

## The Department's Approach to Performance

### PERFORMANCE MANAGEMENT FRAMEWORK

In accordance with the *GPRA Modernization Act of 2010*,<sup>1</sup> the Department's framework for performance management begins with the *Strategic Plan*, which serves as the foundation for establishing and implementing priorities, highlighting performance goals and objectives, and developing performance indicators to gauge progress and outcomes. Progress toward the Department's strategic goals and its two-year Agency Priority Goals (APGs) are measured using data-driven review and analysis. Additional information on performance management is available in the *Annual Performance Plans and Annual Performance Reports*.<sup>2</sup>

The *FY 2022–26 Strategic Plan* is comprised of five Strategic Goals and three FY 2022 and FY 2023 APGs. The *Strategic Plan* aims to address administration priorities, such as recovering from the coronavirus disease 2019 (COVID-19) pandemic; ensuring high-quality, equitable secondary and postsecondary education; and providing diverse learning environments for all students, especially those who have been underserved. Each supporting strategic objective has corresponding performance indicators to assess the Department's progress on achieving the Strategic Goals and objectives. For additional information about Performance Management at the Department, visit **ED Strategic Plans and Annual Reports** or email **PIO@ed.gov**.

### FY 2022–26 Strategic Goals and Strategic Objectives

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

Strategic Goal 1 focuses on outcomes related to improving and promoting educational equities for all students through adequate resources, opportunities, and supports. In FY 2022, \$46.2 billion was appropriated to the Department in support of Strategic Goal 1.

Multiple reports, such as those from the **National Assessment of Educational Progress** and the **Program for International Student Assessment**, suggest that inequalities in resources, policies, programs, services, and practices serve as barriers to access to equal educational opportunities for underserved students that need to be redressed. In support of Strategic Goal 1, the Department provided accessible digital instructional materials to blind, visually impaired, and print-disabled students, supporting 499,260 accessible digital instructional material downloads. Additionally in FY 2022, the Department issued guidance on the rights of public-school students with disabilities, including behavioral disabilities, at the elementary and secondary education level, to nondiscrimination on the basis of disability, under Section 504 of the *Rehabilitation Act of 1973*, in the context of discipline.

In FY 2022, the Department also released for public comment proposed changes to its regulations implementing Title IX of the Education Amendments of 1972 that would advance Title IX's goal of ensuring that no person

<sup>1</sup> GPRA Modernization Act of 2010 amends the Government Performance and Results Act of 1993 (GPRA).

<sup>2</sup> The FY 2022 Statement of Net Cost and related notes align with the FY 2022–26 Strategic Plan.

experiences sex discrimination, sex-based harassment, or sexual violence in education and help elementary and secondary schools implement this vital legislation.

The devastating and adverse impacts of the COVID-19 pandemic exacerbated previously documented gaps in educational opportunity. *The American Rescue Plan Act of 2021* (ARP) provides states and districts with critical resources to address these challenges. The \$122 billion American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund provides state educational agencies and local educational agencies (LEAs) flexible resources that can support hiring, preparing, and retaining high-quality teachers and school personnel to address teacher shortages and build a stronger pipeline for the future; promote learning acceleration, for example, through summer learning and enrichment and high-quality tutoring; and improve indoor air quality through upgrades to heating, ventilation, and air conditioning systems.

The ARP also requires that LEAs use 20 percent of their ARP ESSER allocation to address the academic impact of lost instructional time through the implementation of evidence-based interventions and that interventions respond to students' social, emotional, and mental health and academic needs and address the disproportionate impact of COVID-19 on students. In FY 2022, the Department continued monitoring work around the COVID-19 pandemic relief funds. Systems were implemented to ensure the Department was providing the required oversight and the technical systems to support states in addition to timely responses to guidance requests. The ARP further facilitates Strategic Goal 1 by providing much needed relief to help districts and schools recover and increase capacity to improve student outcomes and address historical inequities.

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

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

Strategic Goal 2 focuses on outcomes related to supporting and increasing diversity and talent in the educator workforce and professional growth. Teachers are essential to the learning and development of the students they serve. However, the educator workforce faces several challenges that limit students' educational opportunities and place at risk the success of students, particularly those who have been underserved by education systems. In FY 2022, \$16.3 billion was appropriated to the Department in support of Strategic Goal 2.

It is essential to attract, prepare, support, develop, and retain a diverse, well-qualified, experienced, and effective pool of educators by ensuring candidates have access to high-quality comprehensive preparation programs, and that steps are taken to support and retain qualified, experienced, and effective educators. In FY 2022, the Department aligned 18 grant competitions focusing more than \$414 million in federal funding toward projects that are designed to advance diversity in the educator workforce and professional development.

The Department is committed to and focused on making substantial progress in decreasing teacher shortages nationwide that have increased in the wake of the COVID-19 pandemic. Therefore, the Department encourages the use of ARP ESSER funds to prepare and retain a diverse educator workforce. In FY 2022, the Department continued to provide several resources to state educational agencies and local educational agencies that focused on the use of American Rescue Plan (ARP) funds and provided concrete examples of how states, districts, and schools are using federal COVID-19 dollars to strengthen the teacher pipeline, get more educators in the classroom, and accelerate student recovery. Districts and higher education institutions are partnering to create and expand residency programs, offer paraprofessional internships, and get college graduates credentialed and in the classroom more quickly. These partnerships provide students across the country

more classroom time working with qualified educators and addressing the academic impact of COVID-19.

