Fiscal Year 2013

Annual Performance Plan

U.S. Department of Education

TABLE OF CONTENTS

MISSION STATEMENT

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

OVERVIEW

The *FY 2013 Annual Performance Plan*, required by the *Government Performance and Results Modernization Act of 2010*, and based on the Department's *FY 2011–2014 Strategic Plan*, accompanies the Department's Budget submission and links performance goals with resources for achieving targeted levels of performance. The Plan identifies strategic performance measures and actions or strategies to accomplish those measures and those programs associated with each goal represented in the Department's Strategic Plan. The Annual Plan is a companion to the Department's FY 2013 Budget submission.

LINKING DEPARTMENT PERFORMANCE AND BUDGET TO STRATEGIC PLANNING

To achieve our mission and improve outcomes in education for the Nation, the Department has instituted six strategic goals to improve overall educational outcomes for America's students from cradle to career and institute structures that are intended to support management efforts.

1. **Postsecondary Education, Career and Technical Education, and Adult Education.** Increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults.
2. **Elementary and Secondary.** Prepare all elementary and secondary students for college and career by improving the education system's ability to consistently deliver excellent classroom instruction with rigorous academic standards while providing effective support services.
3. **Early Learning.** Improve the health, social-emotional, and cognitive outcomes for all children from birth through 3rd grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready.
4. **Equity.** Ensure effective educational opportunities for all students regardless of race, ethnicity, national origin, age, sex, disability, language, and socioeconomic status.
5. **Continuous Improvement of the U.S. Education System.** Enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, transparency, innovation, and technology.
6. **U.S. Department of Education Capacity.** Improve the organizational capacities of the Department to implement this Strategic Plan.

NATIONAL OUTCOMES

The National Outcomes are the improvements in student achievement needed at every level of education to achieve the President's 2020 goal. Improving these outcomes will require a concerted effort from all stakeholders in the education system.

1. **Early Learning**: All states improving overall and disaggregated health, social-emotional, and cognitive outcomes for all children at kindergarten entry.
2. **Elementary and Secondary**: All states improving overall and disaggregated high school graduation rates.
3. **Postsecondary Completion**: Nation improving overall and disaggregated college completion rates.
4. **Postsecondary Attainment**: Nation improving the percent of 25- to 34-year-olds who have attained an associate's or higher degree.
5. **Achievement Gap**: All states significantly reducing the achievement gap for all students, regardless of race, ethnicity, national origin, age, disability, language, sex, and socioeconomic status.

THE DEPARTMENT'S PRIORITY PERFORMANCE GOALS

The Department of Education has identified a limited number of priority goals that will be a particular focus over the next two years. These goals, which will help measure the success of the Department's cradle-to-career education strategy, reflect the importance of teaching and learning at all levels of the education system. These goals are consistent with the Department's four-year Strategic Plan and will be used to regularly monitor and report progress. To view information on all Department programs, please visit www.ed.gov.

Guiding Principle: Using Evidence to Drive Improvements in Policies and Programs

The effective implementation of the Department's goals will depend, in part, on the effective use of high-quality and timely data, including evaluations and performance measures, throughout the lifecycle of policies and programs. The Department is committed to increasing the number of programs and initiatives that are evaluated using methods that include those consistent with the What Works Clearinghouse Evidence Standards and to incorporating cost-effectiveness measures into evaluations and program improvement systems. Furthermore, the Department will work to improve staff and internal system capabilities (i.e. data collection and reporting systems) for analyzing data and using it to improve programs. The Department will also focus on creating a systematic process for ensuring that program offices are aware of the latest related research to better inform program improvement and restructure competitions around what works. Targets, strategies, and milestones for these Priority Goals are still under development.

Priority Goal
Improve outcomes for all children from birth through third grade.   By September 30 2013, at least nine states will implement a high-quality plan to collect and report disaggregated data on the status of children at kindergarten entry.
Improve learning by ensuring that more students have an effective teacher.   By September 30th, 2013, at least 500 school districts will have comprehensive teacher evaluation and support systems and a majority of States will have statewide requirements for comprehensive teacher and principal evaluation and support systems.
Demonstrate progress in turning around the nation's lowest-performing schools.   By September 30th 2013, 500 of the nation's persistently lowest-achieving schools will have demonstrated significant improvement and serve as potential models for future turnaround efforts.
Make informed decisions and improve instruction through the use of data.   By September 30th, 2013 all states will implement comprehensive statewide longitudinal data systems.

Priority Goal
Prepare all students for college and career. By September 30th 2013, all states will adopt internationally-benchmarked college- and career-ready standards.
Improve students' ability to afford and complete college. By September 30th, 2013, the Department will develop college value profiles designed to improve consumer decision-making and transparency about affordability for students and borrowers by streamlining information on all degree-granting institutions into a single, comparable, and easily-understandable format, while also helping all states and institutions develop college completion plans.

For more information on the Department's FY 2012–13 Priority Goals, please go to www.Performance.gov.

GPRA MODERNIZATION ACT OF 2010 REQUIREMENTS

Per the *GPRA Modernization Act,* 31 U.S.C. 1115(b)(10), requirement to address federal Priority Goals in the agency Strategic Plan and Annual Performance Plan, please refer to Performance.gov for information on federal Priority Goals and the agency's contributions to those goals, where applicable.

The 2013 Cuts, Consolidations, and Savings (CCS) volume of the President's Budget identifies the lower-priority program activities under the *GPRA Modernization Act*, 31 U.S.C 1115(b)(10). The public can access the volume at: http://www.whitehouse.gov/omb/budget.

GOAL 1

Postsecondary Education, Career and Technical Education, and Adult Education. Increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults.

GOAL 1 RESOURCES
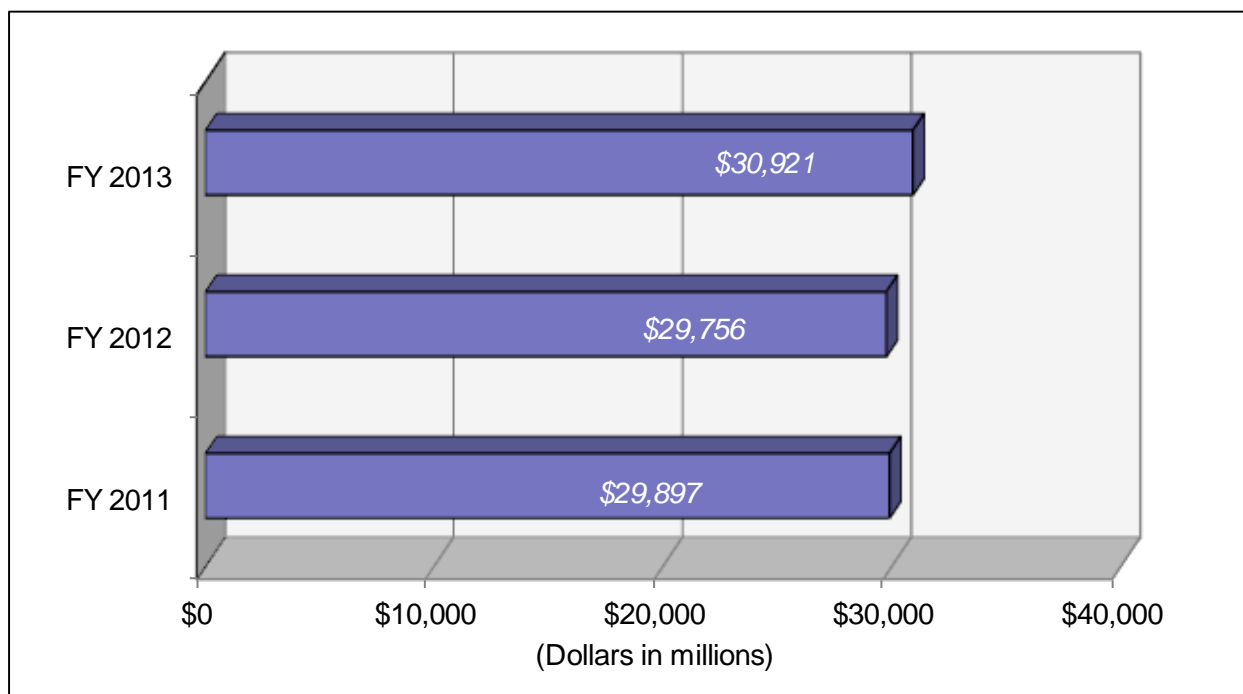
DISCRETIONARY PROGRAMS SUPPORTING GOAL 1 PERFORMANCE MEASURES

POC/Account/Program (Dollars in millions)			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Request
FSA	SFA	Federal Pell grants: Discretionary	22,956	22,824	22,824
FSA	DM/SAA	Student Aid Administration: Salaries and expenses	675	676	727
FSA	DM/SAA	Student Aid Administration: Servicing Activities	317	368	400
OPE	HE	Federal TRIO programs	827	840	840
OPE	HE	Race to the Top: College Affordability and Completion (proposed legislation)	0	0	1,000
OVAE	CTAE	Career and technical education State grants	1,122	1,123	1,123
Subtotal			**25,897**	**25,830**	**26,913**
Other Discretionary Programs			**4,001**	**3,925**	**4,007**
TOTAL, GOAL 1			**29,897**	**29,756**	**30,921**

Note: Detail may not add to total due to rounding.

