

Fiscal Year 2009

Performance Budget

Performance Plan



U.S. Department of Education
February 2008

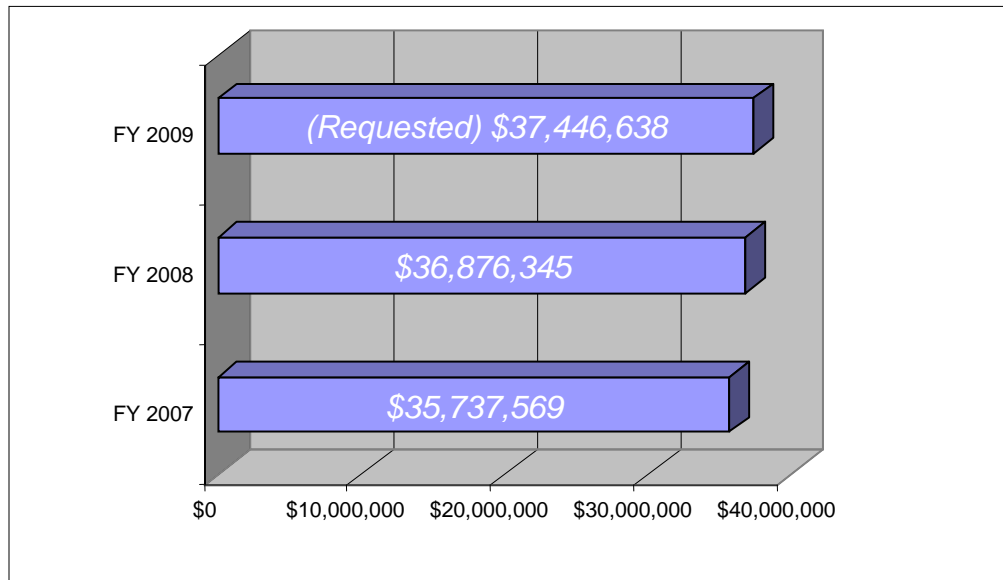
MISSION STATEMENT

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

STRATEGIC GOAL 1

Improve student achievement, with a focus on bringing all students to grade level in reading and mathematics by 2014.

GOAL 1 RESOURCES



PROGRAMS SUPPORTING GOAL 1 KEY MEASURES

Account/Program (Dollars in 000s)	FY 2007 Annual CR Operating Plan	FY 2008 Appropriations ¹	FY 2009 President's Request
Education for the Disadvantaged			
<i>ESEA</i> : Title I Grants to Local Educational Agencies	\$ 12,838,125	\$ 13,898,875	\$ 14,304,901
<i>ESEA</i> : School Improvement Grants	125,000	491,265	491,265
<i>ESEA</i> : Reading First State Grants	1,029,234	393,012	1,000,000
Special Education (IDEA)			
<i>IDEA</i> : Special Education Grants to States	10,782,961	10,947,511	11,284,511
English Language Acquisition			
<i>ESEA</i> : English Language Acquisition State Grants	669,007	700,395	730,000
School Improvement Programs			
<i>ESEA</i> : Improving Teacher Quality State Grants	2,887,439	2,935,248	2,835,248
<i>ESEA</i> : State Assessments	407,563	408,732	408,732
Safe Schools and Citizenship Education			
<i>ESEA</i> : Safe and Drug-Free Schools and Communities National Activities	149,706	137,664	181,963
Innovation and Improvement			
<i>ESEA</i> : Charter School Grants	214,783	211,031	236,031
<i>ESEA</i> : Voluntary Public School Choice	26,278	25,819	25,819
Other Goal 1 Programs² (See next page.)	6,607,473	6,726,793	5,948,168
TOTAL	\$ 35,737,569	\$ 36,876,345	\$ 37,446,638

¹ FY 2008 detail may not add to totals due to rounding.

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² For FY 2009, "Other Goal 1 Programs" are listed below; the total includes programs proposed in the *FY 2009 Budget* that have not yet been funded and some unlisted programs that are administrative in nature or support other programs. For FY 2007 and FY 2008 funding, the amount for "Other Goal 1 programs" includes some programs that are not proposed in the *FY 2009 Budget*.

Other Goal 1 programs include the following:

