

Goal 2. Elementary and Secondary Education:

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

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

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

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

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

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

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

Public Benefit

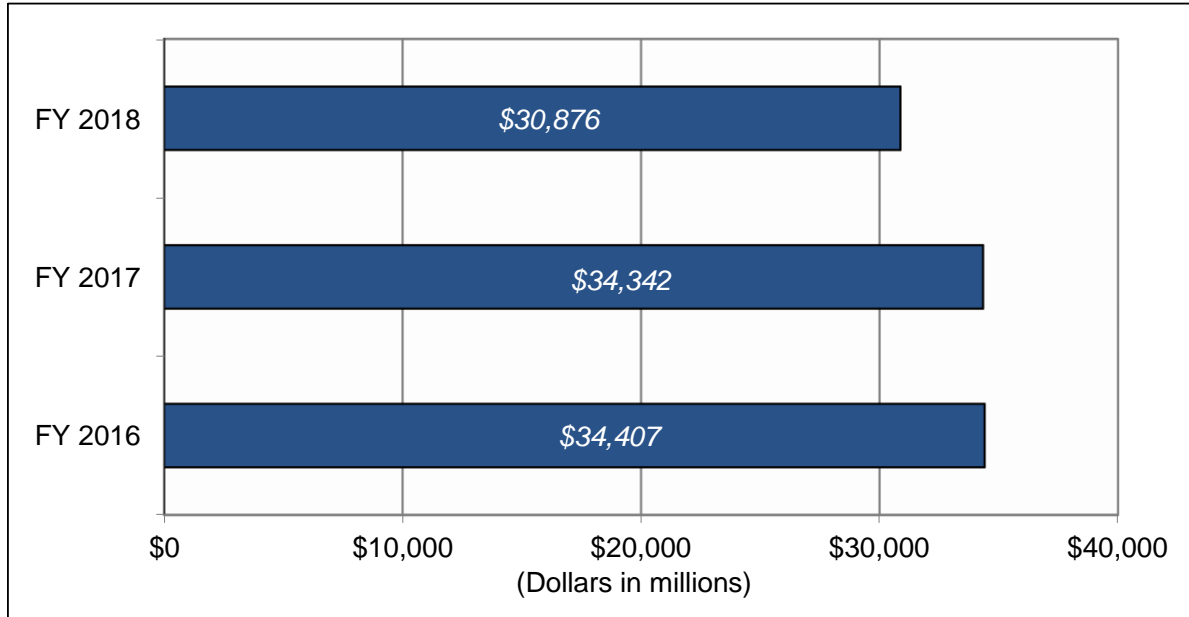
The goal for America's elementary and secondary educational system is clear: all students should have meaningful opportunities to graduate from high school ready for college and a career. The important work in communities across the country over the past several years contributed to the highest ever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

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

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

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

Goal 2 Discretionary Resources



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

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

POC = Principal Operating Component.

CR = Continuing Resolution.


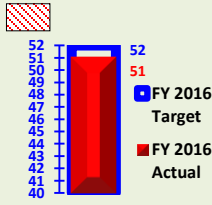
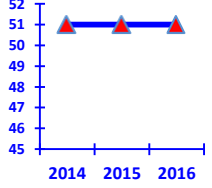

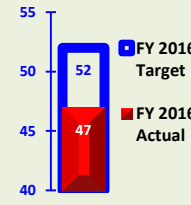
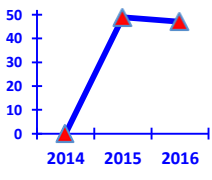
NA = Not applicable.

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

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

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

Goal 2: Details

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
Indicator Measurement Direction		2014	2015	2016	2016	2016	Missed ²⁶	Exceeded ²⁷	2017	2018	
2.1.A. Number of states/territories that have adopted college- and career-ready standards ²⁸ INCREASE 	SY: 2012–13 49, plus DC	SY: 2013–14 51 (49 plus D.C. and Puerto Rico) ²⁹	SY: 2014–15 51 (49 plus D.C. and Puerto Rico)	SY: 2015–16 51 (49 plus D.C. and Puerto Rico)	SY: 2015–16 52	NOT MET			52	50	
2.1.B. Number of states/territories that are implementing next-generation reading and mathematics assessments, aligned with college- and career-ready standards ³⁰ INCREASE 	SY: 2012–13 0	0	SY: 2014–15 49 (48 plus DC)	SY: 2015–16 47	SY: 2015–16 52	NOT MET			52	50	


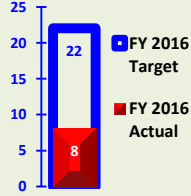
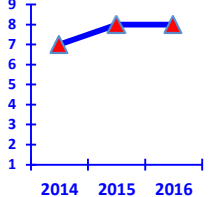

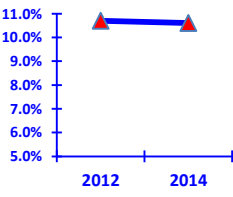
²⁶ Missed target by ≤ 1 , or if percentage, ≤ 1.3 percentage points.