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

Strategic Goal 3 focuses on meeting students' social, emotional, and academic needs. Learning and development across a student's life span are influenced by several interrelated factors, including the individual's social, emotional, academic, and career development. In FY 2022, \$20.1 billion was appropriated to the Department in support of Strategic Goal 3.

Research has shown that a safe, healthy, and equitable school climate that addresses students' social and emotional development is associated with higher student attendance and engagement, improved student connectedness, and better social and emotional health. The Title IV, Part A Centers provide state educational agencies (SEAs) with dedicated support for implementing the Title IV, Part A (Title IV-A) Student Support and Academic Enrichment (SSAE) program.

In support of Strategic Goal 3, the Office of Special Education and Rehabilitative Services issued Individuals with Disabilities Education Act discipline guidance that included a Dear Colleague Letter, a question and answer document, and a companion technical assistance document that provides examples of proven practices to address inequities and disparities in the use of discipline, including exclusionary discipline practices. The Department supports the education community in creating and maintaining healthy school environments that can contribute to lifelong benefits.

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

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

Strategic Goal 4 focuses on increasing the value of postsecondary education by addressing access, affordability, and degree and credential completion. The goal puts a particular emphasis on supporting educational institutions and state systems in their efforts to improve academic outcomes for all students and especially underserved student populations (i.e. first-generation, low-income background, students of color, and students with disabilities). In FY 2022, \$91.9 billion was appropriated to support Goal 4.

In support of Goal 4, the Department announced the availability of \$5 million in funds to support a new College Completion Fund for Postsecondary Student Success. The funding will support grants to Historically Black Colleges and Universities, Tribal Colleges and Universities, and Minority-Serving Institutions such as Hispanic-Serving Institutions—many of which are community colleges—to invest in data-driven and evidence-based reforms that encourage postsecondary retention, transfer, and completion.

Strategic Goal 5: Enhance the Department's internal capacity to optimize the delivery of its mission.	
Strategic Objective 5.1	Manage information technology as a strategic resource and driver to promote the advancement of the missions executed by the Department's 21st-century workforce.
Strategic Objective 5.2	Strengthen agency-wide data governance and build capacity to improve data access, data management, and enterprise data analytics in support of agency goals.
Strategic Objective 5.3	Recruit, retain, and develop the workforce needed to meet the Department's mission now and into the future.
Strategic Objective 5.4	Deliver mission outcomes and value for taxpayers through efficient acquisition management and proactive industry partnerships while promoting small businesses.

Strategic Goal 5 is focused on continuously improving agency operations as the Department manages, engages, and empowers the workforce; purchases products and services; enhances and secures information technology resources; and leverages data to support evidence-based decision-making. In FY 2022, \$59 million was appropriated to support Goal 5.

In FY 2022, the Department was recognized for its leading-edge work in data governance and in the effective execution of the agency's Data Maturity Assessment by the Partnership for Public Service. The Department was also recognized as a pioneer by **the Data Foundation** for its progress in the advancement of data literacy and data skill development across the agency. The Department has

shared its effective practices in this space with numerous federal agencies including the Department of State, Office of National Defense Intelligence, and the Department of Health and Human Services. The Department also chairs a federal working group building a Federal Data Skills Catalog.

The Department took immediate action in FY 2022 regarding the Office of Management and Budget Memo M-22-09 *Moving the U.S. Government Toward Zero Trust Cybersecurity Principles* by onboarding a GS-15 zero-trust architecture program manager and releasing a Department Strategy and project schedule for full implementation by the end of FY 2024.

Strategic Goal 5 prioritizes reducing potential procurement barriers and increasing procurement opportunities for small, underserved, and disadvantaged businesses. In support of Goal 5, 15.43% of contracts have been awarded to small business, which exceeds the goal of 14%. The Department also received an A on the FY 2021 Small Business Scorecard.

## THE DEPARTMENT'S AGENCY PRIORITY GOALS

The Department has identified three Agency Priority Goals (APGs) for FY 2022 and FY 2023 which seek to address the impact of the COVID-19 pandemic, effectively manage federal student loans, and reduce disparities in attainment of high-quality degrees and credentials.

### APG 1

**Address the impact of the COVID-19 pandemic on students, educators, and faculty.** The Department will be a leader and partner in addressing the impact of the COVID-19 pandemic in educational areas. By September 30, 2023, the Department will respond to the impact of the COVID-19 pandemic and the need to continuously provide for high-quality educational environments and capabilities by supporting state educational agencies, local educational agencies, and institutions of higher education to:

- Continue to support schools in maintaining safe, fully in-person instructions for students.
- Utilize COVID-19 relief funds on appropriate, effective, and evidence-based activities to reengage students, address lost instructional time, and improve educational opportunities by offering 300+ Department-led technical assistance engagements.

### Related Strategic Objectives

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

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

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

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

### APG 2

**Effectively manage federal student loans.** The Department will provide effective customer service for borrowers to simplify the student loan repayment process. By September 30, 2023, Federal Student Aid will improve loan servicer quality and accuracy to levels at or above 95 percent, as defined in student loan servicer agreements.

### Related Strategic Objective

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

### APG 3

**Reduce disparities in attainment of high-quality degrees and credentials.** The Department will support institutions and states to assist low-income students and students of color to enroll in and complete high-quality postsecondary education programs, including at community colleges and through career and technical training. By September 30, 2023, the Department will increase the number and diversity of higher education grant applicants from community colleges, Historically Black Colleges and Universities, Tribally Controlled Colleges or Universities, Minority-Serving Institutions, and public four-year colleges by 5 percent to support and assist low-income students and students of color in attaining improved educational outcomes.

### Related Strategic Objective

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

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