Mathematics Scores



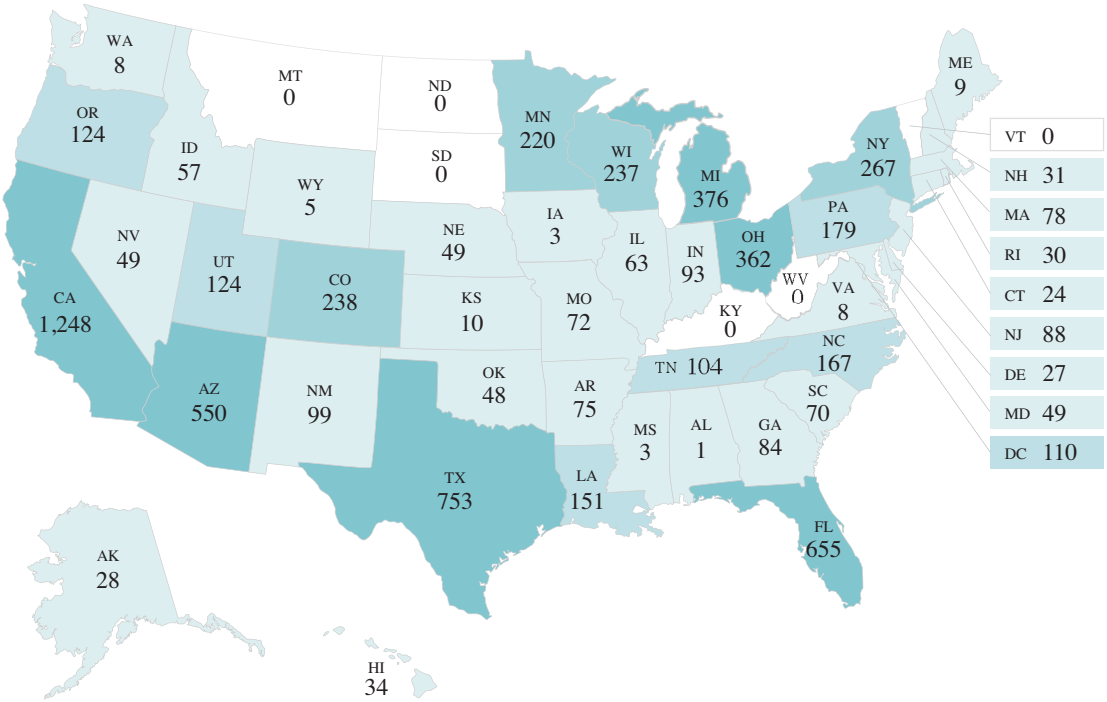
Eighth Grade Mathematics Scores



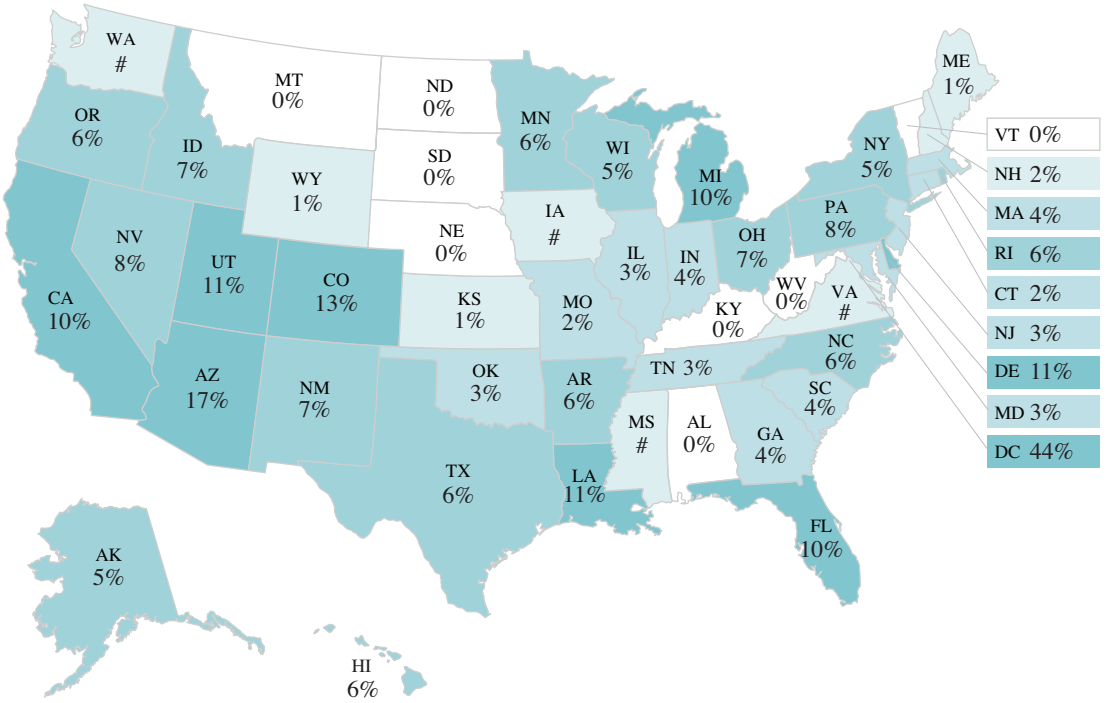
Note: Percentile analysis shows how achievement trends differ across different performance groups. The highest performers are in the 90th percentile, while the lowest performers occupy the 10th percentile. The 50th percentile represents the median achievement. The dotted lines represent proficiency cut points. For more details on what the categories of *Advanced*, *Proficient* and *Basic* mean, please review additional resources provided on the National Assessment of Education Progress (NAEP) website at https://nces.ed.gov/nationsreportcard/.
Data Source: U.S. Department of Education, National Center for Education Statistics, NAEP 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015 and 2017 Reading and Mathematics Assessments.

Charter and Magnet Schools and Students by State in SY 2016–17

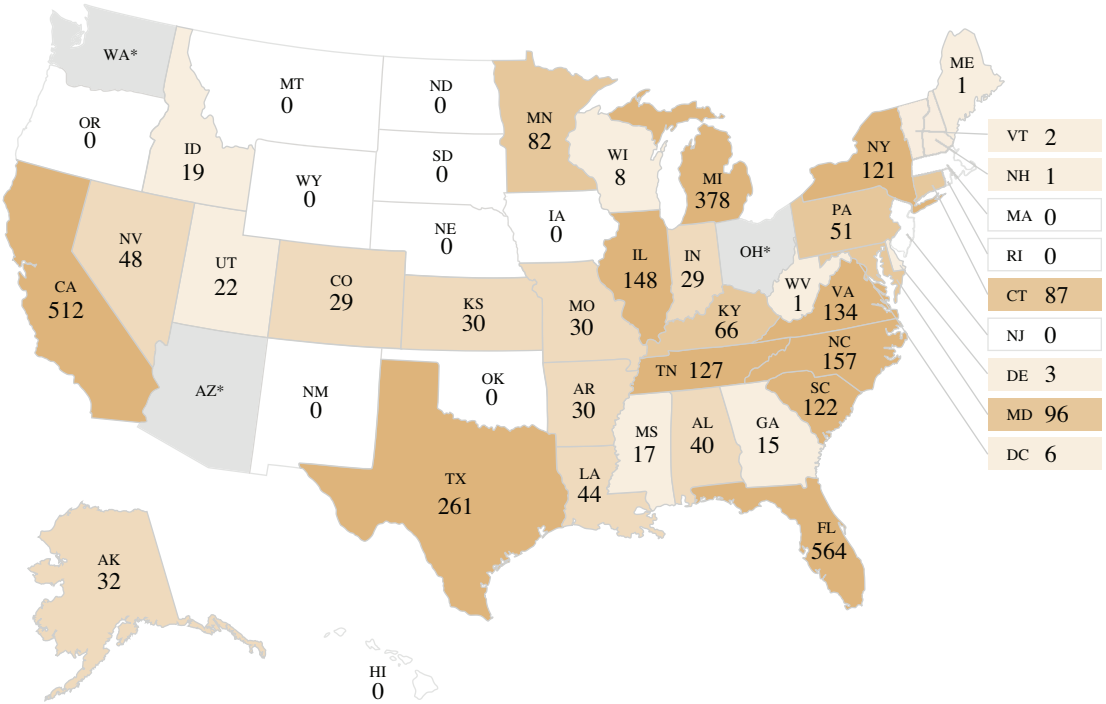
Number of Public Charter Schools



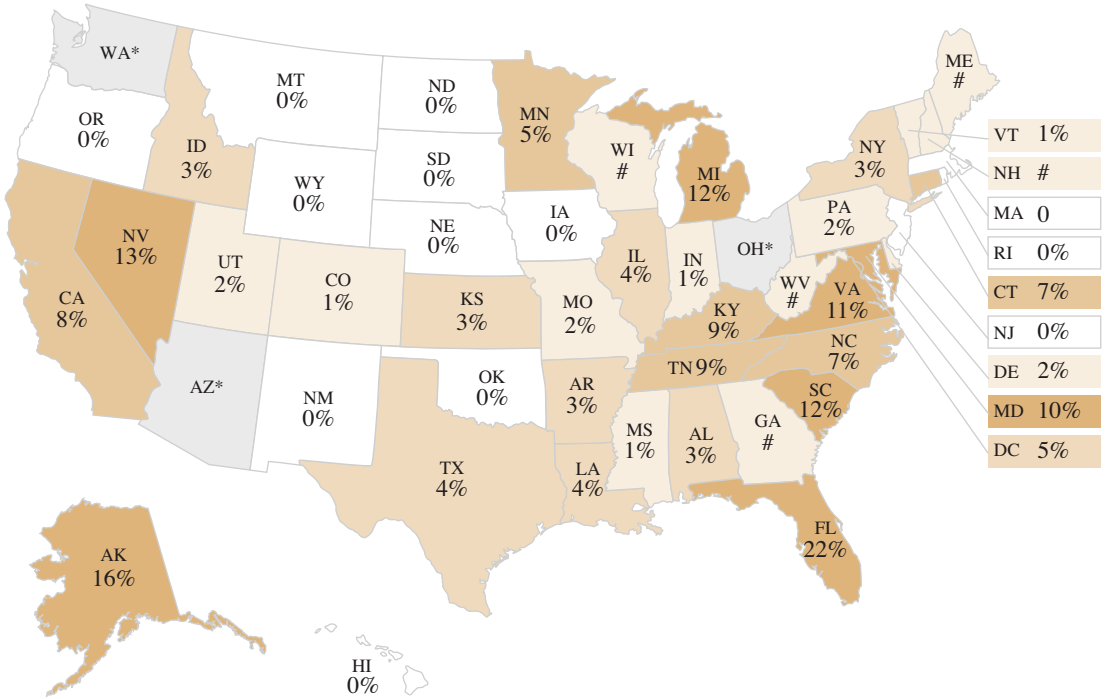
Percentage of Students in Public Charter Schools



Number of Magnet Schools



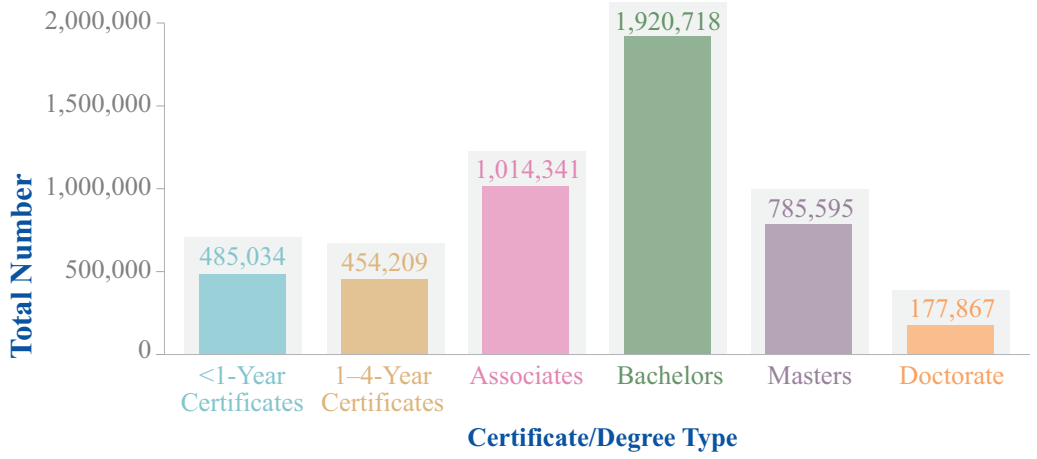
Percentage of Students in Magnet Schools



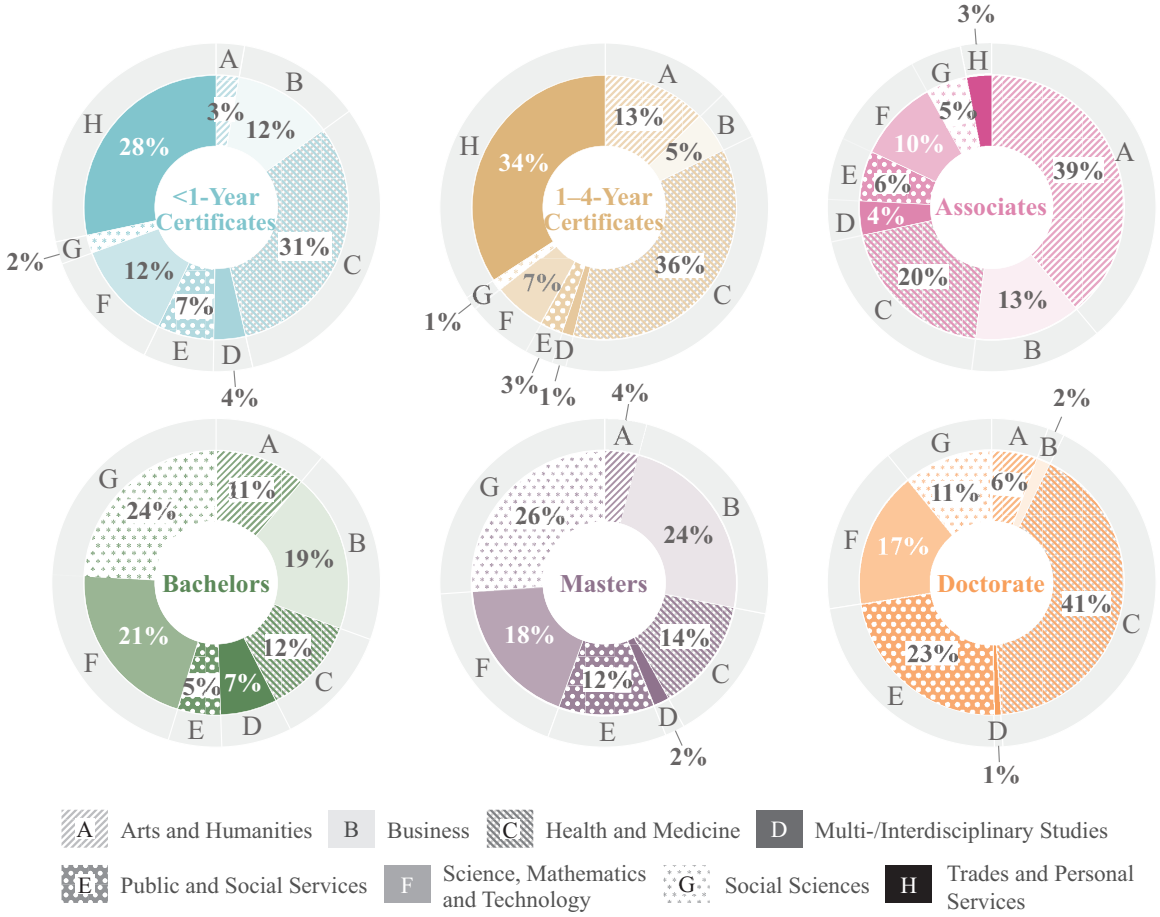
#Rounds to zero.
*No data available. State is unable to distinguish its magnet schools.
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "State Nonfiscal Survey of Public Elementary/Secondary Education," 2016–17 (updated August 1, 2018, with Charter Schools Program and Magnet School Assistance Program data).

Certificate/Degree Type for SY 2015–16

Number of Certificates/Degrees for All Subject Divisions



Subject Division Percentages by Certificate/Degree Type



Note: For Bachelors, Masters and Doctorate degrees, Trades and Personal Services (category H) round to 0 percent.
Data Source: *Mobile Digest of Education Statistics*, 2017 (NCES 2018-138) U.S. Department of Education. Washington, DC. National Center for Education Statistics. Tables 320.10, 321.30, 322.10, 323.10 and 324.10.

Strategic Framework

FY 2018–22 Strategic Goals and Objectives and Priority Goals

FY 2018–22 Strategic Goals and Objectives

The following presents the Department's fiscal year (FY) 2018–22 Strategic Goals and Objectives.

Strategic Goal 1: Support state and local efforts to improve learning outcomes for all P–12 students in every community.	
Strategic Objective 1.1	Increase high-quality educational options and empower students and parents to choose an education that meets their needs.
Strategic Objective 1.2	Provide all P–12 students with equal access to high-quality educational opportunities.
Strategic Objective 1.3	Prepare all students for successful transition to college and careers by supporting access to dual enrollment, job skills development and high-quality science, technology, engineering and mathematics.
Strategic Objective 1.4	Support agencies and institutions in the implementation of evidence-based strategies and practices that build the capacity of school staff and families to support students' academic performance.

Strategic Goal 2: Expand postsecondary educational opportunities, improve outcomes to foster economic opportunity and promote an informed, thoughtful and productive citizenry.	
Strategic Objective 2.1	Support educational institutions, students, parents and communities to increase access and completion of college, lifelong learning and career, technical and adult education.
Strategic Objective 2.2	Support agencies and educational institutions in identifying and using evidence-based strategies or other promising practices to improve educational opportunities and successfully prepare individuals to compete in the global economy.
Strategic Objective 2.3	Support agencies and educational institutions as they create or expand innovative and affordable paths to relevant careers by providing postsecondary credentials or job-ready skills.
Strategic Objective 2.4	Improve quality of service for customers across the entire student aid life cycle.
Strategic Objective 2.5	Enhance students' and parents' ability to repay their federal student loans by providing accurate and timely information, relevant tools and manageable repayment options.

Strategic Goal 3: Strengthen the quality, accessibility and use of education data through better management, increased privacy protections and transparency.	
Strategic Objective 3.1	Improve the Department's data governance, data life cycle management and the capacity to support education data.
Strategic Objective 3.2	Improve privacy protections for, and transparency of, education data both at the Department and in the education community.
Strategic Objective 3.3	Increase access to, and use of, education data to make informed decisions both at the Department and in the education community.

Strategic Goal 4: Reform the effectiveness, efficiency and accountability of the Department.	
Strategic Objective 4.1	Provide regulatory relief to educational institutions and reduce burden by identifying time-consuming regulations, processes and policies and working to improve or eliminate them, while continuing to protect taxpayers from waste and abuse.
Strategic Objective 4.2	Identify, assess, monitor and manage enterprise risks.
Strategic Objective 4.3	Strengthen the Department's cybersecurity by enhancing protections for its information technology infrastructure, systems and data.
Strategic Objective 4.4	Improve the engagement and preparation of the Department's workforce using professional development and accountability measures.

Agency Priority Goals

The Department identified four Agency Priority Goals (APGs) for FY 2018–19. These APGs are goals that demonstrate results to be achieved in a 24-month period. They aim to increase educational choice, improve the customer service the Department provides, ensure students are protected and provide regulatory relief to education stakeholders. The effective implementation of the Department's APGs will depend, in part, on the effective use of high-quality and timely data, including evaluations and performance measures. Quarterly updates for the APGs are available at www.performance.gov.

APG: Improve the access to and the quality and transparency of school choice options for K–12 students.	Related Strategic Objective: 1.1
By September 30, 2019, the Charter Schools Program (CSP) will support the creation and expansion of 300 new charter schools nationally. CSP will also support the enrollment of 50,000 students in new charter schools. Additionally, by September 30, 2019, the Department will disseminate eight resources, at least one per quarter, on evidence-based and promising practices related to school choice.	Increase high-quality educational options and empower students and parents to choose an education that meets their needs.

APG: Improve borrowers' access to quality customer service.	Related Strategic Objective: 2.4
By September 30, 2019, the Office of Federal Student Aid (FSA) will advance the adoption of the Next Generation Financial Services Environment, enabling over 1.8 million customers to submit their *Free Application for Federal Student Aid* through the FSA mobile platform and 30,000 customers to use the mobile platform to check on their loan balances.[1]	Improve quality of service for customers across the entire student aid life cycle.

APG: Improve student privacy and data security at Institutions of Higher Education (IHEs) through outreach and compliance efforts.	Related Strategic Objective: 3.2
By September 30, 2019, the Department will increase information security program outreach activities to IHEs by 40 percent in order to help protect information technology systems and data privacy and commence audits of IHEs subject to A-133 and *Gramm-Leach-Bliley Act* (GLBA), resulting in 36 IHEs (from a baseline of zero), completing an audit of GLBA-related information security safeguards with no significant findings.	Improve privacy protections for, and transparency of, education data both at the Department and in the education community.

APG: Provide regulatory relief to education stakeholders.	Related Strategic Objective: 4.1
By September 30, 2019, the Department will reduce the regulatory burden on education stakeholders by submitting to the Office of Management and Budget no less than 25 deregulatory actions (against a baseline of 0 for FY 2015 and FY 2016).	Provide regulatory relief to educational institutions and reduce burden by identifying time-consuming regulations, processes and policies and working to improve or eliminate them, while continuing to protect taxpayers from waste and abuse.

[1]APG changed in Quarter 1 of FY 2019 with the Department's transition to a new paradigm of student loan processing.

Cross-Agency Priority Goals

In addition to the APGs, the Department contributes to Cross-Agency Priority (CAP) Goals established by the Administration in the *President's Management Agenda* (PMA) published in March 2018.[2] These CAP Goals are used to accelerate progress on a limited number of Presidential priority areas that require active collaboration among multiple agencies to ensure successful implementation.

The PMA includes 14 CAP goals. Three CAP goals are identified as key drivers of transformation: (1) Information Technology (IT) Modernization, (2) Data, Accountability and Transparency and (3) People—Workforce for the Future. The remaining CAP goals are organized as either cross-cutting or functional priority areas. The Office of Management and Budget is leading various initiatives to advance all of the CAP goals and coordinating with agencies as appropriate.

The Department co-leads efforts on CAP Goal 8 (Results-Oriented Accountability for Grants) and CAP Goal 10 (Improving Outcomes Through Federal IT Spending Transparency). The Department supports CAP Goal 8 through its participation in working groups. For example, the Single Audit Workgroup is looking for a unified solution for audit work across all federal agencies, with a focus on documenting the specific steps in the process (from intake through audit resolution and closure). Additionally, the Department's Technology Business Management Solution initiative directly supports CAP Goal 10. By understanding the total cost to run an application or business service, leadership will further understand the cost and value received as the Department modernizes its IT through FY 2022. Using industry best practices, the federal government can leverage data decisions and analyze trade-offs between cost, quality and value as it strategically modernizes its IT portfolio. In addition to supporting the CAP Goals it co-leads, the Department also contributes to other goals of the PMA. For example, the Department supports CAP Goal 2 by contributing leadership and staff for working groups developing the Federal Data Strategy, which articulates a vision for leveraging federal data as a strategic asset to better deliver on mission, serve the public and steward resources.

Please refer to www.performance.gov for the Department's contributions to those goals and progress, where applicable.

[2]The PMA is available online at https://www.whitehouse.gov/wp-content/uploads/2018/04/ThePresidentsManagementAgenda.pdf.

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Performance Assessment and Planning

Performance Assessment Overview and Strategic Goals

STRATEGIC GOALS

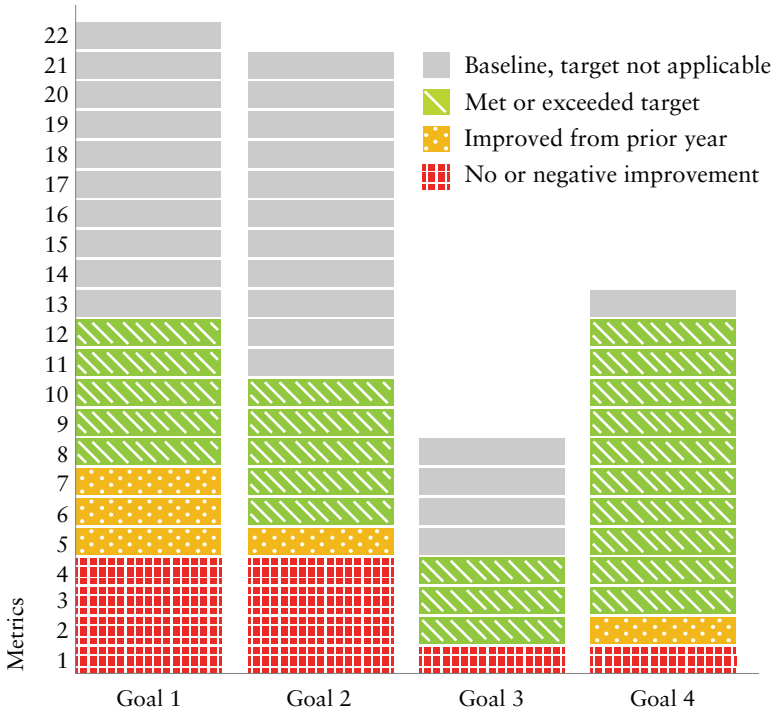
1. Support state and local efforts to improve learning outcomes for all P–12 students in every community.
2. Expand postsecondary educational opportunities, improve outcomes to foster economic opportunity and promote an informed, thoughtful and productive citizenry.
3. Strengthen the quality, accessibility and use of education data through better management, increased privacy protections and transparency.
4. Reform the effectiveness, efficiency and accountability of the Department.

Performance Assessment Overview

The following provides an overview of the Department's performance across its four Strategic Goals.

Performance at a Glance

Across all goals, of the Department's 64 metrics, 23 met or exceeded the established targets, 5 displayed improvement from the prior year but did not meet the established target threshold and 10 performed at or below the prior year's performance. The remaining 26 metrics are baselined in FY 2018 or later.



Performance Results for All Strategic Goals

WORLD GEOGRAPHY
A GLOBAL PERSPECTIVE
BAERWALD
FRASER
PEARSON
Prentice Hall

Strategic Goal 1

Support state and local efforts to improve learning outcomes for all P–12 students in every community.

GOAL LEADER:
Assistant Secretary for Elementary and Secondary Education

GOAL 1 OBJECTIVES

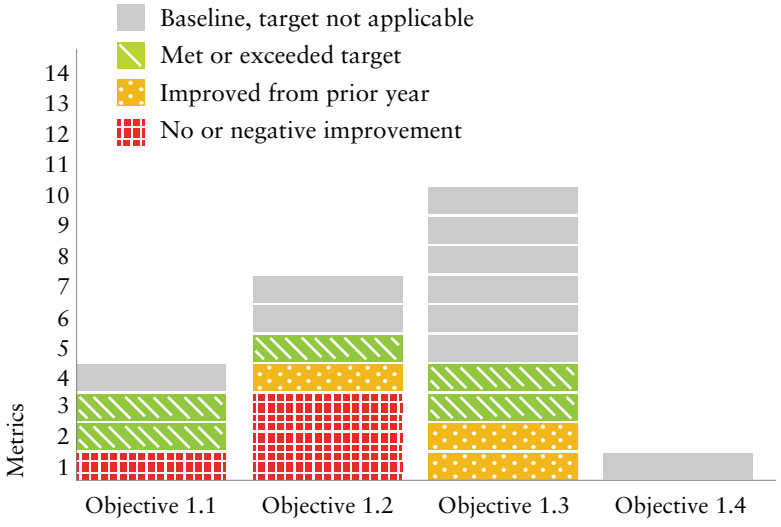
- 1.1 Increase high-quality educational options and empower students and parents to choose an education that meets their needs.
- 1.2 Provide all P–12 students with equal access to high-quality educational opportunities.
- 1.3 Prepare all students for successful transition to college and careers by supporting access to dual enrollment, job skills development and high-quality science, technology, engineering and mathematics.
- 1.4 Support agencies and institutions in the implementation of evidence-based strategies and practices that build the capacity of school staff and families to support students' academic performance.

"Nothing short of excellence should be our common theme and refrain...We should not rest until every child has an equal opportunity to learn and thrive."

–U.S. Secretary of Education Betsy DeVos

Performance at a Glance

Of the Department's 22 metrics for this goal, 5 met or exceeded the established targets, 3 displayed improvement from the prior year but did not meet the established target threshold and 4 performed at or below the prior year's performance. The remaining 10 metrics are baselined in FY 2018 or later.

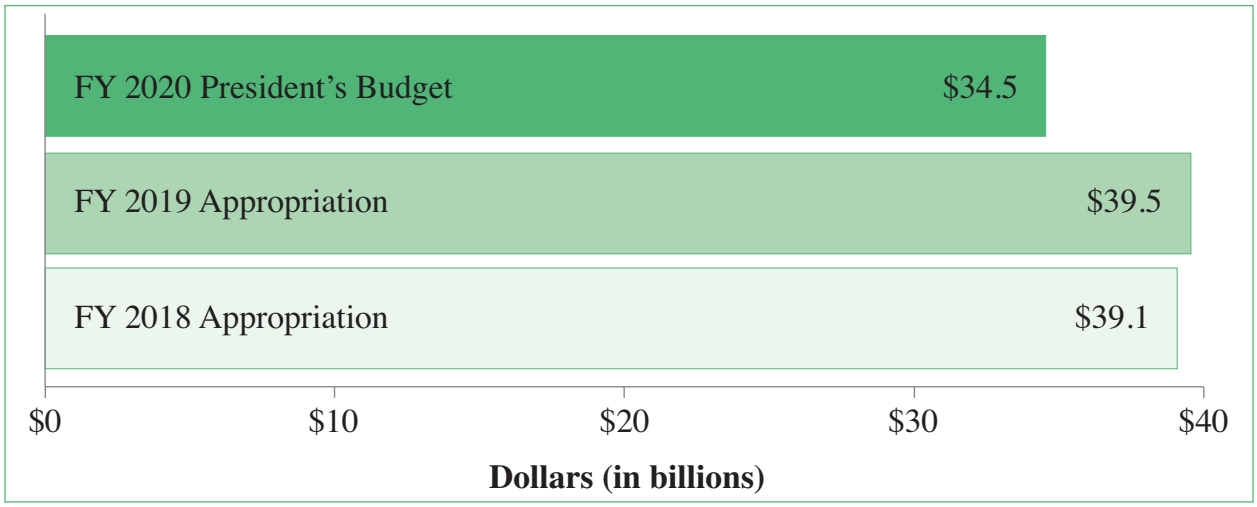


Performance Results for Strategic Goal 1

Goal 1 Discretionary Resources

The following figure and table show total Goal 1 discretionary resources and examples of select major discretionary programs and activities supporting the goal, respectively.

Goal 1 Discretionary Resources



Major Discretionary Programs and Activities Supporting Goal 1 in Thousands

POC	ACCT	Objective #	Program	FY 2018 Appropriation	FY 2019 Appropriation	FY 2020 President's Budget
OESE	ED	1.2, 1.3, 1.4	Title I Grants to Local Educational Agencies	$15,759,802	$15,859,802	$15,859,802
OESE	I&I	1.2, 1.4	Teacher and School Leader Incentive Grants	$200,000	$200,000	$200,000
OESE	SIP	1.2, 1.4	State Assessments	$378,000	$378,000	$378,000
OESE	SSCE	1.2	School Safety National Activities	$90,000	$95,000	$200,000
OESE/ OELA	ELA	1.2	English Language Acquisition	$737,400	$737,400	$737,400
OII	I&I	1.1, 1.2	Charter Schools Grants	$400,000	$440,000	$500,000
OII	I&I	1.1, 1.2	Magnet Schools Assistance	$105,000	$107,000	$107,000
OII	I&I	1.2, 1.3, 1.4	Education Innovation and Research	$120,000	$130,000	$300,000
OSERS	SE	1.1, 1.2, 1.4	Special Education Grants to States	$12,277,848	$12,364,392	$12,364,392
Other	N/A	N/A	All Other Programs	$9,056,103	$9,214,403	$3,893,942

Note:
Discretionary resources listed here include Department programs that may contribute to multiple goals. A list of programs by goal is provided in appendix C.

Acronyms and Definitions:
POC = Principal Operating Component; ACCT = Account; OESE = Office of Elementary and Secondary Education; ED = U.S. Department of Education; I&I = Innovation and Improvement; SIP = Strengthening Institutions Program; SSCE = Safe Schools and Citizenship Education; OLEA = Office of English Language Acquisition; ELA = English Language Acquisition; OII = Office of Innovation and Improvement (this office is part of the Office of Elementary and Secondary Education effective January 6, 2019); OSERS = Office of Special Education and Rehabilitative Services and SE = Special Education.

Strategic Objective: 1.1 1.2 1.3 1.4

Increase high-quality educational options and empower students and parents to choose an education that meets their needs.

Objective Leader: Deputy Assistant Secretary for Policy and Programs for the Office of Elementary and Secondary Education[1]

Overview

The Department continues to support greater state and local flexibility in elementary and secondary education and encourages states and local educational agencies (LEAs) to provide for meaningful school choice. Parents and students should be able to select the educational experience that best suits their needs. To encourage opportunities and choices, states and local districts should ensure knowledge and understanding of the educational options that are available to all interested parties.

The Department supports improved learning outcomes for all prekindergarten through grade 12 students by awarding approximately $40 billion annually in formula and competitive grants to states, LEAs and nonprofit organizations. With these funds, states and LEAs have discretion on how to best meet the needs of their students. States can support increased educational options through a variety of ways, including open enrollment policies, virtual schools, customized learning and dual enrollment. The Department continues to support greater state and local flexibility in elementary and secondary education and encourages states and LEAs to provide for meaningful school choice. Several offices across the Department support this Strategic Objective, including the Office of Elementary and Secondary Education, the Office of Innovation and Improvement[2], the Office of Special Education and Rehabilitative Services, the Office for Civil Rights and the Office of English Language Acquisition.

FY 2018 Activities and Results

Parents, students and families should have more educational choices available to them—beginning with the school a student may attend. Choice is not limited to the physical place of learning. The talents, abilities, interests, potential and familial support of the students are

[1]The leader for this Strategic Objective during FY 2018 was the Acting Assistant Deputy Secretary for the Office of Innovation and Improvement.
[2]This office is integrated into the Office of Elementary and Secondary Education effective January 6, 2019.

important factors when choosing among possible options. The two primary strategies used by the Department under this Strategic Objective are the administration of federal programs that increase educational options (e.g., the Charter Schools Program (CSP) and the Magnet Schools Assistance Program (MSAP)) and the provision of technical assistance. These strategies are meant to leverage existing programs and funding to expand educational options for all students and, particularly, for those attending low-performing schools.

Through CSP, the Department supported 138 new charter schools in school year (SY) 2017–18, and preliminary data suggest that more than 1.6 million students are enrolled in schools that have received CSP support since SY 2006–07. In FY 2018, CSP awarded eight grants for approximately $78 million[3] to state entities; two of the eight awards were to grantees in states that had not previously received a grant under this program. CSP awarded 32 grants for approximately $16 million[4] under the Developer Grant program. Developer grants can support either the opening of a new charter school or the replication or expansion of a high-quality charter school. Additionally, CSP awarded eight grants for approximately $6.5 million[5] under the National Dissemination program: four focused on disseminating best practices related to high-quality authorizing and four focused on disseminating best practices related to facilities and facilities financing. In addition, CSP also awarded four grants under the Credit Enhancement Competition; this program helps charter schools access private-sector and other non-federal capital in order to acquire, construct and renovate facilities at a reasonable cost. CSP completed the FY 2018 rule-making process and is running the grant competition for Charter Management Organization grants in order to make awards by March 2019.

"Through CSP, the Department supported 138 new charter schools in SY 2017–18, and preliminary data suggest that more than 1.6 million students are enrolled in schools that have received CSP support since SY 2006–07."

In FY 2018, the Department awarded four new grants for projects in Texas, Florida, Indiana and Minnesota totaling approximately $10.9 million. Over the next four years, the Department intends to award approximately $49.6 million in continuation grants to continue these projects. These MSAP projects include 21 schools offering innovative, theme-based curriculum in science, technology, engineering, arts and mathematics and college- and career-integrated learning pathways. Additionally, the Department provided more than $93 million in continuation awards to 31 MSAP grantees for their second year of an approved five-year project period.

[3]Additional information on the FY 2018 State Entities Awards is available at https://innovation.ed.gov/what-we- do/charter-schools/state-entities/awards/.
[4]Additional information on the FY 2018 Developer awards is available at https://innovation.ed.gov/what-we-do/charter-schools/charter-schools-program-non-state-educational-agencies-non-sea-planning-program-design-and-initial-implementation-grant/.
[5]Additional information on the FY 2018 National Dissemination Awards is available at https://innovation.ed.gov/what-we-do/charter-schools/expanding-opportunity-through-quality-charter-schools-program-csp-national-dissemination-grants/.

In FY 2018, the Department also developed and disseminated resources on evidence-based and promising practices related to school choice. For example, the Department published three intervention reports on the effects on academic performance of three charter school networks (Knowledge Is Power Program, Green Dot Public Schools and Harlem Children's Zone Promise Academy Charter Schools), as well as case studies on technology-focused charter schools and community engagement and human capacity building. Additionally, the Department awarded the National Research and Development Centers contract to develop the National Longitudinal School Choice Database. The contract will carry out a set of 34 qualitative and quantitative studies examining five types of state and district policies on school choice to identify structural changes that can help improve educational outcomes for disadvantaged students.

The Department published new and additional nonregulatory guidance for those who develop and distribute school directories, school choice-related websites and progress report cards to support them in helping parents and families better understand their choices and possible flexibilities provided under ESSA. An example of such guidance is *Presenting School Choice Information to Parents: An Evidence-Based Guide*. More information about other Department resources and publications related to ESSA-required state assessment plans and report cards is provided in Strategic Objective 1.2.

In addition to the dissemination of resources to the public, the Department provides technical assistance directly to its grantees. In FY 2018, the Department conducted two webinars focused on strengthening charter school authorizing, provided targeted authorizer evaluation and technical assistance to authorizers in five states, produced a white paper on the impact of the provisions on charter school authorizing required by the *Every Student Succeeds Act* (ESSA), which reauthorized the *Elementary and Secondary Education Act of 1965* (ESEA), and supported CSP state grantees in refining their state plans to improve authorizing. In addition, the Department supported MSAP grantees in their creation of project implementation plans. As part of this work, the Department developed and trained MSAP grantees on the use of the implementation plans through webinars, information sessions at project directors meetings and a tiered coaching model. For example, the Department provided MSAP grantees with the following:

- Information dissemination on the dual role and utility of implementation plans to be used by grantees to track project development and to be used by the Department to monitor grantee progress.
- Targeted technical assistance provided by the Office for Civil Rights to grantees on various civil rights issues, including English learner (EL) services and the use of lotteries in student admissions.
- Technical assistance to ensure alignment with grant activities and the project's logic model and performance measures.
- Technical support on the use and maintenance of the implementation plan in the online platform.

The Department also implemented and provided technical assistance on new initiatives. In February 2018, the Office of Elementary and Secondary Education (OESE) announced the Student-Centered Funding Pilot. This pilot, authorized under ESEA Section 1501, allows a school district to consolidate its eligible federal education funds with state and local funds to develop a student-centered funding system based on weighted per-pupil allocations for low-income students, ELs and otherwise disadvantaged students. Participation in this pilot requires districts to substantially revise the method by which they allocate funds to schools. Due to the complexity of the pilot, the Department released answers to frequently asked questions, posted webinars and opened a rolling application window in an effort to generate additional high-quality applications. The Department approved the application of one LEA planning to implement it in SY 2018–19. One LEA submitted an application for SY 2019–20. The Department approved the latter applicant and a deferment for the former applicant to participate beginning in SY 2019–20.

Several Office of Special Education and Rehabilitative Services (OSERS)-funded technical assistance projects supported families and providers in increasing high-quality options and empowering students and parents. OSERS's Center on Parent Information Resources supported technical assistance to nearly 575,000 individuals, disseminated more than 10 million copies of its newsletter and had more than 9 million webpage views in FY 2018. As part of that effort, OSERS provided information and technical assistance to parents, especially parents of children with disabilities, to support them in choosing high-quality education options for their children. OSERS's Parent Program social media postings were viewed more than 31.7 million times. Evaluations of the Parent Program completed by parents and other experts as part of the annual review found support from the parent centers to be at high levels of relevance (97 percent) and usefulness (93 percent). Additionally, another OSERS-funded technical assistance center provided support to states in ensuring that the rights of children with disabilities are protected and that funds are appropriately distributed to all LEAs, including charter school LEAs.

"OSERS's Center on Parent Information Resources supported technical assistance to nearly 575,000 individuals, disseminated more than 10 million copies of its newsletter and had more than 9 million webpage views in FY 2018."

Looking Forward

In FY 2019, OESE and the Office of Innovation and Improvement will combine into a single office that will implement many of the Department's kindergarten through grade 12 programs and allow the Department to be more responsive to its customers, provide stronger support for innovation and expand the use of evidence-based practices to improve outcomes across all programs administered by this new office. It also will allow the Department to be a more stakeholder-centric entity. During FY 2019 and FY 2020, the Department will:

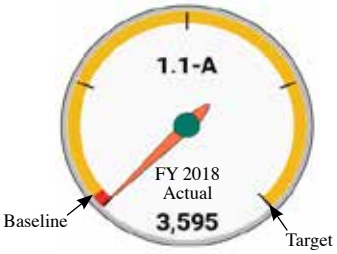
- Expand the number of grant programs incorporating the Secretary's Supplemental Priority on educational choice.
- Apply effective oversight of CSP and MSAP on grant performance.
- Leverage studies of charter schools and school choice to provide targeted technical assistance.
- Develop and disseminate a framework and strategy for monitoring, assessing and mitigating risk related to charter school contractual relationships with charter management organizations.
- Develop and disseminate quarterly resources on evidence-based and promising practices related to school choice.
- Deliver technical assistance to states and communities on school choice topics.
- Provide information to states to ensure that the rights of children with disabilities are protected and that federal funds under the *Individuals with Disabilities Education Act* are appropriately distributed to all LEAs, including charter LEAs.
- Provide information and technical assistance to support parents, including parents of children with disabilities, in choosing a high-quality education option for their child.

Performance Measures

Table 1.1-A. Number of open and operating charter schools supported by Charter Schools Program (CSP).