Other discretionary Goal 1 programs include the following:

FSA	DM/SAA	Health Education Assistance Loans program (non-add)
FSA	SFA	Federal supplemental educational opportunity grants
FSA	SFA	Federal work-study
OESE	EIP	Mathematics and science partnerships
OPE	HE	Aid for institutional development: Strengthening institutions
OPE	HE	Aid for institutional development: Strengthening tribally controlled colleges and universities
OPE	HE	Child care access means parents in school
OPE	HE	College Housing and Academic Facilities Loans Program Account: Federal administration
OPE	HE	Developing Hispanic-serving institutions
OPE	HE	Fund for the Improvement of Postsecondary Education
OPE	HE	Gaining early awareness and readiness for undergraduate programs (GEAR UP)
OPE	HE	GPRA data/HEA program evaluation
OPE	HE	Graduate assistance in areas of national need
OPE	HE	Hawkins Centers for Excellence (proposed legislation)
OPE	HE	Historically Black College and University Capital Financing Program Account: Federal administration
OPE	HE	Historically Black College and University Capital Financing Program Account: Loan subsidies
OPE	HE	Howard University Hospital
OPE	HE	Howard University: General support
OPE	HE	Institute for International Public Policy
OPE	HE	International education and foreign language studies: Domestic programs
OPE	HE	International education and foreign language studies: Overseas programs
OPE	HE	Javits fellowships
OPE	HE	Minority science and engineering improvement
OPE	HE	Model transition programs for students with intellectual disabilities into higher education
OPE	HE	Promoting postbaccalaureate opportunities for Hispanic Americans
OPE	HE	Special programs for migrant students
OPE	HE	Strengthening Alaska Native and Native Hawaiian-serving institutions
OPE	HE	Strengthening Asian American- and Native American Pacific Islander-serving institutions
OPE	HE	Strengthening HBCUs
OPE	HE	Strengthening historically Black graduate institutions
OPE	HE	Strengthening Native American-serving nontribal institutions
OPE	HE	Strengthening predominately Black institutions
OPE	HE	Training for realtime writers
OSERS	GU	Gallaudet University
OSERS	NTID	National Technical Institute for the Deaf
OVAE	CTAE	Adult basic and literacy education State grants
OVAE	HE	Tribally controlled postsecondary career and technical institutions

Mandatory programs supporting Goal 1 include:

FSA	ACG	Academic competitiveness and SMART grants
FSA	DM/SAA	Student Aid Administration: Not-for-profit servicers
FSA	DM/SAA	Student Aid Administration: Perkins loan servicing
FSA	FDSL	Federal Direct Student Loans Program Account
FSA	FFEL	Federal Family Education Loans Liquidating Account
FSA	FFEL	Federal Family Education Loans Program Account
FSA	FPL	Federal Perkins Loan Program
FSA	HEAL	Health Education Assistance Loans Liquidating Account
FSA	SFA	Federal Pell grants: Mandatory
FSA	SFA	Iraq and Afghanistan Service Grants
FSA	TEACH	Presidential teaching fellows (proposed legislation)
FSA	TEACH	Teacher Education Assistance
OPE	HE	Aid for institutional development: Mandatory strengthening tribally controlled colleges and universities
OPE	HE	College access challenge grant program
OPE	HE	College Housing and Academic Facilities Loans Liquidating Account
OPE	HE	College Housing and Academic Facilities Loans Program Account Reestimate of existing loan subsidies
OPE	HE	College Housing Loans Liquidating Account
OPE	HE	Higher Education Facilities Loans Liquidating Account

OPE	HE	Historically Black College and University Capital Financing Program Account: Reestimate of existing loan subsidies
OPE	HE	Mandatory developing HSI STEM and articulation programs
OPE	HE	Mandatory promoting postbaccalaureate opportunities for Hispanic Americans
OPE	HE	Mandatory strengthening Alaska Native and Native Hawaiian-serving institutions
OPE	HE	Mandatory strengthening Asian American- and Native American Pacific Islander-serving institutions
OPE	HE	Mandatory strengthening HBCUs
OPE	HE	Mandatory strengthening Native American-serving nontribal institutions
OPE	HE	Mandatory strengthening predominantly Black institutions
OPE	HE	Masters degree programs at HBCUs and predominantly Black institutions
	AJA	American Jobs Act: Career academies (proposed legislation)
	AJA	American Jobs Act: Community college initiative (proposed legislation)
		General receipts
		Other Mandatory Accounts

AAEE	=	Accelerating Achievement and Ensuring Equity
ACG	=	Academic Competitiveness
AJA	=	American Jobs Act
APHB	=	American Printing House for the Blind
CTAE	=	Career, Technical, and Adult Education
DM	=	Departmental Management
EIP	=	Education Improvement Programs
ELE	=	English Learner Education
FDSL	=	Federal Direct Student Loans Program
FFLP	=	Federal Family Loan Program
FPL	=	Federal Perkins Loan
GU	=	Gallaudet University
HE	=	Higher Education
HEAL	=	Health Education Assistance Loans
IA	=	Impact Aid
IE	=	Indian Student Education
IES	=	Institute of Education Sciences
IIT	=	Innovation and Instructional Teams
NTID	=	National Technical Institute for the Deaf
OCR	=	Office for Civil Rights
OIG	=	Office of Inspector General
REHAB	=	Rehabilitation Services and Disability Research
SAA	=	Student Aid Administration
SE	=	Special Education
SFA	=	Student Financial Assistance
SSS	=	Supporting Student Success
TEACH	=	Teacher Education Assistance

ACTIONS AND MEANS TO ACHIEVE GOAL 1

- Improve the efficiency and effectiveness of the delivery of Federal Student Aid;
- Provide incentives to states and postsecondary institutions to contain or reduce the cost of providing education while ensuring and/or increasing quality;
- Ensure that all students, as consumers, have useful and accurate information about an institution's baseline and rates for retention, transfers, graduation, employment outcomes, and student debt so that they can make sound decisions;
- Build capacity to link postsecondary institutions more closely with elementary and secondary schools, businesses, government, and labor to meet workforce needs, especially in STEM;
- Promote career pathways and help all students gain the skills they need to be successful in careers;
- Improve the availability, quality, and use of data, data systems, and research to increase student and institutional performance and teacher preparation;
- Provide incentives for institutions and states to publish and make transparent their efforts to increase the quality of their educational programs, the results of their college completion goals, and the improvement of their pathways to college and careers;

- Strengthen consumer protection and program integrity at institutions eligible for federal student aid under Title IV of HEA;
- Support programs that focus on first-year success and progression from the first to the second year of college through graduation, especially at community colleges and for low-income students;
- Fund programs and services that meet the educational needs of adult learners, transitioning workers, and career changers, including immigrant professionals and previously incarcerated individuals;
- Work with other agencies to develop a comprehensive and coherent federal STEM strategy;
- Maximize opportunities to identify career pathways for adults interested in education programs, especially in high-need fields (e.g., STEM, teaching); and
- Modify current data systems to better identify and track program completion outcomes.

PERFORMANCE KEY MEASURES FOR GOAL 1

Postsecondary Education, Career and Technical Education, and Adult Education Indicators of Success	Baseline (BL) 2011	Target		
		2012	2013	2014
1.A. Increase in the percentage of individuals completing and filing the Free Application for Federal Student Aid form (FAFSA) who come from low-income households	57% (FY 2010–11 cycle results)	58%	59%	60%
1.B. Increase in the percentage of individuals completing and filing the FAFSA who are non-traditional students (25 years and above with no college degree)	3.8%	3.6%	4.1%	4.6%
1.C. Increase the number of states that have adopted college completion plans	39 states	42	45	47
1.D. Increase in the number of states that have published a plan for improving postsecondary access, quality, and completion leading to careers and positive civic engagement	19 states	27	35	42
1.E. Increase in the number of undergraduate credentials/degrees (in millions)	N/A	TBD	TBD	TBD
1.F. Increase in the number of STEM undergraduate degrees awarded (in millions)	N/A	TBD	TBD	TBD

N/A = Not Available
TBD = To Be Determined

Sources

1.A. Central Processing System (CPS) database (Federal Student Aid data)

1.B. CPS and U.S. Bureau of Labor Statistics (BLS) Labor Force Statistics

1.C. U.S. Department of Education, Program and Policy Studies Service

1.D. U.S. Department of Education, Program and Policy Studies Service

1.E. Integrated Postsecondary Education Data System. Numbers reflect total associate's degrees and bachelor's degrees awarded.

