

APPENDIX A1: SUMMARY OF INSPECTOR GENERAL AUDITS AND GOVERNMENT ACCOUNTABILITY OFFICE REPORTS BY GOAL

For all Department of Education Inspector General reports for FY 2009, please visit the Inspector General's Web site at <http://www.ed.gov/about/offices/list/oig/reports.html> and <http://www.ed.gov/about/offices/list/oig/reports.html>.

For Government Accountability Office reports on education for FY 2009, please visit GAO's Web site at <http://www.gao.gov/docsearch/agency.php>.

Summary of Major FY 2009 OIG Audits and Reports

Name of Report	Goal	Issue	Findings and Recommendations	Department's Response	Link to the Report
Federal Student Aid's Performance as a Performance-Based Organization (ED OIG/A19H0008) December 2008	3	Determine whether FSA is meeting its responsibilities under Title I, Part D of the <i>Higher Education Act (HEA)</i> , as amended, related to planning and reporting, systems integration and cost reduction. In response to the growing complexity, increasing demand and the likelihood for fraud, waste and abuse associated with student financial assistance programs, Congress amended the <i>HEA</i> in 1998 to create a performance-based organization (PBO) to manage and administer student financial assistance programs authorized under Title IV of the <i>HEA</i> . As the designated PBO, FSA operates without the constraints of certain rules and regulations for the purpose of achieving specific measurable goals and objectives.	To correct the weaknesses identified, the Inspector General (IG) recommended that the Under Secretary ensure the Acting Chief Operating Officer takes action to, among other things: implement controls to ensure Five-Year Plans include measurable and quantifiable strategic objectives, Annual Plans correlate with Five-Year Plans and Annual Reports clearly convey the extent of meeting specific goals and objectives; ensure staff responsible for planning and reporting on FSA's performance are familiar with GPRA requirements; provide the most recently available rating and bonus information for the COO and each of the senior managers in the Annual Reports; identify recommendations for legislative and regulatory changes in each Annual Report; establish procedures and controls to ensure the feasibility of major system integration efforts; report savings from major system initiatives to facilitate tracking of planned savings to actual savings; and • include appropriate transition clauses in all future contracts to avoid unnecessary transition costs.	In its response to the draft audit report, FSA stated, in general, that it agreed with many of the comments in the report and provided a corrective action plan to address each of the recommendations. While FSA acknowledged that the development of a comprehensive strategic and tactical planning, tracking and reporting structure for FSA has been evolutionary, FSA disagreed that it was not meeting its responsibilities as outlined under the PBO legislation. FSA stated it has worked with OIG to continually refine both the Five-Year Plan and Final Report ED-OIG/A19H0008. FSA also stated that OIG has reviewed and ultimately approved every Five-Year Plan and Annual Report produced during the time in question. In addition, since 2005, FSA stated every accomplishment listed in the MD&A section of the Annual Report was audited, verified and approved by an OIG auditor and extensive supporting documentation was provided to support every accomplishment.	http://www.ed.gov/about/offices/list/oig/auditreports/fy2009/a19h0008.pdf

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<p><i>Federal Student Aid's Oversight and Monitoring of Guaranty Agencies, Lenders, and Servicers Needs Improvement (ED OIG/A20I0001) April 2009</i></p>	<p>3</p>	<p>To evaluate the appropriateness and effectiveness of FSA internal control to ensure that guaranty agencies, lenders and servicers are performing in accordance with relevant laws, regulations and guidance. The IG audit covered the period from October 1, 2006, through March 31, 2008.</p>	<p>Improvement is needed in oversight of Federal Family Education Loan. Improvement is needed in the Financial Partners Eligibility & Oversight Risk Assessment process. Control Activities Over Guaranty Agencies, Lenders and Servicers need improvement. FSA lacked written procedures on sharing information related to policy guidance and program reviews.</p>	<p>The Department submitted a revised Corrective Action Plan to address the findings in the report.</p>	<p>http://www.ed.gov/about/offices/list/oig/auditreports/fy2009/a20i0001.pdf</p>
<p><i>Review of Federal Student Aid's Enterprise Risk Management Program (ED OIG/I13I005) May 2009</i></p>	<p>3</p>	<p>The purpose of this final management information report is to present the results of the IG review of Federal Student Aid's Enterprise Risk Management (ERM) Program and FSA's response to those results.</p>	<p>The ERM group's work has not addressed the specific elements of the Internal Environment, which serves as a basis for all other components of enterprise risk management. The ERM group has not ensured that FSA has a defined risk management philosophy or risk appetite and has not given attention to existing information on Internal Environment, such as FSA-wide surveys indicating that there are perceptions on the part of FSA staff.</p>	<p>The Department stated that the process of implementing an ERM program is one of continuous enhancement, refinement and adoption of best practices, and it has shared progress with the OIG's inspection team in order to further improve the ERM Program based on the feedback provided.</p>	<p>http://www.ed.gov/about/offices/list/oig/aireports/i13i0005.pdf</p>