- | | | | |
|--------------|---|---------------|--|
| <i>APEB:</i> | American Printing House for the Blind | <i>ESEA:</i> | Teacher Incentive Fund |
| <i>CFAA:</i> | Supplemental Education Grants | <i>ESEA:</i> | Teaching American History |
| <i>CRA:</i> | Training and Advisory Services | <i>ESEA:</i> | Title I Evaluation |
| <i>ESEA:</i> | 21st Century Learning Opportunities | <i>ESEA:</i> | Transition to Teaching |
| <i>ESEA:</i> | Credit Enhancement for Charter School Facilities | <i>ESEA:</i> | Troops-to-Teachers |
| <i>ESEA:</i> | Early Reading First | <i>ESRA:</i> | Comprehensive Centers |
| <i>ESEA:</i> | Foreign Language Assistance | <i>ESRA:</i> | National Assessment |
| <i>ESEA:</i> | Fund for the Improvement of Education Programs of National Significance | <i>ESRA:</i> | National Assessment Governing Board |
| <i>ESEA:</i> | Impact Aid—Basic Support Payments | <i>ESRA:</i> | Regional Educational Laboratories |
| <i>ESEA:</i> | Impact Aid—Construction | <i>ESRA:</i> | Research, Development, and Dissemination |
| <i>ESEA:</i> | Impact Aid—Facilities Maintenance | <i>ESRA:</i> | Special Education Research in Special Education |
| <i>ESEA:</i> | Impact Aid—Payments for Children with Disabilities | <i>ESRA:</i> | Statewide Data Systems |
| <i>ESEA:</i> | Impact Aid—Payments for Federal Property | <i>ESRA:</i> | Statistics |
| <i>ESEA:</i> | Indian Education Grants to Local Educational Agencies | <i>IDEA:</i> | Special Education Grants for Infants and Families |
| <i>ESEA:</i> | Indian Education—National Activities | <i>IDEA:</i> | Special Education Parent Information Centers |
| <i>ESEA:</i> | Literacy through School Libraries | <i>IDEA:</i> | Special Education Personnel Preparation |
| <i>ESEA:</i> | Magnet Schools Assistance | <i>IDEA:</i> | Special Education Preschool Grants |
| <i>ESEA:</i> | Migrant State Agency Program | <i>IDEA:</i> | Special Education State Personnel Development |
| <i>ESEA:</i> | Neglected and Delinquent State Agency Program | <i>IDEA:</i> | Special Education Studies and Evaluations |
| <i>ESEA:</i> | Ready-to-Learn Television | <i>IDEA:</i> | Special Education Technical Assistance and Dissemination |
| <i>ESEA:</i> | Rural Education | <i>IDEA:</i> | Special Education Technology and Media Services |
| <i>ESEA:</i> | Safe and Drug-Free Schools and Communities State Grants | <i>MVHAA:</i> | Education for Homeless Children and Youths |
| <i>ESEA:</i> | Special Programs for Indian Children | | |
| <i>ESEA:</i> | Striving Readers | | |

Proposed for FY 2009

- | | |
|------------------|----------------------|
| <i>COMPETES:</i> | Math Now |
| <i>ESEA:</i> | Pell Grants for Kids |

APEB	=	Act to Promote the Education of the Blind
CFAA	=	Compact of Free Association Act
COMPETES	=	America COMPETES Act
CRA	=	Civil Rights Act
ESEA	=	Elementary and Secondary Education Act
ESRA	=	Education Sciences Reform Act
IDEA	=	Individuals with Disabilities Education Act
MVHAA	=	McKinney-Vento Homeless Assistance Act

STRATEGIC GOAL 1, OBJECTIVE 1: Improve student achievement in reading

STRATEGIC GOAL 1, OBJECTIVE 2: Improve student achievement in mathematics

STRATEGIES

- A.** Seek enactment of a bill that incorporates the key elements of *Building on Results*, the Department’s blueprint of *Elementary and Secondary Education Act* reauthorization
- B.** Assist state and local educational agencies in turning around schools in restructuring status or in need of improvement
- C.** Collect, analyze, and publicly disseminate disaggregated student information on a timely basis
- D.** Assist states in achieving their *Individuals with Disabilities Education Act* State Performance Plan targets in reading and mathematics

PERFORMANCE KEY MEASURES

	Baseline (BL) 2006	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 1</u> Percentage of students who achieve proficiency on state reading assessments							
• All students	68.3	72.3	76.2	80.2	84.2	88.1	92.1
• Low-income students	55.3	60.9	66.5	72.1	77.7	83.2	88.8
• Students from major racial and ethnic groups*	Pending	Close 12.5% of gap ¹	Close 25% of gap ¹	Close 37.5% of gap ¹	Close 50% of gap ¹	Close 62.5% of gap ¹	Close 75% of gap ¹
• Students with disabilities	38.7	51.8	54.0	61.7	69.4	77.0	84.7
• Limited English proficient students	Pending	Close 12.5% of gap ¹	Close 25% of gap ¹	Close 37.5% of gap ¹	Close 50% of gap ¹	Close 62.5% of gap ¹	Close 75% of gap ¹
Percentage of career and technical education “concentrators”*** who are proficient in reading	NA	NA	61	61	***	***	***

BL = Baseline, N/A = Not Available

*African-American, Hispanic, and American Indian/Alaska Native students when they are of statistically significant number to be reported by the states.

** New measure established in 2007 for the *Carl D. Perkins Career and Technical Education Act of 2006*. A career and technical “concentrator” is a secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

*** These targets are based on the performance targets the Department has negotiated with States for these indicators for school years 2007–08 and 2008–09. Targets for school years 2009–10, 2010–11, and 2011–12 will be negotiated in 2009.

¹Gap equals difference between baseline (BL) and 100% goal for 2014.