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
3,599	3,595	3,749	3,761	Prior Year + 150	Prior Year + 150	Prior Year + 150

Notes: (1) Data represent the prior school year (SY). For example, 2018 data represent SY 2017–18. (2) Data revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: National Center for Education Statistics Common Core of Data (CCD) (used to identify all charter schools and enrollees) and grantee annual performance reports (used to identify the subset of charter schools in CCD that receive CSP support).
Frequency of Collection: Annually.

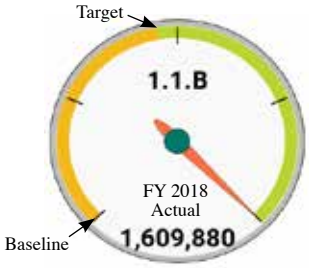


1.1-A Performance.

Table 1.1-B. Number of students enrolled in charter schools supported by Charter Schools Program (CSP).

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
1,556,017	1,609,880	1,581,017	1,634,880	Prior Year + 25,000	Prior Year + 25,000	Prior Year + 25,000

Notes: (1) Data represent the prior school year (SY). For example, 2018 data represent SY 2017–18. (2) Data revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting. (3) FY 2018 performance data (i.e., SY 2017–18) are preliminary.
Data Source: National Center for Education Statistics Common Core of Data (CCD) (used to identify all charter schools and enrollees) and grantee annual performance reports (used to identify the subset of charter schools in CCD that receive CSP support).
Frequency of Collection: Annually.

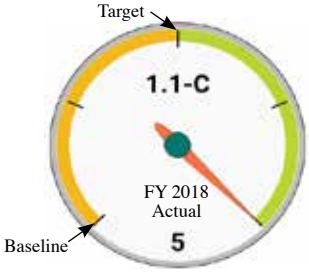


1.1-B Performance.

Table 1.1-C. Number of new resources on evidence-based and promising practices related to school choice disseminated.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
3	5	4	4	4	4	4

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Data revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: National Charter School Resource Center and Institute of Education Sciences-sponsored materials.
Frequency of Collection: Quarterly.



1.1-C Performance.

Table 1.1-D. Number of students enrolled in federally funded magnet schools.

B

2018	2019	2020	2021	2022
Baseline	Target			
81,963	83,602	85,274	86,979	88,719

Notes: (1) Data represent the prior school year (SY). For example, 2018 data represent SY 2017–18. (2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: Magnet School Assistance Program grantee annual performance reports.
Frequency of Collection: Annually.

1.1-D Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Objective: 1.1 1.2 1.3 1.4

Provide all P–12 students with equal access to high-quality educational opportunities.

Objective Leader: Assistant Secretary for the Office of Special Education and Rehabilitative Services

Overview

Every child, regardless of ZIP code or family income, should have access to a high-quality education. The Department is committed to improving access to high-quality prekindergarten through grade 12 education opportunities for every student and will support educational institutions, parents and communities in developing such opportunities as well as their capacity to improve the outcomes for every student. Several offices across the Department support this Strategic Objective, including the Office of Elementary and Secondary Education; the Office of Special Education and Rehabilitative Services; the Office for Civil Rights; the Office of Education Technology; the Office of Career, Technical and Adult Education and the Office of Planning, Evaluation and Policy Development.

FY 2018 Activities and Results

The discussion of educational freedom is not only about the gifts, interests and potential of a student, but it is also about possibilities available for the planners and providers of educational opportunities. The implementation of the *Every Student Succeeds Act* (ESSA), which reauthorized the *Elementary and Secondary Education Act of 1965*, is essential to this Strategic Objective. In fiscal year (FY) 2018, the Department completed the review and approval of consolidated state plans for all 50 states, the District of Columbia and Puerto Rico. States will use their approved plans to manage their accountability systems and identify the first cohort of schools for comprehensive and targeted support and improvement in school year 2018–19. It would be easy to only measure the success of FY 2018 in terms of the tactical completion and approval of the 52 state plans. However, a more relevant gauge can be drawn by a qualitative review of the choices that states made in developing ESSA and how they execute those plans. The statewide assessments reveal persistent achievement gaps that require states to identify and implement innovative approaches. The Department

> "The Department completed the review and approval of consolidated state plans for all 50 states, the District of Columbia and Puerto Rico."

is working to encourage and support states in using the flexibilities provided by ESSA to incentivize local innovations that improve student outcomes and close achievement gaps.

To support states as they developed their plans, the Department hosted eight events to frame discussions involving academic achievement, financial education and school safety. Additionally, the Department led 12 meetings with state officials to address regional concerns and highlight state-level educational challenges. The Office of Elementary and Secondary Education (OESE) established several communities of practice around key implementation challenges. Each of these communities brings together a small group of states to work together to address solutions to common challenges. In FY 2018, the Department established communities of practice on topics such as English learners in accountability systems; design of state and local report cards, including the issue of how to support enhanced transparency around fiscal reporting requirements; cultivation and support of effective rural school leaders; data quality; state ombudsmen for equitable services for private schools; school identification and improvement and school quality and student success indicators. The Department also recently released two publications as resources to help parents better understand ESSA, particularly the flexibility afforded in the law and key aspects of accountability systems and report cards: *Understanding the Every Student Succeeds Act: A Parent's Guide to the Nation's Landmark Education Law* and *A Parent's Guide to State and Local Report Cards*. Regular communication and communities of practices around key ESSA implementation topics is and will continue to be essential as states begin implementing their accountability and support systems.

The Department also designed and released a framework that prioritizes rethinking all aspects of how the Office of Special Education and Rehabilitative Services (OSERS) supports states in serving infants, toddlers, children, youth and adults with disabilities. The framework highlights OSERS' commitment to supporting states in their work to raise expectations and improve outcomes for individuals with disabilities, provide states with the flexibility to implement their programs within the constructs of the law and partner with parents, individuals with disabilities and diverse stakeholders. Additionally, the Office of Special Education Programs (OSEP) created monitoring and technical assistance plans for 30 states under Part B and 32 states under Part C, as identified under the *Individuals with Disabilities Education Act* (IDEA) based on state needs. In June 2018, OSEP completed and issued all annual determinations (i.e., 60 under Part B and 56 under Part C) under IDEA sections 616(d) and 642 regarding whether each state meets the requirements and purposes of IDEA or needs assistance, intervention or substantial intervention.

"The Department also designed and released a framework that prioritizes rethinking all aspects of how OSERS supports states in serving infants, toddlers, children, youth and adults with disabilities."

The Department provided technical assistance to states, districts, schools and families on multi-tiered systems of support, individualized education programs (IEPs), literacy instruction

and other supports for students and children with disabilities. For example, the Department funded the National Center on Improving Literacy, which is a technical assistance center that provides support to states and local educational agencies in implementing evidence-based literacy interventions and assessment strategies to assist them in improving reading/language arts results. OSERS also conducted two symposia that provided more than 1,000 participants the opportunity to hear from experts about how to develop IEPs that meet the unique needs of children with disabilities. More than 90 percent of participants reported that concepts presented would be implemented into their current work. Also, OSERS continues to ensure that students who are blind, visually impaired or print disabled have accessible digital instructional materials. Over the course of FY 2018, nearly 227,000 accessible digital instructional materials were downloaded.

OSEP funded multiple investments focused on early childhood, including the Early Childhood Technical Assistance Center (ECTA) and the National Center for Pyramid Model Innovations (NCPMI) that support states in implementing systems and evidence-based practices to improve preschool children's outcomes, including social-emotional skills and an early childhood science, technology, engineering and mathematics (STEM) center to infuse STEM concepts in early childhood instruction targeted toward preschool children with disabilities. These investments produce resources and invite states and practitioners to engage in targeted and intensive technical assistance. For example, the OSEP-funded Center for IDEA Early Childhood Data Systems and ECTA held a national conference in August 2018—the Improving Data, Improving Outcomes Conference. The intended outcomes of the conference were to increase participants' knowledge about how to improve the quality of state and local data and data systems (including data on family and child outcomes), improve data analysis and use data for program improvement. There were sessions focused on collecting data on children's social-emotional skills and implementing evidence-based social-emotional practices. About 460 attendees from 59 states and territories participated in the conference and gave it high ratings (over 90 percent) for quality, relevance and usefulness.

Access to and effective use of technology can provide high-quality educational opportunities. In May 2018, the Department hosted a meeting with representatives from federal agencies on the Broadband Interagency Working Group, including the Federal Communications Commission and the Department of Agriculture, to identify opportunities to coordinate outreach about federal funding opportunities supportive of broadband access for students. Additionally, the Office of Educational Technology, in partnership with the National Center for Education Statistics, awarded a contract to conduct a national survey to measure progress in the effective use of technology to improve learning opportunities. Survey findings will be critical for monitoring and assessing progress on the National Education Technology Plan, developing future updates to the plan, and providing Department grantees with unbiased data to support educational technology planning, training and purchasing decisions.

In FY 2018, the Office for Civil Rights (OCR) investigated 900 cases involving prekindergarten through grade 12 federally funded recipients that resulted in resolution agreements with change. In these cases, OCR required recipients to take specific actions to come into compliance with federal civil rights laws. There were also notable increases from FY 2017 to FY 2018 in resolutions with change in two of OCR's statutory jurisdictional areas. Specifically, Title VI, which protects against discrimination on the basis of race, color or national origin in programs or activities receiving federal financial assistance, increased from 108 to 184, and Title IX, which protects against discrimination on the basis of sex in education programs or activities receiving federal financial assistance, increased from 150 to 269.

Finally, it is essential that learning environments are safe. During FY 2018, the Department focused on the safety and security of students, teachers and other members of the education community. One major effort was the Federal Commission on School Safety (FCSS) chaired by Secretary DeVos. The Department worked with the Department of Health and Human Services, the Department of Homeland Security and the Department of Justice to conduct a series of meetings, field visits and listening sessions to explore a range of issues, including school-based threat assessments, access to mental health treatment, violence prevention strategies, effective school safety infrastructure, age restrictions pertaining to the sale of firearms, youth consumption of violent entertainment and the effect of media coverage on mass shootings, among others. In FY 2018, the commission held five formal meetings, four field visits and four listening sessions.

The Department utilized its engagement communications tools (e.g., newsletters, media advisories and live video streams) to amplify the FCSS activities, which resulted in more than 140,000 engagements with FCSS content. The Department fielded more than 570 calls, and FCSS reviewed more than 1,400 comments from the public who expressed interest in school safety via safety@ed.gov. Many resources from these events are available on the FCSS website, including live streams, meeting readouts and the final report, which provided states and school districts with recommendations on how to improve school safety. The report recognizes that a universal school safety plan that will work for every school across the country does not exist. FCSS focused instead on learning more about, and raising awareness of, ideas that are already working for communities across the country. These ideas and resources fall in the categories of preventing school violence, protecting students and teachers, mitigating the effects of violence and responding to and recovering from attacks. Rather than mandate what schools must do, this report serves to identify options that policymakers may choose to explore and test over time.

Over the past two years, the United States has been subjected to a range of devastating natural disasters that have significantly disrupted state and local educational systems. An elevated level of interagency collaboration and support has been required to help communities devastated by hurricanes, typhoons and fires of unprecedented scale. The Department provided substantial support to ensure that states, Puerto Rico and the insular areas received the necessary funding, technical assistance and flexibility based on their specific recovery needs. Extensive

collaboration continues between the Department, the Federal Emergency Management Agency and Department of Health and Human Services to develop comprehensive strategic plans that result in building local capacity and addressing specific technical assistance needs that are not typically agency specific. The Department also awarded significant kindergarten through grade 12 disaster recovery funding provided by Congress through the Immediate Aid to Restart School Operations, Project SERV, Assistance for Homeless Children and Youth and Temporary Emergency Impact Aid for Displaced Youth programs. The Department is considering and developing ways to help state and local communities and schools build better infrastructure to anticipate, mitigate and improve their preparedness for all hazards.

Looking Forward

Collaboration across multiple offices in the Department will continue during FY 2019 and FY 2020 to ensure that all children have access to high-quality educational opportunities. The Department is committed to supporting states and districts as they strive to better meet the needs of individual students. Implementation and oversight of ESSA plans will be an important strategy to getting appropriate support to states and districts. During FY 2019 and FY 2020, the Department will:

- Support and monitor states in their implementation of their approved ESSA plans, including compliance with report card requirements. Specifically, the Department will monitor several states in FY 2019; publish guidance documents on key issues (e.g., report cards, equitable services for students in private schools and supplement not supplant requirements in Title I); start several additional communities of practice, and convene individuals to improve the quality and accessibility of State report cards.
- Provide a formal process for states to submit proposed amendments to their approved plans.
- Coordinate and conduct a Combined Federal Programs Meeting that brings together state leaders to discuss federal programs and learn from one another.
- Provide targeted and intensive monitoring and support as well as general technical assistance based on risk assessments to states, including states participating in IDEA Parts B and C.
- Prepare and disseminate studies on kindergarten through grade 12 program or policy issues that could inform or support state implementation of ESSA state plans across programs as well as specific strategies designed to improve student achievement and educator performance.
- Provide states, districts, schools and families with technical assistance and resources as follows:
    - The Increasing Time, Instructional Effectiveness, Engagement and State-Supported for Inclusive Practices Center will continue to provide technical assistance and resources to ensure students with the most significant disabilities have appropriately ambitious IEP goals and challenging objectives.

    - The Literacy for Leaders Center will focus on school and district leadership that can best support effective literacy instruction. In addition, through accountability work, OSERS will continue to support states in improving reading instruction.
    - ECTA and NCPMI will continue to provide technical assistance to support states and districts in improving social emotional outcomes for preschool children with disabilities.
- Continue work with other federal agencies to establish a coordinated communications strategy to ensure that stakeholders are connected with information about relevant funding and technical assistance opportunities that might support broadband connectivity.
- Develop and convene a Tribal Broadband Summit of community leaders with information, resources and support and identify opportunities to leverage public- and private-sector commitments to close the connectivity gap in schools and libraries on tribal lands.
- Coordinate the drafting and release of the FCSS report in December 2019.
- Continue to disseminate federal resources on school safety and implement recommendations in the FCSS report.
- Continue to implement safety-related programs and collaborate with other federal agencies on safety matters.
- Provide accessible digital instructional materials to blind, visually impaired and print-disabled students.
- Provide evidence-based literacy instructional and screening strategies to states, districts, schools and families.
- Provide feedback to states on their State Systemic Improvement Plan submissions focused on improving results for children and youth with disabilities.
- Support states in improving early childhood outcomes, literacy and mathematics proficiency.
- Use National Assessment of Educational Progress mathematics and reading participation and proficiency scores as factors in calculating states' annual determinations under Section 616(d) of IDEA.
- Support states by disseminating products, tools and strategies to address special education teacher shortages.
- Provide technical assistance to schools, districts and states to develop, implement and sustain multi-tiered systems of behavioral support and intervention strategies to reduce inappropriate school behavior and improve school conditions.

Table 1.2-A. Percentage of states that show improvement across a three-year trend in the percentage of students in grades 3 through 8 scoring at or above proficient on state assessments in reading in all of the following subgroups: economically disadvantaged, children with disabilities, English learners, migrant, homeless and major racial and ethnic groups.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
24%	20%	24%	24%	Prior year + 4 percentage points	Prior year + 4 percentage points	Prior year + 4 percentage points

Notes: (1) Data are lagged. For example, trends are based on data from school years 2014–15, 2015–16 and 2016–17. (2) Metric revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting; see appendix B for details. (3) The original methodology resulted in 17 percent of states showing improvement across all subgroups.
Data Source: The Department's annual Assessment Data File that includes state-reported data pulled from EDFacts files C175, C178, C185 and C188.
Frequency of Collection: Annually.

1.2-A Performance.

Table 1.2-B. Percentage of states that show improvement across a three-year trend in the percentage of students in grades 3 through 8 scoring at or above proficient on state assessments in mathematics in all of the following subgroups: economically disadvantaged, children with disabilities, English learners, migrant, homeless and major racial and ethnic groups.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
37%	24%	37%	30%	Prior year + 4 percentage points	Prior year + 4 percentage points	Prior year + 4 percentage points

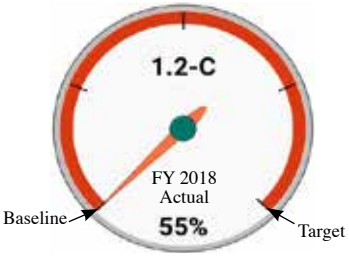
Notes: (1) (1) Data are lagged. For example, FY 2018 trends are based on data from school years 2014–15, 2015–16 and 2016–17. (2) Metric revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting; see appendix B for details. (3) The original methodology resulted in 17 percent of states showing improvement across all subgroups.
Data Source: The Department's annual Assessment Data File that includes state-reported data pulled from EDFacts files Cl75, Cl78, Cl85 and Cl88.
Frequency of Collection: Annually.

1.2-B Performance.

Table 1.2-C. Percentage of states with 80 percent or more of preschoolers with disabilities that showed greater than expected growth in social-emotional skills by the time they exit *Individuals with Disabilities Education Act* (IDEA) Part B, Section 619 services.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
55%	55%	56%	56%	57%	57%	57%

Notes: (1) Data represent the fiscal year (FY) lagged two years. For example, 2018 data represent FY 2016. (2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting. (3) Title revision does not reflect or result in any changes to the actual metric.
Data Source: IDEA Part B state annual performance reports.
Frequency of Collection: Annually.

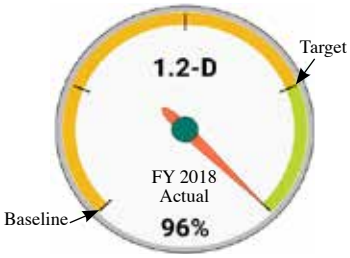


1.2-C Performance.

Table 1.2-D. Percentage of students in the country who have Internet bandwidth at school of at least 100 kbps per student.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
88%	96%	94%	98%	99%	99%	99%

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Metric revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting; see appendix B for details. (3) The original methodology resulted in 96 percent of students in schools with Internet bandwidth of at least 100 Mbps.
Data Source: Education SuperHighway.
Frequency of Collection: Annually.

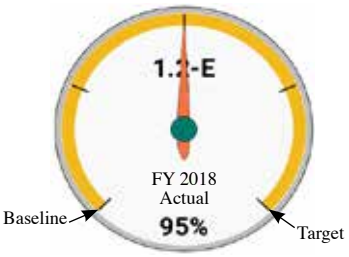


1.2-D Performance.

Table 1.2-E. Percentage of rural schools connected to a broadband infrastructure capable of scaling to 10 gigabits per second.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
94%	95%	96%	98%	99%	99%	99%

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: Education SuperHighway.
Frequency of Collection: Annually.



1.2-E Performance.

Table 1.2-F. Percentage of states publishing report cards on the preceding school year in a timely manner (i.e., by January 15th of the year following the reporting year).

B

2018	2019	2020	2021	2022
Baseline	Target			
68%	68%	Greater than or equal percentage of states than prior year	Greater than or equal percentage of states than prior year	Greater than or equal percentage of states than prior year

1.2-F Performance.

Notes: (1) Data represent the prior school year (SY). For example, 2018 data represent SY 2017–18.
Data Source: *Consolidated State Performance Report*. (2) Data represent the 50 states, the District of Columbia, Puerto Rico and the Bureau of Indian Education (53 total education agencies).
Frequency of Collection: Annually.

Table 1.2-G. Percentage of monitored states publicly reporting information on each indicator in the state's accountability system, including the list of schools identified for comprehensive or targeted support and improvement.

B

Metric will be baselined in FY 2019.

Notes: (1) Data represent the school year (SY) lagged two years. For example, 2018 data represent SY 2016–17. (2) Title revision does not reflect or result in any changes to the actual metric.
Data Source: Office of Elementary and Secondary Education Title I monitoring reports of *Every Student Succeeds Act* state report cards.
Frequency of Collection: Annually.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Objective: 1.1 1.2 1.3 1.4

Prepare all students for successful transition to college and careers by supporting access to dual enrollment, job skills development and high-quality Science, Technology, Engineering and Mathematics (STEM).

Objective Leader: Assistant Secretary for the Office of Career, Technical and Adult Education

Overview

The most recently available data on graduation rates (school year 2016–17) indicate 85 percent of public school students graduate within four years of starting high school.[6] In a June 2018 speech at the National Leadership and Skills Conference, Secretary DeVos noted that "there are many avenues to earn what individual students want and what employers need: industry-recognized certificates, two-year degrees, stackable credits, credentials, licenses, advanced degrees, badges, four-year degrees, micro-degrees, apprenticeships and so on. All of these are valid pursuits. Each should be embraced . . ." This observation stresses the importance of informed decision-making as students transition to college and careers.

To support this Strategic Objective, the Department is working to expand the menu of practical and affordable options available to students and parents when it comes to successful transition to postsecondary education, including through dual or concurrent enrollment programs, access to accelerated coursework such as Advanced Placement and International Baccalaureate courses to earn postsecondary credit while still in high school and high-quality science, technology, engineering and mathematics (STEM) and job skills development through career and technical and adult education programs. All of these options are critical for students as they prepare for the transition to college and career and the constantly changing career demands of the technology-driven global economy.

Several offices across the Department support this Strategic Objective, including the Office of Career, Technical and Adult Education; the Office of Elementary and Secondary Education; the Office of Planning, Evaluation and Policy Development; the Office for Civil Rights; the Office

[6]U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2016–17.

of Postsecondary Education; the Office of Special Education and Rehabilitative Services and the Institute of Education Sciences.

FY 2018 Activities and Results

Choice goes beyond educational options in kindergarten through grade 12, including how students and families prepare for postsecondary options, including careers. Additionally, the increasing demand for STEM-based jobs is critical to the economic growth of the United States. The President called for the Department to invest $200 million in high-quality STEM education. To meet this charge, the Department used the Secretary's Supplemental Priority on STEM in discretionary grant programs when appropriate and consistent with the program's authorizing statute. Specifically, the Department used the priority on STEM in 12 programs to award more than $279 million in grant awards. Further, the Department partnered with the Office of Science and Technology Policy at the White House and other federal science-mission agencies to support the inaugural State/Federal STEM Summit. The Department also partnered with the Smithsonian's National Air and Space Museum to launch the inaugural She Can STEM Summer Camp to inspire an interest in STEM as a future career. Sixty middle school girls from Title I schools in the District of Columbia, Maryland and Virginia participated in the camp to learn about the science of flight and the diverse careers in aviation.

> "The Department used the priority on STEM in 12 programs to award more than $279 million in grant awards."

In September 2018, the Office of Career, Technical and Adult Education (OCTAE) awarded six new competitive grants to states to establish career and technical education (CTE)/STEM apprenticeships at the high school level. Grantees include Nebraska, Kentucky, Maryland, Rhode Island, Tennessee and Oregon, with an average award size of approximately $600,000 per state. Through these awards, states will be partnering with high schools, private industry and colleges to strengthen the connections between high school CTE programs and competency-based apprenticeship opportunities in STEM fields while increasing the number of high school CTE students who enter such apprenticeships during high school. In addition, OCTAE is working with the National Aeronautics and Space Administration (NASA) to conduct a challenge for high school CTE students to build cube satellites, with a goal to launch satellites that are designed and assembled entirely by high school students. OCTAE awarded a contract in April 2018 to begin mapping the specific tasks to be performed by students, level of industry engagement and details of the open innovation prize competition. Further announcements are expected as the planning process continues.

Under the *Rehabilitation Act of 1973*, as amended by the *Workforce Innovation and Opportunity Act* (WIOA), enacted 2014, state vocational rehabilitation (VR) agencies are required to reserve no less than 15 percent of their state's federal VR program funds for pre-employment transition

services to students with disabilities. This requirement has dramatically increased the state VR agencies' communication and project development with local educational agencies (LEAs). The expectation of earlier delivery of services by VR counselors to students with disabilities, often in educational settings, is just one of the areas where state VR agencies, states, LEAs and VR offices are collaborating. However, even in states that have a history of collaboration between their two state agencies, the depth of collaboration required to align service implementation is a continuing challenge. In response, the Department conducted technical assistance events on pre-employment transition services for students with disabilities to support state special education and VR staff who are responsible for providing transition services and pre-employment transition services to youth with disabilities. One example is that in May 2018, more than 300 special and vocational education stakeholders attended a capacity-building institute (CBI) where the Office of Special Education and Rehabilitative Services provided technical assistance on transition services. State teams that attended the CBI refined their state plans for coordinated implementation of the *Individuals with Disabilities Education Act* (IDEA) and VR services. In addition, the Workforce Innovation Technical Assistance Center, funded by the Rehabilitation Services Administration (RSA), developed Explore-Work.Com, a series of web-based modules for students with disabilities specific to the five required pre-employment transition service activities. Lastly, PowerPoints and resources developed by RSA continue to update and support state educational agencies, LEAs and state VR agencies with their implementation of IDEA and WIOA.

The Department also provided significant technical assistance to Perkins CTE recipients on best practices for establishing apprenticeships that respond to local labor market needs through such tools as the Work-Based Learning Toolkit, the Planning Guide for Aligning CTE and Apprenticeship and the Stackable Credentials Toolkit. Additionally, the Institute of Education Sciences awarded a new CTE research network, which will advance the research base in the field of CTE by increasing the number of rigorous CTE-related evaluations that meet the What Works Clearinghouse standards.

In adult education, through the Literacy Information and Communication System Professional Development Center, OCTAE offered approximately 20 STEM-related training opportunities in response to individual state requests. These opportunities included both face-to-face trainings and facilitated online courses. For example, the Power in Numbers project, led two teacher user groups through the process of developing and curating open educational resources for adult education classrooms and developed three videos where former adult learners shared their experiences with mathematics in the adult education classroom, along with the benefits of the mathematics instruction they received. Additionally, the Office of Elementary and Secondary Education (OESE) and the Department's National Center for Homeless Education provided coordinated technical assistance and evaluation of the Youth Homelessness Demonstration Program led by the Department of Housing and Urban Development. By 2018, this program doubled the number of demonstration sites to 20.

Looking Forward

The Department will continue to support a variety of activities that are intended to help prepare all students for successful transitions to college and careers by supporting access to dual enrollment, job skills development and high-quality STEM. The Department's 21st Century Community Learning Centers program has four interagency agreements in development with NASA, the National Oceanic and Atmospheric Administration, the Institute of Museum and Library Services and the National Park Service for collaborations in programming. Discussions on additional program collaborations with the National Science Foundation, the Smithsonian Institution, the Department of Energy and the Patent and Trade Office are ongoing.

Finally, the Department is a participating agency in the Federal Partners in Transition Workgroup. The Office of Special Education and Rehabilitative Services (OSERS) will promote and inform the Federal Partners in Transition Workgroup about the Department's activities that help prepare all students for successful transitions to college and careers by supporting access to dual enrollment, job skills development and high-quality STEM. In addition, OSERS intends to consult with the other participating federal agencies to determine if the workgroup could develop possible guidance and activities to prepare students with disabilities for successful transitions to college and careers.

Also, during fiscal year (FY) 2019 and FY 2020, the Department will:

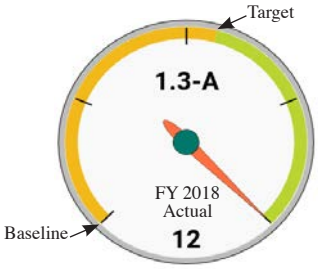
- Publish STEM Innovation Spotlights through the Office of Education Technology.
- Announce a number of new competitive grant competitions that prioritize STEM activities.
- Develop guidance and activities regarding transition services and pre-employment transition services for students and youth with disabilities.
- Provide technical assistance to support state special education and VR staff to provide transition services and pre-employment transition services to youth with disabilities.
- Support effective implementation of the Title IV, Part A Student Support and Academic Enrichment Grants program through OESE. This program supports state and local efforts to expand access to well-rounded educational opportunities, including Advanced Placement and International Baccalaureate programs, dual or concurrent enrollment and STEM offerings.
- Continue to promote the expansion of apprenticeships to the high school level and officially announce the CTE Cube Satellite nationwide challenge for high school students.
- Initiate a significant new effort to support states in their ongoing efforts to ensure high-quality, evidence-based mathematics instruction for adult learners.

Performance Measures

Table 1.3-A. Number of discretionary grant notices with Science, Technology, Engineering and Mathematics (STEM) as a priority.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
3	12	8	9	10	TBD	TBD

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: Program offices holding discretionary grant competitions each year, including the Office of Elementary and Secondary Education; the Office of Innovation and Improvement; the Office of Special Education and Rehabilitative Services; the Office of Postsecondary Education; the Office of Career, Technical and Adult Education; the Institute of Education Sciences and the Office of English Language Acquisition.
Frequency of Collection: Quarterly.

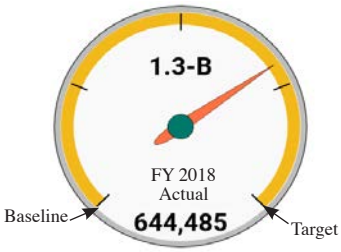


1.3-A Performance.

Table 1.3-B. Number of public high school students by graduating cohort who have taken at least one Advanced Placement (AP) Science, Technology, Engineering and Mathematics (STEM) exam while in high school.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
622,553	644,485	653,681	676,709	Prior Year + 5%	TBD	TBD

Note: Data represent the school year (SY) lagged two years. For example, 2018 data represent SY 2016–17.
Data Source: College Board.
Frequency of Collection: Annually.

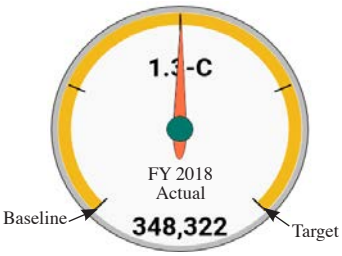


1.3-B Performance.

Table 1.3-C. Number of public high school students by graduating cohort who have taken at least one Advanced Placement (AP) Science, Technology, Engineering and Mathematics (STEM) exam while in high school and scored a 3 or better.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
339,784	348,322	356,773	365,738	Prior Year + 5%	TBD	TBD

Note: Data represent the school year (SY) lagged two years. For example, 2018 data represent SY 2016–17.
Data Source: College Board.
Frequency of Collection: Annually.



1.3-C Performance.

Table 1.3-D. Number of adult education participants who achieve a measurable skill gain.

2018	2019	2020	2021	2022
Baseline	Target			
676,178	676,900	Prior year + 0.1%	Prior year + 0.1%	Prior year + 0.1%

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Metric revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting; see appendix B for details. (3) The FY 2018 performance represents 44 percent of the 1,537,160 eligible adult education participants in adult basic education programs.
Data Source: National Reporting System for Adult Education.
Frequency of Collection: Annually.

1.3-D Performance.

Table 1.3-E. Number of adult education participants who obtain a secondary school diploma or its equivalent and are employed or enrolled in an education or training program within one year following exit.

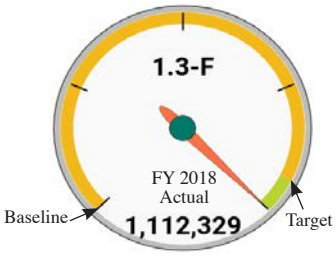
Metric will be baselined in FY 2019.

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Metric revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting; see appendix B for details.
Data Source: National Reporting System for Adult Education.
Frequency of Collection: Annually.

Table 1.3-F. Number of secondary career and technical education (CTE) concentrators who attain a secondary school diploma, a General Education Development credential or other state-recognized equivalent.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
1,093,531	1,112,329	1,111,084	96% of CTE secondary concen-trators	96% of CTE secondary concen-trators	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Metric revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting; see appendix B for details. (3) The FY 2017 and FY 2018 performance represents approximately 96 percent of all CTE secondary concentrators (1,141,314 and 1,157,379, respectively). (4) The term "CTE concentrator" is commonly used in the *Carl D. Perkins Career and Technical Education Act*, and, for the first time, is a defined term in the new Perkins V statute.
Data Source: State *Consolidated Annual Reports* for the *Carl D. Perkins Career and Technical Education Act*.
Frequency of Collection: Annually.



1.3-F Performance.

Table 1.3-G. Number of adult education participants enrolled in an integrated education and training (IET) program.

B

2018	2019	2020	2021	2022
Baseline	Target			
23,307	5% of IET participants	8% of IET participants	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Metric revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting; see appendix B for details. (3) Twenty-three States report providing IET. (4) FY 2018 performance represents 1.6 percent of the 1,468,826 eligible adult education learners enrolled in IET. (5) This metric was also formerly aligned with Strategic Objective 2.3 and designated 2.3-B.
Data Source: National Reporting System for Adult Education.
Frequency of Collection: Annually.

1.3-G Performance.

Table 1.3-H. Number of adult education participants who advance one educational functioning level in mathematics.

B

Metric will be baselined in FY 2019.

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: National Reporting System for Adult Education.
Frequency of Collection: Annually.

Table 1.3-I. Number of secondary career and technical education (CTE) concentrators placed in employment, further training or the military.

B

Metric will be baselined in FY 2020.

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: State *Consolidated Annual Reports* for the *Carl D. Perkins Career and Technical Education Act*.
Frequency of Collection: Annually.

Table 1.3-J. Number of secondary career and technical education (CTE) concentrators enrolling in Science, Technology, Engineering and Mathematics (STEM).

B

2018	2019	2020	2021	2022
Baseline	Target			
1,251,886	1,264,405	1,277,048	Prior year + 0.1%	Prior year + 0.1%

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Based on Perkins IV definitions. (3) While STEM is not defined in the statute, this measure includes the following subject areas: agriculture, information technology, health and science technology. (4) For FY 2018, approximately 34.9 percent (3,582,238) of all CTE concentrators were enrolled in STEM.
Data Source: State *Consolidated Annual Reports* for the *Carl D. Perkins Career and Technical Education Act*.
Frequency of Collection: Annually.

1.3-J Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Objective: 1.1 1.2 1.3 1.4

Support agencies and institutions in the implementation of evidence-based strategies and practices that build the capacity of school staff and families to support students' academic performance.

Objective Leader: Assistant Secretary for the Office of Planning, Evaluation and Policy Development

Overview

Focusing on evidence of what works for educators will better serve students, families and communities. This Strategic Objective aims to support the development of evidence about what works in prekindergarten through grade 12 education, primarily through expanded support for states and local educational agencies (LEAs) as they implement provisions in the *Every Student Succeeds Act* that require the use of evidence-based interventions whenever practicable. Several offices across the Department support this Strategic Objective, including the Office of Planning, Evaluation and Policy Development; the Office of Special Education and Rehabilitative Services; the Office of Innovation and Improvement[7]; the Office of Elementary and Secondary Education and the Institute of Education Sciences.

FY 2018 Activities and Results

The aim of building a robust evidence base and supporting the implementation of evidence-based practices permeates multiple work streams across the Department. The Department continues to develop resources to support applicants and grantees in selecting and implementing evidence-based practices. For example, the Office of Innovation and Improvement, in coordination with staff from the Institute of Education Sciences (IES) and members of the Department's Evidence Planning Group, developed Evidence Requirements Checklists for the Education Innovation and Research Mid-phase and Expansion grant competitions. The checklists are intended to help applicants determine what studies to include with their application for the purposes of demonstrating that their proposed projects are supported by a specific level of evidence.

[7]This office is part of the Office of Elementary and Secondary Education effective January 6, 2019.

IES released eight What Works Clearinghouse reports for educators on effective interventions across a broad range of topics, including charter schools, support of students with intellectual disabilities, early reading and adolescent literacy, primary and secondary mathematics, teacher training and the transition to college. In addition to these reports, the clearinghouse released two evidence-related video tutorials, including one designed to help states and LEAs understand the evidence definitions in the Education Department General Administrative Regulations and another focused on using the clearinghouse to find interventions that are supported by strong or moderate evidence. IES's Regional Educational Laboratory Program hosted more than 100 public events, webinars and conference sessions and more than 600 trainings and coaching activities focused on implementation or evaluation of research-informed and evidence-based practices designed to improve prekindergarten through grade 12 student achievement, educator effectiveness and retention and improvements to the use of data among state and LEA staff.

"IES released eight What Works Clearinghouse reports for educators on effective interventions across a broad range of topics."

Twenty-one education technologies will be developed and pilot tested through IES' Phase I and Phase II fiscal year (FY) 2018 awards for Small Business Innovation Research (SBIR). The technologies address the needs of teachers, administrators and students. Through SBIR program funding, the Department helped launch more than 40 different game-based learning applications still active in FY 2018, with most of these applications serving between 50,000 and 300,000 students.

In support of initiatives to expand opportunities and improve education for students from early childhood to adulthood, the Office of Planning, Evaluation and Policy Development released the Pay for Success Feasibility Toolkit: Considerations for State and Local Leaders. This toolkit provides information on how the Pay for Success strategy can be used to support evidence-based approaches by leveraging private investments. This resource can be particularly helpful as states and school districts consider whether to implement Pay for Success models and as they consider whether to apply for the new *Social Impact Partnerships to Pay for Results Act* opportunity that will be available through the Department of the Treasury in 2019.

Finally, the Office of Special Education and Rehabilitative Services (OSERS), through the innovative Results-Driven Accountability System, supported states in implementing and evaluating the efficacy, fidelity of implementation and impact of evidence-based practices to improve results for children with disabilities. States selected a measurable result to improve and provided their plans, including evidence-based practices, through their State Systemic Improvement Plans (SSIPs). OSERS reviewed and provided input on the states' plans.

Looking Forward

The Department will continue to support agencies and institutions in selecting, implementing and sustaining evidence-based practices that meet the needs of their respective prekindergarten through grade 12 communities. The offices engaged in this objective will collaborate, as appropriate, to further develop the Department's portfolio of evidence and will provide direct technical assistance and other resources to discretionary and formula grantees. Specifically, during FY 2019 and FY 2020, the Department will:

- Collaborate with internal and external partners to disseminate resources related to the use of evidence, including an internal evidence training agenda to build staff capacity to support discretionary and formula grantees.
- Support state work related to SSIPs to promote increased state capacity in evaluating the efficacy, fidelity of implementation and impact of evidence-based practices.
- Continue to monitor Phase I and Phase II SBIR projects by ensuring projects make adequate progress and have robust dissemination plans to maximize use of the developed products.
- Announce and award the FY 2019 funding opportunity for SBIR.
- Make FY 2019 awards and announce FY 2020 funding opportunities for Education Research, Special Education Research and Partnerships and Collaborations Focused on Problems of Practice or Policy.

- Build and promote expanded use of evidence to support more effective preparation of effective teachers and school leaders by continuing to require the use of evidence-based practices in training programs funded by the Office of Special Education Programs (OSEP) Personnel Preparation Program priorities that produce doctoral- and masters-level teachers and faculty. In addition, OSEP, with its Collaboration for Effective Educator Development, Accountability and Reform national technical assistance center, will continue to support states and institutions of higher education to reform their teacher and leader preparation programs, revise licensure standards to align with reforms, refine personnel evaluation systems and realign policy structures and professional learning systems.
- Provide parents with technical assistance, information and training about disabilities, *Individuals with Disabilities Education Act* rights and protections and evidence-based practices through Parent Training and Information Centers.

Performance Measures

Table 1.4-A. Number of technical assistance engagements, events or related activities or products focused on the grantees' use of evidence in prekindergarten through grade 12 education.

B

2018	2019	2020	2021	2022
Baseline	Target			
672	773	Prior Year + 10%	Prior Year + 5%	Prior Year + 5%

Notes: (1) Data represent the prior school year (SY). For example, 2018 data represent SY 2017–18. (2) Metric revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting; see appendix B for details.
Data Source: Department offices that deliver technical assistance.
Frequency of Collection: Quarterly.

1.4-A Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Goal 2

Expand postsecondary educational opportunities, improve outcomes to foster economic opportunity and promote an informed, thoughtful and productive citizenry.

GOAL LEADER:
Assistant Secretary for Postsecondary Education

GOAL 2 OBJECTIVES

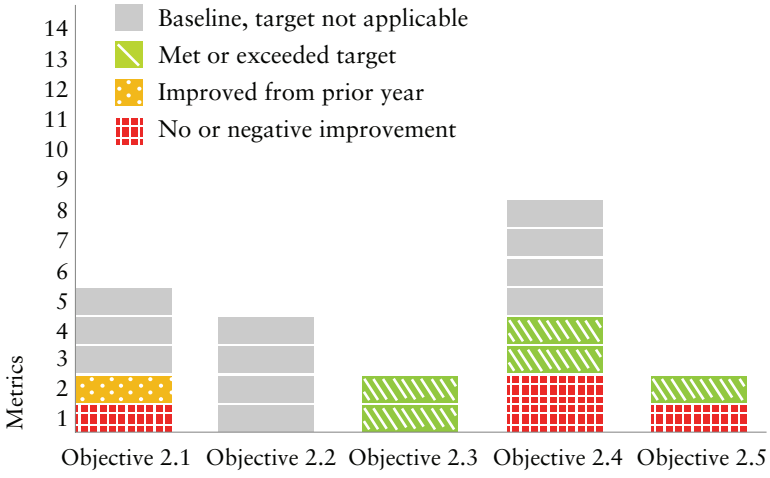
- **2.1** Support educational institutions, students, parents and communities to increase access and completion of college, lifelong learning and career, technical and adult education.
- **2.2** Support agencies and educational institutions in identifying and using evidence-based strategies or other promising practices to improve educational opportunities and successfully prepare individuals to compete in the global economy.
- **2.3** Support agencies and educational institutions as they create or expand innovative and affordable paths to relevant careers by providing postsecondary credentials or job-ready skills.
- **2.4** Improve quality of service for customers across the entire student aid life cycle.
- **2.5** Enhance students' and parents' ability to repay their federal student loans by providing accurate and timely information, relevant tools and manageable repayment options.

"There are a multitude of paths a student can pursue in higher education, and each should be seen as valid. If a path is the right fit for the student, then it's the right education."

–U.S. Secretary of Education Betsy DeVos

Performance at a Glance

Of the Department's 21 metrics for this goal, 5 met or exceeded the established targets, 1 displayed improvement from the prior year but did not meet the established target threshold and 4 performed at or below the prior year's performance. The remaining 11 metrics are baselined in FY 2018 or later.