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<p>Special Allowance Payments to Sallie Mae's Subsidiary, Nellie Mae, for Loans Funded by Tax-Exempt Obligations (ED OIG/A03I0006) August 2009</p>	<p>3</p>	<p>To determine if Nellie Mae, a subsidiary of Sallie Mae, Inc. (SLMA), (1) billed loans under the 9.5-percent floor in compliance with the <i>Taxpayer-Teacher Protection Act of 2004 (TTPA)</i> and the <i>Higher Education Reconciliation Act of 2005 (HERA)</i> and (2) billed loans under the 9.5 percent floor after the eligible tax-exempt bonds from which the loans derived their eligibility matured or were retired. The audit period covered October 1, 2003, through September 30, 2006.</p>	<p>OIG recommends that the Chief Operating Officer for Federal Student Aid instruct SLMA to adjust its special allowance billings for loans identified in the finding and return all overpayments to the Department, estimated to be about \$12 million; identify additional loans ineligible for the 9.5-percent floor calculation, as described in the finding, and adjust its special allowance billings for the affected loans in the quarters ended June 30, 2002, through June 30, 2005, and return all overpayments to the Department, estimated to be about \$10 million; and disclose any other instances of subsidiaries of loans billed under the 9.5 percent floor calculation after the eligible tax-exempt bond issue matured and after the loans were refinanced with funds derived from an ineligible funding source and, if necessary, adjust its special allowance billings for all affected loans and return all overpayments to the Department.</p>	<p>Response pending</p>	<p>http://www.ed.gov/about/offices/list/oig/auditreports/fy2009/a03i0006.pdf</p>
<p>Incident Handling and Privacy Act Controls over External Web Sites (ED OIG/ A11H0006) June 2009</p>	<p>4</p>	<p>Based on the IG review, the Department's Chief Information Officer (CIO) must improve security controls over the incident response and handling program and accelerate two-factor authentication for protecting Privacy Act information to adequately protect the confidentiality, integrity and availability of the personally identifiable information (PII) data residing on public Web sites.</p>	<p>The Department did not properly establish and maintain public domain Web sites. Specifically, the Department did not (a) properly track, update and verify a directory of public Web sites; (b) properly control internet protocol address assignment; (c) properly issue and administer Web site certificates; (d) properly monitor public domain Web sites; and (e) use approved domain names.</p>	<p>The Department also stated it concurred, as of the start date of this audit, with the findings and recommendations identified. In response to the system security review, management stated that corrective action plans for the weaknesses will be finalized through the Department's normal audit resolution process.</p>	<p>http://www.ed.gov/about/offices/list/oig/auditreports/fy2009/a11i0006.pdf</p>

