

## **Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education**

### **Key Measures**

During FY 2007, the Department established new measures and goals, aligned with the recommendations of the Commission on Higher Education, the Academic Competitiveness Council and the Secretary's Action Plan for Higher Education. These strategies focus on ensuring the accessibility, affordability and accountability of higher education institutions, and better preparing students for employment and future learning. In order to remain competitive in the dynamic global economy, and to meet America's current and future needs, higher education must continue to be innovative, use technology effectively, measure student outcomes and conduct rigorous evaluations of its own performance.

The data presented here show the progress we have made to date and provide the starting point for forward movement to meet the challenges postsecondary and adult students, their families and institutions currently face.

See page 34 for an explanation of the documentation fields for key measures.

### **Postsecondary Persistence and Completion**

Affordability is fundamental for promoting access to higher education, and academic preparation is also fundamental for access and critical for success once students are enrolled. Grants and loans are the largest source of federal financial support to postsecondary students. In FY 2007, the Department delivered an estimated \$82 billion in federal aid to more than 10 million postsecondary students and their families throughout America. This came at a cost of \$22 billion to the federal government. We are seeing progress in promoting access. The percentage of high school completers who enrolled in college in the fall immediately after high school graduation rose to 69 percent in FY 2006. This is an increase from 67 percent in FY 2005 and 64 percent in FY 2004. The percentage of students completing a four-year degree within six years of enrollment also improved, moving up to 57.1 percent in FY 2005 from 56.4 percent in FY 2004, and 54.3 percent in FY 2003.

To successfully complete their higher education, students must be academically prepared for the rigors of college. The new Academic Competitiveness Grants, which awarded the first grants to more than 300,000 students during the 2006-07 academic year, encourage students to take more challenging courses in high school. Additionally, the federal TRIO programs help low income, first generation students, who are traditionally underrepresented in higher education, prepare for, enroll in and succeed in college. TRIO Educational Opportunity Centers help adults enroll in college; Student Support Services fosters retention and graduation support to students who are enrolled in postsecondary schools; and McNair Post-Baccalaureate Achievement prepares undergraduate students who are underrepresented in graduate education for doctoral study. With a focus on student outcomes, the Department measured TRIO program performance by assessing the persistence and completion rates for Student Support Services and McNair participants and the percentage of McNair participants enrolling in graduate school.

The new National SMART Grant Program, which awarded the first grants to nearly 64,000 students during the 2006-07 academic year, encourages students to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering, and critical foreign languages.

<b>5.1.A TRIO Educational Opportunity Centers.</b> The percentage of TRIO Educational Opportunity Centers participants enrolling in college. [1612]	Fiscal Year	Actual
	2007	<b>Target is 58.5</b>
	2006	Target is 58
	2005	56.9
	2004	57.4
	2003	56
	2002	66
	2001	66
	2000	57
2006 data expected Dec. 2007; 2007 data expected Dec. 2008.		

U.S. Department of Education, Office of Postsecondary Education, TRIO Annual Performance Report, grantee submissions.

**Analysis of Progress.** Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007. The Department did not meet its FY 2005 target of 57.5.

**Data Quality.** The annual performance report is self-reported data; a variety of data quality checks are used to assess the completeness and reasonableness of the data submitted.

**Target Context.** Increasing targets reflect the aim of the TRIO Educational Opportunity Centers program to increase the percentage of adult participants enrolling in college.

<b>5.1.B TRIO Student Support Services.</b> The percentage of Student Support Services participants persisting at the same institution. [1617]	Fiscal Year	Actual
	2007	<b>Target is 73</b>
	2006	Target is 72
	2005	74.1
	2004	73.1
	2003	72
	2002	72
	2001	70
	2000	67
2006 data expected Dec. 2007; 2007 data expected Dec. 2008.		

U.S. Department of Education, Office of Postsecondary Education, Student Support Services Program Annual Performance Report, grantee submissions.

**Analysis of Progress.** Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007. The Department exceeded its FY 2005 target of 69.

**Data Quality.** The annual performance reports comprise self-reported data; a variety of data quality checks are used to assess the completeness and reasonableness of the data submitted.

**Target Context.** Targets for FY 2006 and beyond were recalculated in FY 2006, as the persistence rate has increased since the initial years of data collection (1999 and 2000).