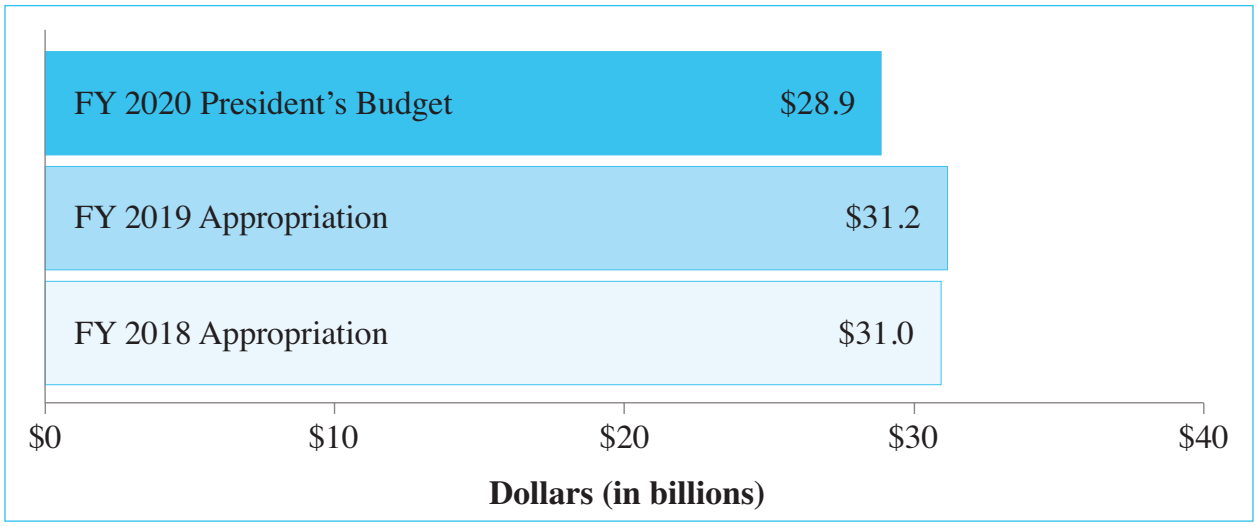


Performance Results for Strategic Goal 2

Goal 2 Discretionary Resources

The following figure and table show total Goal 2 discretionary resources and examples of select major discretionary programs and activities supporting the goal, respectively.

Goal 2 Discretionary Resources



Major Discretionary Programs and Activities Supporting Goal 2 in Thousands

POC	ACCT	Objective #	Program	FY 2018 Appropriation	FY 2019 Appropriation	FY 2020 President's Budget
FSA	SFA	2.1, 2.3	Federal Pell Grants: Discretionary	$22,475,352	$22,475,352	$22,475,352
OCTAE	CTAE	2.1, 2.3	Career and Technical Education State Grants	$1,192,598	$1,262,598	$1,262,598
OPE	HE	2.1	Strengthening HBCUs	$279,624	$282,420	$282,420
OPE	HE	2.1, 2.2, 2.3	Federal TRIO Programs	$1,010,000	$1,060,000	$950,000
Other	N/A	N/A	All Other Programs	$6,047,796	$6,118,166	$3,963,848

Note:
Discretionary resources listed here include Department programs that may contribute to multiple goals. A list of programs by goal is provided in appendix C.

Acronyms and Definitions:
POC = Principal Operating Component; ACCT = Account; FSA = Office of Financial Student Aid; SFA = Student Financial Assistance; OCTAE = Office of Career, Technical and Adult Education; CTAE = Career, Technical and Adult Education; OPE = Office of Postsecondary Education; HE = Higher Education and HBCU = Historically Black College and University.

Strategic Objective: 2.1 2.2 2.3 2.4 2.5

Support educational institutions, students, parents and communities to increase access and completion of college, lifelong learning and career, technical and adult education.

Objective Leader: Special Assistant for the Office of Postsecondary Education

Overview

The Department recognizes there are many diverse routes to postsecondary education and employment and seeks to support access to these educational opportunities and their completion for students at all stages of life. During the first year of implementing this Strategic Objective, the Department focused on more effective use of discretionary grant funding so that grantees can fully achieve program goals and best serve students. The Department also focused on its compliance with reporting and other mandated activities. In the coming year, the Department will use negotiated rulemaking to improve college affordability and remove constraints that limit innovation in higher education. Several offices across the Department support this Strategic Objective, including the Office of Postsecondary Education; the Office of Planning, Evaluation and Policy Development; the Office of Federal Student Aid and the Office for Civil Rights.

FY 2018 Actions and Results

As required by Executive Orders 13771 and 13777, the Department reviewed its regulations to determine whether they were outdated, unnecessary or ineffective or inconsistent with regulatory reform initiatives and policies. This review informed the Department's regulatory agenda, including its decision to conduct negotiated rulemaking on Borrower Defense to Repayment and Gainful Employment regulations in fiscal year (FY) 2018. Following the negotiated rulemaking process, the Secretary proposed new regulations governing the William D. Ford Federal Direct Loan Program regarding the standard and process for determining whether a borrower has a defense to repayment on a loan based on an act or omission of an institution of higher education (IHE). The Department also issued a Notice of Proposed Rulemaking that proposed to rescind Gainful Employment as well as the proposed and final rules to delay the effective date of the final regulations for state authorization of distance education and foreign

locations of domestic institutions. This package of regulations focused on protecting student borrowers, holding IHEs accountable for misrepresentation and fraud and providing taxpayers with financial protections from at-risk institutions. Additionally, in September 2018, the Department held three public hearings in the District of Columbia, Louisiana and Wisconsin to gather input regarding regulations that govern programs authorized under Title IV of the *Higher Education Act of 1965*, as amended (HEA). The Department also posted 641 comments to www.regulations.gov in response to the "Intent to establish negotiated rulemaking committee" Federal Register notice.

"This package of regulations focused on protecting student borrowers, holding IHEs accountable for misrepresentation and fraud and providing taxpayers with financial protections from at-risk institutions."

The Office of Postsecondary Education (OPE) and the Office of Federal Student Aid (FSA) provided technical assistance on loan repayment issues and hurricane flexibility. The Department expects this type of technical assistance will support a better statutory framework for IHEs and agency programs.

The Department's technical assistance also included interactions with applicants, grantees and other education stakeholders. OPE conducted 33 technical assistance webinars (e.g., grants management and evaluation), 18 on-site reviews and office visits with prospective applicants and grantees. During FY 2018, the Department increased the number of technical assistance webinars and on-site reviews and included a more targeted review of grants with large available balances. These efforts resulted in improved project performance and a decrease in the number of grantees with financial management or compliance concerns, such as grantees not spending funds in accordance with their approved budgets, unallowable costs or failure to provide services to the approved number of participants. OPE also implemented a discretionary grantee monitoring protocol and identified grantees to be monitored using a risk accountability model. Finally, OPE completed a comprehensive statutory compliance checklist for all Higher Education Programs as well as guidance for staff.

The Department also provided direct support to students as they take their first step in furthering their education beyond the secondary level by completing the *Free Application for Federal Student Aid* (FAFSA®). A major component of FSA's mission is to ensure that all eligible individuals have access to federal student aid. In order to achieve this goal, FSA works diligently to increase awareness about the availability of student financial assistance and offers guidance regarding the responsibility of loan acceptance and repayment. FSA partners with high school counselors and others to provide weekly updates of total FAFSAs® filed for every high school in the United States with five or more FAFSAs® completed. Schools use these data to increase their

FAFSA® completion rates. Combined with awareness and outreach efforts, FSA's monitoring resulted in an increase in the number of high school seniors who file a FAFSA®. In FY 2018, FSA efforts were supplemented by a nationwide FAFSA® Completion Contest sponsored by the National College Access Network and the Kresge Foundation and significant FAFSA® completion efforts in populous states such as Florida and Texas.

In FY 2018, the Office for Civil Rights (OCR) presented at 142 separate events to provide technical assistance activities covering every statute enforced by OCR on topics such as harassment and website accessibility in postsecondary and other settings. OCR also conducted several presentations covering OCR's jurisdiction and how it processes cases. OCR launched a new technical assistance initiative to assist recipients in making their websites and online programs accessible to individuals with disabilities. Through webinars, OCR provided information technology professionals with vital information on website accessibility, including guidance for making online programs accessible. These webinars reached more than 3,000 individuals from more than 100 different locations. In all, OCR organized and led 19 webinars on website accessibility, a 58 percent increase over the 12 such webinars OCR conducted in FY 2017.

Looking Forward

During FY 2019 and FY 2020, the Department will:

- Continue implementing its regulatory agenda to improve student access to innovative postsecondary education opportunities through negotiated rulemaking and issuing final regulations. Specifically, the Department will conduct negotiated rulemaking on a variety of topics and ensure the process is fair, efficient and effective for all affected parties. The structure for the negotiated rulemaking will include the Accreditation and Innovation Committee (full) and three subcommittees, which will present findings to the full committee. The Accreditation and Innovation Committee will consider the core functions of accreditation and ways to improve the Department's accreditor recognition process. Each of the following three subcommittees will focus on a specific area and will convene in early 2019:
    - The Distance Learning and Educational Innovation Subcommittee will consider regulatory changes to improve the development of innovative programs that are responsive to students and employers. It will look at regulatory definitions, authorizations and requirements, with the goal of removing barriers to student access and completion.
    - The Teacher Education Assistance for College and Higher Education (TEACH) Grants Subcommittee will consider the simplification and clarification of TEACH Grant program requirements to minimize the inadvertent grant-to-loan conversions and to provide opportunities to correct erroneous conversions.

    - In light of the recent Supreme Court decision in *Trinity Lutheran Church of Columbia, Inc. v. Comer*, 582 U.S. __ (2017), the Faith-Based Entities Subcommittee will consider eligibility of faith-based entities to participate in Title IV HEA programs.
- Release a white paper describing priorities for rethinking higher education that features principles for reform under three categories: empowering students, empowering institutions and empowering innovators.
- Issue final regulations on Institutional Accountability and Gainful Employment.
- Support students as they make critical life decisions by improving the College Scorecard, continuing to release earnings data and incorporating data on academic programs and debt to ensure students are well equipped to make these important choices.
- Strategically expand OCR's proactive outreach to students, parents, schools, colleges and universities to clarify areas of federal civil rights laws and to increase awareness and understanding of these laws, support enforcement activities and voluntary compliance and more effectively ensure equal access to education for all students.

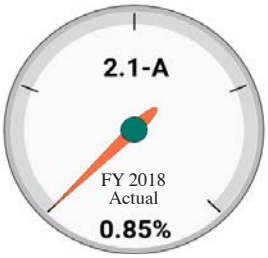
Performance Measures

Table 2.1-A. Percentage of Office of Postsecondary Education (OPE) grantees with large available balances.

B

2018	2019	2020	2021	2022
Baseline	Target			
0.85%	1%	1%	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Value as of the last day of FY 2018.
Data Source: The Department's Grants Management System grantee documentation.
Frequency of Collection: Quarterly.



2.1-A Performance.

Table 2.1-B. Percentage of Office of Postsecondary Education (OPE) grantees with large available balances that received technical assistance resulting in "Resolved with Good Explanation."

B

2018	2019	2020	2021	2022
Baseline	Target			
100%	100%	100%	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Value as of the last day of FY 2018.
Data Source: The Department's Grants Management System grantee documentation.
Frequency of Collection: Annually.

2.1-B Performance.

Table 2.1-C. Percentage of annual statutory requirements for Office of Postsecondary Education (OPE) programs that are fulfilled by OPE.

B

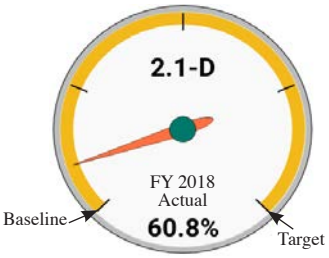
Metric will be baselined in FY 2019.

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) The *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* originally noted the Department would baseline this metric in FY 2018. (3) Due to program prioritization, this metric will be baselined in FY 2019.
Data Source: Program specialist and supervisor reviews.
Frequency of Collection: Annually.

Table 2.1-D. Percentage of first-time *Free Application for Federal Student Aid* (FAFSA®) filers among high school seniors.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
60.2%	60.8%	66.4%	61.5%	TBD	TBD	TBD

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: The Office of Federal Student Aid's Central Processing System.
Frequency of Collection: Annually.



2.1-D Performance.

Table 2.1-E. Persistence among first-time filing aid recipients.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
82.6%	82.5%	82.6%	83.0%	TBD	TBD	TBD

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: The Office of Federal Student Aid's Common Origination and Distribution System.
Frequency of Collection: Annually.

2.1-E Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Objective: 2.1 2.2 2.3 2.4 2.5

Support agencies and educational institutions in identifying and using evidence-based strategies or other promising practices to improve educational opportunities and successfully prepare individuals to compete in the global economy.

Objective Leader: Assistant Secretary for the Office of Planning, Evaluation and Policy Development

Overview

The Department is committed to improving educational opportunities for the existing and future workforce. As such, this Strategic Objective promotes the administration of federal programs that provide educational opportunities, training and support services focused on the workforce. In order to best ensure that these activities are effective, the Department is engaged in supporting the use of evidence across multiple work streams that address postsecondary education and workforce outcomes.

It is also essential that the Department fulfills its commitment to individuals with disabilities by working with state and local agencies to provide job-driven training and support services consistent with the *Workforce Innovation and Opportunity Act* (WIOA). Several offices across the Department support this Strategic Objective, including the Office of Postsecondary Education; the Office of Planning, Evaluation and Policy Development; the Institute of Education Sciences; the Office of Special Education and Rehabilitative Services and the Office of Career, Technical and Adult Education.

FY 2018 Actions and Results

Expanding postsecondary education options and improving outcomes are critical to the success of the economy. It is also important to use available evidence to determine which strategies are most effective. In fiscal year (FY) 2018, the Institute of Education Sciences (IES) published a report summarizing the evidence for postsecondary interventions designed to reduce the number

of students admitted to college who fail to matriculate. In addition, IES' National Center for Education Research (NCER) started a career and technical education (CTE) research network to increase the number of high-quality causal studies on CTE practices, policies and programs. NCER made the CTE Network Lead award in FY 2018, and the project period will run from September 2018 through August 2023. With the opportunity for up to six research teams to become part of the CTE network, NCER anticipates contributing up to six additional studies that meet the What Works Clearinghouse design requirements, substantially increasing the information available in the clearinghouse on interventions designed to support CTE.

> "IES' NCER started a CTE research network to increase the number of high-quality causal studies on CTE practices, policies and programs."

To support state vocational rehabilitation (VR) agencies in bringing policies and practices into alignment with the requirements of WIOA, the Office of Special Education and Rehabilitative Services provided on-site technical assistance to 12 states (Alabama, Nevada, Kansas, North Carolina, California, Louisiana, Arizona, New York, Alaska, New Jersey, Utah and Rhode Island). The Rehabilitation Services Administration provided the 15 VR agencies in the 12 states with technical assistance to improve performance in areas such as transition and pre-employment transition services, the Supported Employment program, fiscal accountability and the joint provisions under WIOA applicable to all workforce development partners under WIOA.

The Office of Career, Technical and Adult Education provided technical assistance in a number of areas to support WIOA implementation, including career pathways, integrated education and training (IET) and placement in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. Through national activities funding authorized under the *Adult Education and Family Literacy Act*, the Department supported technical assistance investments that focus on helping states in their efforts to provide IET. In addition, the Department funded the development of an IET Guide to help states assess their IET programming implementation outlined in WIOA and hosted a webinar through the Literacy Information and Communication System Professional Development Center that explored how states can use the IET Guide.

Looking Forward

The Department will continue to support agencies and educational institutions in identifying and using evidence-based strategies to successfully prepare individuals, including those with disabilities, to compete in the global economy. The offices engaged in this Strategic Objective will collaborate, as appropriate, to further develop evidence on what works and provide direct technical assistance and other resources to the Department's discretionary and formula grantees. Specifically, during FY 2019 and FY 2020, the Department will:

- Collaborate with internal and external partners to disseminate resources related to the use of evidence, including an internal evidence training agenda to build staff capacity to support discretionary and formula grantees.
- Initiate high-quality, causal studies on CTE practices, policies and programs through the CTE Research Network along with the design of a new national evaluation of the implementation of Perkins V, as required by law.
- Provide technical assistance to states and adult education providers on IET along with technical assistance to promote the effective implementation of Integrated English Literacy and Civics Education program activities that prepare individuals for unsubsidized employment in in-demand industries and occupations.
- Make FY 2019 awards and announce FY 2020 funding opportunities for Education Research and Special Education Research and Partnerships and Collaborations Focused on Problems of Practice or Policy.
- Make awards to high-quality applications focused on CTE for students with disabilities under its FY 2019 Special Education Research Grant program.
- Promote promising strategies to support postsecondary enrollment and completion to include the following:
    - Continue collaborations between IES's National Center for Education Evaluation and the Office of Postsecondary Education to identify opportunities to rigorously evaluate access-focused strategies within programs such as Upward Bound and then broadly share findings and practical resources with the college access community.
    - Support Regional Educational Laboratories to design early warning systems to better understand students' readiness for postsecondary study, explore the relationship between participation in "promise programs" and postsecondary enrollment and persistence and identify equity gaps in high school-to-college and employment pathways.
    - Publish a What Works Clearinghouse Practice Guide focused on improving postsecondary teaching and learning through evidence-based practices in educational technology use.
    - Revise and implement the FY 2019 VR program monitoring and technical assistance process by updating protocol, identifying states to be monitored using a risk accountability model and conducting on-site monitoring and technical assistance for a minimum of eight states and off-site or targeted monitoring and technical assistance for a minimum of four states.

Table 2.2-A. Number of technical assistance events or activities and products focused on the use of evidence in federal programs that promote educational opportunities, training and support services for the workforce.

B

2018	2019	2020	2021	2022
Baseline	Target			
77	85	Prior Year + 10%	Prior Year + 5%	Prior Year + 5%

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: Department offices that deliver technical assistance.
Frequency of Collection: Quarterly.

2.2-A Performance.

Table 2.2-B. Percentage of adult education program participants who are in unsubsidized employment during the second quarter after exit from the program.

B

Metric will be baselined in FY 2019.

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: National Reporting System annual state reports.
Frequency of Collection: Annually.

Table 2.2-C. Percentage of Vocational Rehabilitation (VR) program participants who are in unsubsidized employment during the second quarter after exit from the program.

B

Metric will be baselined in FY 2020.

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: Rehabilitation Services Administration's *911 Vocational Rehabilitation Case Service Report*.
Frequency of Collection: Quarterly.

Table 2.2-D. Percentage of Vocational Rehabilitation (VR) program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment.

B

Metric will be baselined in FY 2020.

Notes: (1) Data represent the program year. For example, 2018 data represent program year 2018. (2) The program year and fiscal year do not align.
Data Source: Rehabilitation Services Administration's *911 Vocational Rehabilitation Case Service Report*.
Frequency of Collection: Quarterly.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Objective: 2.1 2.2 2.3 2.4 2.5

Support agencies and educational institutions as they create or expand innovative and affordable paths to relevant careers by providing postsecondary credentials or job-ready skills.

Objective Leader: Assistant Secretary for the Office of Career, Technical, and Adult Education

Overview

It is critical that the Department helps ensure that the nation's workforce is prepared to meet the challenges of tomorrow with the skills and credentials that employers require. Postsecondary credentials and job-ready skills for in-demand industries may be obtained by students through a wide variety of education providers, such as traditional institutions of higher education, non-traditional education providers and other providers of self-guided learning. Through this Strategic Objective, the Department will provide grant funding and technical assistance resources to develop, evaluate and replicate practices and programs that expand access to viable educational and career pathways that lead to educated citizens with quality careers. Several offices across the Department support this Strategic Objective, including the Office of Career, Technical and Adult Education; the Office of Postsecondary Education and the Office of Special Education and Rehabilitative Services.

FY 2018 Actions and Results

Following enactment of the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V), which amended the *Carl D. Perkins Career and Technical Education Act of 2006*, the Office of Career, Technical and Adult Education (OCTAE) issued draft guidance to assist eligible agencies (i.e., states, the District of Columbia, Puerto Rico, Virgin Islands and Palau) as they begin the significant task of preparing new Perkins V state plans. This critical guidance document will serve as a blueprint for how eligible agencies approach the task of developing new state plans under the reauthorized Perkins V law. OCTAE is encouraging eligible agencies to "rethink" career and technical education (CTE) by outlining and defining bold goals and innovative practices to implement high-quality CTE programs that are aligned to local-identified, in-demand, high-growth and high-wage career fields.

In 2018, the Department played a critical role in supporting the White House Apprenticeship Expansion Task Force. The task force's final report and recommendations were published on May 10, 2018, and included 26 targeted recommendations to support apprenticeship expansion. As part of ongoing technical assistance to states and localities, OCTAE hosted a nationwide convening of 16 youth diversion providers in August 2018 through which different local partners from across the country shared strategies and best practices to reconnect justice-involved youth to CTE and workforce opportunities. The Young Adult Diversion Project is a partnership between the Department, the Department of Justice's Office of Justice Programs and the Bureau of Justice Assistance and the Department of Labor's Employment and Training Administration. Through this partnership, the Department provided technical assistance that supports diversion programs for young adults up to age 24. This technical assistance included face-to-face coaching, opportunities to learn from peer providers and content provided by subject matter experts. In fiscal year (FY) 2018, OCTAE also developed the Young Adult Diversion Toolkit with plans to publish it as an online tool in early 2019. It will serve as a hub for partner- and project-specific information, containing tools, webinars and other resources that are developed during the project.

Through an online community of practice and technical assistance program, OCTAE also provided technical assistance to minority-serving community colleges. This effort was designed to support students of color in completing career pathway programs. As part of a webinar series supporting this effort, OCTAE hosted the "Minority Serving Community College Plan, Do, Study, Act Cycles" webinar on grants management and the "Career Pathways for Students of Color" webinar on intentional design and implementation of career pathways at community colleges, highlighting Department of Labor resources on creating and strengthening career pathways.

The Department's Rehabilitation Services Administration (RSA) funds technical assistance centers that provide intensive support to state vocational rehabilitation (VR) agencies and partners. The work of the technical assistance centers is designed to strengthen the capacity of VR agencies to improve VR participation and increase competitive integrated employment outcomes by helping state VR agencies to implement the provisions of the *Workforce Innovation and Opportunity Act* (WIOA) and reach underserved or at-risk populations. During FY 2018, these centers provided intensive and targeted technical assistance to state VR agencies and partners on a range of key WIOA provisions designed to improve the performance of VR agencies and the employment outcomes of individuals with disabilities. Two of the centers focused on VR services for two critical populations: (1) students and youth with disabilities and (2) individuals with disabilities living in economically disadvantaged communities.

The Vocational Rehabilitation Technical Assistance Center–Youth with Disabilities (VR-YTAC) is working with states to improve postsecondary education and competitive integrated employment outcomes for students with disabilities who are in school and not receiving services under the *Individuals with Disabilities Education Act* and to youth with disabilities who are no

longer in school and who are not employed. VR-YTAC provides intensive technical assistance to Alaska, Arizona, Indiana, Nevada, North Carolina, Oklahoma, Iowa, Kentucky, Virginia and New York. It also provides training on assessment and individualized planning, communication with youth and trauma-informed practices. The Vocational Rehabilitation Technical Assistance Center–Targeted Communities works to address generational barriers to VR participation rates and competitive integrated employment outcomes. The center focuses on increasing the capacity of VR personnel to provide effective outreach and services to individuals from targeted populations. Aggregate VR case services (RSA-911) data for target populations and communities across the 12 States show increases in the number of individuals applying to VR, the number of eligible applicants with an individualized plan for employment and the number of cases closed with competitive integrated employment outcomes after receiving services.

Two additional technical assistance centers focused on supporting states with implementation and evaluation of programs administered by state VR agencies. The Workforce Innovation Technical Assistance Center (WINTAC) entered into 35 agreements with 38 VR agencies to assist them in the implementation of the provisions in WIOA. Of the 38 Intensive Technical Assistance Agreements (ITAs), 29 ITAs contain the topic area of pre-employment transition services. Additionally, WINTAC developed seven comprehensive products in this topic area, including an Interagency Agreement Toolkit. Further, WINTAC provided intensive technical assistance to 12 agencies in the topic areas of the *Rehabilitation Act of 1973* and Section 511, which place limitations on the ability of employers to pay subminimum wage to workers with disabilities. Finally, the Technical Assistance Center for Program Evaluation and Quality Assurance provides an online certificate training program that builds upon participants' existing knowledge and skills and expands capacity to provide program evaluation of state VR services and outcomes through intensive education and technical assistance. The training program aims to build state VR personnel's capacity in carrying out high-quality program evaluations and quality assurance practices that promote continuous program improvement.

> "The Workforce Innovation Technical Assistance Center entered into 35 agreements with 38 VR agencies to assist them in the implementation of the provisions in WIOA."

Looking Forward

The Department will continue to support agencies and educational institutions as they create and expand innovative and affordable paths to relevant careers by providing postsecondary credentials or job-ready skills through a variety of evidence-based technical assistance activities. During FY 2019 and FY 2020, the Department will:

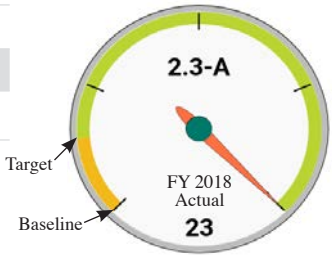
- Provide critical new technical assistance to support states in their efforts to implement the Perkins V law, which was reauthorized in 2018, including multiple sessions for state directors on the new statutory reporting requirements as well as innovative practices to support new authorized activities.
- Assist state VR agencies to develop the skills and processes needed to meet the requirements of the *Rehabilitation Act of 1973*, as amended by WIOA, by providing training and technical assistance through various grants to include grants that fund the following centers: (1) CINTAX, (2) VR-YTAC, (3) Vocational Rehabilitation Technical Assistance Center–Targeted Communities and (4) Technical Assistance Center for Program Evaluation and Quality Assurance.
- Continue close collaboration (in FY 2019 and FY 2020) between OSERS, OCTAE and the Department of Labor's Employment and Training Administration to implement the joint provisions of WIOA and provide coordinated technical assistance and other resources to the workforce development system. This continued partnership will guide OSERS as it works with its grantees (e.g., WINTAC) that also provide technical assistance to state VR agencies.
- Assist state adult education providers in developing the tools and additional knowledge and capacity needed to meet statutory requirements under Title II of WIOA. These investments will emphasize adult education instruction in mathematics, along with technical assistance to states and local providers in enhancing and expanding integrated education and training (IET). Through these activities, the Department intends to develop tools, such as an IET Design Toolkit, and trainings to support adult education mathematics instructors in providing instruction that meets the higher-level mathematics demands under state-adopted WIOA content standards for adult education.
- Disseminate the Young Adult Diversion Toolkit. The Young Adult Diversion Project coaches will also conduct in-person site visits to each project partner, providing on-site and virtual technical assistance. Webinars will be held to inform the partners of resources, funding availability and best practices.

Performance Measures

Table 2.3-A. Number of technical assistance activities sponsored by the Department intended to expand or enhance the integration of workforce preparation activities within academic instruction in adult education classrooms.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
3	23	6	12	12	TBD	TBD

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: Contractor quarterly progress reports.
Frequency of Collection: Quarterly.

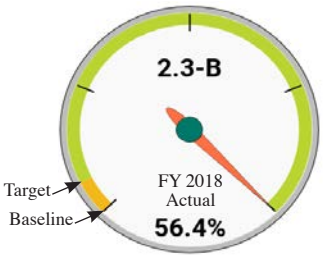


2.3-A Performance.

Table 2.3-B. Percentage of postsecondary career and technical education (CTE) concentrators who received an industry-recognized credential, certificate or a degree.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
54.9%	56.4%	55%	56%	56%	TBD	TBD

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: State *Consolidated Annual Reports* for the *Carl D. Perkins Career and Technical Education Act*.
Frequency of Collection: Annually.



2.3-B Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Objective: 2.1 2.2 2.3 2.4 2.5

Improve quality of service for customers across the entire student aid life cycle.

Objective Leader: Chief Operating Officer for the Office of Federal Student Aid

Overview

As the nation's largest provider of financial aid for education beyond high school, the Office of Federal Student Aid delivers more than $120 billion in financial aid each year to students and their families. The Office of Federal Student Aid also oversees the approximately 6,000 postsecondary institutions that participate in federal student aid programs. In every interaction with students and their families, the Office of Federal Student Aid strives to be the most trusted and reliable source of student financial aid information and services in the nation.

The Department is implementing a plan to transform federal student aid and improve customer service by modernizing the technology and operational components supporting federal student aid programs. At the November 2017 Federal Student Aid Training Conference, the Department announced that it will provide its 43 million customers a seamless, world-class experience through a bold initiative known as Next Generation Financial Services Environment (Next Gen FSA). In the announcement, the Department pledged to improve customers' experience throughout the entire student aid life cycle and committed to first modernizing capabilities related to the *Free Application for Federal Student Aid* (FAFSA®) and the servicing and repayment of customer loans.

FY 2018 Actions and Results

The Department, in consultation with the Office of Management and Budget, has highlighted this objective as a focus area for improvement. The design and implementation of Next Gen FSA is focused on strengthening the customer service the Department provides. During fiscal year (FY) 2018, the Department took important first steps to modernize and improve customers' overall experience by developing and making available the Department's first mobile app, myStudentAid. Through the mobile app, students and parents can fill out and submit a FAFSA®, view their federal student loan history, compare information about schools and link to other

services. The Office of Federal Student Aid (FSA) also redesigned the fafsa.gov website to make it responsive and easier to navigate on a mobile device and integrated the FAFSA® site into StudentAid.gov, the primary portal for students, parents and borrowers to provide a more seamless experience. Additionally, the Department adopted a standard annual certification date for all Teacher Education Assistance for College and Higher education (TEACH) grant recipients. This change, effective in FY 2019, simplified the annual certification requirement by having only one certification date—October 31—for all TEACH grant recipients.

> "Through the [FSA] mobile app, students and parents can fill out and submit a FAFSA®, view their federal student loan history, compare information about schools and link to other services."

FSA focused on providing students, parents and borrowers with the right information at the right time to help them meet critical deadlines related to applying for, receiving and repaying federal student aid. In FY 2018, FSA sent more than 27 million messages to customers utilizing an enhanced digital communications tool. While these engagement-centric efforts illustrate how Next Gen FSA benefits students, parents and borrowers, the initiative will also provide greater value to taxpayers by creating a more agile, flexible operating model that streamlines existing operations.

In addition, FSA used a wide array of tools and resources to inform borrowers and student aid professionals. Both the StudentAid.gov and StudentLoans.gov websites are sources of vital information to assist prospective and current borrowers in making key decisions about the management of their student loans. Through financialaidtoolkit.ed.gov, FSA provided financial aid officers, high school counselors, college access professionals and other student advocates with the tools, information and resources to effectively counsel current and prospective college students.

FSA's general and targeted outreach campaigns aim to increase awareness of federal aid programs among underrepresented current and prospective college student populations. For example, FSA held its first annual Minority Serving Institutions Presidential Leadership Summit, which focused on Executive-level outreach to higher education leaders as well as addressing presidential behaviors and institutional best practices that promote student success and facilitate institutional compliance with regulatory and statutory requirements for Title IV aid recipients.

To measure the overall customer satisfaction level throughout the student aid life cycle, FSA calculated a weighted score for the American Customer Satisfaction Index surveys for applicants, students in school and borrowers in repayment. The FY 2018 score of 70.6 is higher than the FY 2017 score of 69.9 and indicates small improvements across three groups of borrowers that span the student aid lifecycle.

Looking Forward

At $1.4 trillion[1], FSA administers one of the largest consumer loan portfolios in the country. It is critical that FSA provide a customer experience that is on par with world-class financial services firms to establish the organization as a trusted brand in the student aid industry. Next Gen FSA will enable FSA to realize this vision by modernizing the way FSA connects with its customers while streamlining its student aid systems and processes. This broad effort will deliver an exceptional customer experience for millions of Americans across the entire student aid life cycle, from fostering greater awareness about the availability of financial aid, to applying for aid, to successfully repaying loans.

During FY 2019 and FY 2020, FSA will:

- Award contracts that support major elements of Next Gen FSA.
- Begin development of the Next Generation Partner Participation and Oversight (PPO) platform, which will transform the way FSA interacts with the thousands of schools, financial institutions and other partners that participate in FSA programs. Goals for PPO include a single portal through which institutions can access all FSA systems and processes, streamlined processes for submitting and reviewing program participation and other eligibility materials and improved FSA workflow tools to support faster decision-making.
- Continue to ensure accurate and timely information is available and promoted through the Department's multiple engagement and information dissemination channels (such as FSA's social media properties, customer facing websites, outreach with counselors and partners, promotional campaigns, targeted emails, etc.) with a continued focus on providing information geared toward the needs of students at each stage of the student aid life cycle.
- Oversee and monitor federal student loan servicers to ensure they meet their contractual obligations and improve service to borrowers.
- Conduct outreach efforts to student loan borrowers and perform listening sessions of customer call center interactions to ascertain areas for continual improvement in service and the customer experience.
- Implement a formal reconsideration process for TEACH grant recipients who meet requirements and previously had their TEACH grants converted to direct unsubsidized loans.
- Post information about the TEACH Grant reconsideration process on StudentAid.gov and notify financial aid professionals of the reconsideration process through an electronic announcement. Outreach efforts also include coordinating with FedLoan Servicing to post an alert message about reconsideration on their TEACH Grant web page and sending direct email communications to TEACH Grant participants informing them of the reconsideration process.

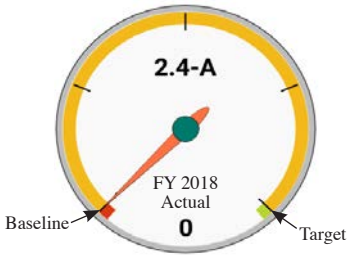
[1]This amount includes federal student loan amounts managed by the Department and other entities.

Performance Measures

Table 2.4-A. Number of federal loan servicers' call centers with expanded hours.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
0	0	9	N/A	N/A	N/A	N/A

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Due to the prioritization of resources for the Office of Federal Student Aid's Next Generation Financial Services Environment, this metric will not be met or tracked going forward. (3) Several metrics tracking FSA's Next Gen initiative have been added to Strategic Objective 2.4.
Data Source: Federal servicers' quarterly reports.
Frequency of Collection: Quarterly.

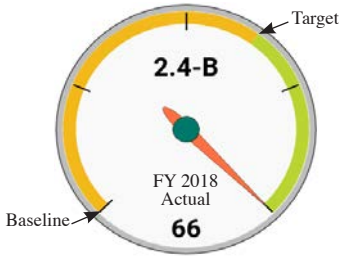


2.4-A Performance.

Table 2.4-B. Number of call centers that meet or exceed the quality standard for average speed to answer (ASA).

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
76.9 seconds	66.0 seconds	≤70 seconds	≤70 seconds	TBD	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: Federal servicers' quarterly reports.
Frequency of Collection: Quarterly.

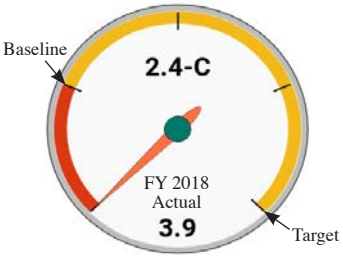


2.4-B Performance.

Table 2.4-C. Number of call centers that meet or exceed the quality standard for average abandon rate (AR) for incoming calls.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
3.8% (monthly average)	3.90%	≤3.5%	≤3.5%	TBD	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: Federal servicers' quarterly reports.
Frequency of Collection: Quarterly.



2.4-C Performance.

Table 2.4-D. American Consumer Satisfaction Index (ACSI) Aid Life Cycle Surveys.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
69.9	70.6	69.9	71.0	TBD	TBD	TBD

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: The Office of Federal Student Aid's Customer Satisfaction Survey.
Frequency of Collection: Annually.

2.4-D Performance.

Table 2.4-E. Number of downloads of the myStudentAid mobile app.

2018	2019	2020	2021	2022
Baseline	Target			
0	1,000,000	TBD	TBD	TBD

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: Metrics from Apple's App Store and Google Play.
Frequency of Collection: Quarterly.

2.4-E Performance.

Table 2.4-F. Number of customers checking loan balances via the myStudentAid mobile app.

2018	2019	2020	2021	2022
Baseline	Target			
0	30,000	TBD	TBD	TBD

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: The Office of Federal Student Aid's online platform analytics.
Frequency of Collection: Quarterly.

2.4-F Performance.

Table 2.4-G. Number of customers submitting a *Free Application for Federal Student Aid* (FAFSA®) via a mobile platform—the myStudentAid mobile app or fafsa.gov.

B

2018	2019	2020	2021	2022
Baseline	Target			
0	1,800,000	TBD	TBD	TBD

Note: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: The Office of Federal Student Aid's online platform analytics.
Frequency of Collection: Quarterly.

2.4-G Performance.

Table 2.4-H. Number of visits (sessions) demonstrating adoption of the updated StudentAid.gov site.

B

2018	2019	2020	2021	2022
Baseline				
44,500,000	150,000,000	TBD	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) FY 2018 data represent visits to the StudentAid.gov site before the update went into effect.
Data Source: The Office of Federal Student Aid's online platform analytics.
Frequency of Collection: Quarterly.

2.4-H Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Objective: 2.1 2.2 2.3 2.4 2.5

Enhance students' and parents' ability to repay their federal student loans by providing accurate and timely information, relevant tools and manageable repayment options.

Objective Leader: Chief Operating Officer for the Office of Federal Student Aid

Overview

The Department is implementing a comprehensive framework for Student Aid Management that allows students to understand and access information about college options and associated costs, loan counseling and guidance, support for retention, loan repayment options and borrower benefits. The Department will develop and disseminate materials that communicate students' and parents' options to repay federal student loans before and during the course of pursuing a postsecondary credential. Offices across the Department support this Strategic Objective, including the Office of Federal Student Aid and the Office of Postsecondary Education.

FY 2018 Actions and Results

A loan becomes delinquent when the borrower misses a payment, and it stays that way until the past due balance is repaid or the borrower's payment plan is adjusted. Therefore, delinquency rates are a good indicator of the health of the student loan portfolio held by the Department. Federal student loan borrowers face multiple vendors and brands during the life cycle of their student aid experience, and borrowers are assigned to one or more of the nine student loan servicers. Under the Next Generation Financial Services Environment (Next Gen FSA), a new loan servicing platform, the Department will provide a more uniform service for repayment.

During fiscal year (FY) 2018, the Office of Financial Student Aid (FSA) developed a Student Aid Management framework to help students understand and access information about potential college options and associated costs and outcomes, loan counseling and guidance, support for retention, loan repayment options and borrower benefits. The framework takes into account financial literacy and targeted borrower outreach. FSA is committed to maintain and improve the StudentAid.gov, FinancialAidToolkit.ed.gov and CollegeCost.ed.gov websites and leverage digital engagement assets to inform, motivate and respond to students, parents and financial aid professionals on the topic of student loans. FSA continues to grow its online assets both in terms of usage and content.

StudentAid.gov, FSA's primary online portal for customers, increased total site visits from 44.3 million in FY 2017 to 44.5 million in FY 2018. FSA also achieved increases in overall subscribership across FSA's most prolific social media channels with approximately 23,000 new subscribers and a total subscribership of 607,241. These performance results demonstrate the success of efforts to increase the social media footprint of FSA as it seeks to become the most trusted source for accurate and accessible federal student aid information.

"StudentAid.gov, FSA's primary online portal for customers, increased total site visits from 44.3 million in FY 2017 to 44.5 million in FY 2018."

Looking Forward

Next Gen FSA aims to create an ideal customer experience. Multiple websites, mobile applications, contact centers and other customer interfaces will be combined into a simplified, consistent and engaging experience, which will be enhanced by standardized training and tools across vendors and partners. With a focus on mobile engagement, Next Gen FSA will meet customers where they are, letting them connect with FSA on the device of their choice. Customers will access a modernized online portal with personalized information that helps them quickly understand their options and make informed decisions throughout the financial aid life cycle, including borrowing and loan repayment. While Next Gen FSA will cut through the information clutter and provide robust self-service, it also will seamlessly connect customers with additional support when needed.

In addition to an improved customer experience, Next Gen FSA will completely modernize FSA's back-end systems and infrastructure. This transformation will pave the way for improved processing and customer management at a lower cost. Vendor and partner performance standards and accountability measures will be built into Next Gen FSA to ensure customers receive world-class service while protecting taxpayer dollars. Next Gen FSA will integrate state-of-the-art cybersecurity protections across every aspect of the student aid experience. Enterprise-wide data analytics will drive improved customer service, particularly for students and borrowers at risk for default, while also enhancing FSA's oversight of participating postsecondary schools and supporting vendors.

"Next Gen FSA will integrate state-of-the-art cybersecurity protections across every aspect of the student aid experience."

During FY 2019 and FY 2020, FSA will enhance students' and parents' ability to repay their federal student loans by performing the following:

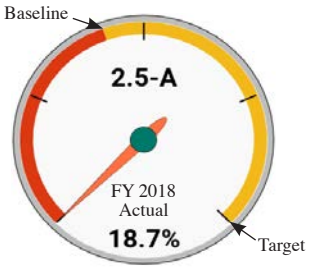
- Continue the phased implementation of Next Gen FSA based, in part, on extensive market research with more than 50 industry leaders. This research-based approach enabled FSA to identify best-in-industry standards and technical benchmarks and will continue to inform the procurement process. FSA will continue a multi-stage procurement process designed to identify the vendors most capable of supporting the implementation of Next Gen FSA. Final awards are anticipated to be made with the goal of beginning to implement consolidated, FSA-branded digital engagement tools—including mobile, web and chat capabilities featuring enhanced financial literacy, repayment calculator and loan counseling features—in FY 2019.
- Incorporate delinquency and default prevention strategies with Next Gen FSA, such as early targeted outreach and counseling for at-risk borrowers, use of mobile and other digital engagement tools to maintain contact with borrowers and push information on repayment options and other strategies to avoid default and more targeted and intensive outreach during the later stages of delinquency, with the goal of increasing students' and parents' awareness of and access to information, tools and assistance to help them repay their loans.
- Evaluate, monitor and report on non-default federal student loan servicers' performance as well as adjusting servicers' allocation percentages (i.e., volume of new borrowers received).
- Operationalize College Scorecard measures in the National Student Loan Data System on debt and related federal student aid metrics, automating the provision ensuring valuable information is available for prospective and current student aid recipients.

Performance Measures

Table 2.5-A. Percentage of borrowers who are more than 30 days delinquent.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
18.4%	18.7%	18.0%	18.4%	TBD	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: The Office of Federal Student Aid's data warehouse.
Frequency of Collection: Annually.

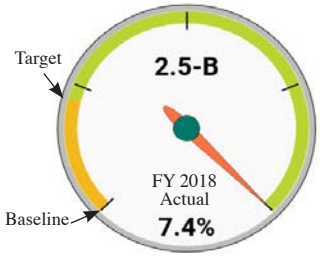


2.5-A Performance.

Table 2.5-B. Percentage of borrowers who are more than 90 days delinquent.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
8.3%	7.4%	8.1%	7.2%	TBD	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Data revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: The Office of Federal Student Aid's data warehouse.
Frequency of Collection: Annually.



2.5-B Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

60.0
50.0
40.0
30.0
20.0
10.0
0.0
United States
Finland
England
OECD average
France
Australia
Japan
Singapore
Teaching Time
Professional Development

Strategic Goal 3

Strengthen the quality, accessibility and use of education data through better management, increased privacy protections and transparency.