1.F. Tabulated by National Science Foundation/Division of Science Resources Statistics; data from Department of Education/National Center for Education Statistics: Integrated Postsecondary Education Data System Completions Survey

Note on performance measures and targets: The performance measures are developed based on the goals and objectives in the Department's FY 2011-2014 Strategic Plan. The targets for this and other measures in the Annual Performance Plan are based on information from a variety of sources that assist in establishing a baseline for FY 2011. Since our Strategic Plan is new for FY 2011, our baselines and targets are still under development. It is our intention that targets be ambitious yet achievable, and that they be re-evaluated annually as more updated information becomes available.

GOAL 2

Elementary and Secondary. Prepare all elementary and secondary students for college and career by improving the education system's ability to consistently deliver excellent classroom instruction with rigorous academic standards while providing effective support services.

GOAL 2 RESOURCES

(Dollars in millions)
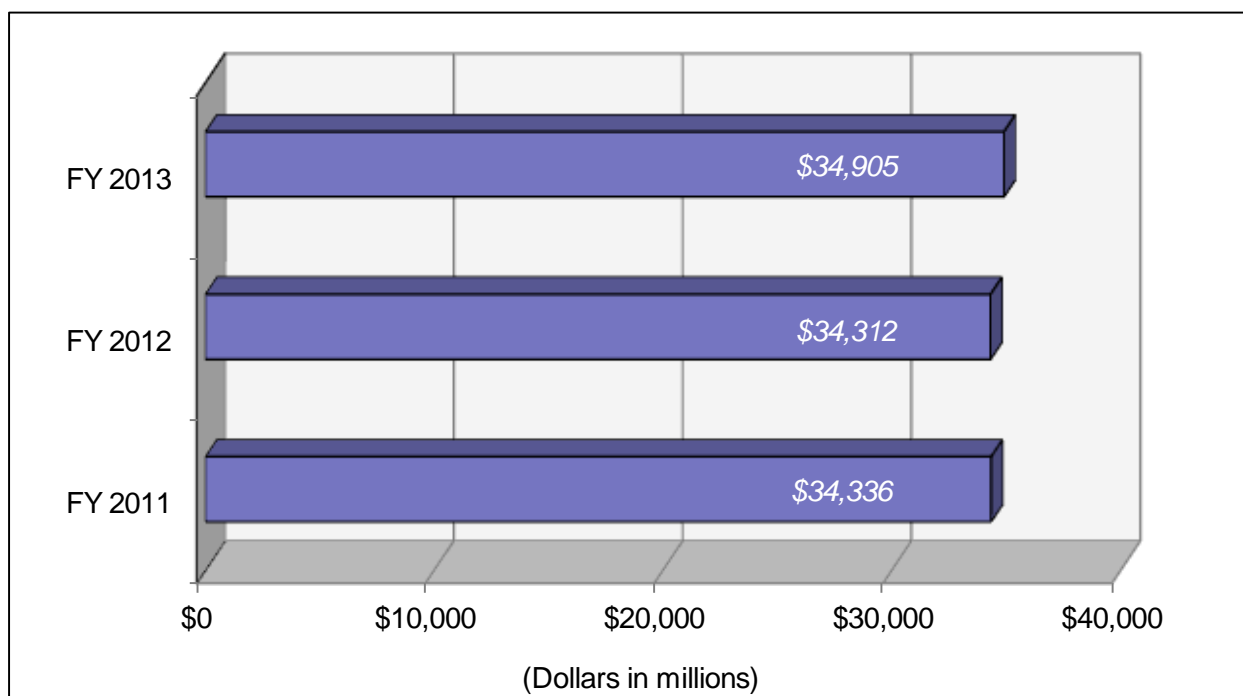
DISCRETIONARY PROGRAMS SUPPORTING GOAL 2 PERFORMANCE MEASURES

POC/Account/Program			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Request
(Dollars in millions)					
ISU/OESE	IIT	Race to the Top* (proposed legislation)	699	549	850
OESE	AAEE	College- and career- ready students	14,443	14,516	14,516
OESE	AAEE	School turnaround grants	535	534	534
OESE	EIP	Assessing achievement	390	389	389
OESE	EIP	College pathways and accelerated learning (proposed legislation)	0	0	81
OESE	EIP	Effective teachers and leaders for a well-rounded education (proposed legislation)	0	0	90
OESE	EIP	Effective teachers and leaders: Literacy (proposed legislation)	0	0	187

---

* Race to the Top funds in fiscal years 2011–2013 also support Goal 3 Early Learning.

(Dollars in millions)		POC/Account/Program	FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Request
OESE	EIP	Effective teachers and leaders: STEM (proposed legislation)	0	0	150
OESE	IA	Impact Aid	1,274	1,291	1,224
OESE	SSS	21st century community learning centers	1,154	1,152	1,152
OESE	SSS	Promise Neighborhoods	30	60	100
OESE	SSS	Successful, safe and healthy students (proposed legislation)	0	0	196
OII	IIT	Effective teachers and leaders State grants (proposed legislation)	0	0	2,467
OII	IIT	Expanding educational options (proposed legislation)	0	0	255
OII	IIT	Magnet schools assistance	100	100	100
OII	IIT	Teacher and leader innovation fund (proposed legislation)	0	0	400
OII	IIT	Teacher and leader pathways (proposed legislation)	0	0	75
OSERS	SE	Special Education grants to States	11,466	11,578	11,578
Subtotal			**30,089**	**30,168**	**34,343**
Other Discretionary Programs			**4,247**	**4,144**	**562**
TOTAL, GOAL 2			**34,336**	**34,312**	**34,905**

Note: Detail may not add to total due to rounding.

Other discretionary Goal 2 programs include the following:

OELA	EIP	Foreign language assistance
OESE	AAEE	Homeless children and youth education
OESE	AAEE	State agency programs: Neglected and delinquent
OESE	EIP	Advanced Placement
OESE	EIP	Arts in Education
OESE	EIP	Civic education: Cooperative education exchange
OESE	EIP	Excellence in economic education
OESE	EIP	High school graduation initiative
OESE	EIP	Rural education
OESE	EIP	Striving readers
OESE	EIP	Supplemental education grants
OESE	EIP	Teaching American History
OESE	IIT	Teacher incentive fund
OESE	SSS	Alcohol abuse reduction
OESE	SSS	Elementary and secondary school counseling
OESE	SSS	Physical education program
OESE	SSS	Safe and drug-free schools and communities national programs
OII	IIT	Charter schools grants
OII	IIT	Credit enhancement for charter school facilities
OII	IIT	Improving teacher quality State grants
OII	IIT	School leadership
OII	IIT	Teacher quality partnership
OII	IIT	Transition to teaching
OII	IIT	Voluntary public school choice
OII/OESE	IIT	Fund for the improvement of education: Programs of national significance
OSERS	APBH	American Printing House for the Blind
OSERS	SE	Parent information centers
OSERS	SE	Personnel preparation
OSERS	SE	State personnel development
OSERS	SE	Technology and media services

Mandatory programs supporting Goal 2 include:

OESE	AJA	American Jobs Act: School modernization (proposed legislation)
OESE	AJA	American Jobs Act: Strengthening the teaching profession (proposed legislation)
OESE	AJA	American Jobs Act: Teacher stabilization (proposed legislation)
OPE	HE	Mandatory funds for Upward Bound

AAEE	=	Accelerating Achievement and Ensuring Equity
ACG	=	Academic Competitiveness
AJA	=	American Jobs Act
APHB	=	American Printing House for the Blind
CTAE	=	Career, Technical, and Adult Education
DM	=	Departmental Management
EIP	=	Education Improvement Programs
ELE	=	English Learner Education
FDSL	=	Federal Direct Student Loans Program
FFLP	=	Federal Family Loan Program
FPL	=	Federal Perkins Loan
GU	=	Gallaudet University
HE	=	Higher Education
HEAL	=	Health Education Assistance Loans
IA	=	Impact Aid
IE	=	Indian Student Education
IES	=	Institute of Education Sciences
IIT	=	Innovation and Instructional Teams
NTID	=	National Technical Institute for the Deaf
OCR	=	Office for Civil Rights
OIG	=	Office of Inspector General
REHAB	=	Rehabilitation Services and Disability Research
SAA	=	Student Aid Administration
SE	=	Special Education
SFA	=	Student Financial Assistance
SSS	=	Supporting Student Success
TEACH	=	Teacher Education Assistance