Source: *Consolidated State Performance Reports and Career and Technical Education Annual Performance Report (state program)*

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	Baseline (BL) 2006	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 2</u>							
Percentage of students who achieve proficiency on state math assessments							
• All students	65.0	69.4	73.8	78.1	82.5	86.9	91.3
• Low-income students	52.3	58.3	64.2	70.2	76.2	82.1	88.1
• Students from targeted racial and ethnic groups*	Pending	Close 12.5% of gap ¹	Close 25% of gap ¹	Close 37.5% of gap ¹	Close 50% of gap ¹	Close 62.5% of gap ¹	Close 75% of gap ¹
• Students with disabilities	37.8	52.2	53.3	61.1	68.9	76.7	84.4
• Limited English proficient students	Pending	Close 12.5% of gap ¹	Close 25% of gap ¹	Close 37.5% of gap ¹	Close 50% of gap ¹	Close 62.5% of gap ¹	Close 75% of gap ¹
Percentage of career and technical education "concentrators"*** who are proficient in mathematics	NA	NA	54	54	***	***	***

BL = Baseline, N/A = Not Available

*African-American, Hispanic, and American Indian/Alaska Native students when they are of statistically significant number to be reported by the states.

** New measure established in 2007 for the Carl D. Perkins Career and Technical Education Act of 2006. A career and technical "concentrator" is a secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

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¹Gap equals difference between baseline (BL) and 100% goal for 2014

Source: Consolidated State Performance Reports and Career and Technical Education Annual Performance Report (state program)

General note on measures: The targets for this and other measures in the Department's Performance Budget were generated from a variety of sources, including existing projections, legal requirements, and analysis from the Department's internal subject-matter experts. It is our intention that targets be ambitious yet achievable, and that they be re-evaluated annually as more updated information becomes available.

STRATEGIC GOAL 1, OBJECTIVE 3: Improve teacher quality

STRATEGIES

- A.** Collect data and monitor performance to ensure that all states meet the goal of having all core academic classes taught by highly qualified teachers in school year 2006–07 and beyond
- B.** Monitor states with substantial numbers of classes taught by non-highly qualified teachers, spurring these states to bring all teachers to highly qualified status as soon as possible
- C.** As states move toward ensuring that all teachers are highly qualified, monitor states to determine that poor and minority children are not taught at disproportionate rates by unqualified, inexperienced, or out-of-field teachers
- D.** Encourage districts to reform educator-compensation systems to reward their most effective teachers and to create incentives to attract their best teachers to high-need schools and hard-to-staff subjects

PERFORMANCE KEY MEASURES

	Baseline 2005	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 3</u> Percentage of class type taught by highly qualified teachers							
• Total core academic classes	91	100	100	100	100	100	100
• Total core elementary classes	93	100	100	100	100	100	100
• Core elementary classes in high-poverty schools	90	100	100	100	100	100	100
• Core elementary classes in low-poverty schools	95	100	100	100	100	100	100
• Total core secondary classes	89	100	100	100	100	100	100
• Core secondary classes in high-poverty schools	84	100	100	100	100	100	100
• Core secondary classes in low-poverty schools	92	100	100	100	100	100	100

Source: Consolidated State Performance Reports

STRATEGIC GOAL 1, OBJECTIVE 4: Promote safe, disciplined, and drug-free learning environments

STRATEGIES

- A. Identify and disseminate information about the most effective practices that create a safe, disciplined, and drug-free school climate
- B. Provide training and technical assistance to help achieve this objective

PERFORMANCE KEY MEASURES

	Baseline 2005	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 4</u> Percentage of students in grades 9 through 12 who:							
<ul style="list-style-type: none"> • Carried a weapon (such as a knife, gun, or club) on school property one or more times during the past 30 days 	6.5	5.0	N/A*	4.0	N/A*	4.0	N/A*
<ul style="list-style-type: none"> • Missed one or more days of school during the past 30 days because they felt unsafe at school, or on their way to and from school 	6.0	5.0	N/A*	5.0	N/A*	4.0	N/A*
<ul style="list-style-type: none"> • Were offered, given, or sold an illegal drug by someone on school property in the past year 	25.4	27.0	N/A*	26.0	N/A*	25.0	N/A*

N/A = Not Available

* Data gathered only in odd-numbered years

Source: Youth Risk Behavior Surveillance System, supported by the Centers for Disease Control and Prevention, part of the U.S. Department of Health and Human Services

STRATEGIC GOAL 1, OBJECTIVE 5: Increase information and options for parents

STRATEGIES

- A.** Ensure adequate parental notification
- B.** Support charter schools
- C.** Encourage states and communities to provide choices to children attending underperforming schools
- D.** Provide support to states in implementing the choice and Supplemental Educational Services requirements of the *Elementary and Secondary Education Act*

