

Department of Education
INNOVATION AND IMPROVEMENT
Fiscal Year 2009 Budget Request

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For carrying out activities authorized by [part G of title I,¹ subpart 5 of part A and]² parts C and D of title II,³ and parts B, C, and D of title V⁴ [, and section 1504]⁵ of the Elementary and Secondary Education Act of 1965 ("ESEA") and by part II of subtitle A of Title VI of the America COMPETES Act,⁶ [\$1,003,040,000] \$857,517,000: *Provided*, That [\$9,821,000 shall be provided to the National Board for Professional Teaching Standards to carry out section 2151(c) of the ESEA: *Provided further,*⁷ That] from funds for subpart 4, part C of title II of the ESEA, up to 3 percent shall be available to the Secretary for technical assistance and dissemination of information:⁸ *Provided further*, That [\$357,059,000] \$252,300,000 shall be available to carry out part D of title V of the ESEA:⁹ [*Provided further*, That \$100,573,000 of the funds for subpart 1, part D of title V of the ESEA shall be available for the projects and in the amounts specified in the explanatory statement described in section 4 (in the matter preceding division A of this consolidated Act):]¹⁰ *Provided further*, That [\$99,000,000] \$200,000,000 of the funds for subpart 1, part D of title V of the ESEA shall be for competitive grants to local educational agencies, including charter schools that are local educational agencies, or States, or partnerships of: (1) a local educational agency, a State, or both; and (2) at least one non-profit organization to develop and implement performance-based teacher and principal compensation systems in high-need schools: *Provided further*, That such performance-based compensation systems must consider gains in student academic achievement as well as classroom evaluations conducted multiple times during each school year among other factors and provide educators with incentives to take on additional responsibilities and leadership roles:¹¹ *Provided further*, That up to 5 percent of such funds for competitive grants shall be available for technical assistance, training, peer review of applications, program outreach and evaluation activities:¹² *Provided further*, That of the funds available for part B of title V of the ESEA, the Secretary shall use up to [\$24,783,000] \$82,642,000 to carry out activities under section 5205(b) and under

subpart 2,¹³ and shall use not less than \$190,000,000 to carry out other activities authorized under subpart 1¹⁴: Provided further, That funds available for part II of subtitle A of title VI of the America COMPETES Act shall first be used to make grants under Section 1704 of the ESEA and for continuation grants under section 1705 of the ESEA.¹⁵

Note.—Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriation language.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ ...[part G of title I,...</p>	<p>This language, which indicates that funds are provided for the Advanced Placement program as authorized by ESEA, is deleted because the Administration is instead requesting funds for the Advanced Placement/International Baccalaureate program authorized by the America COMPETES Act.</p>
<p>² ...subpart 5 of part A and]...</p>	<p>This language, which indicates that funds are provided for School Leadership and Advanced Credentialing, is deleted because the Administration is not requesting funds for these programs.</p>
<p>³ ...parts C and D of title II,</p>	<p>This language indicates that funds are provided for Troops-to-Teachers, Transition to Teaching, Teaching American History, and Ready-to-Learn Television.</p>
<p>⁴ ...<u>and</u> parts B, C, and D of title V...</p>	<p>This language indicates that funds are provided for the Teacher Incentive Fund, Charter Schools Grants, Credit Enhancement for Charter School Facilities, Voluntary Public School Choice, Magnet Schools Assistance, the Fund for the Improvement of Education, and Reading is Fundamental.</p>
<p>⁵ ...[, and section 1504]...</p>	<p>This language, which indicates that funds are provided for the Close Up Fellowships program, is deleted because the Administration is not requesting funds for the program.</p>
<p>⁶ <u>and by part II of subtitle A of Title VI of the America COMPETES Act,</u></p>	<p>This language indicates that funds are requested for the Advanced Placement/International Baccalaureate program authorized by the America COMPETES Act.</p>
<p>⁷ That [\$9,821,000 shall be provided to the National Board for Professional Teaching Standards to carry out section 2151(c) of the ESEA: Provided further,...]</p>	<p>This language, which earmarks funds for the Advanced Credentialing program, is deleted because the Administration is not requesting funds for the program.</p>

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>⁸ <i>Provided</i>, That from funds for subpart 4, part C of title II of the ESEA, up to 3 percent shall be available to the Secretary for technical assistance and dissemination of information:</p>	<p>This language allows the Secretary to use a portion of the funds for the Teaching American History program to conduct technical assistance activities.</p>
<p>⁹ <i>Provided further</i>, That [\$357,059,000] <u>\$252,300,000</u> shall be available to carry out part D of title V of the ESEA,</p>	<p>This language requests \$252,300,000 for programs authorized under part D of title V of the ESEA (the Fund for the Improvement of Education).</p>
<p>¹⁰ [Provided further, That \$100,573,000 of the funds for subpart 1, part D of title V of the ESEA shall be available for the projects and in the amounts specified in the explanatory statement described in section 4 (in the matter preceding division A of this consolidated Act):]</p>	<p>This language, which earmarks funds for projects listed in the consolidated appropriations Act, is deleted because the Administration is not requesting funds for those projects.</p>
<p>¹¹ <i>Provided further</i>, That [\$99,000,000] <u>\$200,000,000</u> of the funds for subpart 1, <u>part D of title V of the ESEA</u> shall be for competitive grants to local educational agencies, including charter schools that are local educational agencies, or States, or partnerships of: (1) a local educational agency, a State, or both; and (2) at least one non-profit organization to develop and implement performance-based teacher and principal compensation systems in high-need schools: <i>Provided further</i>, That such performance-based compensation systems must consider gains in student academic achievement as well as classroom evaluations conducted multiple times during each school year among other factors and provide educators with incentives to take on additional responsibilities and leadership roles:</p>	<p>This language requests \$200,000,000 of the Fund for the Improvement of Education appropriation for the Teacher Incentive Fund and sets forth the authorized program activities.</p>

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹² <i>Provided further</i>, That up to five percent of such funds for competitive grants shall be available for technical assistance, training, peer review of applications, program outreach and evaluation activities.</p>	<p>This language specifies that 5 percent of funding for the Teacher Incentive Fund will be used for evaluation, peer review, and technical assistance activities, and the remainder is used for grants.</p>
<p>¹³ <i>Provided further</i>, That of the funds available for part B of title V, the Secretary shall use up to [\$24,783,000] <u>\$82,642,000</u> to carry out activities under section 5205(b) and under subpart 2,...</p>	<p>This language sets a maximum of \$82,642,000 for the total amount available for the Per-Pupil Facilities Aid program and the Credit Enhancement for Charter School Facilities program and allows the Secretary to allocate funds between the two programs.</p>
<p>¹⁴ ...and shall use not less than \$190,000,000 to carry out other activities authorized under subpart 1:</p>	<p>This language requires that a minimum of \$190,000,000 be allocated to the Charter School Grants program. It overrides the \$200,000,000 minimum in the authorizing statute.</p>
<p>¹⁵ <u>Provided further</u>, That funds available for part II of subtitle A of title VI of the America COMPETES Act shall first be used to make grants under Section 1704 of the ESEA and to make continuation grants under section 1705 of the ESEA.¹⁴</p>	<p>This language would require that funds provided for the Advanced Placement/International Baccalaureate program authorized by the COMPETES Act first be used to pay AP or IB test fees for eligible students and to fund continuation grants under the ESEA program.</p>

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Amounts Available for Obligation
(\$000s)

	2007	2008	2009
Discretionary appropriation:			
Appropriation	\$837,686	\$1,003,040	\$867,517
Across-the-board reduction	<u>0</u>	<u>-17,523</u>	<u>0</u>
Subtotal, appropriation	\$837,686	\$985,517	\$867,517
Unobligated balance, start of year	\$94,050	0	0
Recovery of prior-year obligations	1	0	0
Unobligated balance, expiring	<u>-13</u>	<u>0</u>	<u>0</u>
Total, direct obligations	\$931,724	\$985,517	\$867,517

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Obligations by Object Classification
(\$000s)

	2007	2008	2009
Printing and reproduction.....	\$281	\$281	\$231
Other contractual services:			
Advisory and assistance services	2,911	3,080	2,710
Peer review	736	1,428	1,855
Other services	47,257	49,352	43,110
Purchases of goods and services from government accounts.....	<u>300</u>	<u>300</u>	<u>0</u>
Subtotal	51,204	54,160	47,675
Grants, subsidies, and contributions	880,236	931,076	819,561
Prompt Payment Interest	<u>3</u>	<u>0</u>	<u>0</u>
Total, direct obligations.....	\$931,724	985,517	867,517

INNOVATION AND IMPROVEMENT

Summary of Changes
(\$000s)

2008.....	\$985,517
2009.....	<u>867,517</u>
Net change	-118,000

	<u>2008 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase for Teacher Incentive Fund to expand support for grants to encourage school districts and States to develop and implement innovative compensation systems that provide financial incentives for teachers and principals who raise student achievement and close the achievement gap in high-need schools.	\$97,270	+\$102,730
Restore funding to the fiscal year 2007 appropriation, for Credit Enhancement for Charter School Facilities to help charter schools obtain school facilities through such means as purchase, lease, and donation.	0	+36,611
Increase for Advanced Placement to expand access for low-income students to advanced placement courses and tests.	43,540	+26,460
Increase for Charter Schools Grants to support the planning, development, and initial implementation of charter schools, which provide enhanced parental choice and, in exchange for a commitment to improving student academic achievement, are exempt from many statutory and regulatory requirements.	211,031	+25,000
Initial funding for the Adjunct Teachers Corps initiative to create opportunities for professionals to teach secondary school courses in the core academic subjects, particularly in mathematics and science.	0	<u>+10,000</u>
Subtotal, increases		+200,801

INNOVATION AND IMPROVEMENT

Summary of Changes
(\$000s)

	<u>2008 base</u>	<u>Change from base</u>
Decreases:		
<u>Program:</u>		
Eliminate funding for the National Writing Project because this activity is a small categorical program with limited effect.	\$23,581	-\$23,581
Reduce funding for the Teaching American History program because the Department does not receive enough strong applications to justify the current level.	117,904	-67,904
Reduce funding for FIE Programs of National Significance to eliminate non-competitive earmarks and funding for Full Service Community Schools, and to include support for State Scholars and several other important projects, including the Language Teacher Corps and the Teacher-to-Teacher Initiative, two activities that are part of the National Security Language Initiative.	121,934	-69,634
Eliminate funding for the Academies for American History and Civics because this activity is a small categorical program that duplicates Teaching American History and other programs.	1,945	-1,945
Eliminate funding for School Leadership because the program is narrowly focused and duplicative of the broader, more flexible Improving Teacher Quality State Grants program.	14,474	-14,474
Eliminate funding for Advanced Credentialing to reflect the decision not to extend further the 5-year grant to the National Board for Professional Teaching Standards, which ended in fiscal year 2004.	9,649	-9,649
Eliminate funding for the Close-Up Fellowship program, which should be sustained through private-sector efforts.	1,942	-1,942

INNOVATION AND IMPROVEMENT

Summary of Changes (\$000s)

	<u>2008 base</u>	<u>Change from base</u>
Decreases:		
<u>Program:</u>		
Eliminate funding for the following narrowly focused categorical programs and projects authorized under the Fund for the Improvement of Education: Reading is Fundamental, Ready to Teach, Exchanges with Historic Whaling and Trading Partners, Excellence in Economic Education, Mental Health Integration in Schools, Foundations for Learning, Arts in Education, Parental Information and Resource Centers, and Women's Educational Equity.	\$129,672	<u>\$-129,672</u>
Subtotal, decreases		-318,801
Net change		-118,000

INNOVATION AND IMPROVEMENT

Authorizing Legislation (\$000s)

Activity	2008 Authorized	2008 Estimate	2009 Authorized	2009 Request
Teacher incentive fund (<i>ESEA V-D-1</i>)	(1,2)	\$97,270	To be determined ²	\$200,000
Troops-to-teachers (<i>ESEA II-C-1-A</i>)	Indefinite ²	14,389	To be determined ²	14,389
Transition to teaching (<i>ESEA II-C-1-B</i>)	Indefinite ²	43,707	To be determined ²	43,707
National writing project (<i>ESEA II-C-2</i>)	Indefinite ³	23,581	0 ³	0
Teaching American history (<i>ESEA II-C-4</i>)	Indefinite ²	117,904	To be determined ²	50,000
Academies for American history and civics (<i>American History and Civics Education Act and ESEA V-D</i>)	(4)	1,945	0 ⁴	0
School leadership (<i>ESEA II-A-5-2151 (b)</i>)	Indefinite ³	14,474	0 ³	0
Advanced credentialing (<i>ESEA II-A-5-2151(c)</i>)	Indefinite ³	9,649	0 ³	0
Adjunct teacher corps (Proposed legislation)	--	0	To be determined	10,000
Charter schools grants (<i>ESEA V-B-1</i>)	Indefinite ²	211,031 ⁵	To be determined ²	236,031
Credit enhancement for charter school facilities (<i>ESEA V-B-2</i>)	Indefinite ⁶	0 ⁵	To be determined ⁶	36,611
Voluntary public school choice (<i>ESEA V-B-3</i>)	\$100,000 ²	25,819	To be determined ²	25,819
Magnet schools assistance (<i>ESEA V-C</i>)	Indefinite ²	104,829	To be determined ²	104,829
Advanced placement (<i>ESEA I-G</i>)	Indefinite ⁷	43,540	0 ⁷	0 ⁷
Advanced Placement and International Baccalaureate Programs (COMPETES Act VI-A-II)	75,000	0	Indefinite	70,000 ⁷
Close Up fellowships (<i>ESEA I-E-1504</i>)	Indefinite ³	1,942	0 ³	0
Ready-to-learn television (<i>ESEA II-D-3</i>)	Indefinite ²	23,831	To be determined ²	23,831
FIE programs of national significance (<i>ESEA V-D-1</i>)	(1,2)	121,934	To be determined ²	52,300
Reading is fundamental/Inexpensive book distribution (<i>ESEA V-D-5</i>)	(1,3)	24,606	0 ³	0
Ready to teach (<i>ESEA V-D-8</i>)	(1,3)	10,700	0 ³	0
Exchanges with historic whaling and trading partners (<i>ESEA V-D-12</i>)	(1,3)	8,754	0 ³	0

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Authorizing Legislation (\$000s)

Activity	2008 Authorized	2008 Estimate	2009 Authorized	2009 Request
Excellence in economic education (<i>ESEA V-D-13</i>)	(1,3)	\$1,447	0 ³	0
Mental health integration in schools (<i>ESEA V-D-14, section 5541</i>)	(1,3)	4,913	0 ³	0
Foundations for learning (<i>ESEA V-D-14, section 5542</i>)	(1,3)	965	0 ³	0
Arts in education (<i>ESEA V-D-15</i>)	(1,3)	37,533	0 ³	
Parental information and resource centers (<i>ESEA V-D-16</i>)	(1,3)	38,908	0 ³	0
Women's educational equity (<i>ESEA V-D-21</i>)	(1,3)	1,846	0 ³	0
Unfunded authorizations				
School dropout prevention program (<i>ESEA I-H</i>)	Indefinite ³	0	0 ³	0
Star schools (<i>ESEA V-D-7</i>)	(1,3)	0	0 ³	0
Total definite authorization	\$175,000		0	
Total appropriation		\$985,517		\$867,517
Portion of request subject to reauthorization				787,517
Portion of request not authorized				10,000

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¹ A total of \$675,000 thousand is authorized in fiscal year 2008 to carry out all ESEA V-D activities.

² The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

³ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

⁴ The program has a separate program authorization but is funded through ESEA V-D. A total of \$675,000 thousand is authorized in fiscal year 2008 to carry out all ESEA V-D activities. The GEPA extension applies to ESEA V-D through September 30, 2008. The Administration is not seeking legislation.

⁵ The fiscal year 2008 appropriation permits the Secretary to use, from the amount appropriated for the Charter Schools Grants, up to \$24,783 thousand for Charter School Facilities Incentive grants and Credit Enhancement for Charter School Facilities. From this \$211,031 thousand, the Department will use

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Authorizing Legislation

(\$000s)

approximately \$190,000 thousand for the Charter Schools grants program (including national activities), \$12,731 thousand for Charter School Facilities Incentive Grants, and \$8,300 thousand for Credit Enhancement for Charter School Facilities.

⁶ The GEPA extension expired September 30, 2004; the program is authorized in FY 2008 through appropriations language. The Administration is seeking additional authorizing legislation.

⁷ The GEPA extension applies through September 30, 2008 for the AP program authorized under ESEA I-G. In fiscal year 2009, the Administration is requesting funding for the AP/IB program authorized under the recently enacted America COMPETES Act. The request also includes appropriations language providing that fiscal year 2009 funds will first be used to pay continuation costs under the ESEA Advanced Placement Incentive (API) Grant program and to meet State needs for AP test fees under the ESEA program, with all remaining funds used under the new authority.

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Appropriations History (\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2004	\$807,400	\$807,959	\$782,133	\$1,102,628
2005	885,181	669,936	1,154,894	1,092,642
2006	1,307,871	708,522	1,308,785	936,488
2007	850,966	N/A ¹	N/A ¹	837,686
2008	922,018	982,354	962,889	985,517
2009	867,517			

¹ This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate Allowance amounts are shown as N/A (Not Available) because neither body passed a separate appropriations bill.

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Significant Items in FY 2008 Appropriations Reports

Charter School Grants and Credit Enhancement for Charter School Facilities

House: The Committee intends the Department to entertain applications for credit enhancement assistance for funding under this account.

Response: The Department plans to fund the highest-scoring unfunded applicant from the fiscal year 2007 competition.

Advanced Placement Grants

Conference: The Appropriations Committees intend that funds provided for the Advanced Placement program be used first for the Advanced Placement Test Fee Program, estimated to require \$10,000,000 in fiscal year 2008. The remaining funds shall be used for continuing and new awards under the Advanced Placement Incentive grants program.

Response: The Department will first make grants to States under the Advancement Placement Test Fee Program and will use the remaining funds for continuing and new awards under the Advanced Placement Incentive Grants program.

Full Service Community Schools

House: The Committee's recommendation includes \$10,000,000 to help establish full-service community schools (FSCS). A FSCS is a public elementary or secondary school that coordinates with community-based organizations and public/private partnerships to provide students, their families, and the community access to comprehensive services. These services include early childhood education; remedial education and academic enrichment activities; programs that promote parental involvement and family literacy; mentoring and other youth development programs; parent leadership and parenting education activities; community service and service learning opportunities; programs that provide assistance to students who have been truant, suspended, or expelled; job training and career counseling services; nutrition services; primary health and dental care; mental health counseling services; and adult education including instruction in English as a second language.

The Committee intends these funds to be allocated on a competitive basis to eligible entities. An eligible entity is a consortium of a local educational agency and one or more community-based organizations, nonprofit organizations, or other public or private entities, to assist public elementary or secondary schools to function as a FSCS. Grants shall be used to coordinate or provide not less than three services at one or more public elementary or secondary schools.

The Secretary shall require that each grant application include a list of partner entities that will assist the eligible entity to coordinate or provide services; a memorandum of understanding between the eligible entity and all partner entities describing the role the partner entities will assume; a description of the capacity

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Significant Items in FY 2008 Appropriations Reports

of the eligible entity to provide and coordinate qualified services at a FSCS; and a comprehensive plan that includes descriptions of the student, family, and school community to be served, including information about the demographic characteristics and needs of students, families, and community residents, the number of individuals to be served, and the frequency of services. It shall also include qualified services to be provided or coordinated by the eligible entity and its partner entities.

Conference: The Appropriations Committees direct that funds for the Full Service Community Schools Demonstration used as specified in House Report 110-231.

Response: The Department will abide by these directives and, this spring, will hold a competition consistent with the report language.

Ready to Learn Television Outreach Funds

Senate: The Committee expects the increase over fiscal year 2007 to be used for Ready to Learn outreach programs at the Corporation for Public Broadcasting.

Conference: The Appropriations Committees expect the increase over fiscal year 2007 for the Ready to Learn Program to be used for Ready to Learn outreach programs at the Corporation for Public Broadcasting.

Response: Because there is no increase over fiscal year 2007 funds for the Ready to Learn program, the Department intends to support outreach programs at the Corporation for Public Broadcasting at the same level such programs were supported during fiscal year 2007.

Funding of Teaching American History Grants

Senate: The Committee directs the Department to continue its current policy of awarding 3-year grants.

Conference: ...the Appropriations Committees recommend that the Department provide initial 3-year grants, with 2 additional years if a grantee is performing effectively.

Response: The Department will abide by the conference report language.

Arts in Education Fast Response Survey

Senate: ...and \$500,000 shall be used to support the National Center for Education Statistics Fast Response Survey System to collect data for the report of Arts Education in Public Elementary and Secondary Schools during the 2008-2009 school year. The Committee expects this survey and reporting to have the comprehensive quality of the 2002 report and to include national samples of elementary and secondary school principals, as well as surveys of elementary and secondary classroom teachers and arts specialists.

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Conference: In addition, the amended bill provides \$2,200,000 within this program for the Fast Response Survey System to collect data for the report of Arts Education in Public Elementary and Secondary Schools during the 2008-09 school year, as described in Senate Report 110-107. The survey is to be administered by the National Center for Education Statistics, but with the Office of Innovation and Improvement and the Institute of Education Sciences (IES) jointly determining the scope of work of the project. The House proposed this funding level within IES. The Senate proposed \$500,000 within the Fund for the Improvement of Education for the survey and additional funding within IES.

Response: The Department plans to conduct a comprehensive survey of Arts Education in Elementary and Secondary Schools using the Fast Response Survey System (FRSS). While the survey is in the early stages of development, the Department is planning to collect data from elementary and secondary school principals, arts specialists, and classroom teachers on topics related to the delivery of arts education in classrooms. Survey topics may include the availability and quality of instructional programs; educational background and experience level of teachers; teaching practices; participation in professional development activities; and integration of the arts into other areas of the curriculum.

As requested, the development and administration of the Arts Education survey will be a joint effort between the Office of Innovation and Improvement (OII) and the Institute of Education Sciences (IES).

DEPARTMENT OF EDUCATION FISCAL YEAR 2009 PRESIDENT'S BUDGET

(in thousands of dollars)		2007 Annual	2008	2009	Change from 2008 Appropriation	
Office, Account, Program and Activity	Category Code	CR Operating Plan	Appropriation	President's Request	Amount	Percent
Innovation and Improvement						
1. Recruiting and training high quality teachers and principals:						
(a) Teacher incentive fund (ESEA V-D-1)	D	200	97,270	200,000	102,730	105.6%
(b) Troops-to-teachers (ESEA II-C-1-A)	D	14,645	14,389	14,389	0	0.0%
(c) Transition to teaching (ESEA II-C-1-B)	D	44,484	43,707	43,707	0	0.0%
(d) National writing project (ESEA II-C-2)	D	21,533	23,581	0	(23,581)	-100.0%
(e) Teaching American history (ESEA II-C-4)	D	119,790	117,904	50,000	(67,904)	-57.6%
(f) Academies for American history and civics (American History and Civics Education Act)	D	1,980	1,945	0	(1,945)	-100.0%
(g) School leadership (ESEA section 2151(b))	D	14,731	14,474	0	(14,474)	-100.0%
(h) Advanced credentialing (ESEA section 2151(c))	D	16,695	9,649	0	(9,649)	-100.0%
(i) Adjunct teacher corps (proposed legislation)	D	0	0	10,000	10,000	---
2. School choice and flexibility (ESEA Title V):						
(a) Charter schools grants (Part B-1)	D	214,783	211,031 ¹	236,031 ²	25,000	11.8%
(b) Credit enhancement for charter school facilities (Part B-2)	D	36,611	0 ¹	36,611 ²	36,611	---
(c) Voluntary public school choice (Part B-3)	D	26,278	25,819	25,819	0	0.0%
(d) Magnet schools assistance (Part C)	D	106,693	104,829	104,829	0	0.0%
3. Advanced placement (ESEA I-G)						
4. Advanced placement and international baccalaureate programs (America COMPETES Act VI, Part II)	D	37,026	43,540	0	(43,540)	-100.0%
5. Close Up fellowships (ESEA section 1504)	D	0	0	70,000	70,000	---
6. Ready-to-learn television (ESEA II-D-3)	D	1,454	1,942	0	(1,942)	-100.0%
7. FIE programs of national significance (ESEA V-D, subpart 1)	D	24,255	23,831	23,831	0	0.0%
8. Reading is fundamental/Inexpensive book distribution (ESEA V-D, subpart 5)	D	16,051	121,934	52,300	(69,634)	-57.1%
9. Star schools (ESEA V-D, subpart 7)	D	25,043	24,606	0	(24,606)	-100.0%
10. Ready to teach (ESEA V-D, subpart 8)	D	11,513	0	0	0	---
11. Exchanges with historic whaling and trading partners (ESEA V-D, subpart 12)	D	10,890	10,700	0	(10,700)	-100.0%
12. Excellence in economic education (ESEA V-D, subpart 13)	D	8,910	8,754	0	(8,754)	-100.0%
13. Mental health integration in schools (ESEA V-D, subpart 14, section 5541)	D	1,473	1,447	0	(1,447)	-100.0%
14. Foundations for learning (ESEA V-D, subpart 14, section 5542)	D	4,910	4,913	0	(4,913)	-100.0%
15. Arts in education (ESEA V-D, subpart 15)	D	982	965	0	(965)	-100.0%
16. Parental information and resource centers (ESEA V-D, subpart 16)	D	35,277	37,533	0	(37,533)	-100.0%
17. Women's educational equity (ESEA V-D, subpart 21)	D	39,600	38,908	0	(38,908)	-100.0%
	D	1,879	1,846	0	(1,846)	(1)
Total	D	837,686	985,517	867,517	(118,000)	-12.0%
<i>Outlays</i>	<i>D</i>	<i>845,817</i>	<i>1,298,984</i>	<i>786,742</i>	<i>(512,242)</i>	<i>-39.4%</i>

¹ The FY 2008 appropriation permits the Secretary to use, from the amount appropriated for Charter Schools Grants, up to \$24,783 thousand for Charter School Facilities Incentive Grants and Credit Enhancement for Charter School Facilities.

² The FY 2009 request proposes that up to \$82,642 thousand from the amount appropriated for ESEA V-B may be used for Charter School Facilities Incentives Grants and Credit Enhancement for Charter School Facilities. Of this amount \$36,611 thousand will be used for Credit Enhancement.

NOTES: Category Codes are as follows: D = discretionary program; M = mandatory program.
FY 2008 detail may not add to totals due to rounding.

INNOVATION AND IMPROVEMENT

Summary of Request

Programs in the Innovation and Improvement account support the goals of providing parents with greater choices, reforming teacher and administrator compensation, increasing the supply of highly qualified teachers through alternative routes to the teaching profession, improving teacher knowledge in specific subject areas, and implementing effective programs. Programs in this account enable the Department to make strategic investments in promising educational strategies and approaches; increase parental options through support for charter schools, magnet schools, and other options; evaluate the results of the projects supported; and disseminate information widely on effective practices.

The Administration is requesting a total of \$867.5 million for programs in this account. The request supports programs that address Administration priorities while providing no funding for ineffective or duplicative programs, or those for which there is no clear Federal role.

Several activities in this account support Presidential initiatives to increase student access to a rigorous curriculum and qualified teachers to ensure America's competitive position in the global economy. The Administration's fiscal year 2009 request for such activities includes:

- \$200 million, a \$102.7 million increase, for the **Teacher Incentive Fund**, which supports the development and implementation of compensation systems that reward teachers and principals in schools that raise student achievement and close the achievement gap, and provide incentives for effective teachers to teach in low-income schools.
- \$236 million, a \$25 million increase, for **Charter Schools Grants**, to support the planning, development, and initial implementation of charter schools, which provide enhanced parental choice and, in exchange for a commitment to improving student academic achievement, are exempt from many statutory and regulatory requirements.
- \$36.6 million, a restoration to the fiscal year 2007 appropriation, for **Credit Enhancement for Charter School Facilities** to help charter schools obtain school facilities through such means as purchase, lease, and donation.
- \$70 million, a \$26.5 million increase, for the **Advanced Placement and International Baccalaureate Program** to support State and local efforts that increase access to advanced placement tests and classes for low-income students and train teachers to teach advanced placement classes in schools serving large populations of those students.
- \$10 million for the proposed **Adjunct Teacher Corps**, which would create opportunities for professionals outside of the public education system to teach secondary school courses in the core academic subjects, especially in mathematics and the sciences.

In addition, the Administration is requesting \$52.3 million for the **Fund for the Improvement of Education (FIE) Programs of National Significance**. This level of funding would allow the Department to fund nine activities in 2009. The Language Teacher Corps, a new activity, and the Teacher-to-Teacher Initiative, both of which are part of the President's National Security Language Initiative, would help increase the number of Americans who speak languages critical to national security. Another two new projects, the Comprehensive Assessment Systems Demonstration Project and the Improving Student Assessment initiative, would help States and

INNOVATION AND IMPROVEMENT

Summary of Request

school districts improve assessment programs and ensure that assessment data inform instructional decisions and improve student achievement. A fourth new project, Awards to Promote Early Literacy, would enable the Department to invite organizations with innovative approaches to early literacy to compete for funding to expand their current program. Another new initiative, Awards to Ensure High-Quality Teachers for High-Need Public Schools, would fund a competition for organizations that propose innovative approaches to solving teacher shortages in high poverty and rural areas. The sixth new project, Awards to Ensure High-Quality Teachers for High-Needs Non-public Schools, would fund similar teacher recruitment and retention efforts for non-public schools. At the request level, the Administration also would continue to support the State Scholars program and the data quality initiative.

The request maintains funding at the 2008 appropriation for several programs that support other Administration and Department priorities. To support efforts to provide parents with expanded choices for their children's education, the request includes \$25.8 million for **Voluntary Public School Choice** grants and \$104.8 million for **Magnet Schools Assistance**. To help improve the quality of instruction in the neediest schools, the request includes \$43.7 million for the **Transition to Teaching** program to recruit, place, and train mid-career professionals and recent college graduates whose knowledge and experience can help them become successful teachers, and \$14.4 million for the **Troops-to-Teachers** program to recruit, prepare, and place former members of the military services in high-need subject areas in high-poverty schools. Lastly, the request includes \$23.8 million for **Ready-to-Learn Television** to facilitate student academic achievement by supporting the development and distribution of educational video programming for preschool and elementary school children and their parents.

To help improve the quality of history instruction, the request includes \$50 million for the **Teaching American History** program, which provides professional development for teachers of American history. The request would decrease this funding from the current level of \$117.9 million because less money is needed in order to fund all high-quality project applications. .

The Administration is not requesting funds for the other programs in the account that received an appropriation in fiscal year 2008. These programs generally target a narrow group of recipients, have limited impact, or support activities that can be carried out under other authorities. The programs for which the Administration is not requesting funds are: **National Writing Project; Academies for American History and Civics; School Leadership; Advanced Credentialing; Close Up Fellowships; Reading is Fundamental/Inexpensive Book Distribution; Ready to Teach; Exchanges with Historic Whaling and Trading Partners; Excellence in Economic Education; Mental Health Integration in Schools; Foundations for Learning; Arts in Education; Parental Information and Resource Centers; and Women's Educational Equity.**

INNOVATION AND IMPROVEMENT

Teacher incentive fund

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 1)

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$97,270	\$200,000	+\$102,730

¹ The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

PROGRAM DESCRIPTION

The goals of the Teacher Incentive Fund (TIF) program are to improve student achievement by increasing teacher and principal effectiveness; reform teacher and principal compensation systems so that teachers and principals are rewarded for gains in student achievement; increase the number of effective teachers teaching low-income, minority, and disadvantaged students in hard-to-staff subjects; and create sustainable performance-based compensation systems. The program provides grants to encourage school districts and States to develop and implement innovative ways to provide financial incentives for teachers and principals who raise student achievement and close the achievement gap in some of our Nation's highest-need schools. Local educational agencies (LEAs), including charter schools that are LEAs; States; or partnerships of: (1) an LEA, a State, or both and (2) at least one non-profit organization are eligible for competitive grants to develop and implement performance-based compensation systems for public school teachers and principals in high-need areas. These systems must be based on measures of gains in student achievement, in addition to other factors, for teachers and principals in high-need schools.

Each applicant must demonstrate a significant investment in, and ensure the sustainability of, its project by committing to pay for an increasing share of the total cost of the project, for each year of the grant, with State, local, or other non-Federal funds.

The Department reserves 5 percent of funds for technical assistance, training, peer review of applications, program outreach, and evaluation activities.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	0
2005.....	0
2006.....	\$99,000
2007.....	200
2008.....	97,270

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Teacher incentive fund

FY 2009 BUDGET REQUEST

For 2009, the Administration requests \$200 million, \$102.7 million more than the 2008 level, for TIF. The request would support a significant expansion of State and school district efforts to develop and implement innovative ways to provide financial incentives for teachers and principals who raise student achievement and close the achievement gap in some of our Nation's highest-need schools, attract highly qualified teachers to those schools, and redesign teacher and principal compensation systems in order to align pay with performance. The Department awarded the first grants for the program in the fall of 2006 and awarded a second cohort of fiscal year 2006 grants in the summer of 2007.

One of the most important elements of No Child Left Behind (NCLB) is the Act's commitment to ensuring that all public school students are taught by highly qualified teachers, with a particular emphasis on seeing to it that schools with concentrations of low-income and other "at-risk" students are staffed by teachers who are fully credentialed and knowledgeable about the subjects they teach. This objective is extremely important because, as such scholars as Eric Hanushek of the Hoover Institution at Stanford University have pointed out, the quality of classroom teachers is the most important factor under school control that affects student achievement. Further, value-added assessment studies by William Sanders of the SAS Institute indicate that individual teachers make a significant difference in student achievement. In a 1996 study of two school districts in Tennessee, Sanders found that children assigned to three effective teachers in a row scored at the 83rd percentile in mathematics assessments at the end of 5th grade, while comparable children assigned to three ineffective teachers in a row scored only at the 29th percentile.

Because of the manner in which teachers are generally compensated, it is unlikely that, over time, students at risk of failure will consistently be exposed to the best in teaching, even with the reforms brought about by NCLB. Unlike private-sector firms, which reward employees for taking on the most difficult assignments and doing the best job (and probably could not stay in business if they did not do so), public school systems typically pay teachers on the basis of their level of education (with masters-degree holders paid more than those with only a baccalaureate) and number of years in the classroom, even though neither of these factors is correlated with better teaching or higher student achievement.

Public school systems also typically provide no incentive for the best teachers to enter or remain in the most challenging schools; to the contrary, their personnel systems often create at least implicit incentives for teachers to move into schools and classrooms that present the fewest challenges. Thus, high-poverty schools are often forced to rely on the least qualified faculty, including those hired with only emergency or other temporary credentials. As a report by the Education Trust (*Teacher Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality*, Heather G. Peske and Kati Haycock, 2006) found, low-income and minority children are typically taught by lower-quality teachers who are more likely to be uncertified, to have scored poorly on college and licensure exams, and to be teaching outside their field. This situation is unacceptable. A report by the Teaching Commission, a private panel led by former IBM chairman Louis V. Gerstner, Jr. notes, "Until we make it more attractive for teachers to stay in our most challenging schools by offering a significant salary premium – enough to make their earnings exceed those of teachers with less demanding assignments in affluent

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neighborhoods – the teacher shortage in hard-to-staff schools will not go away.” (*Teaching at Risk: A Call to Action*, 2004)

The tradition in public education not to pay teachers on the basis of performance or to reward good performance not only makes it difficult for low-income schools to fill teaching slots with talented teachers, it also creates disincentives for the most energetic and talented individuals to enter the teaching profession, or to remain if they do. As Frederick Hess of the American Enterprise Institute has noted, “Few things are more frustrating for high performers than to be treated exactly like their less committed peers. Today, the profession repels too many energetic practitioners by expecting teachers to willingly sacrifice professional growth, advancement, and reward. Further, the steps that need to be taken are straightforward. Teachers’ compensation should be based on performance rather than simply on experience and credentials.” And according to Education Week’s *Quality Counts 2000* report, “top undergraduates, as measured by their scores on college-entrance tests, are less likely to become public school teachers and more likely to quit, if they do.” These important research findings make the case for a serious effort to attract and retain the best teachers for the highest-need classrooms and schools, to pay them appropriately, and to reward teachers who succeed in raising achievement.

Under No Child Left Behind, the States are now approaching the goal of ensuring that all classes of the core academic subjects are taught by highly qualified teachers. Funds are available under the Elementary and Secondary Education Act’s Titles I and II for professional development and other expenses needed to enable States and school districts to achieve that objective. But TIF takes the national commitment to ensuring a continued high-quality teaching force one important step further by providing Federal support for rewarding teachers for strong performance, encouraging highly qualified teachers to enter classrooms with high concentrations of low-income students, and developing and implementing performance-based teacher compensation systems.

In addition, while most existing compensation reforms have focused on teachers, it is also important that school district compensation systems encourage highly qualified individuals to become school principals and reward them for success in that job. In the past, principals focused mostly on management, fiscal, and disciplinary issues in their schools, but today’s principals must be instructional leaders who ensure that their school environments are conducive to school learning and teacher professional growth and who set high expectations for student academic performance. The success of a school reflects not just performance by the corps of teachers, but strong leadership from the principal’s office. Thus, the Teacher Incentive Fund program provides States and LEAs with support to develop and implement systems to attract and retain highly qualified individuals in school principal positions, to align principal pay with performance, and to allow principals to share in bonuses that go to other staff in high-performing schools.

The Department awarded the first grants for the TIF program in the fall of 2006 and awarded a second cohort of grants in the summer of 2007. These 34 initial grants included:

- \$34 million over 5 years to the South Carolina Department of Education, which has been working with the Teacher Advancement Program (TAP) to implement a performance-based compensation system to address problems with recruitment and retention in 23

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Teacher incentive fund

high-need schools in 6 districts. The project has the potential to affect more than 60,000 children and 5,000 teachers and principals. Strategies include higher and varied teacher bonuses, the introduction of principal and assistant principal bonuses, raising the value-added percentage in performance pay from 50 percent to 60 percent, and using tests to give K–3 teachers an individual value-added score.

- \$6.8 million to the Eagle County (CO) School District, which, in the 5 years before receiving the grant, had already invested over \$4.5 million (not including performance awards) to implement a performance-based compensation system for teachers and principals. The TIF grant is allowing the district to expand the program and improve the quality of Master and Mentor teachers through increased salary augmentations and training. The project affects 13 high-need schools.
- \$1.1 million over 5 years to the Edward W. Brooke Charter School, a charter school for students in kindergarten through grade 8 in Boston, Massachusetts. The school is using its grant to offer teachers and principals annual bonuses tied to student performance during the previous academic school year. The compensation plan also offers differentiated base salaries for teachers who have proven expertise in high-need subject areas, such as mathematics and science. In addition, the school also will use TIF funds as a retention tool by awarding incentives only to teachers who commit to returning to the school the following year.

In fiscal year 2007, the Department received only \$200,000 for the program and used most of the funds for peer review costs related to awarding the second cohort of fiscal year 2006 grants. The Department used the remaining fiscal year 2007 funds for technical assistance activities.

In fiscal year 2009, the Department will use the 5 percent set-aside for evaluation, peer review, and technical assistance to help ensure that grants are well implemented. The evaluation of the program will begin in 2008.

The TIF program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2009 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. The reauthorization proposal would provide a specific authorization for TIF, which currently is conducted under the authority of the Fund for the Improvement of Education and special appropriations language.

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Teacher incentive fund

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Amount available for awards	0	\$92,407	\$190,000
Amount available for continuation awards	0	\$92,407	\$92,407
Amount available for new awards	0	0	\$97,593
Number of continuation awards	0	34	34
Number of new awards	0	0	30 - 40
Technical assistance, training, outreach, and evaluation	\$10	\$4,863	\$9,600
Peer review of new award applications	\$190	0	\$400

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department has established two performance measures for this program: (1) changes in LEA personnel deployment practices, as measured by changes over time in the percentage of teachers and principals in high-need schools who have a record of effectiveness; and (2) changes in teacher and principal compensation systems in participating LEAs, as measured by the percentage of a district's personnel budget that is used for performance-related payments to effective teachers and principals (as measured by student achievement gains). The Department will collect these data from grantee annual performance reports and plans to have baseline data for these measures in the fall of 2008.

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Troops-to-teachers

(Elementary and Secondary Education Act of 1965, Title II, Part C, Subpart 1, Chapter A)

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$14,389	\$14,389	0

¹ The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

PROGRAM DESCRIPTION

The Department of Defense established Troops-to-Teachers in 1994 to help improve public school education by recruiting, preparing, and supporting members of the military service as teachers in high-poverty public schools. The No Child Left Behind Act (NCLB) authorized the Department of Education to continue funding for this effort.

Under this program, the Secretary of Education transfers funds to the Department of Defense for the Defense Activity for Non-Traditional Education Support (DANTES) to provide assistance, including stipends of up to \$5,000, to eligible members of the armed forces so that they can obtain certification or licensing as elementary school teachers, secondary school teachers, or vocational/technical teachers and become highly qualified teachers by demonstrating competency in each of the subjects they teach. In addition, the program helps these individuals find employment in high-need local educational agencies (LEAs), which are those that: (1) serve at least 10,000 children from low-income families or serve communities in which at least 20 percent of the children are from low-income families, and (2) have a high percentage of teachers teaching either outside of their area of certification or with emergency, provisional, or temporary certification.

In lieu of the \$5,000 stipends, DANTES may pay \$10,000 bonuses to participants who agree to teach for at least 3 years in high-need schools located within high-need LEAs. A "high-need school" is defined as a school in which at least 50 percent of the students are from low-income families or the school has a large percentage of students who qualify for assistance under the Individuals with Disabilities Education Act.

Members of the armed forces who wish to receive the program's assistance for placement as an elementary or secondary school teacher must have a baccalaureate or advanced degree, and their last period of service in the armed forces must have been honorable. (Separate requirements apply to those who wish to become vocational or technical teachers.) In selecting members of the armed forces to participate in the program, the Department of Defense must give priority to those members who have educational or military experience in science,

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mathematics, special education, or vocational/technical subjects, and who agree to seek employment as teachers in a subject area compatible with their backgrounds.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$14,912
2005.....	14,793
2006.....	14,645
2007.....	14,645
2008.....	14,389

FY 2009 BUDGET REQUEST

The Administration requests \$14.389 million, the same as the 2008 level, to help members of the armed forces become highly qualified teachers through the Troops-to-Teachers program. This request will support the program in fiscal year 2009 during a time when interest in the program among potential participants may be mitigated by the continued need for military personnel to serve overseas, delaying potential retirements and separations.

The Troops-to-Teachers program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The budget request assumes that the program will be implemented in fiscal year 2009 under reauthorized legislation, and the request is based on the Administration’s reauthorization proposal. That proposal would permit program participants to take teaching positions in private schools, rather than only in public schools, so long as those schools meet the “high-need” criteria applicable to public schools. In addition, the reauthorization proposal would make the Troops-to-Teachers program subject to common definitions of “high-need local educational agency” and “high-need school” that would apply to all ESEA programs that use those terms. Using a common definition would eliminate the confusion caused by having different definitions for different programs (for no apparent reason, except that the programs may have had different authorship or different legislative histories) and would ensure consistent targeting of resources on the types of districts and schools that, because they are low-income or rural, face the greatest challenges in hiring and retaining highly qualified teachers.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Number of program registrants ¹	2,656	2,656	2,656
Number of participants hired ¹	1,075	1,075	1,075

¹ The program output measures reflect the continuation of FY 2006 actuals. “Program registrants” are those individuals who have applied to the Troops-to-Teachers program and signed an agreement with DANES to participate in the program. “Participants hired” are those Troops participants who have received program stipends for training and certification activities and are hired by eligible local educational agencies.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2009 and future years, and the resources and efforts invested by those served by this program.

The Department requires annual progress reports providing performance data on the program from the Defense Activity for Non-Traditional Education Support (DANTES). Required information includes: (1) the number of program participants, (2) the number of schools in which participants are employed, (3) grade levels and academic subjects that the participants teach, and (4) retention rates for program participants. The FY 2006 report reveals a 19 percent 1-year decrease in the number of program registrants (from 3,261 in FY 2005 to 2,656 in FY 2006) and a 6 percent decrease in the number of participants hired during the 2005-06 school year (from 1,147 hired in school year 2004-05 to 1,075 hired in school year 2005-06). The report largely attributes these declines to an increased demand for active and reserve military forces to serve overseas. Of the 3,935 participants currently teaching, 87 percent are working in high-need schools and/or teaching critical-need subjects such as math, science, or special education. The report also notes that, of the 4,355 participants who began teaching since the enactment of the No Child Left Behind Act, 90 percent were still employed as teachers (or had accepted leadership positions in public education) in FY 2006.

The Department has established the following goal and three performance indicators to measure the impact of the Troops-to-Teachers program:

Goal: To increase the number of military personnel or qualified participants in a reserve component who become highly qualified teachers in high-need LEAs.

Objective: *To provide schools in high-need LEAs with highly qualified teachers who are former military or reserve component personnel.*

Measure: The percentage of participants who become teachers of record in high-need LEAs.		
Year	Target	Actual
2004		76
2005	75	81
2006	75	83
2007	75	84
2008	75	
2009	75	

Assessment of progress: In order to ensure the reliability and comparability of program performance data, the Department, in response to the PART review discussed below, added both “teacher of record” and “high-need LEAs” to this indicator in order to provide for a better

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measure of the program’s success in placing participants in high-need districts. In 2006, 83 percent of the program’s participants became highly qualified teachers in high-need LEAs, exceeding the target of 75 percent. In 2007, 84 percent of the program’s participants became teachers of record in high-need LEAs, exceeding the target.

Measure: The percentage of participants who become mathematics, science, or special education teachers.		
Year	Target	Actual
2004		45
2005	49	30
2006	49	47
2007	51	48
2008	53	
2009	53	

Assessment of progress: In 2005, 30 percent of the program’s participants became math and science teachers. In that same year, the Department added “special education teachers” to this indicator as the third critical shortage area of specialization for teachers and to track all of the priority subject areas in the statute. In 2006, the first year in which the revised measure was implemented, 47 percent of the program’s participants became math, science, or special education teachers, slightly below the target level. In 2007, 48 percent of the participants became math, science, or special education teachers, a small increase over the previous year.

Measure: The percentage of Troops-to-Teachers participants who remain in teaching for three or more years after placement in a teaching position in a high-need LEA.		
Year	Target	Actual
2005	80	88
2006	80	84
2007	80	
2008	80	

Assessment of progress: In 2006, the third year of retention for participants who started teaching in the 2002-03 school year, 84 percent of participants were still teaching in a high-need LEA at least 3 years after placement, which exceeded the target. The Department is currently verifying 2007 data for this measure.

Efficiency Measures

The Department developed the following efficiency measure for the Troops-to-Teachers program: recruitment cost per teacher of record. Recruitment cost is defined as all overhead costs for the national headquarters and State offices. “Teacher of record” is defined as a Troops-to-Teachers participant who is hired by an eligible school district. DANTES also collects and analyzes the data on a State-by-State basis and uses the data to improve program operations. In FY 2006, the first year in which this measure was used, the recruitment cost per

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teacher of record was \$4,208. In FY 2007, the recruitment cost per teacher of record rose to \$5,274.

Other Performance Information

A March 2006 report on the Troops-to-Teachers program by the Government Accountability Office (GAO) found that, through June 30, 2005, 90 percent of funded participants teaching in high-need districts were retained for a second year and over 75 percent taught for a third year. GAO also found that over 80 percent of program participants are male and over 25 percent are African American – contributing significantly to the diversity of the population of new teachers at large, which is 26 percent male and 9 percent African American. In addition, in 2005, the National Center for Education Information released *Profile of Troops to Teachers*, a national survey of program participants that updates its 1998 independent evaluation of the program. Highlights of the report include: program participants taught math, science, and special education in significantly higher proportions than all teachers; 55 percent of program participants taught in highly populated communities, where the demand for teachers is greatest; and 78 percent of participants intended to remain in the field of education for the next 5 years.

Follow-up on PART Findings and Recommendations

In 2003, the Troops-to-Teachers program was among the Department's programs reviewed using the Program Assessment Rating Tool (PART). The review rated the program as "Adequate," acknowledging the program's clear purpose and record in training participants and placing them in high-need school districts. The PART also noted the 1998 independent evaluation by the National Center for Education Information, which reported school administrators' views that new Troops-to-Teachers educators were, on average, better first-year teachers than their counterparts.

However, the PART review also identified challenges for the program. The PART improvement plan recommendations are presented below, followed by a description of the Department's actions to address them.

- *Work in collaboration with the Department of Defense to strengthen program performance data collection and to relate program performance data to student achievement.* The Department added both "teacher of record" and "high-need LEAs" to one of its indicators in order to provide for a better measure of the program's effectiveness in placing participants in high-need districts. The Department also revised one of its indicators to include special education as the third critical shortage area of specialization for teachers and to track all of the priority subject areas in the statute. The PART review called for the Department to establish baselines and targets for the program's performance measures, which the Department has since completed. In 2008, the Department will complete an analysis of the program's disaggregated performance and efficiency data it received from the Department of Defense, and develop recommendations for how to more effectively target high-need LEAs.
- *Examine data on State implementation of the program to determine if cost efficiencies can be achieved and establishing targets for the program's efficiency measure.* The

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Department adopted an efficiency measure that examines the recruitment cost per teacher of record. "Recruitment cost" is defined as all overhead costs for the national headquarters and State offices, and "teacher of record" is defined as a Troops-to-Teachers participant who is hired by an eligible school district. The Department will complete an analysis of the program's performance data that disaggregates cumulative participating and certification data by fiscal year and by State.

INNOVATION AND IMPROVEMENT

Transition to teaching

(Elementary and Secondary Education Act of 1965, Title II, Part C, Subpart 1, Chapter B)

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$43,707	\$43,707	0

¹ The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

PROGRAM DESCRIPTION

The Transition to Teaching program is intended to help mitigate the shortage of qualified licensed or certified teachers in many of our Nation's schools by encouraging the development and expansion of alternative routes to certification. The program provides 5-year grants to recruit, train, certify, and place talented individuals into teaching positions and to support them during their first years in the classroom. In particular, the program focuses on encouraging two groups of nontraditional teaching candidates to become classroom teachers: (1) mid-career professionals with substantial career experience, including highly qualified paraprofessionals, and (2) recent college graduates.

Under the program, the Secretary makes competitive grants to State educational agencies (SEAs), high-need local educational agencies (LEAs), for-profit or nonprofit organizations (in partnership with SEAs or high-need LEAs) that have a proven record of effectively recruiting and retaining highly qualified teachers, institutions of higher education (in partnership with SEAs or high-need LEAs), regional consortia of SEAs, or consortia of high-need LEAs. Grantees must develop and implement comprehensive approaches to training, placing, and supporting teacher candidates they have recruited, including ensuring that the program meets relevant State certification or licensing requirements if it provides an alternative route to teacher certification.

Grantees are expected to ensure that program participants are placed in high-need schools in high-need LEAs and must give priority to schools that are located in areas with the highest percentages of students from families with incomes below the poverty line. A "high-need school" is defined as a school in which at least 30 percent of the students are from low-income families or that is located in an area with a high percentage of out-of-field teachers, is within the top 25 percent of schools statewide with unfilled teacher positions, is located in an area with a high teacher turnover rate, or is located in an area with a high percentage of teachers who are not licensed or certified. A "high-need LEA" is defined as an LEA that has a poverty rate of at least 20 percent or at least 10,000 poor students and has a high percentage of teachers teaching out of field or with emergency credentials.

INNOVATION AND IMPROVEMENT

Transition to teaching

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$45,295
2005.....	44,933
2006.....	44,484
2007.....	44,484
2008.....	43,707

FY 2009 BUDGET REQUEST

The Administration requests funding of \$44.707 million, the same as the 2008 level, to recruit, train, certify, and place talented individuals into teaching positions and support the expansion of alternative routes to certification. Funding at this level will allow the Department to continue grants first awarded in 2006 and 2007 and make new grants to help States and communities bring capable and qualified teachers into the schools.

The Transition to Teaching program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The budget request assumes that the program will be implemented in fiscal year 2009 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. That proposal includes a uniform definition of high-need local educational agency (LEA), applicable to all programs (including Transition to Teaching) that focus on those LEAs. As applied the Transition to Teaching program, the new definition would retain the current inclusion of districts with at least 20 percent poverty and those with over 10,000 low-income students, and would also add small, rural districts (those that are eligible for support under the Small, Rural School Achievement program).

The Transition to Teaching authorization also requires that participants take positions in high-need schools operated by high-need LEAs, and the program has its own definition of high-need schools. The Administration's reauthorization proposal would replace the program's current definition with a common definition of high-need schools applicable across ESEA programs. The common definition would focus program support on schools that are high-poverty (50 percent low-income for elementary and middle schools, and 30 percent for high schools) or that are rural. It would replace a definition that is also focused on low-income students, but includes difficult-to-implement criteria related to out-of-field and unlicensed teachers, teacher turnover, and teacher vacancy rates.

In addition, the Administration's proposal would expand the pool of eligible program participants to include current teachers who are seeking certification in additional subject areas or specialties (such as special education). However, the program would still focus mainly on the current categories of eligible participants (recent college graduates and mid-career changers entering teaching for the first time). The Administration's proposal would also expand the authorized activities, providing grantees the flexibility to implement activities that are better aligned with participating LEAs' plans for recruiting and retaining teachers in high-need schools.

INNOVATION AND IMPROVEMENT

Transition to teaching

Finally, the Administration's proposal would change the period of service from 3 years to 2 years and eliminate the \$5,000 cap on financial incentive payments to program participants. A 2-year commitment will enable the program to serve a broader range of projects. Furthermore, the removal of the \$5,000 cap will give the Department the flexibility to tailor grantees' payment of financial incentives to the needs of individuals and the costs those individuals incur in completing their training programs, better aligning the financial incentives provided under the program with participants' needs.

As a result of increasing enrollments and the retirement of many veteran teachers, our Nation faces the challenge of hiring thousands of teachers in the next few years. High attrition rates for teachers further complicate the challenge of providing all of America's students with high-quality teachers. Attrition rates are especially high for new teachers, many of whom do not receive the mentoring and other support they need in their first years in the classroom to improve their instructional practice and build their confidence. In addition, research shows that highly qualified teachers are not evenly distributed across academic disciplines or geographic areas.

The Transition to Teaching program is designed to address these teacher shortage problems by supporting alternatives to traditional teacher certification routes and other innovative approaches for recruiting, training, and placing mid-career professionals and recent college graduates whose knowledge and experience can help them become successful teachers in high-need schools. School districts nationally have come to rely on alternative-route programs for hiring new teachers, including mid-career professionals. According to *A Growing Trend To Address the Teacher Shortage*, a 2004 report by the Education Commission of the States (ECS), alternative certification programs supply close to one-third of all new teachers certified each year. Data submitted by States to the National Center for Education Information (NCEI) showed that approximately 59,000 individuals entered teaching through alternative-route programs in 2006. Moreover, in 2007, all 50 States and the District of Columbia offered some type of alternative route to teacher certification through approximately 485 programs nationwide. The Transition to Teaching program has substantially contributed to this growing landscape of alternative-route programs by facilitating the hiring of over 23,000 new teachers in its first 5 years.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Total number of grants	102	102	88
Funding for new awards	\$22,569	0	\$5,510
Number of new awards	42	0	10
Average new award	\$537	0	\$551
Funding for continuation awards	\$21,619	\$43,485	\$37,875
Number of continuation awards	60	102	73
Average continuation award	\$360	\$426	\$519
Evaluation	\$222	\$222	\$222

INNOVATION AND IMPROVEMENT

Transition to teaching

PROGRAM OUTPUT MEASURES (\$000s) – continued

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Peer review of new award applications	\$74	0	\$100
Number of participants ¹	30,108	32,094	15,469 ²

¹ The number of participants includes the nearly 24,000 individuals who participated in grant projects that were first funded in 2002 and were supported in 2008 by no-cost extensions, and the nearly 5,000 individuals who participated in grant projects that were first funded in 2004 and are expected to be supported in 2009 by no-cost extensions.

² The number of participants is expected to decrease significantly in 2009, as the data will no longer include participants from the 88 grants first funded in 2002.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2009 and future years, and the resources and efforts invested by those served by this program.

The Transition to Teaching statute requires that each grantee submit an interim evaluation report at the end of the third year of the 5-year grant period and a final evaluation report at the end of the grant. This evaluation must describe the extent to which the grantee has met program goals relating to teacher recruitment and retention.

The Department has established the following goal and performance indicators to assess the impact of the Transition to Teaching program:

Goal: To increase the number of mid-career professionals, qualified paraprofessionals, and recent college graduates who become highly qualified teachers in high-need schools in high-need LEAs and teach for at least 3 years.

Objective: *Recruit, prepare, and retain highly qualified teachers in high-need schools in high-need LEAs.*

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Transition to teaching

Measure: The percentage of Transition to Teaching participants who become teachers of record in high-need schools in high-need LEAs.						
Year	Target			Actual		
	2002 Cohort	2004 Cohort	2006 Cohort	2002 Cohort	2004 Cohort	2006 Cohort
2004	60			41		
2005	70			64	73	
2006	55	40		74	81	
2007	75	75		75	83	81
2008		83	60			
2009		85	79			

Assessment of Progress: In fiscal year 2005, the Department began using an improved, standardized definition for “teacher of record.” To reflect the progress of the program, the Department recalculated actual performance data for 2003 and 2004 based on this improved definition; however, because the performance targets for FY 2004 and 2005 were set prior to this modification, they remain unchanged.

In 2006, 74 percent of participants in the 2002 cohort became teachers of record in high-need schools in high-need LEAs, exceeding the target of 55 percent. Eighty-one (81) percent of participants in the 2004 cohort became teachers of record in high-need schools in high-need LEAs in 2006, exceeding the target of 40 percent.

Based on the most recently received data and the standardized definition, the Department set higher targets in 2007 for the 2002 cohort and in 2007-09 for the 2004 cohort. In 2007, 75 percent of participants in the 2002 cohort became teachers of record in high-need schools in high-need LEAs, meeting the target. Eighty-three (83) percent of participants in the 2004 cohort became teachers of record in high-need schools in high-need LEAs in 2007, exceeding the target of 75 percent. Eighty-one (81) percent of the 2006 cohort participants became teachers of record in high-need schools in high-need LEAs in 2007.

Because the Department does not expect participants to become “teachers of record” in the first year of the program, baseline data are not projected for the first year of subsequent cohorts. Data for this measure for FY 2008 will be available in December 2008.

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Transition to teaching

Measure: The percentage of Transition to Teaching participants receiving certification/licensure within 3 years.						
Year	Target			Actual		
	2002 Cohort	2004 Cohort	2006 Cohort	2002 Cohort	2004 Cohort	2006 Cohort
2005				41	23	
2006	40	15		48	36	
2007	65	40		50	42	6
2008	65	48	15			
2009		50	40			

Assessment of progress: This measure, adopted in 2005, refines a previous measure in order to assess more accurately the performance of the program in meeting legislative intent. The measure was changed from percentage of “teachers” receiving licensure to the percentage of “participants,” to better measure the program’s ability to assist eligible candidates in becoming certified teachers. The 3-year time frame was also added to reflect the expectation that alternative-route programs will result in shortened certification processes. Measures for both the 2002 and 2004 cohorts are the cumulative number of participants receiving certification within 3 years divided by the total number of participants. Target levels for each of the cohorts have been adjusted several times, based on reviews of the targets for and data received in previous years. In 2006, 48 percent of participants in the 2002 cohort received certification/licensure within 3 years, exceeding the target of 40 percent. Thirty-six (36) percent of participants in the 2004 cohort received certification/licensure within 3 years in 2006, exceeding the target of 15 percent. In 2007, 50 percent of participants in the 2002 cohort received certification/licensure within 3 years. Forty-two (42) percent of participants in the 2004 cohort received certification/licensure within 3 years in 2007, exceeding the target of 40 percent. Six (6) percent of the 2006 cohort participants received certification/licensure within 3 years in 2007. Data for FY 2008 for this measure will be available in December 2008.

The Department has also established the following indicator to measure the retention of program participants as teachers of record in high-need schools: the percentage of Transition to Teaching teachers of record who teach in high-need schools in high-need LEAs for 3 years. The measure is the number of teachers of record who are still teaching after 3 years divided by the total number who began teaching 3 years earlier. The Department has set targets at the baseline plus 1 percent annually for all cohorts. In 2006, the baseline year, 73 percent of teachers of record in the 2002 cohort of grantees taught in high-need schools in high-need LEAs for 3 years. In 2007, this measure increased to 75 percent, exceeding the target of 74 percent. The Department will use FY 2008 data to establish the baseline for the 2004 cohort of grantees, and FY 2010 data to establish a baseline for the 2006 cohort.

Efficiency Measures

The Department developed two efficiency measures for the Transition to Teaching program: (1) cost per participant who teaches in a high-need school in a high-need LEA for 3 years; and (2) cost per participant receiving certification/licensure. In 2006, the first year in which this

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Transition to teaching

measure was used, data collected for participants in the 2002 cohort of grantees showed that the cost per retained participant was \$26,465, and the cost per certified participant was \$11,190. In 2007, the cost per retained participant fell to \$17,705 and the cost per certified participant was \$10,959 for those in the 2002 cohort, both measures showing progress within the cohort from the previous year.

For participants in the 2004 cohort of grantees, the cost per certified participant was \$13,163 in 2006. In 2007, the cost per certified participant rose to \$13,943 for those in the 2004 cohort, and the cost per retained participant was \$31,240 for the same group.

Data for the cost per retained participant for the 2006 cohort will first be available in 2009.

Other Performance Information

In 2006, the American Institutes for Research released *Transition to Teaching Program Evaluation: An Interim Report on the FY 2002 Grantees*. Using data collected from November 2004 to February 2006, this report examined the types of activities grantees are implementing, the content and outcomes of the activities, and the characteristics and qualifications of participants in the program. The report noted that 74 percent of participants who entered the Transition to Teaching project in 2002 were reported to still be teaching in 2004. In addition, the report found that 20 percent of program participants stated that they would likely not be teaching if they had not been involved in a Transition to Teaching project.

Follow-up on PART Findings and Recommendations

The Transition to Teaching program was assessed using the Program Assessment Rating Tool (PART) during the 2005 rating cycle and received a rating of "Adequate." The review found that the program is targeted on high-poverty schools and districts that have difficulty recruiting highly qualified teachers. The review also acknowledged the program's clear purpose and design, as well as strengths in strategic planning and program management.

The PART improvement plan recommendations are presented below, followed by a description of the Department's actions to address them.

- *Develop a comprehensive database of well-defined, key data points to refine the data collection process and ensure the availability of more reliable and comparable program performance data.* In response to this recommendation, the Department developed a comprehensive database of all key data points submitted by grantees and worked with grantees to verify GPRA data for past and current years. Using this database, the Department calculated the efficiency measures discussed above.
- *Use the Transition to Teaching comprehensive database of well-defined, key data points to inform technical assistance to grantees and funding recommendations.* The Department held a Project Directors and Evaluators meeting on October 29-31, 2007 to review projects' output and performance data, and the Department is planning additional meetings with individual project directors in order to discuss concerns relating to data quality and project performances. The next regional meetings will be in January and

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Transition to teaching

April 2008. In addition, the Department will continue to verify key data points submitted by grantees.

- *Present program performance information to the public in a more transparent manner and use that information to guide management improvements.* The Department has developed a comprehensive database of all key data points submitted by grantees and will post performance data from the new database on its website by January 2008. The Department will create summary tables with aggregate data, including program expenditures and data from the three performance measures, for all grants awarded. Data will be sorted by cohort year, geographic locale (grantees serving urban, rural, or a mix of districts), and grantee organization type. The Department will also list the most recently awarded grants (the 2007 cohort) with associated local districts and links to grant-specific performance data. The Department will add districts served by the 2004, and 2006 cohorts by January 2009, when that information will be verified.

The Department will conduct a second PART review of the program in 2008 in order to address changes that have taken place since the initial review.

INNOVATION AND IMPROVEMENT

National writing project

(Elementary and Secondary Education Act of 1965, Title II, Part C, Subpart 2)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$23,581	0	-\$23,581

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The National Writing Project (NWP) is a nationwide nonprofit educational organization that promotes K-16 teacher training programs in the effective teaching of writing. The NWP consists of a network of sites through which teachers in every region of the United States gain access to best practices and research findings about the teaching of writing. To provide these services, the NWP contracts with institutions of higher education and nonprofit education providers to operate small (\$100,000 or less) teacher training programs. Federal funds support 50 percent of the costs of these programs, and recipients must contribute an equal amount. A national advisory board provides advice and reviews NWP programs and activities.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$17,894
2005.....	20,336
2006.....	21,533
2007.....	21,533
2008.....	23,581

FY 2009 BUDGET REQUEST

The National Writing Project is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. This request is consistent with the Administration's policy of increasing resources for high-priority programs by eliminating small categorical programs that have limited impact and for which there is little or no evidence of effectiveness. These small categorical programs siphon off Federal resources that could be used by State and local agencies to improve the performance of all students. The Administration believes that its request for programs such as Improving Teacher Quality State Grants will provide sufficient resources for the type of training supported by this program, should States choose to allocate their resources for this purpose.

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National writing project

The National Writing Project also has a long history of success raising additional financial support through such vehicles as partnering with nonprofit groups on core activities, lobbying, and seeking support from foundations. The organization is well positioned to succeed without further Federal support.

Since fiscal year 1991, approximately \$163 million in Federal funds have been allocated, noncompetitively, to NWP. Unfortunately, as the Program Assessment Rating Tool (PART) review of this program concluded, relatively little is actually known about the overall effectiveness of NWP. No evaluations conducted to date have been sufficiently rigorous to yield reliable evidence on the effectiveness of NWP-supported interventions. The program also lacks reliable performance data on the effectiveness of training interventions, and does not collect comparable data on student achievement and teacher effectiveness from project sites. The Administration questions the value of investing further in this program, particularly in the form of a directed grant, without reliable information regarding its impact on teacher practice and student learning.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Number of project sites	197	197	0
Number of States (including D.C., Puerto Rico, & the Virgin Islands)	50	50	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, and measures; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and the resources and efforts invested by those served by this program.

The Department recently adopted three annual performance measures that are designed to provide information on the quality of NWP professional development programs, and changes in the classroom teaching practices of teachers who participate in such training. These measures are: 1) the percentage of sites that surpass all NWP quality review criteria in the areas of: a) overall adherence to the NWP model and b) structural support and strategic effectiveness; 2) the percentage of NWP summer institute training syllabi deemed to be of high quality by an independent review panel of qualified experts; and 3) the percentage of NWP summer institute training session participants who improve the quality of the writing assignments given, as demonstrated through an independent review of lesson plans by a panel of qualified experts or individuals.

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National writing project

No data for the new annual measures are yet available. Data for the first measure will be collected by NWP, through the NWP site peer review, starting in fall 2007. The Department's goal is to establish a baseline for this measure by spring 2009, using data from the 2008 training sessions. The peer review process used to collect data for this measure is designed, developed, and implemented by NWP. This process is intended to rate structural support and strategic effectiveness for each site using the following criteria: a) adequacy of institutional partnerships (i.e., between universities serving as host institutions and schools in the service area); b) development and deployment of teacher leadership; and c) knowledge of educational context and challenges in the site geographic area. Reviewers, who are primarily teachers from other NWP sites, use a structured protocol to rate sites using the following scale: 2 = meets or exceeds all criteria; 1 = requires technical assistance; and 0 = not recommended for funding. Three types of NWP professional development programs offered at each site (summer institute, in-service programs, and continuity programs) are considered in this review, as well as each site's overall adherence to the NWP professional development model.

Data for the second and third measures will be collected through a separate peer review process that will be designed and implemented by the Department. Expert panel members will be asked to provide quality ratings on various aspects of the NWP summer institute training sessions. Expert panel members will be asked to review summer institute training syllabi, pre- and post-session teacher lesson plans, and relevant accompanying materials using rubrics and scoring sheets to be developed by the Department. Review materials will be collected using a 2-stage sample that will include approximately 40 of the 196 NWP sites, and approximately 200 teachers (5 per site). The Department expects to begin collecting necessary data to convene the first panel in summer 2008, and is still working to finalize the data collection timeline and develop an appropriate data collection methodology, with technical input from the Data Quality Initiative. The Department's goal is to establish baselines for these measures by fall 2009, using data from the 2008 academic year.

Efficiency Measures

Two efficiency measures have been adopted for the NWP program. These measures are: 1) the average annual Federal cost per contact hour for educators participating in NWP training and professional development; and 2) the average annual total cost per contact hour for educators participating in NWP training and professional development.

These measures provide the average annual total cost, as well as the annual Federal cost, to support a single contact hour of NWP programming to an individual participant. Contact hours are calculated at the site level, on a "per program" basis, by identifying the total number of participants in each NWP program multiplied by the average number of hours per participant for that program. Contact hour calculations are averaged across all 196 NWP sites to obtain a national average for a single year period. The average national total cost per contact hour is calculated by using NWP sites' total income from all sources, including NWP Federal appropriations, as the base. Data for these measures are collected and analyzed by the National Writing Project. The Department's goal is to establish baselines by fall 2009, using data from NWP training sessions held in 2007 and 2008.

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National writing project

Other Performance Information

While the Department has not conducted any evaluations of this program, NWP has employed two approaches to determine the effectiveness of its programs. The first approach focuses on teacher satisfaction and impact on educational practice. The second approach attempts to measure effects on student performance through writing assessments.

Each year, data on teacher satisfaction are collected through a survey developed by Inverness Research Associates, under contract to the NWP. This survey and a follow-up survey on the effect of the program on teaching practice are administered to all summer institute participants. Approximately 2,800 teachers participate in each survey. The grantee has reported every year that over 98 percent of participating teachers rate the NWP as good or excellent. While teachers who participated in the program almost invariably reported that they gained concrete teaching strategies and access to more up-to-date research by attending the summer institute, it is not currently possible to determine whether or not actual classroom teaching practices of participating teachers improved.

In 1999, the NWP commissioned the Academy for Educational Development to conduct a 3-year national evaluation of the project. The goal of the evaluation was to collect data on how student writing is taught in classrooms, the conditions that support student achievement in writing, and the outcomes for students with teachers who have participated in NWP institutes and workshops. There were four sources of data for this evaluation, including teacher assignments and student work, timed writing prompts, teacher interviews and surveys, and background data from other sources. The study concluded that “most 3rd and 4th grade students in the study classes demonstrated adequate or strong levels of achievement in their writing and made statistically significant gains in rhetorical effectiveness and control of the conventions of writing.”

While both studies suggest that NWP may support programs that have positive effects on teacher effectiveness and student outcomes, neither approach is sufficiently rigorous to yield reliable information on the effectiveness of NWP-supported interventions. For example, in the latter evaluation, data show a significant increase in the writing skills of students in the NWP teachers' classrooms, but the study failed to compare these gains to comparable control groups or carefully matched comparison groups. Therefore, it is not yet possible to draw any reliable conclusions about the impact of NWP on student learning in NWP classrooms relative to other comparable non-NWP classrooms.

Follow-up on PART Findings and Recommendations

In 2004, the NWP program received a PART rating of “Results Not Demonstrated.” The review found that the program lacks ambitious long-term and annual performance measures that focus on outcomes, has no reliable performance data on the effectiveness of program supported training interventions, and does not collect comparable data on student achievement and teacher effectiveness from project sites. The PART also concluded that evaluations conducted on this program to date have not been sufficiently rigorous, or independent, to yield reliable information on program impacts. PART recommendations for this program include: developing performance metrics that measure, as directly as possible, the impact of program services on

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National writing project

teacher effectiveness and/or student learning; creating a program evaluation strategy, along with a schedule for an independent program evaluation, to obtain reliable program outcome information; and ensuring that valid and reliable performance data are collected on an annual basis.

To address these issues, the Department has encouraged the NWP to conduct a rigorous, independent national program evaluation, and has been playing a more active role in monitoring NWP activities. The national evaluation began in FY 2007. Throughout the evaluation design phase, the Department routinely offered detailed feedback to the NWP that was geared to augment the rigor and quality of this work. In November 2006, the NWP contracted with SRI International, located in Menlo Park, CA, to conduct this 4-year evaluation. An interim report is scheduled for publication in FY 2009, and the final report will be completed in FY 2011. Pursuant to the PART recommendations, the Department has been working with NWP to explore potential sources for more reliable and consistent outcome data on student activities and teacher effectiveness from NWP sites. The Department recently adopted three new annual performance measures (described above), and is currently working to implement long-term measures and an efficiency measure that will provide data on cost per teacher contact hour.

The PART improvement plan recommendations for NWP are presented below, followed by a description of the Department's actions to address them.

- *Collect baseline performance data and establish targets for new program annual performance measures.* The Department has already established new annual performance measures, and is currently planning the initial data collection. Data for these measures will be collected using expert panel reviews. The Department's goal is to establish baselines for these measures by fall 2009, using data from the 2008 academic year.
- *Implement an independent program evaluation to obtain reliable program outcome information.* The Department has already succeeded in convincing the NWP to conduct a more rigorous and independent national program evaluation. This 4-year evaluation began in FY 2007. An interim report is scheduled for publication in FY 2009, and the final report will be completed in FY 2011.
- *Establish long-term performance measures and finalize program efficiency measures.* The Department intends to establish long-term measure(s) for this program after data for the new annual measures has been collected and baselines for those measures have been established. It is likely that the long-term measures for this program will be the annual measures with targets that are 5 years out. The Department has already established two new efficiency measures for this program, but is currently in the process of collecting and analyzing preliminary data to determine the utility and quality of these data, which will be collected by the grantee.

INNOVATION AND IMPROVEMENT

Teaching American history

(Elementary and Secondary Education Act of 1965, Title II, Part C, Subpart 4)

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$117,904	\$50,000	-\$67,904

¹The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

PROGRAM DESCRIPTION

The Teaching American History (TAH) program supports competitive grants to local educational agencies (LEAs) to promote the teaching of traditional American history in elementary and secondary schools as a separate academic subject. While previous grants were limited to three years, the Appropriations Committees recommended in conference report language that the Department award fiscal year 2008 grants for three years, with two additional years if a grantee is performing effectively. The Department is implementing this recommendation.

Grants are used to improve the quality of history instruction by supporting professional development for teachers of American history (including elementary school teachers who teach the general curriculum). In order to receive a grant, an LEA must agree to carry out the proposed activities in partnership with one or more of the following: an institution of higher education, a nonprofit history or humanities organization, a library, or a museum.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$119,292
2005.....	119,040
2006.....	119,790
2007.....	119,790
2008.....	117,904

FY 2009 BUDGET REQUEST

The Administration requests \$50 million for the Teaching American History (TAH) program in fiscal year 2009, \$67.9 million below the 2008 appropriation, to continue efforts to raise the level of student knowledge in a core academic subject. This request would support approximately 50 to 55 new competitive awards to local educational agencies to provide elementary and secondary teachers with high-quality professional development in American history and to promote the teaching of American history in elementary and secondary schools as a separate

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Teaching American history

academic discipline. While there is a strong need for continuing Federal support for efforts to strengthen teaching and student achievement in American history, the number of quality applications for assistance under this program has been insufficient to justify continuing the current level of funding. For example, the Department estimates that only about 50 percent of successful applications in fiscal year 2007 were of high quality. The requested level should be sufficient to fund high-scoring applicants, ensuring that the program effectively supports projects that have well-conceived strategies for increasing teacher knowledge and student achievement and a strong management plan for achieving that goal.

As in previous years, the Department would include an invitational priority for secondary teachers in American history, an emphasis that is consistent with the Administration's focus on improving the educational achievement of secondary students. Further, the Administration's reauthorization proposal would permit the Department to use up to 3 percent of the Teaching American History appropriation for national activities. (This flexibility has been provided through appropriations language, beginning in fiscal year 2006.) While the competitive grants funded each year enable several thousand teachers to become more knowledgeable of, and proficient in, teaching U.S. history, national statistics show that few history teachers at the elementary and secondary levels have a deep content knowledge of their subject. Technical assistance and dissemination of information through national leadership activities will broaden the impact of the program.

In fiscal year 2009, the Department would use national activities funds to continue the operation of the National Clearinghouse on American History Education, launched in the fall of 2007, which provides resources and referrals to history educators. This clearinghouse, which is housed at George Mason University and operates in partnership with Stanford University and the American Historical Association, maintains and updates a database of State standards, assessments, certification requirements, and professional development practices, as well as guides to State and local history-related facilities, including museums, libraries, and universities. In addition, it will eventually prepare and disseminate newsletters and articles and operate a public access listserv on U.S. history. The Clearinghouse's Web site will be ready for history educators to use later this winter.

In FY 2008, using funds set-aside for National Activities, the Department will continue a 5-year national study of the program, convene a national grantee conference, and award Teaching American History Model Program Demonstration Grants. The national study, which began in the fall of 2007, involves a systematic collection and analysis of annual performance data from TAH grantees that will provide demographic information on teachers participating in the projects and data to address performance measures, and will help identify the progress of projects that have rigorous evaluation components. Based on findings from this initial analysis, the Department will be able to identify grantees that have demonstrated gains on each of the performance measures and conduct case studies on noteworthy practices and implementation strategies. The planned national conference will provide technical assistance to TAH program grantees on program implementation and evaluation design and afford grantees the opportunity to share information on noteworthy practices. Lastly, the Demonstration Grants Initiative will identify promising professional development practices used by TAH program grantees that may serve as models for local educational agencies and provide grants to local educational agencies, institutions of higher education, or nonprofit organizations to examine the efficacy of

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the selected models. Following evaluation, these model practices will be disseminated through the TAH National Clearinghouse. Similar activities, including the national study of the program, would continue in FY 2009.

The TAH program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The budget request assumes that the program will be implemented in fiscal year 2009 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. That proposal would expand the categories of eligible grant applicants to include State educational agencies, institutions of higher education, and nonprofit organizations in order to draw more directly on the full range of entities that can be effective in serving the teachers most in need of additional training in American history. In addition, authorizing grants to State educational agencies should encourage them to develop comprehensive professional development programs that align with State standards in American history.

The primary focus of the TAH program is to raise the quality of American history teaching, so that future generations of students are prepared to become responsible citizens who vote and participate fully in our democracy. The need for this effort is demonstrated by the fact that, on the 2006 National Assessment of Educational Progress (NAEP), approximately 87 percent of high school seniors scored below the proficient level and 53 percent scored below the basic level in their knowledge of American history. While there has been modest improvement in the proportion of students scoring at or above basic proficiency levels among students in the fourth and eighth grades since 1994, the gains have tended to disappear as students have moved from elementary and middle school to high school.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Total Appropriation	\$119,790	\$117,904	\$50,000
Amount for awards	\$116,840	\$115,954	\$48,050
Number of awards	122 ¹	110-120 ¹	50-55 ¹
Range of awards	\$400-2,000	\$400-2,000	\$400-2,000
Number of teachers served	19,200	19,000	8,000
Peer review of new award applications	\$200	\$200	\$200
Evaluation	\$250	\$250	\$250
National Activities	\$2,500	\$1,500	\$1,500

¹ In fiscal year 2007, the Department funded multi-year projects under this program entirely from a single year's appropriation; estimates for 2008 and 2009 assume continuation of this policy.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2009 and future years, and the resources and efforts invested by those served by this program.

The Department has established the following performance indicator for Teaching American History: the achievement of students in experimental and quasi-experimental studies of educational effectiveness in TAH projects on course content measures and/or Statewide U.S. history assessments compared to students in control and comparison groups. The Department collected baseline data for the 2003, 2004, and 2005 cohorts, including data for the 89 grantees that received a competitive priority for applications to conduct projects that would include experimental or quasi-experimental evaluation. However, the data grantees submitted in annual performance reports were found unreliable, included very few findings, and were not comparable across projects. Since the initial contract has ended, a meta-analysis of annual performance data for the 2004, 2005, and 2006 cohorts will be included as a task in the national study of the program, and these data are expected to be available in the spring of 2009. In addition, the Department developed a long-term performance measure focused on gains in teacher content knowledge, as measured by nationally validated tests of U.S. history. Data for this measure will also be included in the national study of the program and are expected in the spring of 2009.

Efficiency Measures

The Department has developed an efficiency measure focused on the cost per teacher who participates in the program. Program staff will verify data reported by grantees in their 2006 annual performance reports that were due in October 2007, and baseline data are expected to become available in February 2008.

Other Performance Information

In 2005, the Department completed a 3-year evaluation of the TAH program. The evaluation addressed questions related to the characteristics of funded activities; the types of instructional training and support services teachers are receiving, including the specific subjects and areas of American history in which teachers receive training; and the qualifications and characteristics of teachers who participate in the grant projects. Results showed that TAH funded programs were successful in providing teachers with professional development on a broad range of American history topics. For example, two-thirds of project directors reported “a great deal” or “substantial” amount of improvement in teachers’ content knowledge and 29 percent indicated that student performance increased “a great deal” or “substantially.” The evaluation also found, however, that TAH grants were not reaching those teachers most in need of services. Approximately 74 percent of participating teachers had more than 5 years of teaching

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experience, and many were already certified in history or a history-related field. Further analysis showed that a majority of TAH participants had 14 or more years of teaching experience and held advanced degrees in history. These findings, combined with the fact that many teachers voluntarily participated in time-intensive TAH projects, suggest that TAH projects likely reach those teachers most interested in American history, not those most in need of additional professional development.

Follow-up on PART Findings and Recommendations

In 2004, the TAH program was among those reviewed with the Program Assessment Rating Tool (PART). The PART rated the program "Results Not Demonstrated," and highlighted key strengths and weaknesses of the TAH program. For example, the PART acknowledged the program's emphasis on rigorous evaluation of program implementation and project outcomes. However, the PART also noted that the program lacked efficiency and long-term performance measures as well as baselines and targets for its annual measures.

The PART improvement plan recommendations are presented below, followed by a description of the Department's actions to address them.

- *Continue to improve the collection of program performance data and using these data to inform technical assistance, funding recommendations, program management, and evaluation.* The Department has developed annual and long-term performance measures on student achievement and teacher content knowledge and has instructed grantees to collect data on these measures for inclusion in their annual performance reports. Baseline data should be available in April 2009.
- *Establish program efficiency measures that access the cost of achieving key program outcomes and begin reporting on these measures.* The Department has established a program efficiency measure examining the cost per teacher who participates in the program. The Department is collecting efficiency data through grantee annual reports and expects to report baseline data early this year.
- *Make program performance information available to the public in a transparent manner.* In fiscal year 2008, the Department will make performance reports and other appropriate performance-related information available on the program's Web site.

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Academies for American history and civics

(American History and Civics Act of 2004 and Elementary and Secondary Education Act of 1965, Title V, Part D)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$1,945	0	-\$1,945

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The Academies for American History and Civics program supports intensive workshops for teachers and students in the areas of history and civics. The Presidential Academies for the Teaching of American History and Civics offer workshops of at least two weeks to new and veteran teachers on such topics as the development and function of local, State, and Federal Government and significant issues in the history of the United States. The Congressional Academies for Students of American History and Civics offer similar workshops to high-school students in order to enrich their understanding of American history and civics.

Institutions of higher education, museums, libraries, and other public and private agencies, organizations, and institutions (including for-profit organizations), and consortia of such entities, are eligible to apply for these competitive grants. Applicants must demonstrate expertise in historical methodology or the teaching of history. All grantees must also provide a plan to evaluate program effectiveness.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	0
2005.....	\$700
2006.....	1,980
2007.....	1,980
2008.....	1,945

FY 2009 BUDGET REQUEST

The Administration requests no funding for the Academies for American History and Civics program for fiscal year 2009. While the Department recognizes the importance of ensuring that our Nation's students and teachers are knowledgeable in these subjects, the request is consistent with the Department's effort to increase resources for high-priority programs by

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Academies for American history and civics

eliminating small categorical programs that have limited effect. The Academies for American History and Civics program is a small program that, because of its size, can have very little impact on the level of student achievement in history or civics across the Nation. In FY 2007, the program funded two Presidential Academies that have trained 81 teachers. The Department also funded two Congressional Academies, which initiated their first academies this summer, with an enrollment of approximately 100 students. The level of effort required to administer and monitor the program on behalf of the Department, in addition to the effort required of applicants to apply for support, likely exceeds the potential benefits of the program.

Districts that wish to implement history and civics training programs can use funds provided under other Federal programs. The Teaching American History program supports competitive grants to local educational agencies to promote the teaching of American history through professional development programming for teachers of American history. Additionally, the Teacher Quality State Grants program provides nearly \$3 billion annually for efforts to ensure that all teachers of the core academic subjects, including history, are highly qualified and for enhancing teachers' skills and knowledge in those subjects.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Total budget authority	\$1,980	\$1,945	0
Amount for Presidential Academies	\$987	\$977	
Number of new awards	0	0	0
Number of continuation awards	2	2	0
Amount for Congressional Academies	\$993	\$968	0
Number of new awards	1 ¹	0	0
Number of continuation awards	2	3	0

¹ There were no peer review costs in FY 2007 because the new award under the Congressional Academies program was selected from the FY 2006 slate.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The performance measure for this program is the average percentage gain on an assessment after participation in an academy, as measured through pre- and post-assessments. Data will be collected through grantee annual performance reports, and baseline data will be available in the spring of 2008 for the Presidential Academies grants and in the late summer of 2008 for the Congressional Academies grants. In addition, each grantee must conduct an evaluation to track its progress toward specific objectives and performance measures that assess its impact on teaching, learning, and other outcomes for project participants.

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School leadership

(Elementary and Secondary Education Act of 1965, Title II, Part A, Subpart 5, Section 2151(b))

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$14,474	0	-\$14,474

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The School Leadership program provides 3-year competitive grants to assist high-need local educational agencies (LEAs) in recruiting, training, and retaining principals and assistant principals. A high-need LEA is defined as one that: (1) serves at least 10,000 children from low-income families or serves a community in which at least 20 percent of the children are from low-income families, and (2) has a high percentage of teachers teaching either outside of their area of certification or with emergency, provisional, or temporary certification.

Entities eligible for grants include high-need LEAs, nonprofit organizations, and institutions of higher education. Grantees may use their funds to recruit and retain individuals to serve as principals in high-need LEAs by: (1) providing financial incentives to aspiring new principals, (2) providing stipends to principals who mentor new principals, (3) carrying out professional development programs in instructional leadership and management, and (4) providing incentives that are appropriate for teachers or individuals from other fields who want to become principals and that are effective in retaining new principals.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$12,346
2005.....	14,880
2006.....	14,731
2007.....	14,731
2008.....	14,474

FY 2009 BUDGET REQUEST

The School Leadership program is authorized by the Elementary and Secondary Education Act (ESEA) of 1965 and is, therefore, subject to reauthorization. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no

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School leadership

funding for it. This is consistent with the Administration's policy to increase resources for high-priority programs by eliminating small categorical programs that have limited impact. These small categorical programs siphon off Federal resources that could be used by State and local educational agencies to improve the performance of all students and educators. In addition, activities to recruit and retain principals are specifically authorized under other Federal programs, such as Improving Teacher Quality State Grants.

The flexibility available under the ESEA provides additional support for the Administration's policy of eliminating small discrete categorical grant programs like the School Leadership program. The ESEA provides LEAs with flexibility to consolidate certain Federal funds to carry out activities that best meet their own needs, including programs that recruit and retain school leaders. For example, under the State and Local Transferability Act, most LEAs may transfer up to 50 percent of their formula allocations under certain State formula grant programs to their allocations under: (1) any of the other authorized programs, or (2) Part A of Title I. Thus, an LEA that wants to implement a program to recruit and retain principals may transfer funds from the allocations it receives under the authorized programs to its Improving Teacher Quality State Grants allocation, specifically to implement principal recruitment programs, without having to go through a separate grant application process and administer a separate grant. The Administration's reauthorization proposal would increase the allowable transfer amount to 100 percent.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Funding for new awards	0	\$14,257	0
Number of new awards	0	26	0
Average new award	0	\$548	0
Funding for continuation awards	\$14,657	0	0
Number of continuation awards	26	0	0
Average continuation award	\$564	0	0
Evaluation	\$74	\$73	0
Peer review of new award applications	0	\$144	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and the resources and efforts invested by those served by this program.

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The Department has established the following goal with two objectives and corresponding performance indicators to measure the impact of the School Leadership program:

Goal: To increase the number of new, certified principals and assistant principals and to improve the skills of current practicing principals and assistant principals, all serving in high-need schools in high-need LEAs.

Objective: *To recruit, prepare, and support teachers and individuals from other fields to become principals, including assistant principals, in high-need schools in high-need LEAs.*

Measure: The percentage of participants who become certified as principals and assistant principals.						
Year	Target			Actual		
	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3
2004				28		
2005	60			79		
2006		30			43	
2007		50			58	
2008		60	40			

Assessment of progress: These measures track participants who are enrolled in projects designed to train and certify new principals and assistant principals. Grantees report data through annual performance reports, and the program office verifies and analyzes these data against the core indicators for the program. In 2005, 79 percent of the Cohort 1 participants had become certified as principals and assistant principals, exceeding the target of 60 percent. In 2006, 43 percent of Cohort 2 participants had become similarly certified, exceeding the target of 30 percent. In 2007, 58 percent of Cohort 2 had become certified as principals and assistant principals, exceeding the target of 50 percent. Based on the most recently received data, the Department has increased the 2008 target for Cohort 3 to 40 percent. No targets are shown for 2009 since the program is proposed for termination.

Measure: The percentage of program completers earning certification as a principal or assistant principal who are employed in those positions in high-need schools in high-need local educational agencies (LEAs).						
Year	Target			Actual		
	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3
2004				38		
2005	60			57		
2006		40			68	
2007		50			57	
2008		60	40			

Assessment of progress: In 2005, 57 percent of certified participants in Cohort 1 were employed as principals or assistant principals in high-need schools in high-need LEAs, not quite reaching the target of 60 percent. In 2006, 68 percent of those certified in Cohort 2 had

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achieved similar employment, exceeding the target of 40 percent. In 2007, 57 percent of certified participants in Cohort 2 had become employed in these positions, decreasing from the previous year but still exceeding the target of 50 percent. No targets are shown for 2009 since the program is proposed for termination.

Objective: To provide professional development, coaching, mentoring, and other support activities to current practicing principals and assistant principals in high-need schools in high-need LEAs.

Measure: The percentage of participating principals and assistant principals who are in structured professional development.						
Year	Target			Actual		
	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3
2004				60		
2005	75			100		
2006		60			99	
2007		75			99	
2008		75	90			

Assessment of progress: This measure tracks participants who are, at the time of their participation, serving as principals or assistant principals and who complete professional development in the area of school leadership. Grantees report data through annual performance reports, and the program office verifies and analyzes these data against the core indicators for the program. In 2006, 99 percent of principals and assistant principals in the second cohort of grantees who participated in structured professional development had completed the training programs, exceeding the target of 60 percent. In 2007, 99 percent of principals and assistant principals in the second cohort of grantees who participated in structured professional development had completed the training programs, exceeding the target of 75 percent. Based on the most recently received data, the Department has increased the 2008 target to 90 percent for the third cohort of grantees. No targets are shown for 2009 since the program is proposed for termination.

It often takes grantees 1 year to fully align administrative capacity with funding resources. As a result, performance data were not available for the first cohort of grantees until 2004, the second year of the grant performance period. Of the 20 grantees first funded in the 2002-03 school year, 18 requested and were granted 1-year no-cost extensions in 2005 to complete the program, ending their grant cycles in the fall of 2006. Of the 26 grantees funded in 2005, all are expected to request 1-year no-cost extensions in order to complete the program, ending their grant cycles in the fall of 2008. Final performance data for the second cohort will be available in February 2009.

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Advanced credentialing

(Elementary and Secondary Education Act of 1965, Title II, Part A, Subpart 5, Section 2151(c))

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$9,649	0	-\$9,649

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The Advanced Credentialing program authorizes competitive grants to State educational agencies (SEAs), local educational agencies (LEAs), the National Board for Professional Teaching Standards (NBPTS) working with an LEA or SEA, the National Council on Teacher Quality working with an LEA or SEA, or another certification or credentialing organization working with an LEA or SEA. The program supports activities to encourage and support teachers seeking advanced certification or advanced credentialing.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$18,391
2005.....	16,864
2006.....	16,695
2007.....	16,695
2008.....	9,649

FY 2009 BUDGET REQUEST

The Advanced Credentialing program is authorized by the Elementary and Secondary Education Act of 1965 (ESEA) and is, therefore, subject to reauthorization this year. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it.

The current authority for this program supports two activities: 1) the development of teacher standards linked to increased student achievement, and 2) outreach, recruitment, subsidies, and support programs related to teacher certification or credentialing by the National Board for Professional Teaching Standards (NBPTS), the National Council on Teacher Quality, or other nationally recognized certification or credentialing organizations. Through this program and its antecedent, the Eisenhower Professional Development Federal Activities program, the

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Department invested more than \$166 million between fiscal years 1991 and 2007 in the development and implementation of the NBPTS certification and \$33 million since 2003 in the development of the American Board for the Certification of Teacher Excellence (ABCTE) teacher credentials.

The Administration believes the program has fulfilled the intent of Congress for the first authorized activity, the development of teacher standards, now that the development of ABCTE's credentialing systems is complete and there is evidence that the ABCTE system measures are correlated with increased student achievement. A recent validation study of the ABCTE examinations found that, among a sample of experienced teachers, passing the ABCTE Multiple Subject Exam and the ABCTE Professional Teaching Knowledge Exam was correlated with higher student test scores, compared to teachers who failed one or both of these exams (<http://www.abcte.org/files/validity.pdf>). Although it is too early to conclude whether the ABCTE credential increases student academic achievement, this study confirms that the ABCTE developed examinations are measuring the correct things and that teachers who do well on them also perform better in the classroom.

The Administration does not believe reauthorization or additional funding for the second authorized activity—outreach, recruitment, and candidate subsidies—is warranted without conclusive evidence that advanced credentials increase student achievement. The Federal Government, NBPTS, and ABCTE have invested significantly in research in order to produce evidence of effectiveness with which State and local educational agencies can make informed decisions about how to allocate their teacher recruitment and retention funds. These studies are discussed in the Program Performance Information section, but so far there is insufficient evidence that either the NBPTS or ABCTE credential increases student achievement enough to justify continued Federal support for outreach, recruitment, and candidate subsidies.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
ABCTE	\$8,000	0	0
NBPTS	8,695	\$9,649	0

PROGRAM PERFORMANCE INFORMATION

Before the ABCTE grant was transferred to this program, the Department established a performance measure that focuses on the number of teachers who receive NBPTS certification. Even if the Department expanded the measure to include the number of teachers with ABCTE certification, it would not address the more important question of whether the program enhances teacher quality and raises student achievement. Without first establishing conclusively that advanced credentials are an effective method of raising student achievement, this measure cannot demonstrate progress toward achieving the program's goal of improving teaching and learning for all students.

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Several recent studies have examined whether teachers with advanced credentials, usually teachers with NBPTS certification, produce significantly better student outcomes than teachers without this certification. A May 2002 small-scale study by J. E. Stone, of East Tennessee State University, examined the performance of 16 NBPTS-certified teachers in Tennessee in terms of academic gains of their students over a 3-year period (<http://www.education-consumers.com/oldsite/briefs/stoneNBPTS.shtm>). Defining exceptional teaching performance as an annual gain by students in a given subject equaling or exceeding 115 percent of the national norm gain, most teachers were found to be unexceptional. However, this study had a very small sample and did not employ a comparison group of teachers who had not applied for the NBPTS certification.

A larger study completed in 2005 by William L. Sanders, James J. Ashton, and S. Paul Wright used data from two large North Carolina school districts to compare the academic gains of students with NBPTS-certified teachers to those with teachers who have never sought certification, with teachers who planned to seek certification in the future, and with teachers who failed in their attempt to gain certification (http://www.urban.org/UploadedPDF/410958_NBPTSOutcomes.pdf). This study found that students of NBPTS-certified teachers did not have significantly higher gains in test scores than students of other teachers and that variation among teachers within the comparison groups was greater than between comparison groups. The researchers concluded that a student randomly assigned to a NBPTS-certified teacher was no more likely to get an effective teacher than a student assigned to one without NBPTS certification.

A March 2004 study by Dan Goldhaber and Emily Anthony also examined the relationship between NBPTS certification of teachers and elementary-level student achievement, using a sample of teachers across North Carolina districts and a different methodology to control for the effects of the classroom grouping itself on outcomes for students within the class (http://www.urban.org/UploadedPDF/410958_NBPTSOutcomes.pdf). This study found that National Board Certified teachers, in general, produced greater gains for students than teachers who had applied for but failed to obtain NBPTS certification and teachers who had not applied for certification. However, the effects of certification were relatively small: students of NBPTS-certified teachers learned 5 percent more in reading and about 10 percent more in math during a school year than similar students in the classrooms of non-certified teachers. In other studies, Goldhaber also found both significant variability within the NBPTS-certified and other teacher grouping and an uneven distribution of effective teachers across schools. In research published in the Summer 2006 issue of *Education Finance and Policy*, Goldhaber found that 59 percent of teachers who become NBPTS-certified are likely to have positive teacher effects on their students that are larger than the average in mathematics and 56 percent have larger than average effects in reading. Although these findings suggest that the NBPTS credential can be used to predict whether a teacher is likely to be more or less effective than the average teacher, there is still significant variability in the effectiveness of teachers with NBPTS certification. The Administration believes that current research does not provide sufficient evidence of effectiveness to warrant continued Federal subsidies for NBPTS certification.

In addition to the studies mentioned above, in 2002 the NBPTS announced that 22 studies on the effects and use of the NBPTS certification were selected for funding by an independent review managed by the RAND Corporation with funds from the Department of Education and

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private foundations. Reports from NBPTS studies are available on their website (<http://www.nbpts.org/resources/research>). Several similar studies are also underway that have not been funded through the NBPTS. In the conference report accompanying the 2004 appropriations bill, Congress directed the Department to award a contract to the National Academies of Science (NAS) to evaluate the impact of NBPTS certification and assess whether it is a cost effective method of improving teacher quality and student achievement. Under the contract awarded in September 2004, the NAS has conducted syntheses of the findings from existing studies on the NBPTS certification and is supporting additional analyses of existing or new data to address the policy-relevant questions of concern to Congress. On November 28-29, 2006, the NAS Committee on the Evaluation of the Impact of Teacher Certification by NBPTS met to discuss the findings from various studies. The Committee's final report for this study is scheduled for release by February 2008.

A study of the effect of ABCTE certification on student achievement is also underway. ABCTE has contracted with Mathematica Policy Research, Inc. to evaluate several aspects of the ABCTE initial and advanced teacher certifications. A description of the evaluation is available online at http://www.abcte.org/files/Mathematica_Report.pdf. For the advanced credential, the primary research question will be whether or not the credential accurately identifies accomplished teachers and how the credential compares to other methods of identifying these teachers. As of August 1, 2007, 576 candidates have received the ABCTE initial teacher certification, but not all of these individuals have started teaching and no one has received the advanced credential yet, so the findings from this evaluation will not be available for several years.

INNOVATION AND IMPROVEMENT

Adjunct teacher corps

(Proposed legislation)

FY 2009 Authorization (\$000s): To be determined

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
0	\$10,000	+\$10,000

PROGRAM DESCRIPTION

The Administration proposes to include, in the fiscal year 2009 budget, the Adjunct Teacher Corps initiative, which is part of the Administration's proposal for reauthorization of the Elementary and Secondary Education Act and is also included in the President's American Competitiveness Initiative.

The Adjunct Teacher Corps program would provide competitive grants to local educational agencies (LEAs), public or private entities (which may be State educational agencies (SEAs)), and partnerships of those entities to create opportunities for professionals to teach secondary-school courses in the core academic subjects, particularly in mathematics, science, and critical foreign languages. Under the reauthorization proposal, the Department would give a priority to applicants that propose to place adjunct faculty in LEAs that have a large concentration of students performing at low levels in the subjects that the adjunct faculty would teach and in schools that have an insufficient number of teachers with expertise in those subjects. Applications would provide, among other things, a description of: (1) how the LEA would ensure that low-income students will, during the period of the grant, receive instruction in core academic subjects from a teacher with demonstrated expertise in those subjects; and (2) how the applicant will overcome legal, contractual, or administrative barriers to the employment of adjunct faculty in the participating State or LEAs.

Grants would be used to: (1) develop the capacity of the LEA or the SEA, or both, to identify, recruit, and train qualified individuals outside of the elementary and secondary education system (including individuals in business and government and individuals who would participate through distance-learning arrangements) to become adjunct teachers; (2) facilitate arrangements for them to serve as teachers, for example, by teaching one or more courses at a school site on a part-time basis, teaching full-time in secondary schools while on leave from their jobs, or teaching courses that are available online or through other distance learning arrangements; (3) provide financial incentives to adjunct teachers; and (4) reimburse outside entities for the costs associated with allowing an employee to serve as an adjunct teacher. In some cases, this initiative would provide opportunities for individuals to substitute teach in hard-to-fill positions.

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Adjunct teacher corps

The Department would require grantees to submit annual performance reports, which would provide data reported in a manner that: (1) allows for a comparison of student achievement prior to, during, and after implementation of the program; and (2) disaggregates achievement data by race, ethnicity, disability status, English proficiency, and status as economically disadvantaged.

In addition, the Department would conduct a national evaluation to assess the impact of adjunct teachers on student achievement.

FY 2009 BUDGET REQUEST

For fiscal year 2009, the Administration requests \$10 million for the proposed Adjunct Teacher Corps program. Program funds would support approximately 13 to 25 awards to partnerships to create and implement arrangements for using well-qualified individuals as teachers on an adjunct basis.

Good teachers come from many backgrounds, and many school districts need opportunities to strengthen instruction in secondary schools in the core academic subjects, especially mathematics, science, and critical foreign languages. Although potential participants would typically not be certified or licensed to teach in secondary schools, they often have a wealth of knowledge, skills, and professional experiences and would be able to provide real-world applications for some of the abstract concepts taught in classrooms. Particularly in high-need districts or districts that struggle to recruit and retain teachers in high-demand subjects, the presence of a cadre of knowledgeable professionals in adjunct roles should help raise student achievement.

By the end of the 2005-06 school year, LEAs were required to ensure that all teachers teaching core academic subjects were highly qualified. A survey of 800 school districts conducted by the Department revealed that 92.2 percent of classes were taught by a highly qualified teacher in that school year. However, some schools, especially schools in rural areas and schools that are high-poverty, continue to struggle with this requirement. Although 94 percent of elementary-school classes in 2005-06 were taught by a highly qualified teacher, only 90.4 percent of classes were taught by a highly qualified teacher in high-poverty schools, compared to 95.8 percent of classes in low-poverty schools. At the secondary-school level, where 90.9 percent of core academic classes were led by a highly qualified teacher, the percentages were 85.7 percent and 93.8 percent for high-poverty and low-poverty schools, respectively.

At the secondary-school level, many schools also have difficulty recruiting and retaining teachers who are highly qualified to teach certain core academic subjects, especially mathematics, science, and foreign languages. This problem is particularly acute at the middle-school level, where many teachers hold general K-8 or middle-school certification that is not subject-specific or where many teachers teach multiple subjects. It has been a challenge for some of these teachers to become highly qualified in the core academic subjects that they teach.

It is important for all students to be taught by teachers who know their subjects well because there is evidence that students who receive instruction from a teacher with a strong academic background in the subject have higher levels of achievement than students taught by instructors

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Adjunct teacher corps

without similar training. For example, the 1997 study by Dan Goldhaber and Dominic Brewer, *Evaluating the Effect of Teacher Degree Level on Educational Performance*, found that teachers who had a bachelor's or master's degree in mathematics and were certified to teach in the subject area were associated with higher student mathematics assessment scores.

The Adjunct Teacher Corps program will help to address these issues by bringing professionals with strong content knowledge into the classrooms where their assistance is most needed. These professionals' expertise, skills, and experience would be invaluable for many of our Nation's neediest schools and classrooms.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>
Amount of awards	\$9,850
Number of awards	13-25
Average award	\$400-750
Number of adjunct teachers hired	1,500-3,500
Peer review of new award applications	\$100
Evaluation	\$50

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department would develop program performance measures that draw on the information included in grantees' performance reports. These measures would likely include the achievement gains made by students taught by adjunct teachers and a measure of a reduction in participating schools in the number of students receiving instruction from an individual with an inadequate background in the subject area.

INNOVATION AND IMPROVEMENT

Charter schools grants

(Elementary and Secondary Education Act of 1965, Title V, Part B, Subpart 1)

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$211,031 ²	\$236,031	+\$25,000

¹ The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

² The fiscal year 2008 appropriation permits the Secretary to use, from the amount appropriated for the Charter Schools Grants, up to \$24,783 thousand for Charter School Facilities Incentive grants and Credit Enhancement for Charter School Facilities. From this \$211,031 thousand, the Department will use approximately \$190,000 thousand for the Charter Schools grants program (including national activities), \$12,731 thousand for Charter School Facilities Incentive Grants, and \$8,300 thousand for Credit Enhancement for Charter School Facilities.

PROGRAM DESCRIPTION

The Charter Schools program (CSP) encourages comprehensive education reform by supporting the planning, development, and initial implementation of charter schools, which provide enhanced parental choice and, in exchange for a commitment to improving student academic achievement, are exempt from many statutory and regulatory requirements. A key objective of the charter school movement is to replace rules-based governance with performance-based accountability, thereby stimulating the creativity and commitment of teachers, parents, and citizens.

State educational agencies (SEAs) that have the authority under State law to approve charter schools are eligible to compete for grants. If an eligible SEA does not participate in the grant competition, charter schools from the State may apply directly to the Secretary. (Over the life of the program, charter schools in one State, Arizona, have generally been the only ones to receive this direct assistance.) Grantees receive up to 3 years of assistance, of which they may use not more than 18 months for planning and program design and not more than 2 years for the initial implementation of a charter school.

In awarding grants, the Department must give preference to States that have multiple chartering agencies (or an appeals process for prospective charter schools that initially fail to be approved by a single agency), that ensure the accountability of public charter schools for reaching clear and measurable objectives, and that give public charter schools a high degree of autonomy over their budgets and expenditures. Further, States may reserve up to 10 percent of their grant for dissemination sub-grants to spread information from high-quality charter schools with a demonstrated history of success to other public schools, including other charter schools, about how to create and sustain high-quality, accountable schools.

Under the authorizing statute, the Secretary must use the amount appropriated above \$200 million, but not exceeding \$300 million, to make competitive 5-year grants for the State

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Charter schools grants

Facilities program. States eligible for these grants are those with per-pupil aid programs to assist charter schools with their school facility costs. Federal funds are used to match State-funded programs that make payments to provide charter schools with facilities financing. States pay an increasing share of the cost of the program. Of funds appropriated in excess of \$300 million, 50 percent must be used for the State Charter School Facilities Incentive Grant program and 50 percent for the other authorized activities. For fiscal year 2008, the appropriations act revises these allocation rules to permit the Secretary to use the amount appropriated in excess of \$190 million (\$21.031 million) to carry out the State Facilities and Credit Enhancement for Charter Schools Facilities programs.

The Department also reserves \$5 million or 5 percent of the Charter Schools appropriation, not to exceed \$8 million, to fund technical assistance, evaluation, research, and dissemination of information on charter schools and model programs.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$218,702
2005.....	216,952
2006.....	214,782
2007.....	214,783
2008.....	211,031 ¹

¹ The Department will use \$8,300 thousand from the FY 2008 appropriation for Charter School grants for Credit Enhancement for Charter School Facilities.

FY 2009 BUDGET REQUEST

For 2009, the Administration requests \$236.031 million for the CSP, an increase of \$25 million, over the 2008 level. The request would provide increased support for planning and start-up of charter schools, a key element of the Administration's efforts to expand quality school choice for students and parents.

At the 2009 request level, the Department would continue to provide grants to support planning, development, and initial implementation activities for approximately 1,200 charter schools, as well as fund dissemination activities by schools with a demonstrated history of success. With support from the program, the number of charter schools nationally has increased dramatically from approximately 100 in operation in 1994 to over 4,000 in 2007, serving more than 1.1 million students. Currently, 40 States and the District of Columbia have charter school legislation allowing for the creation of new public schools under alternative governance and accountability arrangements. Funding for this program provides new schools with necessary, but often difficult to acquire, start-up funds and assists in making the most successful models for charter schools available for replication throughout the country.

For 2009, the Administration proposes to continue the revised allocation rules from the 2008 Appropriations Act. The Department would use the flexibility provided under these rules to provide \$221.2 million for Charter School Grants, \$14.8 million for the State facilities program,

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and \$37 million for the Credit Enhancement for Charter Schools Facilities program, which is described separately.

The CSP is authorized by the Elementary and Secondary Education Act of 1965 and, is therefore, subject to reauthorization. The budget request assumes that the program will be implemented in fiscal year 2009 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. The Administration has proposed several amendments to strengthen the program while keeping most of the current legislative structure intact. Key changes include: strengthening the statutory funding priorities; allowing Authorized Public Chartering Agencies (APCAs) to receive direct Federal support; establishing a new competitive national dissemination program; and codifying the flexible allocation rules from the 2008 Appropriations Act.

The Facilities Incentive program provides funds to States for subgrants to assist charter schools with their facilities financing, thus complementing the Credit Enhancement for Charter School Facilities program by encouraging States to develop per-pupil facilities aid programs and share in the costs associated with charter schools facilities financing. As part of reauthorization, the Administration's proposal would broaden the program's eligibility to include States that provide funding for the operations, capital expenses, and interest costs of charter schools that is higher, on a per-pupil basis, than that provided for regular public schools. As an initial estimate, the Administration would use approximately \$14.8 million to support a new competition to award 5-year Charter Schools Facilities Incentive grants. These funds would help to encourage new State applicants to apply for Federal support to develop or expand per-pupil facilities aid programs. As discussed previously, the Secretary would make final funding decisions based on relative need and quality of the applications received across both programs. The Administration's request would also continue support for evaluation, technical assistance, and dissemination of model charter programs and charter school laws.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
<i>Charter Schools Grants</i>			
Amount for new awards	\$75,466	\$48,873	\$95,838
Amount for continuation awards	\$116,434	\$132,977	\$117,236
Number of schools supported	1,200	1,200	1,200
Peer review of new award applications	\$100	\$150	\$150
<i>Facilities Incentive Grants</i>			
Amount for new awards	0	0	\$14,782
Amount for continuation awards	\$14,783	\$12,731	0
Peer review of new award applications	0	0	\$25
National activities, including evaluation	<u>\$8,000</u>	<u>\$8,000</u>	<u>\$8,000</u>

¹ The 2008 funding total does not include \$8,300 thousand for the Credit Enhancement for Charter School Facilities program, which is shown in the program output measures for that activity.

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Charter schools grants

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2009 and future years, and the resources and efforts invested by those served by the charter school program.

Goal: To support the creation of a large number of high-quality charter schools.

Objective: To encourage the development of a large number of high-quality charter schools that are free from State or local rules that inhibit flexible operation, are held accountable for enabling students to reach challenging State performance standards, and are open to all students.

Measure: The number of States that have charter school legislation (including the District of Columbia and Puerto Rico).		
Year	Target	Actual
2004	44	41
2005	44	41
2006	44	41
2007	44	41
2008	44	
2009	44	

Measure: The number of charter schools in operation around the Nation.		
Year	Target	Actual
2004	3,000	2,996
2005	3,300	3,344
2006	3,600	3,647
2007	3,900	4,046
2008	4,290	
2009	4,720	

Assessment of progress: The number of charter schools in operation has increased rapidly, while the number of States that have charter school legislation has plateaued in recent years. The remaining States without charter school laws are mainly small and rural (e.g., South Dakota, Vermont, and West Virginia). Meanwhile, the number of charter schools that has opened in each of the past three years—between 400 and 450 per year—was noticeably higher than the average of the previous four years. Data are supplied annually by State educational agencies and are validated by Department staff and corroborated by information from other sources, such as the National Charter Schools Directory compiled by the Center for Education

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Reform and the annual Charter School Dashboard compiled by the National Alliance for Public Charter Schools.

Further, the Department has developed four annual performance measures to track charter schools' impact on student achievement. Specifically, the measures focus on the percentage of fourth- and eighth- grade charter school students who achieve at or above proficient on State assessments in reading and mathematics. These data, collected through the Department's ED Facts system, are expected to be available this spring and should provide valuable information on student achievement in charter schools as compared to traditional public schools.

Efficiency Measures

The Department has implemented a measure to assess the efficiency of the State Charter School Facilities Incentive Grant program by examining the ratio of funds leveraged by States to funds awarded by the Department. The leveraging ratio is the total funds available (the Federal grant and the State match) divided by the Federal grant for a specific year. This program was first funded in fiscal year 2004 and awarded 5-year grants to four States. In 2006 and 2007, the program exceeded its performance target, as shown in the chart below. The Department, through its ongoing monitoring of grantee activity, acquired updated data on the amount of funds available for leveraging by the States. Accordingly, the Department has updated the leveraging ratios and established new 2008 and 2009 performance targets. The 2009 target reflects the beginning of a new leveraging cycle for the second cohort of grants, which the Department plans to award in the spring of 2009.

Measure: The ratio of funds leveraged by States for charter facilities to funds awarded by the Department under the State Charter School Facilities Incentive Grant Program.				
Year	Cohort 1		Cohort 2	
	Target	Actual	Target	Actual
2004		6.9		
2005		16.9		
2006	2.7	5.3		
2007	3.1	5.8		
2008	7.0			
2009			4.0	

Additionally, the Department developed a second outcome-based efficiency measure to capture the cost efficiency, across States, of the Federal investment in supporting charter school start-ups. The measure is defined as the Federal cost per student in a successful school (defined as a school in operation for 3 or more years). Efficiency data, collected through the annual grantee performance reports, will be available this spring.

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Other Performance Information

The Department's 2004 study of charter schools, *The Evaluation of the Public Charter Schools Program*, examined, among other things, the distribution and use of Federal funds at the State and local levels; the impact of Federal funds on State policy; the impact of Federal funds on school-level decisions, such as on the decision to obtain a charter; the usefulness of technical assistance provided by the Department and State grantees; the flexibility and the accountability practices of charter schools; and the achievement of students attending charter schools. The evaluation found that charter schools primarily use Federal funds to purchase instructional materials and technology, as well as to provide professional development. Additionally, the study found that charter schools are more likely to serve minority and low-income students than traditional public schools. These evaluation results continue to inform the Department's technical assistance and dissemination activities.

A number of studies of charter schools' effectiveness have shown mixed results, but together suggest that charter schools with more experience provide added value when compared to conventional public schools and that charter schools serving at-risk students can be effective in improving academic achievement. For example, *Achievement in Charter Schools and Regular Public Schools in the United States: Understanding the Differences*, a report released by Harvard University in 2004, showed that students in charter schools outperformed their peers in traditional public schools on both State reading and math assessments. Students in charter schools were 5.2 percent more likely to be proficient in reading and 3.2 percent more likely to be proficient in math than students in matched public schools. The study also found that the longer a charter school had been in operation, the better students in that charter school performed in comparison to students in traditional public schools.

America's Charter Schools: Results From the NAEP 2003 Pilot Study, released by the National Center for Education Statistics (NCES) in 2004, found that NAEP test scores for fourth-grade students in charter schools were not measurably different in reading and were lower than those of students in regular public schools in mathematics. A recent reanalysis of these data, in *A Closer Look at Charter Schools Using Hierarchical Linear Modeling*, released by NCES in 2006, confirmed many of those findings; the focus of this reanalysis was to examine the relationship between mean school achievement and various characteristics of charter schools. In reading and mathematics, the differences in performance between students in traditional public schools and students in charter schools affiliated with a public school district were not statistically significant; on the other hand, students in charter schools *not* affiliated with a public school district scored significantly lower than students in traditional public schools. These achievement differences may be attributed to various factors, including the quality of national survey data, the possible variance between average mean differences at the school level compared to the student level, and the different amounts of exposure that students have to charter school programs. Further, charter schools generally serve higher percentages of minority students and are largely concentrated in urban settings, which may have contributed to the variation in mean school performance.

To test more rigorously the promise of charter schools, in fiscal year 2003 the Department launched the first experimental study of those schools. The study is addressing the following research issues: the impact of charter school strategies on student achievement, school

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success, and satisfaction; the impact on parent satisfaction; school factors or characteristics independent of, or associated with, charters, that affect student outcomes (e.g., school or class size, proportion of certified teachers); and the extent to which the degree of autonomy or the policy environment in which the schools operate influences their effectiveness. Approximately 40-50 charter middle schools are participating in this random assignment study. The researchers are following a treatment group and a control group for two consecutive grade levels and will survey students, parents, and principals. The analysis will then examine how the policy conditions contribute to impacts on student achievement. The Department expects the final evaluation report to be available in the fall of 2008.

Follow-up on PART Findings and Recommendations

The Charter Schools Program was rated as “Adequate” by the Program Assessment Rating Tool (PART) review during the 2005 rating cycle. The review noted that the Charter Schools program addresses a compelling need and is the only Federal program that supports the development of new charter schools as well as the dissemination of information on successful schools, since a majority of charter schools used Federal program funds to support their planning and initial operations. As such, the program has almost certainly contributed to the rapid growth in the number of charter schools operating nationally.

The PART improvement plan recommendations are presented below, followed by a description of the Department’s actions to address them.

- *Improve the collection of program performance data and use these data to inform funding recommendations, program management, and technical assistance efforts.* The Department is coordinating the program’s data collection efforts with the ED Facts initiative and is developing an integrated system that will (1) collect program performance and fiscal information from SEA and non-SEA grantees on all active CSP subgrants; (2) provide training and technical assistance on the new CSP data collection system; and (3) analyze and report data obtained from CSP grantees. Analysis of initial performance data for school year 2005-06 and school year 2006-07 is expected in early spring, at which time the Department will establish baselines and targets for the remaining performance and efficiency measures. Information from the CSP data collection system will then be used to inform program management, monitoring, and technical assistance activities and to determine annual funding recommendations.
- *Make program performance information available to the public in a transparent manner.* The Department has posted available program performance data on its website and plans to establish a link to the new integrated CSP data collection system. Additional information, including, but not limited to, State funding amounts, numbers of charter schools funded annually, student proficiency data, and project-level evaluation tools and resources developed by the 10 National Leadership grantees will be made available on the Department’s website by this summer.
- *Work one-on-one with CSP grantees to improve the accuracy of and timeliness of performance reporting through full implementation of the program’s 3-tiered monitoring plan.* In an effort to improve the reporting and accuracy of fiscal and performance data, the Department recently awarded three contracts to support data collection, monitoring,

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and technical assistance. Project-level analysis of SEA and non-SEA grants and findings from the on-site monitoring visits will be used to shape the technical assistance provided to grantees.

- *Work with Congress to correct structural flaws in the program and to ensure that the reauthorization of the CSP works to address the evolving needs of charter schools.* The Department has developed a proposal for the reauthorization of the CSP and has worked with Congressional staff to address key policy issues on Federal funding of charter school development and implementation.

INNOVATION AND IMPROVEMENT

Credit enhancement for charter school facilities

(Elementary and Secondary Education Act of 1965, Title V, Part B, Subpart 2)

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
0 ²	\$36,611	+\$36,611

¹ The GEPA extension expired September 30, 2004; the program is authorized in FY 2008 through appropriations language. The Administration is seeking additional authorizing legislation.

² The FY 2008 appropriation permits the Secretary to use, from the amount appropriated for the Charter Schools Grants, up to \$24,783 thousand for Charter School Facilities Incentive grants and Credit Enhancement for Charter School Facilities. From this \$211,031 thousand, the Department will use approximately \$190,000 thousand for the Charter Schools grants program (including national activities), \$12,731 thousand for Charter School Facilities Incentive Grants, and \$8,300 thousand for Credit Enhancement for Charter School Facilities.

PROGRAM DESCRIPTION

The Credit Enhancement for Charter School Facilities program provides assistance to help charter schools meet their facility needs. Under this program, funds are provided on a competitive basis to public and nonprofit entities, and consortia of such entities, to leverage other funds and help charter schools obtain school facilities through such means as purchase, lease, and donation. Grantees may also leverage grant funds to help charter schools construct and renovate school facilities. The grant period for each grant runs until the Federal funds and earnings on those funds have been expended for the grant purposes or until financing facilitated by the grant has been retired, whichever is later.

To help leverage funds for charter school facilities, grant recipients may, among other things: guarantee and insure debt to finance charter school facilities; guarantee and insure leases for personal and real property; facilitate charter schools' facilities financing by identifying potential lending sources, encouraging private lending, and other similar activities; and establish charter school facility "incubators" that new charter schools can use until they can acquire a facility on their own.

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Credit enhancement for charter school facilities

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$37,279
2005.....	36,981
2006.....	36,611
2007.....	36,611
2008.....	0 ¹

¹ The Department will use \$8,300 thousand from the FY 2008 appropriation for Charter School grants for Credit Enhancement for Charter School Facilities.

FY 2009 BUDGET REQUEST

For 2009, the Administration requests \$36.6 million for the Credit Enhancement for Charter School Facilities program. This request supports the Administration’s strategy of expanding public school choice in order to enable parents to provide the best possible education for their children. The request would leverage an estimated \$333 million and support more than 200 charter schools over the course of the grants.

The expansion of charter schools has helped them gain greater acceptance as being credit worthy; however, these schools continue to need assistance to meet their school facility needs. The program authority leverages funds through such means as guarantees and insurance on leases and bonds to reduce the risk to landlords and bondholders, thereby helping to ensure adequate facilities for charter schools so that they are better able to meet the demand for expanded school choice.

The request for this program will help provide charter schools with the funding for the facilities they need to ensure that school choice can be used as a tool for improving student achievement. With enhanced parental choice and increased flexibility that allows freedom from many statutory and regulatory requirements, charter schools are well positioned to stimulate comprehensive education reform. Charter schools can focus on establishing plans to improve student academic achievement, replace rules-based governance with performance-based accountability, and draw on the creativity and commitment of teachers, parents, and communities.

Demand for Charter School Facilities

The demand for enrollment in charter schools is likely to continue to increase as a result of the focus on school choice created by the No Child Left Behind Act and enhanced by the changes included in the Administration’s reauthorization proposal for Title I. For example, under the current Title I law, students attending schools identified as failing to meet State adequate yearly progress objectives for 2 consecutive years have the opportunity to transfer to other public schools, including charter schools. The law also stipulates that students must have the option of transferring to a different, safer public school (which can be a charter school) if their school has been identified as persistently dangerous or when a student has been the victim of a violent crime on school property. The Administration’s reauthorization proposal would make it more

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Credit enhancement for charter school facilities

difficult for local educational agencies (LEAs) to avoid paying for transportation for students who choose to transfer to new schools and, thus, should increase the number of students who have the means to transfer to charter schools and other options. Additionally, reopening as a charter school is one of the options authorized by law for schools that must undergo restructuring, and charter schools should become a more prominent (and more frequently adopted) option if the Administration's reauthorization proposal to tighten the restructuring options available to LEAs is adopted. However, charter schools will not be able to fulfill the role envisioned for them in law if they do not have adequate facilities.

In the 1998-99 school year, 32 percent of all new charter schools reported inadequate facilities as a barrier to implementing their charter, according to the Department's *National Study of Charter Schools: Fourth-Year Report*. A 2001 report sponsored by the Charter Friends National Network, *Charter School Facilities*, found that over 70 percent of charter schools lease their facilities. While some charter schools lease by choice, presumably many charter schools that lease would prefer to purchase a school facility but lack the financial means to do so.

Barriers to Funding Charter School Facilities

Charter schools have had difficulty obtaining funds on a basis equal to traditional LEAs and public schools. For example, a 2000 report from the Government Accountability Office (GAO), *Charter Schools: Limited Access to Funding*, indicated that charter schools within an LEA might not receive funds for facilities because opposition to charter schools from local school officials and others results in an inequitable distribution of funds. According to a 2000 report, *Venturesome Capital: State Charter School Finance Systems* (by the Department's then Office of Educational Research and Improvement), charter schools usually do not receive funding for facilities equivalent to traditional LEAs. This finding was verified by a 2005 report, *Charter School Funding: Inequity's Next Frontier* (Thomas B. Fordham Institute, Progress Analytics Institute, and Public Impact), which found that only five States offered charter schools partial access to facilities funding and no States offered them full access.

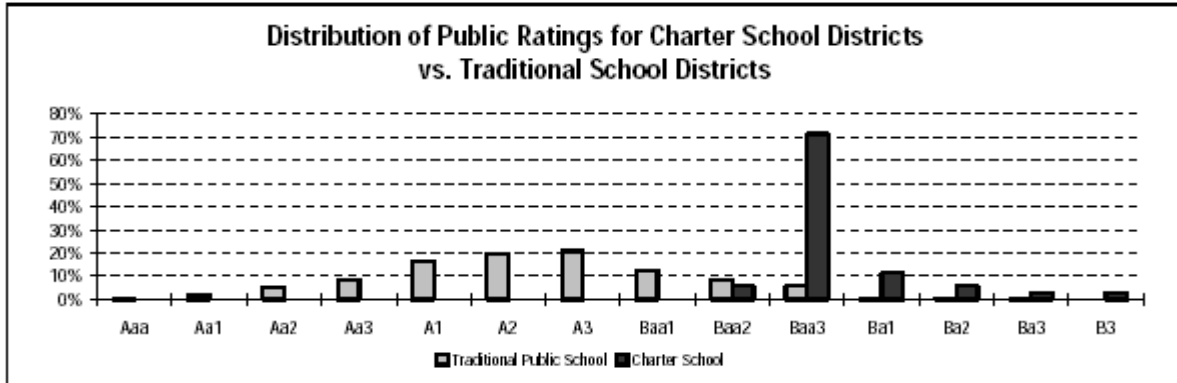
Charter schools tend to be perceived as having greater financial risk by lenders, investors, and landlords, because, unlike traditional LEAs, they are unable to issue general obligation bonds backed by property taxes. These bonds are considered to have far less risk (and, thus, carry lower interest rates) than bonds that are backed only by per-pupil revenue flows, which is the only debt some charter schools can issue.

A 1999 Moody's Investors Service publication, *Moody's Methodology for Rating Charter Schools: A Growing Presence in the Market Place*, indicated that financing for charter schools is considered to be riskier than for regular public schools because charter schools generally have smaller budgets, little flexibility to determine how to spend funds, less funding per pupil, enrollment levels that may fluctuate or decline, and the risk of their charters not being renewed. Moody's indicated that the majority of charters must be renewed after 3 to 5 years, far shorter than the 15 to 30 years for which debt is typically issued to finance school construction and renovation. In the event that a charter is not renewed and the school ceases to exist, it would likely default on the debt. These perceived risks often mean that charter schools pay higher interest rates or rent, or that lenders, investors, and landlords refuse to do business with them. Consequently, charter schools often have difficulty obtaining adequate facilities. The chart

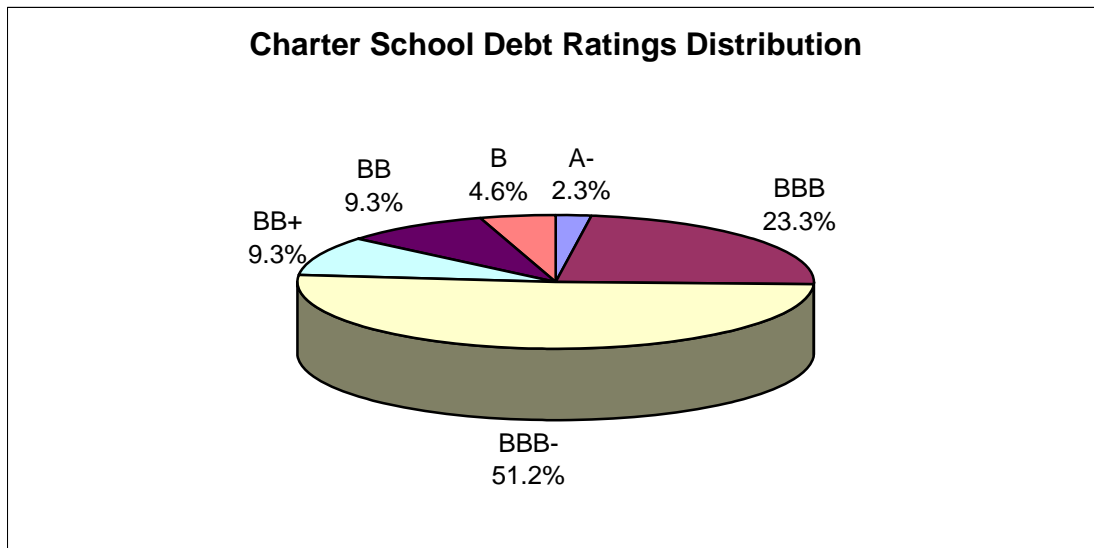
INNOVATION AND IMPROVEMENT

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below, from *Moody's Methodology and Median Rating on Charter Schools*, July 2003, shows the median Moody's bond rating on charter schools is Baa3 compared to a median rating of A3 for traditional public schools.



In the March 2006 article *U.S. Charter School Ratings Continue to Grow as the Market Broadens*, Standard & Poor's states that 51 percent of charter schools bonds held a BBB- rating (as depicted in the chart below), which is comparable to Moody's Baa3 rating. This indicates a stable median bond rating over the 3-year period. While there has been an increase in the number of charter school bond ratings above BBB-, investors have even been more receptive to charter school bond ratings below BBB-. The primary reason mentioned for this is the prospect that such ratings will be raised in the near future, which is more likely when the primary reason for a speculative rating is expansion risk. This is a promising sign for the program, as grant funds are often used for the acquisition of new or larger facilities.



The 2000 GAO report cited additional problems that contribute to the barriers that charter schools face in securing adequate school facilities, including poor cash flow, limited credit

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history, and limited business skills. In addition, GAO indicated that the relatively small size of charter schools (about 35 percent of charter schools had enrollments below 100, while only about 9 percent of traditional public schools had enrollment levels that low) leads to a lack of economies of scale. The Department's *Evaluation of the Public Charter Schools Program: Year One Evaluation Report*, released in 2000, found that over one-half of charter schools in the 1999-2000 school year had been created since the 1997-98 school year. Many charter schools have not existed long enough to create a meaningful credit history that would enable them to finance adequate facilities at a reasonable cost.

Recent developments in the financial markets may increase the need for charter school credit enhancement. The increase in housing foreclosures has led to a tightening of the credit standards applied to all types of lenders, which may further limit charter school access to the bond market. In December 2007, Standard & Poor's downgraded the only insurer of charter schools based solely on their credit, American Capital Access Financial Guaranty Corporation (ACA), from A to CCC. This sudden downgrade leaves the future of this insurance company uncertain, and may make charter schools' access to facilities financing even more difficult.

The Credit Enhancement for Charter School Facilities program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The Administration has developed a package of proposed (generally minor) amendments to the program, including language: (1) ensuring that grantees offer charter schools better rates and terms than they could receive in the open market; (2) clarifying that program funds may be used to credit-enhance predevelopment costs for construction and renovation projects; (3) permitting grantees to lend program funds to charter schools on a limited basis; and (4) easing the current limitation on the use of program funds for administration. The budget request assumes that the program will be implemented in fiscal year 2009 under this reauthorization proposal.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Amount of New Awards	\$36,536	\$8,300 ¹	\$36,536
New awards	4	1	4
Range of new awards	\$5,000 – 15,000	\$8,300	\$2,000 – 10,000
Peer review of new award applications	\$75	0 ²	\$75
Estimated amount of charter school facilities funds leveraged over the life of the grants	\$333,000 ³	\$99,600 ³	\$333,000 ³
Estimated number of charter schools served over the life of the grant	205	14	205

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Credit enhancement for charter school facilities

¹The Department will use \$8,300 thousand from the FY 2008 appropriation for Charter School grants for Credit Enhancement for Charter School Facilities.

² The Department plans to fund the next highest-scoring applicant from the fiscal year 2007 slate.

³ The amount leveraged is the dollar amount raised (versus the amount contributed to the financing from the grant) as a direct result of the guarantee. If the grantee received a non-Department of Education grant (including a New Markets Tax Credit allocation) and is using it to provide additional financing for a school served by the Federal grant, funds leveraged from these other funds may also be counted as funds leveraged by the Federal grant.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2009 and future years, and the resources and efforts invested by those served by this program.

Goal: To increase the number of charter school facilities acquired, constructed, or renovated.

Objective: *Increase funds available for the acquisition, renovation, or construction of charter school facilities.*

Measure: The amount of funding Credit Enhancement program grantees leverage for the acquisition, construction, or renovation of charter school facilities (in millions).		
Year	Target	Actual
2004	100	74
2005	100	109
2006	100	160
2007	120	
2008	140	
2009	160	

Assessment of progress: As of the end of FY 2004, the Department had a total of 9 grantees that leveraged \$74 million in facilities financing aid for 32 schools in FY 2004. Data for FY 2005 show that the grantees leveraged \$109 million in facilities financing aid for 37 schools, while FY 2006 grantees leveraged \$106 million for 48 schools. The program, thus, met its target the last two years. The amounts shown in this chart are the amounts leveraged per year by the grantees. The total amount leveraged will be much greater over the 5- to 20-year lifespan of the grants.

Objective: *Increase the number of charter schools facilities acquired, constructed, or renovated.*

INNOVATION AND IMPROVEMENT

Credit enhancement for charter school facilities

Measure: The number of charter schools served through the Credit Enhancement for Charter School Facilities Program.		
Year	Target	Actual
2004	20	32
2005	20	37
2006	25	48
2007	40	
2008	50	
2009	60	

Assessment of progress: Initial data for the program show that an increasing number of charter schools have been served. In each year, the program performance targets for number of charter schools assisted were exceeded by a significant amount; in response, the Department recently revised the performance targets. Data for 2007 will be available in the spring of 2008.

In addition to data collected for the current indicators, the Department is completing an evaluation of the program. The evaluation is addressing three primary research questions: (1) Is the program achieving its legislative purpose?; (2) Does the program provide for improved access to capital markets for facilities and for better rates and terms on financing than would be otherwise available to charter schools?; and (3) Do certain models of credit enhancement provide for more favorable outcomes than others? Initial results indicate that the program is achieving its purpose and improving the borrowing capabilities of charter schools. Representatives of grantees, commercial lenders, investment banks, and rating agencies agreed that, without the program, assisted schools would not have received facilities loans at any price. Unsuccessful applicants were generally not able to support their proposed lending levels, indicating that the program does provide improved access. Entities that used their program funds to credit enhance a loan made by a lender or a bond purchased by an investor supported higher lending volumes and a greater number of schools than those making direct loans, indicating that the grantees tend to be more effective when acting as a third-party credit-enhancing agent rather than as a direct lender. But this finding is not conclusive, since it was based on a small number of grantees. Additional findings include that entities that had experience making direct loans to charter schools before becoming grantees were able to provide a significantly higher volume of loans after receiving program awards, and that charter schools assisted through the program were generally located in census tracts with a lower median household income than the county as a whole and had a higher proportion of minority students than traditional public schools or even other charter schools. The final evaluation report will be available early 2008.

INNOVATION AND IMPROVEMENT

Voluntary public school choice

(Elementary and Secondary Education Act of 1965, Title V, Part B, Subpart 3)

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$25,819	\$25,819	0

¹ The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

PROGRAM DESCRIPTION

The Voluntary Public School Choice program supports efforts to establish intra-district and inter-district public school choice programs. The Department makes competitive awards to State educational agencies (SEAs), local educational agencies (LEAs), or partnerships that include SEAs, LEAs, and other public, for-profit or nonprofit entities. In making awards, the Department gives priority to applications that provide the widest variety of choices to students in participating schools; propose partnerships to implement an inter-district approach to providing students with greater public school choice; and plan to address the needs of secondary school students, particularly those students attending low-performing schools by assisting in their transition to higher-performing schools.

Grantees may use their funds to: (1) plan a public school choice program; (2) make tuition transfer payments to the public schools that students choose to attend; (3) increase the capacity of high-demand public schools to serve greater numbers of students (except that program funds cannot be used for school construction); (4) carry out public information campaigns to inform parents and students about public school choice opportunities; and (5) pay other costs reasonably necessary to implement a public school choice program. Student participation in programs must be voluntary. If more students choose to participate in a program than the program can accommodate, the grantee must select students to participate by lottery. Grantees may use up to 5 percent of their allocations for administrative expenses.

By statute, the Department may reserve up to 5 percent of the amount appropriated for evaluation activities, dissemination of information, and technical assistance.

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Voluntary public school choice

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$26,757
2005.....	26,543
2006.....	26,278
2007.....	26,278
2008.....	25,819

FY 2009 BUDGET REQUEST

The Administration is requesting level funding of \$25,819 million for the Voluntary Public School Choice (VPSC) program for fiscal year 2009. The program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The budget request assumes that the program will be implemented in fiscal year 2009 under reauthorized legislation. The Administration has not proposed any changes in the structure of the program for the reauthorization.

The VPSC program enables States and districts to establish or expand State- or district-wide public school choice programs. The first two cohorts of VPSC projects, for example, have focused on creating inter-district choice options, augmenting curricula at schools to attract transferring students more effectively, increasing public school choice options for students attending low-performing schools in rural communities, creating family information centers and public education campaigns to help ensure that parents have better data on school choice options, and providing academic and tutoring support to assist students who transfer from schools identified for improvement under Title I to other schools not identified so that they are able to succeed in their new learning environments.

In fiscal year 2007, the Department made 14 awards to initiate the second cohort of 5-year grants under this program. In the 2007 competition, the Department focused on inter-district choice because, under the No Child Left Behind Act (NCLB), local educational agencies (LEAs) that have Title I schools identified for improvement but cannot provide the students attending those schools with the option to attend another school within the LEA are required, to the extent practicable, to enter into cooperative agreements with other districts that can accept their students as transfers. LEAs may also enter into such agreements in order to provide their students with a broader range of choices, even if they can provide some choice within the district. Yet, few LEAs have created inter-district choice arrangements under NCLB, and examinations of NCLB implementation have concluded that the low level of activity in this area has limited the effectiveness of the Title I choice provisions. The Department, through the VPSC program, is attempting to build momentum for inter-district choice programs by funding the development and implementation of a variety of inter-district models in regions across the country. Such arrangements, beyond creating new choices for children, may encourage healthy regional or metropolitan cooperation in education.

Further, in the fiscal year 2007 competition, the Department gave priority to applications that aimed to improve the academic achievement of secondary school students who are at risk of

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not meeting State academic standards and not completing high school and to collect pre- and post- intervention data to assess the impact on student academic achievement. The Department made secondary-school student achievement a priority because research shows that too many high schools have low academic achievement, significant dropout rates, and high levels of remediation.

Projects in the second cohort include:

- **Chicago Public Schools Comprehensive Choice Initiative.** This initiative is continuing efforts, supported under a 2002 VPSC grant, to provide greater and more informed school choice to students served by the Chicago Public Schools. Through the development of Neighborhood Learning Clusters (NLCs), the grantee provides a range of choice options that enable those students who are at risk of not meeting State academic standards to move from low- to higher- performing schools, yet still remain in close proximity to their homes and communities. Each NLC consists of six schools in total: five schools that each have a specific academic focus and one partnership or model school that engages more innovative approaches to curriculum development and instruction. Chicago's Choice Initiative also includes a small inter-district pilot program through which 100 students from five schools on the western border of the city are selected by lottery and given the opportunity to transfer to five "host" schools in other neighboring school districts. Additionally, the grantee is implementing a range of academic support programs across schools, including peer-to-peer tutoring, the Learning Bridge to Algebra program, and an intensive marketing campaign to provide parents with appropriate and timely information regarding available school choice options in the Chicago Public Schools.
- **Utica Community School Choice Program.** This project is a collaborative effort in Macomb County, Michigan between Utica Community Schools, Mount Clemens Community Schools, and Armada Area Schools to create a model inter-district public school choice initiative to serve middle and high school students, in particular those who attend one of the 50 low-performing schools in the region, those who are at risk of not meeting State proficiency standards, and those who come from low-income or disadvantaged backgrounds. Through the VPSC grant, this collaborative is developing specialized academic and career-focused programs (following either a whole school or a school-within a school reform model) in mathematics, science, technology, legal studies, and the arts. The grantee is also establishing a comprehensive marketing campaign to provide parents with reliable and current information on the available options for educating their children.
- **University of South Carolina School Choice Program.** This project, the Spartanburg Scholars Academy, is a partnership in Columbia, South Carolina between the University of South Carolina's School of Education and Spartanburg County school district. The Academy, situated on the University of South Carolina campus, enrolls students from seven of the county's low-performing high schools and provides them with a challenging academic program of college preparatory, honors, and advanced placement coursework. In addition to the rigorous coursework offered through the Academy, students have access to an array of learning opportunities and resources available at the university, such as the libraries and computer facilities. The grantee has also established sponsorships with over 75 large companies to support a range of required and voluntary international workshops, seminars, conferences, study-abroad, and internship opportunities for Academy students. With its

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competitive academic and international focus, the Academy emphasizes the importance of relationships in building student success; therefore, each student is engaged in a mentoring relationship with a university student, professor, or teacher who shares similar academic or extracurricular interests.

- **Yukon-Koyukuk School Choice Program.** This project addresses obstacles to expanding public school choice among Alaska Native students who attend low-performing schools in the nine remote villages served by the Yukon-Koyukuk School District in Fairbanks, Alaska. With significant numbers of Alaska Native students' not meeting State academic standards and not graduating from high school, the grantee is focused on restructuring existing schools and establishing intra- and inter-district agreements to increase the availability of school choice options for Alaska Native students. The Yukon-Koyukuk School Choice project also provides a range of academic support services and transportation options to assist those students who transfer from low-performing to higher-performing schools, so that they are able to succeed in their new learning environments.

The Department would use fiscal year 2009 funds to make third-year continuation awards to the fiscal year 2007 grantees. By statute, the Department may reserve up to 5 percent of the amount appropriated to use for evaluation activities, dissemination of information, and technical assistance. As a preliminary plan, the Department would use approximately \$800,000 to continue national efforts initiated in fiscal year 2008, including support for grantee evaluations, data collection, and management; dissemination of a promising practices toolkit through the choice.org website; and enhanced technical assistance activities.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Amount for awards	\$25,769	\$25,019	\$25,019
Number of new awards	14	0	0
Number of continuation awards	0	14	14
Peer review of new award applications	\$62	0	0
National activities/evaluation	\$447	\$800	\$800

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2009 and future years, and the resources and efforts invested by those served by this program.

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Goal: To assist States and local school districts in creating, expanding, and implementing a public school choice program.

Objective: *The Voluntary Public School Choice Program increases options for public school choice.*

Measure: The number of students who have the option of attending participating Voluntary Public School Choice schools selected by their parents.				
Year	Cohort 1		Cohort 2	
	Target	Actual	Target	Actual
2004		755,387		
2005	849,864	862,396		
2006	846,523	896,194		
2007	843,384			
2008			840,000	
2009			856,800	

Assessment of progress: Data for the first cohort of grantees were collected from the Department's evaluation of the VPSC program and reflect the number of students who are eligible to participate in school choice through the funded projects. These data show a steady upward trend in the number of students eligible to participate in the VPSC Program. However, the numbers may reflect a misleadingly high estimate of choice eligibility because sites were not consistent in how they defined eligible students. For example, one VPSC site included all students in its participating districts as eligible to participate in the choice initiative, even though only a few schools were eligible to receive transferring students. The Department has established performance targets for the second cohort of grantees based on the expectation that the number of eligible students will continue to increase over time. Performance data will be obtained from annual grantee progress reports and will be available in the fall of 2008.

Measure: The percentage of students participating at Voluntary Public School Choice sites who exercise school choice by changing schools.				
Year	Cohort 1		Cohort 2	
	Target	Actual	Target	Actual
2004		1.5		
2005		2.9		
2006	2.0	4.1		
2007	2.5			
2008			2.5	
2009			3.0	

Assessment of progress: Data for the first cohort were collected from the Department's evaluation of the program, as discussed below. An assessment of progress can be made once 2007 and 2008 data become available, since a 2005 target was not established for this

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measure. Data reported previously showed, for 2004, a 1 percent participation and for 2005, a 1.9 percent participation (which reflects the percentage of students who participate in school choice by transferring to a different school from the total population of students eligible for school choice); however, based on data reported recently through the evaluation the revised percentages are 1.5 percent for 2004 and 2.9 percent for 2005. For 2006, the rate grew to 4.1 percent, which exceeded the 2.0 percent target that was based on the previous (since corrected) baseline data. As discussed above, the lack of consistency across sites in their definitions and reporting procedures across VPSC grantees may have influenced the accuracy of these data.

The Department has established performance targets for the second cohort of grantees based on the expectation that the percentage of students who exercise school choice by changing schools will continue to increase. Performance data will be obtained from annual grantee progress reports and will be available in the fall of 2008.

Other Performance Information

The Department is completing the final phase of a national evaluation on the implementation of the Voluntary Public School Choice program that will provide data and descriptive information about each of the 13 projects in the first cohort of VPSC grants. Specifically, the evaluation addresses: (1) the characteristics of the VPSC program sites; (2) how, and the extent to which, the VPSC projects promote educational equity and excellence; and (3) the effects of the VPSC projects on the academic achievement of participating students. Preliminary findings from the VPSC evaluation show that during the first 3 years of the program implementation, the total number of students identified as eligible for choice and the total number of students who transferred to a different school increased. Coinciding with increased demand, the capacity of VPSC sites to enroll greater numbers of students has also increased over time, from 1,087 students in school year 2002–03 to 7,445 students in school year 2003–04, and to 16,163 students in school year 2004–05. Analysis of these data are presented in the interim evaluation report, which is available on the Department's website (www.ed.gov/rschstat/eval/choice/vpsc1/report.pdf). The Department's final evaluation report, expected to be available this spring, will present analysis of school- and student-level performance from four sites to assess achievement outcomes associated with the VPSC Program and will also provide an overview of promising choice practices that were implemented successfully across sites.

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Magnet schools assistance

(Elementary and Secondary Education Act of 1965, Title V, Part C)

FY 2009 Authorization (\$000s): To be determined ¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$104,829	\$104,829	0

¹ The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

PROGRAM DESCRIPTION

The Magnet Schools Assistance program (MSAP) provides grants to eligible local educational agencies (LEAs) to establish and operate magnet schools that are operated under a court-ordered or federally approved voluntary desegregation plan. Magnet programs aim to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools while strengthening students' knowledge of academic subjects and their grasp of marketable vocational skills. The special curriculum of a magnet school can attract substantial numbers of students from different social, economic, ethnic, and racial backgrounds and provide greater opportunities for voluntary and court-ordered desegregation efforts to succeed.

Grantees receive 3-year awards that cannot exceed \$4 million per year. Funds may be used for planning and promotional activities, salaries of teachers and other instructional personnel, and the acquisition of books, materials, and equipment. LEAs that receive assistance must use funds for activities intended to improve academic achievement. Expenditures for planning are limited to no more than 50 percent of a grant in the first year and 15 percent in the second and third years. By statute, the Department gives priority to applications for programs that, among other things, develop new magnet schools and use methods other than academic examinations (such as a lottery) to admit students. In addition, for amounts appropriated above \$75 million in any fiscal year, applicants that did not receive a MSAP grant the previous fiscal year receive priority for funds.

The Secretary may use up to 2 percent of the appropriation for evaluation, technical assistance, and dissemination of information on successful magnet school programs.

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Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$108,640
2005.....	107,771
2006.....	106,693
2007.....	106,693
2008.....	104,829

FY 2009 BUDGET REQUEST

The Administration requests \$104.829 million for the MSAP for fiscal year 2009, the same amount as the 2008 level. This program, like the Charter Schools program, is an important means of fostering education reform by increasing choice among, and accountability in, public schools. With their special curricula, Magnet Schools support increased student achievement by strengthening students' knowledge of core subjects such as math and science and by helping to raise the high school graduation rate. The request would provide approximately \$103.3 million for continuation grants and approximately \$1.5 million for program evaluation and dissemination activities.

The MSAP is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The budget request assumes that the program will be implemented in fiscal year 2009 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal, which included only minor changes to the program structure.

PROGRAM OUTPUT MEASURES (\$000)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Amount of awards	\$106,023	\$103,304	\$103,304
Number of new awards	41	1-2	0
Number of continuation awards	2	41	42-43
Range of awards	\$350-\$4,000	\$350-\$4,000	\$350-\$4,000
Peer review of new award applications	\$121	0 ¹	0
Evaluation and dissemination	\$549	\$1,525	\$1,525

¹ The Department plans to fund fiscal year 2008 applications from the fiscal year 2007 grant award slate.

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Magnet schools assistance

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2009 and future years, and the resources and efforts invested by those served by this program.

Goal: Students have access to high-quality education in desegregated magnet schools.

Objective: *Federally funded magnet schools will eliminate, reduce, or prevent minority group isolation in targeted elementary and secondary schools with substantial proportions of minority group students.*

Measure: The percentage of magnet schools whose student applicant pool reduces, prevents, or eliminates minority group isolation.				
Year	FY 2004 Cohort		FY 2007 Cohort	
	Target	Actual	Target	Actual
2005		66.9		
2006	67.9	68.4		
2007	69.9			
2008			71.9	
2009			73.9	

Assessment of Progress: Early implementation data show a small but significant increase, from 66.9 percent in 2005 to 68.4 percent in 2006, in the percentage of magnet schools whose student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces, prevents, or eliminates minority group isolation. (Minority group isolation refers to a condition in which minority students, including American Indian or Alaskan Natives, Asian or Pacific Islanders, Hispanics, and Blacks (not of Hispanic origin), constitute more than 50 percent of the enrollment of a school.) The 2006 result exceeded the established performance target. The Department expects final performance data for the fiscal year 2004 cohort to be available in early 2008 and first-year data for the fiscal year 2007 cohort to be available this fall.

Objective *Magnet school students meet their State's academic achievement standards.*

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Measure: Percentage of magnet schools whose students from major racial and ethnic groups meet or exceed their State's annual progress standards in reading.				
Year	FY 2004 Cohort		FY 2007 Cohort	
	Target	Actual	Target	Actual
2005		70.4		
2006	73.4	63.0		
2007	76.3			
2008			79.3	
2009			82.2	

Measure: Percentage of magnet schools whose students from major racial and ethnic groups meet or exceed their State's annual progress standards in mathematics.				
Year	FY 2004 Cohort		FY 2007 Cohort	
	Target	Actual	Target	Actual
2005		71.3		
2006	74.2	60.9		
2007	77.0			
2008			79.9	
2009			82.8	

Assessment of Progress: Data, collected through annual grantee reports, show a notable decrease in the percentage of schools whose minority students met or exceeded their State's annual progress standards in reading and mathematics. The 2006 results show that grantees' performance, in both subject areas, did not meet the established targets, which are based on the No Child Left Behind goal of all students achieving proficiency by 2014. With only 2 years of data, it is not yet clear why these results were achieved. The Department plans to reanalyze these data and examine factors that may have influenced the results, such as whether or not programs were implemented fully or for a long enough time period to achieve intended effects, as well as the rigor of the magnet school curriculum and whether teacher training was sufficient.

The remaining performance measures focus on sustainability by examining the percentage of magnet schools in operation 3 years after Federal funding ends and the percentage of magnet schools that meet State adequate yearly progress standards at least 3 years after Federal funding ends. The Department expects data to be available this fall.

Efficiency Measures

The Department has implemented an efficiency measure to assess the Federal cost per student in a magnet school. Initial data for the fiscal year 2004 cohort show an average cost of \$769 per student in a magnet school; across projects, these costs have varied significantly from \$164 to \$5,126. The range of costs may have been influenced by numerous factors, such as variations in implementation strategies, types and numbers of programs, grade levels served, whether the program is new or modified, and, lastly, whether the program serves all students or only a sub-set of students in a school. Efficiency data, collected through annual grantee

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performance reports, will continue to be analyzed and will assist the Department in determining what constitutes a reasonable cost per student based on different program types and grade levels.

Due to the variation in average student cost across MSAP programs, the Department is considering the development of a second efficiency measure that more effectively examines the use of project resources.

Other Performance Information

An evaluation of the MSAP program, conducted by the American Institutes for Research, examined the extent to which the fiscal year 1998 cohort of grantees reduced minority group isolation and met their achievement objectives. The final report, released in 2004, indicated that MSAP schools adopted innovative practices and worked to align their programs with State and district systemic reforms, but made only modest progress in reducing minority group isolation and improving student achievement. MSAP-supported grants succeeded in preventing, eliminating, or reducing minority group isolation in 57 percent of the desegregation-targeted schools. Determining whether MSAP schools reached achievement goals was difficult because of the limited availability of achievement data. In the final year of the grant cycle, approximately 51 percent of the schools met one-half or more of their achievement targets for language arts and 39 percent met one-half or more for mathematics.

Recently, the Department initiated a feasibility study for a new national evaluation of magnet schools, which would use a quasi-experimental design and involve fiscal year 2004 and/or 2007 grantees. Based on results from the feasibility study, expected to be available this winter, the Department will decide this spring whether to conduct an evaluation of how converting an elementary school to a magnet school affects student achievement and minority group isolation and, in particular, how those factors change over time as well as the context surrounding those changes.

Follow-up on PART Findings and Recommendations

The MSAP was assessed with the Program Assessment Rating Tool (PART) in 2004 and received an "Adequate" rating. The PART identified both strengths and challenges for the program. Primarily, the PART found that the MSAP is the only Federal program that focuses on school desegregation and that there are few State and local programs that address the issue. Additionally, an independent evaluation found the program to be moderately effective at achieving results. The PART review also underscored the need to collect and disseminate performance data about the program.

The PART improvement plan recommendations are presented below, followed by a description of the Department's actions to address them.

- *Collect data on annual and long-term performance measures and use these data to establish baselines and performance targets.* Baseline data for the annual and long-term measures have been reported for the fiscal year 2004 cohort, and the Department has used these data to establish performance targets based on the statutory goal of all students achieving proficiency in reading and mathematics by 2014.

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- *Develop strategies to evaluate the educational achievement and desegregation impacts of the program, with the first phase (feasibility study) completed in early 2008.* In its two recent MSAP competitions, the Department has included a priority for grantees to conduct scientifically based evaluations. Given this priority, the Department, in 2007, initiated a feasibility study for a national evaluation of magnet schools, specifically on the impact of magnet schools on minority group isolation and student achievement. The Department has completed screening the fiscal year 2004 grantees and has initiated screening of the fiscal year 2007 grantees to determine if sufficient data are available to conduct a full-scale evaluation. This evaluation would focus on a single category of MSAP funded schools—elementary schools that convert to become whole-school “attendance zone” magnets—and how the conversion of a neighborhood school to a magnet school affects the educational achievement of students. Results from the feasibility study are expected this winter and based on those findings the Department will make a decision about conducting a national evaluation to be initiated this spring.
- *Make program performance data and evaluation findings available to the public in a transparent and timely manner by posting this information on the Department’s website.* The Department is in the process of reviewing the final reports from the fiscal year 2004 cohort of grantees. Following this review, the MSAP staff will analyze and prepare these data for posting on the Department’s website. The Department is also planning to post the final reports from the subset of fiscal year 2004 grantees that conducted rigorous project-level evaluations on the Department’s website by this spring.
- *Work with the subset of MSAP grantees that are conducting rigorous evaluation to provide assistance in developing sound performance measures, ensuring treatment fidelity, and improving data collection and reporting.* In early fiscal year 2008, the Department entered into a contract to provide enhanced technical assistance and evaluation support to the subset of MSAP grantees that are conducting rigorous evaluations. The Department’s contractor will provide written analysis of the MSAP grantee evaluation plans, including a review of data sources and collection methods described in each grantee’s evaluation plan to determine the extent to which the evaluation plan relates to the program objectives and performance measures and will lead to meaningful and reportable data. These findings will be shared with each of the 10 MSAP grantees to help inform their evaluation plans.

INNOVATION AND IMPROVEMENT

Advanced placement

(America COMPETES Act, Title VI, Subtitle A, Part II)

FY 2009 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2008</u>	<u>2009</u>	<u>Change</u>
Advanced Placement and International Baccalaureate Programs (COMPETES Act VI-A-II)	0	\$70,000	+\$70,000
Advanced Placement (ESEA I-G)	<u>\$43,540</u>	<u>0</u>	<u>-\$43,540</u>
Total	\$43,540	\$70,000	+\$26,460

PROGRAM DESCRIPTION

Advanced Placement and International Baccalaureate Programs (COMPETES Act):

Under the recently enacted America COMPETES Act, the Advanced Placement/International Baccalaureate (AP/IB) program presents a new vision for advanced placement, as embodied in the President's American Competitiveness Initiative. Like the program authorized under Title I, Part G of the Elementary and Secondary Education Act (ESEA), the purpose of the new AP/IB program is to support State and local efforts to increase access to advanced placement classes and tests for low-income students in order to better prepare them for success after high school.

However, the new authority targets Federal support more specifically on the preparation of teachers to teach classes in the critical subjects of mathematics, science, and the critical foreign languages, and on encouraging more students from high-need schools to take and pass AP and IB courses and tests in those subjects. In addition, by requiring a 2-to-1 non-Federal-to-Federal match, it is designed to leverage Federal support in a manner that, over a period of years, results in a dramatic increase in the creation of AP and IB programs in the critical subjects in high-need schools. Further, by authorizing awards to teachers who become qualified to teach AP and IB courses in the critical subjects or whose students pass the AP and IB tests in those subjects, it is designed to create additional incentives for the expansion of advanced placement programs in the schools that most need them.

Under the new program, the Department will make competitive grants of up to 5 years to State educational agencies (SEAs), local educational agencies (LEAs), or eligible partnerships. An eligible partnership must consist of (1) a national, regional, or statewide nonprofit organization with expertise and experience in providing AP or IB services, and (2) an SEA or LEA. Advanced placement courses and tests are defined as those administered by the College Board, the International Baccalaureate Organization, or other highly rigorous, evidence-based, postsecondary preparation programs approved by the Secretary.

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Recipients would use their grant funds to carry out activities designed to increase the number of teachers in high-need schools who are qualified and teaching AP/IB courses in math, science, or critical foreign languages, and the number of students in high-need schools who take and pass those courses. A “high-need” school is defined as a secondary school that (1) has a pervasive need for additional AP or IB courses in the critical subjects and (2) has a high concentration of low-income students or is rural. Authorized activities include, among other things, teacher professional development, pre-AP or pre-IB course development, purchase of instructional materials, activities to increase the availability of (and participation in) online programs, and reimbursing low-income students for the cost of taking AP and IB tests. Grantees may also use program funds to pay salary increments or bonuses to teachers serving high-need schools who become qualified to teach AP and IB courses in the critical subjects or who increase the number of low-income students taking AP or IB tests in those subjects. Each grantee must match the Federal funding on a 2-to-1 basis, unless the Secretary grants a hardship waiver. Grants may be used only to supplement other Federal and non-Federal funding.

Advanced Placement (ESEA):

The authority for Advanced Placement under ESEA authorizes two programs: the Advanced Placement Test Fee program and the Advanced Placement Incentive program. The purpose of both programs is to support State and local efforts to increase access to advanced placement (AP) classes and tests for low-income students. The statute requires the Secretary to give priority to funding the Advanced Placement Test Fee program, with remaining funds allocated to Advanced Placement Incentive grants.

Advanced Placement Test Fee Program: The Department makes awards to State educational agencies to enable them to cover part or all of the cost of test fees of low-income students who are enrolled in an AP or IB class and plan to take an AP or IB test. Funds from the program subsidize test fees for low-income students to encourage them to take AP or IB tests and obtain college credit for high school courses, reducing the time and cost required to complete a postsecondary degree. In determining the amount of the grant awarded to a State for a fiscal year, the Secretary considers the number of children eligible to be counted under the ESEA Title I Basic Grants formula.

Advanced Placement Incentive Program Grants: The Department makes 3-year competitive awards to State educational agencies (SEAs), local educational agencies (LEAs), or national nonprofit educational entities with expertise in providing advanced placement services. Grants must be used to expand access for low-income individuals to advanced placement incentive programs. Eligible activities include teacher training, development of pre-advanced placement courses, coordination and articulation between grade levels to prepare students for academic achievement in AP or IB courses, books and supplies, and participation in online AP or IB courses.

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Funding levels for the past 5 fiscal years for the ESEA program were as follows:

	(\$000s)
2004.....	\$23,534
2005.....	29,760
2006.....	32,175
2007.....	37,026
2008	43,540

FY 2009 BUDGET REQUEST

The Administration requests \$70 million to launch the new Advanced Placement and International Baccalaureate (AP/IB) program authorized under the recently enacted America COMPETES Act. The requested funding would be an increase of \$26.5 million over the 2008 appropriation for the Advanced Placement program authorized under ESEA. The request also includes appropriations language providing that fiscal year 2009 funds will first be used to pay continuation costs under the ESEA Advanced Placement Incentive (API) Grant program and to meet State needs for AP test fees under the ESEA program, with all remaining funds used under the new authority. The inclusion of this language would ensure that State needs for tests fees subsidies continue to be met and that grants made in prior years are not cut off. Of the requested amount, approximately \$12 million would be required to fund State applications for the Test Fees program, and approximately \$11 million would fund API continuation grants under the ESEA program, leaving approximately \$47 million for new grants under the COMPETES Act authority.

The increased level of funding will be used to further increase access for low-income students to AP-level and IB-level courses (as well as programs that prepare students for those courses), and to help ensure that teachers are well trained to teach AP and IB courses at schools that serve large populations of low-income students. Funds available for new awards will support projects expanding AP offerings and participation in mathematics, science, and critical foreign languages. With a 2-to-1 match from non-Federal sources, the amount requested could yield as much as \$141 million. If continued over a 5-year period, this level of Federal investment could result in 70,000 newly trained and qualified math and science teachers, and increase to 700,000 the number of students who pass tests in these courses.

Importance of Expanding AP Programs in Critical Subjects

An expanded Advanced Placement program would support the President's efforts to strengthen the high school curriculum and hold students to high standards of achievement. Additionally, with its focus on improving teaching and learning of critical foreign languages, this request is consistent with the President's National Security Language Initiative. Efforts to boost students' learning in mathematics, science, and foreign languages are critical to increased homeland security and America's success in the global economy. The influential National Academies report, *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*, argues for an increased investment in AP and IB programs, particularly for math and science teachers and students.

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Impact of Advanced Placement on Schools and Students

Advanced Placement Incentive projects not only encourage the spread of AP and IB courses (and greater enrollment by disadvantaged students in those courses), they can serve as a mechanism for upgrading the entire curriculum of a high school or school system. AP Incentive grants allow SEAs, LEAs, and national nonprofits to develop “pre-AP” and “pre-IB” classes and programs that are aligned with challenging AP and IB classes that students take once they enter their junior and senior years. Current grantees under the ESEA program are using funds to raise expectations for all students, restructure their curriculum, and attract more low-income and minority students into demanding courses.

It is also important to note that participation in advanced placement programs for low-income students is associated with higher postsecondary enrollment and completion. According to the Department’s 2000 follow-up of the National Education Longitudinal Study of 1988 (NELS: 88/2000), 96 percent of students in the lowest socio-economic status quintile who participated in AP enrolled in postsecondary education programs, compared to 39 percent for those who did not participate. A 2006 study, *The Toolbox Revisited* by Clifford Adelman, confirms the significance of those data. Adelman found that participation in a challenging curriculum, including programs such as Advanced Placement and International Baccalaureate, is a key factor associated with a student’s completion of a bachelor’s degree and has a stronger correlation than high school test scores, class rank or GPA. The same study concluded that the impact of a challenging curriculum on rates of completion of a bachelor’s degree is even higher for African-American and Hispanic students than it is for white students.

Trends in AP Participation

As enrollment in AP has nearly tripled over the past decade, participation by minority and low-income students has increased as well, but an access gap continues. In 1991, fewer than 360,000 students took almost 536,000 College Board AP exams. By 2007, these numbers had grown to over 1.2 million public students and over 2 million exams taken by public school students. The number of students taking IB exams, while much smaller, has also grown very quickly, from nearly 5,600 students who took almost 13,000 IB exams in 1991 to more than 40,000 students who took more than 107,000 IB exams in 2006.

The Federal investment in Advanced Placement programs since 1998 has encouraged increases in the number of low-income students taking advanced placement exams. According to the College Board, the number of AP exams taken by public school students from low-income families increased by more than 25 percent between 2005 and 2006, and the total number of low-income students taking AP exams has doubled since 2001. However, participation in advanced placement programs is still highly correlated with family income. In 2007, low-income public school students took only 13.4 percent of all AP tests taken by public school students, roughly the same proportion as in 2006.

In addition, some subgroups of minority students continue to be underrepresented among AP test-takers. In 2006, according to College Board data, proportionately fewer African-American and American Indian students took AP exams than would be expected based on their representation in the total population of public school students nationwide. While 13.7 percent of

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the total public school student population is African-American, only 6.9 percent of AP test-takers in 2006 were African-American. Similarly, American Indian students represented 1.1 percent of the national public school student population, but comprised only 0.6 percent of the number of AP test-takers. For both African-American and American Indian students, these figures have remained essentially unchanged since 2000. Hispanic students, on the other hand, account for 14 percent of all AP test-takers, the same rate as their share of the high school population. However, Hispanic students in the class of 2006 took over 53 percent of the total number of AP Spanish Language exams and 81 percent of AP Spanish Literature exams taken by all students in the class of 2006 during their high school years. The overall Hispanic participation rate is, thus, somewhat distorted by the inclusion of data on the two tests on which many Hispanic students may have an advantage. In all other subjects, the rate of participation of Hispanic students is below the national average.

As an example of how the approach the Department intends to implement can result in greater participation and success in AP, the Dallas-based Advanced Placement Incentive Program (APIP), coupled with a pre-AP program, Laying the Foundation, has shown that combining incentives and teacher education can increase student participation and decrease the performance gap for minority students. The number of students in the Dallas Independent School District taking AP mathematics, science, and English tests in APIP schools increased more than 8-fold over 10 years, through 2005. Dallas African-American and Hispanic students now pass AP exams in these courses at a rate four times higher than the national rate.

Examples of Grants

The Department's AP programs are making a difference for those students who would not otherwise have access to these challenging courses. For example, the North Carolina Department of Public Instruction is using its Advanced Placement Incentive (API) grant to expand the number of AP courses in high schools in 20 of the State's poorest school districts. Pre-AP summer academies will be offered next summer to more than 1,200 students attending Title I middle schools. The State also is developing an online Chinese language program that will begin in middle school and culminate in an AP Chinese Language and Culture course. Up to 15,000 students attending high-poverty middle and high schools will have free access to the courses.

With its API grant, International Baccalaureate of North America (IBNA) launched an effort to help 42 Title I high schools and their feeder middle schools increase the successful participation of low-income students in the IB Diploma program. Approximately 1,000 teachers and administrators and 30,000 students will be served by the project.

These grants, with their emphases on expanding access to advanced placement courses and reversing the paradigm of lower expectations in schools serving large numbers of low-income students, provide support for the Administration's request for a significant funding increase for the Advanced Placement programs.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
<u>Advanced Placement (ESEA I-G)</u>			
Total Budget Authority	\$37,026	\$43,540	\$23,045 ¹
Test fee program	\$9,273 ²	\$12,000 ²	\$12,000 ²
Number of grants	47	47	47
Number of tests taken by low-income students	230,352 ³	253,387 ³	278,726 ³
Incentive program grants	\$27,701	\$31,540	0
Continuation grants	\$27,701	\$18,869	\$11,045
Number of grants	46	33	19
New grants	0	\$12,546	0
Number of grants	0	19	0
Peer review of new award applications	0	\$125	0
Evaluation	\$52	0	0
<u>Advanced Placement and International Baccalaureate (COMPETES Act VI-A-II)</u>			
Total Budget Authority	0	0	\$46,955 ¹
AP/IB program grants (new program)	0	0	\$46,250
Number of grants	0	0	70
Peer review of new award applications	0	0	\$470
Evaluation	0	0	\$235

¹ The Administration is requesting funding for the program authorized under the recently enacted America COMPETES Act. The request also includes appropriations language providing that fiscal year 2009 funds will first be used to pay continuation costs under the ESEA Advanced Placement Incentive (API) Grant program and to meet State needs for AP test fees under the ESEA program, with all remaining funds used under the new authority.

² ESEA I-G requires that the test fee program be fully funded to meet State demand before funds can be used for the ESEA AP incentive grant program. The 2008 and 2009 test fee estimates are based on actual costs in 2007.

³ The 2007, 2008, and 2009 estimates are the performance targets for those years.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, indicators, and performance data and targets, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years under the ESEA program and those requested in FY 2009 and future years, and the resources and efforts invested by those served by this program.

Goal: To increase the numbers of low-income high school students prepared to pursue higher education.

***Objective:** Encourage a greater number of low-income and other underrepresented categories of students to participate in the in the AP and IB programs and pass the exams.*

Measure: The number of AP tests taken by low-income public school students nationally.		
Year	Target	Actual
2004		187,691
2005	190,374	212,537
2006	209,411	267,286
2007	230,352	286,028
2008	253,387	
2009	278,726	

Assessment of progress: In 2005, the Department revised this measure to focus on public school students only, thereby better aligning it with the population served by the program. (The previous measure reported on public and non-public school students.) Past data are provided for historical purposes. Based on data from the College Board, the target was exceeded in 2007.

Measure: The number of Advanced Placement tests taken by minority (Hispanic, Black, Native American) public school students nationally.		
Year	Target	Actual
2004		267,608
2005		315,203
2006	336,000	359,372
2007	376,000	413,847
2008	421,000	
2009	472,000	

Assessment of progress: Data for this measure are obtained from the College Board and capture the effects of all efforts to increase minority students' participation in the AP program. The target was exceeded in 2007.

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Measure: The percentage of Advanced Placement tests passed (tests receiving scores of 3-5) by low-income public school students nationally.		
Year	Target	Actual
2005		37.5
2006	38.5	38.1
2007	39	35.55
2008	39.5	
2009	39.8	

Assessment of progress: Data for this measure are obtained from the College Board and capture the effects of all efforts to increase low-income students' success on AP exams. The target was not met in 2007.

Measure: The number of Advanced Placement tests passed (tests receiving scores of 3-5) by low-income public school students nationally.		
Year	Target	Actual
2005		79,800
2006	90,009	95,350
2007	99,000	97,142
2008	103,728	
2009	113,194	

Assessment of progress: Data for this measure are obtained from the College Board and capture the effects of all efforts to increase low-income students' AP exam success rate. In May 2006, low-income students passed 95,350 tests, an increase of more than 19 percent from 2005. The target was not met in 2007.

Measure: The ratio of Advanced Placement and International Baccalaureate tests taken in public high schools served by API grants to the number of seniors enrolled at those schools.				
Year	Target		Actual	
	2005 Cohort	2006 Cohort	2005 Cohort	2006 Cohort
2006			0.55	0.46
2007	0.66	0.55	0.74	0.53
2008	0.79	0.66		
2009		0.79		

Assessment of progress: This indicator measures the number of Advanced Placement and International Baccalaureate tests taken in high schools served by API grants, divided by the total number of seniors enrolled at each school. This measure, referred to as the "Challenge Index," was developed by the *Washington Post* in order to assess the performance of individual high schools in providing students with a challenging curriculum. The Department established baselines for this measure in 2006. For both the 2005 and the 2006 cohorts, the targets were exceeded in 2007.

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Later this year, the Department will submit a statutorily mandated report to Congress on the impact of the Advanced Placement programs, which includes data on the number of students served and the number of tests taken, broken down by State and demographic characteristics.

Efficiency Measure

The Department's efficiency measure for the Advanced Placement Test Fee program is the cost per passage of an Advanced Placement test by a low-income student. The baseline, established in 2006, was calculated by dividing the total drawdowns from June 1, 2006 to May 1, 2007 by the total number of tests passed by low-income students. In 2006, the cost per passage of an Advanced Placement test by a low-income student was \$95.22. In 2007 and for future years, the data for this measure will be calculated by dividing the total amount States report spending on AP test fees by the total number of tests passed by low-income students. Data for 2007 will be available in March of this year.

Follow-up on PART Findings and Recommendations

The Advanced Placement program was rated "Moderately Effective" by the Program Assessment Rating Tool (PART) during the 2005 rating cycle. The Department has responded to deficiencies identified in the PART by setting long-term targets for performance measures and creating new measures, including two efficiency measures.

The PART review contained a number of recommendations related to program accountability. These recommendations are presented below, followed by a description of the Department's actions to address them:

- *Present data for the new performance measures to the public in a transparent manner.* The Department now reports annual Challenge Index data for each API grant recipient on its website: <http://www.ed.gov/programs/apincent/index.html>.
- *Use performance data to drive program improvements, as part of Administration strategy to strengthen high school education.* The program office has implemented a regular program of peer-to-peer technical assistance through which grantees that have been achieving promising performance results provide information and technical assistance to other grantees about how to replicate and adapt the strategies and practices they have found to be effective.
- *Work with the College Board to improve data collection and analysis capabilities.* The Department has continued to align its performance indicators with the best available data from the College Board. The Department will report 2008 data in September 2008.

INNOVATION AND IMPROVEMENT

Close Up fellowships

(Elementary and Secondary Education Act of 1965, Title I, Part E, Section 1504)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$1,942	0	-\$1,942

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

This program is administered by the Close Up Foundation of Washington, D.C. and provides fellowships to middle- and secondary- school students from low-income families and their teachers to enable them to participate in the Close Up program. Participants spend one week in Washington attending seminars on government and current events and meeting with leaders from the three branches of the Federal Government. Up to 30 percent of the total appropriation may be used to pay for the expenses of teachers accompanying participating students. Through its Program for New Americans, the program also funds similar activities for increasing the understanding of the Federal Government for students whose families emigrated to the United States within the past 5 years, and their teachers.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$1,481
2005.....	1,469
2006.....	1,454
2007.....	1,454
2008.....	1,942

FY 2009 BUDGET REQUEST

The Close Up program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. This request is consistent with the Administration's effort to increase resources for high-priority programs by eliminating small categorical programs that have limited impact. Given the widespread popularity of Close Up Foundation's programs and the commitment of the Foundation's Board of Directors to obtaining financial support from the private sector, the Administration believes that the Foundation will be able to operate Close Up Fellowship activities without continuing Federal support.

INNOVATION AND IMPROVEMENT

Close Up fellowships

In the House report accompanying the 1997 appropriations bill, the Committee requested a joint report from the Department and the Close Up Foundation setting forth a plan to continue Close Up Fellowships without Federal funding. In response to this report, the Close Up Foundation developed a plan to increase contributions from the private sector and individual donors. During the 2005 program-reporting period, July 31, 2005 through June 30, 2006, the Foundation exceeded its annual fundraising goal by raising \$2.1 million from non-Federal sources. Further, the Foundation continued to increase its fundraising efforts during the 2006 program-reporting period, July 31, 2006 through June 30, 2007, raising more than \$2.4 million from non-Federal sources.

Currently, the Foundation is aggressively pursuing outside funding to support its core Washington Program, with a special focus on expanding the program's outreach to minority participants. In addition, the Foundation is expanding its efforts by creating the Great American Cities program, which is designed to teach students in selected urban districts how government works and how to become active participants in the political system. The Foundation successfully generated private funds to support these activities in the first two program locations, Tulsa and Houston, and has since expanded the program to other cities, including Atlanta and Miami. These activities further demonstrate that the Foundation, through strategic outreach and development activities, can continue and even expand its programs without Federal support.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Program for Middle and Secondary School Students			
Total Federal share	\$878	\$1,042	0
Total participants	12,440	14,000	0
Total number of Close Up fellowships	1,250	904 ¹	0
Program for Middle and Secondary School Teachers			
Total Federal share	\$436	\$598	0
Total participants	1,787	1,300	0
Total number of Close Up fellowships	1,244	207 ¹	0
Program for New Americans			
Total Federal Share	\$140	\$302	
Total participants	655	655	0
Total number of Close Up fellowships	227	227	0

Note: Data for the 2007 and 2008 program output measures reflect the 2006 program-reporting period beginning July 1, 2006 through June 30, 2007.

¹The Close Up Foundation will no longer award partial fellowships in 2008 for its teacher program, resulting in a decline in the expected number of teacher fellowships overall. In addition, due to higher tuition costs, the number of student fellowships may also decrease.

INNOVATION AND IMPROVEMENT

Close Up fellowships

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, indicators, and performance data and targets, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided and the resources and efforts invested by those served by this program.

Goal: To improve participants' knowledge, skills, and attitudes regarding the three branches of government.

Objective: *Continue to secure non-Federal funding to multiply the impact of the federally funded fellowships.*

Measure: The ratio of Federal to non-Federal funding that is allocated for teachers and economically disadvantaged students through the Close-Up Fellowships program.		
Year	Target	Actual
2004	0.80	0.69
2005	0.79	0.70
2006	0.62	0.59
2007	0.59	
2008	0.56	

Assessment of progress: The Department established a goal for the Close Up Fellowships program of increasing the share of funding that comes from non-Federal sources for economically disadvantaged students and their teachers. The Department calculates the measure as the total Federal appropriation divided by the total amount of non-Federal funds raised. The performance targets are based on the grantees' past performance in obtaining non-Federal contributions. In 2004 and 2005, the performance targets were met and, as a result, the Department revised the performance targets for future years. Data for the 2006 program-reporting period, beginning July 31, 2006 through June 30, 2007, show a significant increase in the amount of non-Federal funds raised by the Close-Up Foundation. This program is proposed for termination in 2009.

Other Performance Information

Recent surveys conducted by the Close Up Foundation provide some evidence of greater student knowledge of government, politics, and public engagement after participation in the program, as reported by their teachers. Data from the 2006 program survey indicate that 95 percent of students reported that the program helped them to better understand current political issues. In addition, 94 percent of participating teachers nationwide reported that the issues discussed in the student program were relevant to their students. The Close Up Foundation conducted these surveys, and the results have not been verified.

INNOVATION AND IMPROVEMENT

Ready-to-learn television

(Elementary and Secondary Education Act of 1965, Title II, Part D, Subpart 3)

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$23,831	\$23,831	0

¹ The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

PROGRAM DESCRIPTION

The Ready-to-Learn (RTL) Television program is designed to facilitate student academic achievement by supporting the development and distribution of educational video programming for preschool and elementary school children, and their parents. At least 60 percent of the funding must be used to:

- Develop educational programming for preschool and elementary school children and the accompanying support materials and services that may be used to promote the effective use of such programming,
- Develop programming (and digital content containing RTL-based children's programming) that is specifically designed for nationwide distribution over public television stations' digital broadcasting channels and the Internet, along with accompanying resources for parents and caregivers, and
- Support contracts with public telecommunications and related entities to ensure that programs are widely distributed.

Remaining funds may be used to develop and disseminate education and training materials, including interactive programs that are designed to promote school readiness through the effective use of educational video programs.

Only public telecommunications entities are eligible to receive awards. In addition, applicants must have the capacity to: develop and distribute high-quality educational and instructional television programming that is accessible by disadvantaged preschool and elementary school children; contract with the producers of children's television programming; negotiate these contracts in a manner that returns an appropriate share of income from sales of program-related products; and, target programming and materials to meet specific State and local needs, while providing educational outreach at the local level.

INNOVATION AND IMPROVEMENT

Ready-to-learn television

Grantees are required to consult with the Secretaries of Education and Health and Human Services on strategies to maximize the use of quality educational programming for preschool and elementary school children. Grantees must also coordinate activities with other Federal programs that have major training components related to early childhood development.

Under the previous 5-year award to the Public Broadcasting Network (PBS), which expired in fiscal year 2005, RTL funds supported the development of four new children's shows: *Dragon Tales*, *Between the Lions*, *The Misadventures of Maya and Miguel*, and *Postcards From Buster*. Additional programs supported in part with RTL funds under the previous award included *Arthur*, *Clifford the Big Red Dog*, *Reading Rainbow*, and *Sesame Street*.

Under the current RTL 5-year awards, which began in fiscal year 2005, WTTW-Channel 11 (Chicago public television) and the Corporation for Public Broadcasting (CPB) received programming awards. Programming grantees are required to develop, produce, and distribute age-appropriate educational programming and curricula that utilize scientifically based reading research for children ages 2 through 8 years old, along with their parents and caregivers. WTTW-Channel 11 will develop four new literacy-based children's series, including *Word World*, *Everyday Alphabet*, and *R U There*.

- *Word World* (http://rtlp.org/properties/wordworld_01.html) is a critically acclaimed multi-platform, computer animated series where characters use words to foster deeper understanding of key concepts associated with emergent literacy, such as how words are built and the meanings they contain. *Word World* is populated by "WordThings," whose shapes are formed by the letters that spell out who or what they are, such as B-E-A-R, B-E-E, and T-R-A-I-N. Each episode teaches content that is linked to specific, research-based literacy learning objectives. The resolution of every story hinges on "word building moments," and those "word building moments" in turn hinge upon the use of various literacy-based skills and decoding strategies. The series is designed to encourage preschoolers to read and write by exposing them to the idea that letters represent sounds and words, which stand for real things in life. Television will be the primary platform for *Word World*, with 104 episodes expected by the end of the project period. The series premiered in September, 2007.
- *Everyday Alphabet* is designed for 2–4 year old pre-emergent readers. The series will introduce, support, and foster recognition and identification of letters, letter names, and the sounds they represent. Through music, puppetry, and animation the show will explore letters as shapes and symbols, encouraging children to recognize letters in the world around them. The series will teach children how to identify letters in written text, as well as in everyday objects. For example, the panes of a window form an "H," a bagel at the breakfast table form an "O," and an untied shoelace can form an "S." The series will also promote the expansion of oral, and aural, vocabulary by introducing words to young learners. There will be a significant emphasis on "manipulatives" and "smart toys" that do not require batteries. *Everyday Alphabet* will start as a television series, and is designed to expand into multiple media platforms, such as DVDs, print media, and the web. Between 52 and 104 episodes are expected by the end of the project period. The series is scheduled to air in fall 2009.

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Ready-to-learn television

- *R U There* is designed for 8-year old children, and the primary platform for this series will be the Web. The show will emphasize handheld devices, delivering digital content in the form of “webisodes.” The story lines of *R U There* are character driven cliffhangers that are designed to increase literacy skills that are necessary for the story to advance. Increased literacy skills will unlock participant access to new plot twists and secret back-stories. Participants will utilize literacy skills and hand-held “Wiki-devices” to watch and participate in story lines. *RU There* will eventually become a motion picture, followed by a television series.

The second programming grantee, CPB, is developing several new literacy-based children’s programs, including *Super Why*, *the New Electric Company*, and *Martha Speaks*. In addition to these new series, CPB will also support additional episodes of current series, such as *Sesame Street* and *Between the Lions*.

- *Super Why! (Super Readers to the Rescue!)*(<http://pbskids.org/superwhy/index.html>) is an interactive literacy series that targets 2–5 year olds from the creators of the highly successful *Blues Clues*. The series focuses on the adventures of a pre-school, cartoon super hero whose powers include the ability to read. The series producers, Out of the Blue Enterprises, will create 65 half-hour television episodes as well as interactive online content. The educational goals of the series include letter recognition, as well as recognition of the sounds and symbols of words. The series premiered in September, 2007.
- *Martha Speaks* is a television and online adaptation of the popular *Martha Speaks* children’s books, by Susan Meddaugh. The seven critically acclaimed books in the series chronicle the life of a family dog, Martha, whose cravings for alphabet soup lead to her ability to speak. The series is designed for 3–6 year olds, and its primary educational goal is to bolster children’s vocabulary development and reading comprehension. The series will be produced by the children’s educational programming team at WGBH, and will deliver 70 episodes. It is expected to launch in spring 2008.
- *The New Electric Company* is a multi-platform series that is designed for 6–9 year olds. The content will appear online, in game consoles, on handhelds, and on television. The educational goals of the project are to reinforce the wonder and creativity of the written and spoken word by giving kids a variety of ways to expand their vocabulary, play with words, and practice reading. This project will include a fully interactive Web site and a national partnership with Boys and Girls Clubs. It is expected to launch in 2009.

CPB also received a single award to conduct RTL outreach activities. CPB will partner with PBS to promote public awareness of RTL at the national and local levels through press and media outlets such as newspapers, television, and radio, emphasizing those most likely to reach the target audience of low-income parents and caregivers. The American Institutes for Research (AIR) is implementing the local outreach campaign, working with local service organizations, literacy partners, and PBS affiliate station staff in 20 markets. The outreach will utilize social marketing techniques to meet learners where they are, whether at school, pre-school, in the home, after-school, or at community gathering spots. Focus groups, formative testing, and ethnographic studies are being conducted to ensure that resources not only reach intended audiences, but also that they meet the learning needs of such audiences.

INNOVATION AND IMPROVEMENT

Ready-to-learn television

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$22,864
2005.....	23,312
2006.....	24,255
2007.....	24,255
2008.....	23,831

FY 2009 BUDGET REQUEST

For fiscal year 2009, the Administration requests \$23.831 million for the RTL program, level with the fiscal year 2008 appropriation. With these funds, the Department will provide ongoing support for three continuation awards (two programming and one outreach award) made in fiscal year 2005, under the previous program authority. RTL programs continue to play an important role in supporting the Administration's goal to ensure that all students read on grade level by the third grade.

The RTL program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The budget request assumes that the program will be implemented in fiscal year 2009 under the reauthorized legislation, and the request is based on the Administration's reauthorization proposal. The Administration's proposal would make minor changes to the authority that shift the primary emphasis of this program to the development of age-appropriate digital educational content that would be distributed using a variety of technologies, including television, the internet, handheld devices, and other technologies as they become widely available.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Educational Programming:			
Number of continuation awards	2	2	2
Award funding	\$19,312	\$18,888	\$18,888
Outreach (Education, training, personnel, book distribution, evaluation, administration):			
Number of continuation awards	1	1	1
Award funding	\$4,943	\$4,943	\$4,943
Total	\$24,255	\$23,831	\$23,831

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA measures.

The Department has adopted two new measures that are designed to yield information on the quality of programming content and outreach materials supported through the program. These measures are: (1) the percentage of RTL children's television programming deemed to be of high quality by an independent review panel of qualified experts or individuals with appropriate expertise to review the substantive content of the products, and (2) the percentage of RTL targeted outreach products and services deemed to be of high quality by an independent review panel of qualified experts or individuals with appropriate expertise to review the substantive content of the products and services.

The Department conducted the RTL expert panel reviews for the first time during summer 2007. Eighty percent of RTL episodes (8 of 10), and 56 percent of RTL outreach products (5 of 9), were deemed by expert panel members to be of "high quality." Expert panel members were asked to review a random sample of current RTL television programming (e.g., new episodes for particular programs developed by grantees), as well as a selection of outreach products and services, and provide a quality rating using criteria developed by the Department. Expert panel members rated products based on a 7-point Likert scale. They were also asked to provide a summary of their overall assessments of the quality of each product. In order for any particular episode or product to achieve an overall rating of "high quality," a total score of 80 percent or higher must be assigned.

Based on input from the Institute of Education Sciences (IES), the Department believes that it is necessary to increase the number of expert panel members from three to five. Post-review analysis also suggests that minor adjustments to the peer review instruments will be necessary. Because this is the case, the Department plans to use 2 years of baseline data to establish targets, and does not expect to have such data until fall 2008.

Efficiency Measures

A single efficiency measure has also been developed for the RTL program. This measure is dollars leveraged from non-Federal sources over 5 years (the length of each current award) per Federal dollar dedicated to core non-outreach program activities. Because high quality children's television programs are so expensive to develop, produce, and distribute, Federal support for new programming through the RTL programs is typically used by grantees to attract additional revenue from the private sector. In most cases, in order to have sufficient funds to develop a high quality children's program, upwards of 75 percent (the Federal contribution is typically 20–25 percent) of development costs are routinely covered by non-Federal dollars. In this program, quality is directly affected by the extent to which grantees succeed in using Federal dollars to leverage additional funds from alternate sources. This measure will be used to compare the relative success of RTL grantees in leveraging non-Federal investments for the development and production of new children's television programs.

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Data for this measure are not yet available. The Department is currently working to define “core non-outreach program activities,” and obtain data for each of these areas of work for previous grantees under the RTL program. Because grantees typically are not expected to establish annual leveraging targets, and there is no set schedule for obtaining matching funds, the only truly meaningful unit of analysis for purposes of comparing grantee performance is the entire 5-year award period. As a result, this measure will be implemented as a long-term efficiency measure, and data to establish a baseline will not likely become available until fiscal year 2010, when the project period expires for current grantees.

Other Performance Information

Required evaluations of RTL activities being implemented by current grantees have yet to produce meaningful results, as grantees are just beginning year 3 of their grants. Grantees are, however, implementing ambitious studies and evaluations that should ultimately improve many aspects of their projects. For example, during the first year of work, one current grantee (WTTW) conducted 10 formative studies of a literacy-based children’s show that is now being developed. Six formative studies were conducted with children ages 3 through 5, to analyze appeal, comprehension, age appropriateness, and delivery of content including audio and possible three-dimensional formatting. Two formative studies addressed the educational product needs of the parents of children ages 3 through 5, and two additional formative studies were conducted with Pre-K and kindergarten educators to better understand current approaches to teaching literacy skills to children in this age group.

Evaluations implemented under previous awards, while limited in scope, have been positive. For example, a study published in 2002 examined the effect of viewing *Between the Lions* on the early literacy skills of Head Start, child care, kindergarten, and first-grade children, as measured by the Test of Early Reading Ability (TERA-3), the Peabody Picture Vocabulary Test (PPVT-III), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The study found that children from two low-income communities (the Mississippi Delta and the Mississippi Choctaw Indian Reservation) outperformed their peers in key reading skills after regularly watching half-hour episodes of *Between the Lions* and participating in the program’s literacy-based ancillary instructional activities. Children participating in this study were randomly selected and organized into experimental and control groups. This study, conducted by the Mississippi Literacy Initiative, was supported with RTL project funds. (*Between the Lions Mississippi Literacy Initiative: A Report to Mississippi Educational Television*. <http://pbskids.org/lions/about/mississippi.html>).

A second study, published in July 2000, found that a sample of kindergarten and first-grade students in the Kansas City area improved key reading skills after watching 17 *Between the Lions* episodes. Kindergarten children who watched *Between the Lions* outperformed kindergarten children who did not watch the program on measures of specific program content. Skills measured included phonemic awareness, letter-sound correspondence, and concepts of print (Linebarger, D., Summative Evaluation of *Between the Lions*, <http://pbskids.org/lions/about/summative.html>). This study was supported in part by the WGBH Educational Foundation.

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A third study, published in 2001, found that children who watched 20 episodes of *Dragon Tales* significantly increased the frequency with which they chose to do challenging tasks, started or organized play with others, shared with their peers, and cooperated with others in comparison to a control group that watched a different educational program (<http://www.pbs.org/readytolearn/research/programs.html>). This study was supported in part by Sesame Workshop.

In 2000, the previous grantee (PBS) contracted with a private research firm to conduct a 5-year evaluation of RTL activities under the previous 5-year cooperative agreement. The final evaluation report, *Using Television as a Teaching Tool: The Impacts of Ready to Learn Workshops on Parents, Educators, and the Children in Their Care* (http://www.pbs.org/readytolearn/research/mpr_report.pdf), was published in fall, 2004. This study suggested that the RTL program had not yet achieved intended results in key areas of implementation. The study concluded that PBS' workshop approach to outreach had no measurable effects on student learning outcomes and only moderate impacts on parent/caregiver behaviors. As the study pointed out, enhancing children's school readiness to the point of significant, measurable improvement usually requires large investments in child-focused interventions over extended periods of time. Thus, it is not surprising that the workshops – which necessarily cannot be implemented at the level of intensity usually associated with most interventions that improve student-learning outcomes – showed no measurable effects on students' behaviors and learning outcomes. As discussed previously, following up on the findings of this evaluation, the Department has taken steps to target RTL program investments more strategically.

Follow-up on PART Findings and Recommendations

In 2004, the RTL program was assessed using the Program Assessment Rating Tool (PART). The PART review for this program concluded that, while RTL promotes early literacy and school readiness for children, the Department needs to take additional steps to better understand the impact of RTL and manage the program more effectively. The PART review also concludes that there is little reliable performance data available on the quality of RTL television programming, and the program cannot demonstrate adequate progress in achieving annual or long-term goals. For these reasons, the RTL program received a PART rating of "Results Not Demonstrated."

Over the last few years, to address the issues identified through the PART review, the Department developed new GPRA goals and measures, including a single program efficiency measure, to provide information on the impact and quality of RTL programming and outreach. The Department also used the fiscal year 2005 competition to dramatically re-design the management and implementation of core program activities. For example, all programming content developed under the new awards must be clearly linked to, and informed by, scientifically based research in reading and early literacy. Instead of a single, large award to one grantee, the Department made three smaller awards to different grantees that focus more strategically on specific core program activities. To ensure that the effects of programming-related activities are more carefully measured, both programming grantees are conducting rigorous evaluations using experimental or quasi-experimental designs. Grantee evaluators must also meet periodically with an outside advisory panel of expert evaluators. Within the Department, a new management team that includes content experts in reading and literacy is

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advising grantees on key programming and content-related activities. Grantees must also work with an advisory board composed of experts on early childhood, media, scientifically-based reading research, and other relevant areas.

The PART improvement plan recommendations are presented below, followed by a description of the Department's actions to address them.

- *Develop and collect data for at least one program efficiency measure to determine how efficiently the program accomplishes one or more of its key outcomes.* The Department has already developed an efficiency measure, and is currently reviewing preliminary data from grantees and working to develop and implement a more reliable data collection strategy. Because RTL grantees typically do not establish annual leveraging targets, and there is no set schedule for obtaining matching funds, the only truly meaningful unit of analysis for purposes of comparing grantee performance is the entire 5-year award period. Because this is the case, the current RTL efficiency measure will be implemented as a long-term efficiency measure, and data to establish a baseline will not likely become available until fiscal year 2010 when the project period expires for current grantees.
- *Collect baseline data and establish targets for new annual performance measures.* The Department has already collected one year of data for the new performance measures. After reviewing these data, however, the Department has determined that the number of expert panel members should be increased from three to five. Post-review analysis also suggests that minor adjustments to the peer review instruments will be necessary. Because this is the case, the Department plans to use 2 years of baseline data to establish targets, and does not expect to have such data until fall 2008.
- *Establish long-term performance measures.* The Department intends to establish long-term measure(s) for this program in fall 2008, after data for the new annual measures have been collected and baselines for those measures have been established.
- *Implement planned program evaluations for each grantee, to obtain reliable program information.* All 3 current grantees are conducting evaluations using experimental or quasi-experimental designs over their current 5-year awards. The final year of these grants is 2010, and grantee final evaluation reports will not likely be submitted until 2011, after current grantees exercise their optional 12-month no-cost extensions.

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Fund for the Improvement of Education: Programs of national significance
(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 1)

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$121,934	\$52,300	-\$69,634

¹The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

PROGRAM DESCRIPTION

The Fund for the Improvement of Education (FIE) provides authority for the Secretary to support nationally significant programs to improve the quality of elementary and secondary education at the State and local levels and help all students meet challenging State academic content standards and student achievement standards. The types of programs that may be supported include:

- Activities to promote systemic education reform at the State and local levels, including scientifically based research, development, and evaluation designed to improve student academic achievement at the State and local levels and strategies for effective parent and community involvement;
- Programs at the State and local levels that are designed to yield significant results, including programs to explore approaches to public school choice and school-based decisionmaking;
- Recognition programs, including financial awards to States, local educational agencies, and schools that have made the greatest progress in improving the academic achievement of economically disadvantaged students and students from major racial and ethnic minority groups and in closing the academic achievement gap for those groups of students farthest away from the proficient level on the academic assessments administered by the State under section 1111 of title I of ESEA;
- Scientifically based studies and evaluations of education reform strategies and innovations, and the dissemination of information on the effectiveness of those strategies and innovations;
- Identification and recognition of exemplary schools and programs;
- Activities to support Scholar-Athlete Games programs;
- Programs to promote voter participation in American elections; and

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FIE: Programs of national significance

- Demonstrations of the effectiveness of programs under which school districts or schools contract with private management organizations to reform a school or schools.

The Secretary may carry out activities under this authority directly or through grants and contracts to State or local educational agencies; institutions of higher education; and other public and private agencies, organizations, and institutions. Awards may be based on announced competitions or may support unsolicited proposals.

All funded programs must be designed so that their effectiveness is readily ascertainable and is assessed using rigorous, scientifically based research and evaluations. Each application for funds must establish clear objectives, which are based on scientifically based research, for the proposed program and describe the activities the applicant will carry out in order to meet the stated objectives. The Department must use a peer review process to review applications for awards. Recipients of awards must evaluate the effectiveness of their programs and report such information as may be required to determine program effectiveness, and the Department must make the evaluations publicly available. The Secretary may require matching funds for activities under this program.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$280,453
2005.....	257,114
2006.....	11,668
2007.....	16,051
2008.....	121,934

FY 2009 BUDGET REQUEST

The Fund for the Improvement of Education (FIE) program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization in 2008. The budget request assumes that the program will be reauthorized, and the request is based on the Administration's reauthorization proposal.

The Administration is requesting \$52.3 million for FIE Programs of National Significance in 2009, a decrease of \$69.6 million from the 2008 level. This level of funding would allow the Department to fund seven new activities in 2009:

National Security Language Initiative. On January 5, 2006, President Bush announced the National Security Language Initiative (NSLI), which is designed to improve Americans' foreign language skills and thereby strengthen national security and economic competitiveness. The NSLI has three goals: (1) Increasing the numbers of Americans mastering critical need languages; (2) increasing the number of advanced-level speakers of foreign languages with an emphasis on critical need languages; and (3) increasing the number of critical need language teachers and the resources available to them. The Secretaries of State, Education, and Defense and the Director of National Intelligence are working together to implement the initiative.

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FIE: Programs of national significance

FIE will provide support for two activities to help meet the third goal, increasing the number of foreign language teachers, particularly teachers of critical needs languages:

- *Language Teacher Corps.* Far too few Americans are fluent in foreign languages, particularly critical languages that are essential to our security and economic well-being. Under the FY 2009 request, FIE would provide \$5 million to support the Language Teacher Corps, which will provide training to college graduates with critical language skills who are interested in becoming foreign language teachers. The purpose of this new program is to produce new cadres of speakers of critical foreign languages. The goal is to recruit 200 teachers for the first year of the program and to increase participation to 1,000 by the end of the decade. The Department of Education initiative will complement Department of Defense National Security Education Program initiatives, including the Language Flagship and the Language Corps, both of which are administered by the National Security Education Program. The Language Flagship, which is conducted in partnership with institutions of higher education, is designed to increase the number of workforce professionals fluent in critical languages and includes the development of K-16 pipeline programs in Chinese and Arabic. The Language Corps, which was launched in the fall of 2007, is designed to ensure that there is a readily available civilian corps with certified expertise in critical languages.
- *Teacher-to-Teacher Initiative.* The Teacher-to-Teacher Initiative, which has received FIE funding in prior years, has provided the Department with a means of communicating directly with teachers across the country to share education knowledge. The initiative has hosted teacher round-tables; a summer "research to practice summit"; regional summer workshops; and an e-mail update mechanism for apprising teachers of the latest policy, research, and developments. For 2009, the Department is requesting \$3 million to support foreign language activities, including online professional development and intensive teacher training sessions in summer workshops for foreign language teachers, especially teachers of critical needs languages. The Department would offer 6 to 8 workshops to 2,000 teachers across the country, and would provide stipends to the participating teachers. This initiative helps address the need to improve the teaching of critical needs languages in American elementary and secondary schools.

Comprehensive Assessment Systems Demonstration Project. This new initiative would provide competitive grants to local educational agencies (LEAs) or State educational agencies (SEAs), in partnership with LEAs, to develop comprehensive assessment systems at the LEA level to improve classroom instruction and encourage and measure student achievement. Competitive grants would be made to:

- Identify assessments that provide timely and accurate feedback to teachers about students' performance and inform instructional decisions;
- Create models of professional development that incorporate information obtained from classroom-based assessments that result in improved instruction and student achievement; and
- Study the feasibility of incorporating multiple assessments into school accountability measures.

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FIE: Programs of national significance

The Department would use \$5 million to support up to 10 grants and would require grantees to obtain matching funds from testing companies. The demonstration projects would build on the Department's current work in this area: the Department's Enhanced Assessment grant program currently supports a \$1.3 million grant for a collaborative project between 10 States, the Educational Testing Service (ETS), and researchers to provide professional development in the effective implementation of a comprehensive assessment system that includes formative assessments.

Improving Student Assessments. The Department would use \$5 million to support awards to provide technical assistance to States to help them improve student assessments. Increased use of tests for accountability and to improve student performance means that States are under increased pressure to ensure that assessments accurately measure student knowledge and are used appropriately. However, many States do not have personnel with the skills need to oversee assessment development and use, and the shortage of psychometricians and limited ability of many States to hire additional staff make it unlikely that all States will have sufficient staff with needed skills. Under this project, the Department would fund technical assistance to States in order to provide them with psychometric help. This will include assistance to States that receive funding under the State Assessments program to develop additional high school assessments and to improve assessments for student with disabilities or with limited English proficiency.

Awards to Promote Early Literacy. The Administration is requesting \$15 million for awards to promote early literacy for very young children. In past years, the Department has provided support to Reach Out and Read (<http://www.reachoutandread.org/>), a program that promotes early literacy by providing books to infants and preschool children and advice to parents about the importance of reading with children. In 2009, the Department would hold a competition to invite all organizations with innovative approaches to early literacy to compete for funding. Applicants would be expected to present evidence of the effectiveness of their approach and would use grant funding to "jump start" the expansion of their program or to continue investments in activities that further the impact of the program. The Department anticipates making one or more 3-year awards.

Awards to Ensure High-Quality Teachers for High-Needs Public Schools. The Administration is requesting \$10 million for awards to improve the ability of high-poverty schools to employ highly qualified teachers, particularly in math and science. In past years, the Department has provided funding for Teach for America (<http://www.teachforamerica.org/>), an organization that recruits and trains well-qualified recent college graduates to teach in high-needs communities. In 2009, the Department would hold a competition for awards to organizations that propose innovative approaches to solving teacher shortages in high poverty and rural areas. Again, applicants would be expected to present evidence of the effectiveness of their approach and would use grant funding either to "jump start" the expansion of their program or to continue investments in activities that further the impact of the program. The Department anticipates making one or more 3-year awards.

Awards to Ensure High-Quality Teachers for High-Needs Non-public Schools. The Administration is requesting \$5 million for awards to improve the quality of teachers in high-poverty nonpublic schools. Such schools play a valuable role providing quality education for low income students, and it is essential that these schools are able to recruit and retain effective

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FIE: Programs of national significance

teachers. This program will be similar to the program for awards to ensure high-quality teachers for high-needs public schools. The Department anticipates making one or more 3-year awards.

The Department also would fund two ongoing activities and a very small number of new projects:

Data Quality Initiative. The data quality initiative is designed to improve the quality of evaluations conducted by, and data collected from, Department of Education grantees under elementary and secondary education programs. The Department made an award for this activity in 2006 and has provided technical assistance to 14 grant programs. Technical assistance activities have included workshops and written guidance for grantees on what information to collect and report to the Department in order to meet GPRA reporting requirements and assistance to program offices with the analysis of the data submitted by grantees. The Administration is requesting \$2 million in 2009 to continue the initiative.

State Scholars. The State Scholars program supports State-level business and education partnerships that encourage high school students to complete a rigorous curriculum in the core academic subjects: 4 years of English, 3 years each of mathematics and science, 3.5 years of social studies, and 2 years of a foreign language. This initiative is key to the success of the Department's Academic Competitiveness Grants program, which provides additional financial aid to college students who have taken a rigorous academic high school program. The State Scholars program encourages students, while they are still in high school, to take such coursework, thereby increasing the number of students who are eligible for Academic Competitiveness grants. State Scholars also helps increase the percentage of high school students who have the solid academic foundation necessary to succeed in postsecondary education and in an increasingly dynamic labor market.

State Scholars is currently operating through a grant funded with Career and Technical Education National Programs funds. The business and education partnerships forged in participating States have been actively promoting redesigned curricula and the alignment of rigorous course-taking patterns with postsecondary admissions standards, and are engaging additional members of the business community and parents in their activities. Providing \$1.3 million in 2009 would enable the Department to expand these activities to additional States.

The Administration also requests \$640,000 for a very small number of projects that respond to emerging needs. One possible project is a follow-up to the Supplemental Educational Services (SES) faith-based and community organizations (FBCO) pilot project that began in 2007. The pilot project is working with a school district to develop and implement strategies to build partnerships between FBCOs and approved SES providers to deliver SES services and to develop and implement strategies to increase the number of students who receive SES services. If the project shows promise, it could be expanded to additional sites in 2009, or funds could be used to identify additional strategies for increasing the number of students receiving effective SES services.

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FIE: Programs of national significance

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Earmarks	0	\$98,816	0
Facilities clearinghouse	\$700	688	0
Reach Out and Read	5,900	3,930	0
Teach for America	4,930	11,790	0
Language Teacher Corps	0	0	\$5,000
Teacher-to-Teacher Initiative	0	0	3,000
Comprehensive Assessment Systems	0	0	5,000
Improving Student Assessments	0	0	5,000
Early reading improvement grants	0	0	15,000
Public school teaching improvement grants	0	0	10,000
Nonpublic school teaching improvement grants	0	0	5,000
Full Services Community Schools Demonstration	0	4,913	0
Evaluation and data quality initiative	1,961	1,791	2,000
State Scholars	0 ¹	0 ¹	1,300
Other award continuations	2,514	0	0
Other activities	44	0	640
Peer review of new award applications	2	6	360
Total	16,051	121,934	52,300

¹ State Scholars is currently operating through a grant funded with Career and Technical Education National Programs funds.

PROGRAM PERFORMANCE INFORMATION

The *Elementary and Secondary Education Act* contains specific accountability provisions for FIE grantees. Each application for funds must include clear objectives for the project that are based on scientifically based research and must describe the activities to be carried out to meet those objectives. In addition, recipients must evaluate the effectiveness of their funded programs and submit evaluations to the Secretary. The Department has not yet established performance measures for the program.

INNOVATION AND IMPROVEMENT

Reading is fundamental/Inexpensive book distribution

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 5)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$24,606	0	-\$24,606

¹The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The Reading is Fundamental/Inexpensive Book Distribution program awards an annual contract to Reading is Fundamental, Inc. (RIF) to provide aid to local nonprofit groups and volunteer organizations that serve low-income children through book distribution and reading motivation activities. RIF is a nonprofit literacy organization whose program work focuses on three core principles: book ownership, motivational activities, and family and community involvement in children's reading. Through the efforts of volunteers and nonprofit organizations in every State and U.S. territory, RIF programs provide millions of children with new, free books and literacy resources.

Federal funds provide up to 75 percent of the costs of books, with the remainder obtained from private and local sources. Migrant and seasonal farmworker programs may receive up to 100 percent of the costs of books. RIF, in selecting its nonprofit recipients, must give priority to groups that serve children with special needs, such as children from low-income families, homeless children, and children with disabilities.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$25,185
2005.....	25,296
2006.....	25,043
2007.....	25,043
2008.....	24,606

FY 2009 BUDGET REQUEST

The Reading is Fundamental/Inexpensive Book Distribution (RIF) program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. The budget request is consistent with the Administration's intent to increase resources for high-priority programs by eliminating small, narrow categorical

INNOVATION AND IMPROVEMENT

Reading is fundamental/Inexpensive book distribution

programs that have limited impact, for which there is little or no evidence of effectiveness, or, as in the case of the RIF program, direct funds to a specific organization.

RIF is an established organization well known for its efforts to address the problem of illiteracy through prevention. Though the Administration supports the goals of the program, RIF receives substantial private donations that can support the program if Federal funds are discontinued. For example, in 2005, Capitol One made a \$1.25 million pledge over 3 years to serve 56,000 additional children and their families through the Family of Readers Program, which provides free books and motivational activities to establish classroom lending libraries and encourage family involvement in reading. Also, Colgate-Palmolive has contributed more than \$550,000 since 2004, and donated more than 120 new book collections to select RIF programs nationwide and at U.S. military bases overseas in August 2006. Finally, the program receives donations from individuals who are supportive of the organization's mission.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Book funds			
Federal share	\$19,253	\$19,253	0
Local match	<u>\$4,813</u>	<u>\$4,813</u>	<u>0</u>
Total	\$24,066	\$24,066	0
Books distributed	14,700,000	14,700,000	0
Children served	4,700,000	4,700,000	0
Number of sites	18,773	18,773	0
Average Federal share per child (for books and services, whole dollars)	\$4.10	\$4.10	0
Federal cost per book (whole dollars)	\$1.31	\$1.31	0
Books per child	3	3	0
Technical assistance	\$2,929	\$2,929	0
Support services and management	\$2,861	\$2,861	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, indicators, and performance data and targets, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and the resources and efforts invested by those served by this program.

INNOVATION AND IMPROVEMENT

Reading is fundamental/Inexpensive book distribution

Goal: To motivate low-income children to read.

Objective: To distribute books and to provide reading strategies to low-income children, their families, and service providers.

Measure: The number of low-income children who receive books and reading services through the Reading is Fundamental program.		
Year	Targets	Actual
2004	3,899,218	3,704,383
2005	4,089,895	3,626,846
2006	3,759,960	4,461,768
2007	3,769,244	
2008	3,700,000	
2009	3,750,000	

Assessment of Progress: The indicator places emphasis on the extent to which the program provides books and scientifically based reading services to low-income children who may be at risk of educational failure due to delays in reading. Data from the annual performance reports show that approximately 80 percent of those served by the program are low-income children. These data also indicate that the number of children served through RIF declined between 2004 and 2005, a result of the increased costs of books and other funding constraints. The Department recalibrated subsequent years' targets based on the 2005 data, and the program exceeded the 2006 target. The number of low-income children served increased in 2006 due to a higher priority RIF placed on serving low-income students.

INNOVATION AND IMPROVEMENT

Ready to teach

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 8)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$10,700	0	-\$10,700

¹The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The Ready to teach program supports two types of competitive grants to nonprofit telecommunications entities: (a) grants to carry out a national telecommunications-based program to improve teaching in core curriculum areas, and (b) digital educational programming grants that enable eligible entities to develop, produce, and distribute educational and instructional video programming. National telecommunications-based program grants are generally 5-year awards. Digital educational programming grants must last 3 years, require a match of not less than 100 percent from funded applicants, and must be based on challenging State academic content and student academic achievement standards in reading or mathematics.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$14,321
2005.....	14,291
2006.....	10,890
2007.....	10,890
2008.....	10,700

FY 2009 BUDGET REQUEST

The Ready to Teach program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. This request is consistent with the Administration's intent to increase resources for high-priority programs by eliminating small categorical programs that have limited impact. These small categorical programs siphon off Federal resources that could be used by State and local agencies to improve the performance of all students. The Administration believes that its request for programs such as Improving Teacher Quality State grants will provide sufficient resources for the types of activities supported by this program, should States choose to allocate their resources for this purpose.

INNOVATION AND IMPROVEMENT

Ready to teach

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
National Telecommunications continuation awards	2	2	0
Digital Educational Programming continuation awards	2	0	0
Continuation awards funding:			
National Telecommunications awards	\$8,864	\$10,700	0
Digital Educational Programming awards	<u>\$2,026</u>	<u>0</u>	<u>0</u>
Total continuation awards	<u>\$10,890¹</u>	<u>\$10,700¹</u>	<u>0</u>

¹ In FY 2007 and FY 2008, continuation costs exceeded the total amount appropriated by approximately \$3,600 and \$564 thousand, respectively. The Department prorated continuation awards in FY 2006 and 2007, and plans to prorate them again in FY 2008.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA measures and data.

The measure for this program is: (1) the percentage of Ready to Teach products deemed to be of high quality by an independent review panel of qualified experts or individuals with appropriate expertise to review the substantive content of the products.

The Department convened the Ready to Teach expert panel review for the first time during summer 2007, and 80 percent of products (4 of 5) were deemed by expert panel members to be of "high quality." Expert panel members were asked to review a sample of grantee products, and provide a quality rating using criteria developed by the Department. The five basic criteria for determining the quality of Ready to Teach products are: 1) content; 2) technology; 3) design 4) dissemination and implementation; and 5) target audience. Expert panel members rate products based on a 7-point Likert scale. They are also asked to provide a summary of their overall assessments of the quality of each product. In order for any particular product to achieve an overall rating of "high quality," a total score of 75 or higher must be assigned.

Other Performance Information

The Department has not conducted any evaluations of the RTT program. Most current grantees under the program are conducting relatively rigorous evaluations, using experimental or quasi-experimental designs; however, considering that these grantees are only in year two of their

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Ready to teach

projects, it is too soon to determine the extent to which they are likely to succeed in implementing such evaluations.

Previous grantees also conducted a number of evaluations of activities supported under this program, several of which suggest that specific program activities may have at least a moderate effect on teacher classroom practice. For example, in 2002, the Public Broadcasting Service (PBS) contracted with an independent evaluator to determine the impact of online courses and professional development offered through the PBS TeacherLine program on teacher practice and student performance. As part of this evaluation, a small quasi-experimental pilot study was conducted in Florida's Miami-Dade County public schools to assess the effect of TeacherLine participation on aggregated student standardized test scores on the math portion of the Florida Comprehensive Assessment Test (FCAT). Using demographic background and baseline student academic performance data, schools in the treatment group (which included schools with at least 10 percent TeacherLine participation) were matched with non-participating schools. Treatment and comparison groups consisted primarily of urban, low-performing schools with very high (95 percent) minority enrollments. Preliminary findings show that TeacherLine-participating schools scored higher, on average, than non-participating schools on the outcome measures employed. However, this analysis used a relatively small sample size (involving 21 schools, 7 of which were in the treatment group), and only looked at student outcomes – making no attempt to control for potentially significant differences in actual classroom practice – limiting the overall reliability of the findings.

INNOVATION AND IMPROVEMENT

Exchanges with historic and whaling and trading partners

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 12)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$8,754	0	-\$8,754

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

This program supports culturally based educational activities, internships, apprenticeship programs, and exchanges for Alaska Natives, Native Hawaiians, children and families of Massachusetts, and (as the authorizing law was amended by the Department of Education Appropriations Act, 2006) any federally recognized Indian tribe in Mississippi. The statute earmarks funds for certain entities in Massachusetts, Alaska, Mississippi, and Hawaii as follows: \$2 million each for: (1) the New Bedford Whaling Museum, in partnership with the New Bedford Oceanarium, in Massachusetts, (2) the Inupiat Heritage Center in Alaska, and (3) the Mississippi Band of Choctaw Indians; and not less than \$1 million each (for the New Trade Winds Project) to: (1) the Alaska Native Heritage Center, (2) the Bishop Museum in Hawaii, and (3) the Peabody-Essex Museum in Massachusetts. In addition, the authorizing statute earmarks not less than \$1 million each for the same three entities (the Alaska Native Heritage Center, the Bishop Museum, and the Peabody-Essex Museum) for internship and apprenticeship programs. In the event that funding levels are less than the statutory levels, the Department prorates the amount provided to each eligible entity.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$8,450
2005.....	8,630
2006.....	8,910
2007.....	8,910
2008.....	8,754

2009 BUDGET REQUEST

The Exchanges with Historic Whaling and Trading Partners program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The Department is not requesting reauthorization for this program and, accordingly, the budget

INNOVATION AND IMPROVEMENT

Exchanges with historic whaling and trading partners

provides no funding for it. The request reflects the Administration's policy to increase resources for high-priority programs by eliminating small categorical programs, including this one, that have a narrow or limited effect. In addition, all of the funding provided for the program is for statutory earmarks, which the Administration has consistently opposed, because they support activities that have not gone through the rigor of a competitive process (including expert peer review) and have negligible accountability for results.

Entities in Alaska, Hawaii, Massachusetts, and Mississippi that wish to continue the activities supported under this program may do so with other Federal and non-Federal funds. Alaska Native entities and the Mississippi Band of Choctaws are eligible to receive grants under the Department's Indian Education programs. Museums in the four States may apply for grants from the Institute of Museum and Library Sciences or other Federal agencies. In addition, many local and national private foundations provide support for cultural activities and museums.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Mandated awards	\$8,910	\$8,754	0
Number of grants	6	6	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years, and the resources and efforts invested by those served by the program.

The Department has established five performance measures for this program that are designed to measure the capability of grantees to produce and disseminate education programs, including internships, and enhance or create new capabilities among partner institutions. The five measures track: (1) the number of partnership exchanges among partner museums; (2) the number of new partner capabilities among partner museums; (3) the number of participants involved in educational and cultural activities supported by grant funds; (4) the number of schools, community groups, and family programs involved in educational and cultural enrichment activities; and, (5) the number of participants in a culturally based youth internship program involving career awareness, leadership, and job skills development. A "partner" is defined as the entity that a grantee has chosen to work with or another grantee receiving funds through the program. "Exchanges" are defined as a project or program that comes out of a partnership. The Department defines new "partner capabilities" as the skills, activities, or projects that result from partnerships and that go beyond the scope of the program.

INNOVATION AND IMPROVEMENT

Exchanges with historic whaling and trading partners

Goal: To develop innovative culturally based educational programs, cultural exchanges and internships and apprentice programs to assist Alaska Natives, Native Hawaiians, and children and families of Massachusetts linked by history and tradition, to learn about their shared culture and tradition.

Objective: Grantees will demonstrate increased capability to produce and disseminate educational programs (including internships) that highlight the historical trading and whaling patterns and cultural themes among partner museums and the communities they serve (including schools and other institutions).

Measure: The number of partnership exchanges among partner museums in the Exchanges with Historic Whaling and Trading Partners Program.		
Year	Target	Actual
2004		120
2005	132	75
2006	139	88
2007	146	
2008	146	

Measure: The number of new partner capabilities among partner museums in the Exchanges with Historic Whaling and Trading Partners Program.		
Year	Target	Actual
2004		120
2005	132	132
2006	138	123
2007	138	
2008	140	

Measure: The number of individual participants (including online participants) involved in educational and cultural enrichment activities in the Exchanges with Historic Whaling and Trading Partners Program.		
Year	Target	Actual
2004		885,000
2005	973,500	1,488,508
2006	1,022,175	2,202,152
2007	1,073,284	
2008	1,079,700	

INNOVATION AND IMPROVEMENT

Exchanges with historic whaling and trading partners

Measure: The number of schools, community groups, and family programs involved in educational and cultural enrichment activities of the Exchanges with Historic Whaling and Trading Partners Program.		
Year	Target	Actual
2004		1,168
2005	1,284	1,316
2006	1,343	1,421
2007	1,343	
2008	1,343	

Measure: The number of participants in a culturally based youth internship program under the Exchanges with Historic Whaling and Trading Partners Program involving career awareness, leadership, and job skills development.		
Year	Target	Actual
2004		120
2005	132	385
2006	139	238
2007	146	
2008	146	

Assessment of progress:

The performance information presented above relies entirely on grantee-reported data. The number of partnership exchanges among partner museums dropped from 120 to 88 between 2004 and 2006, falling far short of the target number of 139. However, the Department defined “partnership exchanges” more explicitly in 2006, when the 2005 data were tabulated, which may explain the decrease. While individual participants and group involvement have both increased, the number of new partner capabilities has shown minimal increase during this same 2-year period and the number of participants in culturally based youth internship programs decreased between 2005 and 2006.

The actual impact of the program is not known, since the indicators measure program outputs rather than program performance. The program does not focus on achievement of any specific outcomes, and the Department has thus far been unable to develop and implement outcome-based performance measures. However, in 2008 the program office will begin working with the Department’s Data Quality Initiative contractor to determine whether better, more outcome-oriented, performance measures can be developed and implemented.

INNOVATION AND IMPROVEMENT

Excellence in economic education

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 13)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$1,447	0	-\$1,447

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The Excellence in Economic Education program supports a competitive grant to a national nonprofit education organization to promote economic and financial literacy among students in kindergarten through grade 12. The program requires the grantee to dedicate 25 percent of the funds to national activities that develop and support effective relationships with State and local economic education organizations; promote effective teaching of economics; support research and evaluation on effective teaching of economics; and disseminate materials that foster economic literacy. The remaining 75 percent must be used to award subgrants to State educational agencies (SEAs), local educational agencies (LEAs), and State or local economic, personal finance, or entrepreneurial education organizations to support teacher training; economics curriculum development; evaluations on the impact of economics education on students; research on economics education; the creation of school-based student activities to promote consumer, economic, and personal finance education; and the replication of best practices in the effective teaching of economics and financial literacy education. Subgrant recipients must secure a 50 percent match from non-Federal sources, which may be provided in cash or in-kind. Program funds must be used to supplement, not supplant, other Federal, State, and local funds spent for economics and financial literacy.

In 2004, the National Council on Economic Education (NCEE) received a 1-year grant to implement this program. The Council subsequently received a 5-year grant in 2005 to continue the work begun in 2004, including the expansion of current programs, the development of new programs, and strengthening its network of State councils and over 200 university-based centers. The Council distributed a national Request for Proposals in the fall of 2007 to solicit prospective subgrant recipients for the 2007-08 school year. The Council reviewed the proposals, and will submit a final list once the selectees have accepted.

INNOVATION AND IMPROVEMENT

Excellence in economic education

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$1,491
2005.....	1,488
2006.....	1,473
2007.....	1,473
2008.....	1,447

FY 2009 BUDGET REQUEST

The Excellence in Economic Education program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. This recommendation is consistent with the Administration's policy of increasing resources for high-priority programs by eliminating small categorical programs that have limited impact. These small categorical programs siphon off Federal resources that could be used by State and local agencies to improve the performance of all students.

Districts that wish to implement economic education activities can use funds provided under other Federal programs for some of those activities. For example, the Improving Teacher Quality State Grants program supports efforts to ensure that all teachers of the core academic subjects, including economics, are highly qualified, so funding under that program may be used for teacher professional development in economics. The Elementary and Secondary Education Act also provides LEAs with the flexibility to consolidate certain Federal funds to carry out activities, including economic education programs, that best meet the needs of their districts. For example, under the State and Local Transferability authority, most LEAs may transfer up to 50 percent of their formula allocations under various State formula grant programs to their allocations under: (1) any of the other authorized programs, or (2) Part A of Title I. The Administration is proposing that the 50 percent cap be eliminated in the reauthorization. An LEA that wants to provide teacher training in economics may transfer funds from the allocations it received under other authorized programs to its Improving Teacher Quality State Grants allocation, without going through a separate grant application process or administering a separate grant.

The Administration also believes that NCEE can continue its activities at the current operating level without support from this program. The Council is located in New York City, in the heart of the financial services industry, which has a clear and appropriate interest in the development of a financially and economically literate citizenry. In the past, NCEE has received grants and contributions from such private firms and foundations as the 3M Foundation, American Express, AT&T, Bank of America, HSBC, Merrill Lynch, Moody's, the NASDAQ Educational Foundation, State Farm insurance, the UPS Foundation, the Vanguard Group, the Verizon Foundation, and Wells Fargo. However, according to the Council's most recent financial statement, which is available on their website, unrestricted private grants and contributions have consistently represented less than 6 percent of the Council's total revenues. Through even a modest increase in outreach to the private sector, NCEE should be able to make up for the loss of Federal funding for this program.

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Excellence in economic education

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Funding for subgrants	\$1,105	\$1,086	0
Funding for direct grantee activities	\$368	\$362	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and the resources and efforts invested by those served by this program.

The Department has developed one performance measure for this program: the percentage of students taught by teachers trained under the Excellence in Economic Education program who demonstrate improved understanding of personal finance and economics.

In 2006, the Department worked with NCEE, the program grantee, to refine the reporting process for subgrantees and to strengthen data collection. As a result, NCEE now requires subgrant applicants to recruit a significant sample of participating teachers who will provide pretest and posttest scores on student achievement in economics and/or personal finance. Teachers participating in the subgrantee programs funded in the 2006-07 school year are required to use a series of standardized economic and financial literacy tests to measure student achievement and progress. These tests are aligned with NCEE's National Content Standards in Economics, and the use of common standards will enable the organization to conduct a comprehensive assessment of student performance across projects, grade levels, and geographic regions. In addition, the Council now requires pretests and posttests of teachers participating in NCEE training programs in order to measure their subject knowledge of economics. The Department will receive performance data for the Council's 1-year grant and the first year of its 5-year grant in early 2008.

INNOVATION AND IMPROVEMENT

Mental health integration in schools

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 14, Section 5541)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$4,913	0	-\$4,913

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The Mental Health Integration in Schools program authorizes grants to, or contracts with, State educational agencies (SEAs), local educational agencies (LEAs), or Indian tribes for the purpose of increasing student access to mental health services by supporting programs that link school systems with the local mental health system.

Specifically, an SEA, LEA or Indian tribe may use funds under this program to: deliver prevention, diagnosis, and treatment services to students through collaborative efforts between school-based systems and mental health service systems; enhance the availability of crisis intervention services and referrals for students potentially in need of mental health services; provide related training for school personnel and mental health professionals; provide technical assistance and consultation to school systems, mental health agencies, and families; and evaluate their projects supported with these funds.

Funding levels for the past 5 years were:

	(\$000s)
2004.....	0
2005.....	\$4,960
2006.....	4,910
2007.....	4,910
2008.....	4,913

FY 2009 BUDGET REQUEST

The Mental Health Integration in Schools program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it.

INNOVATION AND IMPROVEMENT

Mental health integration in schools

This request is consistent with the Administration's policy to increase resources for high-priority programs by eliminating small, narrow categorical programs that duplicate other programs, have limited impact, or for which there is little or no evidence of effect. School districts may use funds from other Federal programs to support mental health and counseling services. For example, the 2009 request includes a total of \$77.8 million for the Safe Schools/Healthy Students initiative that the Department of Education (under the Safe and Drug-Free Schools and Communities National Programs) funds jointly with the Substance Abuse and Mental Health Services Administration in the Department of Health and Human Services and the Office of Juvenile Justice and Delinquency in the Department of Justice. Each Safe Schools/Healthy Students grant must support school and community mental health preventive and treatment services as part of a comprehensive approach to fostering healthy development.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Grant award funds (new)	\$4,551	\$4,893	0
Grant award funds (prior-year supplement)	\$340	0	0
Peer review of new award applications	\$19	\$20	0
Number of new awards	15	18	0
Average award	\$303	\$272	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department has established the following performance measures for assessing the effectiveness of the Grants for the Integration of Schools and Mental Health Systems program: (1) the percentage of schools served by the grant that have comprehensive "linkage protocols" (describing, in detail, the roles and responsibilities of the various partners collaborating on the project) in place; and (2) the percentage of school personnel served by the grant who are trained to make appropriate referrals to mental health services. The Department expects to have baseline data for these measures from the program's first cohort of grantees available this spring.

INNOVATION AND IMPROVEMENT

Foundations for learning

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 14, Section 5542)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$965	0	-\$965

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The Foundations for Learning program authorizes grants to local educational agencies, local councils, community-based organizations, and other public or nonprofit entities to enhance young children’s development so that they are ready to begin school.

Funds may be used to provide services to children and their families that foster children’s emotional, behavioral, and social development, and to facilitate access to and coordination with mental health, welfare, and other social services for children and their families. In addition, funds may be used to develop or enhance early childhood community partnerships that provide individualized supports for eligible children and their families.

To be eligible for services, a child must be under 7 years of age and must have experienced two or more of the following: (1) abuse, maltreatment, or neglect; (2) exposure to violence; (3) homelessness; (4) removal from child care, Head Start, or preschool for behavioral reasons or a risk of being so removed; (5) exposure to parental depression or other mental illness; (6) family income that is below 200 percent of the poverty line; (7) exposure to parental substance abuse; (8) low birth weight; or (9) cognitive deficit or developmental disability.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	0
2005.....	\$992
2006.....	982
2007.....	982
2008.....	965

FY 2009 BUDGET REQUEST

The Foundations for Learning program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The Administration is not

INNOVATION AND IMPROVEMENT

Foundations for learning

recommending reauthorization for this program and, accordingly, the budget provides no funding for it.

This request is consistent with the Administration's policy to increase resources for high-priority programs by eliminating small, narrow categorical programs that duplicate other programs, have limited impact, or for which there is little or no evidence of effect. The activities carried out under Foundations for Learning overlap with those of other programs that support early childhood education and development and for which funding is requested in fiscal year 2009, such as Early Reading First, Special Education Preschool Grants, and Special Education Grants for Infants and Families.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Grant award funds (new)	\$972	\$847	0
Grant award funds (prior-year supplement)	0	\$118	0
Peer review of new award applications	\$10	0	0
Number of new awards	4	3	
Average new award	\$243	\$282	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department has established the following two performance measures for the Foundations for Learning program: (1) the percentage of eligible children served by the grant attaining measurable gains in emotional, behavioral, and social development; and (2) the percentage of eligible children and their families served by the grant receiving individualized support from child-serving agencies or organizations. The Department expects to have baseline data for these measures available in the spring of 2008.

INNOVATION AND IMPROVEMENT

Arts in education

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 15)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$37,533	0	-\$37,533

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The Arts in Education program authorizes noncompetitive awards to VSA Arts, a national organization that sponsors programs to encourage the involvement of, and foster greater awareness of the need for, arts programs for persons with disabilities, and to the John F. Kennedy Center for the Performing Arts for its arts education programs for children and youth. If the amount appropriated for the program is less than \$15 million, these two organizations receive the entire amount.

The program also authorizes national demonstration and Federal leadership activities to encourage the integration of the arts into the school curriculum. Allowable activities under the program include: (1) research on arts education; (2) development and dissemination of information about model school-based arts education programs; (3) development of model State arts education assessments based on State academic achievement standards; (4) development and implementation of curriculum frameworks in the arts; (5) development of model professional development programs in the arts for teachers and administrators; (6) support of collaborative activities with Federal agencies or institutions involved in arts education, arts educators, and organizations representing the arts, including State and local arts agencies involved in art education; and (7) support of model projects and programs to integrate arts education into the regular elementary school and secondary school curriculum.

In the last several years, the Department has carried out a number of arts education activities through grants to local educational agencies (LEAs), State educational agencies (SEAs), nonprofit organizations, institutions of higher education, organizations with expertise in the arts, and partnerships of these entities. *Model Development and Dissemination* grants support the development, documentation, evaluation, and dissemination of innovative models that seek to integrate and strengthen arts instruction in elementary and middle schools and improve students' academic performance and achievement in the arts. *Professional Development for Arts Education* grants support the development of model professional development programs for music, dance, drama, and visual arts educators. In addition, the fiscal year 2008 appropriation includes funding for a National Center for Education Statistics (NCES) survey on arts education in public elementary and secondary schools.

INNOVATION AND IMPROVEMENT

Arts in education

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$35,071
2005.....	35,633
2006.....	35,277
2007.....	35,277
2008.....	37,533

FY 2009 BUDGET REQUEST

The Arts in Education program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The Administration is not recommending reauthorization of this program and, accordingly, the budget provides no funding for it. This request supports the Administration's policy of increasing resources for high-priority programs by eliminating categorical programs that have narrow or limited effect. These categorical programs, including those with significant earmarks, deplete Federal resources that could be used by State and local educational agencies to improve the academic performance of all students.

Districts that desire to implement arts education activities may use funds provided under other Federal programs. For example, under the Improving Teacher Quality State Grants program, local educational agencies (LEAs) may use their funds to implement professional development activities that improve the knowledge of teachers and principals in core academic subjects, including the arts. In addition, the Elementary and Secondary Education Act provides LEAs with flexibility to consolidate certain Federal funds to carry out activities that best meet the needs of their district. For example, under the State and Local Transferability Act, most LEAs may transfer up to 50 percent of their formula allocations under various State formula grant programs to their allocations under: (1) any of the other authorized programs; or (2) Part A of Title I. Therefore, an LEA seeking to implement an arts education professional development program may transfer funds from its allocations received under the authorized programs to its Teacher Quality State Grants allocation, without having to go through a separate grant application process. The Administration's reauthorization proposal would increase the allowable transfer amount to 100 percent. Further, the Kennedy Center and VSA Arts have a long history of obtaining financial support from the private sector, individual donors, and other non-Federal sources, which can be expected to continue. By increasing their outreach to those sources, the two entities should be able to adjust for the ending of the earmarked Federal support. In the past, earmarking has served as a disincentive for organizations to undertake more ambitious fundraising.

INNOVATION AND IMPROVEMENT

Arts in education

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
VSA Arts			
Total funds available	\$7,352	\$7,954	0
Participating Programs:			
State-initiated and National programs	2,818	2,818	0
District/local sites	4,515	4,515	0
John F. Kennedy Center for the Performing Arts			
Total funds available	\$6,293	\$6,183	0
Participants:			
Theater for Young Audiences	58,000	45,000	0
Theater for Young Audiences On-tour	250,000	200,000	0
Arts Management Fellows, Interns and Seminar Participants	571	670	0
Professional Development for Teachers	700	700	0
Performance Plus	22,000	27,000	0
National Symphony Orchestra (NSO) Education	57,787	60,619	0
NSO American Residencies	18,996	12,577	
Model School Initiatives	13,350	16,700	0
Student Participation:			
Career Development for Aspiring Performers	1,438	1,597	0
Audiences	6,949	7,100	0
American College Theater Festival:			
Students	29,750	30,000	0
Teachers	6,200	6,400	0
Audience	625,000	627,000	0
Partners in Education:			
Teachers served	22,000	24,000	0
Imagination Celebration			
National sites participants	750,000	0 ¹	0

INNOVATION AND IMPROVEMENT

Arts in education

PROGRAM OUTPUT MEASURES (\$000s) – continued

	<u>2007</u>	<u>2008</u>	<u>2009</u>
National Demonstration and Leadership Activities			
<i>Model Arts Program</i>			
Total funds available	\$13,158	\$12,928	0
Amount for new awards	\$276	\$3,354	0
Amount for continuation awards	\$12,582	\$9,141	0
Number of new awards	1	14	0
Number of continuation awards	48	35	0
Peer review of new award applications	0 ²	\$133	0
Interagency transfer to NEA for Arts Education Partnership	\$300	\$300	0
<i>Professional Development for Arts Educators</i>			
Total funds available	\$7,960	\$7,821	0
Amount for new awards	0	\$6,402	0
Amount for continuation awards	\$7,960	\$1,269	0
Number of new awards	0	25-30	0
Number of continuation awards	28	5	0
Peer review of new award applications	0	\$150	0
<i>Evaluation</i>	\$514	\$485	0
<i>NCES Fast Response Survey</i>	0	\$2,162	0

Note: The output measures for 2008 for the Kennedy Center are based on estimates provided in their most recent application to the Department, submitted in April 2007.

¹ The Imagination Celebration sites currently operate as licensed tours and will no longer be administered by the Kennedy Center beginning in 2008.

² There were no peer review costs in fiscal year 2007 because the new grantee under the Model Arts program was selected from the fiscal year 2006 slate.

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Arts in education

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and the resources and efforts invested by those served by this program.

In fiscal year 2006, the Department revised the performance measures and goals for the Arts in Education program to help ensure that activities supported with Federal funds will improve the quality of standards-based arts education for all participants. All data are self-reported by grantees and collected through grantee performance reports. The Department established the following goal and performance indicators to assess the impact of the Arts in Education program:

Goal: To help ensure that all program participants meet challenging State academic content standards in the arts.

Objective: *Activities supported with Federal funds will improve the quality of standards-based arts education for all participants.*

Measure: The total number of students who participate in standards-based arts education sponsored by the JFK Center for the Performing Arts and VSA Arts.		
Year	Target	Actual
2005		728,683
2006	743,257	768,240
2007	757,830	
2008	772,405	

Measure: The number of low-income students who participate in standards-based arts education sponsored by the JFK Center for the Performing Arts.		
Year	Target	Actual
2006		50,632
2007	51,645	
2008	52,657	

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Measure: The number of students with disabilities who participate in standards-based arts education sponsored by VSA Arts.		
Year	Target	Actual
2006		123,049
2007	125,510	
2008	127,971	

Measure: The percentage of teachers participating in the JFK Center for the Performing Arts program who receive professional development that is sustained and intensive.		
Year	Target	Actual
2006		16.4
2007	17.4	
2008	18.4	

Measure: The percentage of teachers participating in VSA Arts programs who receive professional development that is sustained and intensive.		
Year	Target	Actual
2006		17.5
2007	18.5	
2008	19.5	

Assessment of Progress: This series of annual performance indicators assesses the number of students and teachers served by the Kennedy Center and VSA Arts.

Data collected in 2005 represent the baseline for the total number of students who participate in standards-based arts education sponsored by both the Kennedy Center and VSA Arts. The Department established targets for subsequent years based on an annual 2 percentage-point increase from the 2005 baseline. Data collected in 2006 represent the baseline for the four remaining measures in this series. The number of low-income students is based on students who are eligible to receive free and reduced-priced meals, as reported by school-level personnel, while the number of students with disabilities is based on local-level counts of students in self-contained and inclusive classrooms. (In 12 States, however, some counts were based on IDEA child-count averages for inclusive settings only.) Targets for the number of low-income students and students with disabilities who participate in standards-based arts education sponsored by the Kennedy Center and VSA Arts, respectively, increase annually by 2 percentage-points from the 2006 baseline.

The Department also established targets for the percentage of teachers participating in Kennedy Center and VSA Arts programs who receive sustained and intensive professional development based on an annual 1 percentage point increase from the 2006 baseline. Additional performance data are expected to be available this winter. No targets are shown for 2009 because the Administration is not requesting funding for this program.

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Arts in education

Measure: The percentage of teachers participating in the Professional Development for Arts Educators program who receive professional development that is sustained and intensive.		
Year	Target	Actual
2006		87
2007	88	
2008	89	

Assessment of Progress: This indicator focuses on the Professional Development for Arts Educators program and examines the percentage of teachers who receive instruction that occurs regularly over the course of the school year (including summer) and requires committed participation so that it makes a significant difference in teaching and student learning. Data collected in 2006 represent the baseline for this indicator and are the basis for targets for subsequent years. Data are expected to be available this winter. No targets are shown for 2009 because the Administration is not requesting funding for this program.

Measure: The percentage of students participating in arts models programs who demonstrate proficiency in mathematics compared to those in control or comparison groups.		
Year	Control	Treatment
2005	60.39	52.02
2006	57.94	54.99
Change	-2.45	2.97

Measure: The percentage of students participating in arts models programs who demonstrate proficiency in reading compared to those in control or comparison groups.		
Year	Control	Treatment
2005	62.67	55.76
2006	71.62	66.86
Change	8.95	11.1

Assessment of Progress: The Department developed two indicators that focus on the Model Arts program and its impact on student achievement, specifically the percentage of Model Arts students who demonstrate proficient levels of achievement in mathematics and in reading, compared to control or comparison groups. Data collected for the 2004-05 and 2005-06 school years indicate that the mathematics scores of students participating in arts models programs increased by 2.97 percentage points, compared to a 2.45 percentage-point decrease for students in the control group. In addition, the reading scores of students in the treatment group increased by 11.1 percentage points, compared to an 8.95 percentage-point increase for students in the control group. (Data measuring achievement in reading do not include one outlier grantee that lost its control group.) No data are shown for 2009 because the Administration is not requesting funding for this program.

INNOVATION AND IMPROVEMENT

Parental information and resource centers

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 16)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$38,908	0	-\$38,908

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The Parental Information and Resource Centers (PIRC) program awards grants to provide training, information, and support to State educational agencies (SEAs), local educational agencies (LEAs), and other organizations that carry out parent education and family involvement programs. By statute, funds for this program may be used to: (1) assist parents in participating effectively in their children's education and helping their children meet State and local standards; (2) help parents obtain information about the range of programs, services, and resources available nationally and locally for parents and school personnel who work with parents; (3) help parents use the technology applied in their children's education; (4) plan, implement, and fund activities for parents that coordinate the education of their children with other programs that serve their children and families; (5) provide support for State or local educational personnel if their participation will contribute to the grant's activities; and (6) coordinate and integrate early childhood programs with school-age programs. In addition, grantees must use a minimum of 30 percent of their awards to establish, expand, or operate Parents as Teachers, Home Instruction for Preschool Youngsters, or other early childhood parent education programs. They must also use at least 50 percent of their funds to serve areas with high concentrations of low-income families.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004	\$41,975
2005.....	41,886
2006.....	39,600
2007.....	39,600
2008.....	38,908

FY 2009 BUDGET REQUEST

The Parental Information and Resource Centers (PIRC) program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization.

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Parental information and resource centers

The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. This recommendation supports the Administration's policy of increasing resources for high-priority programs by eliminating small, categorical programs that have limited effect or that duplicate other activities.

All States now have access to a comprehensive technical assistance system that includes assistance in the areas addressed by PIRCs. The system includes 21 regional and national Comprehensive Centers that focus primarily on building the capacity of all State educational agencies to improve State policies, systems, and supports for achieving the key goals and meeting the requirements of the Elementary and Secondary Education Act (ESEA), including those related to student achievement, school improvement, school responsibilities for involving parents in the education of their children, school choice, and supplemental educational services.

In addition, parent education and involvement activities are required and supported under other ESEA programs, such as Title I Grants to Local Educational Agencies. LEAs are required to use Title I funds to promote parental involvement in schools and school-related activities and to inform parents about the educational options for their children – if they attend schools identified for improvement – including public school choice and the availability of supplementary services.

Finally, the Department is conducting a variety of activities to inform parents about ESEA provisions and encourage them to be more informed and active participants in their children's education. For example, the Department has devoted an area of its website (www.ed.gov) to highlighting resources and publications geared toward informing parents about ESEA, Department programs, and other education resources.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
New awards	\$899	0	0
Number of new awards	2	0	0
Continuation awards	\$37,401	\$37,680	0
Number of continuation awards	60	62	0
Technical assistance and evaluation	\$1,300	\$1,228	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and the resources and efforts invested by those served by this program.

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Parental information and resource centers

One measure of the performance of the PIRC program is the number of parents in the target population who receive information about their State accountability systems and about their rights and opportunities for supplemental educational services (SES) and public school choice. Grantees have reported data for this measure under several different categories, including: (1) information disseminated through direct contact with the target parents (workshops, online conferences, email and telephone consultations, and home visits); (2) information disseminated in contexts or settings where it is of use to a wider audience (education organization newsletters, brochures, and conference displays); and (3) wide-scale general dissemination activities (billboard campaigns and public service radio, television, and newspaper advertisements).

Data reported by PIRCs in FY 2006 showed that the number of parents receiving information about State accountability systems, their rights and opportunities for supplemental educational services, and opportunities for public school choice increased by 89 percent, 55 percent, and 133 percent, respectively, in comparison to data reported in FY 2005. Approximately 91 percent of parents received information about these services through wide-scale general dissemination, with less than 2 percent of parents receiving information through direct contact, and less than 8 percent receiving information through outreach to wider, defined audiences. Moreover, 65 percent of parents served by PIRCs in FY 2006 were from low-income families. These data are reported by the PIRCs and are not verified by the Department. FY 2007 data for this measure will be available in early 2008.

In addition, as a result of the PART review and follow-up recommendations described below, the Department established two additional indicators to assess the performance of the PIRC program: (1) the percentage of customers (parents, educators in State and local educational agencies, and other audiences) reporting that PIRC services are of high quality and (2) the percentage of customers reporting that PIRC services are highly useful to them. These are common measures that are being implemented across technical assistance programs in the Department. The Department will collect data for these measures through annual performance reports and a customer satisfaction survey to be administered for the first time in the second quarter of FY 2008.

Program Efficiency Measures

The Department is implementing a common measure of administrative efficiency for the PIRCs and other technical assistance programs. The measure is the percentage of grant funds carried over in each year of the project, which is an indicator of grantee efficiency in project implementation. Data for this efficiency measure were first collected for the cohort of grantees funded in FY 2006. In FY 2006, a total of \$37,323,873 was awarded to new PIRC grantees. Of that amount, \$13,002,766.18, or 34.84 percent, was carried over to the following year.

The Department is currently working to establish and implement at least one additional efficiency measure, as recommended by the PART review. The two measures currently under consideration are: (1) cost per successful outcome, based on activities that are common to all or most PIRC projects; and (2) amount of non-Federal dollars leveraged, based on matching funds reported. The Department will make a decision on this issue in early 2008.

INNOVATION AND IMPROVEMENT

Parental information and resource centers

Follow-up on PART Findings and Recommendations

The program received a “Results Not Demonstrated” rating through a Performance Assessment Rating Tool (PART) review conducted in 2004. While the PART review acknowledged that the program addresses an identified need for increasing parental involvement as a tool to improve student achievement, the review found that the program’s multiple statutory purposes are broad and unclear and prevent distribution of funds according to parents’ needs for assistance.

The PART improvement plan recommendations are presented below, followed by a description of the Department’s actions to address them.

- Measure how the Centers increase parents' understanding of their State accountability systems and options for supplemental services and choice under No Child Left Behind. The Department asks applicants to address these areas through a competitive priority as part of the grant award process. Funded projects must also report annually on the numbers of parents who have received information about State accountability systems and options for supplemental services and choice under NCLB. The Department tracks that information as a GPRA performance measure, as described above. New project directors also received training in these areas at an orientation session, and project directors attended the national Title I conference in January 2007.
- Implement the efficiency measure and continue to work to establish and implement at least one additional efficiency measure. The Department implemented the following efficiency measure: the percentage of grant funds carried over in each year of the project. This is a common efficiency measure that the Department is implementing across a number of technical assistance programs. The Department is continuing to work to establish and implement at least one additional efficiency measure that will look more closely at efficiency in attainment of program outcomes.

The PART review also found that the PIRC program lacked quality project evaluations. The Department responded to this finding by increasing the weighted value of the evaluation selection criterion during the FY 2006 grant competition. The FY 2006 grant competition also featured an invitational priority for applicants that proposed to use scientific or quasi-scientific methods for evaluating their projects, and 23 projects were awarded grants to implement these methods. New grantees received a detailed orientation on performance reporting, including on the use of evaluation data.

In addition, the PART follow-up recommendations called for the Department to collect data comparing the program’s performance with that of other technical assistance programs. In response, the Department has adopted the two new performance measures described above, which focus on the quality and usefulness of PIRC services and are the same measures the Department uses for other technical assistance programs. The Department implemented these new measures during the FY 2006 competition, and a survey developed to gather these data will be administered in the second quarter of FY 2008.

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Women’s educational equity

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 21)

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$1,846	0	-\$1,846

¹ The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

PROGRAM DESCRIPTION

The Women’s Educational Equity (WEEA) program promotes educational equity for girls and women, including those who face multiple aspects of discrimination based on gender and on race, ethnicity, national origin, disability, or age. The program provides funds to help educational agencies and other institutions meet the requirements of Title IX of the Education Amendments of 1972.

At least two-thirds of the funding for WEEA must support projects, of up to 4 years in duration, that focus on local implementation of gender-equity policies and practices. The remaining funds may be used for research and development, including model training programs for teachers and other school personnel; development of assessment instruments and methods to assist local educational agencies in replicating exemplary gender equity programs; and policies and programs to address and prevent sexual harassment.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004	\$2,962
2005.....	2,956
2006.....	2,926
2007.....	1,879
2008.....	1,846

FY 2009 BUDGET REQUEST

The Women’s Educational Equity (WEEA) program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. The request is consistent with the Administration’s intent to increase resources for high-priority programs by eliminating small, narrow categorical programs that have limited impact, for which there is little or no evidence of effectiveness, or, as in the case of the WEEA program, no longer address a current need. These small categorical

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programs siphon off Federal resources that could be used by State and local educational agencies to address their priorities and to improve the performance of all students.

In addition, since the enactment of the Women's Educational Equity Act in 1974, the need for a program focused on eliminating the educational gap for girls and women has diminished greatly, as women have made educational gains that match or exceed those of their male peers. The 2004 National Center for Education Statistics (NCES) study, *Trends in Educational Equity of Girls and Women*, discussed in greater detail in the Program Performance Information section, shows that on many indicators of achievement and educational attainment, the large gaps that once existed between males and females have significantly decreased or no longer exist at all. The study pointed out, for example, that while females accounted for 42 percent of all undergraduate students in 1970, that number increased to 56 percent by 2000. Females also tend to persist and attain degrees at higher levels than their male counterparts. In 2001, females earned 57 percent of all bachelor's degrees. At the graduate level, female students accounted for 39 percent of all students in 1970, but that number rose to 58 percent in 2000. In 1970, females made up just 9 percent of first-professional students. First-professional degrees are degrees awarded in the fields of dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic medicine, law, and the theological professions. By 2000, that number had risen to 47 percent of full-time and 44 percent of part-time first-professional students.

In the areas of math and science, where the common perception is that gender differences have been intractable, there has also been significant progress. Scores on the National Assessment of Education Progress (NAEP) show that gender differences in mathematics have been very small (between 1 and 3 percentage points) with only slight fluctuations between 1990 and 2005; males and females both surpassed their 2003 results on the 2005 assessment at the 4th- and 8th-grade levels. On NAEP science assessments, females outperformed males on the 1996 assessment at the 4th- and 8th-grade levels and scored comparably to males on the 2000 assessment at the 12th-grade level. On the 2005 NAEP science assessment, at the 4th-grade level, males and females made identical gains of 4 points, maintaining a 4-point gap between the scores of the two groups, as compared to their 2000 performances. At the 12th-grade level, while the gap between males and females appeared to grow by 2 percentage points from 2000 to 2005, overall, from 1996 to 2005, the gap narrowed by 3 percentage points. Females' high school academic programs are now at least as challenging as their male counterparts. The percentage of female graduates who took calculus increased from 4 percent to 11 percent between 1982 and 2000, which is comparable to the increase seen by male graduates (from 6 percent to 12 percent during the same timeframe).

The NCES study points out that some gender differences still exist. For example, females are still less likely than males to major in computer science, engineering, and physical sciences in college. However, States would be able to address these gaps using other resources, such as the Advanced Placement and International Baccalaureate Program funding, the new Math Now program, and Title I funds that would be dedicated to improving high schools under the Administration's reauthorization proposal.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Implementation grants			
Amount for continuation awards	\$1,879	\$1,846	0
Number of continuation grants	11	11	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and the resources and efforts invested by those served by this program.

Goal: To promote gender equity in education in the United States.

Objective: *To ensure equal access to mathematics, science, and computer science educational courses, programs, and careers for women and girls.*

The Department established two measures for which it has collected baseline data for 2006. Data from 2007 will become available in early 2008. The first measure addresses the percentage of female students served by the program who are enrolled in advanced mathematics and science courses, including computer science. Of the 15 currently funded projects, 11 addressed the math and science invitational priority in the 2005 competition and, thus, responded to this measure. Of the female students served by these 11 projects, 20 percent were enrolled in advanced mathematics and science courses. The Department has set targets of 22 percent for 2007 and 25 percent for 2008.

The second measure addresses the percentage of female students served by the program who indicate increased knowledge of and the intent to pursue career options in mathematics and the sciences, including computer science. Again, 11 of the 15 grantees established projects that could address this measure. For 2006, the baseline year, these 11 grantees reported that 45 percent of the female students served met the goal for this measure. The program has set targets of 51 percent for 2007 and 57 percent for 2008.

Other Performance Information

In 2004, the Department released a report on the status of educational equity for girls and women, as required by the WEEA program statute. This report, entitled, *Trends in Educational Equity of Girls and Women* (National Center for Education Statistics), compared educational achievement and other outcomes for males and females from preschool through postsecondary education. Findings indicate, among other things, that females are less likely than males to repeat a grade and to drop out of high school and that female high-school seniors tend to have

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higher educational aspirations than their male peers. Differences based on gender in mathematics and science coursetaking and attainment have nearly or completely been eliminated in some areas (math and the biological sciences) while continuing in others (engineering and the physical sciences). Overall, females' high school academic programs in mathematics and science are at least as challenging as those taken by males, although there are some differences in the kinds of courses that males and females pursue. For example, female high school graduates are more likely than their male peers to have taken algebra II, biology, Advanced Placement (AP) or honors biology, and chemistry, while males are more likely to have taken physics. Also, higher numbers of male students take AP exams in physics and computer science.

The 2004 report also showed that females have greater success than males in pursuing and attaining postsecondary education. For example, they are more likely to enroll in college immediately after graduating from high school, and they persist and complete degrees at higher rates than males. More than half of all bachelor's and master's degrees are awarded to females. In addition, data published in *The Condition of Education* (NCES, 2006) show that at the doctoral level, in 2003-04, females received 48 percent of all degrees, up from 36 percent in 1989-90. While gender gaps in some majors still exist, with females much less likely than their male peers to complete degrees in computer science, engineering, and physical sciences, they have made substantial gains in every field over the past 25 years.

The Department plans to release a study, supported with WEEA funds, on the effects of single-sex schooling on student achievement and other outcomes, especially for at-risk students, in fiscal year 2008. This study, tentatively entitled *Characteristics and Effects of Public Single-Sex Schools*, draws on the results of a literature review, surveys, and site visits.