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<p>Reliability of Cost and Benefit Information in the U.S. Department of Education's Information Technology Investment Exhibit 300s (ED OIG/A04H0018) July 2009</p>	<p>4</p>	<p>To determine whether the cost information presented in the Department's exhibit 300s, including the estimated benefits of system development efforts, is (1) based on reasonably accurate, reliable, and complete cost and benefit data and (2) independently validated prior to submission to the Office of Management and Budget (OMB). The audits covered selected exhibit 300s submitted to OMB through September 2007 for selected IT investments.</p>	<p>OIG found that four of the six selected offices (OCFO, OESE, IES and FSA) within the Department did not report cumulative project costs in 14 of 55 total exhibit 300s reviewed for the 10 selected investments.</p>	<p>OCIO concurred with the finding and recommendations. In response to the recommendations, OCIO stated that in April 2008 it provided an FY 2010 Exhibit 300 Guidance document to all project managers that addressed the reporting of cumulative project cost and the performance and reporting of alternatives analyses, including the requirement for benefits associated with each alternative reported.</p>	<p>http://www.ed.gov/about/offices/list/oig/auditreports/fy2009/a04h0018.pdf</p>
<p>Audit of the Department's Process to Resolve Lapsed Funds (ED OIG/A19H0010) August 2009</p>	<p>4</p>	<p>To evaluate the effectiveness of the process used by the Department to resolve lapsed funds, including an evaluation of the Department's process for reviewing grantee requests for late liquidation of funds and its process to notify grant recipients of award balances about to become unavailable.</p>	<p>Develop and implement internal policy to: ensure consistency in receipt, processing, decision making and outcome-related correspondence processes for late liquidation requests across the Department and implement a training program to reinforce the requirements of the internal late liquidation policy to applicable Department staff once the policy is developed, also to post a memorandum on the Department's intranet for accessibility.</p>	<p>The Department has taken actions to improve the late liquidation process in response to a previous OIG audit report, and significant improvement has been made as measured by the percentage of available funding to be cancelled. In January 2009 a Departmental Directive was drafted that will address concerns regarding the management of late liquidation requests.</p>	<p>http://www.ed.gov/about/offices/list/oig/auditreports/fy2009/a19h0010.pdf</p>

Summary of Major FY 2009 GAO Reports

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Recovery Act: <i>States' and Localities' Current and Planned Uses of Funds While Facing Fiscal Stresses (GAO-09-829) July 2009</i>	RA	In response to a mandate under the <i>Recovery Act</i> , the report addresses the following objectives: (1) selected states' and localities' uses of <i>Recovery Act</i> funds, (2) the approaches taken by the selected states and localities to ensure accountability for <i>Recovery Act</i> funds and (3) states' plans to evaluate the impact of the <i>Recovery Act</i> funds they received.	GAO recommends a list of action that OMB and Congress should take to increase transparency and accountability and measure impact of reporting on the <i>Recovery Act</i> . GAO analyzed federal agency guidance and spoke with OMB officials and with relevant program officials at the Centers for Medicare and Medicaid Services and the U.S. Departments of Education, Energy, Housing and Urban Development, Justice, Labor and Transportation (DOT).	Department officials noted that draft OMB guidance on recipient reporting would require some additional Department guidance to clarify issues for recipients of formula grants, such as special education (<i>IDEA</i>), elementary and secondary education (<i>ESEA</i>) and State Fiscal Stabilization Fund (SFSF) grants.	http://www.gao.gov/new.items/d09829.pdf
Recovery Act: Funds Continue to Provide Fiscal Relief to States and Localities, While Accountability and Reporting Challenges Need to Be Fully Addressed (GAO-09-1016) September 2009	RA	This report, the third in response to a mandate under the <i>Recovery Act</i> , addresses the following objectives: (1) selected states' and localities' uses of <i>Recovery Act</i> funds, (2) the approaches taken by the selected states and localities to ensure accountability for <i>Recovery Act</i> funds and (3) states' plans to evaluate the impact of <i>Recovery Act</i> funds.	State Fiscal Stabilization Fund: GAO recommends that the Department take further action to ensure states understand and carry out their responsibility to monitor subrecipients of SFSF funds and consider providing training and technical assistance to states to help them develop state monitoring plans for SFSF.	The Department noted that it is taking steps to address GAO's recommendations.	http://www.gao.gov/new.items/d091016.pdf and http://www.gao.gov/new.items/d091017.sp.pdf

