

# Archived Information

## ALLEN J. ELLENDER FELLOWSHIP PROGRAM

<b>Goal:</b> To improve participants' knowledge, skills, and attitudes regarding the three branches of government.	<b>Funding History</b> (\$ in millions)			
	<b>Fiscal Year</b>	<b>Appropriation</b>	<b>Fiscal Year</b>	<b>Appropriation</b>
	1985	\$2	2000	\$2
	1990	\$4	2001	\$2
<b>Legislation:</b> Title X, Part G, Sections 10701-10742, of the Elementary and Secondary Education Act (ESEA) of 1965, as amended (20 U.S.C. 8161-8202).	1995	\$3	2002 (Requested)	\$0

### Program Description

The purpose of this program is to make a grant to the Close Up Foundation of Washington, D.C., for financial assistance to economically disadvantaged middle- and secondary-school students and their teachers as well as economically disadvantaged older Americans, recent immigrants, and students of migrant parents, to increase their understanding of the federal government. Special effort is to be made to ensure the participation of students from rural areas and small towns, as well as from urban areas. Special consideration is given to participation by students with special educational needs, including students with disabilities, ethnic minority students, and gifted and talented students.

The program targets economically disadvantaged middle- and secondary-school students and their teachers, economically disadvantaged older Americans, and recent immigrants.

In the 1995-96 school year, the Close Up Foundation awarded Ellender fellowships through all of its Washington-based programs for students, teachers, administrators, recent immigrants, and students of migrant parents to approximately 26,800 participants to enable them to come to Washington, D.C., for a first-hand look at the operations of the three branches of the U.S. Government.

The program serves different populations, but are similar in structure. The program week in Washington consists of question-and-answer seminars with outside speakers, study visits to historical and cultural sites, workshops with Close Up instructors, and meetings with congressional representatives, senators, or staffers.

## Program Performance

OBJECTIVE 1: IMPLEMENT A PROGRAM TO INCREASE STUDENTS' KNOWLEDGE AND SKILLS IN CIVIC PARTICIPATION, WITH EMPHASIS ON STUDENTS WITH SPECIAL NEEDS.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<b>Year</b>	<b>Actual Performance</b>	<b>Performance Targets</b>	<b>Status:</b> Progress toward target is likely.  <b>Explanation:</b> One out of three participants is a student with special needs.	<b>Source:</b> Grantee analysis of internal records, 1999. <i>Frequency:</i> Annually. <i>Next collection update:</i> September 30, 2000. <i>Date to be reported:</i> Unknown.  <b>Validation Procedure:</b> Data supplied by grantee. No formal verification procedure applied.  <b>Limitations of Data and Planned Improvements:</b> For the 1999–2000 program year, a new statistical model will be implemented that will allow the foundation to acquire more precise demographic information about all student participants, including Ellender Fellowship recipients.
1999:	33%	Continuous improvement		
<b>2000:</b>	<b>No Data Available</b>	<b>36%</b>		
2001:		38%		
2002:				
<b>Indicator 1.2 Student knowledge: Students will demonstrate an increased understanding of the democratic process.</b>				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Teacher ratings of programs as achieving or exceeding goals</i>			<b>Status:</b> Unable to judge.  <b>Explanation:</b> First data available in FY 2001.	<b>Source:</b> Grantee analysis of student and teacher surveys, 1999. <i>Frequency:</i> Annually. <i>Next collection update:</i> September 30, 2000. <i>Date to be reported:</i> Unknown.  <b>Validation Procedure:</b> Data supplied by grantee. No verification procedure applied.  <b>Limitations of Data and Planned Improvements:</b> For the 1999–2000 year, a new instrument was implemented to allow the Foundation to acquire more precise information about changes in participating students' attitudes (including Ellender Fellowship recipients) toward the foundation's program and their understanding of the democratic process. The indicator will be modified as data on student knowledge and attitudes become available.
<b>Year</b>	<b>Actual Performance</b>	<b>Performance Targets</b>		
FY 1999:	No Data Available	Continuous improvement		
<b>FY 2000:</b>	<b>No Data Available</b>	<b>90%</b>		
FY 2001:		90%		
FY 2002:				

OBJECTIVE 2: MAKE PROGRESS TOWARD FULL FINANCIAL INDEPENDENCE FROM FEDERAL FUNDING.

**Indicator 2.1 Increased private funding: An increasing amount of grantees' funding that is allocated for teachers and economically disadvantaged students will come from non-Federal sources.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p><b>Status:</b> Target exceeded.</p> <p><b>Explanation:</b> First draft available in FY 2001.</p>	<p><b>Source:</b> Annual audit and grantee's analysis of Internal financial documents, 1999.  <i>Frequency:</i> Annually.  <i>Next collection update:</i> September 30, 2000.  <i>Date to be reported:</i></p> <p><b>Validation Procedure:</b> Data from audited program records.</p> <p><b>Limitations of Planned Improvements:</b> The \$865,000 figure represents funds raised by the foundation and allocated for teachers and economically disadvantaged students.</p>
FY 1999:	\$865,000	Continuing increase		
<b>FY 2000:</b>	<b>No Data Available</b>	<b>\$906,000</b>		
FY 2001:		\$955,000		
FY 2002:				