ACTIONS AND MEANS TO ACHIEVE GOAL 2

- Require all states to demonstrate that their standards lead to college- and career-readiness and encourage state-led efforts to develop and adopt internationally benchmarked college- and career-ready standards;
- Support states in the development and implementation of high-quality assessment systems aligned to college- and career-ready standards;
- Support continuing validation, benchmarking, and research on standards and assessments to ensure that they capture what students need to know to be ready for college and career, are evidence based, and appropriately address the needs of all students, including English learners and students with disabilities;
- Support effective implementation of these standards and assessments to improve teaching and learning in the nation's classrooms;
- Eliminate incentives created by current law for states to set low standards that do not ensure that students are prepared for success;
- Focus on enhancing teacher and leader effectiveness as a means to improve student outcomes;
- Elevate and strengthen the education profession through support for recruiting, preparing, developing, evaluating, rewarding, and retaining effective teachers and leaders;
- Help ensure the equitable distribution of effective teachers and leaders, especially in low-performing, high-poverty, high-minority schools;
- Strengthen pathways into teaching and school leadership positions in high-need schools;
- Provide a structured program of technical assistance to states to improve teacher and leader quality and effectiveness;
- Support community-wide approaches and increase the capacity of community-based and other organizations to increase success for children from the cradle through college to career;
- Encourage opportunities for families to engage actively and meaningfully in their children's education;

- Build state, district, and school capacity to collect and use school-level climate data and other metrics to tailor approaches that effectively address local needs, facilitating partnerships where appropriate to focus on common metrics across sites;
- Promote high-quality programs offered through an expanded school day and/or year;
- Target significant funding toward persistently lowest-achieving schools in return for commitments to implement an intensive intervention model that the school district and community identify as appropriate for the school;
- Encourage state and local policies that support effective school turnaround efforts;
- Increase the capacity of states, districts, and partner organizations, including teacher organizations and school management organizations, to turn around these schools;
- Increase the capacity of teachers, leaders, and schools by developing and deploying tools, training, and other resources that increase access to and advance STEM teaching, learning, and leading;
- Inspire and motivate all students and adults to focus on STEM activities, disciplines, and careers;
- Recruit more highly effective STEM teachers, especially in the highest-need schools; and
- Build capacity to better link states, districts, and schools with STEM-focused businesses and postsecondary institutions.

PERFORMANCE KEY MEASURES FOR GOAL 2

Elementary and Secondary Indicators of Success	Baseline (BL) 2011	Target		
		2012	2013	2014
2.A. Increase in the number of states with adopted internationally benchmarked college- and career-ready standards*	45 states + DC	49	52	52
2.B. Increase in the number of states collaborating to develop and adopt high-quality assessments aligned to college- and career-ready standards	45 states + DC	48	52	52
2.C. Increase in the number of states in which institutions of higher education accept proficiency on state assessment as evidence that students do not need to enroll in remedial courses	Establish Baseline	Baseline + 2 states	Baseline + 2 states	Baseline + 2 states
2.D. Increase in the number of school districts with comprehensive teacher evaluation and support systems*	Establish Baseline	250	500	510
2.E. Increase in the number of states with statewide requirements for comprehensive teacher evaluation and support systems*	12 states + DC	17	26	35
2.F. Increase in the number of states with statewide requirements for comprehensive principal evaluation and support systems*	12 states + DC	17	26	35
2.G. Increase in the percentage of schools implementing initiatives that increase time for learning during or outside the school day	Establish Baseline	Baseline + 2%	Baseline + 2%	Baseline + 2%
2.H. Persistently lowest achieving schools identified as potential models by demonstrating improvement on indicators that schools are required to report through the School Improvement Grants program*	Establish Baseline	500	500	500
2.I. Increase in the percentage of Race-to-the-Top grantees that achieve their targets for their performance measures	Establish Baseline	Baseline + 2%	Baseline + 2%	Baseline + 2%

Elementary and Secondary Indicators of Success	Baseline (BL) 2011	Target		
		2012	2013	2014
2.J. Increase in the percentage of middle/high school math teachers who major in math or math education	N/A	78%	N/A	N/A
2.K. Increase in the percentage of middle/high school science teachers who major in science or science education	N/A	91%	N/A	N/A

* This indicator of success aligns with a Department Priority Goal.

N/A = Not Available

Sources

2.A. www.corestandards.org

2.B. The Partnership for Assessment of Readiness for College and Careers (PARCC) at www.achieve.org/PARCC and SMARTER Balanced Assessment Consortium at http://www.k12.wa.us/smarter/

2.C. U.S. Department of Education, Program and Policy Studies Service

2.D. State Fiscal Stabilization Fund annual performance report data

2.E. Race to the Top data

2.F. Race to the Top data

2.G. Current (School Improvement Grant grantee data): EDFacts. Future collection method: EDFacts survey of districts/schools

2.H. Results from School Improvement Grant reports due in February 2012

2.I. Race to the Top annual performance reports

2.J. U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS): http://nces.ed.gov/surveys/sass/tables/sass0708_006_t1n.asp

2.K. U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS)

Note on performance measures and targets: The performance measures are developed based on the goals and objectives in the Department's FY 2011-2014 Strategic Plan. The targets for this and other measures in the Annual Performance Plan are based on information from a variety of sources that assist in establishing a baseline for FY 2011. Since our Strategic Plan is new for FY 2011, our baselines and targets are still under development. It is our intention that targets be ambitious yet achievable, and that they be re-evaluated annually as more updated information becomes available.

GOAL 3

Early Learning. Improve the health, social-emotional, and cognitive outcomes for all children from birth through 3rd grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready.

GOAL 3 RESOURCES
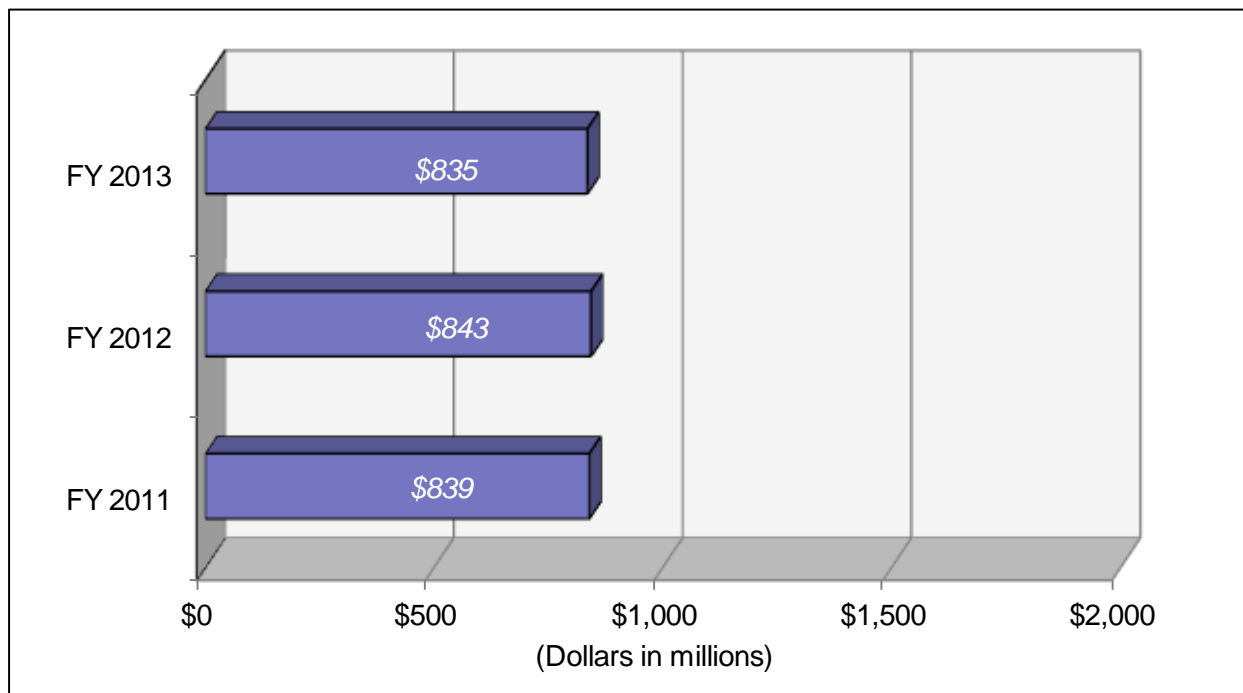
DISCRETIONARY PROGRAMS SUPPORTING GOAL 3 PERFORMANCE MEASURES

POC/Account/Program (Dollars in millions)			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Request
OESE	EIP	Ready-to-learn television	27	27	0
OSERS	SE	Grants for infants and families	439	443	463
OSERS	SE	Preschool grants	373	373	373
TOTAL, GOAL 3[*]			**839**	**843**	**835**

Note: Detail may not add to total due to rounding.

---

[*] Race to the Top funds in fiscal years 2011–2013, shown under Goal 2, also support Goal 3 Early Learning.