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<p><i>Disaster Assistance: Federal Efforts to Assist Group Site Residents With Employment, Services for Families With Children, and Transportation (GAO-09-81) December 2008</i></p>	1	<p>This report focuses on the federal government's efforts to assist group site residents with employment, services for families with children and transportation. This report addresses three key questions: (1) What is known about the number and location of the group sites and their residents? (2) What did the federal government do to assist group site residents with employment, services for families with children and transportation? (3) What challenges did federal and state agencies face in providing this assistance to group site residents?</p>	<p>The report does not include recommendations.</p>	<p>No recommendations were addressed to the Department.</p>	<p>http://www.gao.gov/new.items/d0981.pdf</p>
<p><i>Access to Arts Education: Inclusion of Additional Questions in Education's Planned Research Would Help Explain Why Instruction Time Has Decreased for Some Students (GAO-09-286) February 2009</i></p>	1	<p><i>No Child Left Behind Act (NCLB)</i>: GAO was asked to determine how, if at all, student access to arts education has changed since <i>NCLB</i>, specifically: (1) Has the amount of instruction time for arts education changed and, if so, have certain groups been more affected than others? (2) To what extent have state education agencies' requirements and funding for arts education changed since <i>NCLB</i>? (3) What are school officials in selected districts doing to provide arts education since <i>NCLB</i> and what challenges do they face in doing so? and (4) What is known about the effect of arts education in improving student outcomes?</p>	<p>GAO recommends that the Secretary of Education require the Department's planned study of <i>NCLB</i> implementation to ask survey respondents why any changes in instruction time they report occurred.</p>	<p>The Department generally agreed with the recommendation.</p>	<p>http://www.gao.gov/new.items/d09286.pdf</p>

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<p>Teacher Quality: Sustained Coordination among Key Federal Education Programs Could Enhance State Efforts to Improve Teacher Quality (GAO-09-593) July 2009</p>	1	<p>GAO's objectives included examining (1) the extent to which the Department funds and coordinates teacher quality programs, (2) studies that the Department conducts on teacher quality and how it provides and coordinates research-related assistance to states and school districts and (3) challenges to collaboration within states and how the Department helps address those challenges.</p>	<p>GAO recommends that the Secretary of Education implement a strategy for sustained coordination among program offices. Key purposes would be to aid information and resource sharing and to strengthen linkages among its efforts to help improve teacher quality.</p>	<p>The Department will consider forming a cross-program group but favors issue-specific coordination.</p>	<p>http://www.gao.gov/new.items/d09593.pdf</p>
<p>Teacher Preparation: Multiple Federal Education Offices Support Teacher Preparation for Instructing Students With Disabilities and English Language Learners, but Systematic Departmentwide Coordination Could Enhance This Assistance (GAO-09-573) July 2009</p>	1	<p>GAO was asked to examine (1) the extent to which teacher preparation programs require preparation for general classroom teachers to instruct student subgroups, (2) the role selected states play in preparing general classroom teachers to instruct these student subgroups and (3) funding and other assistance provided by the Department to help general classroom teachers instruct these student subgroups.</p>	<p>GAO recommends that the Secretary develop and implement a mechanism to ensure more systematic coordination among program offices that oversee assistance that can help general classroom teachers to instruct student subgroups.</p>	<p>The Department agreed that coordination is beneficial and will explore the benefits of creating such a mechanism.</p>	<p>http://www.gao.gov/new.items/d09573.pdf</p>
<p>School Meal Programs: Changes to Federal Agencies' Procedures Could Reduce Risk of School Children Consuming Recalled Food (GAO-09-649) August 2009</p>	1	<p>GAO was asked to determine how federal agencies (1) notified states and schools about food recalls, (2) advised states and schools about disposal and reimbursement of recalled food and (3) ensured that recalls were being carried out effectively.</p>	<p>GAO recommends that the Agriculture Department improve notification procedures and instructions on carrying out recalls. GAO also recommends specific steps that the Departments of Agriculture and Health and Human Services take to improve monitoring of the effectiveness of recalls.</p>	<p>No recommendations were addressed to the Department.</p>	<p>http://www.gao.gov/cgi-bin/getrpt?GAO-09-649</p>