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**5.1.C TRIO Student Support Services.** The percentage of Student Support Services participants completing an associate’s degree at the original institution or transferring to a four-year institution within three years. [1618]

Fiscal Year	Actual
2007	<b>Target is 27.5</b>
2006	Target is 27
2005	24.5
2004	25.6
2003	27.7
2002	26
2001	23.1

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, Office of Postsecondary Education, Student Support Services Program Annual Performance Report, grantee submissions.

**Analysis of Progress.** Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** The annual performance reports comprise self-reported data; a variety of data quality checks are used to assess the completeness and reasonableness of the data submitted.

**Target Context.** Targets were not established until 2006, the first year of this measure. Target values were established before actual values for 2004 and 2005 were available.

**5.1.D TRIO Student Support Services.** The percentage of Student Support Services first-year students completing a bachelor’s degree at the original institution within six years. [1619]

Fiscal Year	Actual
2007	<b>Target is 29</b>
2006	Target is 28
2005	29.4
2004	28.1

2006 data expected Dec. 2007; 2007 data is expected Dec. 2008.

U.S. Department of Education, Office of Postsecondary Education, Student Support Services Program Annual Performance Report, grantee submissions.

**Analysis of Progress.** Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** The annual performance reports comprise self-reported data; a variety of data quality checks are used to assess the completeness and reasonableness of the data submitted.

**Target Context.** Targets for FY 2006 and 2007 were set at levels lower than previous years’ targets to reflect the actual values first collected for FY 2004.

<b>5.1.E TRIO McNair Postbaccalaureate Achievement.</b> The percentage of McNair participants enrolling in graduate school. [1614]	
Fiscal Year	Actual
2007	<b>Target is 39</b>
2006	Target is 37
2005	56.8
2004	45.3
2003	36
2002	39
2001	40
2000	35
1999	35

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, Office of Postsecondary Education, TRIO Annual Performance Report, grantee submissions.

**Analysis of Progress.** Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007. The Department exceeded its FY 2005 target of 36.

**Data Quality.** The annual performance report is self-reported data; a variety of data quality checks are used to assess the completeness and reasonableness of the data submitted.

**Target Context.** The targets for FY 2007 were established before actual values for FY 2005 and 2006 were available.

<b>5.1.F TRIO McNair Post-Baccalaureate Achievement.</b> The percentage of McNair participants persisting in graduate school. [1615]	
Fiscal Year	Actual
2007	<b>Target is 79</b>
2006	Target is 79
2005	80
2004	77.7
2003	78

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, Office of Postsecondary Education, TRIO Annual Performance Report, grantee submissions.

**Analysis of Progress.** Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007. The Department exceeded its FY 2005 target of 70.

**Data Quality.** These data are self-reported by grantees. Program staff employ data quality checks to assess the completeness and reasonableness of the data submitted.

**Target Context.** Targets for FY 2004 and FY 2005 were set before data for FY 2003 were available. Targets for FY 2006 and beyond are more ambitious.

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### Strengthening Institutions That Serve Underrepresented Populations

To promote access to quality postsecondary education and to better prepare students for employment and future learning, federal institutional aid programs strengthen and improve the quality of programs in hundreds of postsecondary education institutions that serve low-income and minority students. These institutions, which help to reduce gaps in college access and completion among differing student populations, include Historically Black Colleges and Universities, Historically Black Graduate Institutions, Hispanic-Serving Institutions, Tribally Controlled Colleges and

Universities, Alaska Native and Native Hawaiian-Serving Institutions, and participants in the Strengthening Institutions Program and the Minority Science and Engineering Improvement Program. To measure the effectiveness of the institutional aid programs, the Department assesses student outcomes in terms of persistence and completion rates. The data for these two key measures are grouped by postsecondary education institutions that serve low-income and minority students.

**5.4.A AID Strengthening Historically Black Colleges and Universities.** The percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same Historically Black College and University institutions. [1587]

Fiscal Year	Actual
2007	Target is 66
2006	64
2005	65
2004	64

2006 target of 65 not met; 2007 data expected Dec. 2007.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

**5.4.B AID Strengthening Historically Black Colleges and Universities.** The percentage of students enrolled at four-year Historically Black Colleges and Universities graduating within six years of enrollment. [1589]

Fiscal Year	Actual
2007	Target is 39
2006	Target is 37
2005	38
2004	39
2003	39

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

**Analysis of Progress.** Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** Data are supplied by institutions, which certify the accuracy of the data.

**Target Context.** The target is derived from applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for school year 2003-04, which was 3.6 percent. Therefore, the HBCU program actual persistence rate of 64 percent in FY 2004 was multiplied by 1.0363 to generate the long-term target (for 2009) of 66 percent. Annual increases are estimated to be 0.6 percent each year through 2009 and 0.3 percent beginning in 2010.

**Analysis of Progress.** Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** Data are supplied by institutions, which certify the accuracy of the data.

**Target Context.** The 2006 target for the four-year graduation rate was derived from applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for a school year. Beginning with the FY 2007 target, values were established based on program experience.

**5.4.C AID Strengthening Historically Black Graduate Institutions.** The number of Ph.D., first professional, and master's degrees awarded at Historically Black Graduate Institutions. [1595]

Fiscal Year	Actual
2007	<b>Target is 4,498</b>
2006	Target is 4,178
2005	4,410
2004	4,219
2003	4,055

2006 data expected Dec. 2007; 2007 data is expected Dec. 2008.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

**5.4.D AID Strengthening Tribally Controlled Colleges and Universities.** The percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same Tribally Controlled Colleges and Universities institution. [1569]

Fiscal Year	Actual
2007	<b>Target is 42</b>
2006	44
2005	48
2004	41

2006 target of 41 exceeded; 2007 data expected Dec. 2007

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

**Analysis of Progress.** Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** Data are supplied by institutions, which certify the accuracy of the data.

**Target Context.** Targets for 2007–12 have been revised to reflect a 2 percent annual increase from the FY 2005 value.

**Analysis of Progress.** Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** Data are supplied by institutions, which certify the accuracy of the data.

**Target Context.** Target values for FY 2007 were established before data for FY 2005 and FY 2006 became available.

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**5.4.E AID Strengthening Tribally Controlled Colleges and Universities.** The percentage of students enrolled at four-year Tribally Controlled Colleges and Universities graduating within six years of enrollment. [1571]

Fiscal Year	Actual
2007	<b>Target is 32</b>
2006	Target is 32
2005	36
2004	32
2003	23

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

**Analysis of Progress.** This was a new key measure for FY 2006. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** Data are supplied by institutions, which certify the accuracy of the data.

**Target Context.** The target for FY 2007 was established before actual data for FY 2005 became available.

**5.4.F AID Strengthening Tribally Controlled Colleges and Universities.** The percentage of students enrolled at two-year Tribally Controlled Colleges and Universities who graduate within three years of enrollment. [1572]

Fiscal Year	Actual
2007	<b>Target is 29</b>
2006	Target is 29
2005	26
2004	34
2003	40

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

**Analysis of Progress.** This was a new key measure for FY 2006. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** Data are supplied by institutions, which certify the accuracy of the data.

**Target Context.** Target values for 2007 and beyond were revised based on actual 2005 data. Given the small number of institutions, estimation of this rate lacks precision.



**5.4.G AID Developing Hispanic-Serving Institutions.** The percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same Hispanic-Serving Institution. [1601]

Fiscal Year	Actual
2007	<b>Target is 68</b>
2006	<b>64</b>
2005	66
2004	66.5

2006 target of 67 not met; 2007 data expected Dec. 2007.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

**Analysis of Progress.** This was a new key measure for FY 2006. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** Data are supplied by institutions, which certify the accuracy of the data.

**Target Context.** The target is derived by applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for school year 2003-04, which was 1.12 percent. Therefore, the HSI program's actual persistence rate of 66.5 percent in FY 2004 was multiplied by 1.0112 to generate the long-term target (for 2009) of 68 percent. Annual increases are estimated to be 0.2 percent each year through 2009 and 0.1 percent beginning in 2010.

**5.4.H AID Developing Hispanic-Serving Institutions.** The percentage of students enrolled at four-year Hispanic-Serving Institutions graduating within six years of enrollment. [1603]

Fiscal Year	Actual
2007	<b>Target is 37</b>
2006	Target is 34
2005	35
2004	36
2003	35

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

**Analysis of Progress.** This was a new key measure for FY 2006. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** Data are supplied by institutions, which certify the accuracy of the data.

**Target Context.** The target for the four-year graduation rate is derived from applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for school year 2002-03, which was 3.54 percent. The HSI program actual four-year graduation rate of 36 percent in FY 2004 was multiplied by 1.0354 (times 5/6) to generate the long-term target (for 2009) of 37 percent. Annual increases are estimated to be 0.6 percent through 2009 and 0.3 percent beginning in 2010.



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**5.4.I AID Developing Hispanic-Serving Institutions.** The percentage of students enrolled at two-year Hispanic-Serving Institutions who graduate within three years of enrollment. [1604]

Fiscal Year	Actual
2007	Target is 22
2006	Target is 36
2005	21
2004	22
2003	21

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

**Analysis of Progress** This was a new key measure for FY 2006. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** Data are supplied by institutions, which certify the accuracy of the data.

**Target Context.** Program experience was used to estimate targets. An increase of 0.5 percent was used to generate annual targets each year through FY 2009, and an increase of 0.3 percent will be used beginning in FY 2010.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

**Vocational Rehabilitation**

The Department’s vocational rehabilitation programs help individuals with physical or mental disabilities obtain employment and live more independently by providing grants that support job training and placement, medical and psychological services, and other individualized services. Annually, the Vocational Rehabilitation State Grants program helps over 200,000 individuals with disabilities obtain employment. The Department measures the progress of state vocational rehabilitation agencies by monitoring the percentage of individuals receiving services that achieve employment.

**5.5.A Vocational Rehabilitation State Grants.** The percentage of general and combined state vocational rehabilitation agencies that assist at least 55.8 percent of individuals receiving services to achieve employment. [1681]

Fiscal Year	Actual
2007	Target is 71
2006	82
2005	71
2004	66
2003	66
2002	75
2001	75

2006 target of 70 exceeded; 2007 data expected Apr. 2008.

**Analysis of Progress.** The Department continues to make steady progress in achieving the performance targets.

**Data Quality.** Verified by the Department’s attestation process and the Department’s Standards for Evaluating Program Performance Data. Accuracy/consistency of reporting is contingent upon counselors’ interpretations of definitions.

**Target Context.** This indicator is derived from state vocational rehabilitation agency performance expectations defined in the

program regulations. For each vocational rehabilitation agency, the Rehabilitation Services Administration examines the percentage of individuals who achieve employment compared to all individuals whose cases were closed after receiving services. To pass this indicator, a general or combined agency must achieve a rate of 55.8 percent, while an agency for the blind must achieve a rate of 68.9 percent.

### Adult Learning

In an age of rapid economic and technological change, lifelong learning can provide benefits for individuals and for society as a whole. This year, data are continuing to show steady increases in the following measures:

- The percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent.
- The percentage of adults enrolled in English literacy programs who acquire the level of English language skills needed to complete the levels of instruction in which they are enrolled.

<b>5.5.B Adult Education State Grants.</b> The percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent. [1386]	
<b>Fiscal Year</b>	<b>Actual</b>
2007	<b>Target is 52</b>
2006	<b>49</b>
2005	51
2004	45
2003	44
2002	42
2001	33
2000	34
1999	34
1998	33
1997	37
1996	36

2006 target of 46 exceeded; 2007 data expected Dec. 2007.

**Analysis of Progress.** The Department continues to make steady progress in achieving the performance targets.

**Data Quality.** As a third-tier recipient of this data, the Department must rely on the states and local programs to collect and report data within published guidelines. The Department has developed a data quality review process for states based on the Department's Standards for Evaluating Program Performance Data.

**Target Context.** Increasing targets reflect the aim of the Adult Education State Grants program to increase the percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent. FY 2007 and future-year targets have been adjusted because trend data suggest that they were inappropriately projected and not ambitious enough.

U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System for Adult Education.

**5.5.C Adult Education State Grants.** The percentage of adults enrolled in English literacy programs who acquire the level of English language skills needed to complete the levels of instruction in which they enrolled. [1384]

Fiscal Year	Actual
2007	Target is 40
2006	37
2005	37
2004	36
2003	36
2002	34
2001	31
2000	20
1999	49
1998	28
1997	28
1996	30

2006 target of 38 not met; 2007 data expected Dec. 2007.

**Analysis of Progress.** The Department has not met the performance target for the past several years.

**Data Quality.** As a third-tier recipient of these data, the Department must rely on the states and local programs to collect and report data within published guidelines. The Department has developed a data quality review process for states based on the Department’s Standards for Evaluating Program Performance Data.