GOAL LEADER:
Assistant Secretary for Planning, Evaluation and Policy Development

GOAL 3 OBJECTIVES

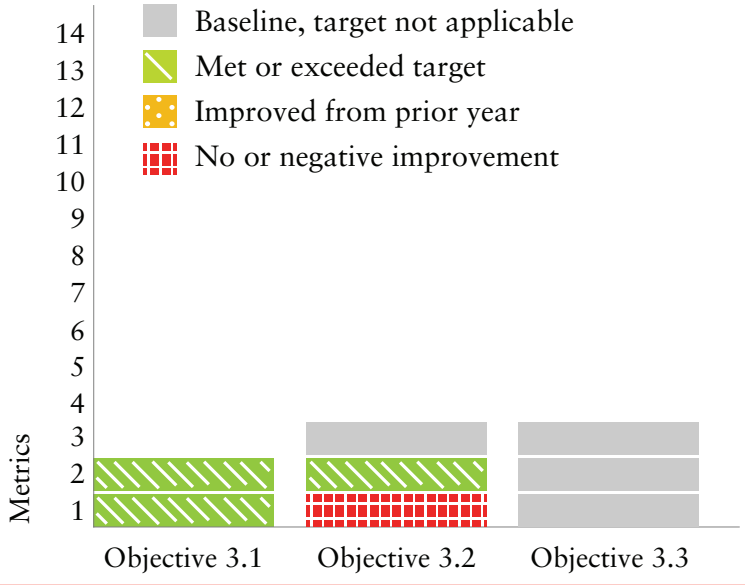
- 3.1 Improve the Department's data governance, data life cycle management and the capacity to support education data.
- 3.2 Improve privacy protections for, and transparency of, education data both at the Department and in the education community.
- 3.3 Increase access to, and use of, education data to make informed decisions both at the Department and in the education community.

"Some parents want to be equipped with the information to make a different choice for their child, and others want to know where their child's current school needs to get better…Parents need information that is accessible, relevant and actionable."

–U.S. Secretary of Education Betsy DeVos

Performance at a Glance

Of the Department's eight metrics for this goal, three met or exceeded the established targets and one performed at or below the prior year's performance. The remaining four metrics are baselined in FY 2018 or later.

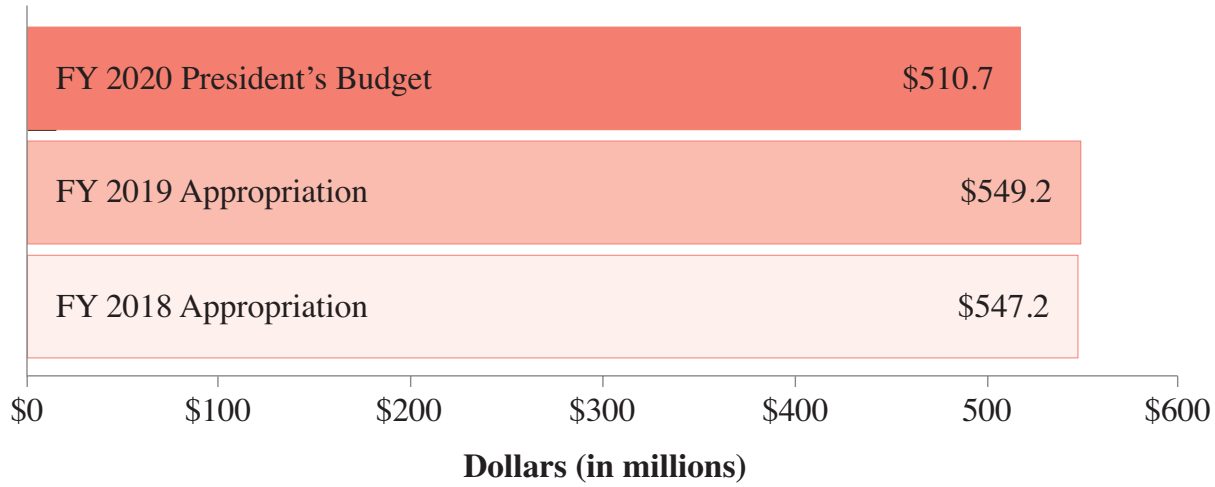


Performance Results for Strategic Goal 3

Goal 3 Discretionary Resources

The following figure and table show total Goal 3 discretionary resources and examples of select major discretionary programs and activities supporting the goal, respectively.

Goal 3 Discretionary Resources



Major Discretionary Programs and Activities Supporting Goal 3 in Thousands

POC	ACCT	Objective #	Program	FY 2018 Appropriation	FY 2019 Appropriation	FY 2020 President's Budget
IES	IES	3.3	Research, Development and Dissemination	$192,695	$192,695	$187,500
IES	IES	3.1, 3.2, 3.3	Statistics	$109,500	$109,500	$112,500
IES	IES	3.1, 3.2, 3.3	National Assessment	$149,000	$151,000	$149,000
Other	N/A	N/A	All Other Programs	$96,026	$96,026	$61,745

Note:
Discretionary resources listed here include Department programs that may contribute to multiple goals. A list of programs by goal is provided in appendix C.

Acronyms and Definitions:
POC = Principal Operating Component; ACCT = Account and IES = Institute of Education Sciences.

Strategic Objective: 3.1 3.2 3.3

Improve the Department's data governance, data life cycle management and the capacity to support education data.

Objective Leader: Associate Commissioner, Administrative Data Division, National Center for Education Statistics, Institute of Education Sciences

Overview

This Strategic Objective focuses on data that the Department collects as well as opportunities to enhance the Department's data management framework and internal capacity regarding the collected data. The main goal of improving data management is to clarify the common standards, operating policies and implementation roles and procedures needed across the Department to improve the integrity and quality of the data used by the Department and released to the public. While supported by all offices across the Department, three offices steer efforts for this Strategic Objective, including the Institute of Education Sciences; the Office of Planning, Evaluation and Policy Development and the Office of the Chief Information Officer.

FY 2018 Actions and Results

In fiscal year (FY) 2018, the Department committed to improve the nation's capacity to manage and use education data through varied efforts. One notable accomplishment is the continued development of an open source data analysis software package called EdSurvey (initially available for National Assessment of Educational Progress data). In FY 2018, the Department enhanced this tool to include data on international assessments. The Institute of Education Sciences' (IES's) National Center for Education Statistics (NCES) completed the development of the International Assessment Data Analysis Module for EdSurvey, and the new model is available for researchers to access and use.

> "NCES completed development of the International Assessment Data Analysis Module for EdSurvey, and the new model is available for researchers to access and use."

The Department's Data Strategy Team (DST) developed and delivered 10 distinct sessions to Department offices as part of the Department's efforts to improve data management and access to data. Trainings in FY 2018 addressed stewarding and governing kindergarten through grade 12 data at the Department, developing a data release calendar of events for internal and public use; summarizing data quality in accessible reports; performing data visualization; discussing the Office of the Chief

Information Officer's vision and plan for Department information technology systems; putting the Department's public releases, such as the NCES Common Core of Data, the Office for Civil Rights' (OCR's) Civil Rights Data Collection and Office of Elementary and Secondary Education's Consolidated State Performance Report, to new uses and discussing the Office of Communications and Outreach's data-driven communication vehicles. IES's NCES delivered six sessions and coordinated the development and presentation of a seventh session by an external contractor during FY 2018. The Department developed and publicly posted resources to support basic understanding of data management and governance in the Department (e.g., Introduction to the U.S. Department of Education Data Governance). The Department also developed internal resources and distributed them in trainings about topics such as how to evaluate and mature existing data quality processes and how to build and use data visualization to compel conversations about performance. DST offered data management trainings and engaged representatives from 18 Department offices.

The Department's data governance meetings focused on the role of data stewards and the importance of collecting data once and, as appropriate, using it many times. When developing the EDFacts Information Collection package, the Department was intentional to review for reporting burden, and data stewards identified obsolete or low-priority data collections that were retired. In other cases, data stewards affirmed the effective practice of collecting data once and using it many times (e.g., NCES collects enrollment counts annually, and most data stewards in the Department use the NCES count). Active coordination across data stewards grows out of the EDFacts Data Governance Board discussions. Examples from this year include the following:

- NCES and the Charter Schools Program reconciled information about Department charter school programs and modified reporting requirements and reporting guidance as a result.
- NCES and the Magnet Schools Assistance Program identified discrepancies in definitions. Reporting requirements were modified and reporting burden will decrease when the new reporting is implemented.
- The Office of Elementary and Secondary Education (OESE) and Office of Special Education Programs proposed eliminating unused assessment performance level information to decrease state reporting burden and improve data use efficiencies.
- OCR and OESE affirmed the need for one definition for chronic absenteeism.

NCES also secured a contractor with expertise for improved data management to support DST and provide targeted work with individual offices. The contractor team met with offices across the Department to identify current data management strengths and areas of needed improvement. DST assessed the identified needs and strengths of Department offices and drafted a set of guidelines for improved data management at the Department to establish priorities. By the end of FY 2018, DST developed and reviewed an initial set of four tools and templates designed to support improved data management practices in the Department's highest priority areas.

Looking Forward

DST continues to coordinate and lead the Department's efforts to improve data governance and life cycle management by providing Department offices with learning opportunities and tools that support improved practices. As DST works to improve internal practices, it is expected that federal grantees and the public will also benefit from more useful data releases, a continually improving level of data quality and models of good data management procedures that can be adopted by educational agencies and postsecondary institutions. During FY 2019 and FY 2020, the Department will:

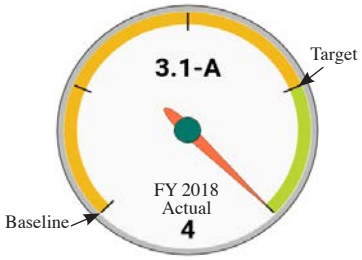
- Clarify guidelines for office data professionals to use in improving data management across the Department.
- Enable richer discussions with offices about data governance and data life cycle management improvements that are specific to offices. Outcomes from these discussions will be used to shape DST-offered trainings and department-wide templates developed throughout FY 2019.
- Deliver training curricula for data professionals across the Department to continue to enhance the development of a highly skilled workforce throughout the Department to facilitate the accurate and appropriate use of data.
- Explore the impact of improvements to the Department's operating structure and how those changes facilitate better data practice.
- Improve the set of templates and procedures available to data professionals across the Department that support the implementation of data management best practices.
- Develop and implement a Data Quality Plan in FY 2019 to ensure the financial and award data reported on USASpending.gov are accurate and reliable to promote open data transparency and meet the requirements of the *Digital Accountability and Transparency Act*.

Performance Measures

Table 3.1-A. Number of data management activities for which Department-wide procedures or templates have been created and reviewed through the Data Strategy Team (DST).

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
0	4	3	6	8	TBD	TBD

Notes: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: Minutes from monthly DST meetings.
Frequency of Collection: Annually.

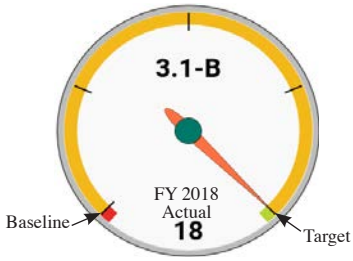


3.1-A Performance.

Table 3.1-B. Number of Department program offices participating in Data Strategy Team (DST)-offered data management training.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
11	18	18	20	22	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) Eighteen out of 27 (67 percent) Principal Operating Components (including White House Initiatives) have participated.
Data Source: Minutes from monthly DST meetings.
Frequency of Collection: Annually.



3.1-B Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Objective: 3.1 3.2 3.3

Improve privacy protections for, and transparency of, education data both at the Department and in the education community.

Objective Leader: Chief Privacy Officer for the Office of Finance and Operations[1]

Overview

The Department is committed to protecting student privacy. While education data have transformative potential, the vast amount and sensitivity of these data make it imperative that the Department and educational institutions that maintain student data take steps to protect the data adequately. This Strategic Objective focuses on improving privacy protections through the administration of the *Family Educational Rights and Privacy Act* (FERPA), developing and disseminating privacy and security training and making technical assistance available to states, local educational agencies (LEAs) and institutions of higher education (IHEs). While all Department offices have a role in supporting this Strategic Objective, primary stakeholders include the Senior Agency Official for Privacy (i.e., Chief Privacy Officer), Office of Federal Student Aid, Institute of Education Sciences, Office of the General Counsel and the Office of Planning, Evaluation and Policy Development.

FY 2018 Actions and Results

With an increased use of education data to drive program evaluation and policymaking, in fiscal year (FY) 2018, the Department focused on support for privacy protection and transparency of education data at the Department and in the education community. As part of the Department's five-year plan to assess the overall state of LEAs' student privacy protections and the transparency of LEAs' data practices, the Department's Privacy Technical Assistance Center (PTAC) developed a review rubric to evaluate LEAs' websites for their privacy policies and notices and for their adoption of transparency best practices. PTAC finalized the content of the review rubric after consulting with a diverse group of external stakeholders, including parent advocates, school attorneys, state officials and privacy groups. With advice from the National Center for Education Statistics and the Office of Planning, Evaluation and Policy Development, PTAC selected a statistically representative sample of the nation's LEAs to be reviewed. The

[1]The Office of Finance and Operations is effective January 6, 2019.

Department will conduct the review of LEA websites for transparency best practices in FY 2019–22. This project will allow the Department to better prioritize the development of future technical assistance resources for the field and provide general and targeted feedback to states and LEAs on ways to improve their practices.

In FY 2018, PTAC responded to more than 3,200 technical assistance inquiries on student privacy issues and provided online FERPA training to more than 57,000 state and LEA officials. The technical assistance the Department provides continues to be well received by educational agencies and institutions across the country, as measured through qualitative and quantitative customer satisfaction surveys and unsolicited testimonials. In addition to the aforementioned technical assistance, the Department issued 16 FERPA policy determinations in FY 2018, including a notable determination on the application of FERPA to surveillance videos involving multiple students.

"PTAC responded to more than 3,200 technical assistance inquiries on student privacy issues and provided online FERPA training to more than 57,000 state and LEA officials."

With regard to the Department's Agency Priority Goal associated with the Strategic Objective, the timing and issuance of new audit standards for *Gramm-Leach-Bliley Act* (GLBA)-related information security safeguards in the Office of Management and Budget's compliance supplement was delayed, and the Department anticipates the issuance will occur in FY 2019. To prepare IHEs and counterparts throughout the education community for this change in the coming fiscal years, the Office of Federal Student Aid (FSA) and PTAC collaborated to conduct 63 outreach activities targeting data privacy and information technology security requirements of IHEs. Many of the outreach activities were at large conferences, including the FSA Training Conference sessions on the interplay of various Federal privacy laws on student financial aid data, and the data security requirements of GLBA. The 2018 FSA Training Conference was attended by 5,644 financial aid professionals from more than 2,000 unique schools from all 50 states, as well as the U.S. territories of Guam, Puerto Rico and U.S. Virgin Islands. More than 160 foreign school officials attended from countries all over the world.

Also in support of privacy protections and information security, FSA conducted a postsecondary institution (PSI) breach response assessment to determine the extent of a potential breach and provide the institutions with remediation actions around their protection of FSA data and best practices associated with cybersecurity. The assessment provided a list of mandatory actions to enhance the cybersecurity posture to protect access and storage of federal data. Additional best practices were provided to address other network and access deficiencies discovered as a byproduct of the assessment.

Looking Forward

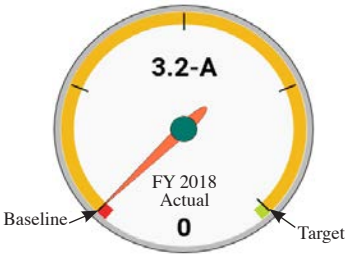
The Department recognizes the critical importance of ensuring student privacy while leveraging student data as a strategic asset at the federal, state and local levels. During FY 2019 and FY 2020, the Department will:

- Continue its focus on providing meaningful technical assistance to the field on privacy and security issues and will provide additional clarity on unresolved student privacy policy issues through additional guidance and updates to the FERPA regulations.
- Implement new process changes to its FERPA enforcement operations to further improve the efficiency and effectiveness of the Department's administration of federal student privacy requirements.
- Improve the PSI breach process to increase the transparency, responsiveness and inclusion of PSIs in a cooperative partnership to address potential personally identifiable information breaches.
- Transition to a new electronic complaint management system to track FERPA complaints more effectively and facilitate data-driven decision-making about the administration and enforcement of FERPA.
- Utilize the results of the LEA review project, as well as qualitative and quantitative feedback from the education community, to inform the development and publication of technical assistance resources and deliver targeted technical assistance in a manner that will have the greatest impact on improving the privacy and security of education data across the country.

Table 3.2-A. Number of institutions of higher education (IHEs) that have an audit of *Gramm-Leach-Bliley Act* (GLBA)-related information security safeguards which result in no significant findings.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
0	0	18	36	77	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) Timing and issuance of new audit standards for GLBA-related information security safeguards have impacted IHEs' ability to conduct and submit an audited assessment of data security programs.
Data Source: IHE-provided auditor reports.
Frequency of Collection: Quarterly.



3.2-A Performance.

Table 3.2-B. Number of outreach activities targeting data privacy and information technology (IT) security requirements of institutions of higher education (IHEs).

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
12	63	14	17	20	20	20

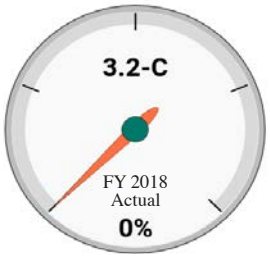
Notes: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: Outreach activity records maintained by the Privacy Technical Assistance Center.
Frequency of Collection: Quarterly.

3.2-B Performance.

Table 3.2-C. Percentage of local educational agency (LEA) websites from a statistically representative sample reviewed for inclusion of transparency best practices and compliance with legal requirements relating to third-party contracting.

2018	2019	2020	2021	2022
Baseline	Target			
0%	35%	60%	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) Efforts in FY 2018 focused on setting up the survey metrics and sample selection. (3) The original FY 2019 target from the *FY 2019 Annual Performance Plan* has not been revised and is expected to be met.
Data Source: Selected LEA public websites.
Frequency of Collection: Quarterly.



3.2-C Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Objective: 3.1 3.2 3.3

Increase access to, and use of, education data to make informed decisions both at the Department and in the education community.

Objective Leader: Director of Policy and Program Studies Service for the Office of Planning, Evaluation and Policy Development

Overview

For education data to be used to support informed decisions, the Department needs to continue to develop and implement methods to analyze, interpret and disseminate education data and support education stakeholders in doing the same. This Strategic Objective focuses 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 education stakeholders. Several offices across the Department support this Strategic Objective, including the Institute of Education Sciences; the Office of Planning, Evaluation and Policy Development; the Office of Educational Technology; the Office for Civil Rights; the Office of Special Education and Rehabilitative Services and Office of the Chief Privacy Officer.

FY 2018 Actions and Results

One of the primary functions of the Department is to make data available and accessible to the public, parents, educators and other education stakeholders. In fiscal year (FY) 2018, the Department released a number of high-value data sets which can be used to inform decision-making in education at all levels. One such example is the Civil Rights Data Collection (CRDC), which is a biennial collection. Since 1968, the Department has conducted CRDC to collect data on key education and civil rights issues in the nation's public schools. CRDC collects information, such as student enrollment and educational programs and services, most of which is disaggregated by race/ethnicity, sex, limited English proficiency and disability. In FY 2018, the Department released the 2015–2016 CRDC, which includes, for the first time, comprehensive data regarding incidents of serious offenses reported as occurring in the nation's public schools, including the number and percentage of allegations of harassment or bullying based on religion and several new data categories on science, technology, engineering and mathematics (STEM) course taking. The Department used CRDC data to produce data briefs on two major topics: STEM Course Taking and School Climate and Safety.

Another example of high-value data released in FY 2018 is the 2015–2016 School Survey on Crime and Safety data file and user manual released by the National Center for Education Statistics (NCES). The data file contains detailed information on crime-related topics from the perspective of schools, including the frequency of school crime and violence, disciplinary actions, the presence and activities of school security staff and school practices related to the prevention and reduction of crime. Additionally, the *National Postsecondary Student Aid Study (NPSAS): Student Financial Aid Estimates for 2015–16*, released in early 2018, provides a comprehensive picture of how postsecondary students finance their education and how financing decisions then relate to later career and family plans through follow-up longitudinal studies. NPSAS is a comprehensive research dataset, based on student-level records, on financial aid provided by the federal government, states, postsecondary institutions, employers and private agencies, along with student demographic and enrollment data.

In FY 2018, the InformED initiative continued to connect people, information and technology to maximize data innovation in education. This year, the Office of Planning, Evaluation and Policy Development (OPEPD) and the Office of English Language Acquisition developed and released a series of three data stories focused on the characteristics, educational experiences and academic outcomes of English learners. These data stories include interactive graphics and accompanying narrative text to promote better access and use of Department data by a wider variety of stakeholders.

Additionally, to improve the usefulness of the National Assessment of Educational Progress (NAEP) data for informed decision-making in the education community, the Institute of Education Sciences (IES) generated analysis and reporting of a new type of data produced by the new NAEP digitally based assessments. This included providing a detailed statistical guide (via an R package), which facilitates external researchers' computation of analytic weights. Additionally, IES added 12 longitudinal data sets to the DataLab system, which improved access to NCES' extensive sample survey data.

"IES added 12 longitudinal data sets to the DataLab system, which improved access to NCES' extensive sample survey data."

The Department also provides direct support to states and districts. In FY 2018, the Office of Special Education and Rehabilitative Services (OSERS) supported technical assistance centers to conduct several conferences to assist states in using their *Individuals with Disabilities Education Act* (IDEA) data to make informed decisions. In addition to assisting states to build their capacity with collecting, analyzing, reporting and using IDEA data, topical areas included leveraging funds to improve results and using early childhood data systems to improve child and family outcomes and system practices. The data conferences provided forums for Part B, Section 619 and Part C data managers as well as state administrators to collaborate and share what is working well in their states to ensure the use of high-quality IDEA data.

In July 2018, NCES held its annual STATS-DC Summer Data Conference, which was focused this year around the theme "Visualizing the Future of Education through Data." The conference was attended by more than 900 participants and offered 120 sessions on topics focusing on education data, including: how and where to access public and restricted use data, demonstrations of data products, use of data to drive equity conversations, use of data to track and evaluate performance grant funded programs, new research findings identified through data visualization, data management and governance and current technology challenges and privacy issues. This event highlighted efforts to increase the use of education data in the field.

In addition to the data released and technical assistance provided, the Department also strives to reduce burden in its data collections. For example, in FY 2018, the Rehabilitation Services Administration (RSA) completed a cross-agency joint elements review of the Departments of Education and Labor's shared data collection form, which captures information needed to calculate the *Workforce Innovation and Opportunity Act's* (WIOA's) *Annual Performance Report*. In addition, RSA has used feedback from vocational rehabilitation agencies to streamline and clarify definitions or reporting instructions. The elimination of redundant, duplicative and unnecessary data elements decrease reporting burden for states while ensuring the Department has access to the information necessary to support decision-making.

Looking Forward

The Department is committed to continuing to promote access to and the use of education data to inform decision-making both within the Department and across the field. In FY 2019 and FY 2020, the Department will:

- Expand the Department's open data infrastructure to improve how stakeholders find, access and manage the Department's public data. This will include establishing an enterprise open data platform that will make the Department's public data discoverable from a single location and easily searchable by topic. It will also equip every office within the Department with a suite of tools for publishing data and tracking user analytics.
- Conduct a review of data requests and recommendations for guidelines to researchers to aid them in combining NAEP restricted use data sets with administrative data in a manner referenced in common data requests. This will support the continued improvement of the usefulness of the NAEP data for informed decision-making in the education community.
- Bring multiple offices (including OPEPD, the Office for Civil Rights and the Office of Educational Technology) together to release a data story focused on STEM in FY 2019. This data story will share the Department's data in a visually appealing and accessible format for nontechnical data users and will leverage CRDC data to highlight access to and enrollment in Algebra I, particularly for grade 8 students.

- Explore opportunities to link the Department's kindergarten through grade 12 and postsecondary education data together to help inform policy decisions and improve program implementation.
- Develop and make user-friendly data products publicly available, such as IDEA data tables, annual reports to Congress and state data displays that stakeholders within the Department and the education community can use to make informed decisions.
- Implement a revised information collection (*911 Vocational Rehabilitation Case Service Report*, or RSA-911) that eliminates the unnecessary and burdensome elements to include the revision of 86 and deletion of 66 data elements identified. As part of this effort, OSERS will collect and use open-case RSA-911 data to track participants' real-time progress and employment outcomes that will be reflected in the state's annual reports, required by Title I of the *Rehabilitation Act*, as amended by WIOA.

Performance Measures

Table 3.3-A. Number of sessions dedicated to improved data use provided to external grantees and stakeholders presented by Department employees or their contractors or occurring at Department-hosted events.

B

2018	2019	2020	2021	2022
Baseline	Target			
106	65	68	71	75

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: Policy and Program Studies Service records collection.
Frequency of Collection: Quarterly.

3.3-A Performance.

Table 3.3-B. Number of newly added publicly available datasets in machine-readable formats.

B

2018	2019	2020	2021	2022
Baseline	Target			
126	36	40	44	48

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: The Department's public data listing.
Frequency of Collection: Quarterly.

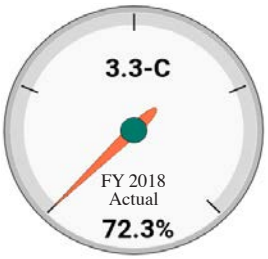
3.3-B Performance.

Table 3.3-C. Percentage of discretionary grant competitions that include the requirement to openly license to the public copyrightable grant deliverables created with Department grant funds.

B

2018	2019	2020	2021	2022
Baseline	Target			
72.3%	80%	90%	90%	90%

Notes: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: Information collection packages.
Frequency of Collection: Annually.



3.3-C Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Goal 4

Reform the effectiveness, efficiency and accountability of the Department.

GOAL LEADER:
Assistant Secretary for Finance and Operations

GOAL 4 OBJECTIVES

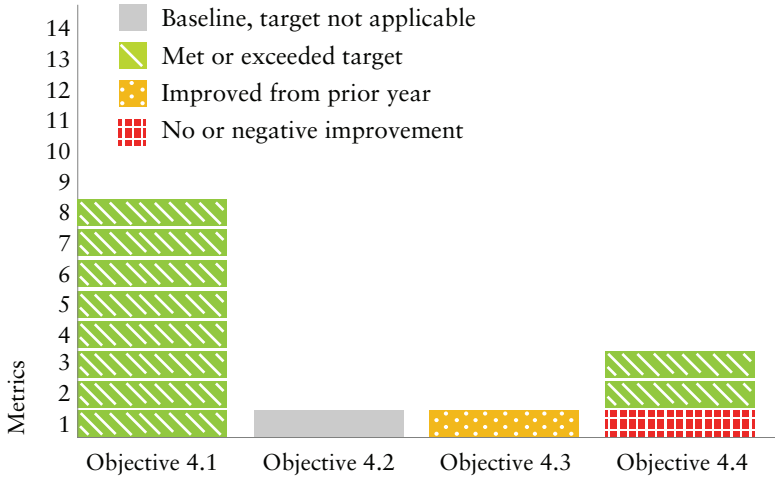
- 4.1 Provide regulatory relief to educational institutions and reduce burden by identifying time-consuming regulations, processes and policies and working to improve or eliminate them, while continuing to protect taxpayers from waste and abuse.
- 4.2 Identify, assess, monitor and manage enterprise risks.
- 4.3 Strengthen the Department's cybersecurity by enhancing protections for its information technology infrastructure, systems and data.
- 4.4 Improve the engagement and preparation of the Department's workforce using professional development and accountability measures.

"We are fundamentally re-evaluating what we do and how we do it."

–U.S. Secretary of Education Betsy DeVos

Performance at a Glance

Of the Department's 13 metrics for this goal, 10 met or exceeded the established targets, 1 displayed improvement from the prior year but did not meet the established target threshold and 1 performed at or below the prior year's performance. One metric is baselined in FY 2018 or later.

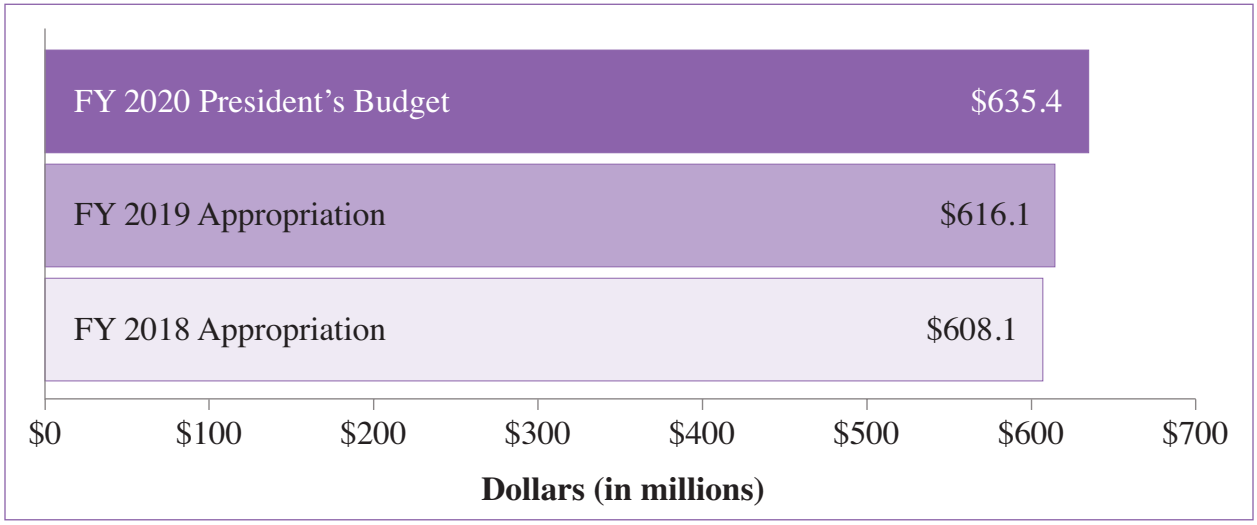


Performance Results for Strategic Goal 4

Goal 4 Discretionary Resources

The following figure and table show total Goal 4 discretionary resources and examples of select major discretionary programs and activities supporting the goal, respectively.

Goal 4 Discretionary Resources



Major Discretionary Programs and Activities Supporting Goal 4 in Thousands

POC	ACCT	Objective #	Program	FY 2018 Appropriation	FY 2019 Appropriation	FY 2020 President's Budget
ALL	DM/PA	N/A	Program Administration: Salaries and Expenses	$430,000	$430,000	$433,500
OCR	OCR	N/A	Office for Civil Rights	$117,000	$125,000	$125,000
Other	N/A	N/A	All Other Programs	$61,143	$61,143	$76,918

Note:
Discretionary resources listed here include Department programs that may contribute to multiple goals. A list of programs by goal is provided in appendix C.

Acronyms and Definitions:
POC = Principal Operating Component; ACCT = Account; ALL = All; DM/PA = Departmental Management/Program Administration; N/A = Not Applicable and OCR = Office for Civil Rights.

Strategic Objective: 4.1 4.2 4.3 4.4

Provide regulatory relief to educational institutions and reduce burden by identifying time-consuming regulations, processes and policies and working to improve or eliminate them, while continuing to protect taxpayers from waste and abuse.

Objective Leader: Senior Counselor to the Secretary of Education

Overview

Reducing regulatory burden on external stakeholders and improving internal decision-making processes will help ensure greater efficiencies in Department operations and more effective and efficient service to the public. Given the importance of protecting taxpayers from waste and abuse, all Department offices support this Strategic Objective.

FY 2018 Actions and Results

The Department, in consultation with the Office of Management and Budget (OMB), has determined that performance toward this objective is making noteworthy progress. Shortly after the President issued Executive Order 13777, the Department established the Regulatory Reform Task Force (RRTF) in April 2017. RRTF includes a wide cross section of the Department's senior leaders, and, throughout fiscal year (FY) 2018, it worked diligently to review and reduce regulatory inefficiencies. In early FY 2018, following RRTF's review of existing guidance documents to determine whether they were outdated or superseded by other documents, the Department announced that it had rescinded approximately 600 guidance documents. RRTF also reviewed and identified a number of outdated regulations across Department programs that could be updated or rescinded. This resulted in the issuance of 23 deregulatory actions, well over the FY 2018 goal of 13. Finally, RRTF established and implemented working groups in various topic areas, including a group that identified 21 information collections to discontinue and two to modify. The changes to information collections will result in a savings of $11.6 million for the Department.

"RRTF also reviewed and identified a number of outdated regulations across Department programs that could be updated or rescinded. This resulted in the issuance of 23 deregulatory actions, well over the FY 2018 goal of 13."

As part of these regulatory reform efforts, the Department also delayed the effective or compliance dates for its significant disproportionality regulations and its state authorization regulations. The delay of the significant disproportionality rule will provide time for the Department to thoughtfully and soundly evaluate the regulations to ensure that all children with disabilities are appropriately identified, placed and disciplined. The delay of the state authorization rule will allow the Department to address significant fundamental implementation issues raised by institutions and other student aid program participants that cannot be satisfactorily addressed by informal guidance. The delay will provide time for the Department to address those issues through a new rulemaking process.

The Department also reviewed guidance documents. For example, on July 3, 2018, the Department's Office for Civil Rights, along with the U.S. Department of Justice, issued Dear Colleague Letter guidance to withdraw six previously issued guidance documents that purported to explain the legal framework that governs the use of race by elementary, secondary and postsecondary schools. The Department concluded that the letters advocated policy and positions beyond the requirements of the U.S. Constitution, Title IV of the *Civil Rights Act of 1964* (Title IV) and Title VI of the *Civil Rights Act of 1964* (Title VI). The withdrawn letters suggested to public schools, as well as recipients of federal funding, that they take action or refrain from taking action beyond legal requirements and, as such, the documents are inconsistent with governing principles for agency guidance documents.

The Department's efforts around transparency of regulations and significant guidance are also essential for achieving this Strategic Objective. In December 2017, the U.S. House of Representatives Committee on Oversight and Government Reform requested detailed information from federal agencies regarding their nonregulatory guidance issued since 2008. Following review of agency submissions, in March 2018, the committee released its report, *Shining Light on Regulatory Dark Matter*, and noted that the Department was one of two agencies that had the capability to respond properly, indicating effective and implemented information management policies. RRTF subsequently established an internal working group to discuss general recommendations from the committee's report regarding agency practices with respect to making guidance documents easily accessible to the public. This working group is targeting spring 2019 for the release of an updated web portal for members of the public to access the Department's guidance.

The Department collaborated with OMB to publish the *Fall and Spring 2018 Unified Agendas* and the *Fall Regulatory Plan* for the Department, both available online. These documents provide critical information to the public about the Department's overall deregulatory agenda as well as more specific details concerning specific deregulatory actions.

Looking Forward

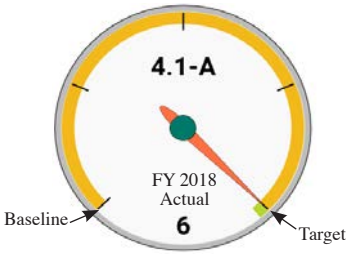
During FY 2019 and FY 2020, the Department will:

- Identify overly burdensome, outdated, unnecessary or ineffective regulations, guidance and information collections that could be improved or eliminated. These deregulatory efforts will include, among other things, revisions to the Department's Title IX regulations, modification of the borrower defense regulations under the *Higher Education Act of 1965*, as amended (HEA) and review and modification of other HEA regulations in critical areas, including accreditation, state authorization for distance education programs and other areas that will promote innovation and flexibility for students and institutions.
- Continue to provide annual reports through RRTF to the Secretary on the Department's regulatory reform efforts for FY 2019 and FY 2020 and make them available to the public.
- Examine ways to improve the Department's grant-making process to advance the Secretary's policy priorities; better build, use and disseminate evidence; attract new applicants and make awards earlier in the fiscal year to better support successful programs.

Table 4.1-A. Number of evaluations to identify potential Executive Order (EO) 13771 deregulatory actions that included opportunity for public input and/or peer review.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
0	6	6	2	TBD	TBD	TBD

Notes: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: Department reports to the Office of Management and Budget.
Frequency of Collection: Annually.



4.1-A Performance.

Table 4.1-B. Number of Executive Order (EO) 13771 deregulatory actions recommended by the Regulatory Reform Task Force to the agency head consistent with applicable law.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
0	44	13	3	TBD	TBD	TBD

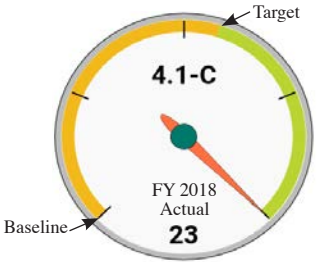
Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: Department records.
Frequency of Collection: Department records.

4.1-B Performance.

Table 4.1-C. Number of Executive Order (EO) 13771 deregulatory actions issued that address recommendations by the Regulatory Reform Task Force.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
0	23	13	8	TBD	TBD	TBD

Notes: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: Federal Register and https://www.ed.gov/.
Frequency of Collection: Biannually.



4.1-C Performance.

Table 4.1-D. Number of Executive Order (EO) 13771 regulatory actions and, separately, EO 13771 deregulatory actions issued.

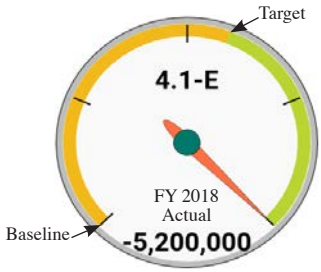
2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
0	Regulatory = 0, Deregulatory = 27	TBD	TBD	TBD	TBD	TBD

4.1-D Performance.

Notes: Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
Data Source: Federal Register and https://www.ed.gov/.
Frequency of Collection: Biannually.

Table 4.1-E. Total incremental cost of all Executive Order (EO) 13771 regulatory actions and EO 13771 deregulatory actions (including costs or cost savings carried over from previous fiscal years).

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
0	–$5.2 million (annual), –$85.0 million (present value)	–$3 million (annual), –$49.1 million (present value)	–$194 million (annual), –$3.1 billion (present value)	TBD	TBD	TBD

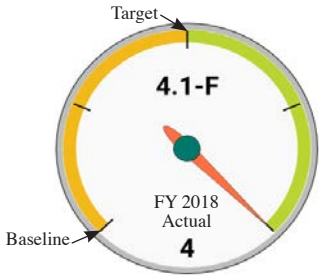


4.1-E Performance.

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: Department reports to the Office of Management and Budget.
Frequency of Collection: Annually.

Table 4.1-F. Number of significant deregulatory actions submitted to the Office of Management and Budget (OMB), the number of actions reflected on Reginfo.gov.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
0	4	2	N/A	N/A	N/A	N/A



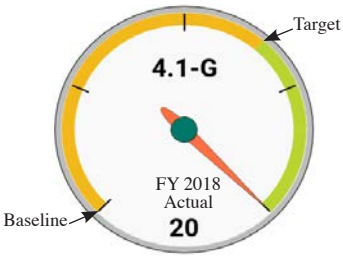
4.1-F Performance.

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) This metric will change for FY 2019 forward; see appendix B for details.
Data Source: Reginfo.gov.
Frequency of Collection: Quarterly.

Table 4.1-G. Number of requests for significance determination of deregulatory actions submitted to the Office of Management and Budget (OMB) by email.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
0	20	13	N/A	N/A	N/A	N/A

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) This metric will change for FY 2019 forward; see appendix B for details.
Data Source: Emails between the Department and OMB.
Frequency of Collection: Quarterly.

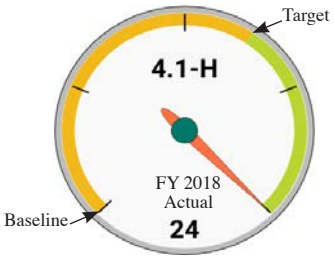


4.1-G Performance.

Table 4.1-H. Number of deregulatory actions submitted to the Office of Management and Budget (OMB).

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
0	24	15	3	TBD	TBD	TBD

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) This metric replaces metrics 4.1-F and 4.1-G for FY 2019 forward; see appendix B for details.
Data Source: Reginfo.gov and emails between the Department and OMB.
Frequency of Collection: Quarterly.



4.1-G Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Objective: 4.1 4.2 4.3 4.4

Identify, assess, monitor and manage enterprise risks.

Objective Leader: Principal Deputy Assistant Secretary for the Office of Finance and Operations[1]

Overview

The Department is leveraging Enterprise Risk Management (ERM) to improve operating effectiveness and maximize the Department's value to taxpayers. The broad implementation strategies for this Strategic Objective include building capability to manage risk more effectively and managing risk in a strategic and coordinated manner to ensure the Department's allocation of resources and management strategies are aligned to focus on high-value work and the achievement of outcomes for students.

Given the focus on enterprise risk, including cross-cutting management challenges, all Department offices contribute to this Strategic Objective. The Department measures the success of this Strategic Objective by the increasing maturity level of ERM, including progress in key risk and performance indicators.

FY 2018 Actions and Results

In fiscal year (FY) 2018, the Department focused on building a top-down understanding of and commitment to managing risk more effectively across the organization. The Department developed an initial ERM policy, guidance and risk identification and reporting tools, leveraging the methodologies and expertise from the Office of Federal Student Aid's (FSA's) more mature ERM program. In addition, the Department developed and delivered ERM training for senior leaders and executives. Top-level support is critical to culture change. Accordingly, each office identified executive champions and risk management liaisons to help lead the implementation of this Strategic Objective.

> "The Department developed and delivered ERM training for senior leaders and executives."

Senior leaders from all offices began participating in enterprise-wide risk management discussions to promote risk awareness and coordinated approaches to managing cross-cutting challenges. The Department developed a portfolio of risks as well as a dashboard of key risk and performance indicators to inform conversations about risk management strategy

[1]The Office of Finance and Operations is effective January 6, 2019.

and progress. These efforts resulted in notable accomplishments and established a strong baseline for improved performance moving forward. Data indicate that the Department's FY 2018 ERM maturity level is 1.5 on a 5.0 scale and that 47 percent of key risk and performance indicators are progressing in the desired direction.

In addition to Department-wide efforts, FSA further strengthened its ERM capability by designing and implementing an updated ERM framework to include the integration of risk with strategy and performance. FSA improved its suite of training, tools and templates to reflect the updated approach and procured a software solution to facilitate enhanced risk reporting and monitoring. FSA also developed an initial risk appetite statement. In addition, FSA has a fully executed governance structure to facilitate risk conversations across all business units.

The Department also began to align actions to address cross-cutting management challenges with each office's risk management. The following tables present the top Department management challenges, including FY 2018 accomplishments and planned actions for FY 2019 and FY 2020.