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<p>No Child Left Behind Act: Enhancements in the Department of Education's Review Process Could Improve State Academic Assessments (GAO-09-911) September 2009</p>	<p>1</p>	<p>The <i>No Child Left Behind Act of 2001 (NCLB)</i> requires states to develop high-quality academic assessments aligned with state academic standards. The Department has provided states with about \$400 million for <i>NCLB</i> assessment implementation every year since 2002. GAO examined (1) changes in reported state expenditures on assessments, and how states have spent funds; (2) factors states have considered in making decisions about question (item) type and assessment content; (3) challenges states have faced in ensuring that their assessments are valid and reliable and (4) the extent to which the Department has supported state efforts to comply with assessment requirements.</p>	<p>GAO recommends that the Department (1) incorporate assessment security best practices into its peer review protocols, (2) improve communication during the review process and (3) identify for states why its peer review decisions in some cases differed from peer reviewers' written comments.</p>	<p>The Department continues to monitor test security practices during monitoring visits, issues findings to the states with weak or incomplete test security practices and requires corrective action by states with monitoring findings. The Department provides feedback to state assessment officials and discusses submissions to correct misconceptions before completion of peer review. The Department is looking into the possibility of using a secure server for state officials to submit questions, documents and other evidence.</p>	<p>http://www.gao.gov/cgi-bin/getrpt?GAO-09-911</p>
<p>Federal Student Aid: Recent Changes to Eligibility Requirements and Additional Efforts to Promote Awareness Could Increase Academic Competitiveness and SMART Grant Participation (GAO-09-343) March 2009</p>	<p>3</p>	<p>The Academic Competitiveness (AC) and National Science and Mathematics Access to Retain Talent (SMART) grants provide merit-based financial aid to certain low-income college students eligible for Federal Pell Grants and are administered by the Department. In the first year of implementation, participation was lower than expected. GAO was asked to determine (1) factors affecting AC and SMART Grant student participation, (2) challenges colleges face in administering the grant programs and (3) the extent to which the Department has assisted states and colleges with implementation.</p>	<p>GAO recommends that the Department (1) develop a strategy to increase awareness of these grant programs among states and high schools and (2) use existing forums to facilitate the sharing of effective practices among states and colleges to help mitigate some of the administrative challenges of verifying the grants' requirements.</p>	<p>The Department agreed with the recommendations.</p>	<p>http://www.gao.gov/new.items/d09343.pdf</p>

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Higher Education: Approaches to Attract and Fund International Students in the United States and Abroad (GAO-09-379) April 2009	3	To provide insight on how higher education is used to advance public diplomacy and development assistance goals, GAO examined (1) the objectives the United States and selected peer governments seek to advance through higher education for international students and the approaches they employ to attract international students and (2) the characteristics of major U.S. and peer government programs that fund higher education for international students to support public diplomacy and development goals.	This report does not contain recommendations. Technical comments from officials representing the programs discussed in this report were incorporated as appropriate.	The report includes no specific recommendations for the Department to address.	http://www.gao.gov/cgi-bin/getrpt?GAO-09-379
Career and Technical Education: States Have Broad Flexibility in Implementing Perkins IV (GAO-09-683) July 2009	3	GAO examined how states have implemented Perkins IV performance measures and what challenges, if any, they have faced; to what extent the Department has ensured that states are implementing performance measures and supported states in their efforts; and what the Department knows about the effectiveness of CTE programs.	Perkins requires states to report on how they are evaluating their programs and does not provide guidance on how states should evaluate their programs or require that states report on the outcomes of their evaluations. The Department is working with states to help them overcome challenges in collecting and reporting student outcomes, and over time, states may collect more consistent data for measures such as technical skill attainment. The report contains no recommendations.	The Department provided technical comments on the report.	http://www.gao.gov/cgi-bin/getrpt?GAO-09-683
English Language Learning: Diverse Federal and State Efforts to Support Adult English Language Learning Could Benefit From More Coordination (GAO-09-575) July 2009	3	GAO examined trends in the need for and enrollment in federally funded adult English language programs, the nature of federal support for adult English language learning, ways in which states and local public providers have supported English language programs for adults and federal agencies' plans for research to identify effective approaches to adult English language learning.	GAO recommends that the Department work with HHS, Labor and other agencies as appropriate to develop coordinated approaches for sharing information and planning and conducting research.	The agencies concurred with the recommendations and cited intentions to work together toward their implementation.	http://www.gao.gov/new.items/d09575.pdf