PERFORMANCE KEY MEASURES

	(Year) Baseline	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 5</u> Percentage of eligible students exercising choice:	(2005-06) Estab. BL **	N/A	Close 25% of gap ¹	N/A	Close 37.5% of gap ¹	Close 50% of gap ¹	BL + 3 ppt
Percentage of eligible students participating in Supplemental Educational Services	(2005-06) Estab. BL **	BL + 2 ppt	BL + 4 ppt	BL + 6 ppt	BL + 8 ppt	BL + 9 ppt	BL + 10 ppt
Number of charter schools in operation	3,647 BL 2006	3,900	4,290	4,720	5,190	5,710	6,280

BL = Baseline
N/A = Not Available

* Gap equals difference between baseline (BL) and 100% goal for 2014

** Baseline Data to be reported in 2008.

Source: Consolidated State Performance Reports

STRATEGIC GOAL 1, OBJECTIVE 6: Increase high school completion rate

STRATEGIES

- A. Help states and districts intervene early to get at-risk students back on track
- B. Improve the skills of adolescents who struggle with reading and mathematics
- C. Focus on the neediest schools
- D. Increase learning options for students
- E. Assist states in achieving their *Individuals with Disabilities Education Act* State Performance Plan targets related to dropping out, completing school, and post-school employment

PERFORMANCE KEY MEASURES

	Baseline 2004	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 6</u>							
Percentage of 18–24-year-olds who have completed high school ¹							
• Total	86.8	87.3	87.4	87.6	87.8	88.0	88.2
• African-American	83.4	85.3	85.5	85.8	86.0	86.3	86.5
• Hispanics	69.8	70.1	70.3	70.6	71.0	71.5	71.8
Averaged freshman graduation rate ²	74.3	75.2	76.6	77.9	79.3	80.8	82.2

Sources:

1. U.S. Department of Commerce, Bureau of the Census, Current Population Survey. Data are collected annually.
2. U.S. Department of Education, National Center for Education Statistics, Common Core of Data, State Non-fiscal Survey of Public Elementary/Secondary Education. Data are collected annually. Averaged freshman graduation rate is a Common Core of Data measure that provides an estimate of the Percent of high school students who graduate on time by dividing the number of graduates with regular diplomas by the size of the incoming class four years earlier.

STRATEGIC GOAL 1, OBJECTIVE 7: Transform education into an evidence-based field

STRATEGIES

- A.** Develop or identify effective programs and practices for improving reading and writing achievement, mathematics and science achievement, and teacher quality and effectiveness
- B.** Disseminate information about the effectiveness of education programs and practices

PERFORMANCE KEY MEASURES

	Baseline 2006	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 7</u> Number of Department-supported programs and practices with evidence of efficacy using WWC standards:							
•Reading or writing	3	6	11	13	15	17	20
•Mathematics or science	1	3	7	10	12	15	18
•Teacher quality	1	3	5	7	10	12	15
Number of visits to the WWC Web site (in millions)	N/A	BL 482,000	530,000	583,000	641,000	705,000	775,000

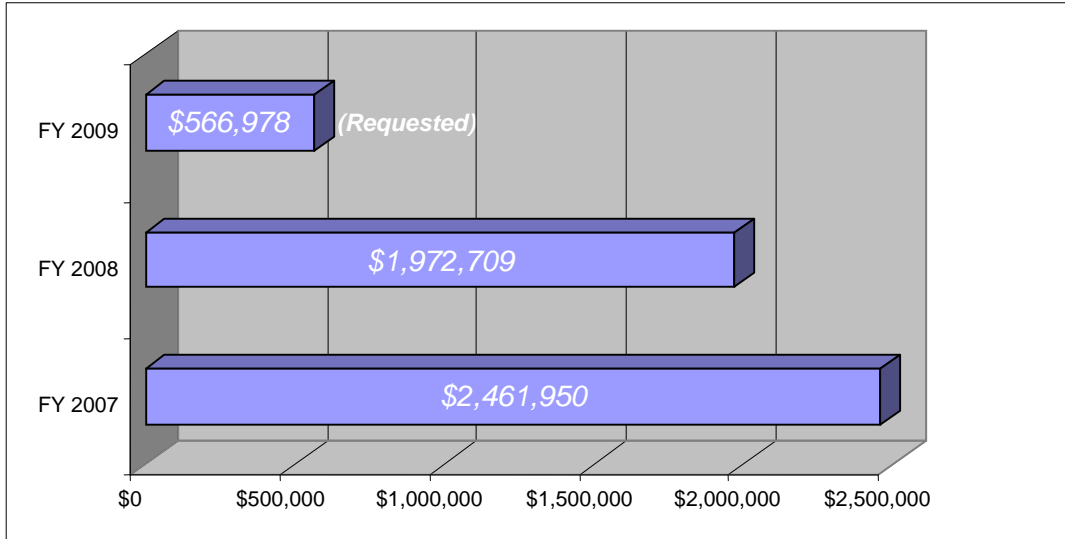
BL = Baseline
N/A = Not Available

Source: U.S. Department of Education, Grantee reports and materials, WWC reviews of those materials, and contractor reports on IES website statistics.

STRATEGIC GOAL 2

Increase the academic achievement of all high school students.