Information Technology (IT) Security: Department systems contain data that must remain accessible to the Department's partners while protected from threats.	
Accountable Official:	Chief Information Security Officer for the Department of Education
Notable Accomplishments:	• **Identify:** Implemented the use of a risk scorecard as a risk management tool and established a quantitative methodology for identifying, analyzing and managing system-level cybersecurity risks. • **Protect:** Provided cybersecurity training and executed simulated phishing exercises, strengthening the Department's ability to reduce risks and resilience to attacks. • **Detect:** Completed acquisitions that included a database scanning tool and a Security Information Event Management solution and adjusted the network access control solution to further limit opportunities for potential malicious activity to occur. • **Respond:** Increased forensics and vulnerability management capabilities and reduced the turnaround time for security analysis through the acquisition and implementation of additional tools and hardware. • **Recover:** Implemented a new enterprise cybersecurity offering to system stakeholders focused on testing system contingency plans and incident response processes.
Planned Actions:	• Professionalize the Information Systems Security Officer's duty and align resources to better manage and address skillset and ability gaps. • Consolidate, mature and optimize tier 1 and tier 2 operations of the Security Operations Center.
Performance Goals, Indicators and Milestones:	• **Goal:** Mature the Department's cybersecurity operations to achieve the next level of effectiveness as defined by the *Federal Information Security Modernization Act of 2014* maturity model. • **Indicator:** Maturity level score of IT security program and practices. • **Key milestone:** Update Information Technology Investment Management guidance.

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.	
Accountable Official:	Chief Financial Officer for the Office of Federal Student Aid
Notable Accomplishments:	• Developed a statistically valid methodology to more accurately estimate, set targets for and reduce improper payments in Pell Grants and Direct Loans. • Provided responses to Congressional staff questions regarding legislation that would authorize the Internal Revenue Service (IRS) to disclose tax return information directly to the Department, which would allow for significant simplification of and improvement to the administration of student aid programs.
Planned Actions:	• Apply statistically valid estimation methodology to calculate estimated improper payment rates. • Continue to maintain IRS data retrieval tool to allow users to provide their federal tax information directly from IRS to their student aid transactions. If enacted, initiate required actions to implement legislation that allows IRS to disclose federal tax information directly to FSA.
Performance Goals, Indicators and Milestones:	• **Goal:** Minimize the risk of improper payments without unduly burdening students. • **Indicator:** Estimated improper payment rates. • **Key milestone:** Produce FY 2019 estimated improper rates based on results of statistically valid estimation calculations.

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.	
Accountable Official:	Chief Enterprise Risk Officer for the Office of Federal Student Aid
Notable Accomplishments:	• Initiated Next Gen FSA transformation to bring significant improvements to performance of loan servicing and collections, including a business intelligence platform to capture and report on performance metrics. • Provided training covering basic to advanced strategies and resources for monitoring formula and discretionary grants, increasing expertise to provide effective oversight. • Implemented a performance review system designed to provide effective performance management and support to states in administering Title I and other grant programs. • Collaborated across offices to plan and host two major public events to provide states with technical assistance on assessment topics and implementing the *Every Student Succeeds Act*. • Routinely collaborated across offices in monitoring activities, focusing on areas such as assessments, accountability and data reporting.
Planned Actions:	• Monitor the timely publishing of state report cards. • Improve Department processes to provide timely and effective guidance and technical assistance to grantees. • Identify employee skill gaps and develop strategies to close those gaps including training, workforce engagement initiatives and succession plans. • Continue risk-based oversight and monitoring of student financial assistance participants and grant recipients, including correction of audit findings.

Performance Goals, Indicators and Milestones:	• **Goal:** Support agencies and educational institutions to improve outcomes for students. • **Indicator:** Grant recipients making substantial progress. • **Key milestones:** Confirm posting of state report cards and employee skill gap assessments.

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.	
Accountable Official:	Director of Policy and Program Studies Service for the Office of Planning, Evaluation and Policy Development
Notable Accomplishments:	• Developed a tool to track data quality concerns and state responses to data-related questions that contributed to improved data on the *Consolidated State Performance Report* as well as data on the 2015–16 school year and graduation rates. • Streamlined the process to load *Consolidated State Performance Report* data quality findings into a main repository to reduce burden. • Worked to improve the data management and verification process to better mitigate the risk that the Department might unknowingly accept or use inaccurate data. • Worked on language for the *Compliance Supplement* that would add focus on grant recipients' internal controls to ensure accurate and reliable performance data are reported to the Department.
Planned Actions:	• Document strategic management controls and feedback mechanisms for Department leadership to monitor data quality risks. • Assess data quality risks to ensure that performance data accuracy and reliability are aligned with desired risk profiles. • Recommend strategies and related resources to unfunded high-priority data quality and analysis efforts that support Department objectives and learning agenda.
Performance Goals, Indicators and Milestones:	• **Goal:** Strengthen data management practices to support improved quality and efficient reporting to better enable evidence-based decision-making. • **Indicators:** Procedures or templates reviewed by the Department Data Strategy Team for use across program office collections and data use sessions with stakeholders. • **Key milestones:** Review data quality risks and controls, identified focal areas and data management tools to be used.

Looking Forward

The Department measures the efficacy of the ERM program through advancements in risk management culture, capability and practice. Progress toward these aims is assessed against a maturity model that outlines the key indicators and activities that comprise sustainable and effective ERM. At present, the Department's overall self-assessment reveals a nascent program with an emerging strength in the integration of its governance structure. Each principal office is engaged in the risk management process. In the near term, the Department will begin to discuss issues concerning its risk appetite based on input from individual office assessments. This will create additional opportunities for principal offices to further refine their risk management strategies and to collaborate on common risks.

During FY 2019 and FY 2020, the Department will:

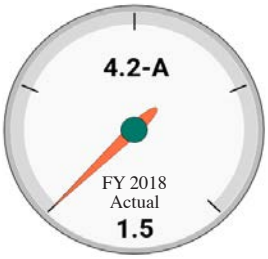
- Implement the new ERM governance structure, leveraging and expanding such entities as the Senior Management Council, and determine the risk appetite to guide risk management strategy.
- Develop and maintain an integrated portfolio of risks that includes an updated enterprise risk profile.
- Ensure internal control activities are more efficiently focused on highest priority risks.
- Incorporate risk information into decision processes, including resource allocation and performance improvement.

Table 4.2-A. Improve maturity level of Enterprise Risk Management (ERM).

B

2018	2019	2020	2021	2022
Baseline	Target			
1.5	2.5	3.0	3.25	3.5

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) Metric revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting; see appendix B for details.
Data Source: Annual (fiscal year) Office of Inspector *General Federal Information Security Modernization Act of 2014 Reporting Metrics Audit Report*.
Frequency of Collection: Quarterly.



4.2-A Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Strategic Objective: 4.1 4.2 4.3 4.4

Strengthen the Department's cybersecurity by enhancing protections for its information technology infrastructure, systems and data.

Objective Leader: Chief Information Officer for the Department of Education

Overview

Improved cybersecurity is a key contributor in ensuring the Department's systems and data are protected, which will support a strong foundation for the Department's information technology (IT) infrastructure. As such, the Department will provide proactive cybersecurity services, monitor and enhance threat intelligence capabilities, explore shared services and cloud capabilities and improve its cybersecurity workforce. All Department offices support this Strategic Objective given the focus on cybersecurity.

FY 2018 Actions and Results

The Department has made significant progress toward securing its enterprise through its ongoing implementation of a comprehensive set of solutions focused on strengthening the overall cybersecurity of its networks, systems and data as well as integrating cybersecurity into the fabric of the Department's IT governance.

Cybersecurity and IT Governance

The Department continues to enhance its cybersecurity and IT governance through efforts to strengthen oversight, guidance, and implementation of the *Federal Information Security Modernization Act* (FISMA). For Quarters 3 and 4 of fiscal year (FY 2018), the Department achieved an overall risk score of "Managing Risk," as indicated by the Department of Homeland Security's *Risk Management Assessment Report* and the Department-demonstrated improvement of one National Institute of Standards and Technology (NIST) Cybersecurity Framework (CSF) security function (Recover) from "Defined" to "Consistently Implemented," as assessed by the Office of the Inspector General. Additionally, the Department initiated efforts to replace existing Department cybersecurity guidance with a new framework of policies, instructions and standards that align to NIST CSF. The previous policies, standards, procedures and guidelines outlined in Office of the Chief Information Officer (OCIO)-01, *Information Security*

Handbook, were superseded by OCIO 3-112, *Cybersecurity Policy*, as the Department's new overarching cybersecurity policy. Under the new cybersecurity policy framework, all Department cybersecurity policies, instructions and standards will be subordinate to OCIO 3-112 and aligned to NIST CSF.

Cybersecurity Workforce Development

In order to develop a high-performing workforce as required by the *President's Management Agenda* (PMA), the Department completed several actions in the area of cybersecurity workforce development, including an assessment and development of a preliminary report of the Department's cybersecurity work roles, critical needs and associated root causes for identified needs as well as identification and coding of positions with IT, cybersecurity and other cyber-related functions in alignment with the new Office of Personnel Management cybersecurity coding guidance. Through the position coding process, the Department identified and coded approximately 344 positions.

In addition, the Department published a request for information to seek industry input around best practices for building and maintaining a strong cybersecurity workforce. The Department subsequently awarded a contract to assist in collecting and analyzing the cybersecurity workforce data points.

The Department also established performance expectations by developing standard cybersecurity performance elements for the roles of Authorizing Official, Principal Officer, Information System Owner, Information System Security Officer and the Contracting Officer Representative. These performance standards will enable the Department to set consistent expectations around individual responsibilities for cybersecurity and ensure accountability across the respective roles for appropriately securing Department systems.

Cybersecurity Risk Management

The Department achieved 100 percent compliance for Binding Operational Directive (BOD) 18-01 (for the email security portion). Per BOD 18-02, the Department performed a review of its High Value Assets (HVAs) and submitted a current prioritized list of HVAs that accurately reflect mission impact and priorities. In addition, the Department actively participated in Department of Homeland Security's Risk and Vulnerability Assessments program and Security Architecture Reviews on Department HVA systems.

In addition, the Department refined and enhanced its Cybersecurity Risk Scorecard into an enterprise-wide risk management tool. The Cybersecurity Risk Scorecard leverages NIST CSF to establish a quantitative methodology for identifying, analyzing and managing system-level cybersecurity risks across the framework's five core security functions: Identify, Protect,

Detect, Respond and Recover. The risk scorecard has been an invaluable tool that has provided the Department with increased visibility into system-level cybersecurity risks and facilitated prioritization of remediation efforts, which has led to a holistic improvement of system cybersecurity hygiene across the Department.

IT Modernization and Infrastructure Enhancements

The Department conducted a comprehensive assessment of the Department's IT portfolio to identify opportunities to optimize performance and value, minimize dependencies on legacy systems, consolidate and reduce the IT footprint and reduce overall cybersecurity risks. The results of the assessment informed the development of an IT Modernization Roadmap that will guide future IT priorities.

> "The Department conducted a comprehensive assessment of the Department's IT portfolio to identify opportunities to optimize for performance and value."

The Department also continued its work with the Department of Homeland Security to implement Continuous Diagnostics and Mitigation (CDM) tools within the Department's primary network infrastructure. Additionally, in accordance with Department of Homeland Security's Trusted Internet Connections Reference Architecture, as amended, the Department implemented enhancements to its network architecture to improve the Department's ability to monitor and identify potentially malicious Internet activity. Finally, the Department continued to execute its strategy to transition to the General Services Administration's Enterprise Infrastructure Solutions contract.

Enhancements to Cybersecurity Operations and Services

The Department made many improvements to increase capabilities and efficiencies in the areas of forensics, vulnerability management and security operations. In addition, the Department made great strides in increasing collaboration to strategically and operationally align security operations functions across Department Security Operations Centers.

Looking Forward

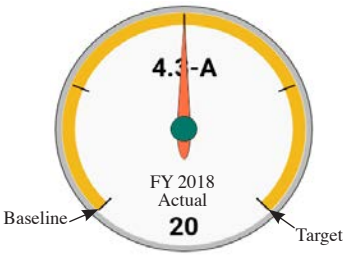
The Department has several contract transitions that will support the maturing of cybersecurity activities throughout the agency. The Department will continue to drive down risk through ongoing participation in Department of Homeland Security programs, such as the Risk and Vulnerability Assessments program and the CDM program. The Department is working to develop its cybersecurity workforce in alignment with the PMA by supporting initiatives to reskill those wishing to enter the cybersecurity workforce and by optimizing its Information

System Security Officer teams to ensure they have the appropriate knowledge, skills and abilities. During fiscal year (FY) 2019 and FY 2020, the Department will engage in numerous activities to strengthen cybersecurity, such as the following:

- Reduce reliance on manual processes by increasing automation where possible.
- Consolidate, eliminate or modernize the Department's IT inventory and align it with the five-year IT visualization plan.
- Review and improve policies that direct the advancement of foundational and ongoing security activities that will protect the Department with automated tools, strengthening of internal controls and standardization of processes and reporting. Ultimately, these activities will drive reductions in cost and management complexity of cybersecurity functions.
- Increase and enhance enterprise-wide sharing of analytics and real-time threat information to improve enterprise-wide cybersecurity situational awareness, incident detection and tactical response.
- Consolidate IT cloud services as well as assess opportunities to increase the use of shared services.
- Mature a portfolio of the Department's Cybersecurity Shared Services that evolve to create more value for the Department and primary offices for reduced operating expenditure and streamlined management.
- Provide relevant training, education and awareness to all Department employees regarding cybersecurity threats, risks and impacts, thereby encouraging greater individual accountability and responsiveness.
- Develop a highly capable cybersecurity workforce through specialized, role-based training and development.
- Refine standard operating procedures for Department cybersecurity incident reporting and response.
- Ensure all mission-critical applications and infrastructure have sufficient continuity of operations and disaster recovery capabilities.

Table 4.3-A. Percentage of the Department's Information Technology (IT) security functions that improved at least one maturity level.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
Identify (level 3), Protect (level 2), Detect (level 2), Respond (level 2), Recover (level 2)	20%	40%	40%	60%	60%	60%



4.3-A Performance.

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018.
(2) Metric revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting; see appendix B for details.
Data Source: Annual (fiscal year) Office of Inspector General *Federal Information Security Modernization Act of 2014 Reporting Metrics Audit Report*.
Frequency of Collection: Annually.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
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Strategic Objective: 4.1 4.2 4.3 4.4

Improve the engagement and preparation of the Department's workforce using professional development and accountability measures.

Objective Leader: Chief Human Capital Officer for the Office of Finance and Operations[2]

Overview

In order to best serve the public, the Department must maximize employee effectiveness through robust employee engagement and performance management. The Department will continue to build the skills and knowledge of its workforce and will focus on competency gap identification and closure for all employees and offices. Furthermore, the Department must focus on ways to thrive in an operational climate that is resource constrained.

Improving the organizational structure and internal decision-making processes will spur opportunities to involve employees in thinking differently about strategies to reengineer, streamline or even eliminate work that does not serve the efficiency of the Department in achieving its strategic goals and desired outcomes. This work also supports the Department's response to Office of Management and Budget's memorandum, *M-18-23: Shifting from Low-Value to High-Value Work*. Given its focus on the Department's workforce, all Department offices support this Strategic Objective.

FY 2018 Actions and Results

To begin streamlining internal processes and increasing efficiency, the Department initiated a three-prong restructuring strategy focused on workforce shaping through attrition incentives, restricted hiring and a phased reorganization in support of the President's Executive Order 13781. The Department's reform plan included reorganizational proposals that could be done administratively as well as potential proposals that would require statutory changes. The initial phase of the reorganization consolidates the Office of the Secretary and Deputy Secretary, consolidates various administrative and financial functions into a new Office of Finance and Operations and streamlines the Office of the Chief Information Officer, Office of Elementary and Secondary Education and the Office of Planning, Evaluation and Policy Development. Throughout fiscal year (FY) 2018, the Department worked to design and finalize the functional

[2]The Office of Finance and Operations is effective January 6, 2019.

statements and organizational charts of the offices in the initial phase of the reorganization, effective January 2019. In FY 2018, the Department also used its Voluntary Early Retirement and Voluntary Separation Incentive Authorities in conjunction with a targeted hiring policy as force-shaping tools to reengineer and reduce positions based on mission needs.

In FY 2018, the Department concentrated on developing a more engaged and accountable workforce. Department leadership focused on employee engagement efforts, including the creation of Workforce Engagement committees to address program office-specific issues. This focus generated a number of engagement activities, newsletters, adherence to the Department's Courtesy Policy and emphasis on fostering increased levels of dignity and respect. The Department also began to normalize engagement and accountability as a standard of successful leadership by developing an employee engagement critical element for all supervisor and manager performance plans. The Department is firmly committed to understanding and using Federal Employee Viewpoint Survey (FEVS) feedback to directly engage with employees. Principal operating component (POC) leaders, who are familiar with the needs of their employees, received FEVS analysis (i.e., interactive annual employee survey dashboards, FEVS trend analysis by indices and key driver trend analysis), and several conducted follow-up pulse surveys, focus groups or discussions with employees that focused on how to better engage with staff.

"In FY 2018, the Department concentrated on developing a more engaged and accountable workforce."

The Department led numerous conversations where leaders and employees discussed various workplace-related topics of interest in relation to FEVS and employee engagement. The Department offered monthly agency-wide employee engagement seminars that were aligned with the Department's Employee Engagement Roadmap—Promising Practices and the employee engagement drivers identified by the Office of Personnel Management (OPM). Seminar topics included effective communication between supervisors and team members, professional development, change management, engagement of millennials, employee awards and recognition and diversity and inclusion. The Department also implemented an annual POC Employee Engagement Forum, which provided an opportunity for leadership across various offices to share employee engagement strategies that worked in their teams and positively impacted their FEVS scores. The Department required all POCs to develop employee engagement action plans, and analysis of the action plans identified common improvement themes. Quarterly follow-up and action plan data calls helped identify successful improvement initiatives and best practices to share across POCs.

In addition to Department-wide efforts, individual offices designed training to build the capacity of their staff. For example, in FY 2018, the Office for Civil Rights (OCR) sponsored a four-day training for regional directors of OCR's 12 regional offices in the United States. Also during FY 2018, 22 OCR academy trainings were held, 12 OCR staff participated in Employee

Engagement and Advisory Committee and Diversity and Inclusion Council-sponsored training sessions and 13 OCR staff completed *Freedom of Information Act* training sessions.

The Department also leveraged leadership development programs to expand professional development opportunities. For example, the Department developed an Administrative Professional Development Program to enhance staff administrative skillsets. Additionally, the Department continued its administration of leadership and professional development programs, such as promoting and supporting staff participation in the following programs:

- The Federal Executive Institute Leadership for a Democratic Society program, the Excellence in Government Fellows program and the President's Management Council rotational program are designed for General Schedule (GS)-13 through GS-15 employees and focus on expanding their leadership and management skills. In FY 2018, 23 employees graduated from these programs.
- Transition to Supervision is a year-long supervisory program that develops new supervisors, team leaders and managers to assist them in their transition to their new role as a federal supervisor. Ten employees completed the program, and an additional 10 employees were selected to participate in FY 2019.
- The Treasury Executive Institute provides senior executives and their leadership team of GS-13 through GS-15 leaders with access to a range of developmental workshops, speaker events, seminars and executive coaching services to enhance their professional development in FY 2018 (Quarters 1 through 3). Seventy-eight leaders completed training, and 19 leaders received executive coaching services.
- The White House Leadership Development Program is a year-long developmental opportunity sponsored by the Executive Office of the President, the President's Management Council and the Performance Improvement Council focused on developing high-potential career GS-15 employees poised to enter the next generation of career senior executives. In FY 2018, the Department nominated one employee for this program.
- The Grants Management Certificate Program is a year-long program designed for grants management professionals to enhance their skills performing grants management functions for federal grantee awards. In FY 2018, the Department selected 19 employees to participate in the FY 2019 cohort.
- Pathways to Leadership is a program designed for GS-11 through GS-13 employees who aspire to move into the position of supervising, managing and leading others. In FY 2018, 19 employees graduated from the program, and 20 employees were selected to participate in the FY 2019 cohort.

Looking Forward

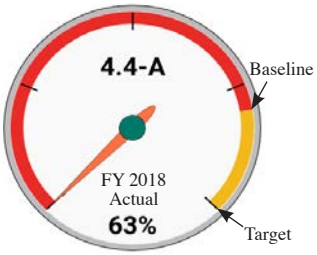
The Department has embarked on a multi-year staff competency assessment and skill gap closure strategy to identify competencies for all agency positions and ensure employees have the skills necessary to fulfill their positions. During FY 2019 and FY 2020, the Department will:

- Administer competency assessments to identify skill gaps, analyze data and prepare competency assessment reports. Once employees' skill gaps are identified, the Department will prioritize training needs based on competency assessment results and provide training and other developmental opportunities to the workforce to close competency gaps.
- Enforce supervisors having Individual Development Plans and track compliance.
- Offer a rotational pilot program and an internal coaching program to employees.
- Continue to execute a Department-wide strategic employee engagement initiative to include OPM's reporting requirement for the *President's Management Agenda* milestone within the Workforce of the 21st Century Cross-Agency Priority Goal as follows:
    - The Department will identify the bottom 20 percent of work units with low FEVS Employee Engagement Index scores and target a 20 percent improvement in those units by the end of the FY 2020.
    - FEVS results will be disseminated to the lowest organizational level possible.
    - POCs will continue to develop action plans for improvement and provide quarterly updates on progress.

Table 4.4-A. Federal Employee Viewpoint Survey (FEVS) employee engagement index score.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
67%	63%	68%	64%	65%	66%	67%

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: Office of Personnel Management's FEVS.
Frequency of Collection: Annually.

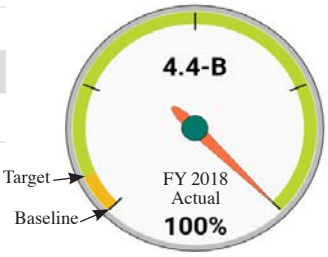


4.4-A Performance.

Table 4.4-B. Percentage of positions with competencies identified.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
19%	100%	25%	100%	100%	100%	100%

Notes: (1) Data represent the fiscal year (FY). For example, 2018 data represent FY 2018. (2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting. (3) Verification and validation activities occurred in FY 2019.
Data Source: The Department's Talent Management System.
Frequency of Collection: Annually.

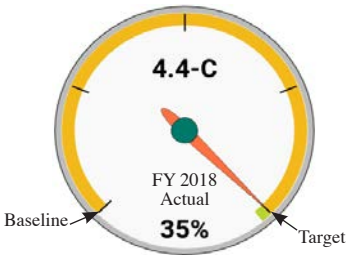


4.4-B Performance.

Table 4.4-C. Percentage of supervisors and managers with a performance plan critical element related to employee engagement.

2017	2018		2019	2020	2021	2022
Baseline	Actual	Target	Target			
5%	35%	35%	98%	100%	100%	100%

Notes: (1) Data represent the fiscal year. For example, 2018 data represent FY 2018. (2) Targets revised following the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* reporting.
Data Source: The Department's Talent Management System and USA Performance.
Frequency of Collection: Annually.



4.4-C Performance.

Acronyms and Definitions:
N/A = not applicable, TBD = to be determined, SY = school year (i.e., August to July and is aligned with a P–12 school year) and FY = fiscal year (i.e., federal fiscal year).
Target icons and odometer colors are defined as follows: green = performance meets or exceeds the established target, yellow = performance shows improvement from the prior year but does not meet the established target threshold, red = performance is at or below prior year's performance and gray = metric is baselined in FY 2018 or later.

Appendix A. Data Validation and Verification

Appendix A provides data validation and verification information for all performance metrics found across the Department's four Strategic Goals.

Strategic Goal 1: Support state and local efforts to improve learning outcomes for all P–12 students in every community.

1.1-A. Number of open and operating charter schools supported by Charter Schools Program (CSP).	
Data Source:	National Center for Education Statistics (NCES) Common Core of Data (CCD) (used to identify all charter schools and enrollees) and grantee annual performance reports (APRs) (used to identify the subset of charter schools in CCD that receive CSP support).
Data Validation and Verification:	CSP staff and contractors review reported data for anomalies and compare APRs with NCES CCD to confirm reporting accuracies. Grantees are questioned about any identified inconsistencies and must confirm or update reporting. The CSP Director is responsible for certifying data are accurate.

1.1-B. Number of students enrolled in charter schools supported by Charter Schools Program (CSP).	
Data Source:	National Center for Education Statistics (NCES) Common Core of Data (CCD) (used to identify all charter schools and enrollees) and grantee annual performance reports (APRs) (used to identify the subset of charter schools in CCD that receive CSP support).
Data Validation and Verification:	CSP staff and contractors review reported data for anomalies and compare APRs with NCES CCD to confirm reporting accuracies. Grantees are questioned about any identified inconsistencies and must confirm or update reporting. The CSP Director is responsible for certifying data are accurate.

1.1-C. Number of new resources on evidence-based and promising practices related to school choice disseminated.	
Data Source:	National Charter School Resource Center and Institute of Education Sciences (IES)-sponsored materials.
Data Validation and Verification:	Charter Schools Program (CSP) and IES staff review potential resources to verify that resources meet established guidelines. The CSP Director is responsible for certifying data are accurate.

1.1-D. Number of students enrolled in federally funded magnet schools.	
Data Source:	Magnet School Assistance Program (MSAP) grantee annual performance reports.
Data Validation and Verification:	The MSAP contractor conducts data reviews of grantee performance data. The contractor is responsible for locating, assessing and recording annual performance data. Review protocols include checking and documenting the presence and completeness of performance measure data for analysis. The contractor's research staff discusses anomalous data with grantees, who verify or correct submissions. Valid anomalies are documented. The Parental Options and Improvement Programs Director is responsible for certifying data are accurate.

1.2-A. Percentage of states that show improvement across a three-year trend in the percentage of students in grades 3 through 8 scoring at or above proficient on state assessments in reading in all of the following subgroups: economically disadvantaged, children with disabilities, English learners, migrant, homeless and major racial and ethnic groups.	
Data Source:	The Department's annual Assessment Data File that includes state-reported data pulled from EDFacts files C175, C178, C185 and C188.
Data Validation and Verification:	The Office of Elementary and Secondary Education (OESE), Office of Special Education Program (OSEP) and EDFacts conduct a thorough, coordinated data quality review of the assessment data submitted by states. OSEP reviews this set of assessment data files for the *Individuals with Disabilities Education Act* Section 618, and OESE reviews this set of assessment data files for the *Consolidated State Performance Report* (CSPR). Reviews focus on three areas: timeliness, completeness and accuracy. OESE, OSEP and EDFacts conduct three data quality reviews of states' assessment data submissions. The first two data quality reviews result in data quality inquiries, comments and questions for states' respondents. States may respond through resubmission, written response or data notes. The third data quality review is conducted to ensure published data meet established data quality criteria. OESE, OSEP and EDFacts hold conference calls with states to gain a better understanding of identified anomalies and provide technical assistance to empower states to submit higher quality assessment data. Data quality reviews are conducted following each due date/ resubmission date. Outstanding questions regarding accuracy may result in data suppression. Note that this metric is impacted by changes to state assessment systems. Changes to state assessments, performance levels, cut scores, etc., invalidate the year-to-year analysis to identify states that showed improvements in the percentage of students who are proficient. States sign a certification when submitting their CSPR. 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.

1.2-B. Percentage of states that show improvement across a three-year trend in the percentage of students in grades 3 through 8 scoring at or above proficient on state assessments in mathematics in all of the following subgroups: economically disadvantaged, children with disabilities, English learners, migrant, homeless and major racial and ethnic groups.	
Data Source:	The Department's annual Assessment Data File that includes state-reported data pulled from EDFacts files Cl75, Cl78, Cl85 and Cl88.
Data Validation and Verification:	The Office of Elementary and Secondary Education (OESE), Office of Special Education Program (OSEP) and EDFacts conduct a thorough, coordinated data quality review of the assessment data submitted by states. OSEP reviews this set of assessment data files for the *Individuals with Disabilities Education Act* Section 618, and OESE reviews this set of assessment data files for the *Consolidated State Performance Report* (CSPR). Reviews focus on three areas: timeliness, completeness and accuracy. OESE, OSEP and EDFacts conduct three data quality reviews of states' assessment data submissions. The first two data quality reviews result in data quality inquiries, comments and questions for states' respondents. States may respond through resubmission, written response or data notes. The third data quality review is conducted to ensure published data meet established data quality criteria. OESE, OSEP and EDFacts hold conference calls with states to gain a better understanding of identified anomalies and provide technical assistance to empower states to submit higher quality assessment data. Data quality reviews are conducted following each due date/ resubmission date. Outstanding questions regarding accuracy may result in data suppression. Note that this metric is impacted by changes to state assessment systems. Changes to state assessments, performance levels, cut scores, etc., invalidate the year-to-year analysis to identify states that showed improvements in the percentage of students who are proficient. States sign a certification when submitting their CSPR. 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.

1.2-C. Percentage of states with 80 percent or more of preschoolers with disabilities that showed greater than expected growth in social-emotional skills by the time they exit *Individuals with Disabilities Education Act* (IDEA) Part B, Section 619 services.	
Data Source:	IDEA Part B state annual performance reports (APRs).
Data Validation and Verification:	The Office of Special Education Program's (OSEP's) state leads review each state's APR for data quality. The Monitoring and State Improvement Planning Division Data Implementation Team and OSEP's Early Childhood Technical Assistance Center, which has expertise in early childhood outcome measurement systems, reviews the full set of data for anomalies and other data quality concerns. The center publishes a brief of its data analysis methodology at http://ectacenter.org/. The number of states collecting high-quality data has increased over time as states continue to build their capacity to collecting valid and reliable data. These efforts are supported by the aforementioned 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.

1.2-D. Percentage of students in the country who have Internet bandwidth at school of at least 100 kbps per student.	
Data Source:	Education SuperHighway.
Data Validation and Verification:	Verification and validation of data are managed by Education SuperHighway and documented at https://s3-us-west-1.amazonaws.com/esh-sots-pdfs/2018%20State%20of%20the%20States.pdf. The process for checking for anomalous data is managed by Education SuperHighway. The Office of Education Technology is responsible for certifying data are accurate.

1.2-E. Percentage of rural schools connected to a broadband infrastructure capable of scaling to 10 gigabits per second.	
Data Source:	Education SuperHighway.
Data Validation and Verification:	Verification and validation of data are managed by Education SuperHighway and documented at https://s3-us-west-1.amazonaws.com/esh-sots-pdfs/2018%20State%20of%20the%20States.pdf. The process for checking for anomalous data is managed by Education SuperHighway. The Office of Education Technology is responsible for certifying data are accurate.

1.2-F. Percentage of states publishing report cards on the preceding school year in a timely manner (i.e., by January 15th of the year following the reporting year).	
Data Source:	*Consolidated State Performance Report* (CSPR).
Data Validation and Verification:	CSPR data undergo a formal, extensive verification and validation process. Data submitted through EDFacts/CSPR are reviewed between December and May immediately following the submission due date. The Office of State Support (OSS) staff review office-relevant data and provide the results to the OSS data team, the Office of Elementary and Secondary Education (OESE) front office and EDFacts teams for subsequent review and follow-up. All staff engaged in this process are trained in the content and review process for these data. Due to the scope and complexity of the process, most data included in CSPR are not considered final and available for use until May. However, since the review of the report card link only involves navigating to the web location and confirming that a current report card is posted, OSS is able to use preliminary data, which are available earlier in the year, for this metric. OESE and supporting office staff check and verify anomalous data, documenting any valid anomalies before public release. States are responsible for certifying the accuracy of data submitted through CSPR.

1.2-G. Percentage of monitored states publicly reporting information on each indicator in the state's accountability system, including the list of schools identified for comprehensive or targeted support and improvement.	
Data Source:	Office of Elementary and Secondary Education (OESE) Title I monitoring reports of *Every Student Succeeds Act* state report cards.
Data Validation and Verification:	OESE collects data for this metric during Title I monitoring. Monitoring reports are reviewed by staff in the Office of State Support and OESE and are submitted to states as part of the monitoring process. Program officers are trained for consistent and standard application of monitoring protocols. OESE and supporting office staff check and verify anomalous data, documenting any valid anomalies before public release. OESE is responsible for monitoring the Title I program and following the protocols necessary to ensure data are accurate.

1.3-A. Number of discretionary grant notices with Science, Technology, Engineering and Mathematics (STEM) as a priority.	
Data Source:	Program offices holding discretionary grant competitions each year, including the Office of Elementary and Secondary Education; the Office of Innovation and Improvement; the Office of Special Education and Rehabilitative Services; the Office of Postsecondary Education; the Office of Career, Technical and Adult Education; the Institute of Education Sciences and the Office of English Language Acquisition.
Data Validation and Verification:	Reports can be checked against the Notice Inviting Applications for each competition. Each program office listed in the data source is responsible for certifying their data are accurate.

1.3-B. Number of public high school students by graduating cohort who have taken at least one Advanced Placement (AP) Science, Technology, Engineering and Mathematics (STEM) exam while in high school.	
Data Source:	College Board.
Data Validation and Verification:	College Board addresses all data quality issues and is responsible for certifying data are accurate.

1.3-C. Number of public high school students by graduating cohort who have taken at least one Advanced Placement (AP) Science, Technology, Engineering and Mathematics (STEM) exam while in high school and scored a 3 or better.	
Data Source:	College Board.
Data Validation and Verification:	College Board addresses all data quality issues and is responsible for certifying data are accurate.

1.3-D. Number of adult education participants who achieve a measurable skill gain.	
Data Source:	National Reporting System for Adult Education.
Data Validation and Verification:	Data are verified through the federal review of state data submissions via desk monitoring, on-site reviews and technical assistance.

1.3-E. Number of adult education participants who obtain a secondary school diploma or its equivalent and are employed or enrolled in an education or training program within one year following exit.	
Data Source:	National Reporting System for Adult Education.
Data Validation and Verification:	Data are verified through the federal review of state data submissions via desk monitoring, on-site reviews and technical assistance.

1.3-F. Number of secondary career and technical education (CTE) concentrators who attain a secondary school diploma, a General Education Development credential or other state-recognized equivalent.	
Data Source:	State *Consolidated Annual Reports* for the *Carl D. Perkins Career and Technical Education Act*.
Data Validation and Verification:	Data are verified through the federal review of state data submissions via desk monitoring, on-site reviews and technical assistance.

1.3-G. Number of adult education participants enrolled in an integrated education and training (IET) program.	
Data Source:	National Reporting System for Adult Education.
Data Validation and Verification:	Data are verified through the federal review of state data submissions via desk monitoring, on-site reviews and technical assistance.

1.3-H. Number of adult education participants who advance one educational functioning level in mathematics.	
Data Source:	National Reporting System for Adult Education.
Data Validation and Verification:	Data are verified through the federal review of state data submissions via desk monitoring, on-site reviews and technical assistance.

1.3-I. Number of secondary career and technical education (CTE) concentrators placed in employment, further training or the military.	
Data Source:	State *Consolidated Annual Reports* for the *Carl D. Perkins Career and Technical Education Act*.
Data Validation and Verification:	Data are verified through the federal review of state data submissions via desk monitoring, on-site reviews and technical assistance.

1.3-J. Number of secondary career and technical education (CTE) concentrators enrolling in Science, Technology, Engineering and Mathematics (STEM).	
Data Source:	State *Consolidated Annual Reports* for the *Carl D. Perkins Career and Technical Education Act*.
Data Validation and Verification:	Data are verified through the federal review of state data submissions via desk monitoring, on-site reviews and technical assistance.

1.4-A. Number of technical assistance engagements, events or related activities or products focused on the grantees' use of evidence in prekindergarten through grade 12 education.	
Data Source:	Department offices that deliver technical assistance.
Data Validation and Verification:	Program offices review activities and apply established, qualification criteria. The Policy and Program Studies Service reviews submissions and follows up with offices to address any anomalous data. Each program office identifies the point of contact responsible for certifying accuracy of the data.

Strategic Goal 2: Expand postsecondary educational opportunities, improve outcomes to foster economic opportunity and promote an informed, thoughtful and productive citizenry.

2.1-A. Percentage of Office of Postsecondary Education (OPE) grantees with large available balances.	
Data Source:	The Department's Grants Management System (G5) grantee documentation.
Data Validation and Verification:	The Office of Postsecondary Education staff conduct a programmatic and financial review of G5 and grantee documentation to determine the fourth quarter large available balances for higher education programs.

2.1-B. Percentage of Office of Postsecondary Education (OPE) grantees with large available balances that received technical assistance resulting in "Resolved with Good Explanation."	
Data Source:	The Department's Grants Management System (G5) grantee documentation.
Data Validation and Verification:	The Office of Postsecondary Education staff conduct a programmatic and financial review of G5 and grantee documentation to determine the fourth quarter large available balances for higher education programs.

2.1-C. Percentage of annual statutory requirements for Office of Postsecondary Education (OPE) programs that are fulfilled by OPE.	
Data Source:	Program specialist and supervisor reviews.
Data Validation and Verification:	The Office of Postsecondary Education reviews program performance reports to ensure compliance with a line-by-line list of statutory requirements. The Office of the General Counsel provides consultation in any question about whether a requirement has truly been fulfilled. Senior directors in higher education programs are responsible for certifying data are accurate.

2.1-D. Percentage of first-time *Free Application for Federal Student Aid* (FAFSA®) filers among high school seniors.	
Data Source:	The Office of Federal Student Aid's (FSA's) Central Processing System.
Data Validation and Verification:	FSA operational systems have procedures in place to address potential data quality issues. The process in place for querying system data is consistent and disciplined. A separate data analyst from a different office within FSA validates the accuracy of each 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. The Business Intelligence Team is also responsible for 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 the documentation is complete and archived. These calculations restrict the application period to the first nine months of the application cycle (the close of the fiscal year). Since most applicants, including high school seniors, file their FAFSA® prior to the start of the upcoming academic year (usually before the fiscal year end), this aligns the performance metric with the fiscal year where most of the performance occurred.

2.1-E. Persistence among first-time filing aid recipients.	
Data Source:	The Office of Federal Student Aid's Common Origination and Distribution System.
Data Validation and Verification:	Data results are ascertained through standardized system queries. These queries are used to rerun and match calculations for earlier cycles as part of the verification and validity assessment.

2.2-A. Number of technical assistance events or activities and products focused on the use of evidence in federal programs that promote educational opportunities, training and support services for the workforce.	
Data Source:	Department offices that deliver technical assistance.
Data Validation and Verification:	Criteria for and examples of technical assistance events/activities and products are provided to program office representatives. The criteria are flexible to accommodate different technical assistance offerings provided across the Department. The Policy and Program Studies Service reviews program offices' submission to address any anomalous data. The Department conducted level setting meetings with staff charged with reporting from each program office to support the collection of standard and meaningful data. Program office contacts in each program office are responsible for certifying data accuracy.

2.2-B. Percentage of adult education program participants who are in unsubsidized employment during the second quarter after exit from the program.	
Data Source:	National Reporting System annual state reports.
Data Validation and Verification:	Data are verified through the federal review of state data submissions via desk monitoring, on-site reviews and technical assistance.

2.2-C. Percentage of Vocational Rehabilitation (VR) program participants who are in unsubsidized employment during the second quarter after exit from the program.	
Data Source:	Rehabilitation Services Administration's (RSA's) *911 Vocational Rehabilitation Case Service Report*.
Data Validation and Verification:	RSA maintains a comprehensive edit check table on its website. The table details, by data element, edit checks required to ensure data integrity. Edits describe constraints that should be satisfied by the data. RSA staff analyze each data submission to determine whether data are consistent with edit checks. Data submissions that fail to pass edit checks are returned to the VR agency for correction and resubmission. Corrections must be consistent with the agency's electronic case management system and the supporting documentation maintained by the agency. RSA's data editing process utilizes both hard and soft edits. Hard edits identify records that "fail" based on erroneous combinations or missing values. Soft edits are constraints that identify (combinations of) values that are suspicious but not necessarily incorrect. RSA data staff conduct macro-level checks to uncover inconsistencies in data reported by state VR agencies (e.g., formatting errors, necessary relationships between data elements and completeness of submissions). RSA requests agencies investigate and correct any anomalies in subsequent report submissions. VR directors or individuals formally delegated the authority to submit the data on behalf of the VR directors certify data accuracy.

2.2-D. Percentage of Vocational Rehabilitation (VR) program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment.	
Data Source:	Rehabilitation Services Administration's (RSA's) *911 Vocational Rehabilitation Case Service Report*.
Data Validation and Verification:	RSA maintains a comprehensive edit check table on its website. The table details, by data element, edit checks required to ensure data integrity. Edits describe constraints that should be satisfied by the data. RSA staff analyze each data submission to determine whether data are consistent with edit checks. Data submissions that fail to pass edit checks are returned to the VR agency for correction and resubmission. Corrections must be consistent with the agency's electronic case management system and the supporting documentation maintained by the agency. RSA's data editing process utilizes both hard and soft edits. Hard edits identify records that "fail" based on erroneous combinations or missing values. Soft edits are constraints that identify (combinations of) values that are suspicious but not necessarily incorrect. RSA data staff conduct macro-level checks to uncover inconsistencies in data reported by state VR agencies (e.g., formatting errors, necessary relationships between data elements and completeness of submissions). RSA requests agencies investigate and correct any anomalies in subsequent report submissions. VR directors or individuals formally delegated the authority to submit the data on behalf of the VR directors certify data accuracy.

2.3-A. Number of technical assistance activities sponsored by the Department intended to expand or enhance the integration of workforce preparation activities within academic instruction in adult education classrooms.	
Data Source:	Contractor quarterly progress reports.
Data Validation and Verification:	The Office of Career, Technical and Adult Education (OCTAE) staff vet all event materials prior to an actual event. For virtual events, the contractor provides relevant analytics as supporting documentation. For face-to-face events, the contractor collects sign-in sheets and event evaluation forms. OCTAE staff review contractor documentation for anomalous or unclear submissions and follow up with the appropriate contractor. The Deputy Director of the Division of Adult Education and Literacy within OCTAE certifies data accuracy.

2.3-B. Percentage of postsecondary career and technical education (CTE) concentrators who received an industry-recognized credential, certificate or a degree.	
Data Source:	State *Consolidated Annual Reports* for the *Carl D. Perkins Career and Technical Education Act*.
Data Validation and Verification:	Data are verified through the federal review of state data submissions via desk monitoring, on-site reviews and technical assistance.