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

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


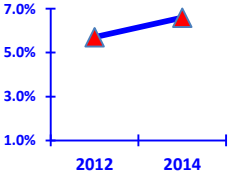

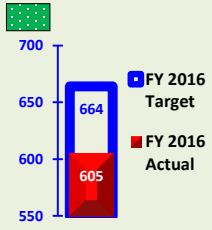
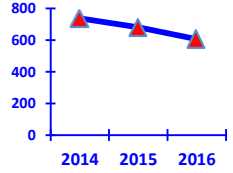

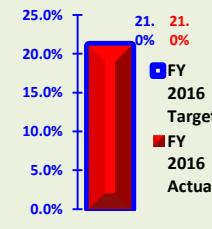
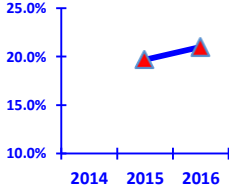
²⁹ Revising from “49, plus DC and Puerto Rico” reported in the 2015 APR to “51 (49 plus DC and Puerto Rico)” to be consistent with 2015’s language.

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

U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
Indicator Measurement Direction		2014	2015	2016	2016	2016	Missed ²⁶	Exceeded ²⁷	2017	2018	
2.2.A. Number of states that have fully implemented teacher and principal evaluation and support systems that consider multiple measures of effectiveness, with student growth as a significant factor ³¹ INCREASE 	SY: 2012–13 6	SY: 2013–14 7	SY: 2014–15 8	SY: 2015–16 8	SY: 2015–16 22	NOT MET			NA	NA	
2.3.A. Disparity in the rates of out-of-school suspensions for students with disabilities and youth of color (youth of color metric) DECREASE 	SY: 2011–12 10.7 % point disparity	SY 2013–14 10.6 % point disparity ³²	Not Collected	TBD SY 2014–15 data collected in 2016 and available in 2017	SY: 2014–15 6.7 % point disparity	TBD	TBD		NA Biennial Metric	4.7 % point disparity	

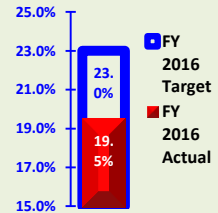
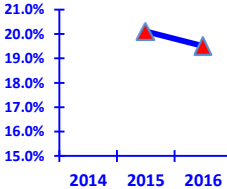


³¹ Retiring metric at conclusion of FY 2016. Please see appendix B for additional information pertaining to the metric's retirement. The FY 2017 and 2018 targets were 39 and 42, respectively.

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


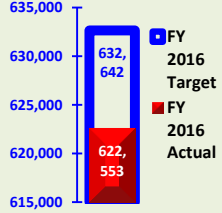
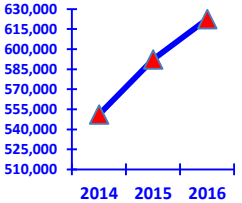
U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
Indicator Measurement Direction		2014	2015	2016	2016	2016	Missed ²⁶	Exceeded ²⁷	2017	2018	
2.3.B. Disparity in the rates of out-of-school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

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

³⁴ Metric is aligned with an Agency Priority Goal.

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

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

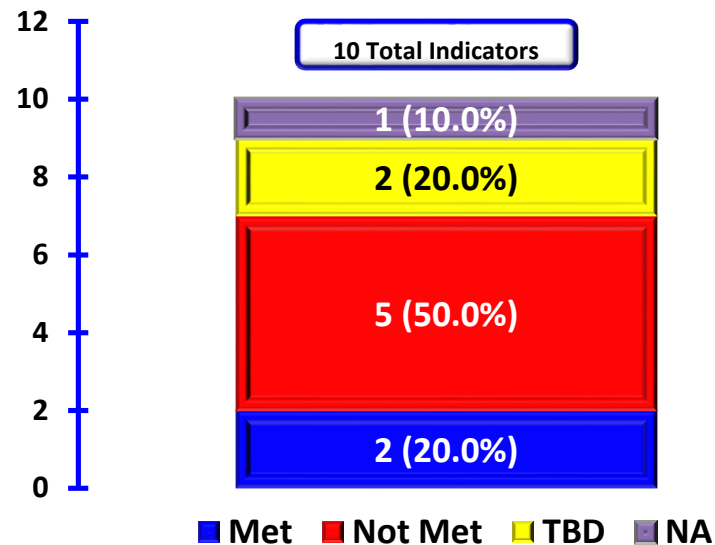
U.S. Department of Education Indicators of Success	Baseline	Actuals			Current Year Target	Current Year Results	Actual-to-Target 2016		Out-Year Targets		Trend Line (Actuals)
Indicator Measurement Direction		2014	2015	2016	2016	2016	Missed ²⁶	Exceeded ²⁷	2017	2018	
2.5.B. Number of public high school graduates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

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

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

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

Goal 2 FY 2016 Indicator Performance Summary



NA = Not applicable.

TBD = To be determined.

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

Data Sources and Frequency of Collection:

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

2.1.B. ESEA Monitoring; annually

2.2.A. ESEA Flexibility Applications and Monitoring; annually

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

2.3.B. CRDC; biennially

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

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

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

2.5.A. Schools and Staffing Survey (SASS), NCES; quadrennially

2.5.B. College Board/Advanced Placement (AP) administrative records; annually

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

Analysis and Next Steps by Objective

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

FY 2016 Implementation Strategy

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

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

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

FY 2016 Barriers to Success

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

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

Key Milestones and Future Actions

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

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

FY 2016 Implementation Strategy

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

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

FY 2016 Barriers to Success

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

Key Milestones and Future Actions

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

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

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

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

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

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

FY 2016 Implementation Strategy

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

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

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

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

FY 2016 Barriers to Success

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

Key Milestones and Future Actions

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

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

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

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

FY 2016 Implementation Strategy

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

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

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

FY 2016 Barriers to Success

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

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

Key Milestones and Future Actions

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

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

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

FY 2016 Implementation Strategy

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

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

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

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

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

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

FY 2016 Barriers to Success

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

Key Milestones and Future Actions

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

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