AAEE	=	Accelerating Achievement and Ensuring Equity
ACG	=	Academic Competitiveness
AJA	=	American Jobs Act
APHB	=	American Printing House for the Blind
CTAE	=	Career, Technical, and Adult Education
DM	=	Departmental Management
EIP	=	Education Improvement Programs
ELE	=	English Learner Education
FDSL	=	Federal Direct Student Loans Program
FFLP	=	Federal Family Loan Program
FPL	=	Federal Perkins Loan
GU	=	Gallaudet University
HE	=	Higher Education
HEAL	=	Health Education Assistance Loans
IA	=	Impact Aid
IE	=	Indian Student Education
IES	=	Institute of Education Sciences
IIT	=	Innovation and Instructional Teams
NTID	=	National Technical Institute for the Deaf
OCR	=	Office for Civil Rights
OIG	=	Office of Inspector General
REHAB	=	Rehabilitation Services and Disability Research
SAA	=	Student Aid Administration
SE	=	Special Education
SFA	=	Student Financial Assistance
SSS	=	Supporting Student Success
TEACH	=	Teacher Education Assistance

ACTIONS AND MEANS TO ACHIEVE GOAL 3

- Encourage and create incentives for states and local education agencies (LEAs) to offer high-quality early learning programs, especially for children with high needs;
- Raise awareness about the importance of high-quality early learning programs and services in underrepresented communities;
- Work with HHS to increase access to high-quality early learning programs for young children and ensure their inclusiveness for children with disabilities and English learners;
- Improve the preparation of the early learning workforce by supporting the development of common workforce knowledge and competency frameworks;
- Promote the use of federal funds for improving early learning professional development;
- Coordinate with adult education programs to create early learning career pathways;
- Encourage states' use of quality rating and improvement systems across all early learning programs that continuously monitor program effectiveness for accountability; and
- Promote the development and implementation of comprehensive early learning assessment systems whose data are used to improve quality and support program improvement.

PERFORMANCE KEY MEASURES FOR GOAL 3

Early Learning Indicators of Success	Baseline (BL) 2011	Target		
		2012	2013	2014
3.A. Increase in the number of states implementing a high-quality plan to collect and report disaggregated data on the status of children at kindergarten entry across a broad range of domains*	2	5 states	9 states	13 states
3.B. Increase in the number of states that have developed and adopted common, statewide Tiered Quality Rating and Improvement Systems that reflect high expectations of program excellence and lead to improved learning outcomes for children	Establish Baseline	Baseline + 2 states	Baseline + 4 states	Baseline + 6 states
3.C. Increase in the number of states that have statewide coordinated systems of professional development for early childhood educators serving children birth through third grade	Establish Baseline	Baseline + 2 states	Baseline + 4 states	Baseline + 6 states
3.D. Increase in the number of states implementing a Comprehensive Assessment System that includes screening and referral processes, formative measures, kindergarten entry assessments, measures of classroom quality and adult-child interactions, measures of child outcomes, and program evaluation	Establish Baseline	Baseline + 2 states	Baseline + 4 states	Baseline + 6 states

* This indicator of success aligns with a Department Priority Goal.

Sources

3.A. U.S. Department of Education, Program and Policy Studies Service

3.B. U.S. Department of Health and Human Services (HHS) Child Care and Development Fund (CCDF) state plans, other publicly available data sources (Web searches)

3.C. U.S. Department of Health and Human Services (HHS) Child Care and Development Fund (CCDF) state plans

3.D. Race to the Top – Early Learning Challenge Program data

*Note on performance measures and targets***:** The performance measures are developed based on the goals and objectives in the Department's FY 2011-2014 Strategic Plan. The targets for this and other measures in the Annual Performance Plan are based on information from a variety of sources that assist in establishing a baseline for FY 2011. Since our Strategic Plan is new for FY 2011, our baselines and targets are still under development. It is our intention that targets be ambitious yet achievable, and that they be re-evaluated annually as more updated information becomes available.

GOAL 4

Equity. Ensure effective educational opportunities for all students regardless of race, ethnicity, national origin, age, sex, disability, language, and socioeconomic status.

GOAL 4 RESOURCES
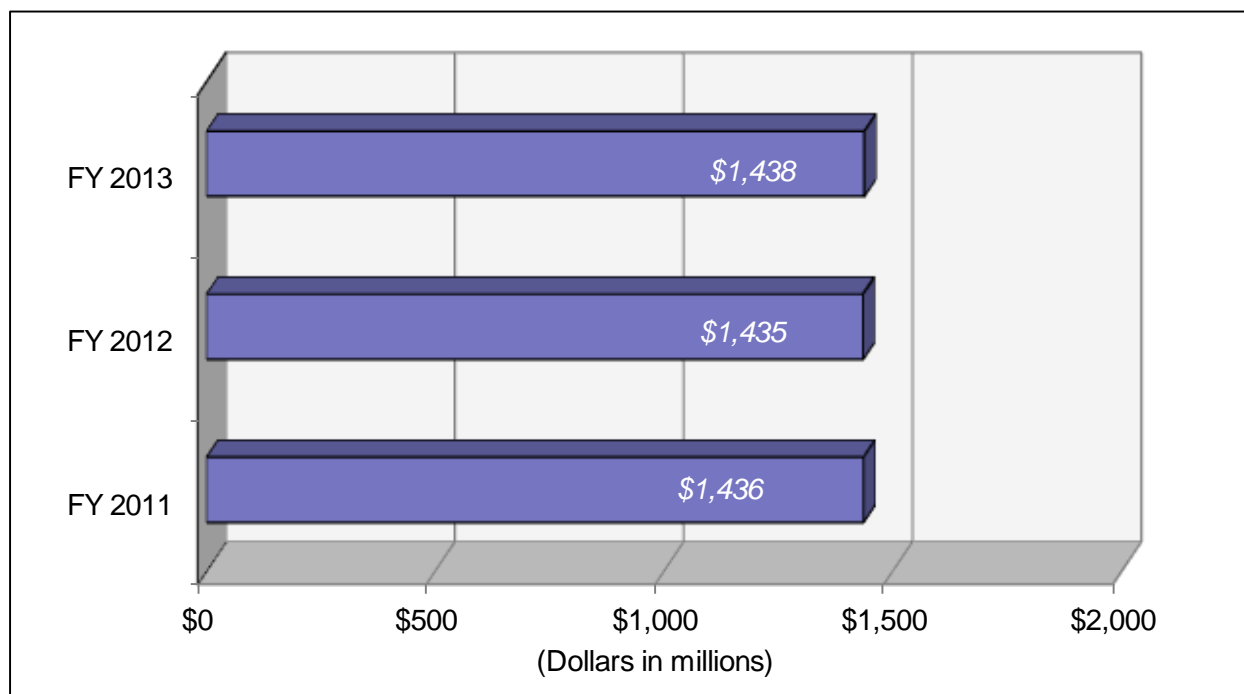
DISCRETIONARY PROGRAMS SUPPORTING GOAL 4 PERFORMANCE MEASURES

POC/Account/Program			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Request
(Dollars in millions)					
OCR	OCR	Office for Civil Rights	103	103	105
OESE	AAEE	State agency programs: Migrant	394	393	393
OESE	EIP	Alaska Native student education	33	33	33
OESE	EIP	Native Hawaiian student education	34	34	34
OESE	EIP	Training and advisory services	7	7	7
OESE	IE	Indian Education: Grants to local educational agencies	104	106	106
OESE	IE	Indian Education: Special programs for Indian children	19	19	19
OESE/OELA	ELA	English Learner Education	734	732	732
OSERS	SE	Special Olympics education programs	8	8	8
TOTAL, GOAL 4			**1,436**	**1,435**	**1,438**

Note: Detail may not add to total due to rounding.