2.4-A. Number of federal loan servicers' call centers with expanded hours.	
Data Source:	Federal servicers' quarterly reports.
Data Validation and Verification:	Verification and validation of performance by federal student loan servicers are conducted by the Office of Federal Student Aid (FSA) staff and include, but are not limited to, (1) review and validation of federal servicer reports, (2) ongoing/recurring quality assurance discussion with federal servicers, (3) site visits to federal servicer call center sites and (4) documented on-phone ("mystery caller") evaluations of services. FSA addresses any deficiencies or anomalies through direct contact with federal servicers, requests for information, audits, site visits and/or other assessment measures of performance, as applicable. FSA's Business Operations Officer, who oversees all of FSA's federal student loan servicers, certifies data accuracy.

2.4-B. Number of call centers that meet or exceed the quality standard for average speed to answer (ASA).	
Data Source:	Federal servicers' quarterly reports.
Data Validation and Verification:	Verification and validation of performance by federal student loan servicers are conducted by the Office of Federal Student Aid (FSA) staff and include, but are not limited to, (1) review and validation of federal servicer reports, (2) ongoing/recurring quality assurance discussion with federal servicers, (3) site visits to federal servicer call center sites and (4) documented on-phone ("mystery caller") evaluations of services. FSA addresses any deficiencies or anomalies through direct contact with federal servicers, requests for information, audits, site visits and/or other assessment measures of performance, as applicable. FSA's Business Operations Officer, who oversees all of FSA's federal student loan servicers, certifies data accuracy.

2.4-C. Number of call centers that meet or exceed the quality standard for average abandon rate (AR) for incoming calls.	
Data Source:	Federal servicers' quarterly reports.
Data Validation and Verification:	Verification and validation of performance by federal student loan servicers are conducted by the Office of Federal Student Aid (FSA) staff and includes, but is not limited to, (1) review and validation of federal servicer reports, (2) ongoing/recurring quality assurance discussion with federal servicers, (3) site visits to federal servicer call center sites and (4) documented on-phone ("mystery caller") evaluations of services. FSA addresses any deficiencies or anomalies through direct contact with federal servicers, requests for information, audits, site visits and/or other assessment measures of performance, as applicable. FSA's Business Operations Officer, who oversees all of FSA's federal student loan servicers, certifies data accuracy.

2.4-D. American Consumer Satisfaction Index (ACSI) Aid Life Cycle Surveys.	
Data Source:	The Office of Federal Student Aid's (FSA's) Customer Satisfaction Survey.
Data Validation and Verification:	This metric is a direct reflection of the data collected through the ACSI Aid Life Cycle Survey. FSA monitors the system to ensure it is secure and that query results are consistent.

2.4-E. Number of downloads of the myStudentAid mobile app.	
Data Source:	Metrics from Apple's App Store and Google Play.
Data Validation and Verification:	This metric is a direct reflection of the data platform analytics. FSA monitors the system to ensure it is secure and that query results are consistent.

2.4-F. Number of customers checking loan balances via the myStudentAid mobile app.	
Data Source:	The Office of Federal Student Aid's (FSA's) online platform analytics.
Data Validation and Verification:	This metric is a direct reflection of the data platform analytics. FSA monitors the system to ensure it is secure and that query results are consistent.

2.4-G. Number of customers submitting a *Free Application for Federal Student Aid* (FAFSA®) via a mobile platform—the myStudentAid mobile app or fafsa.gov.	
Data Source:	The Office of Federal Student Aid's (FSA's) online platform analytics.
Data Validation and Verification:	This metric is a direct reflection of the data platform analytics. FSA monitors the system to ensure it is secure and that query results are consistent.

2.4-H. Number of visits (sessions) demonstrating adoption of the updated StudentAid.gov site.	
Data Source:	The Office of Federal Student Aid's (FSA's) online platform analytics.
Data Validation and Verification:	This metric is a direct reflection of the data platform analytics. FSA monitors the system to ensure it is secure and that query results are consistent.

2.5-A. Percentage of borrowers who are more than 30 days delinquent.	
Data Source:	The Office of Federal Student Aid's (FSA's) data warehouse.
Data Validation and Verification:	FSA staff collect data on a quarterly basis from FSA's data warehouse. Verification and validation of the rate(s) of delinquency are conducted by FSA's Office of Performance Management. FSA addresses any deficiencies through collaboration with subject matter experts within the Office of Performance Management. No limitations, other than macro-economic situations (i.e., economic downturn), have been identified. FSA's Deputy Chief Operating Officer certifies data accuracy.

2.5-B. Percentage of borrowers who are more than 90 days delinquent.	
Data Source:	The Office of Federal Student Aid's (FSA's) data warehouse.
Data Validation and Verification:	FSA staff collect data on a quarterly basis from FSA's data warehouse. Verification and validation of the rate(s) of delinquency are conducted by FSA's Office of Performance Management. FSA addresses any deficiencies through collaboration with subject matter experts within the Office of Performance Management. No limitations, other than macro-economic situations (i.e., economic downturn), have been identified. FSA's Deputy Chief Operating Officer certifies data accuracy.

Strategic Goal 3: Strengthen the quality, accessibility and use of education data through better management, increased privacy protections and transparency.

3.1-A. Number of data management activities for which Department-wide procedures or templates have been created and reviewed through the Data Strategy Team (DST).	
Data Source:	Minutes from monthly DST meetings.
Data Validation and Verification:	Minutes from monthly DST meetings are submitted by the DST support contractor to the DST co-chairs for review and acceptance. Meetings occur every two weeks, providing both the DST support contractor and the DST co-chairs with an opportunity to review and finalize documentation of the DST meetings in a timely fashion and before subsequent DST monthly meetings are held. Data identified by the DST co-chairs as anomalous are discussed at one of the biweekly meetings between the co-chairs and the DST support contractor. Anomalous data are researched using the original meeting notes from the monthly meeting in question and followed up with calls from the co-chairs to any points of contact whose approval or whose attendance at the monthly meeting was in question. The DST co-chairs certify data accuracy.

3.1-B. Number of Department program offices participating in Data Strategy Team (DST)-offered data management training.	
Data Source:	Minutes from monthly DST meetings.
Data Validation and Verification:	Minutes from monthly DST meetings are submitted by the DST support contractor to the DST co-chairs for review and acceptance. Meetings occur every two weeks, providing both the DST support contractor and the DST co-chairs with an opportunity to review and finalize documentation of the DST meetings in a timely fashion and before subsequent DST monthly meetings are held. Data identified by the DST co-chairs as anomalous are discussed at one of the biweekly meetings between the co-chairs and the DST support contractor. Anomalous data are researched using the original meeting notes from the monthly meeting in question and followed up with calls from the co-chairs to any points of contact whose approval or whose attendance at the monthly meeting was in question. The DST co-chairs certify data accuracy.

3.2-A. Number of institutions of higher education (IHEs) that have an audit of *Gramm-Leach-Bliley Act* (GLBA)-related information security safeguards which result in no significant findings.	
Data Source:	IHE-provided auditor reports.
Data Validation and Verification:	The Office of Federal Student Aid's (FSA's) Senior Advisor for Cybersecurity, in collaboration with the Department's Chief Privacy Officer, review, validate and verify data on a quarterly basis through comparisons with report data, FSA records and ongoing compliance and investigation records regarding data breaches. Anomalous data resulting from GLBA-related audits are brought to the attention of the auditing entities and reconciled, where possible. There are no identified nuances or limitations to the data. FSA's Deputy Chief Operating Officer certifies data accuracy.

3.2-B. Number of outreach activities targeting data privacy and information technology (IT) security requirements of institutions of higher education (IHEs).	
Data Source:	Outreach activity records maintained by the Privacy Technical Assistance Center.
Data Validation and Verification:	The Office of Federal Student Aid's (FSA's) Senior Advisor for Cybersecurity, in collaboration with the Department's Chief Privacy Officer, review, validate and verify data on a quarterly basis through comparisons with report data, FSA records and ongoing compliance and investigation records regarding data breaches. Anomalous data related to outreach activities are noted, and staff and contractors are questioned to ensure that outreach activities and programs fall within the defined qualifying activities. There are no identified nuances or limitations to the data. FSA's Deputy Chief Operating Officer certifies data accuracy.

3.2-C. Percentage of local educational agency (LEA) websites from a statistically representative sample reviewed for inclusion of transparency best practices and compliance with legal requirements relating to third-party contracting.	
Data Source:	Selected LEA public websites.
Data Validation and Verification:	The Director of Student Privacy Policy, in collaboration with the Department's Chief Privacy Officer, verify and validate these data on a quarterly basis. Anomalous data are noted in the comments field, and staff and contractors are questioned to ensure that district website reviews are accurate and complete. No limitations are anticipated. The Chief Privacy Officer certifies data accuracy.

3.3-A. Number of sessions dedicated to improved data use provided to external grantees and stakeholders presented by Department employees or their contractors or occurring at Department-hosted events.	
Data Source:	Policy and Planning Support Service (PPSS) records collection.
Data Validation and Verification:	PPSS tracks sessions on a SharePoint site collection. Program offices submitting the data are responsible for verifying accuracy. The dashboard includes a data accuracy statement that program offices submitting data must agree to prior to entering data into the dashboard. The Office of Planning, Evaluation and Policy Development (OPEPD)-PPSS investigates any anomalous data. Anomalous data are researched using the original data submitted and include follow-up calls to the program office, when necessary. The Department's multiple data-focused teams, such as the Data Strategy Team, EDFacts Data Governance Board and InformED, continuously remind program offices to enter their data. OPEPD-PPSS certifies data accuracy to the best of their knowledge.

3.3-B. Number of newly added publicly available datasets in machine-readable formats.	
Data Source:	The Department's public data listing.
Data Validation and Verification:	The Office of the Associate Commissioner for the Administrative Data Division within the National Center for Education Statistics (NCES) verifies that data listing extracts match inventory. NCES and the Office of Planning, Evaluation and Policy Development's (OPEPD's) Policy and Planning Support Service (PPSS) discuss and review data identified as anomalous. Anomalous data are researched using the original metadata submitted and the extraction. Follow-up calls to the contact person listed for the dataset in question are made when necessary. The universe of the data used in this reporting does not currently reflect the full universe of data that are or could be made publicly available by the Department. There may also be access points to machine-readable data not listed in the public data listing. These gaps will continue to close as the public data listing becomes more complete. OPEPD-PPSS certifies data accuracy to the best of their knowledge.

3.3-C. Percentage of discretionary grant competitions that include the requirement to openly license to the public copyrightable grant deliverables created with Department grant funds.	
Data Source:	Information collection packages.
Data Validation and Verification:	The Office of Management's (OM's) Information Collections Clearance Division (ICCD) is responsible for ensuring information is accurate based on information received through the information collection packages. The Office of Education Technology (OET) and OM-ICCD staff work together to ensure questions and concerns are addressed or escalated to program offices for clarification. OET certifies data accuracy to the best of its knowledge.

Strategic Goal 4: Reform the effectiveness, efficiency and accountability of the Department.

4.1-A. Number of evaluations to identify potential Executive Order (EO) 13771 deregulatory actions that included opportunity for public input and/or peer review.	
Data Source:	Department reports to the Office of Management and Budget.
Data Validation and Verification:	The Division of Regulatory Services monitors data and verifies numbers. The Office of the General Council's Assistant General Counsel for Regulatory Services certifies data accuracy.

4.1-B. Number of Executive Order (EO) 13771 deregulatory actions recommended by the Regulatory Reform Task Force to the agency head consistent with applicable law.	
Data Source:	Department records.
Data Validation and Verification:	The Division of Regulatory Services monitors data and verifies numbers. The Office of the General Council's Assistant General Counsel for Regulatory Services certifies data accuracy.

4.1-C. Number of Executive Order (EO) 13771 deregulatory actions issued that address recommendations by the Regulatory Reform Task Force.	
Data Source:	Federal Register and https://www.ed.gov/.
Data Validation and Verification:	The Division of Regulatory Services monitors data and verifies numbers. The Office of the General Council's Assistant General Counsel for Regulatory Services certifies data accuracy.

4.1-D. Number of Executive Order (EO) 13771 regulatory actions and, separately, EO 13771 deregulatory actions issued.	
Data Source:	Federal Register and https://www.ed.gov/.
Data Validation and Verification:	The Division of Regulatory Services monitors data and verifies numbers. The Office of the General Council's Assistant General Counsel for Regulatory Services certifies data accuracy.

4.1-E. Total incremental cost of all Executive Order (EO) 13771 regulatory actions and EO 13771 deregulatory actions (including costs or cost savings carried over from previous fiscal years).	
Data Source:	Department reports to the Office of Management and Budget.
Data Validation and Verification:	The Division of Regulatory Services monitors data and verifies numbers. The Office of the General Council's Assistant General Counsel for Regulatory Services certifies data accuracy.

4.1-F. Number of significant deregulatory actions submitted to the Office of Management and Budget (OMB), the number of actions reflected on Reginfo.gov.	
Data Source:	Reginfo.gov.
Data Validation and Verification:	The Division of Regulatory Services monitors data and verifies numbers. The Office of the General Council's Assistant General Counsel for Regulatory Services certifies data accuracy.

4.1-G. Number of requests for significance determination of deregulatory actions submitted to the Office of Management and Budget (OMB) by email.	
Data Source:	Emails between the Department and OMB.
Data Validation and Verification:	The Division of Regulatory Services monitors data and verifies numbers. The Office of the General Council's Assistant General Counsel for Regulatory Services certifies data accuracy.

4.1-H. Number of deregulatory actions submitted to the Office of Management and Budget (OMB).	
Data Source:	Reginfo.gov and emails between the Department and OMB.
Data Validation and Verification:	The Division of Regulatory Services monitors data and verifies numbers. The Office of the General Council's Assistant General Counsel for Regulatory Services certifies data accuracy.

4.2-A. Improve maturity level of Enterprise Risk Management (ERM).	
Data Source:	Annual (fiscal year) Office of Inspector General *Federal Information Security Modernization Act of 2014 Reporting Metrics Audit Report*.
Data Validation and Verification:	The Office of the Chief Financial Officer (OCFO) maintains an ERM maturity model adapted from the CFO Council playbook and best practices in ERM. Each quarter, the maturity is scored against documented criteria and validated by the ERM governance bodies, including the Senior Management Council. OCFO is responsible for certifying that the data are accurate. Effective January 6, 2019, the Office of Finance and Operations will maintain the ERM maturity model and is responsible for certifying data are accurate.

4.3-A. Percentage of the Department's Information Technology (IT) security functions that improved at least one maturity level.	
Data Source:	Annual (fiscal year) Office of Inspector General (OIG) *Federal Information Security Modernization Act of 2014 Reporting Metrics Audit Report*.
Data Validation and Verification:	As part of the annual audit process, OIG disseminates draft reports for the Department to review and comment on its findings, recommendations and assessments of maturity. The Office of the Chief Information Officer (OCIO) leads coordination efforts across Department stakeholders and participates in review meetings with OIG to verify and validate the information contained in OIG's report, which provides the basis for its determination of the maturity levels. Each year, the Office of Management and Budget publishes new FISMA guidance. OCIO reviews the new guidance and identifies areas that may impact how the Department's IT Security program will be evaluated. OCIO leads coordination and communication efforts to ensure stakeholders and Department leadership understand the new guidance and any steps that need to be taken. The Chief Information Officer certifies data accuracy.

4.4-A. Federal Employee Viewpoint Survey (FEVS) employee engagement index score.	
Data Source:	Office of Personnel Management's (OPM's) FEVS.
Data Validation and Verification:	Data verification and validation processes are integrated into the OPM FEVS results validation process. Any questionable FEVS results identified in annual reports are brought to the attention of OPM. The Department then works with the OPM point of contact to obtain clarity or resolve. Any questionable or anomalous FEVS data are brought to the attention of OPM. In turn, the OPM point of contact researches the matter and works with the Department to obtain clarity or resolve. There are no known data limitations. OPM certifies data accuracy.

4.4-B. Percentage of positions with competencies identified.	
Data Source:	The Department's Talent Management System.
Data Validation and Verification:	Learning and Development Division (LDD) staff process and review data for accuracy and monitor the progress of assessments. The Office of Management, Office of Human Resources and LDD certify data accuracy. Effective January 6, 2019, the Office of Management will be part of the Office of Finance and Operations.

4.4-C. Percentage of supervisors and managers with a performance plan critical element related to employee engagement.	
Data Source:	The Department's Talent Management System and USA Performance.
Data Validation and Verification:	To ensure quality control, verification processors self-check and cross-check one another. The validation and affirmation of final numbers is done by the Principal Operating Component executive officer leadership to reconcile system reports. The Director of Workforce Relations Division certifies data accuracy.

Appendix B. Performance Metric Changes

Appendix B includes performance metrics that were removed or changed in fiscal year (FY) 2018 and new metrics that will be added in FY 2019.

Strategic Goal 1: Support state and local efforts to improve learning outcomes for all P–12 students in every community.

Goal 1 FY 2018 Performance Metrics Removed or Changed and New Metrics Added for FY 2019

Metric 1.2-A Status: Changed	
Type of Change:	Changed from a year-to-year comparison to a three-year trend analysis.
Original Title:	Percentage of states that show improvement in the percentage of students in grades 3–8 scoring at or above proficient on state assessments in reading in all of the following subgroups: economically disadvantaged, children with disabilities, English learners, migrant, homeless and major racial and ethnic groups.
Current Title:	Percentage of states that show improvement across a three-year trend in the percentage of students in grades 3 through 8 scoring at or above proficient on state assessments in reading in all of the following subgroups: economically disadvantaged, children with disabilities, English learners, migrant, homeless and major racial and ethnic groups.
Justification:	This metric is highly volatile, and concerns were raised by the Strategic Objective Leader about the year-to-year comparability of the rate. Applying a three-year trend analysis increases the stability of this compound rate and cross-year comparability by allowing states to be included despite assessment changes.

Metric 1.2-B Status: Changed	
Type of Change:	Changed from a year-to-year comparison to a three-year trend analysis.
Original Title:	Percentage of states that show improvement in the percentage of students in grades 3–8 scoring at or above proficient on state assessments in mathematics in all of the following subgroups: economically disadvantaged, children with disabilities, English learners, migrant, homeless and major racial and ethnic groups.
Current Title:	Percentage of states that show improvement across a three-year trend in the percentage of students in grades 3 through 8 scoring at or above proficient on state assessments in mathematics in all of the following subgroups: economically disadvantaged, children with disabilities, English learners, migrant, homeless and major racial and ethnic groups.
Justification:	This metric is highly volatile, and concerns were raised by the Strategic Objective Leader about the year-to-year comparability of the rate. Applying a three-year trend analysis increases the stability of this compound rate and cross-year comparability by allowing states to be included despite assessment changes.

Metric 1.2-D Status: Changed	
Type of Change:	Changed from tracking schools with bandwidths of at least 100 Mbps to schools with bandwidths of at least 100 kbps/student.
Original Title:	Percentage of schools in the country that have actual Internet bandwidth speeds of at least 100 Mbps.
Current Title:	Percentage of students in the country who have Internet bandwidth at school of at least 100 kbps per student.
Justification:	A bandwidth of 100 Mbps may be sufficient for a school of 100 students but would be insufficient for a school of 10,000 students. Tracking the bandwidth per student is a better reflection of an individual student's access to the Internet.

Metric 1.3-D Status: Changed	
Type of Change:	Changed to track the number rather than the percentage of students impacted.
Original Title:	Percentage of adult education participants in adult basic education programs who achieve a measurable skill gain.
Current Title:	Number of adult education participants who achieve a measurable skill gain.
Justification:	The *FY 2018 Annual Performance Report and FY 2020 Annual Performance Plan* is centered around the individual student. Tracking the number of students positively affected by the program provides improved insight into the overall effect of the program on individual students.

Metric 1.3-E Status: Changed	
Type of Change:	Changed to track the number rather than the percentage of students impacted.
Original Title:	Percentage of adult education participants who obtain a secondary school diploma or its equivalent and are employed or enrolled in an education or training program within one year following exit.
Current Title:	Number of adult education participants who obtain a secondary school diploma or its equivalent and are employed or enrolled in an education or training program within one year following exit.
Justification:	The *FY 2018 Annual Performance Report and FY 2020 Annual Performance Plan* is centered around the individual student. Tracking the number of students positively affected by the program provides improved insight into the overall effect of the program on individual students.

Metric 1.3-F Status: Changed	
Type of Change:	Changed to track the number rather than the percentage of students impacted.
Original Title:	Percentage of secondary career and technical education (CTE) concentrators who attain a secondary school diploma, a General Education Development credential or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities) or a proficiency credential, certificate or degree in conjunction with a secondary school diploma.
Current Title:	Number of secondary career and technical education (CTE) concentrators who attain a secondary school diploma, a General Education Development credential or other state-recognized equivalent.
Justification:	The *FY 2018 Annual Performance Report and FY 2020 Annual Performance Plan* is centered around the individual student. Tracking the number of students positively affected by the program provides improved insight into the overall effect of the program on individual students.

Metric 1.3-G Status: Changed	
Type of Change:	Moved from Strategic Objective 2.3 to Strategic Objective 1.3. Changed to track the number rather than the percentage of students impacted.
Original Title:	Percentage of adult education participants enrolled in an integrated education and training (IET) program.
Current Title:	Number of adult education participants enrolled in an integrated education and training (IET) program.
Justification:	The *FY 2018 Annual Performance Report and FY 2020 Annual Performance Plan* is centered around the individual student. Tracking the number of students positively affected by the program provides improved insight into the overall effect of the program on individual students. This metric was also formerly aligned with Strategic Objective 2.3 and designated 2.3-B. The Strategic Objective Leader suggested the move because it better aligns with elementary and secondary education, not postsecondary education as the original alignment suggested.

Metric 1.3-H Status: New	
Type of Change:	New metric added.
Current Title:	Number of adult education participants who advance one educational functioning level in mathematics.
Justification:	This supports Goal 1 and Strategic Objective 1.3 by providing outcomes on the extent to which students served by the *Adult Education and Family Literacy Act* are prepared to transition to college and careers.

Metric 1.3-I Status: New	
Type of Change:	New metric added.
Current Title:	Number of secondary career and technical education (CTE) concentrators placed in employment, further training or the military.
Justification:	This supports Goal 1 and Strategic Objective 1.3 by providing outcomes on the extent to which students served by the *Carl D. Perkins Career and Technical Education Act* are prepared to transition to college and careers by participating in job skills development.

Metric 1.3-J Status: New	
Type of Change:	New metric added.
Current Title:	Number of secondary career and technical education (CTE) concentrators enrolling in Science, Technology, Engineering and Mathematics (STEM).
Justification:	This supports Goal 1 and Strategic Objective 1.3 by providing outcomes on the extent to which students served by the *Carl D. Perkins Career and Technical Education Act* are prepared for transition to college and careers by participating in STEM.

Metric 1.4-A Status: Changed	
Type of Change:	Added prekindergarten technical assistance engagements to the metric scope.
Original Title:	Number of technical assistance engagements, events or related activities or products focused on the grantees' use of evidence in kindergarten through grade 12 education.
Current Title:	Number of technical assistance engagements, events or related activities or products focused on the grantees' use of evidence in prekindergarten through grade 12 education.
Justification:	This metric was changed from the *FY 2017 Annual Performance Report and FY 2019 Annual Performance Plan* to include technical assistance in the prekindergarten space to better reflect the intention of supporting all students.

Strategic Goal 2: Expand postsecondary educational opportunities, improve outcomes to foster economic opportunity and promote an informed, thoughtful and productive citizenry.

Goal 2 FY 2018 Performance Metrics Removed or Changed and New Metrics Added for FY 2019

Metric 2.4-A Status: Removed	
Type of Change:	Removed for FY 2019 forward.
Original Title:	Number of federal loan servicers' call centers with expanded hours.
Justification:	Due to overall cost and prioritization of the Office of Federal Student Aid's Next Generation Financial Services Environment, this metric will not be met or tracked going forward. The metrics around call center performance on average speed to answer and abandonment rates will continue to be tracked.

Metric 2.4-E Status: New	
Type of Change:	New metric added.
Current Title:	Number of downloads of the myStudentAid mobile app.
Justification:	This metric was added to reflect performance surrounding the Office of Federal Student Aid's (FSA's) Next Generation Financial Services Environment and adapting the FSA customer service to the 21st century American.

Metric 2.4-F Status: New	
Type of Change:	New metric added.
Current Title:	Number of customers checking loan balances via the myStudentAid mobile app.
Justification:	This metric was added to reflect performance surrounding the Office of Federal Student Aid's (FSA's) Next Generation Financial Services Environment and adapting the FSA customer service to the 21st century American.

Metric 2.4-G Status: New	
Type of Change:	New metric added.
Current Title:	Number of customers submitting a *Free Application for Federal Student Aid* (FAFSA®) via a mobile platform—the myStudentAid mobile app or fafsa.gov.
Justification:	This metric was added to reflect performance surrounding the Office of Federal Student Aid's (FSA's) Next Generation Financial Services Environment and adapting the FSA customer service to the 21st century American.

Metric 2.4-H Status: New	
Type of Change:	New metric added.
Current Title:	Number of visits (sessions) demonstrating adoption of the updated StudentAid.gov site.
Justification:	This metric was added to reflect performance surrounding the Office of Federal Student Aid's (FSA's) Next Generation Financial Services Environment and adapting the FSA customer service to the 21st century American.

Strategic Goal 3: Strengthen the quality, accessibility and use of education data through better management, increased privacy protections and transparency.

Goal 3 FY 2018 Performance Metrics Removed or Changed and New Metrics Added for FY 2019

None.

Strategic Goal 4: Reform the effectiveness, efficiency and accountability of the Department.

Goal 4 FY 2018 Performance Metrics Removed or Changed and New Metrics Added for FY 2019

Metric 4.1-F Status: Removed	
Type of Change:	Removed for fiscal year (FY) 2019 forward by combining with 4.1-G to track as 4.1-H.
Original Title:	Number of significant deregulatory actions submitted to the Office of Management and Budget (OMB), the number of actions reflected on Reginfo.gov.
Justification:	In FY 2018, the number of deregulatory actions was disaggregated by the method of transmittal to OMB. Based on the Department's FY 2018 performance, which nearly doubled the targets, these metrics were combined to track the total number of deregulatory actions regardless of the method of submission to increase the ease and consistency of reporting. This change will be reflected in next year's *FY 2019 Annual Performance Report and FY 2021 Annual Performance Plan*.

Metric 4.1-G Status: Removed	
Type of Change:	Removed for fiscal year (FY) 2019 forward by combining with 4.1-G to track as 4.1-H.
Original Title:	Number of requests for significance determination of deregulatory actions submitted to the Office of Management and Budget (OMB) by email.
Justification:	In FY 2018, the number of deregulatory actions was disaggregated by the method of transmittal to OMB. Based on the Department's FY 2018 performance, which nearly doubled the targets, these metrics were combined to track the total number of deregulatory actions regardless of the method of submission to increase the ease and consistency of reporting. This change will be reflected in next year's *FY 2019 Annual Performance Report and FY 2021 Annual Performance Plan*.

Metric 4.1-H Status: New	
Type of Change:	Combined fiscal year (FY) 2018 metrics 4.1-F and 4.1-G, which will not be tracked individually in FY 2019 forward. These will instead be tracked using this metric.
Current Title:	Number of deregulatory actions submitted to the Office of Management and Budget (OMB).
Justification:	In FY 2018, the number of deregulatory actions was disaggregated by the method of transmittal to OMB. Based on the Department's FY 2018 performance, which nearly doubled the targets, these metrics were combined to track the total number of deregulatory actions regardless of the method of submission to increase the ease and consistency of reporting. This change will be reflected in next year's *FY 2019 Annual Performance Report and FY 2021 Annual Performance Plan*.

Metric 4.2-A Status: Changed	
Type of Change:	Changed to track progress relating to an Enterprise Risk Management (ERM) maturity model rather than based on selected indicators.
Original Title:	Percentage of key indicators that show improvement in performance and risk management.
Current Title:	Improve maturity level of Enterprise Risk Management (ERM).
Justification:	The original metric tracked progress around a set of key ERM indicators. These indicators could change annually, making the metric incomparable across years. Since the metric was first published, the Department has adopted an ERM maturity model. Tracking progress in that model will improve the year-to-year comparability of the metric and give a better indication of the Department's overall ERM maturity.

Metric 4.3-A Status: Changed	
Type of Change:	Changed to track progress across security functions rather than based on a level 4 threshold analysis.
Original Title:	Maturity level score of the Department's Information Technology (IT) Security Program and Practices as they relate to the *Federal Information Security Modernization Act of 2014* (FISMA).
Current Title:	Percentage of the Department's Information Technology (IT) security functions that improved at least one maturity level.
Justification:	Tracking progress simply based on the Department's ability to cross the level 4 threshold fails to represent the progress made by the Department in terms of overall IT security. Because four of the five IT security elements were baselined at level 2, progressing those security elements to level 3 shows overall improvement even if the level 4 threshold is not yet reached.

Appendix C. Programs by Goal

Most of the Department's programs are funded through discretionary appropriation acts enacted each fiscal year. However, there are many education programs—some of them large—that are funded directly through their authorizing statutes. For many budgeting purposes, these programs are classified as mandatory. For the purposes of this document, resources by goal are discretionary funds only. Mandatory programs that contribute to each goal are listed below.

Strategic Goal 1: Support state and local efforts to improve learning outcomes for all P-12 students in every community.

Goal 1 Other Discretionary Programs and Activities

POC	ACCT	Objective #	Program
IES	IES	1.2, 1.4	Regional Educational laboratories
IES	IES	1.2, 2.2	Special Education Studies and Evaluations
IES	IES	1.4, 3.3	Statewide Longitudinal Data Systems
N/A	ED	1.2	Special Programs for Migrant Students: High School Equivalency Program
N/A	ED	1.1, 1.2	Student Center Funding Pilot
N/A	I&I	1.2, 1.4	Statewide Family Engagement Centers
N/A	N/A	1.4, 2.3	Fund for the Improvement of Post-Secondary Education
OCTAE	CTAE	1.3, 2.1	Adult Basic and Literacy Education State Grants
OCTAE	CTAE	1.3, 2.1	Adult Education National Leadership Activities
OESE	ED	1.2	State Agency Programs: Migrant
OESE	ED	1.2	State Agency Programs: Neglected and Delinquent
OESE	ED	1.2, 2.1	Special Programs for Migrant Students
OESE	ED	1.2, 1.4	Comprehensive Literacy Development Grants
OESE	ED	1.2, 1.3, 1.4	Title I Grants to Local Educational Agencies
OESE	IA	1.2	Impact Aid, Payments for Federally Connected Children: Basic Support Payments
OESE	IA	1.2	Impact Aid, Payments for Federally Connected Children: Payments for Children with Disabilities
OESE	IA	1.2	Impact Aid, Facilities Maintenance
OESE	IA	1.2	Impact Aid, Construction
OESE	IA	1.2	Impact Aid, Payments for Federal Property
OESE	IE	1.2	Indian Education: Grants to Local Educational Agencies
OESE	IE	1.2	Indian Education: Special Programs for Indian Children
OESE	IE	1.2	Indian Education: National Activities
OESE	I&I	1.2	Javits Gifted and Talented Education
OESE	I&I	1.2, 1.4	Full-Service Community Schools

POC	ACCT	Objective #	Program
OESE	I&I	1.2, 1.4	Innovative Approaches to Literacy
OESE	I&I	1.2, 1.4	Teacher and School Leader Incentive Grants
OESE	SIP	1.2	Education for Homeless Children and Youth Education
OESE	SIP	1.2	Native Hawaiian Education
OESE	SIP	1.2	Alaska Native Education
OESE	SIP	1.2	Training and Advisory Services
OESE	SIP	1.2	Rural Education
OESE	SIP	1.2	Supplemental Education Grants
OESE	SIP	1.2, 1.4	Supporting Effective Instruction State Grants
OESE	SIP	1.2, 1.4	21st Century Community Learning Centers
OESE	SIP	1.2, 1.4	State Assessments
OESE	SIP	1.2, 1.4	Comprehensive Centers
OESE	SIP	1.2, 1.4	Supporting Effective Educator Development
OESE	SIP	1.2, 1.3, 1.4	Student Support and Academic Enrichment Grants
OESE	SSCE	1.2	School Safety National Activities
OESE/OELA	ELA	1.2	English Language Acquisition
OII	I&I	1.2	American History and Civics Education
OII	I&I	1.2	Ready to Learn Programming
OII	I&I	1.2	Arts in Education
OII	I&I	1.3	STEM Master Teacher Corps
OII	I&I	1.1, 1.2	Charter Schools Grants
OII	I&I	1.1, 1.2	Magnet Schools Assistance
OII	I&I	1.2, 2.3	Teacher Quality Partnership
OII	I&I	1.2, 1.3, 1.4	Education Innovation and Research
OII	SSCE	1.2, 1.4	Promise Neighborhoods
OSERS	SE	1.1	Grants for Infants and Families
OSERS	SE	1.2	Special Olympics Education Programs
OSERS	SE	1.3	Education Technology, Media and Materials
OSERS	SE	1.4	Parent Information Centers
OSERS	SE	1.1, 1.2	Preschool Grants
OSERS	SE	1.1, 1.2, 1.4	Special Education Grants to States
OSERS	SE	1.1, 1.2, 1.4	Technical Assistance and Dissemination

Acronyms and Definitions:
POC = Principal Operating Component; ACCT = Account; IES = Institute of Education Sciences; N/A = Not Applicable; ED = U.S. Department of Education; I&I = Innovation and Improvement; OCTAE = Office of Career, Technical and Adult Education; CTAE = Career, Technical and Adult Education; OESE = Office of Elementary and Secondary Education; IA = Impact Aid; SIP = Strengthening Institutions Program; SSCE = Safe Schools and Citizenship Education; OELA = Office of English Language Acquisition; OII = Office of Innovation and Improvement (this office is part of the Office of Elementary and Secondary Education effective January 6, 2019); STEM = Science, Technology, Engineering and Mathematics; OSERS = Office of Special Education and Rehabilitative Services and SE = Special Education.

Mandatory Programs Supporting Goal 1

No additional programs.

Strategic Goal 2: Expand postsecondary educational opportunities, improve outcomes to foster economic opportunity and promote an informed, thoughtful and productive citizenry.

Goal 2 Other Discretionary Programs and Activities

POC	ACCT	Objective #	Program
FSA	DM/SAA	N/A	Student Aid Administration: Salaries and Expenses
FSA	DM/SAA	N/A	Student Aid Administration: Servicing Activities
FSA	SFA	2.1, 2.3	Federal Pell Grants: Discretionary
FSA	SFA	2.1, 2.3	Federal Supplemental Educational Opportunity Grants
FSA	SFA	2.1, 2.3	Federal Work-Study
IES	IES	1.2, 2.2	Special Education Studies and Evaluations
N/A	N/A	2.1	Consolidated MSI Grant (proposed)
N/A	N/A	1.4, 2.3	Fund for the Improvement of Post-Secondary Education
OCTAE	CTAE	1.3, 2.1	Adult Basic and Literacy Education State Grants
OCTAE	CTAE	1.3, 2.1	Adult Education National Leadership Activities
OCTAE	CTAE	2.1, 2.3	Career and Technical Education State Grants
OCTAE	CTAE	2.1, 2.4	Career and Technical National Programs
OCATE	HE	2.1	Tribally Controlled Postsecondary Career and Technical Institutions
OESE	ED	1.2, 2.1	Special Programs for Migrant Students
OII	I&I	1.2, 2.3	Teacher Quality Partnership
OPE	HE	2.1	Aid for Institutional Development: Strengthening Tribally Controlled Colleges and Universities
OPE	HE	2.1	Strengthening Alaska Native and Native Hawaiian-Serving Institutions
OPE	HE	2.1	Strengthening HBCUs
OPE	HE	2.1	Strengthening historically Black Graduate Institutions
OPE	HE	2.1	Strengthening HBCU Masters Program
OPE	HE	2.1	Strengthening Predominately Black Institutions
OPE	HE	2.1	Strengthening Asian American- and Native American Pacific Islander-Serving Institutions
OPE	HE	2.1	Strengthening Native American-Serving Nontribal Institutions
OPE	HE	2.1	Developing Hispanic-Serving Institutions
OPE	HE	2.1	Promoting Postbaccalaureate Opportunities for Hispanic Americans
OPE	HE	2.1	International Education and Foreign Language Studies: Domestic Programs
OPE	HE	2.1	International Education and Foreign Language Studies: Overseas Programs
OPE	HE	2.1	Model Transition Programs for Students with Intellectual Disabilities into Higher Education

POC	ACCT	Objective #	Program
OPE	HE	2.1	Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
OPE	HE	2.1	Child Care Access Means Parents in School
OPE	HE	2.1	Howard University: General Support
OPE	HE	2.1	Howard University Hospital
OPE	HE	2.2	Graduate Assistance in Areas of National Need
OPE	HE	2.1, 2.2	Aid for Institutional Development: Strengthening Institutions
OPE	HE	2.1, 2.2, 2.3	Federal TRIO Programs
OPE	HE	2.2, 2.3	Minority Science and Engineering Improvement
OPE	HE	N/A	College Housing and Academic Facilities Loans Program Account: Federal Administration
OPE	HE	N/A	Historically Black College and University Capital Financing Program Account: Federal Administration
OPE	HE	N/A	Historically Black College and University Capital Financing Program Account: Loan Subsidies
OSERS	APBH	2.1, 2.3	American Printing House for the Blind
OSERS	GU	2,1, 2.3	Gallaudet University
OSERS	NTID	2.1, 2.2	National Technical Institute for the Deaf
OSERS	REHAB	2.1	Client Assistance State Grants
OSERS	REHAB	2.1	Protection and Advocacy of Individual Rights
OSERS	REHAB	2.2	Independent Living Services for Older Blind Individuals
OSERS	REHAB	2.2	Helen Keller National Center for Deaf-Blind Youths and Adults
OSERS	REHAB	2.1, 2.2	VR Training
OSERS	REHAB	2.1, 2.2	Demonstration and Training Programs
OSERS	REHAB	2.1, 2.3	Supported Employment State Grants
OSERS	SE	2.2	State Personnel Development
OSERS	SE	2.2	Personnel Preparation

Acronyms and Definitions:
POC = Principal Operating Component; ACCT = Account; FSA = Office of Federal Student Aid; DM = Departmental Management; SAA = Student Aid Administration; N/A = Not Applicable; SFA = Student Financial Assistance; IES = Institute of Education Sciences; MSI = Minority-Serving Institution; OCTAE = Office of Career, Technical and Adult Education; CTAE = Career, Technical and Adult Education; HE = Higher Education; OESE = Office of Elementary and Secondary Education; ED = U.S. Department of Education; OII = Office of Innovation and Improvement (this office is part of the Office of Elementary and Secondary Education effective January 6, 2019); I&I = Innovation and Improvement; OPE = Office of Postsecondary Education; HBCU = Historically Black College and University; GEAR UP = Gaining Early Awareness and Readiness for Undergraduate Programs; OSERS = Office of Special Education and Rehabilitative Services; APBH = American Printing House for the Blind; GU = Gallaudet University; NTID = National Technical Institute for the Deaf; REHAB = Rehabilitation Services and Disability Research; VR= Vocational Rehabilitation and SE = Special Education.

Mandatory Programs Supporting Goal 2

POC	ACCT	Objective #	Program
FSA	FDSL	2.1, 2.3	Federal Direct Student Loans Program Account: New Loan Subsidy
FSA	FDSL	2.1, 2.3	Federal Direct Student Loans Program Account: New Net Loan Subsidy (Non-Add)
FSA	FFEL	2.1	Federal Family Education Loans Liquidating Account: Pre-1992 Student Loans
FSA	HEAL	2.1	Health Education Assistance Loans Liquidating Account
FSA	SFA	2.1, 2.3	Federal Pell Grants: Mandatory
FSA	SFA	2.1, 2.3	Federal Pell Grants: Mandatory Funding for Discretionary Program Costs
FSA	SFA	2.1, 2.3	Iraq and Afghanistan Service Grants
FSA	TEACH	2.1, 2.3	TEACH Grants: New Loan Subsidy
OPE	HE	2.1	Aid for Institutional Development: Mandatory Strengthening Tribally Controlled Colleges and Universities
OPE	HE	2.1	Mandatory Strengthening Alaska Native and Native Hawaiian-Serving Institutions
OPE	HE	2.1	Mandatory Strengthening HBCUs
OPE	HE	2.1	Mandatory Strengthening Predominantly Black Institutions
OPE	HE	2.1	Mandatory Strengthening Asian American- and Native American Pacific Islander-Serving Institutions
OPE	HE	2.1	Mandatory Strengthening Native American-Serving Nontribal Institutions
OPE	HE	2.1, 2.2	Mandatory Developing HSI STEM and Articulation Programs
OPE	HE	N/A	College Housing and Academic Facilities Loans Liquidating Account
OPE	HE	N/A	Higher Education Facilities Loans Liquidating Account
OPE	HE	N/A	College Housing Loans Liquidating Account
OSERS	REHAB	2.1	Vocational Rehabilitation, Grants to Indians
OSERS	REHAB	2.1, 2.2, 2.3	Vocational Rehabilitation, State Grants
SFA	N/A	2.1	Perkins Loan Repayments
SFA	N/A	N/A	FDSL Downward Modification/Negative Loan Subsidies
SFA	N/A	N/A	Student Financial Assistance Debt Collection

Acronyms and Definitions:
POC = Principal Operating Component; ACCT = Account; FSA = Office of Federal Student Aid; FDSL = Federal Direct Student Loan; FFEL = Federal Family Education Loan; HEAL = Health Education Assistance Loan; SFA = Student Financial Assistance; TEACH = Teacher Education Assistance for College and Higher Education; OPE = Office of Postsecondary Education; HE = Higher Education; HBCU = Historically Black College and University; HSI STEM = Hispanic Serving Institution Science, Technology, Engineering and Mathematics Articulation Program; N/A = Not Applicable; OSERS = Office of Special Education and Rehabilitative Services and REHAB = Rehabilitation Services and Disability Research.

Strategic Goal 3: Strengthen the quality, accessibility, and use of education data through better management, increased privacy protections and transparency.

Goal 3 Other Discretionary Programs and Activities

POC	ACCT	Objective #	Program
IES	IES	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	3.3	Research in Special Education
IES	IES	1.4, 3.3	Statewide Longitudinal Data Systems

Acronyms and Definitions:
POC = Principal Operating Component; ACCT = Account and IES = Institute of Education Sciences.

Mandatory Programs Supporting Goal 3

No additional programs.

Strategic Goal 4: Reform the effectiveness, efficiency and accountability of the Department.

Goal 4 Other Discretionary Programs and Activities

POC	ACCT	Objective #	Program
ALL	DM/PA	N/A	Program Administration: Salaries and Expenses
ALL	DM/PA	N/A	Program Administration: Building Modernization
OCR	OCR	N/A	Office for Civil Rights
OIG	OIG	N/A	Office of Inspector General

Acronyms and Definitions:
POC = Principal Operating Component; ACCT = Account; ALL = All; DM/PA = Departmental Management/Program Administration; N/A = Not Applicable; OCR = Office for Civil Rights and OIG = Office of Inspector General.