GOAL 2 RESOURCES



PROGRAMS SUPPORTING GOAL 2 KEY MEASURES

Account/Program (Dollars in 000s)	FY 2007 Annual CR Operating Plan	FY 2008 Appropriations ¹	FY 2009 President's Request
Academic Competitiveness			
HEA: Academic Competitiveness and SMART Grants ²	\$ 850,000	\$ 395,000	\$960,000
Proposed FY 2009 Rescission			(652,000)
Innovation and Improvement			
ESEA: Advanced Placement	37,026	43,540	0
COMPETES: Advanced Placement and International Baccalaureate Programs	0	0	70,000
Other Goal 2 Programs³ (See below.)	1,574,924	1,534,169	188,978
TOTAL	\$2,461,950	\$1,972,709	\$566,978

¹ FY 2008 detail may not add to totals due to rounding.

² Public Law 109-171, the Deficit Reduction Act of 2005 sec. 8003, funds Academic Competitiveness and SMART Grants for fiscal years 2006 through 2010. The appropriation includes \$850 million for FY2007, \$920 million for FY2008, and \$960 million for FY2009. Current estimates project lower program costs for Academic Competitiveness and SMART Grants of \$580 million for FY2007, \$700 million for FY2008, and \$760 million for FY2009.

³ For FY 2009, "Other Goal 2 Programs" are listed below; the total includes programs proposed in the *FY 2009 Budget* that have not yet been funded and some unlisted programs that are administrative in nature or support other programs. For FY 2007 and FY 2008 funding, the amount for "Other Goal 2 programs" includes some programs that are not proposed in the *FY 2009 Budget*.

Other Goal 2 programs include the following:

ESEA: Mathematics and Science Partnerships

Proposed for FY 2009

ESEA: Adjunct Teacher Corps

ESEA = Elementary and Secondary Education Act

STRATEGIC GOAL 2, OBJECTIVE 1: Increase the proportion of high school students taking a rigorous curriculum

STRATEGIES

- A.** Increase the number of students who complete the State Scholars Initiative curricula
- B.** Increase access to Advanced Placement courses nationwide
- C.** Increase the number of teachers qualified to teach Advanced Placement and International Baccalaureate classes
- D.** Identify and disseminate information on states that have increased their standards for graduation or that have rigorous high school end-of-course exams
- E.** Support states' implementation of additional high school assessments in mathematics and reading/language arts
- F.** Leverage the Academic Competitiveness Grant program, rewarding high school students who increase the rigor of their studies
- G.** Collect and analyze report on Advanced Placement access and success at local levels
- H.** Assist states in their implementation of the *Perkins Career and Technical Education Improvement Act of 2006*

PERFORMANCE KEY MEASURES

	Baseline 2005	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 1</u>							
Percentage of low-income students who qualify for Academic Competitiveness Grants* ¹	N/A	35 BL	42	49	56	63	**
Number of Advanced Placement classes available nationwide ²	N/A	Estab. BL	PY +10%	PY +10%	PY +10%	PY +10%	PY +10%
Number of Advanced Placement tests taken by public school students ³							
• Total	1,759,299	1,953,000	2,168,000	2,406,000	2,671,000	2,965,000	3,291,000
• Low-income	223,263	230,352	253,387	278,726	306,599	337,258	370,984
• Minorities (Black, Hispanic, Native American)	315,203	376,000	421,000	472,000	528,000	575,520	621,562
Number of teachers trained through Advanced Placement Incentive grants to teach Advanced Placement classes ⁴		Estab. BL	PY +5%	PY +10%	PY +10%	PY +10%	PY +10%

BL = Baseline, PY = Prior Year, TBD = To Be Determined

* In FY2009 an estimated 11 percent of Pell Grant recipients will qualify for an Academic Competitiveness Grant.

** Academic Competitiveness Grants sunset after 2011.

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Sources:

1. *National Student Loan Data System via Common Origination and Disbursement system data.*
2. *The College Board, Ledger of Authorized Advanced Placement Courses. Data are reported annually.*
3. *The College Board, Freeze File Report. Data are reported annually.*
4. *U.S. Department of Education, Advanced Placement Incentive Program, Annual Performance Reports*

STRATEGIC GOAL 2, OBJECTIVE 2: Promote advanced proficiency in mathematics and science for all students

STRATEGIES

- A.** Support projects expanding offerings and participation in advanced mathematics and science classes
- B.** Encourage grantees to offer incentives to teachers to become qualified to teach Advanced Placement and International Baccalaureate courses in mathematics and science and to teachers whose students pass Advanced Placement tests in those subjects
- C.** Promote greater investment by the business community in expanding Advanced Placement access and success
- D.** Leverage Academic Competitiveness and SMART grant programs, rewarding postsecondary students who major in mathematics or science studies
- E.** Ensure student preparation for rigorous mathematics education in high school by investing in the Math Now Program

PERFORMANCE KEY MEASURES

	Baseline 2006	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 2</u> Number of advanced placement tests in mathematics and science taken nationwide by public school students: ¹							
• Total	589,701	631,000	681,000	736,000	802,000	882,000	971,000
• Low-income	60,692	65,000	70,000	76,000	84,000	93,000	104,000
• Minorities (Black, Hispanic, Native American)	74,762	80,000	86,000	94,171	104,000	115,000	128,000
Number of teachers trained through Advanced Placement Incentive grants to teach advanced placement classes in mathematics and science ²		Estab. BL	PY +5%	PY +10%	PY +10%	PY +10%	PY +10%

BL = Baseline
PY = Prior Year

Sources:

1. *The College Board, Freeze File Report. Data are reported annually.*
2. *U.S. Department of Education, Advanced Placement Incentive Program, Annual Performance Reports*

STRATEGIC GOAL 2, OBJECTIVE 3: Increase proficiency in critical foreign languages

STRATEGIES

- A. Support projects expanding Advanced Placement and International Baccalaureate offerings and participation in critical-need languages
- B. Encourage grantees to offer incentives to teachers to become qualified to teach Advanced Placement and International Baccalaureate courses in critical-need foreign languages and to teachers whose students pass Advanced Placement tests in those subjects
- C. Leverage the SMART grant program, rewarding postsecondary students who major in a critical-need foreign language

PERFORMANCE KEY MEASURES

	Baseline 2006	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 3</u> Combined total of Advanced Placement ¹ and International Baccalaureate ² tests in critical foreign languages passed by public school students		Estab. BL	PY +15%	PY +15%	PY +15%	PY +15%	PY +15%

BL = Baseline
 PY = Prior Year

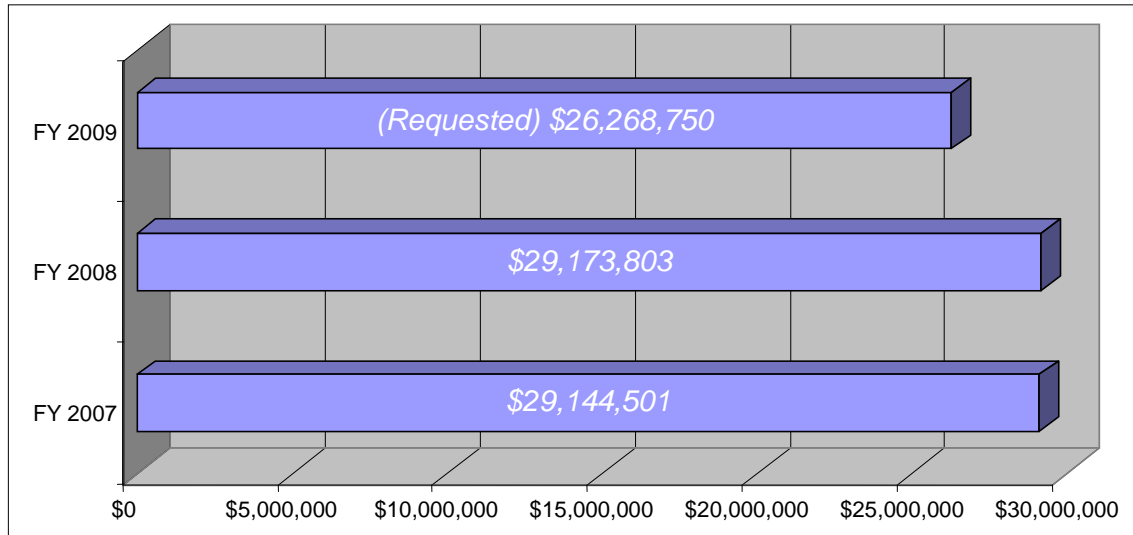
Sources:

1. *The College Board, Freeze File Report. Data are reported annually.*
2. *International Baccalaureate North America, Examination Review and Data Summary. Data are reported annually.*

STRATEGIC GOAL 3

Ensure the accessibility, affordability and accountability of higher education and better prepare students and adults for employment and future learning.

GOAL 3 RESOURCES



PROGRAMS SUPPORTING GOAL 3 KEY MEASURES

Account/Program (Dollars in 000s)	FY 2007 Annual CR Operating Plan	FY 2008 Appropriations ¹	FY 2009 President's Request
Student Financial Assistance			
HEA: Federal Pell Grants	\$13,660,711	\$16,245,000	\$18,941,059
HEA: Federal Work-Study	980,354	980,492	980,492
Federal Family Education Loans	7,405,113	4,533,440	2,407,263
Federal Direct Student Loans	4,966,714	5,532,290	328,670
Student Aid Administration	717,950	695,843	714,000
Higher Education			
HEA: TRIO Programs	828,178	885,178	885,178
HEA: AID Strengthening Historically Black Colleges and Universities	238,095	323,095	238,095
HEA: AID Strengthening Historically Black Graduate Institutions	57,915	56,903	56,903
HEA: AID Developing Hispanic-serving Institutions	94,914	93,256	74,442
HEA: International Education and Foreign Language Studies Domestic Programs	91,541	93,941	94,941
Rehabilitation Services and Disability Research			
RA: Vocational Rehabilitation State Grants	2,802,716	2,839,151	2,839,151
Career, Technical, and Adult Education			
AEFLA: Adult Basic and Literacy Education State Grants	563,975	554,122	554,122
Other Goal 3 Programs² (See next page.)	2,320,640	2,661,978	1,631,218
Other Student Loan Activities³ (See next page.)	(5,584,315)	(6,320,886)	(3,476,784)
TOTAL	\$29,144,501	\$29,173,803	\$26,268,750

¹ FY 2008 detail may not add to totals due to rounding

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¹ For FY 2009, “Other Goal 3 Programs” are listed below; the total includes programs proposed in the *FY 2009 Budget* that have not yet been funded and some unlisted programs that are administrative in nature or support other programs. For FY 2007 and FY 2008 funding, the amount for “Other Goal 3 programs” includes some programs that are not proposed in the *FY 2009 Budget*.

² Academic Competitiveness Grants and SMART Grants, which are included under Goal 2 on page 10, also contribute to Goal 3.

³ Includes: Capital Transfer to Treasury, CHAFL Federal Administration and Liquidating, College Housing Loans Liquidating, Federal Perkins Loans, FFEL Liquidating, HEFL Liquidating, Loans for Short-Term Training, Receipts and Re-estimate of Existing Loan Subsidies.

Other Goal 3 programs include the following:

<i>AEFLA:</i> Adult Education National Leadership Activities	<i>HEA:</i> Government Performance and Results Act (GPRA) Data / HEA Program Evaluation
<i>AEFLA:</i> National Institute for Literacy	<i>HEA:</i> Graduate Assistance in Areas of National Need (GAANN)
<i>ATA:</i> Assistive Technology Programs	<i>HEA:</i> High School Equivalency Program
<i>COMPETES:</i> Advancing America through Foreign Language Partnerships	<i>HEA:</i> Historically Black Colleges and Universities (HBCU) Capital Financing
<i>EDA:</i> Gallaudet University	<i>HEA:</i> International Education and Foreign Language Studies—Institute for International Public Policy
<i>EDA:</i> National Technical Institute for the Deaf	<i>HEA:</i> Javits Fellowships
<i>HEA:</i> AID—Minority Science and Engineering Improvement	<i>HEA:</i> TEACH Grants
<i>HEA:</i> AID—Strengthening Alaska Native and Native Hawaiian-Serving Institutions	<i>HKNCA:</i> Helen Keller National Center for Deaf-Blind Youths and Adults
<i>HEA:</i> AID—Strengthening Asian American & Native American Pacific Islander-Serving Institutions	<i>MECEA:</i> International Education and Foreign Language Studies—Overseas Programs
<i>HEA:</i> AID—Strengthening Institutions, Part A	<i>RA:</i> Client Assistance State Grants
<i>HEA:</i> AID—Strengthening Native American-Serving Non-Tribal Institutions	<i>RA:</i> Independent Living Services for Older Blind Individuals
<i>HEA:</i> AID—Strengthening Predominantly Black Institutions	<i>RA:</i> Independent Living State Grants and Centers
<i>HEA:</i> AID—Strengthening Tribally Controlled Colleges and Universities	<i>RA:</i> National Institute on Disability and Rehabilitation Research
<i>HEA:</i> Child Care Access Means Parents In School	<i>RA:</i> Protection and Advocacy of Individual Rights
<i>HEA:</i> College Access Challenge Grant Program	<i>RA:</i> Vocational Rehabilitation Demonstration and Training Programs
<i>HEA:</i> College Assistance Migrant Program	<i>RA:</i> Vocational Rehabilitation Evaluation
<i>HEA:</i> Developing HSI STEM and Articulation Programs	<i>RA:</i> Vocational Rehabilitation Grants for Indians
<i>HEA:</i> Fund for the Improvement of Postsecondary Education	<i>RA:</i> Vocational Rehabilitation Program Improvement
<i>HEA:</i> Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP)	<i>RA:</i> Vocational Rehabilitation Training Howard University

<i>AEFLA</i>	=	Adult Education and Family Literacy Act
<i>ATA</i>	=	Assistive Technology Act
<i>COMPETES</i>	=	<i>America COMPETES Act</i>
<i>CTEA</i>	=	Carl D. Perkins Career and Technical Education Act
<i>EDA</i>	=	Education of the Deaf Act
<i>HEA</i>	=	Higher Education Act
<i>HKNCA</i>	=	Helen Keller National Center Act
<i>MECEA</i>	=	Mutual Educational and Cultural Exchange Act
<i>RA</i>	=	Rehabilitation Act

STRATEGIC GOAL 3, OBJECTIVE 1: Increase success in and completion of quality postsecondary education

STRATEGIES

- A.** Increase the transition of high school graduates to postsecondary education by supporting states and other entities in the development and implementation of programs of study for high-skill, high-demand careers
- B.** Maintain high levels of college enrollment and persistence, while increasing the affordability of and accessibility to higher education through effective college preparation and grant, loan, and campus-based aid programs
- C.** Prepare more graduates for employment in areas of vital interest to the United States, especially critical-need languages, mathematics, and the sciences
- D.** Improve the academic, administrative, and fiscal stability of Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribally Controlled Colleges and Universities
- E.** Strengthen the accountability of postsecondary education institutions through accreditation, evaluation, and monitoring
- F.** Expand the use of data collection instruments, such as the Integrated Postsecondary Education Data System, to assess student outcomes
- G.** Promote and disseminate information regarding promising practices in community colleges