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<p><i>Low-Income and Minority Serving Institutions: Management Attention to Long-Standing Concerns Needed to Improve Education's Oversight of Grant Programs (GAO-09-309) August 2009</i></p>	<p>3</p>	<p>GAO was asked to determine (1) the characteristics of institutions eligible to receive grants under Titles III and V and characteristics of students served; (2) any challenges grantees face and how they spent Title III and V funds to address these challenges and (3) the extent to which the Department monitors the financial and programmatic performance of grantees and uses this information to target its technical assistance.</p>	<p>GAO recommends that the Department develop a comprehensive, risk-based approach to target monitoring and technical assistance, follow up on improper uses of grant funds identified in this report, ensure staff training needs are fully met, disseminate information about implementation challenges and successful projects to grantees and develop appropriate feedback mechanisms.</p>	<p>The Department indicated that it has taken corrective actions, such as convening a task force to better coordinate program resources toward grantees most in need of monitoring and/or technical assistance. The Department agreed to provide additional training to new and existing program staff, reinstitute the annual Title III and V Project Director's meeting in an effort to better disseminate information about the program and successful grants and implement an e-mail address that grantees can use to provide feedback.</p>	<p>http://www.gao.gov/cgi-bin/getrpt?GAO-09-309</p>
<p><i>Proprietary Schools: Stronger Department of Education Oversight Needed to Help Ensure Only Eligible Students Receive Federal Student Aid (GAO-09-600) August 2009</i></p>	<p>3</p>	<p>Given interest in learning more about proprietary schools, GAO examined: (1) how the student loan default profile of proprietary schools compares with that of other types of schools and (2) the extent to which Education's policies and procedures for monitoring eligibility requirements for federal aid at proprietary schools protect students and the investment of Title IV funds.</p>	<p>GAO recommends the Department (1) improve its monitoring of basic skills tests and target schools for further review, (2) revise regulations to strengthen controls over basic skills tests and (3) provide information and guidance on valid high school diplomas for use in gaining access to federal student aid.</p>	<p>The Department noted the steps it would take to address GAO's recommendations.</p>	<p>http://www.gao.gov/cgi-bin/getrpt?GAO-09-600</p>

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<p><i>Vocational Rehabilitation Funding Formula: Options for Improving Equity in State Grants and Considerations for Performance Incentives (GAO-09-798) September 2009</i></p>	<p>3</p>	<p>State vocational rehabilitation (VR) agencies play a crucial role in helping individuals with disabilities obtain employment. In FY 2008, the Department distributed more than \$2.8 billion in grants to state agencies, using a funding formula that was last revised in 1978. Questions have been raised about whether this formula is outdated, allocates funds equitably and adequately accounts for state agencies' performance. GAO was asked to (1) examine the extent to which the current formula meets generally accepted equity standards, (2) present options for revising the formula and (3) identify issues to consider with incorporating performance incentives into the formula.</p>	<p>GAO makes no recommendations in this report.</p>		<p>http://www.gao.gov/new.items/d09798.pdf</p>
<p><i>Federal Contractors: Better Performance Information Needed to Support Agency Contract Award Decisions (GAO-09-374) April 2009</i></p>	<p>4</p>	<p>While actions have been taken to improve the sharing of past performance information and its use—including the development of the Past Performance Information Retrieval System (PIRS)—concerns remain about this information. This report assesses agencies' use of past performance information in awarding contracts, identifies challenges that hinder systematic sharing of past performance information and describes efforts to improve contractor performance information.</p>	<p>GAO is making recommendations to the Office of Federal Procurement Policy and selected agencies aimed at facilitating sharing and use of past performance information. All agencies agreed with the recommendations.</p>	<p>The report includes no specific recommendations for the Department to address.</p>	<p>http://www.gao.gov/cgi-bin/getrpt?GAO-09-374</p>

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<p>Information Technology: Federal Agencies Need to Strengthen Investment Board Oversight of Poorly Planned and Performing Projects (GAO-09-566) June 2009</p>	<p>4</p>	<p>GAO was asked to determine whether (1) federal departments and agencies have guidance on the role of their department-level investment review boards in selecting and overseeing IT projects and (2) these boards are performing reviews of poorly planned and poorly performing projects.</p>	<p>The Department was asked to review the Common Services for Borrowers project, which was identified as one IT project among many throughout the government that was not subject to department-level board representation and selection and oversight processes.</p>	<p>The Department responded that the Common Services for Borrowers project did not receive a selection review by the department-level board because it is under the oversight of the Federal Student Aid Executive Leadership Team. The Department stated that it plans to bring all of its IT investments under the department-level board's oversight.</p>	<p>http://www.gao.gov/new.items/d09566.pdf</p>