Mandatory Programs Supporting Goal 4

No additional programs.

Appendix D. Summary of Performance Evaluations Completed During FY 2018 and Expected During FY 2019 and FY 2020

Appendix D provides a summary of performance evaluations completed during fiscal year (FY) 2018 and those expected during FY 2019 and FY 2020.

Evaluations Completed in FY 2018

National Center for Education Evaluation and Regional Assistance

Early Learning

Race to the Top–Early Learning Challenge: Descriptive Study of Tiered Quality Rating and Improvement Systems in Nine Round 1 States

Study Purpose

The Race to the Top–Early Learning Challenge Program (RTT-ELC) aimed to improve early learning and development programs so children enter kindergarten ready to succeed. The program awarded $1 billion in four-year grants to 20 states in three rounds between 2011 and 2013. The program promoted reform in five key areas: (1) state systems, (2) high-quality accountable programs, (3) early learning and development outcomes for children, (4) workforce, and (5) measurement. The second area focused on the design and implementation of the Tiered Quality Rating Improvement System (TQRIS) that can provide parents and other stakeholders with information on the quality of early-learning programs. To better understand TQRIS that RTT-ELC grantees developed, this descriptive study examined the structure and characteristics of grantee states' TQRIS, analyzed state administrative data to examine patterns in the participation and distribution of programs in TQRIS, and synthesized findings from grantee states with completed TQRIS validation studies. This study focused on the nine Round 1 states, which received more than $500 million in 2011.

Key Questions Addressed

- How was TQRIS structured and implemented in the nine Round 1 RTT-ELC states?
- How were TQRIS ratings defined, collected, and generated in the nine Round 1 RTT-ELC states?
- What were the patterns in TQRIS participation, the distribution of programs and children across the rating levels, and the movement of programs and children across the rating levels since 2011?
- How do TQRIS characteristics (including structure, policies, and practices) relate to program movement up the rating levels and achievement of the highest rating level?
- What have completed RTT-ELC state validation studies found about the relationship between TQRIS tiers and program quality and the relationship between children's development and TQRIS ratings?

Design

This descriptive study collected various data from the nine Round 1 RTT-ELC grantee states. In fall 2014, the study collected and conducted a targeted review of documents describing the structure of TQRIS, including component measures and the quality indicators used to evaluate preschool programs and how these are combined to generate overall ratings. In fall 2014 through winter 2015, the study also conducted interviews with state administrators to confirm and clarify the information obtained from documents and gather information that could not be obtained from the document reviews.

To address the third and fourth research questions, the study collected administrative data from the Round 1 RTT-ELC grantee states. To address the last question, the study conducted a systematic review of nine completed RTT-ELC grantee state validation studies available in 2017.

Actual Completion Date

A report addressing the first two questions was released in November 2017. Two evaluation briefs addressing the third and fourth questions and a report addressing the fifth question are expected in spring 2019.

Key Findings From the First Report

- Eight of the nine states had a statewide TQRIS in place by 2015.
- States promoted participation in TQRIS by making it mandatory for certain programs (such as public prekindergarten programs or Head Start programs), providing alternative pathways into higher rating levels (so programs could avoid the full data collection and verification process), and offering financial incentives tied to higher ratings.
- States used different methods for calculating ratings, some of which changed over time.
- States used various sources of evidence to collect the information needed to rate programs, and they developed processes and standards to help ensure the reliability of this information.

Link to Additional Information

https://ies.ed.gov/ncee/pubs/20184003/

School Choice

Evaluation of the DC Opportunity Scholarship Program: Impacts Two Years After Students Applied

Study Purpose

The April 2011 *Scholarships and Opportunities for Results Act* (SOAR Act) provided a five-year continuation of a school choice program for low-income residents in Washington, DC. The Opportunity Scholarship Program (OSP) provides annual scholarships of about $8,000 (for kindergarten through grade 8) or $12,000 (for grades 9 through 12) to enable low-income students to attend Washington, DC, private schools in lieu of the public schools already available to them. The law also mandated a second independent, rigorous evaluation of the effectiveness of the program following one completed in 2011.

Key Questions Addressed

- How do the personal, family, and school characteristics and experiences of youth with disabilities differ from those of youth not served under the *Individuals with Disabilities Education Act* (IDEA)? (Volume 1; March 2017)
- How do the characteristics and experiences of youth vary across disability groups? (Volume 2; March 2017)
- How have the characteristics and experiences of youth with disabilities changed over time? (Volume 3; February 2018)
- To what extent do youth with disabilities make progress through high school compared to other youth?
- Are youth with disabilities achieving the post-high school outcomes envisioned by IDEA, and how do their college, training, and employment rates compare to those of other youth?
- How do these high school and postsecondary outcomes vary with student characteristics?

Design

The evaluation compared outcomes of approximately 1,800 student applicants randomly assigned by lottery to either receive a scholarship or not receive a scholarship. Lotteries of program applicants were conducted in spring 2012 (cohort 1), spring 2013 (cohort 2), and spring 2014 (cohort 3). Data were collected for three follow-up years for each of the cohorts and for students in both the scholarship and non-scholarship groups. The contractor administered academic assessments and conducted student, parent, and principal surveys each spring (spring 2013–2017).

Actual Completion Date

The second impact report was released in spring 2018. The final impact report is planned for early spring 2019.

Key Findings Two Years After Students Applied to the Program

- OSP had a statistically significant negative impact on mathematics achievement two years after students applied to the program. Mathematics scores were lower for students who were offered or used OSP scholarships compared to students who applied for but were not offered scholarships. There was no statistically significant impact on reading scores.
- The program did not have a statistically significant impact on parents' or students' general satisfaction with the school the student attended two years after applying to the program. The percentage of parents giving their child's school a grade of A or B was not statistically different when comparing parents of students who were offered or used OSP scholarships with the parents of students not selected for the scholarship offer. There were also no statistically significant differences when looking at student satisfaction with schools.
- The program had a statistically significant positive impact on parents' perceptions of safety at the school their children attended two years after applying to the program and on students' perceptions of safety. Parents of students who were offered or used OSP scholarships were more likely to indicate that their children's school was "very safe" compared with the parents of students not selected for the scholarship offer. Student perceptions of school safety followed the same pattern.
- OSP did not have a statistically significant impact on parent involvement in education at school or in the home two years after students applied.

Link to Additional Information

https://ies.ed.gov/ncee/pubs/20184010/

Students with Disabilities

National Longitudinal Transition Study 2012

Study Purpose

Supporting youths' successful transition to adult life is a priority under IDEA, which provides funds to assist states and local educational agencies (LEAs) in providing special education and related services to all eligible children with disabilities and places emphasis on transition services to help youth with disabilities complete high school prepared to achieve important post-school outcomes, such as postsecondary education, jobs, and independent living. The National Longitudinal Transition Study (NLTS) 2012 is the third longitudinal study conducted over several decades examining the characteristics, school experiences, and post-high school outcomes of a nationally representative sample of youth with disabilities. NLTS 2012 collected

information in December 2011 on students initially aged 13 through 21 and in high school and included a small sample of students without disabilities to enable direct comparisons of students with and without an Individualized Education Program (IEP). This study is part of the congressionally mandated national assessment of IDEA and is supported with funds authorized under Section 664 of IDEA.

Key Questions Addressed

- How do the personal, family, and school characteristics and experiences of youth with disabilities differ from those of youth not served under IDEA? (Volume 1; March 2017)
- How do the characteristics and experiences of youth vary across disability groups? (Volume 2; March 2017)
- How have the characteristics and experiences of youth with disabilities changed over time? (Volume 3; February 2018)
- To what extent do youth with disabilities make progress through high school compared to other youth?
- Are youth with disabilities achieving the post-high school outcomes envisioned by IDEA, and how do their college, training, and employment rates compare to those of other youth?
- How do these high school and postsecondary outcomes vary with student characteristics?

Design

This descriptive study included a nationally representative sample drawn from 432 school districts and special schools randomly sampled in 2011 and students randomly sampled within those districts. Survey data were collected in 2012–2013 from approximately 12,000 in-school youth and their parents, of which about 10,000 were students with IEPs representing each of the federal disability categories. The surveys asked about the background characteristics of secondary school youths and the schools they attended, their health, functional abilities, engagement in school, the academic support they received, and their expectations for and steps to achieve transitions beyond high school. High school records and postsecondary enrollment information from the National Student Clearinghouse are being collected (from 2017–2019) to follow the sample of students through high school and beyond. These administrative data will be linked with the 2012–2013 survey data to examine high school course-taking and completion and youths' experiences with college, training, and employment.

Actual Completion Date

Two volumes of the study report describing survey results were released in March 2017. The third volume, released in February 2018, examined trends over time by comparing the NLTS 2012 survey results with those from two earlier NLTS surveys. A brief summarizing key findings from across the three volumes was released in May 2018.

Key Findings from the May 2018 Brief

- Although their engagement and use of school support have increased over the past decade (2003–2012), high school youth with an IEP were more socioeconomically disadvantaged and less likely to have experiences and expectations associated with success after high school than were other students in 2012.
- Among the disability groups in 2012, youth with intellectual disabilities, autism, deaf-blindness, multiple disabilities, and orthopedic impairments were found to be most at risk for not transitioning successfully beyond high school.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/disabilities_nlts2012.asp

National Evaluation of the IDEA Technical Assistance and Dissemination Program

Study Purpose

IDEA, which was most recently reauthorized in 2004, provides funds to assist states and LEAs in making a free appropriate public education available to all eligible children with disabilities. Funded at $12.6 billion in FY 2010, IDEA supports early intervention services for infants and toddlers with disabilities (birth through age 2) and special education and related services for children with disabilities (ages 3 through 21). IDEA permits LEAs to use a portion of their IDEA funds to develop and implement coordinated early intervening services (CEISs) for students who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. The use of IDEA funds for CEISs is voluntary except when an LEA is identified with significant disproportionality based on race or ethnicity with respect to identification, placement, or discipline of children with disabilities. The Institute of Education Sciences (IES) is conducting studies under Section 664 of IDEA to assess the implementation and effectiveness of key programs and services supported under the law.

As specified in IDEA Part D, the Technical Assistance and Dissemination (TA&D) program is to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientifically based research to meet the needs of children with disabilities. The National Evaluation of the IDEA TA&D program is designed to describe the products and services provided by the TA&D program grantees, state and local needs for technical assistance, and the role that the TA&D program plays in meeting these needs and supporting implementation of IDEA. The State Deaf-Blind Projects are part of the TA&D program and are the focus of the evaluation's final report.

Key Question(s) Addressed

- What TA&D activities do State Deaf-Blind Projects provide and how does this vary across the states?

- How do State Deaf-Blind Projects collaborate with other organizations in their state, with other technical assistance providers, and across the network of State Deaf-Blind Projects?
- What are the needs for technical assistance among direct service providers who work with children and youth with deaf-blindness?
- How satisfied are direct service providers with services received from the State Deaf-Blind Projects?

Design

Data collection for the final report included administering surveys to the 48 State Deaf-Blind Projects that were awarded grants in 2013 and to a sample of local-level special and general education providers currently working with deaf-blind children.

Actual Completion Date

The final report was released in January 2018.

Key Findings

- Technical assistance tailored to meet the needs of a specific child or youth with deaf-blindness was provided by all State Deaf-Blind Projects. However, almost half of the projects reported that they did not have enough resources to meet the demand for this child-specific support in their state.
- Almost all direct service providers who received customized support from their State Deaf-Blind Project were satisfied or very satisfied with the overall experience. Specifically, technical assistance providers were rated as highly knowledgeable and nonjudgmental. However, satisfaction with the amount of information offered and the extent to which local context was taken into account was somewhat lower.
- Most State Deaf-Blind Projects reported collaborating with the National Center on Deaf-Blindness and with the federally funded State Parent Training and Information Centers or the Community Parent Resource Centers. Collaboration among the projects was also common.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/disabilities_idea2004.asp

Teacher Effectiveness

The Impact of Providing Performance Feedback to Teachers and Principals: Final Report

Study Purpose

This study examined the implementation of a package of performance evaluation system components and the impact of their use for formative purposes. These are components that states and districts might elect to include in their evaluation systems with support from

Title II Part A funds under the *Elementary and Secondary Education Act* (ESEA) (as amended by the *Every Student Succeeds Act* (ESSA)). The components include measures of student achievement growth, classroom practices, and principal leadership.

Key Question(s) Addressed

- What was the impact of the performance evaluation system on teachers' classroom practices and on student achievement?
- What were districts' and educators' experiences with implementation?

Design

Within each of eight districts, approximately 15 elementary and middle schools were randomly assigned to receive the study's measures of student achievement growth, classroom practices, and principal leadership during 2012–2013 and 2013–2014 (treatment group) or to participate only in the district's usual performance evaluation system during the same time period. In treatment schools, each year, teachers received four rounds of classroom observations and feedback sessions as well as information about their students' achievement growth in mathematics and/or reading using a statistical model known as "value added." Principals in treatment schools received feedback on their leadership practices twice per year. Study data collection included surveys of teachers and principals, observations of teachers' classroom practices, and collection of student records data. The study also looked at the extent to which the measures were implemented as intended and whether the ratings from the measures reliably distinguished educator performance.

Actual Completion Date

The first report was released in November 2016. The final report on implementation and impacts on educator practices and student achievement was released in December 2017.

Key Findings

- The study's performance measures were generally implemented as planned. For instance, in both study years, teachers and principals received multiple rounds of ratings and feedback on their practices.
- The study's measures provided some information to identify educators who needed support but provided limited information to indicate the areas of practice educators most needed to improve. For instance, classroom observation overall scores averaged over the year showed reliable differences across teachers. Subscores on particular dimensions of performance, however, had limited reliability to identify particular areas to guide teacher improvement.
- As intended, educators in treatment schools received more frequent feedback with ratings than did those in control schools.
- Feedback from the study's measures had some positive impacts on teachers' classroom practices, principal leadership, and student achievement. The intervention had a positive

impact on teachers' classroom practices on one of two observation measures. It also had a positive impact on the two measures of principal leadership examined. In year one, the intervention had a positive impact on students' achievement in mathematics, amounting to about four weeks of learning. In year two, the impact on mathematics achievement was similar in magnitude but not statistically significant. The intervention did not have an impact on reading/English language arts achievement in either study year.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/tq_performance.asp

Evaluation of the Teacher Incentive Fund: Final Report on Implementation and Impacts of Pay-for-Performance Across Four Years

Study Purpose

The purpose of the Teacher Incentive Fund (TIF) program was to develop and implement performance-based compensation systems (PBCSs) for teachers, principals, and other personnel in high-need schools to improve educator effectiveness. Research indicates that high-quality teachers and leadership are critical to raising student achievement in low-performing schools, but schools most in need often have difficulty in attracting and retaining high-quality educators. Performance pay is a policy promoted by the TIF program to improve the quality of educators in high-need schools. This evaluation studied performance pay that provides substantial and differentiated bonus pay to high-performing teachers and leaders in low-performing schools with high-need students.

Key Question(s) Addressed

- What are the characteristics of all TIF grantee districts and their PBCSs? What implementation experiences and challenges did TIF districts encounter?
- How do teachers and principals in schools that did or did not offer pay-for-performance bonuses compare on key dimensions, including their understanding of TIF program features, exposure to TIF activities, allocation of time, and attitudes toward teaching and the TIF program?
- What is the impact of pay-for-performance bonuses on students' achievement on state assessments of mathematics and reading?
- How do pay-for-performance bonuses affect educator mobility, including whether mobility differs by educator effectiveness?

Design

Study schools were randomly assigned within each grant to either implement all components of the PBCS or the PBCS with a 1 percent across-the-board bonus in place of the differentiated effectiveness incentive component of the PBCS. Data collection included a grantee survey, a survey of teachers and principals, teacher and principal school assignment records, student record information (such as student demographics and student test scores), and grantee interviews.

Actual Completion Date

The first report was released in September 2014, the second report was released in September 2015, and the third report was released in August 2016. The fourth and final report, which updated implementation information and impacts, was released in December 2017.

Key Findings

- For the 10 evaluation districts that participated in the random assignment study, on average, pay-for-performance bonuses led to slightly higher student achievement in schools that offered such bonuses than in schools that did not. This difference was equivalent to a gain of three to four additional weeks of learning.
- Implementation was similar across the four years, with most districts implementing at least three of the four required components for teachers. The four components were as follows: (1) using effectiveness measures of educator performance, (2) offering bonuses based on performance, (3) offering opportunities for additional pay for taking on extra roles and responsibilities, and (4) offering professional development to understand the policy and to support educator improvement.
- Many 2010 TIF districts reported that sustainability of their program was a major challenge, and slightly fewer than half planned to offer pay-for-performance bonuses after their grant ended.

Link to Additional Information

https://ies.ed.gov/ncee/pubs/20184004/

Promoting Educator Effectiveness: The Effects of Two Key Strategies

Study Purpose

Recently, many school districts have been implementing new educator evaluation systems to reform the way educators are evaluated, supported, and potentially rewarded. IES conducted two large-scale random assignment studies that looked at different ways of using evaluation system information to improve teacher and principal effectiveness to improve student achievement. The studies also highlight implementation challenges that might indicate potential avenues for improving the effectiveness of the studied strategies.

Key Question(s) Addressed

This brief synthesizes findings from two large-scale random assignment studies of professional development that were conducted by the National Center for Education Evaluation and Regional Assistance within IES. One study examined the impact of using educator performance ratings to provide teachers and principals with feedback. The other study evaluated the effects of offering bonuses to educators based on their performance ratings.

Design

Each study focused on a different use of the performance evaluation information to improve teacher and principal effectiveness and student achievement. Within each study, student

achievement in schools using the strategy was compared to student achievement in schools not using the strategy. Each study included approximately 130 schools.

Actual Completion Date

The brief was released in March 2018.

Key Findings

- Providing educators with performance feedback and offering pay-for-performance bonuses can improve student achievement. Across years of implementation, each tested strategy sometimes had a positive cumulative impact on students' mathematics or reading achievement.
- Features of the measures or programs and on-the-ground implementation may limit the effectiveness of the program strategies. Both studies provided evidence that the policy as implemented differed in some ways from the approach envisioned. For example, in the pay-for-performance study, about 40 percent of the teachers were unaware they were eligible to receive a performance bonus.
- Educators can be receptive to some of the evaluation and compensation strategies supported by TIF. Sixty-five to 84 percent of the educators reported being satisfied with the feedback they received on their practices. In addition, pay-for-performance ultimately led to improvements in teachers' satisfaction with some aspects of their jobs.

Link to Additional Information

http://ies.ed.gov/ncee/pubs/20184009/

Other

Evaluation of Investing in Innovation

Study Purpose

The Investing in Innovation (i3) program was established by the *American Recovery and Reinvestment Act of 2009* to provide funds to LEAs and nonprofits with a record of improving student achievement. The program awarded competitive grants to implement and evaluate educational interventions to improve student academic outcomes.

The i3 program awarded three different tiers of grants. The amount of funding awarded was aligned with the strength of the prior evidence supporting the proposed intervention as well as the proposed implementation scale. The smallest, or "Development" grants, supported developing and testing interventions with limited or no prior evidence. Interventions with moderate evidence of effectiveness could receive a larger "Validation" grant to implement and test the intervention in a broader population or in new contexts. The largest, or "Scale-up" grants, supported interventions with strong prior evidence of effectiveness to be implemented and tested on a much larger scale.

The i3 program funded seven cohorts of grantees from FY 2010–16. The program has awarded more than $1.4 billion to 172 grantees across the three tiers. One of the i3 program's key priorities was evaluating the impact of the funded interventions. Each grantee was required to fund an independent evaluation using local evaluators. To maximize what could be learned from these evaluations, the Department is conducting an evaluation of i3, which provides comprehensive technical assistance to local evaluators for all grantees and summarizes both the quality of and findings from the evaluations.

Key Question(s) Addressed

- Were the i3 evaluations strong?
- Did the i3 evaluations find the interventions to be implemented with adequate fidelity?
- Did the i3 evaluations find that the interventions improved student academic outcomes?

Design

A contractor provided comprehensive, customized technical assistance to all i3 independent local evaluators. The technical assistance was facilitated by a one-on-one relationship with a technical assistance provider.

In addition to providing technical assistance, the contractor characterized whether or not the evaluations met several criteria used to define a strong study and summarized the results of the i3 evaluations.

Actual Completion Date

The final report, which focused on findings for the 67 i3 evaluations completed by May 2017, was released in June 2018.

Key Findings

- Almost three-quarters of the i3 evaluations were implemented consistently with What Works Clearinghouse evidence standards with or without reservations (i.e., 49 of 67, or 73 percent).
- Sixty percent of the evaluations met all of the goals i3 set for evaluation quality. In addition to consistency with clearinghouse evidence standards, these goals included independence, high-quality implementation measurement, and a sample that adequately represented those served under the grant.
- Eighteen percent (i.e., 12 of 67) of the i3 evaluations found a statistically significant positive impact on at least one student academic outcome.
- Thirteen percent (i.e., 9 of 67) of the i3 evaluations found evidence of both adequate implementation fidelity and positive impacts on student academic outcomes.

Link to Additional Information

https://ies.ed.gov/ncee/pubs/20184013/

Policy and Program Studies Service

Study of the Teacher Education Assistance for College and Higher Education Grant Program

Study Purpose

This study was conducted to better understand the implementation and outcomes of the Teacher Education Assistance for College and Higher Education (TEACH) Grant program, which provides up to $4,000 per academic year to students preparing to become teachers. To receive a TEACH grant, students must sign a service agreement to teach in a high-need field and school for a minimum of four years in an eight-year period. After leaving their program, recipients must provide annual certification indicating that they intend to or are currently teaching in a high-need field and school. For recipients who do not meet the service or certification requirements, their TEACH grants convert to loans. The study was conducted to better understand institutional practices in implementing the TEACH Grant program and to identify factors associated with grant recipients not meeting the grant requirements.

Key Question(s) Addressed

- How do TEACH grant recipients view the grant requirements and to what extent do recipients fulfill those requirements?
- What factors are associated with TEACH grant recipients not meeting the grant requirements?
- How do institutions of higher education (IHEs) administer TEACH grants and support grant recipients?

Design

The study administered surveys to all 472 institutions that awarded TEACH grants to at least 10 recipients in 2014–2015 and to a random sample of 500 TEACH grant recipients who had either graduated from or left the 472 institutions. In addition, the study analyzed administrative data on TEACH grant recipients and conducted site visits at nine IHEs, including interviews with faculty and administrative staff and review of documents that institutions used to promote awareness about the TEACH Grant program.

Actual Completion Date

The final report was released in March 2018.

Key Findings

- More than half (58 percent) of TEACH grant recipients said the TEACH Grant program was somewhat or very influential in their decisions to pursue teaching in a high-need field at a high-need school.
- When recipients first received their TEACH grants, 89 percent thought they were likely or very likely to fulfill the service requirements. However, by the time of the survey,

63 percent had their grants converted to a loan because they had not met either the service requirements or the annual certification requirements.

- Recipients who did not meet the grant requirements reported both employment-related factors, such as teaching in a position that did not qualify as TEACH Grant program service as well as process-related factors, such as not understanding the service requirements and not knowing about the annual certification requirement.
- Institutions were more likely to report using TEACH grants to make higher education more affordable for students than to encourage students to pursue teaching in a high-need field at a high-need school.
- If TEACH grants were counted against the federal annual loan limit, 42 percent of students who received TEACH grants in 2013–2014 would have exceeded that limit.
- Seventy percent of institutions provided students with placement services for qualifying TEACH grant service positions.

Link to Additional Information

https://www2.ed.gov/about/offices/list/opepd/ppss/reports-postsecondary-education.html#student-aid

National Survey on High School Strategies Designed to Help At-Risk Students Graduate

Study Purpose

This nationally representative survey of high school administrators examined a variety of strategies that high schools use to reduce students' likelihood of dropping out of high school and to increase their likelihood of attaining a high school credential. The survey asked about the use of 13 distinct strategies: (1) academic support classes, (2) academic tutoring, (3) career-themed curricula, (4) case management, (5) college-level coursework, (6) competency-based advancement, (7) credit recovery, (8) early warning systems, (9) high school transition activities, (10) mentoring, (11) personalized learning plans, (12) social services, and (13) student support teams. The Department released a set of issue briefs based on the survey data to describe the prevalence and characteristics of dropout prevention strategies for at-risk youth and to compare high schools with high and low graduation rates as well as to examine differences by other school characteristics.

Key Question(s) Addressed

- What strategies are high schools implementing to help students stay in school and graduate? Do these strategies vary for high schools with high or low graduation rates?
- How many students are served through each of these strategies? Are the strategies focused on particular student populations?
- How do schools deliver services or interventions for each of the strategies? What specific services are provided, and who provides the services?

Design

The study conducted a web-based survey of a nationally representative sample of approximately 2,000 high school principals during school year (SY) 2014–15.

Actual Completion Date

The 13 issue briefs were released between September 2016 and March 2018.

Key Findings from the 13 Issue Briefs

- The most widely used strategies were social services (96 percent of high schools), credit recovery (89 percent), college-level coursework (75 percent), student support teams (71 percent), academic support classes (67 percent), and personalized learning plans (65 percent).
- The strategies that served the largest percentages of high school students, on average, were high school transition activities (72 percent), personalized learning plans (45 percent), college-level coursework (27 percent), career-themed curricula (25 percent), social services (20 percent), and student support teams (17 percent).
- High schools with low graduation rates were more likely than high graduation rate high schools to use personalized learning plans (72 percent vs. 62 percent), academic support classes (68 percent vs. 61 percent), and competency-based advancement (44 percent vs. 36 percent).
- High schools with low graduation rates were less likely than high graduation rate high schools to use high school transition activities (29 percent vs. 66 percent), career-themed curricula (39 percent vs. 54 percent), college-level coursework (50 percent vs. 85 percent), and credit recovery (84 percent vs. 91 percent).

Link to Additional Information

https://www2.ed.gov/about/offices/list/opepd/ppss/reports.html#preparing-college

Study of Title I Schoolwide and Targeted Assistance Programs

Study Purpose

This study examined how Title I schoolwide programs (SWPs) used schoolwide flexibility to design services and strategies to address the needs of low-achieving students and subgroups and how such strategies compare to approaches used in targeted assistance programs (TAPs). The SWP option was first introduced in 1978 to provide higher-poverty schools with flexibility to use Title I funds for whole-school approaches to improve achievement for low-achieving students. Unlike schools using the traditional TAP approach, SWP schools are allowed to consolidate Title I funds with those from other federal, state, and local sources and are not required to ensure that the funds are spent only for specific students identified as low-achieving. As of 2014–2015, SWPs accounted for 77 percent of all Title I schools. This study examined how these two types of programs compared in the services and resources they provided with Title I funds and their decision-making processes for allocating these resources.

Key Question(s) Addressed

- Do schoolwide and TAPs differ in how they use Title I funds to improve achievement for low-achieving students?
- How do districts and schools make decisions about how to use Title I funds in SWPs and TAPs?
- To what extent do SWPs consolidate Title I funds with other funds or coordinate the use of Title I funds with other funds?

Design

The study was based on nationally representative surveys of Title I districts and schools as well as interviews and extant data analysis in selected case study sites. The surveys were completed by administrators in 310 Title I districts and principals in 622 SWP schools and 420 TAP schools. Response rates were 76 percent for districts and 75 percent for schools. The case studies were conducted in a purposive sample of 35 Title I SWP and TAP schools and their districts. They included collection and analysis of school-level budgets and Title I plans as well as site visits during which semi- structured interviews were conducted with principals, other school staff involved in Title I, and district administrators.

Actual Completion Date

The final report was released in April 2018.

Key Findings

- Although a majority of both SWP and TAP schools used Title I funds to hire teachers, such teachers accounted for a smaller percentage of Title I staff in SWP schools (41 percent) than in TAP schools (67 percent).
- SWP schools were more than twice as likely as TAP schools to use Title I funds for instructional coaches, parent liaisons, technology support staff, and English learner (EL) specialists.
- Both SWP and TAP schools most commonly used Title I-funded staff to provide supplemental instruction in reading and/or mathematics, but SWPs were more than twice as likely as TAPs to also use these staff for instruction in other subjects, data/analytics support, parental involvement, and other approaches.
- In most Title I schools, districts and schools collaborated on decisions regarding the use of Title I funds, but principals in SWPs were more likely than those in TAPs to report making all or most decisions about how to use their school's Title I funds (25 vs. 12 percent).
- Few principals of SWPs said that their school consolidated Title I funds with other federal, state, and local funds (6 percent), but a larger proportion (50 percent) indicated that they coordinated the use of Title I funds with other funds.
- The biggest perceived challenge for consolidating Title I funds with other sources was state accounting rules that required separate accounting for federal programs.

Link to Additional Information

https://www2.ed.gov/about/offices/list/opepd/ppss/reports.html#school-finance

Study of the Title III Native American and Alaska Native Children in Schools Program

Study Purpose

This study examined services and strategies for EL in Native American, Alaska Native, Native Hawaiian, and Pacific Islander communities that are supported through the Native American and Alaska Native Children in Schools (NAM) program. The purpose of the NAM program is to build or improve the English language proficiency (ELP) skills of Native American/Alaska Native ELs and to promote their overall academic success while simultaneously honoring and promoting Native American/Alaska Native languages and cultures. This qualitative study examined the types of activities funded by grantees and the perceived benefits, challenges and lessons learned that they experienced in implementing these activities.

Key Question(s) Addressed

- How do grantees use NAM funding to support activities intended to increase Native American and Alaska Native (NA/AN) EL student academic achievement?
- How do grantees work with partners to provide funded services?
- How do grantees measure progress and outcomes of funded services?
- What benefits do grantees perceive as resulting from the grant?
- What challenges do grantees experience in implementing grant-funded activities?

Design

The study included site visits to 19 grantees that received NAM grants from either the FY 2011 or FY 2013 grant competitions, including review of the grant applications, telephone interviews with grant coordinators, and multiday site visits during which the study team conducted interviews and focus groups with staff involved in implementing NAM. A total of 188 unique respondents playing different roles in grant implementation participated in the telephone interviews and on-site interviews and focus groups that were conducted between December 2016 and May 2017. The 19 grantees were located in 10 states: Alaska, Arizona, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Washington, and Wisconsin.

Actual Completion Date

The final report was released in June 2018.

Key Findings

- Ninety-five percent of grantees identified improving students' ELP as a primary focus area of their grants, followed by revitalizing Native American/Alaskan Native languages and cultures (68 percent).

- Grantees most commonly used NAM funds for instructional personnel salaries and instructional materials or services (95 percent each); grantees also used funds for professional development, curriculum development, and technology resources.
- All of the grantees reported working with at least one partner particularly to gain professional or cultural expertise to support funded activities. The most common types of partners across all grantees were tribes, nontribal colleges and universities, and community-based organizations.
- Grantees' most frequently reported data to monitor progress were state ELP assessment results (74 percent) and state English language arts assessment results (58 percent). Grantees reported Native language proficiency data less frequently (32 percent).
- Grantees' most commonly reported benefits were gains in revitalization of Native American/ Alaskan Native languages and cultures and increases in students' ELP.
- Grantees' most frequently reported challenges were limited staff capacity, low parent and family engagement, and lack of adequate assessment data.

Link to Additional Information

https://www2.ed.gov/about/offices/list/opepd/ppss/reports.html#student-populations

Study of School Climate Transformation Grants

Study Purpose

This study examined how states and districts that participate in both School Climate Transformation Grant (SCTG) programs and Project Advancing Wellness and Resilience Education (AWARE) reported coordinating services and support, including the mechanisms and practices used in coordination, grantee perceptions regarding the value of coordinating, and the challenges and lessons learned from a collaborative effort. This study used a conceptualization of coordination as a continuum of activities, from simple communication and information sharing at the low end toward mutual responsibility and accountability at the high end.

Key Question(s) Addressed

- How did grantees coordinate SCTG programs with Project AWARE?
- What did grantees see as the benefits of coordinating these two grant programs?
- What were the challenges and lessons learned?

Design

The study focused on sites that received both a SCTG from the Department and a Project AWARE grant from the U.S. Department of Health and Human Services. Therefore, only those state educational agencies and school districts that were awarded both grants were asked to participate—a total of 36 grantees, including 27 local agencies and 9 state agencies. Study findings were based on reviews of grant applications, grantee progress reports, and 136 semi-structured telephone interviews with state and district officials conducted between

December 2016 and February 2017. Three to six staff members (primarily in student support roles) were interviewed per grantee.

Actual Completion Date

The final report was released in June 2018.

Key Findings

- Grantee coordination involved joint training, coordinated planning, communication, and the development of shared organizational structures. Most grantees (69 percent) were rated as being involved in at least a moderate level of coordination.
- Better integration of efforts to improve school climate with mental health services (e.g., by training staff in student identification and referral practices) was the most commonly reported accomplishment of coordination for grantees (75 percent).
- Regarding factors that inhibited coordination, districts most often described limited resources (including time, staff, or funds), whereas states more often reported lacking common goals or understanding and having different philosophies.
- Planning activities that grantees stated they wished they had done differently included establishing a team as soon as feasible, leveraging existing teams, clarifying goals early on, and mapping resources to determine which services and strategies were already in place to avoid redundancies.
- Lessons learned about communication included the importance of messaging, helping stakeholders understand the need for and goals of the grant, and connecting these goals to the district's mission and other initiatives and strategies.

Link to Additional Information

https://www2.ed.gov/about/offices/list/opepd/ppss/reports.html#safe-healthy

Summary of Performance Evaluations Expected During FY 2019 and FY 2020

National Center for Education Evaluation and Regional Assistance

Chronic Absenteeism

Impact Evaluation of Parent Messaging Strategies on Student Attendance

Study Purpose

Student attendance is a strong predictor of student success, even in early school years. In some communities, a quarter of all students in kindergarten through grade 3 are chronically absent, and this is most prevalent among low-income students. Under ESSA, which reauthorized ESEA,

many states plan to hold schools accountable for reducing chronic absenteeism. One potential low-cost intervention that schools are increasingly trying involves text messaging parents to provide relevant tips and motivation to improve their child's attendance. This evaluation is designed to provide evidence on the effectiveness of such an intervention for students attending low-performing elementary schools. A novel aspect of the intervention is that it is adaptive. Initially, parents will be treated with "light-touch" messaging in the fall, and those that do not appear to be responsive will subsequently receive more intensive messaging in the spring.

Key Question(s) Addressed

- What is the impact on student attendance of using text messaging to provide parents with basic information related to attendance? Does it matter if messages are positively or negatively framed?
- For parents who do not respond to the lowest-cost messaging strategies, which higher-cost or intensified strategy works better to improve attendance—one that includes direct outreach from school staff or one that uses automated methods to improve motivation and behavioral skills?
- Do the four combinations of fall and spring messaging strategies (i.e., the four adaptive interventions) have effects on end-of-year attendance and achievement when compared to each other and to business-as-usual attendance strategies?
- How is the messaging intervention implemented, and what are its costs?

Design

The evaluation will use a variant of a typical random assignment design, called a sequential multiple-assignment randomized trial. This design will measure the effectiveness of different initial messaging strategies and examine if there are any benefits to following up with more intensive strategies for parents who do not respond initially. Data will be collected to examine both the implementation of the intervention and the impact of the intervention on student-level outcomes, such as attendance and achievement. Specifically, information gathered from the text messaging vendor's platform, a brief log that school staff will complete to document their parent outreach activities, interviews with district staff, and a survey of parents will be used to assess how well the intervention is implemented and to examine its costs. Information gathered from extant district records, including student absences and test scores, will be used to examine the impact of different messaging strategies.

Estimated Completion Date

A report describing findings is expected in 2019.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/other_messaging.asp

Early Learning

Race to the Top–Early Learning Challenge: Descriptive Study of Tiered Quality Rating and Improvement Systems in Nine Round 1 States

Study Purpose

RTT-ELC aimed to improve early learning and development programs so children enter kindergarten ready to succeed. The program awarded $1 billion in four-year grants to 20 states in three rounds between 2011 and 2013. The program promoted reform in five key areas: (1) state systems, (2) high-quality accountable programs, (3) early learning and development outcomes for children, (4) workforce, and (5) measurement. The second area focused on the design and implementation of TQRIS that can provide parents and other stakeholders with information on the quality of early-learning programs. To better understand TQRIS that RTT-ELC grantees developed, this descriptive study examined the structure and characteristics of grantee states' TQRIS, analyzed state administrative data to examine patterns in the participation and distribution of programs in TQRIS, and synthesized findings from grantee states with completed TQRIS validation studies. This study focused on the nine Round 1 states, which received over $500 million in 2011.

Key Question(s) Addressed

- How was TQRIS structured and implemented in the nine Round 1 RTT-ELC states?
- How were TQRIS ratings defined, collected, and generated in the nine Round 1 RTT-ELC states?
- What were the patterns in TQRIS participation, the distribution of programs and children across the rating levels, and the movement of programs and children across the rating levels since 2011?
- How do TQRIS characteristics (including structure, policies, and practices) relate to program movement up the rating levels and achievement of the highest rating level?
- What have completed RTT-ELC state validation studies found about the relationship between TQRIS tiers and program quality as well as the relationship between children's development and TQRIS ratings?

Design

This descriptive study collected various data from the nine Round 1 RTT-ELC grantee states. In fall 2014, the study collected and conducted a targeted review of documents describing the structure of TQRIS, including component measures and the quality indicators used to evaluate preschool programs and how these are combined to generate overall ratings. In fall 2014 through winter 2015, the study also conducted interviews with state administrators to confirm and clarify the information obtained from documents and gather information that could not be obtained from the document reviews.

To address the third and fourth research questions, the study collected administrative data from the Round 1 RTT-ELC grantee states. To address the last question, the study conducted a systematic review of nine completed RTT-ELC grantee state validation studies available in 2017.

Estimated Completion Date

A report addressing the first two questions was released in November 2017. Two evaluation briefs addressing the third and fourth questions and a report addressing the fifth question are expected in spring 2019.

Key Findings

- Eight of the nine states had a statewide TQRIS in place by 2015.
- States promoted participation in TQRIS by making it mandatory for certain programs (such as public prekindergarten programs or Head Start programs), providing alternative pathways into higher rating levels (so programs could avoid the full data collection and verification process), and offering financial incentives tied to higher ratings.
- States used different methods for calculating ratings, some of which changed over time.
- States used various sources of evidence to collect the information needed to rate programs, and they developed processes and standards to help ensure the reliability of this information.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/other_rtt.asp

Literacy (Including English Learners)

Academic Language Intervention Impact Evaluation

Study Purpose

Districts and policymakers need information about effective academic language interventions that have been tested in a variety of settings and demonstrate effects for both ELs and disadvantaged native English speakers. According to the National Assessment of Educational Progress, grade 4 ELs continue to score significantly lower on reading and mathematics achievement compared to their non-EL counterparts despite a decline in the size of the gap between 1998 and 2005. Moreover, students who enter kindergarten with limited academic language skills typically lag behind their peers in reading. Academic language skills are a critical skill that support reading and understanding for all students.

Due to the success of initial efficacy trials and research on academic language instruction as indicated in the IES Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, exploring academic language interventions through large-scale effectiveness research is a central next step. This evaluation takes this next step by examining the impacts of an academic language curriculum.

Key Question(s) Addressed

- What is the impact of the intervention on classroom instruction?
- What is the impact of the intervention on academic language skills and general reading outcomes for EL students and disadvantaged non-EL students?
- Is the intervention implemented with fidelity?
- Is there variation in the implementation or impact of the intervention? What implementation and sample characteristics are associated with variation in impacts?

Design

The study team recruited and randomly assigned 70 schools to either receive the intervention or serve as part of the control group. Treatment schools were offered summer training and ongoing support to implement WordGen Elementary with their fourth and fifth grade teachers and students during SY 2017–18. WordGen Elementary, developed by the Strategic Education Research Partnership with Catherine Snow at Harvard University, was competitively selected as the intervention to be tested in this study. WordGen Elementary includes 12 two-week teaching units that introduce 5 to 6 high-frequency academic vocabulary words used across disciplines. Each unit provides students with repeated, authentic opportunities to actively engage in using academic language in the classroom. The program is designed to provide daily 40- to 45-minute lessons.

Data collection includes direct assessments of students, classroom observations to document the contrast between treatment and control group teachers and classrooms, and administrative records to document student English proficiency and progress.

Estimated Completion Date

A report examining the impacts of the intervention at the end of the implementation year is expected in 2020.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/ell_ali.asp

Pathways to Career or College

Effectiveness of Promising Strategies in Federal College Access Programs: Study of Enhanced Advising to Improve College Fit in Upward Bound

Study Purpose

Growing concern over college enrollment and completion rates has heightened interest in cost-effective strategies to improve the outcomes of low-income students. Studies suggest that about half of these students "undermatch"—meaning they do not enroll in college or not in the most selective institution they could—and that attending a less selective college may lower students' chances of completing a degree and reduce their earnings. This evaluation tested a

set of promising, low-cost advising strategies, called "Find the Fit," which is designed to help students enrolled in the federal Upward Bound program to choose more selective colleges. Find the Fit includes customized information about college going and costs, text messaging of key application and financial aid deadlines, and related advisor training.

Key Question(s) Addressed

- Can an enhanced college advising approach improve upon what Upward Bound grantees are already doing—that is, does it have positive effects on the number of colleges to which Upward Bound participants apply, the quality/selectivity of the colleges in which they enroll, and their persistence?
- In what types of grantees is this approach most effective and with what types of students?

Design

About 200 Upward Bound grantees that volunteered were randomly assigned in early 2015. Half participated in Find the Fit during SY 2015–16 as rising seniors during their study periods and half did not. Students in both sets of grantees were surveyed in fall 2014 (early junior year) to assess expectations for college and in spring 2016 (end of senior year) to collect information about their college planning including their applications. Data on completion of the Free Application for Federal Student Aid (FAFSA®) and college enrollment and persistence were also collected.

Estimated Completion Date

A report finding Upward Bound participants in the treatment group were 10 percentage points more likely to apply to four or more colleges and to colleges with a selectivity level of at least "very competitive" will be published in October 2018. A report describing impacts on college enrollment and selectivity ("fit") is expected in fall 2019.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/pathways_upward.asp

Effectiveness of Promising Strategies in Federal College Access Programs: Study of College Transition Text Messaging in Gaining Early Awareness and Readiness for Undergraduate Programs

Study Purpose

Although academic preparation and financial circumstances continue to be barriers to postsecondary success among low-income students, the complexity of the process of applying to, enrolling in, and staying in college is also a factor. According to recent research, customized reminder messages and access to real-time support could help overcome procedural hurdles associated with registration, course selection, financial aid award and renewal, advisor meetings, and tuition payments—all of which can derail students' college matriculation and persistence into sophomore year. This demonstration will test these promising strategies, building on the new

opportunity for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grantees to support a first year of college transition introduced in 2008 amendments to the *Higher Education Act*. GEAR UP is one of the Department's college access programs, funding states or local partnerships of districts and postsecondary institutions to serve students in high-need schools beginning in seventh grade.

