

## Goal 6. U.S. Department of Education Capacity:

Improve the organizational capacities of the Department to implement the *Strategic Plan*.

### Goal Leader:

Andrew Jackson, Assistant Secretary, Office of Management (OM)

### Public Benefit

To ensure the achievement of the Department's mission critical objectives, grants and contract management remain a strategic focus for improvement in long- and short-term initiatives. Additionally, fortifying human capital strategies, competencies and resources, along with the continuous improvement of IT security and technologically enhanced work environments, continue to be priorities. These activities support grantees, schools, students, families, and communities in achieving their educational and economic goals, while also continuing to hold recipients of the Department's funding accountable to clear financial requirements and legal obligations.

The Department continues to focus on human capital management to acquire and develop its workforce; increase diversity and inclusion and improve employee engagement; rethink how it monitors and intervenes with high-risk grantees and contractors; enhance workforce productivity through information technology; safeguard its assets and stakeholders from cybersecurity threats; continue to improve and integrate effective performance management; and transform the way the Department interacts with states, districts, IHEs, and other grantees and stakeholders. These efforts will improve performance results, increase stakeholder collaboration, and lead to greater employee engagement.

In FY 2015, the Department was a leader in the broader grant community to implement successfully the new [Uniform Guidance](#) regulations prescribed and updated by the President's Office of Management and Budget. The Department created an online repository of resources and conducted frequent outreach to help grantees follow the new rules, which reduce burden while strengthening controls against waste, fraud, and abuse.

Using a strategic approach in FY 2015, the Department strengthened Human Resources (HR) operations by reducing hiring lead times, improving executive recruitment strategies, revising outdated HR policies, expanding training opportunities, and improving management practices.

### Analysis and Next Steps

**Objective 6.3: Implementation and Support.** Build Department capacity and systems to support states' and other grantees' implementation of reforms that result in improved outcomes, and keep the public informed of promising practices and new reform initiatives.

### Objective Leader:

Heather Rieman, Chief of Staff, Office of Elementary and Secondary Education (OESE)

### Explanation and Analysis of Progress:

2015 was the first year of implementation for OESE's new Office of State Support (OSS). The reorganization was approved in the fourth quarter of FY 2014 and OSS was created in early October. OSS is designed to provide improved state-centered support across related

Department programs and offer more transparent, higher quality, and better differentiated support to meet the varies needs among states. The matrix organization model adopted by OSS ensures that a state has a primary contact within the Department and this individual serves as the liaison across key state-administered grant programs and major federal funding streams that flow to each state and district. By consolidating processes and technical assistance, the Department will be able to more effectively customize its outreach to individual states and model the critical partnerships that states should have with their respective districts.

The office is working to deepen staff knowledge and build or pilot systems and routines that allow OSS to support states with implementation through a systemic approach to technical assistance and the design and implementation of key processes, such as performance management and knowledge management, in order to ensure sustainability.

Educator equity is one area of increased attention and support during the past year. In July 2014, the Department announced the Excellent Educators for All initiative designed to move America toward the day when every student in every public school is taught by excellent educators. An EASN was set up to provide support and technical assistance to states to ensure that they had strong plans and targeted strategies so that students in poverty and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

### Challenges and Next Steps:

Transitioning to the new OSS is a significant change that will take time to implement fully. OESE and OSS leadership are still establishing new processes and procedures, and the transition will take place gradually. Compounded by budget constraints, continuing challenges include staffing, appropriate professional development, and support for staff.

Building new and stronger relationships with states and stakeholders requires significant outreach and effort. The Department continues to communicate with stakeholders and grantees—through printed publications, the PROGRESS blog, OSS technical assistance, YouTube videos, and speeches—and broadly share lessons learned across grantees and nongrantees and with the general public about the reforms being implemented at the state and local levels. Next steps also include launching an updated state performance review, implementing against a new strategic technical assistance plan, and adjusting plans to prepare for ESSA implementation.

U.S. Department of Education Indicators of Success	Baseline	2013 Actuals	2014 Actuals	2015 Actuals	2015 Current Year Target	Current Year Results	2016 Out-Year Targets	2017 Out-Year Targets
6.1.A. Staffing gaps percentage <sup>1</sup>	FY: 2013 15%	15%	4%	4.3%	15%	<b>MET</b>	NA	NA
<b>New Metric</b> Percent of selections made per job opportunity announcement (JOA)	FY: 2015 46.4%	NA	NA	46.4%	NA	NA	48.7%	51.2%
6.1.B. EVS Employee Engagement Index	FY: 2012 64.7%	66%	67%	68%	69%	<b>NOT MET</b>	71%	72%

<sup>1</sup> Metric being removed at the end of the FY 2015 reporting period and being replaced with the metric identified as “New Metric” directly below it. If there is no corresponding “New Metric” identified, new metric TBD. Please refer to appendix B for details pertaining to the removal and addition of metrics. The proposed FY 2016 and 2017 targets for the metric being removed were NA and NA, respectively.

Goal 6 – Strategic Objective 6.3

U.S. Department of Education Indicators of Success	Baseline	2013 Actuals	2014 Actuals	2015 Actuals	2015 Current Year Target	Current Year Results	2016 Out-Year Targets	2017 Out-Year Targets
6.3.A. Percentage of states who annually rate the Department's technical assistance as helping build state capacity to implement education reforms <sup>2</sup>	FY: 2013 54%	54%	75%	69%	67%	MET	77%	85%

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:

6.3.A. Baseline is from the Race to the Top State Lead Survey, n=19. Future data will come from the Annual Grantee Satisfaction Survey; annually

<sup>2</sup> In FY 2016, the metric's data source will be changed to the 2015 Grantee Satisfaction Survey. Thus, in FY 2016, the baseline and targets will be updated to reflect the change. There is also variability with this metric due to ESEA reauthorization and the impact on the programs included.