AAEE	=	Accelerating Achievement and Ensuring Equity
ACG	=	Academic Competitiveness
AJA	=	American Jobs Act
APHB	=	American Printing House for the Blind
CTAE	=	Career, Technical, and Adult Education
DM	=	Departmental Management
EIP	=	Education Improvement Programs
ELE	=	English Learner Education
FDSL	=	Federal Direct Student Loans Program
FFLP	=	Federal Family Loan Program
FPL	=	Federal Perkins Loan
GU	=	Gallaudet University
HE	=	Higher Education
HEAL	=	Health Education Assistance Loans
IA	=	Impact Aid
IE	=	Indian Student Education
IES	=	Institute of Education Sciences
IIT	=	Innovation and Instructional Teams
NTID	=	National Technical Institute for the Deaf
OCR	=	Office for Civil Rights
OIG	=	Office of Inspector General
REHAB	=	Rehabilitation Services and Disability Research
SAA	=	Student Aid Administration
SE	=	Special Education
SFA	=	Student Financial Assistance
SSS	=	Supporting Student Success
TEACH	=	Teacher Education Assistance

ACTIONS AND MEANS TO ACHIEVE GOAL 4

- Encourage a focus on equity and high-need students in the Department's competitive and formula grant programs;
- Close the "comparability loophole" in ESEA so that state and local funding levels for high-poverty schools are comparable to what low-poverty schools receive;
- Collaborate with federal, state, and local government agencies as well as parents and community organizations to maximize impact on underserved populations;
- Increase access to and the quality of early learning programs and services, particularly for high-poverty and underserved populations, including children with disabilities and English learners;
- Support and enhance the pipeline of effective teachers and leaders, and ensure their equitable distribution in low performing, high-poverty, and high-minority schools;
- Promote the development of comprehensive teacher and leader evaluation systems based in part on student achievement and growth;
- Increase access to and the affordability of postsecondary institutions, particularly for underserved populations;
- Support White House Initiatives to improve educational quality and student access and completion at Minority-Serving Institutions;
- Ensure that postsecondary institutions are working to provide the best opportunity for students to be prepared for and have pathways into careers and that affordability is increased;
- Aid programs at postsecondary institutions that support the advancement of adult learners;
- Fund programs and services that meet the educational needs of transitioning workers and career changers, including immigrants and previously incarcerated individuals;
- Increase students' and their families' awareness of their rights and strengthen their capacity to resolve civil rights and equity issues in their communities;

- Increase understanding among schools, colleges, and universities of their obligations under the civil rights laws and strengthen their capacity for voluntary compliance;
- Protect individual complainants' civil rights and ensure due process;
- Identify and eliminate systemic violations of the civil rights laws;
- Focus technical assistance, data collection, and enforcement activities on critical issues including: school culture, by working to ensure students are free from harassment and sexual violence; issues of access, by ensuring equitable distribution of resources; ensuring English learners get the services they need; ensuring schools, including charter schools, do not engage in discriminatory recruitment practices or segregate students; and working to remedy disparate discipline rates; and
- Collect and make available civil rights data.

PERFORMANCE KEY MEASURES FOR GOAL 4

| Equity Indicators of Success	Baseline (BL) 2011	Target		
		2012	2013	2014
4.A. Increase in the combined annual number of significant proactive and outreach activities related to civil rights enforcement (new policy documents, compliance reviews, and technical assistance activities)	Establish Baseline	Baseline + 2%	Baseline + 2%	Baseline + 2%

Sources
4.A. U.S. Department of Education, Office for Civil Rights

Note on performance measures and targets: The performance measures are developed based on the goals and objectives in the Department's FY 2011-2014 Strategic Plan. The targets for this and other measures in the Annual Performance Plan are based on information from a variety of sources that assist in establishing a baseline for FY 2011. Since our Strategic Plan is new for FY 2011, our baselines and targets are still under development. It is our intention that targets be ambitious yet achievable, and that they be re-evaluated annually as more updated information becomes available.

GOAL 5

Continuous Improvement of the U.S. Education System. Enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, transparency, innovation, and technology.

GOAL 5 RESOURCES
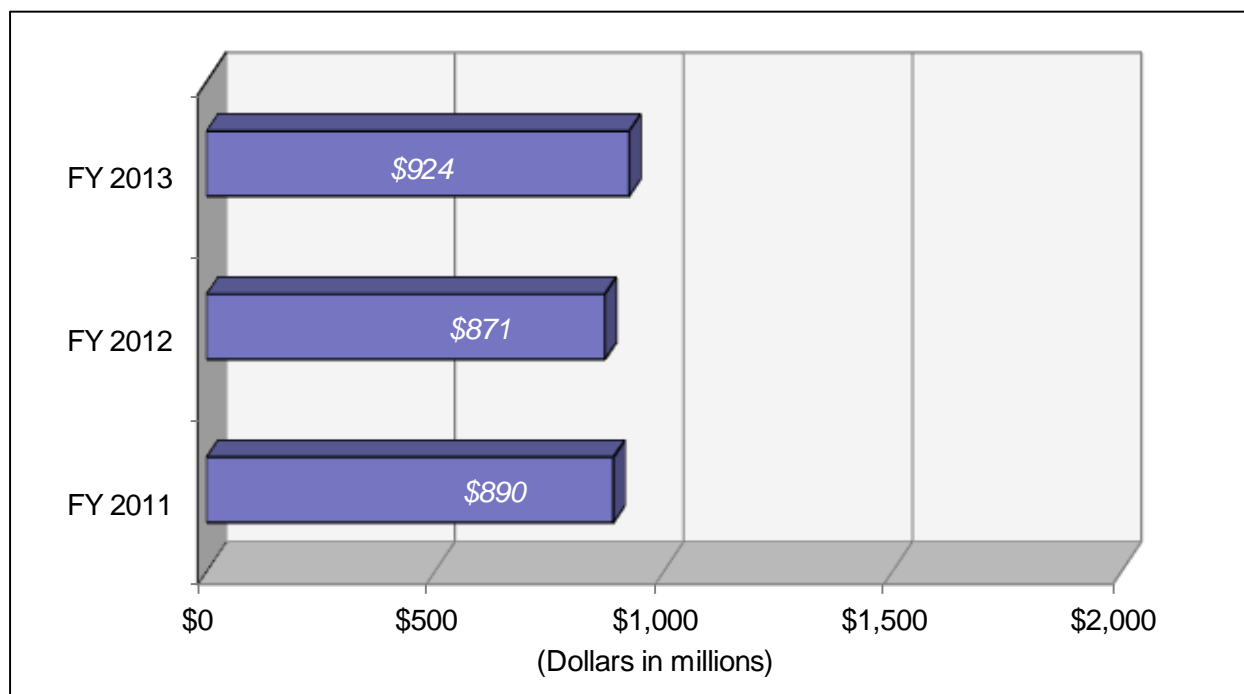
DISCRETIONARY PROGRAMS SUPPORTING GOAL 5 PERFORMANCE MEASURES

POC/Account/Program			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Request
(Dollars in millions)					
IES	IES	National assessment	130	130	125
IES	IES	Research, development, and dissemination	200	190	202
IES	IES	Statewide data systems	42	38	53
IES	IES	Statistics	108	109	115
OII	IIT	Investing in innovation (proposed legislation)	150	149	150
Subtotal			**630**	**616**	**645**
Other Discretionary Programs			**260**	**256**	**279**
TOTAL, GOAL 5			**890**	**871**	**924**

Note: Detail may not add to total due to rounding.

Other discretionary Goal 5 programs include the following:

IES	IES	National Assessment Governing Board
IES	IES	Regional educational laboratories
IES	IES	Research in special education
IES	IES	Special education studies and evaluations
OESE	AAEE	Evaluation
OESE	EIP	Comprehensive centers
OESE	IE	Indian Education: National activities
OSERS	SE	PROMISE: Promoting Readiness of Minors in SSI
OSERS	SE	Technical assistance and dissemination
OVAE	CTAE	Adult education national leadership activities
OVAE	CTAE	Career and technical national programs

AAEE	=	Accelerating Achievement and Ensuring Equity
ACG	=	Academic Competitiveness
AJA	=	American Jobs Act
APHB	=	American Printing House for the Blind
CTAE	=	Career, Technical, and Adult Education
DM	=	Departmental Management
EIP	=	Education Improvement Programs
ELE	=	English Learner Education
FDSL	=	Federal Direct Student Loans Program
FFLP	=	Federal Family Loan Program
FPL	=	Federal Perkins Loan
GU	=	Gallaudet University
HE	=	Higher Education
HEAL	=	Health Education Assistance Loans
IA	=	Impact Aid
IE	=	Indian Student Education
IES	=	Institute of Education Sciences
IIT	=	Innovation and Instructional Teams
NTID	=	National Technical Institute for the Deaf
OCR	=	Office for Civil Rights
OIG	=	Office of Inspector General
REHAB	=	Rehabilitation Services and Disability Research
SAA	=	Student Aid Administration
SE	=	Special Education
SFA	=	Student Financial Assistance
SSS	=	Supporting Student Success
TEACH	=	Teacher Education Assistance

ACTIONS AND MEANS TO ACHIEVE GOAL 5

- Facilitate the development of the infrastructure necessary to collect and disseminate high-value education information for the improvement of child and student outcomes;
- Support policies that encourage interoperability between data systems, both within education and across sectors, while also upholding the privacy, confidentiality, and security of personally identifiable information;
- Encourage the use of data by promoting access to high-value, timely, and accurate data and by improving the quality of data;
- In its research and evaluation agenda, continue to emphasize the importance of focusing not only on what works (and what does not), but also on questions of "why," "for whom," and "under what conditions";
- Continue efforts to improve data analyses, evaluation, and research capacity at the state and local levels, including through supporting longitudinal and other data systems;
- Support research on problems of practice guided by strong theories of action; study how schools, districts, states, and institutions improve; and create incentives for knowledge building and long-term sustained research programs;

- Develop knowledge management tools and systems that foster abilities to better understand, apply, and replicate findings from research and evaluation studies;
- Develop strategies to make research more meaningful and accessible for teachers, principals, and administrators, as well as for parents, families, school board members, and community members;
- Increase the involvement of educators, policymakers, and project directors in evaluation efforts;
- Increase the use of evidence to inform policy development and program implementation, including the use of performance measures, data analysis, research, and evaluation for program and policy design and improvement;
- Fund and promote states', districts', and postsecondary institutions' appropriate access to and dissemination of specific and relevant education information;
- Enhance Department policies and processes for transparency, including publication of school, district, and state data and information on Department programs, while protecting private, personally identifiable information;
- Provide more robust and proactive technical assistance and guidance to states, districts, and educational entities on how to ensure that privacy is protected;
- Articulate a vision to states, districts, and schools of learning powered by technology;
- Use technology to connect educators to data, resources, experts, and peers;
- Support research and development of educational technology and other innovations;
- Support the development of educational technology with enhanced accessibility for students with disabilities;
- Fund and scale the development and adoption of technology and other innovative tools, environments, and resources that empower learning, improve assessments, and make educational professionals more effective; and
- Build the Department's internal capacity to accelerate the adoption of technology and other innovations as a model of an organization focused on continuous improvement.