Key Question(s) Addressed

- Does the text-based reminder strategy improve GEAR UP students' rates of college enrollment and persistence?
- For which types of students is the strategy more or less beneficial?

Design

About 80 GEAR UP high schools were recruited, with 5,000 seniors in SY 2015–16 or SY 2016–17. The students were randomly assigned to receive the college transition services grantees originally proposed in their applications or those services plus the customized reminders and support through text messages. Reminders and support were provided from the end of students' high school senior year through the spring of their expected first year of college. The study team surveyed students before the reminder messaging began to collect information on students' experiences with college advising and their intended college (so that the messages can be tailored to individual schools' deadlines and requirements). College enrollment and persistence as well as FAFSA® renewal are being measured using administrative records.

Estimated Completion Date

A report describing impacts on college enrollment and persistence through a second year will be published in late 2019.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/pathways_gearup.asp

Evaluation of the Pell Grant Experiments Under the Experimental Sites Initiative

Study Purpose

Federal Pell grants are considered the foundation of higher education financial aid for low-income students. However, under current rules, otherwise income-eligible students who already have a bachelor's degree (BA) or who want to enroll in short-term (less than 15 weeks and 600 hours) programs are restricted from obtaining these grants. Given unemployment rates above 8.5 percent in 2011 and reports of unfilled openings for skilled jobs in some occupations, postsecondary institutions called for expanding Pell grants to help fill the skill training gap for low-income workers. In response, the Office of Federal Student Aid (FSA), under the Experimental Sites Initiative authorized by Section 487A(b) of the *Higher Education Act of 1965*, is conducting demonstrations to test the impacts of eliminating the BA restriction (experiment #1) and significantly lowering the minimum clock hours/duration restriction

(experiment #2) for students interested in vocational training in high-demand fields. IES designed and is overseeing a rigorous evaluation of these experiments.

Key Question(s) Addressed

- Does expanding Pell grant eligibility to include income-eligible students with a BA and/or cover shorter-term programs improve access to job training?
- Does expanding Pell grant eligibility to these groups affect financial aid receipt and/or student debt?
- Do these two Pell grant experiments improve persistence and completion rates?

Design

Close to 50 IHEs that chose to participate identified about 2,900 students eligible for the experiments between the 2012–2013 and 2016–2017 financial aid award years. Students were randomly assigned to receive or not receive a Pell grant in their financial aid package. Student administrative data about program enrollment and completion were collected from participating IHEs in spring 2018. Data collection also included student administrative records on financial aid receipt from FSA.

Estimated Completion Date

The report for the study is expected to be published in fall 2019.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/pathways_pell.asp

Assessing Evidence of Effectiveness in Adult Education

Study Purpose

Title II of the *Workforce Innovation and Opportunity Act* mandates that the Department carry out an independent evaluation of adult education programs and services. Under a National Assessment of Adult Education, IES will examine the effectiveness of adult education and literacy activities, starting with a feasibility and design study. This feasibility and design study will summarize what is known about effective adult education activities and services, identify policy-relevant activities or services that are feasible and appropriate to evaluate rigorously, and present design options for evaluating those activities or services.

Key Question(s) Addressed

- What is known about the effectiveness of adult education programs, activities, and services?
- What adult education programs, activities, and/or services are feasible to examine with an impact study?
- What are design options for impact studies, including the most feasible and policy-relevant counterfactual, the most feasible unit of random assignment, the required sample sizes, and the most credible outcome measures?

Design

A systematic evidence review will be conducted to summarize existing studies of adult education. The contractor will draw on the evidence review and interviews with state and local directors of adult education to identify a set of promising adult education activities or services that could feasibly be evaluated. The contractor will also develop study design options. The Department may elect to conduct up to two impact studies beginning as early as 2020.

Estimated Completion Date

The systematic evidence review is expected by summer 2020.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/pathways_wioa.asp

School Choice

Evaluation of the DC Opportunity Scholarship Program: Impacts Three Years After Students Applied (Final Report)

Study Purpose

The April 2011 SOAR Act provided a five-year continuation of a school choice program for low-income residents in Washington, DC. OSP provides annual scholarships of about $8,000 (for kindergarten through grade 8) or $12,000 (for grades 9 through 12) to enable low-income students to attend Washington, DC, private schools in lieu of the public schools already available to them. The law also mandated a second independent, rigorous evaluation of the effectiveness of the program following one completed in 2011.

Key Question(s) Addressed

- What is the impact of the OSP on student academic achievement and other measures of student success overall and for subgroups of students identified in the statute as high priority?
- What effect does the program have on students' and parents' perceptions of school safety and satisfaction and on parents' involvement in education of their children?
- Does the program change students' instructional environments and opportunities?

Design

The evaluation compared outcomes of approximately 1,800 student applicants randomly assigned by lottery to either receive a scholarship or not receive a scholarship. Lotteries of program applicants were conducted in spring 2012 (cohort 1), spring 2013 (cohort 2), and spring 2014 (cohort 3). Data were collected for three follow-up years for each of the cohorts and for students in both the scholarship and non-scholarship groups. A contractor administered academic assessments and conducted student, parent, and principal surveys each spring (spring 2013–2017).

Estimated Completion Date

The final impact report is planned for early spring 2019.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/choice_soar.asp

Parent Information and School Choice Evaluation

Study Purpose

School choice is among the most visible kindergarten through grade 12 education policy trends to emerge over the last few decades. For this policy to be effective, it seems critical that parents be able to understand and use information about schools and application procedures to make informed choices. However, few studies have rigorously examined school choice information strategies or attempted to identify effective methods of information presentation. This evaluation is designed to address this significant gap in the literature.

Key Question(s) Addressed

- Which formats make school choice information displays easiest to understand and use? For example, is it better to show school performance data with numbers, graphs, or icons?
- How does the amount of information displayed affect understanding and use?
- How should school choice information displays be organized?

Design

A low-cost, quick turn-around experiment was carried out online with about 3,500 low-income parents of school-aged children. Parents were randomly assigned to view 1 of 72 versions of a school choice information display and then answered survey questions about their understanding of the information, ability to use the information, and which schools they would select based on the information they were provided. Responses to these survey questions were compared across the strategies tested to determine which ones were the most promising.

Estimated Completion Date

A short user-friendly guide based on the evaluation's findings is expected on October 30, 2018.

Link to Additional Information

http://ies.ed.gov/ncee/projects/evaluation/choice_parent.asp

Do Charter Middle Schools Improve Students' College Enrollment and Completion?

Study Purpose

Charter schools play a key role in efforts to reform the education system and better serve the nation's public school students. To help understand this role, more than a decade ago, the

National Evaluation of Charter Middle Schools examined how admission to about 30 charter schools affected students' achievement. On average, there were no significant effects. However, some charter schools were successful in improving achievement, including those in urban areas and serving economically disadvantaged students—features of many charter schools today. This report updates the evaluation, examining the effects on students' later college attainment and how those are related to each school's earlier influence on achievement.

Key Question(s) Addressed

- Does being admitted to a charter middle school affect students' chances of enrolling in or completing college?
- Does an individual charter schools' success in improving students' middle school achievement relate to success in improving students' college enrollment and completion?

Design

Lotteries were conducted in 2004 and 2005 to determine which of 2,904 students would be admitted to 31 charter middle schools across 15 states. The National Student Clearinghouse provided college information in December 2017 for 2,873 of the original set of students. The study compares college enrollment and completion for randomly selected lottery winners and lottery losers, taking into account students' characteristics and their mathematics and reading test scores prior to the lottery.

Estimated Completion Date

An issue brief is expected in late winter 2019.

Impact Study of Federally Funded Magnet Schools

Study Purpose

Magnet schools are an important component of public school choice as well as a strategy used by districts, with the aim of improving student achievement and school diversity. Approximately 2.5 million students currently attend magnet schools in the United States. Since 1985, the Magnet Schools Assistance Program (MSAP) has provided federal discretionary grants to school districts to help establish or expand magnet programs. MSAP was most recently reauthorized in December 2015 as part of Title IV, Part D of ESEA and received nearly $190 million in appropriations between FY 2016 and FY 2017. Despite the popularity of and the support for magnet schools, there is limited evidence about their effectiveness. This evaluation will rely on random assignment lotteries that some schools use to admit students in order to rigorously assess magnet schools' impact on student outcomes.

Key Question(s) Addressed

- What is the impact of the magnet programs on relevant student outcomes (achievement and/or other relevant measures of student success such as persistence in school or graduation)?

- What is the impact of the magnet program on the characteristics of the schools that the students attend, including whether they are higher performing or more diverse?
- To what extent is there a relationship between school characteristics, including diversity and student outcomes?

Design

Districts and schools receiving FY 2016 and FY 2017 MSAP funding are being screened first to determine if there is a sufficient number of schools that are both willing to participate in the study and use lotteries to admit their students. If so, the evaluation will compare the outcomes of approximately 4,000 students randomly assigned by lottery to either attend the magnet schools or not attend these schools. Lotteries of student applicants took place in spring 2018 for student enrollment in fall 2018 and are anticipated in spring 2019 for student enrollment in fall 2019. School district records will be collected for three follow-up years for each of the two cohorts. These will include data on student characteristics, school enrollment, test scores, and other relevant data such as attendance, persistence, and graduation. Each year, principals at the magnet schools as well as the schools attended by students not offered admission to the magnet schools will be asked to provide information about the schools' organization and instruction through a survey. These data will be analyzed to address the evaluation's three research questions.

Estimated Completion Date

An introductory brief describing the recruitment and admissions practices of the FY 2016 and FY 2017 MSAP grantees is expected in 2019.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/choice_impactmagnet.asp

School Improvement

Implementation Study of State Supports Under Title I for Reducing School Dropouts

Study Purpose

Title I, Part A of ESEA (as amended by ESSA) requires states to support LEAs in providing effective transitions of students at all levels of schooling, especially middle school grades and high school, to decrease the risk of students dropping out. ESSA requires an evaluation of these efforts. This report will describe the implementation of dropout prevention strategies at the state and district levels and report recent dropout rate trends.

Key Question(s) Addressed

- How do states and districts identify students at risk of dropping out?
- What strategies do districts use to help students transition from elementary to middle school and from middle to high school? What services or options do districts offer to students at risk of dropping out? How do states support these efforts?
- What are recent trends in dropout rates at the national and state levels?

Design

Data were collected from all 50 states and Washington, DC, and a nationally representative sample of school districts through surveys administered under the Implementation of Title I and Title II, Part A Program Initiatives study during SY 2017–18. Data from the surveys will inform the first two research questions. Extant data on dropout rates will inform the third research question.

Estimated or Actual Completion Date

A report describing findings is expected in early 2020.

Students with Disabilities

Preschool Special Education Programs and Practices Supporting Children with Disabilities

Study Purpose

Most recently reauthorized in 2004, IDEA provides funding to assist states and LEAs in providing special education and related services to all eligible children and youth with disabilities, including young children ages 3 through 5 years old. For this young age group, a goal of IDEA is to provide children with disabilities the support they need to learn the preacademic, social–emotional, and behavioral readiness skills important for later school success. Currently, there is limited information available on the curricula and interventions being used across states to support young children with disabilities, particularly those used in inclusive preschool classrooms. The Evaluation of Preschool Special Education Practices is being conducted to address two objectives: (1) to provide nationally representative descriptive information about preschool special education programs and the specific curricula or interventions being delivered to preschool children with disabilities and (2) to assess the feasibility of a large-scale impact study by conducting an efficacy study piloting the implementation of an intervention program that integrates targeted instructional supports for children with disabilities with an evidence-based curriculum and promotes the language/literacy and social-emotional skills of children with disabilities in inclusive preschool classrooms.

Key Question(s) Addressed

- Which curricula and interventions are used nationally for preschool children with disabilities to promote learning of language, literacy, and social emotional skills?
- How are states and school districts structuring programs to serve children ages 3 through 5 with disabilities?
- What staff resources are available to support the instruction of children ages 3 through 5 with disabilities?
- What level of implementation is achieved for the intervention program that integrates targeted instructional supports for children with disabilities with an evidence-based curriculum?

- What are the intervention program's impacts on the classroom environment and the social-emotional/behavioral skills and language outcomes of children in inclusive preschool classrooms?

Design

The study collected survey data from state grantees and district subgrantees of IDEA funds to obtain nationally representative information on the programs, services, curricula, and interventions available to children ages 3 through 5 identified for special education services. The survey sample included a nationally representative sample of 1,200 school district preschool special education coordinators and state Section 619 coordinators in all 50 states and Washington, DC. The efficacy study will test whether an intervention program integrating targeted instructional supports for children with disabilities with an evidence-based curriculum can be implemented with fidelity in inclusive preschool classrooms. The sample will include approximately 40 inclusive preschool classrooms that will be randomly assigned to implement the intervention program being tested or the regular curriculum and intervention they have been using in the classroom.

Estimated Completion Date

A descriptive report on the survey findings is expected in fall 2019.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/disabilities_preschool.asp

Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior

Study Purpose

IDEA 2004 is the most recent reauthorization of a law passed in 1975 to promote a free appropriate public education for children with disabilities. Districts are able to use a portion of their IDEA funds to provide services to students who are not identified as needing special education but who need additional support to succeed in a general education environment. Training school staff in supporting the behavior of all students—a potential use of these funds—is becoming increasingly attractive to districts and schools as a vehicle for school improvement. Implementation of multi-tiered systems of support for behavior (MTSS-B) is an approach to improving school and classroom climate as well as student outcomes. MTSS-B is a multi-tiered, systematic framework for teaching and reinforcing behavior for all students as well as for providing additional support to those who need it. Over a third of U.S. districts report implementing MTSS-B at the elementary school level. Recent small-scale studies have shown the promise of MTSS-B. The purpose of this study is to evaluate the effectiveness of MTSS-B in a larger-scale setting.

Key Question(s) Addressed

- What MTSS-B training and support activities were provided? What MTSS-B activities occurred in the schools receiving MTSS-B training? How do these MTSS-B activities differ from those in schools that do not receive the training?
- What is the impact on school staff practices, school climate, and student outcomes of providing training in the MTSS-B framework plus universal (Tier I) positive behavior supports and a targeted (Tier II) intervention?
- What are the impacts for relevant subgroups (e.g., at-risk students)?

Design

This is a randomized controlled trial of the impact of training in MTSS-B on school climate, school staff practice, and student outcomes. A contractor, with assistance and input from the Department, and in consultation with a panel of experts, competitively selected an MTSS-B training provider, the Center for Social Behavior Support, which is a collaboration between the Illinois–Midwest Positive Behavior Interventions and Supports (PBIS) Network at the School Association for Special Education in DuPage, IL, and the PBIS Regional Training and Technical Assistance Center at Sheppard Pratt in Maryland. Approximately 90 elementary schools were randomly assigned to either training in MTSS-B including universal support (Tier I) plus targeted interventions for at-risk students (Tier II) or a business-as-usual control group. Treatment schools received training in MTSS-B prior to and across two school years, SY 2015–16 (Tier I) and SY 2016–17 (Tiers I and II), and implemented MTSS-B across these two school years. Data collection includes a staff survey, teacher ratings of student behavior, classroom observations, site visits, and student records data. These data are being collected from SY 2015–16 through SY 2018–19 and will be analyzed to answer the study's impact (first and second) and implementation (third) research questions.

Estimated Completion Date

The report is expected in 2019.

Link to Additional Information

http://ies.ed.gov/ncee/projects/evaluation/disabilities_MTSSB.asp

Teacher Effectiveness

Study of Teacher Preparation Experiences and Early Teacher Effectiveness

Study Purpose

A primary focus of Title II, Part A under ESEA (as amended by ESSA) is improving teacher quality. Limited research, however, informs how best to prepare teachers for the classroom. This study provides descriptive information on the preparation experiences of a large sample of novice teachers. It also examines whether the instructional skills that teachers learn about

and have opportunities to practice in their preparation programs are associated with teachers' effectiveness once they are in the classroom.

Key Question(s) Addressed

- What experiences do novice teachers report receiving as part of their preparation program?
- What are the relationships between teacher-reported preparation experiences and novice teachers' effectiveness in improving student achievement?

Design

Approximately 3,200 novice language arts and/or mathematics teachers from grades 4 through 6 participated in the study. In spring 2015, the teachers responded to a survey focused on their preparation experiences related to instructional skills that have been shown to be associated with teacher value-added scores. For each instructional skill, the teachers were asked about the nature of their learning experiences, including the extent to which their learning experiences occurred through coursework or through practice in a school classroom. The study also computed value-added scores for teachers based on students' state math and English language arts tests and examined the relationships between their teacher preparation experiences and teacher value-added scores.

Estimated Completion Date

A report describing teachers' preparation experiences and the relationship between their preparation experiences and their value-added scores is expected by spring 2019.

Link to Additional Information

http://ies.ed.gov/ncee/projects/evaluation/tq_teacherprep_early.asp

Impact Evaluation of Professional Development for Teachers on Data-Driven Instruction

Study Purpose

Title II, Part A, the Improving Teacher Quality State Formula Grants program, is the primary federal funding under ESEA to improve teacher quality. ESEA was most recently reauthorized as ESSA in December 2015. Title II, Part A targets high-poverty districts and funds a broad array of allowable activities including professional development for teachers. This study evaluates the effectiveness of professional development for principals and teachers to help teachers use student assessment and other data to guide their classroom instruction.

Key Question(s) Addressed

- What are the effects on student achievement of providing professional development to principals and teachers that focuses on using individual student assessment and other data already available to school staff to guide instruction?

- What are the effects of providing this professional development on teachers' and principals' use of student data to monitor student progress and on teachers' adjustments to instructional practice to address student needs?

Design

Within 12 districts, 104 elementary schools were randomly assigned to receive the school's usual professional development and any data-related activities or to also receive the study's professional development focused on using student data to inform instructional practice. In each treatment school, principals and half-time data coaches funded by the study received eight days of professional development and ongoing technical assistance from a data-driven instruction provider for 1.5 years. In turn, the half-time data coaches met regularly with principals and fourth and fifth grade teachers in the treatment group and facilitated teachers working in teams to examine student data and identify appropriate instructional practices to address student needs. Study data collection included a teacher survey, a principal survey, and student administrative records, including student state standardized achievement test scores.

Estimated Completion Date

The report is expected in spring 2019.

Link to Additional Information

http://ies.ed.gov/ncee/projects/evaluation/tq_datadriven.asp

Impact Evaluation of Support for Principals

Study Purpose

Title II, Part A, the Improving Teacher State Formula Grants program, is the primary federal funding under ESEA to support high-quality educators. Providing professional development for principals is one of the allowable uses of these funds. Principals who focus on instructional and organizational leadership and human capital management have the potential to greatly influence the quality of instruction.

However, there is limited evidence about the effectiveness of principal professional development programs. This evaluation studies an intensive professional development program intended to improve principals' leadership skills and school quality.

Key Question(s) Addressed

- What are the professional development experiences of principals?
- What are the initial impacts on school climate and educator behaviors of providing principals structured and intensive professional development?
- What are the impacts on teacher retention, the effectiveness of instructional staff, and student achievement of providing principals with structured and intensive professional development?

Design

Within 10 districts, a total of 100 elementary schools were randomly assigned to a treatment or control group. Treatment group principals were offered intensive professional development provided by the University of Washington's Center for Educational Leadership during SY 2015–16 and SY 2016–17. The Center for Educational Leadership was competitively selected to provide the professional development focused on in this study. The professional development emphasized instructional leadership activities, including conducting classroom observations with constructive feedback to improve teacher effectiveness. Both treatment and control group principals received support normally offered by the district. Data collection included information about the professional development delivered and experienced by the participating principals, teacher and principal surveys, periodic logs of principal daily activities, and student administrative records.

Estimated Completion Date

The report is expected in summer 2019.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/tq_principals.asp

Study of Title II, Part A Use of Funds

Study Purpose

Under ESSA, Title II, Part A is a primary source of federal funding to improve the quality and effectiveness of teachers, principals, and other school leaders. A broad range of activities is permissible at both the state and district levels under this program. The funding is also intended to provide low-income and minority students with greater access to effective educators. This study is designed to provide information about how states and districts use these funds.

Key Question(s) Addressed

- What activities do state educational agencies support with their Title II, Part A funds?
- What activities do LEAs support with their Title II, Part A funds?

Design

This is a descriptive study based on an annual survey of all 50 states; Washington, DC; and Puerto Rico. The study also includes an annual survey of a nationally representative sample of charter districts and a state representative sample of LEAs. Survey information includes transfers to or from Title II, Part A and other programs allowed under ESEA section 5103; activities funded by Title II, Part A; types of professional development activities and the areas of focus supported by Title II, Part A; and strategies for identifying and addressing inequity in the distribution of teacher quality or effectiveness.

Estimated Completion Date

The first report is expected in fall 2019.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/tq_titletwo_a.asp

Other

Implementation of Title I and Title II, Part A Program Initiatives

Study Purpose

Title I and Title II, Part A are key ESEA programs intended to help provide all students with equal access to education by providing financial assistance to schools and districts which have a high percentage of students from low-income families (Title I) and improving teacher and principal quality (Title II, Part A). ESEA was most recently reauthorized as ESSA in December 2015. Under Title I, ESSA offers states and districts considerable autonomy while requiring them to adopt challenging academic standards, aligned assessments, and accountability systems that set state-specific accountability goals and identify and support low-performing schools. Under Title II, Part A, ESSA also provides funding for a broad array of permissible activities to improve the effectiveness of educators and achieve equitable distribution of effective educators.

This study is designed to provide relevant data on the implementation of programs and policies related to Title I and Title II, Part A at several points in time. A prior report based on data collected during SY 2013–14 provided information on implementation under the *No Child Left Behind Act* and ESEA flexibility. This report will provide information on the transition to and early implementation of ESSA during SY 2017–18. A subsequent report will look at implementation during SY 2019–20.

Key Question(s) Addressed

- What content standards and high school graduation requirements are states adopting, and what materials and resources are provided to support implementation?
- What types of assessments do states and districts use, and what materials and resources are provided to support the implementation of assessments and use of assessment data?
- What are the key features of states' accountability systems? How do states and districts identify and support their lowest-performing schools?
- How do states and districts evaluate educator effectiveness and assess equitable distribution of educators?
- What supports are provided to improve educator effectiveness and equitable distribution?

Design

Survey data were most recently collected in SY 2017–18 from all 50 states and Washington, DC, as well as from a nationally representative sample of districts and a nationally representative

sample of charter districts. These data will be descriptively analyzed to address the study's key questions.

Estimated Completion Date

A first report on implementation findings from SY 2013–14 survey data was released in January 2017. The second report on findings from SY 2017–18 is expected in spring 2020.

Key Findings

- Most states adopted and most principals and teachers reported implementing state standards that focused on college and career readiness. All but one state had committed to having college- and career-ready standards in place by SY 2013–14. A majority of principals (67 to 69 percent, depending on subject) reported fully implementing state content standards, and most teachers reported receiving professional development relevant to state content standards (79 percent of teachers) and weekly use of aligned instructional activities (92 percent of teachers).
- Many state assessments incorporated more sophisticated response formats to better assess students' college and career readiness. In their reading/English language arts summative assessments, many states (24 to 36, depending on grade level) reported using extended constructed response formats, which is a type of response format intended to assess higher-order thinking skills. Nineteen states used this response format in mathematics assessments.
- States used ESEA flexibility to reset their accountability goals and to target a narrower set of schools for additional support. Forty-three states received ESEA flexibility for SY 2013–14. The most common accountability goal adopted by states with ESEA flexibility (28 of the 43 states) was reducing by half the percentage of students and subgroups not proficient in six to eight years. States with ESEA flexibility identified 5 percent of Title I schools as lowest performing and an additional 10 percent of Title I schools with substantial student achievement gaps compared to non-flexibility states that reported identifying 43 percent of Title I schools as lowest performing.
- Almost all states adopted new laws or regulations related to educator evaluation systems between 2009 and 2014, and most districts reported full or partial implementation in SY 2013–14. Only four states had not adopted new teacher evaluation laws or regulations by 2014, and a majority (59 percent) of districts reported fully implementing, piloting, or partially implementing a new teacher evaluation system. However, few districts (18 percent) reported using evaluation system measures of student achievement growth and classroom practice consistent with emerging research.

Link to Additional Information

https://ies.ed.gov/ncee/projects/evaluation/other_titleI.asp

Evaluation of the Comprehensive Technical Assistance Centers' FY 2012 Grantees

Study Purpose

The Comprehensive Technical Assistance Centers program is a federally funded program currently authorized under the *Educational Technical Assistance Act of 2002*. In FY 2012, the Department awarded five-year grants, which were subsequently extended to seven-year grants, to 22 Comprehensive Technical Assistance Centers to help state educational agencies build their capacity to implement state- level initiatives and to support district- and school-level initiatives that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction. The total yearly funding for the Centers program averaged about $50 million. This study will inform the Department, the Centers program, and the larger field about the design, implementation, and outcomes of the centers' work.

Key Question(s) Addressed

- How did centers define capacity building in their theories of action? How did the centers assess the needs of their constituents and develop work plans to address those needs?
- What strategies did centers employ to achieve their outcomes? To what extent and how did centers collaborate with each other?
- Did centers achieve their expected capacity-building outcomes, and how do they assess whether they achieved them? What strategies are perceived to be most effective and why? What challenges or barriers do centers face in achieving outcomes, and how do they respond?

Design

This evaluation is a multiyear descriptive study examining the Centers program. The evaluation will describe how individual centers intend to build state educational agency capacity (their theories of action) and document what types of activities they actually conducted to build capacity. The evaluation focused on center projects in two priority areas: great teachers and leaders and early learning. Data were collected during FY 2015, FY 2016, and FY 2017 program years and included: (1) the centers' management plans and technical assistance activity data, (2) interviews with staff from each center, interviews with technical assistance recipients, (4) a survey of center staff, and (5) a survey of technical assistance recipients. This approach yielded a diverse set of data that were analyzed using qualitative research methods and simple quantitative tabulations, in order to address the study's key questions.

Estimated Completion Date

A report describing findings is expected in fall 2019.

Link to Additional Information

http://ies.ed.gov/ncee/projects/evaluation/other_techcenters12.asp

Policy and Program Studies Service

Implementation Study of the Turnaround School Leaders Program

Study Purpose

This study examined the implementation of the Turnaround School Leaders Program (TSLP), a program that sought to bridge the goals of leadership development and school improvement. The Department funded two cohorts of grantees—one in 2014 and the other in 2015. This study examined the first cohort of grantees in the last year of their three-year grant in order to draw lessons that may help policymakers and practitioners who struggle with the challenges of developing leaders to turn around low-performing schools and to add to the field's general body of knowledge about developing turnaround leadership pipelines.

Key Question(s) Addressed

- What role did partners play in the TSLP projects, and were partnerships expected to be
- sustained?
- How did TSLP projects identify program participants?
- How did TSLP projects develop and support leaders for turnaround schools?
- How successful were program completers in finding leadership positions in turnaround schools, and what factors affected placement rates?

Design

The study conducted surveys of all 12 TSLP grantees in the first cohort of grantees and case studies of 7 TSLP grantees, including each grantee's partners and an analysis of extant data, including grant applications, early outcome data, and other project-specific data.

Actual Completion Date

The final report was released in November 2018.

Key Findings

- Survey and interview data indicated joint ownership and involvement in all TSLP project activities by project partners, with the grantee having the most significant role across all project activities, followed by training partners and district partners.
- All project directors expected to work with their grant partners on some area of the turnaround leader pipeline after the end of the grant; district and training partners were more uncertain.
- TSLP grantees implemented multiple strategies to recruit potential program participants, offering incentives including financial incentives and professional development opportunities. TSLP grantees relied primarily on referrals from peers and current school leaders to identify program candidates.
- TSLP projects were primarily designed to serve aspiring leaders. Ten percent of participants were current leaders.

- Training content and form were consistent with practices highlighted in current research on school leadership preparation in general.
- On average, project directors reported that 43 percent of program completers were placed in turnaround schools within one year of program completion.
- The number of program completers placed in administrative positions depended on the number of vacancies. Matching the number of program completers to vacancies was a challenge across projects, particularly in rural projects. There tended to be fewer vacancies in small rural districts, making it more difficult for program completers from rural projects to find administrative positions upon program completion.

Link to Additional Information

https://www2.ed.gov/about/offices/list/opepd/ppss/reports.html#teachers

Study of Digital Learning Resources for Instructing English Learners

Study Purpose

Over the past decades, kindergarten through grade 12 teachers have gained increasing access to digital technologies to support instruction while, at the same time, the number and percentage of ELs in their classrooms has been increasing. This study is intended to inform educators, technology developers, and policymakers about how digital learning resources (DLRs) can be used to support EL students, both in terms of English language acquisition and achievement in academic content areas. The goals of the study are to explore the range of DLRs that are available for use with ELs, examine how districts and schools select and use these apps, and develop ideas on ways to improve the design and use of DLRs to support learning for ELs.

Key Question(s) Addressed

- How do districts and teachers identify DLRs for instructing EL students?
- What types of DLRs do teachers use, and how do they used DLRs in instructing EL students?
- What are supports for and barriers to DLR use in instructing EL students?
- How can educators and technology developers improve the usefulness of DLRs in instruction of EL students?

Design

The study is based on a nationally representative survey of 999 school districts that enroll EL students and a survey of teachers of EL students within those districts (including both mainstream teachers and EL specialists). Case studies were conducted in six of the districts, including interviews with district administrators, principals, and teachers of EL students. The study also includes market research on existing DLRs for kindergarten through grade 12 instruction and consultation with an expert panel of technology developers, practitioners, and education researchers about ways to improve the design and use of DLRs for instructing EL students.

Estimated Completion Date

Two field-focused toolkits for educators and technology developers were released in October 2018. The final report is scheduled for completion in early 2019.

Link to Additional Information

https://www2.ed.gov/about/offices/list/opepd/ppss/reports.html#ells

Evaluation of the Title I, Part D Neglected or Delinquent Program

Study Purpose

This study examines the implementation of educational programs for children and youth in residential facilities and correctional institutions funded under Title I, Part D of ESEA. The study includes surveys of state grantees and local subgrantees to examine the types of services and strategies that Part D funds support, how state and local agencies assist students in transitioning back to schools, how state correctional facilities implement institution-wide Part D projects, and how grantees assess the educational outcomes of participating students.

Key Question(s) Addressed

- How do states and local agencies administer Part D programs?
- What types of services and strategies do Part D funds support and are otherwise provided to youth in justice and child welfare settings?
- How do justice and child welfare agencies and facilities assist students in transitioning back to districts and schools, including those outside their jurisdictions?
- How do grantees assess the educational outcomes of students participating in Part D funded educational programs?

Design

The study includes surveys of state and local coordinators of Title I, Part D funded programs as well as site visits to state agencies, school districts, correctional institutions, and child welfare facilities. The study is also informed by a review of extant data and a review of literature related to programs for neglected and delinquent youth.

Estimated Completion Date

The report is scheduled for completion in early 2019.

Evaluation of the Migrant Education Program

Study Purpose

This study examines how states, districts, schools, and other service providers implement requirements authorized under the ESEA Title I, Part C Migrant Education Program (MEP). The $374 million program serves approximately 300,000 highly mobile students and out-of-school

youth accompanied by migratory farmworkers and fishers. State educational agencies serve as the primary grantees and sub-allocate funds to local school districts and operating agencies and regional service providers who serve students both during the academic year and summer months.

Key Question(s) Addressed

- How do MEP grantees identify, recruit, and prioritize migratory children for services?
- What services do MEP grantees provide to migratory children?
- How do MEP grantees collaborate with other programs and organizations to deliver services to migratory children and their families?

Design

The study includes surveys of all 46 state grantees and a nationally representative sample of 1,006 district programs serving migrant children. In addition, the study is conducting case studies of 10 states, 20 local grantees (two per state), and 40 schools (two per local grantee).

Estimated Completion Date

The report is scheduled for completion in summer 2019.

Evaluation of the Title VI Indian Education Formula Grants Program

Study Purpose

This study examines the implementation of the Indian Education Formula Grants Program authorized under Title VI of ESEA. More specifically, the study examines school district and tribal-level implementation of the grants, including the activities supported with formula funds, the processes used to identify and count eligible children, and how grantees establish program priorities and implement grant-funded services.

Key Question(s) Addressed

- What services do Indian Education Formula Grants support?
- How do grantees work with stakeholders to identify program-eligible children and plan services to meet the needs of those children?
- How do grantees measure progress toward meeting their Title VI project objectives?

Design

This study is based on a survey of 1,304 local grant coordinators and case studies of 9 grantees, as well as a review of relevant literature and analysis of extant data.

Estimated Completion Date

The report is scheduled for completion in spring 2019.

Study of Weighted Student Funding Systems

Study Purpose

This study examines districts that have implemented weighted student funding (WSF) systems, which allocate per-pupil funding amounts to individual schools and use weights for certain types of students to provide additional resources to meet the needs of those students. In addition, WSF systems typically devolve a greater share of decision-making regarding resource use to principals and other school-level stakeholders. As the first national study of WSF systems, this study seeks to understand the prevalence and characteristics of WSF systems and examine how they compare to traditional districts in terms of the autonomy and flexibility provided to principals and schools; involvement of teachers, parents, and other stakeholders in the decision-making process; and potential outcomes related to equity and the distribution of resources among schools with different levels of need.

Key Question(s) Addressed

- How are resources allocated to schools in districts with WSF systems compared with districts with more traditional resource allocation practices?
- In what ways do schools have autonomy and control over resource allocation decisions, and how does this vary between WSF districts and other districts?
- How has the use of weights to adjust funding based on student needs affected the distribution of resources among schools?
- What challenges did districts and schools experience in implementing WSF, and how did they respond to those challenges?

Design

This study includes both qualitative and quantitative analysis of data from case studies of nine WSF districts and nationally representative surveys of districts and schools. The case studies included interviews with district and school staff as well as collection and analysis of data such as school budget and expenditure data and documentation on specific weighting schemes and other aspects of allocation formulas. The surveys were administered to 400 district administrators and 680 school principals, including 31 school districts identified as current or former WSF districts and 310 schools in those WSF districts.

Estimated Completion Date

The report is scheduled for completion in spring 2019.

Study of Higher Education Articulation Agreements Covering the Early Care and Education Workforce

Study Purpose

The purpose of this study is to identify elements that selected states have in place to enable articulation, or the transfer of course credits, for early care and education (ECE) workers who

are progressing from an Associate's degree to a BA and to describe successes and challenges in implementing those elements.

Key Question(s) Addressed

- What policies do states have to support articulation for ECE students?
- What governance structures do states have to oversee ECE articulation policy?
- How do IHEs implement articulation policies?
- What supports do states and IHEs provide for the transfer and articulation process?

Design

This study examines ECE articulation policies and their implementation in six states (California, Florida, Indiana, Massachusetts, New Mexico, and Pennsylvania) that have statewide articulation policies addressing degrees or coursework in early childhood education. The study includes one-on-one telephone interviews with 80 individuals including faculty and college administrators from two- and four-year IHEs, state higher education administrators, and representatives from higher education governing bodies and ECE licensure bodies. The study also includes focus groups of student and support staff and a review of extant documents.

Estimated Completion Date

The report is scheduled for completion in spring of 2019.

Profiles of Selected Practices of Charter Schools, Charter Management Organizations, and Charter School Authorizers

Study Purpose

The Expanding Opportunity through Quality Charter Schools program (i.e., Charter Schools Program (CSP)) authorized under ESEA is intended to support innovation in public education, including the dissemination of best practices regarding charter schools. This study will result in 10 profiles describing innovative practices that are being implemented by charter schools, charter management organizations (CMOs), and charter school authorizers (CSAs), with a priority on CSP grantees and subgrantees and authorizers serving those grantees and subgrantees. The profiles will be disseminated to practitioners serving both charter and traditional public schools.

Key Question(s) Addressed

- What are the key features of each innovative practice for charter schools, CMOs, and CSAs?
- How do charter schools, CMOs, and CSAs decide what practices to implement? To what extent do they consider criteria for identifying evidence-based practices based on each of ESSA's four evidence levels?
- What, if any, challenges do charter schools, CMOs, and CSAs encounter in implementing innovative practices, and what strategies do they use to overcome these challenges?

- What evidence exists to suggest that the practices are successfully implemented? To what extent do state assessment results, leading indicators, or other quantitative data show improving outcomes? Are there any qualitative signs of progress?
- What factors do charter schools, CMOs, and CSAs believe are most important to the successful implementation of the practices? How do they support the replication of innovative practices?

Design

The study will include a review of relevant research, an expert panel, an analysis of school achievement data of charter schools that are candidates for site visits, and 30 site visits to charter schools, CMOs, and CSAs to collect information about their practices.

Estimated Completion Date

The profiles are scheduled for completion in spring 2020.

Appendix E. Glossary of Acronyms and Abbreviations

Acronym	Definition
ACCT	Account
ACGR	Adjusted Cohort Graduation Rate
ACSI	American Consumer Satisfaction Index
ALL	All
AP	Advanced Placement
APBH	American Printing House for the Blind
APG	Agency Priority Goal
APR	Annual Performance Report
AWARE	Advancing Wellness and Resilience Education
BA	Bachelor's Degree
BOD	Binding Operational Directive
CAP Goal	Cross-Agency Priority Goal
CBI	Capacity-Building Institute
CCD	Common Core of Data
CDM	Common Core of Data
CEIS	Coordinated Early Intervening Service
CMO	Charter Management Organization
CRDC	Civil Rights Data Collection
CSA	Charter School Authorizer
CSF	Cybersecurity Framework
CSP	Charter Schools Program
CSPR	*Consolidated State Performance Report*
CTAE	Career, Technical and Adult Education
CTE	Career and Technical Education
DLR	Digital Learning Resource
DM	Departmental Management
DST	Data Strategy Team
ED	U.S. Department of Education
ECE	Early Care and Education
ECTA	Early Childhood Technical Assistance Center
EL	English Learner

Acronym	Definition
ELA	English Language Acquisition
ELP	English Language Proficiency
EO	Executive Order
ERM	Enterprise Risk Management
ESEA	*Elementary and Secondary Education Act of 1965*
ESSA	*Every Student Succeeds Act*
FAFSA®	*Free Application for Federal Student Aid*
FCSS	Federal Commission on School Safety
FDSL	Federal Direct Student Loan
FERPA	*Family Educational Rights and Privacy Act*
FEVS	Federal Employee Viewpoint Survey
FFEL	Federal Family Education Loan
FISMA	*Federal Information Security Modernization Act of 2014*
FSA	Office of Federal Student Aid
FY	Fiscal Year
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GLBA	*Gramm-Leach-Bliley Act*
GS	General Schedule
GU	Gaulluadet University
HBCU	Historically Black College and University
HE	Higher Education
HEA	*Higher Education Act of 1965*, as amended
HEAL	Health Education Assistance Loan
HSI STEM	Hispanic Serving Institution Science, Technology, Engineering and Mathematics Articulation Program
HVA	High Value Asset
I&I	Innovation and Improvement
i3	Investing in Innovation
IA	Impact Aid
ICCD	Information Collections Clearance Division
IDEA	*Individuals with Disabilities Education Act*
IEP	Individualized Education Program
IES	Institute of Education Sciences
IET	Integrated Education and Training
IHE	Institution of Higher Education
IRS	Internal Revenue Service

Acronym	Definition
IT	Information Technology
ITA	Intensive Technical Assistance Agreement
LDD	Learning and Development Division
LEA	Local Educational Agency
MEP	Migrant Education Program
MSAP	Magnet Schools Assistance Program
MSI	Minority-Serving Institution
MTSS-B	Multi-tiered Systems of Support for Behavior
N/A	Not Applicable
NAEP	National Assessment of Educational Progress
NAM	Native American and Alaska Native Children in Schools
NASA	National Aeronautics and Space Administration
NCER	National Center for Education Research
NCES	The National Center for Education Statistics
NCPMI	National Center for Pyramid Model Innovations
NIST	National Institute of Standards and Technology
NLTS	National Longitudinal Transition Study
NPSAS	National Postsecondary Student Aid Study
NTID	National Technical Institute for the Deaf
OCFO	Office of the Chief Financial Officer (this office is part of the Office of Finance and Operations effective January 6, 2019)
OCIO	Office of the Chief Information Officer
OCR	Office for Civil Rights
OCTAE	Office of Career, Technical and Adult Education
OELA	Office of English Language Acquisition
OESE	Office of Elementary and Secondary Education
OET	Office of Educational Technology
OIG	Office of Inspector General
OII	Office of Innovation and Improvement (this office is part of the Office of Elementary and Secondary Education effective January 6, 2019)
OM	Office of Management (this office is part of the Office of Finance and Operations effective January 6, 2019)
OMB	Office of Management and Budget
OPE	Office of Postsecondary Education
OPEPD	Office of Planning, Evaluation and Policy Development
OPM	Office of Personnel Management

Acronym	Definition
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
OSP	Opportunity Scholarship Program
OSS	Office of State Support
PA	Program Administration
PBCS	Performance-Based Compensation System
PBIS	Positive Behavior Interventions and Supports
PMA	*President's Management Agenda*
POC	Principal Operating Component
PPO	Partner Participation and Oversight
PPSS	Policy and Planning Support Service
PSI	Postsecondary Institution
PTAC	Privacy Technical Assistance Center
REHAB	Rehabilitation Services and Disability Research
RRTF	Regulatory Reform Task Force
RSA	Rehabilitation Services Administration
RTT-ELC	Race to the Top–Early Learning Challenge Program
SAA	Student Aid Administration
SBIR	Small Business Innovation Research
SCTG	School Climate Transformation Grant
SE	Special Education
SFA	Student Financial Assistance
SIP	Strengthening Institutions Program
SOAR	*Scholarships and Opportunities for Results Act*
SSCE	Safe Schools and Citizenship Education
SSIP	State Systemic Improvement Plan
STEM	Science, Technology, Engineering and Mathematics
SWP	Schoolwide Program
SY	School Year
TA&D	Technical Assistance and Dissemination
TAP	Targeted Assistance Program
TBD	To Be Determined
TEACH	Teacher Education Assistance for College and Higher Education
TIF	Teacher Incentive Fund
TQRIS	Tiered Quality Rating Improvement System
TSLP	Turnaround School Leaders Program
VR	Vocational Rehabilitation

Acronym	Definition
VR-YTAC	Vocational Rehabilitation Technical Assistance Center–Youth with Disabilities
WIOA	*Workforce Innovation and Opportunity Act*
WINTAC	Workforce Innovation Technical Assistance Center
WSF	Weighted Student Funding

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DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA