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

Key Measures

In FY 2006, the Department administered 58 distinct programs that supported the objectives of Goal 5. The Department identified 21 key measures, drawn from the program-specific measures that focus on significant areas of performance related to Goal 5.

See p. 30 for an explanation of the documentation fields for key measures.

Growth in college tuition and fees has outpaced both inflation and median family income since the early 1990s. In the face of this fiscal reality, the federal higher education programs are critical for ensuring access to postsecondary and adult education across America and closing the gaps in enrollment and completion among student populations differing by race, ethnicity, socioeconomic status and disability.

Postsecondary Persistence and Completion

Grants and loans are the major forms of federal financial support to postsecondary students. In the 2003-04 school year, 72 percent of all low-income dependent undergraduate students received federal grants and 42 percent received federal loans. The Department delivered about $77 billion dollars in new federal aid to about 10 million postsecondary students and their families in 2005. This is a tremendous increase from the $27.0 billion delivered to 7.1 million recipients just over a decade ago.

To assess the performance of the student financial aid programs, the Department measures the percentage of high school completers immediately enrolling in college and the percentage of college enrollees who graduate from college within six years. The percentage of high school completers who enrolled in college in the fall immediately after high school rose to 67 percent in FY 2005. This reflects an increase from 64 percent in FY 2004 and 62 percent in FY 2002. The percentage of students completing a four-year degree within six years of enrollment was 57 percent in FY 2004, up from 56 percent in FY 2003.

Federal TRIO programs provide an array of programs to help disadvantaged students, who are traditionally underrepresented in higher education, prepare for and succeed in college. TRIO Educational Opportunity Centers help adults apply for college, Student Support Services provide support to increase postsecondary retention and graduation rates and McNair Postbaccalaureate Achievement prepares undergraduate students for doctoral study. The Department measured the percentage of McNair participants enrolling in graduate school and persistence and completion rates for Student Support Services and McNair participants.

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5.1.A TRIO Educational Opportunity Centers. The percentage of TRIO Educational Opportunity Centers participants enrolling in college. [1612]

Fiscal Year	Actual
2000	57
2001	66
2002	66
2003	56
2004	**57.4**
2005	**56.9**
2006	**Target is 58**
2005 target of 57.5 not met 2006 data expected Dec. 2007	

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

Analysis of Progress. In FY 2005, more than half of all TRIO Educational Opportunity Centers program participants enrolled in college.

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

5.1.B TRIO Student Support Services. The percentage of Student Support Services participants persisting at the same institution. [1617]

Fiscal Year	Actual
2000	67
2001	70
2002	72
2003	**72**
2004	**73.1**
2005	**74.1**
2006	**Target is 72**
2005 target of 69 exceeded 2006 data expected Dec. 2007	

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

Analysis of Progress. The percentage of students participating in Student Support Services who persist in college has exceeded 70 percent continuously since 2001, showing program improvement that also exceeded established performance target increases. TRIO's performance with disadvantaged students is helping to bring their persistence rate close to the overall retention rate nationwide. Persistence rates were 72 percent for fall 2004 for all two- and four-year postsecondary institutions eligible for Title IV grants or loans.

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 2001 through FY 2003 were available.

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
2001	23.1
2002	26
2003	27.7
2004	25.6
2005	24.5
2006	Target is 27
New measure in 2006 2006 data expected Dec. 2007	

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

Analysis of Progress. Between FY 2001 and 2005, approximately one quarter of Student Support Services participants completed an associate's degree at a two-year institution or transferred to a four-year institution within three years. Although performance did not increase in 2005, it did maintain the 2004 performance level. Nationally, less than one quarter of students at two-year institutions complete an associate's or bachelor's degree within five years. The Student Support Services program serves students who are most at-risk for dropping out of college.

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.

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
2004	28.1
2005	29.4
2006	Target is 28
New measure in 2006 2005 target of 30.5 not met 2006 data expected Dec. 2007	

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

Analysis of Progress. This is a new key measure for FY 2006. It is a replacement for the previous TRIO measure for students completing a degree at the same institution. See p. 74.

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.

5.1.E TRIO McNair Postbaccalaureate Achievement. The percentage of McNair participants enrolling in graduate school. [1614]	
Fiscal Year	**Actual**
1999	35
2000	35
2001	40
2002	39
2003	36
2004	**45.3**
2005	**56.8**
2006	**Target is 37**
2004 target of 36 exceeded 2005 target of 36 exceeded 2006 data expected Dec. 2007	

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

Analysis of Progress. Over the past six years, the program has met or exceeded its performance targets. The target exceeds the national average of students who enrolled in graduate school within two years of achieving a baccalaureate degree. Immediate enrollment of McNair participants has generally increased annually from more than one third of students in 1999–00 to half in 2004–05. The increase in performance is partially attributable to experienced grantees that improve their delivery of services and direct resources toward services that support enrollment and persistence in graduate school. Also, the large increase in enrollment from 2004 to 2005 reflects more complete and timely reporting.

Data Quality. Enrollment refers to immediate enrollment in graduate school of bachelor's degree recipients. 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. The targets for FY 2004 through FY 2006 were established based upon FY 1999 actual performance before actual values for FY 2001 through FY 2003 were available.

5.1.F TRIO McNair Postbaccalaureate Achievement. The percentage of McNair participants persisting in graduate school. [1615]	
Fiscal Year	**Actual**
2003	78
2004	**77.7**
2005	**80**
2006	**Target is 79**
2004 target of 75 exceeded 2005 target of 70 exceeded 2006 data expected Dec. 2007	

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

Analysis of Progress. Since 2000, McNair postbaccalaureate persistence has exceeded the target, with over three quarters of McNair participants persisting in graduate school. However, current trend data are not available because the calculation of the measure of persistence was changed in FY 2003.

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

The Department's institutional aid programs strengthen and improve the quality of programs in hundreds of postsecondary education institutions that serve low-income and minority students including Historically Black Colleges and Universities, Alaska Native and Native Hawaiian-Serving Institutions, Hispanic-Serving Institutions and Tribally Controlled Colleges and Universities. By expanding and

enhancing academic quality, institutional management and financial stability at these institutions, the Department reduces gaps in college access and completion among differing student populations, improves academic attainment, and strengthens accountability. The following key measures are new for fiscal year 2006. The new measures are grouped by postsecondary education institutions that serve low-income and minority students based on their continuing enrollment and graduation from two-year, four-year or graduate schools.

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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
2004	**64**
2005	**65**
2006	**64**
New measure in 2006 2006 target of 65 not met	

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

Analysis of Progress. This is a new key measure for FY 2006. The slight decline from 65 percent in FY 2005 to 64 percent in 2006 is in line with student persistence nationally, which dropped from 71 percent to 70 percent over the same period.

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. Institutions only report a persistence rate, not the numerator and denominator generating the rate. As a result, the persistence rate for the program must be calculated as a median rate.

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 2002–03, which was 3.6 percent.

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
2003	**39**
2004	**39**
2005	**38**
2006	**Target is 37**
New measure in 2006 2006 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/ipedspas.

Analysis of Progress. This is a new key measure for FY 2006. Program performance remains above the target level set for 2006, even though the graduation rate declined slightly from 39 percent in FY 2004 to 38 percent in FY 2005.

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. The target for the graduation rate is derived by applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for school year 2002–03, which was 1.4 percent.

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
2003	4,055
2004	4,219
2005	4,410
2006	Target is 4,178
New measure in 2006 2006 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/ipedspas.

Analysis of Progress. This is a new key measure for FY 2006. Continued increase in number of degrees awarded places current program performance well above target set for FY 2006.

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. Program experience indicates that an annual increase of 1 percent is an ambitious goal. Targets are derived by applying an estimated annual increase rate of 1 percent through FY 2009 and an increase rate

of 0.5 percent beginning in FY 2010.

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
2004	41
2005	48
2006	44
New measure in 2006 2006 target of 41 exceeded	

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

Analysis of Progress. This is a new key measure for FY 2006. Program performance exceeded the target, even though persistence declined from 48 percent in FY 2005 to 44 percent in FY 2006. Persistence also declined nationally during this period.

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. Institutions report a persistence rate, not the numerator and denominator. As a result, the persistence rate is calculated as a median.

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
2003	**23**
2004	**32**
2005	**Data expected Dec. 2006**
2006	**Target is 32**
New measure in 2006 2005 data expected Dec. 2006 2006 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/ipedspas.

Analysis of Progress. This is a new key measure for FY 2006.

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. Graduation rate data first became available from the Integrated Postsecondary Education Data System for FY 2003. Prior to 2003, the Department did not require graduation rate data to be provided by the institution.

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
2003	**40**
2004	**34**
2005	**Data expected Dec. 2006**
2006	**Target is 29**
New measure in 2006 2005 data expected Dec. 2006 2006 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/ipedspas.

Analysis of Progress. This is a new key measure for FY 2006.

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. Graduation rate data first became available from the Integrated Postsecondary Education Data System for FY 2003.

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
2004	**66.5**
2005	**66**
2006	**Target is 67**
New measure in 2006 2006 data expected Dec. 2006	

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

Analysis of Progress. This is a new key measure for FY 2006. Institutions report a persistence rate, not the numerator and denominator.

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. Institutions only report a persistence rate, not the numerator and denominator generating the rate. As a result, the persistence rate for the program must be calculated as a median rate.

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.

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**
2003	**35**
2004	**36**
2005	**Data expected Dec. 2006**
2006	**Target is 34**
New measure in 2006 2005 data expected Dec. 2006 2006 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/ipedspas.

Analysis of Progress. This is a new key measure for FY 2006. The most recent (FY 2004) performance is above the graduation rate target set for FY 2006. Data for FY 2003 were recalculated and now reflect a more accurate representation than previously reported.

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. The target for the four-year graduation rate is derived by 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.

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**
2003	**21**
2004	**22**
2005	**Data expected Dec. 2006**
2006	**Target is 36**
New measure in 2006 2005 data expected Dec. 2006 2006 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/ipedspas.

Analysis of Progress. This is a new measure for FY 2006.

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. 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.

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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 state vocational rehabilitation agencies' progress by monitoring the percentage of individuals receiving services that achieve employment.

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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
2001	75
2002	75
2003	66
2004	66
2005	**71**
2006	**Target is 70**
2005 target of 75 not met 2006 data expected Apr. 2007	

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration, state agency data from performance report RSA-911.

Analysis of Progress. The established target of 75 percent was not met. After several years of declines, the percentage of individuals who received services under the program and achieved an employment income increased in FY 2005. As a result, the FY 2005 performance of general and state vocational agencies on this measure improved as compared to the past two previous years. However, performance is still below the FY 2002 level. Future performance targets assume that the decline in employment outcomes will stabilize with improving economic conditions, and states will improve their performance on this measure.

Data Quality. The accuracy and consistency of state rehabilitation staff report data cannot be guaranteed as counselors' interpretations of the data reported may vary. Timeliness is dependent upon submittal of clean data from 80 grantees, and Rehabilitation Services Administration staff have worked with grantees to improve the accuracy and timeliness of performance report data.

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.

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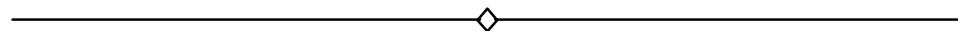
Adult Learning

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.

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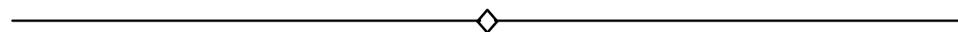
5.5.B Adult Education State Grants. The percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent. [1386]

Fiscal Year	Actual
1996	36
1997	37
1998	33
1999	34
2000	34
2001	33
2002	42
2003	44
2004	45
2005	**51**
2006	**Target is 46**

2005 target of 46 exceeded
2006 data expected Dec. 2006

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

Analysis of Progress. The FY 2005 target was exceeded. The increase can be attributed to targeted technical assistance and use of standardized assessments to properly place students.

As of FY 2000, the performance data reflect the percentage of adult learners with a goal of completing high school in secondary-level programs of instruction who, upon exit, had earned their high school diploma or GED credential within the reporting period.

Data Quality. Program monitoring and data review and analyses are conducted by Department staff through the Data Quality Certification Process. Data are verified by electronic checks and expert staff analysis, and by requiring confirmation and attestation of data by state directors. State data are checked independently by Department staff from the Office of Vocational and Adult Education during onsite monitoring and state audit reviews.

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.

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
1996	30
1997	28
1998	28
1999	49
2000	20
2001	31
2002	34
2003	36
2004	36
2005	**37**
2006	**Target is 38**

2005 target of 45 not met
2006 data expected Dec. 2006

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

Analysis of Progress. Although the Department did not meet its target of 45 for FY 2005, we showed improvement.

As of 2000, data reflect the percentage of English literacy learners (adults with minimal English language skills) who demonstrated a level of English language proficiency needed to advance to the next educational functioning level. Educational functioning levels range from beginning-level English literacy through advanced-level English literacy. The target is difficult to meet because of the large number of participants who are not literate in their native language and the large number of participants who stay in the program only long enough to acquire the language skills needed to enter the workforce.

Data Quality. Program monitoring and data review and analyses are conducted by Department staff through the Data Quality Certification Process. Data are verified by electronic checks and expert staff analysis, and by requiring confirmation and attestation of data by state

directors. State data are checked independently by Department staff from the Office of Vocational and Adult Education during onsite monitoring and state audit reviews.

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

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Expanding Global Perspectives

The Department's international education and graduate fellowship programs have helped thousands of students, particularly at the graduate level, prepare for careers in areas of national need, including foreign languages and area studies. A long-lasting, productive partnership between the federal government and the nation's universities has created an unparalleled capacity to teach both foreign languages and area studies about societies around the world—covering all continents and more than 100 of the less-commonly taught languages. These programs also conduct outreach activities focused on improving elementary and secondary teachers' skills. The centers provide professional development workshops, enhance curricula, develop and publish lesson plans, and conduct resource awareness and language training. In 2004, the number of activities conducted increased by 51 percent over the previous year, with federal funding supporting 3,057 separate outreach activities.

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

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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
2003	56
2004	56
2005	Target is 74
2006	**Target is 60**

2005 data expected Dec. 2006
2006 data expected Dec. 2007

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
2001	48.5
2002	53.7
2003	55
2004	**71.8**
2005	Target is 47.5
2006	**Target is 48**

2005 data expected Dec. 2006
2006 data expected Dec. 2007

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
2003	1.3
2004	1.2
2005	1.2
2006	**Target is 1.2**

2005 target of 1.2 met
2006 data expected Dec. 2006

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. As of the publication of this report, there are no new data for measures 5.6.A and 5.6.B. Measure 5.6.C remained steady and the target was met.

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 2006 on the basis of historical trends and program experience before data for FY 2004 were available.

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Discontinued Strategic Measures

The following measures were discontinued after FY 2005 but were reported as pending in the *FY 2005 Performance and Accountability Report*. The latest data are reported below.

Measure			Fiscal Year	Target	Actual	Status
5.1.2–5.1.7	The percentage of 16- to 24-year-old high school graduates enrolled in college the October following graduation	White	2002	66.9	68.9	Target met
			2003	67.0	66.2	Target not met
			2004	69.4	68.8	Target not met
		Black	2002	59.6	59.4	Target not met
			2003	60.3	57.5	Target not met
			2004	60.8	62.5	Target met
		White-Black Gap	2002	7.3	9.5	Target not met
			2003	6.7	8.7	Target not met
			2004	8.6	6.3	Target exceeded
		Hispanic	2002	50.0	53.3	Target exceeded
			2003	51.5	58.6	Target exceeded
			2004	57.5	61.8	Target exceeded
		White-Hispanic Gap	2002	16.9	15.6	Target met
			2003	15.5	7.6	Target exceeded
			2004	11.9	7.0	Target exceeded
5.1.8 – 5.1.9	The percentage of 16- to 24-year-old high school graduates enrolled in college the October following graduation	Low Income	2002	51.5	56.4	Target met
			2003	53.5	52.8	Target not met
			2004	51.0	49.6	Target not met
		High Income	2002	76.9	78.2	Target met
			2003	77.0	80.1	Target met
			2004	80.0	79.3	Did not meet
		Income Gap	2002	25.4	21.8	Target met
			2003	23.5	27.3	Target not met
			2004	29.0	29.7	Target not met
5.1.11–5.1.15	The national percentage of full-time, bachelor's degree-seeking students who graduate from four-year institutions within six years	White	2004	56.8	58.2	Target met
		Black	2004	37.4	39.7	Target met
		White-Black Gap	2004	19.4	18.5	Target exceeded
		Hispanic	2004	43.2	45.8	Target met
		White-Hispanic Gap	2004	13.6	12.4	Target met

Measure			Fiscal Year	Target	Actual	Status
5.1.16–5.1.21	The percentage of full-time, degree- or certificate-seeking students at two-year institutions who graduate, earn a certificate, or transfer from two-year institutions within three years	Overall	2004	34.0	30.0	Target not met
		White	2004	34.5	31.1	Target not met
		Black	2004	27.3	24.3	Target not met
		White-Black Gap	2004	7.2	6.8	Target met
		Hispanic	2004	31.1	30.3	Target not met
		White-Hispanic Gap	2004	3.4	0.8	Target exceeded
5.1	**Student Financial Assistance Programs.** The percentage of high school graduates aged 16 through 24 enrolling immediately in college		2004	67	66.7	Target not met
			2005	67	Pending	
5.2	**TRIO Talent Search.** The percentage of Talent Search participants enrolling in college		2004	73.5	77.6	Target exceeded
			2005	74	Dec. 2007	Pending
5.4	**TRIO Upward Bound.** The percentage of Upward Bound participants enrolling in college		2004	65	Nov. 2007	Pending
			2005	65	Nov. 2008	Pending
5.5	**TRIO Upward Bound.** The percentage of higher-risk Upward Bound participants enrolling in college		2004	35.5	Nov. 2008	Pending
			2005	36	Nov. 2009	Pending
5.6	**Student Financial Assistance Programs.** The percentage of full-time, degree-seeking students completing a four-year degree within 150 percent of the normal time required		2004	55	55.3	Target met
			2005	55	July 2007	Pending
5.8	**TRIO Support Services.** The percentage of TRIO Student Support Services participants completing a degree at the same institution		2004	30	28.1	Target not met
			2005	30.5	Dec. 2006	Pending
5.11	**Student Aid Administration.** The percentage of Pell Grant overpayments		2005	3.2	2.4	Target exceeded
5.12	**Aid for Institutional Development, Titles III and V.** The percentage of Title III and Title V project goals relating to the improvement of institutional management and fiscal stability that have been met or exceeded		2005	81	70.2	Target not met
5.13	**Aid for Institutional Development, Titles III and V.** The percentage of Title III and Title V project goals relating to the improvement of student services and student outcomes that have been met or exceeded		2005	91	78.9	Target not met
5.14	**Aid for Institutional Development, Titles III and V.** The percentage of Title III and Title V project goals relating to the improvement of academic quality that have been met or exceeded		2005	91	72.7	Target not met

Sources and Notes

5.1.2–5.1.9   U.S. Department of Education, National Center for Education Statistics (2003). *The Condition of Education 2003* (NCES 2003–067), table 18-1 and previously unpublished tabulations for 2002–03 (January 2005). U.S.

	Department of Commerce, Bureau of the Census, Current Population Survey, October Supplement, 1972–2003.
5.1.11–5.1.21	U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, spring 2004.
5.2.1	U.S. Department of Education, Office of Postsecondary Education, Title II Data System.
5.3.1	U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Enrollment Survey and Institutional Characteristics Survey.
5.4.1	U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System.
5.4.2	U.S. Department of Education, Institutional Development and Undergraduate Education Service, Annual Performance Report.
5.5.1	U.S. Department of Education, Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration 911 Case Service Report.
5.6.1	U.S. Department of Education, Office of Postsecondary Education, Fund for the Improvement of Postsecondary Education, internal data.
5.6.3–5.6.5	U.S. Department of Education, International Education Programs Service, Evaluation of Exchange, Language, and International Area Studies, performance report program data.
5.1	U.S. Department of Education, National Center for Education Statistics, *Condition of Education 2005*, Student Effort and Educational Progress, Table 20-1.
5.2	U.S. Department of Education, Office of Postsecondary Education, TRIO Annual Performance Reports. Future targets were recalculated in FY 2006.
5.4–5.5	National Evaluation of the Upward Bound Program.
5.6	U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Graduation Rate Survey.
5.8	National Evaluation of Student Support Services Program.
5.11	Analysis of sampled Internal Revenue Service income data compared to data reported on the Department of Education's Free Application for Federal Student Aid reported by the Office of Federal Student Aid and the Common Origination and Disbursement System.
5.12-14	U.S. Department of Education, *Higher Education Act*, Titles III and V Annual Performance Report, grantee submissions.

Note: Titles III and V of the *Higher Education Act* include the following programs: Strengthening Institutions, American Indian Tribally Controlled Colleges and Universities, Alaska Native and Native Hawaiian-Serving Institutions, Strengthening Historically Black Colleges and Universities, Strengthening Historically Black Graduate Institutions, Minority Science and Engineering Improvement, and Developing Hispanic-Serving Institutions.

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

Program Performance Summary

Fifty-eight 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 p. 31 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/2006report/program.html. Appropriation and expenditure data for FY 2006 are included for each of these programs.

Program Name	PART Rating	Appropriations† FY 2006 $ in millions	Expenditures‡ FY 2006 $ in millions	FY 2006 % Met	FY 2006 % Not Met	FY 2006 % No Data	FY 2005 % Met	FY 2005 % Not Met	FY 2005 % No Data	FY 2004 % Met	FY 2004 % Not Met	FY 2004 % No Data	FY 2003 % Met	FY 2003 % Not Met	FY 2003 % No Data
AEFLA: Adult Education National Leadership Activities	NA	9	8	0	0	100	0	100	0	0	100	0	50	50	0
AEFLA: Adult Education State Grants	RND	564	582	0	0	100	40	60	0	0	100	0	40	60	0
AEFLA: National Institute for Literacy	NA	7	4	0	0	100									
ATA: Assistive Technology Alternative Financing	RND	4	2	0	0	100			/// (not funded)						
ATA: Assistive Technology Programs	NA	27	35	0	0	100									
EDA: Gallaudet University	I	107	75	46	46	8	43	57	0	43	57	0	42	58	0
EDA: National Technical Institute for the Deaf	A	56	31	67	33	0	43	57	0	29	71	0	60	40	0
HEA: AID Developing Hispanic-Serving Institutions	RND	95	98	0	0	100	0	0	100	67	33	0	67	33	0
HEA: AID Minority Science and Engineering Improvement	NA	9	8	0	25	75									
HEA: AID Strengthening Alaska Native and Native Hawaiian-Serving Institutions	NA	12	10	0	0	100									
HEA: AID Strengthening Historically Black Colleges and Universities	RND	238	222	0	0	100									
HEA: AID Strengthening Historically Black Graduate Institutions	RND	58	56	0	0	100									
HEA: AID Strengthening Institutions	NA	80	83	0	0	100									

Program Name	PART Rating	Appropriations† FY 2006 $ in millions	Expenditures‡ FY 2006 $ in millions	FY 2006 % Met	FY 2006 % Not Met	FY 2006 % No Data	FY 2005 % Met	FY 2005 % Not Met	FY 2005 % No Data	FY 2004 % Met	FY 2004 % Not Met	FY 2004 % No Data	FY 2003 % Met	FY 2003 % Not Met	FY 2003 % No Data
HEA: AID Strengthening Tribally Controlled Colleges and Universities	NA	24	19	0	0	100									
HEA: Academic Competitiveness and SMART Grants	NA	790	47	New Program											
HEA: B.J. Stupak Olympic Scholarships	RND	1	1	0	0	100									
HEA: Byrd Honors Scholarships	RND	41	42	0	0	100	0	0	100	100	0	0	100	0	0
HEA: Child Care Access Means Parents In School	RND	16	15				0	100	0	50	50	0			
HEA: College Assistance Migrant Program	RND	15	16	0	0	100	0	0	100	0	0	100			
HEA: Demonstration Projects to Ensure Quality Higher Education for Students with Disabilities	NA	7	7	0	0	100									
HEA: Fund for the Improvement of Postsecondary Education	NA	22	136	0	0	100	50	50	0	0	100	0	50	50	0
HEA: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	A	303	308	60	40	0	80	20	0	100	0	0	86	14	0
HEA: Graduate Assistance in Areas of National Need (GAANN)	RND	30	28	0	0	100	85	15	0	100	0	0	100	0	0
HEA: International Education and Foreign Language Studies Domestic Programs	RND	92	93	0	0	100	33	0	67	0	0	0	60	40	0
HEA: International Education and Foreign Language Studies Institute for International Public Policy	NA	2	2	0	0	100									
MECEA: International Education and Foreign Language Studies Overseas Programs	NA	13	12	0	9	91									
HEA: Javits Fellowships	A	10	9	0	0	100	0	0	100	100	0	0	100	0	0

Program Name	PART Rating	Appro-pria-tions† FY 2006 $ in millions	Expen-ditures‡ FY 2006 $ in millions	Program Performance Results Percent of Targets Met, Not Met, Without Data											
				FY 2006			FY 2005			FY 2004			FY 2003		
				% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data
HEA: SFA Federal Direct Student Loans	A	6,191	6,664	0	0	100	0	0	100	20	13	67	33	13	54
HEA: SFA Federal Family Education Loan Program & Liquidating	A	27,206	27,901												
HEA: SFA Federal Pell Grants	A	17,345	12,261												
HEA: SFA Federal Perkins Loans	RND	65	71												
HEA: SFA Federal Supplemental Educational Opportunity Grants	RND	771	784												
HEA: SFA Federal Work-Study	RND	980	968												
HEA: SFA Leveraging Educational Assistance Partnerships	RND	65	68												
HEA: Student Aid Administration	A	719	736	0	0	100									
HEA: Thurgood Marshall Legal Education Opportunity	NA	3	2							/// (not funded)					
HEA: TRIO Educational Opportunity Centers	NA	47	61	0	0	100	0	0	100	100	0	0			
HEA: TRIO McNair Postbaccalaureate Achievement	NA	42	52	0	0	100	100	0	0	0	0	100	100	0	0
HEA: TRIO Student Support Services	ME	273	338	0	0	100	0	0	100	50	0	50	0	0	100
HEA: TRIO Talent Search	ME	149	182	0	0	100	0	0	100	100	0	0			
HEA: TRIO Upward Bound	I	311	216	0	0	100	0	0	100	50	0	50	0	0	100
HEA: Underground Railroad Program	NA	2	3	0	0	100	0	100	0	100	0	0			
HERA: Aid for Institutions of Higher Education	NA	250	168												
HKNCA: Helen Keller National Center for Deaf-Blind Youths and Adults	NA	9	11	37	13	50	50	50	0	50	50	0			
RA: Client Assistance State Grants	NA	12	12	0	0	100	50	50	0	50	50	0	100	0	0
RA: Independent Living State Grants	RND	97	97	0	0	100	0	0	100						
RA: Independent Living Services for Older Blind Individuals	NA	33	35	0	0	100	67	0	33						
RA: Migrant and Seasonal Farmworkers	NA	2	2	0	0	100	100	0	0	50	50	0			
RA: Projects with Industry	A	20	20	0	0	100	50	50	0	50	50	0	33	67	0

Program Name	PART Rating	Appro-pria-tions† FY 2006 $ in millions	Expen-ditures‡ FY 2006 $ in millions	Program Performance Results Percent of Targets Met, Not Met, Without Data											
				FY 2006			FY 2005			FY 2004			FY 2003		
				% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data
RA: Protection and Advocacy of Individual Rights	NA	16	17	0	0	100	100	0	0	100	0	0			
RA: Supported Employment State Grants	NA	30	30	0	0	100	0	100	0	100	0	0	100	0	0
RA: Vocational Rehabilitation Demonstration and Training Programs	RND	7	21	0	0	100	67	33	0	0	100	0	60	40	0
RA: Vocational Rehabilitation Grants for Indians	A	33	31	0	0	100	100	0	0	33	67	0	100	0	0
RA: Vocational Rehabilitation Recreational Programs	NA	2	2	0	100	0	100	0	0	100	0	0			
RA: Vocational Rehabilitation State Grants	A	2,687	2,582	0	0	100	50	50	0	50	50	0	50	50	0
RA: Vocational Rehabilitation Training	NA	38	42	0	0	100	100	0	0	75	25	0	57	43	0
USC: Howard University	A	237	234	0	0	100	0	0	100	100	0	0	42	58	0
VTEA: Tribally Controlled Postsecondary Vocational and Technical Institutions	RND	7	7	0	100	0	0	100	0	0	100	0	100	0	0
Administrative and Support Funding for Goal 5#		181	2	#			#			#			#		
TOTAL		60,462	*55,579												

† Budget for each program represents program budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2006 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 $15 million for prior years obligations for Goal 5 programs that were not funded in FY 2006 or FY 2006 estimated accruals in the amount of $1,719 million.

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