**Target Context.** FY 2007 and future-year targets have been adjusted because trend data suggest that they were inappropriately projected.

U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System for Adult Education.



**Expanding the Coverage of Critical-Needs Languages and Area Studies**

The Title VI, HEA programs are key to the teaching and learning of languages vital to the national interest. The foreign language development programs support projects in over 130 foreign languages, and have helped students, particularly at the graduate level, prepare for careers in areas of national need. These international and domestic programs address both the breadth and depth of our nation’s foreign language needs. The domestic programs, in particular, focus their resources on those areas of the world often neglected in the curricula of postsecondary institutions, and on the foreign languages spoken in those areas. Many of these languages, especially the least commonly taught languages, would not be taught in the United States, or at advanced levels, without Title VI support. In FY 2007, the Department announced invitational and competitive priorities to help focus program resources on the most critical needs languages and world areas.

The Department measures progress in the International Education and Foreign Language Studies domestic programs, in part, by the expansion of critical languages taught at National Resource Centers, the employment of center Ph.D. graduates in targeted areas, and by improved student language competency in the Foreign Language and Area Studies (FLAS) Fellowship program.

Note: the first and second key measures are being phased out. The first measure will be replaced by the percentage of least commonly taught languages (as defined by the Secretary of Education) taught at Title VI National Resource Centers. The second measure will be replaced by the percentage of Masters and Ph.D. graduates employed in occupations that make use of their foreign language and/or area studies.

**5.6.A International Education and Foreign Language Studies Domestic Programs.** The percentage of critical languages taught, as reflected by the list of critical languages referenced in the *Higher Education Act*, Title VI program statute. [1665]

Fiscal Year	Actual
2007	<b>Target is 63</b>
2006	Target is 60
2005	Target is 74
2004	56
2003	56

2005 data expected Dec. 2007; 2006 data expected Dec. 2008; 2007 data expected Dec. 2009.

**5.6.B International Education and Foreign Language Studies Domestic Programs.** The percentage of National Resource Centers Ph.D. graduates who find employment in higher education, government service, and national security. [1664]

Fiscal Year	Actual
2007	<b>Target is 48.5</b>
2006	Target is 48
2005	Target is 47.5
2004	71.8
2003	55
2002	53.7
2001	48.5

2005 data expected Dec. 2007; 2006 data expected Dec. 2008; 2007 data expected Dec. 2009.

**5.6.C International Education and Foreign Language Studies Domestic Programs.** The average competency score of Foreign Language and Area Studies Fellowship recipients at the end of one full year of instruction (post test) minus the average competency score at the beginning of the year (pre test). [1671]

Fiscal Year	Actual
2007	<b>Target is 1.2</b>
2006	<b>1.22</b>
2005	1.2
2004	1.2
2003	1.3

2006 target of 1.2 exceeded; 2007 data expected Dec. 2007.

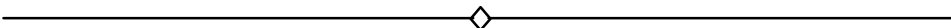
Note: These measures report on the National Resource Centers and Foreign Language and Area Studies Fellowship program under the International Education and Foreign Language Studies Domestic Programs, authorized by Title VI of the *Higher Education Act*.

U.S. Department of Education, Office of Postsecondary Education, International Education and Foreign Language Studies Domestic Programs Annual Performance Report.

**Analysis of Progress.** Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

**Data Quality.** Data are self-reported by institutions. Program staff employ data quality checks to assess the completeness and reasonableness of the data submitted.

**Target Context.** The Department set targets for FY 2007 on the basis of historical trends and program experience before data for FY 2004 were available.



## Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education

### Program Performance Summary

Fifty-six of our grant programs most directly support Goal 5. These programs are listed below. In the table, an overview is provided for the results of each program on its program performance measures. (See page 35 for the methodology of calculating the percentage of targets met, not met, and without data.) Individual program performance reports are available at <http://www.ed.gov/about/reports/annual/2007report/program.html>. Appropriation and expenditure data for FY 2007 are included for each of these programs.