PERFORMANCE KEY MEASURES FOR GOAL 5

Continuous Improvement of the U.S. Education System Indicators of Success		Baseline (BL) 2011	Target		
			2012	2013	2014
5.A. Increase in the number of states implementing comprehensive statewide longitudinal data systems*	Link students with teachers	41	47	52	52
	Link P-12 with college	40	46	52	52
5.B. Increase in the number of high-value datasets that are published through data.gov or ED.gov websites		9	11	13	15
5.C. Increase in the number of state report cards that include student achievement, school climate, college enrollment, and teacher and school leader measures		Establish Baseline	Baseline + 2 states	Baseline + 4 states	Baseline + 6 states
5.D. Increase in the number of Department programs with awards made based on the strength of the evidence (strong or moderate) provided in grant applications		5	9	13	17
5.E. Increase in the number of Department programs, practices, or strategies that are adopted as a result of Scale Up, Validation, or Development grants		Establish Baseline	Baseline + 2%	Baseline + 2%	Baseline + 2%

Continuous Improvement of the U.S. Education System Indicators of Success		Baseline (BL) 2011	Target		
			2012	2013	2014
5.F. Increase in the percentage of parents and teachers who believe that the effective implementation of technology within instruction is important to student success	Parents	52%	56%	59%	63%
	Teachers	37%	40%	44%	47%
5.G. Increase Departmental priorities to address equity-related issues in the Department's grants and awards		Establish Baseline	Baseline + 2%	Baseline + 2%	Baseline + 2%

* This indicator of success aligns with a Department Priority Goal.

Sources

5.A. http://nces.ed.gov/programs/slds/pdf/features_summary.pdf

5.B. www.data.gov or www.data.ed.gov

5.C. Search of report cards on state educational agency websites

5.D. Spending plans

5.E. Investing in Innovation Fund grantee reports

5.F. Speak Up for K12, http://www.tomorrow.org/speakup; Project Tomorrow Teacher Survey

5.G. U.S. Department of Education, internal analysis

Note on performance measures and targets: The performance measures are developed based on the goals and objectives in the Department's FY 2011-2014 Strategic Plan. The targets for this and other measures in the Annual Performance Plan are based on information from a variety of sources that assist in establishing a baseline for FY 2011. Since our Strategic Plan is new for FY 2011, our baselines and targets are still under development. It is our intention that targets be ambitious yet achievable, and that they be re-evaluated annually as more updated information becomes available.

GOAL 6

U.S. Department of Education Capacity. Improve the organizational capacities of the Department to implement this Strategic Plan.

GOAL 6 RESOURCES
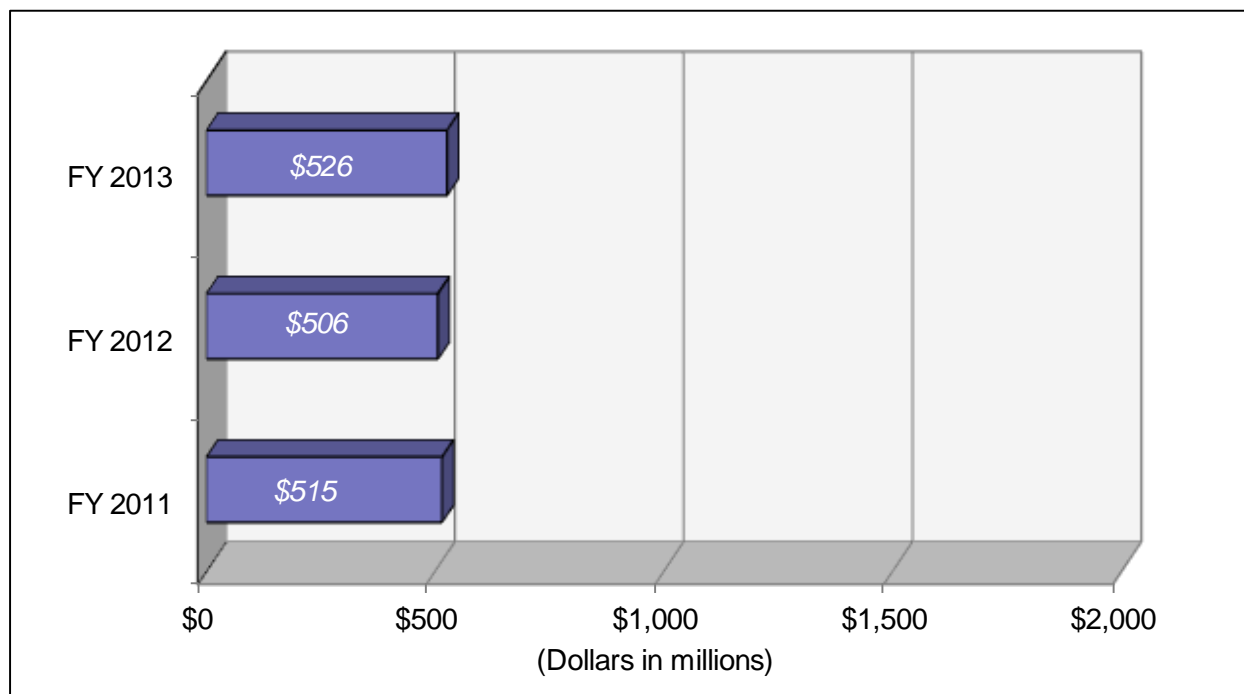
DISCRETIONARY PROGRAMS SUPPORTING GOAL 6 PERFORMANCE MEASURES

POC/Account/Program (Dollars in millions)			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Request
OIG	OIG	Office of Inspector General	60	60	62
	DM/PA	Program Administration: Building modernization	8	0	2
	DM/PA	Program Administration: Salaries and expenses	447	446	462
TOTAL, GOAL 6			**515**	**506**	**526**

Note: Detail may not add to total due to rounding.

Mandatory Programs supporting Goal 6 include:

Contributions

AAEE	=	Accelerating Achievement and Ensuring Equity
ACG	=	Academic Competitiveness
AJA	=	American Jobs Act
APHB	=	American Printing House for the Blind
CTAE	=	Career, Technical, and Adult Education
DM	=	Departmental Management
EIP	=	Education Improvement Programs
ELE	=	English Learner Education
FDSL	=	Federal Direct Student Loans Program
FFLP	=	Federal Family Loan Program
FPL	=	Federal Perkins Loan
GU	=	Gallaudet University
HE	=	Higher Education
HEAL	=	Health Education Assistance Loans
IA	=	Impact Aid
IE	=	Indian Student Education
IES	=	Institute of Education Sciences
IIT	=	Innovation and Instructional Teams
NTID	=	National Technical Institute for the Deaf
OCR	=	Office for Civil Rights
OIG	=	Office of Inspector General
REHAB	=	Rehabilitation Services and Disability Research
SAA	=	Student Aid Administration
SE	=	Special Education
SFA	=	Student Financial Assistance
SSS	=	Supporting Student Success
TEACH	=	Teacher Education Assistance

ACTIONS AND MEANS TO ACHIEVE GOAL 6

- Better engage employees and promote creativity, innovation, and collaboration;
- Improve knowledge sharing and learning opportunities, including sharing of best practices;
- Develop an enhanced strategy for promoting within the Department and hiring outside the Department, including the hiring of individuals with disabilities, consistent with Presidential Executive Order 13548;
- Enhance the performance management system;
- Invest in developing and supporting Department managers and leaders;
- Ensure sufficient and appropriate staffing at each step (pre-award, performance period, post-award) of each grant program to maximize risk mitigation;
- Refine management processes and structures that address financial and programmatic risk, and establish the appropriate balance of centralized and decentralized capabilities and staffing;
- Expand definitions of effective risk management to include grantee performance on outcomes-based measures set out in grant applications;
- Support states' efforts to achieve significant improvements in student outcomes;
- Facilitate the building of sustainable learning communities and systems within and across states and districts;
- Identify, codify, and share effective (and ineffective) practices to accelerate learning;
- Help scale effective systemic approaches and practices within and across states and nationwide;
- Shift from a more narrow focus on compliance monitoring to a mix of grantee support and monitoring;
- Help redefine relationships between the Department and states, between states and their LEAs, across states, and across similar districts;
- Encourage transparency and ensure appropriate, effective, and efficient use of funds;

- Undergo a process of continuous improvement to ensure alignment of priorities from the government wide level to the individual employee level; and
- Continue developing and scaling up innovative technologies that improve productivity.