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results											
				Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
FY 2007 \$ in millions	FY 2007 \$ in millions		% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	
AEFLA: Adult Education National Leadership Activities	NA	9	7	0	0	100	0	100	0	0	100	0	100	0	
AEFLA: Adult Education State Grants	E	564	356	0	0	100	50	25	25	40	60	0	40	60	0
AEFLA: National Institute for Literacy	NA	7	9	0	67	33	0	100	0						
ATA: Assistive Technology Alternative Financing	RND	0	4											/// (not funded)	
ATA: Assistive Technology Programs	NA	30	33	0	100	0	0	100	0						
CTEA: Tribally Controlled Postsecondary Vocational and Technical Institutions	RND	0	7	0	0	100	0	100	0	0	100	0	0	0	100
EDA: Gallaudet University	A	107	75	25	44	31	54	46	0	42	58	0	42	58	0
EDA: National Technical Institute for the Deaf	A	56	32	25	33	42	67	33	0	43	57	0	29	71	0
FCRA: HBCU Capital Financing Federal Administration	RND	14	319												
HEA: AID Developing Hispanic-Serving Institutions	RND	95	92	0	0	100	0	33	67						
HEA: AID Minority Science and Engineering Improvement	NA	9	9	0	0	100	0	25	75						
HEA: AID Strengthening Alaska Native and Native Hawaiian-Serving Institutions	NA	12	10	0	0	100	33	0	67						

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
				FY 2007 \$ in millions	FY 2007 \$ in millions	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met
HEA: AID Strengthening Historically Black Colleges and Universities	RND	238	234	0	0	100	0	50	50						
HEA: AID Strengthening Historically Black Graduate Institutions	RND	58	52	0	0	100	0	0	100						
HEA: AID Strengthening Institutions	RND	80	77	0	0	100	0	33	67						
HEA: AID Strengthening Tribally Controlled Colleges and Universities	NA	24	24	0	0	100	33	0	67						
HEA: Academic Competitiveness and SMART Grants	NA	850	448	New Program											
HEA: B.J. Stupak Olympic Scholarships	RND	1	1	0	0	100	0	0	100						
HEA: Byrd Honors Scholarships	RND	41	38	0	0	100	0	0	100	0	100	0	100	0	0
HEA: Child Care Access Means Parents In School	A	16	14	0	0	100				50	50	0	75	25	0
HEA: College Assistance Migrant Program	RND	15	14	0	0	100	0	0	100	0	0	100	100	0	0
HEA: Demonstration Projects to Ensure Quality Higher Education for Students with Disabilities	NA	7	6	0	0	100	0	0	100						
HEA: Fund for the Improvement of Postsecondary Education	NA	22	64	0	0	100	100	0	0	50	50	0	0	100	0
HEA: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	A	303	293	0	0	100	60	40	0	80	20	0	100	0	0
HEA: Graduate Assistance in Areas of National Need (GAANN)	A	30	31	0	0	100	50	50	0	86	14	0	100	0	0
HEA: GPRA Data/HEA Program Evaluation	NA	1	1												
HEA: International Education and Foreign Language Studies Domestic Programs	RND	92	89	0	0	100	6	13	81	33	0	67	100	0	0

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
				FY 2007 \$ in millions	FY 2007 \$ in millions	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met
HEA: International Education and Foreign Language Studies Institute for International Public Policy	NA	2	1	0	0	100	0	0	100						
MECEA: International Education and Foreign Language Studies Overseas Programs	NA	13	13	0	0	100	0	0	100						
HEA: Javits Fellowships	A	10	9	0	0	100	100	0	0	100	0	0	100	0	0
HEA: SFA Federal Direct Student Loans	A	5,176	47	0	50	50									
HEA: SFA Federal Family Education Loan Program & Liquidating	A	854	3,578	0	50	50									
HEA: SFA Federal Pell Grants	A	13,661	11,713	0	0	100	100	0	0	100	0	0	100	0	0
HEA: SFA Federal Perkins Loans	I	65	66	0	50	50									
HEA: SFA Federal Supplemental Educational Opportunity Grants	RND	771	747	0	100	0									
HEA: SFA Federal Work-Study	RND	980	944	0	100	0									
HEA: SFA Leveraging Educational Assistance Partnerships	RND	65	60	0	100	0									
HEA: Student Aid Administration	A	718	809				100	0	0						
HEA: Thurgood Marshall Legal Education Opportunity	NA	3	3				/// (not funded)								
HEA: TRIO Educational Opportunity Centers	RND	47	48	0	0	100	0	0	100	0	100	0	100	0	0
HEA: TRIO McNair Postbaccalaureate Achievement	ME	45	41	0	0	100	0	0	100	100	0	0	100	0	0
HEA: TRIO Student Support Services	ME	271	101	0	20	80	0	25	75	50	50	0	50	50	0
HEA: TRIO Talent Search	ME	143	143	0	0	100	0	0	100	100	0	0	100	0	0
HEA: TRIO Upward Bound	I	314	301	0	33	67	0	33	67	0	50	50	50	50	0
HEA: Underground Railroad Program	NA	2	3	0	0	100	100	0	0	0	100	0			
HERA: Aid for Institutions of Higher Education	NA	0	68												



Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
				FY 2007 \$ in millions	FY 2007 \$ in millions	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met
<i>HKNCA:</i> Helen Keller National Center for Deaf-Blind Youths and Adults	NA	9	9	0	0	100	38	13	50	50	50	0	50	50	0
<i>RA:</i> Client Assistance State Grants	NA	12	11	0	0	100	100	0	0	100	0	0	50	50	0
<i>RA:</i> Independent Living State Grants and Centers for Independent Living	RND	97	95	0	0	100	60	0	40	0	0	100			
<i>RA:</i> Independent Living Services for Older Individuals who are Blind	NA	33	32	0	0	100	0	0	100	67	0	33			
<i>RA:</i> Migrant and Seasonal Farmworkers	RND	2	2	0	0	100	0	0	100	100	0	0	50	50	0
<i>RA:</i> Projects with Industry	A	20	19	0	0	100	75	25	0	50	50	0	50	50	0
<i>RA:</i> Protection and Advocacy of Individual Rights	NA	16	18	0	0	100	100	0	0	100	0	0	100	0	0
<i>RA:</i> Supported Employment State Grants	RND	30	26	0	0	100	100	0	0	0	100	0	100	0	0
<i>RA:</i> Vocational Rehabilitation Demonstration and Training Programs	RND	7	15	0	0	100	67	33	0	67	33	0	0	100	0
<i>RA:</i> Vocational Rehabilitation Grants for Indians	A	34	31	0	0	100	100	0	0	100	0	0	0	100	0
<i>RA:</i> Vocational Rehabilitation Recreational Programs	NA	3	2	0	0	100	100	0	0	100	0	0	0	100	0
<i>RA:</i> Vocational Rehabilitation State Grants	A	2,803	2,551	0	0	100	71	29	0	60	40	0	50	50	0
<i>RA:</i> Vocational Rehabilitation Training	A	38	40	0	0	100	100	0	0	100	0	0	75	25	0
<i>USC:</i> Howard University	A	237	244	0	0	100	100	0	0	0	0	100	100	0	0
Administrative and Support Programs for Goal 5 <sup>#</sup>		0	6												
<b>TOTAL</b>		<b>\$29,162</b>	<b>*\$24,135</b>												

† Budget for each program represents program budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2007 expenditures may include funds from prior years' appropriations.

■ A shaded cell denotes that the program did not have targets for the specified year.

/// Denotes programs not yet implemented. (Programs are often implemented near the end of the year they are first funded.)

# The Department does not plan to develop performance measures for programs, activities, or budgetary line items that are administrative in nature or that serve to support other programs and their performance measures.

\* Expenditures by program do not include outlays in the amount of \$4 million for prior years' obligations for Goal 5 programs that were not funded in FY 2007 or FY 2007 estimated accruals in the amount of \$1,660 million.

<i>AEFLA: Adult Education and Family Literacy Act</i>	<b><u>PART Rating</u></b>
<i>AID: Aid for Institutional Development</i>	E = Effective
<i>ATA: Assistive Technology Act</i>	ME = Moderately Effective
<i>CTEA: Perkins Career and Technical Education Act</i>	A = Adequate
<i>EDA: Education of the Deaf Act</i>	I = Ineffective
<i>ESEA: Elementary and Secondary Education Act of 1965</i>	RND = Results Not Demonstrated
<i>HEA: Higher Education Act of 1965</i>	NA = Program has not been assessed
<i>HERA: Hurricane Education Recovery Act</i>	
<i>HKNC: Helen Keller National Center Act</i>	
<i>MECEA: Mutual Educational and Cultural Exchange Act of 1961</i>	
<i>NLA: National Literacy Act</i>	
<i>RA: Rehabilitation Act of 1973</i>	
<i>SFA: Student Financial Assistance programs</i>	
<i>USC: United States Code</i>	