PERFORMANCE KEY MEASURES FOR GOAL 6

| U.S. Department of Education Capacity Indicators of Success	Baseline (BL) 2011	Target		
		2012	2013	2014
6.A. Increase in the Department's rank in the report on the Best Places to Work (BPTW) in the Federal Government	29/33	27	25	23
6.B. Increase in the percentage of Department's positive responses that the Department receives on the Talent Management measure in the Federal Viewpoint Survey	58%	62%	66%	70%
6.C. Increase in the percentage of positive responses that the Department receives on the Performance Culture measure in the Federal Viewpoint Survey	53%	58%	63%	68%
6.D. Increase in the percentage of Department programs that use a risk index and corresponding solutions for identifying and mitigating grantee risk	Establish Baseline	Baseline +2%	Baseline +2%	Baseline +2%
6.E. Increase in the percentage of states and other grantees reporting satisfaction with support provided by the Department	72%	74%	76%	78%
6.F. Increase in the availability of data related to student access to resources and opportunities to succeed, such as disaggregated student access to college- and career-ready math and science courses; disparate discipline rates, school-based arrests, and referrals to law enforcement; and school-level expenditures	Establish Baseline	Baseline +2%	Baseline +2%	Baseline +2%

Sources

6.A. Best Places to Work Survey (http://bestplacestowork.org/BPTW/rankings/)

6.B. Federal Viewpoint Survey

6.C. Federal Viewpoint Survey

6.D. U.S. Department of Education, Risk Management Service

6.E. Overall score on the Department's annual Grantee Satisfaction survey

6.F. U.S. Department of Education, Civil Rights Data Collection

*Note on performance measures and targets***:** The performance measures are developed based on the goals and objectives in the Department's FY 2011-2014 Strategic Plan. The targets for this and other measures in the Annual Performance Plan are based on information from a variety of sources that assist in establishing a baseline for FY 2011. Since our Strategic Plan is new for FY 2011, our baselines and targets are still under development. It is our intention that targets be ambitious yet achievable, and that they be re-evaluated annually as more updated information becomes available.

OTHER

The programs listed below do not currently fit under the six Goals in the FY 2011–14 Strategic Plan.

RESOURCES FOR OTHER
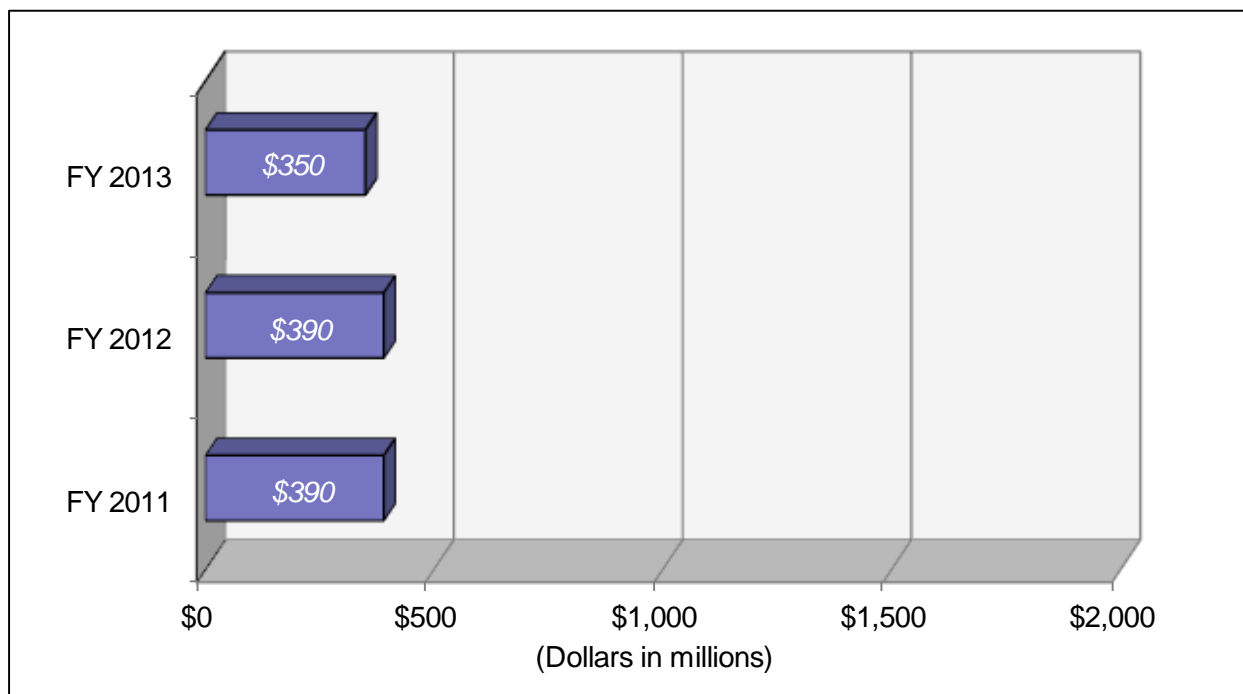
Note: The total for FY 2013 includes a $64 million discretionary modification for vocational rehabilitation.

DISCRETIONARY PROGRAMS SUPPORTING OTHER PERFORMANCE MEASURES

POC/Account/Program			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Request
(Dollars in millions)					
OSERS	REHAB	Assistive technology programs	31	33	31
OSERS	REHAB	Client assistance State grants	12	12	12
OSERS	REHAB	Demonstration and training programs	6	5	6
OSERS	REHAB	Helen Keller National Center for Deaf-Blind Youths and Adults	9	9	9
OSERS	REHAB	Independent living centers	80	80	80
OSERS	REHAB	Independent living services for older blind individuals	34	34	34
OSERS	REHAB	Independent living State grants	23	23	23
OSERS	REHAB	Migrant and seasonal farmworkers	2	1	0
OSERS	REHAB	National Institute on Disability and Rehabilitation Research	109	109	107
OSERS	REHAB	Protection and advocacy of individual rights	18	18	18

POC/Account/Program (Dollars in millions)			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Request
OSERS	REHAB	Supported employment State grants	29	29	0
OSERS	REHAB	VR Training	36	36	30
TOTAL, OTHER			**390**	**390**	**350**

Note: The total for FY 2013 includes a $64 million discretionary modification for vocational rehabilitation.

Mandatory Programs supporting Other include:

OSERS   REHAB   Vocational rehabilitation State grants

AAEE	=	Accelerating Achievement and Ensuring Equity
ACG	=	Academic Competitiveness
AJA	=	American Jobs Act
APHB	=	American Printing House for the Blind
CTAE	=	Career, Technical, and Adult Education
DM	=	Departmental Management
EIP	=	Education Improvement Programs
ELE	=	English Learner Education
FDSL	=	Federal Direct Student Loans Program
FFLP	=	Federal Family Loan Program
FPL	=	Federal Perkins Loan
GU	=	Gallaudet University
HE	=	Higher Education
HEAL	=	Health Education Assistance Loans
IA	=	Impact Aid
IE	=	Indian Student Education
IES	=	Institute of Education Sciences
IIT	=	Innovation and Instructional Teams
NTID	=	National Technical Institute for the Deaf
OCR	=	Office for Civil Rights
OIG	=	Office of Inspector General
REHAB	=	Rehabilitation Services and Disability Research
SAA	=	Student Aid Administration
SE	=	Special Education
SFA	=	Student Financial Assistance
SSS	=	Supporting Student Success
TEACH	=	Teacher Education Assistance

*Note on performance measures and targets***:** The performance measures are developed based on the goals and objectives in the Department's FY 2011-2014 draft Strategic Plan. The targets for this and other measures in the Annual Performance Plan are based on information from a variety of sources that assist in establishing a baseline for FY 2011. Since our Strategic Plan is new for FY 2011, our baselines and targets are still under development. It is our intention that targets be ambitious yet achievable, and that they be re-evaluated annually as more updated information becomes available.