PERFORMANCE KEY MEASURES

	(year) Baseline	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 1</u>							
<u>Postsecondary Enrollment</u>							
Percentage of high school graduates aged 16–24 enrolling immediately in college ¹	(2006) 68.6	68	68	68	69	69	70
Percentage of Upward Bound participants enrolling in college ²	(2005) 78	65	70	75	75	76	76
Percentage of career and technical education students who have transitioned to postsecondary education or employment by December of the year of graduation ³	(2005) 87	89	90	91	92	93	94
<u>Postsecondary Persistence</u>							
Percentage of full-time degree-seeking undergraduate students at Title IV institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution ⁴	(2006) 70	71	71	71	72	72	72

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	(year) Baseline	Targets					
		2007	2008	2009	2010	2011	2012
Percentage of full-time undergraduate students at Historically Black Colleges and Universities who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution ⁴	(2006) 64	66	66	66	67	67	67
Percentage of full-time undergraduate students at Hispanic-Serving Institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution ⁴	(2006) 64	68	68	68	69	69	69
<u>Postsecondary Completion</u>							
Percentage of students enrolled at all Title IV institutions completing a four-year degree within six years of enrollment ⁵	(2005) 56.4	57	57	57	58	58	58
Percentage of freshmen participating in Student Support Services who complete an associate's degree at original institution or transfer to a four-year institution within three years ²	(2005) 24.5	27.5	27.5	28.0	28.0	28.5	28.5
Percentage of students enrolled at 4-year Historically Black Colleges and Universities graduating within six years of enrollment ⁵	(2005) 38	39	39	40	40	40	40
Percentage of students enrolled at 4-year Hispanic-Serving Institutions graduating within six years of enrollment ⁵	(2005) 35	37	37	37	37	37	38
Percentage of postsecondary career and technical education students who have completed a postsecondary degree or certification ³	(2005) 42	46	47	48	49	50	51

Sources:

1. U.S. Department of Commerce, Bureau of the Census, Current Population Survey.
2. U.S. Department of Education, TRIO Annual Performance Report.
3. Career and Technical Education Annual Performance Report and Grantee Performance Reports.
4. U.S. Department of Education, NCES. Integrated Postsecondary Education Data System, Enrollment Survey. Persistence measures the percentage of full-time degree-seeking undergraduate students at Title IV institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution.
5. U.S. Department of Education, NCES. Integrated Postsecondary Education Data System, Graduation Rate Survey.

STRATEGIC GOAL 3, OBJECTIVE 2: Deliver student financial aid to students and parents effectively and efficiently

STRATEGIES

- A.** Create an efficient and integrated delivery system
- B.** Improve program integrity
- C.** Reduce the cost of administering the federal student aid programs
- D.** Improve student financial aid products and services to provide better customer service

PERFORMANCE KEY MEASURES

	Baseline 2006	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 2</u>							
Direct administrative unit costs for origination and disbursement of student aid ¹ (<i>total cost per transaction</i>)	(2006) \$4.24	\$4.25	\$4.15	\$4.00	\$4.00	\$4.00	\$4.00
Customer service level on the American Consumer Satisfaction Index for the Free Application for Federal Student Aid (FAFSA) on the Web ²	(2006) 80	82	83	84	85	85	85
Pell grant improper payments rate	(2006) 3.48%	3.48%	3.48%	3.41%	3.35%	3.28%	3.28%
Direct Loan recovery rate ³	(2006) 19.00%	19.50%	19.75%	20.00%	20.25%	20.50%	20.75%
FFEL recovery rate	(2006) 19.30%	19.50%	19.50%	19.75%	20.00%	20.25%	20.50%

Sources:

1. Unit costs are derived from the Department's Activity-Based Management program using direct administrative costs. They do not include administrative overhead or investment/development costs.
2. Based upon annual American Customer Satisfaction Index scores obtained through the CFI Group
3. The recovery rate equals the sum of collections on defaulted loans divided by the outstanding default portfolio at the end of the previous year.

STRATEGIC GOAL 3, OBJECTIVE 3: Prepare adult learners and individuals with disabilities for higher education, employment, and productive lives

STRATEGIES

- A. Fund a national initiative that will develop expertise in providing support and outreach to state and local education systems to improve outcomes for out-of-school youth
- B. Support a project to develop career pathway demonstration models in local sites, extending current secondary-postsecondary models to the adult basic education system
- C. Implement the system used to monitor state vocational rehabilitation agencies to improve performance
- D. Strengthen technical assistance to state vocational rehabilitation agencies through improved use of data, dissemination of information, and solidified partnerships

PERFORMANCE KEY MEASURES

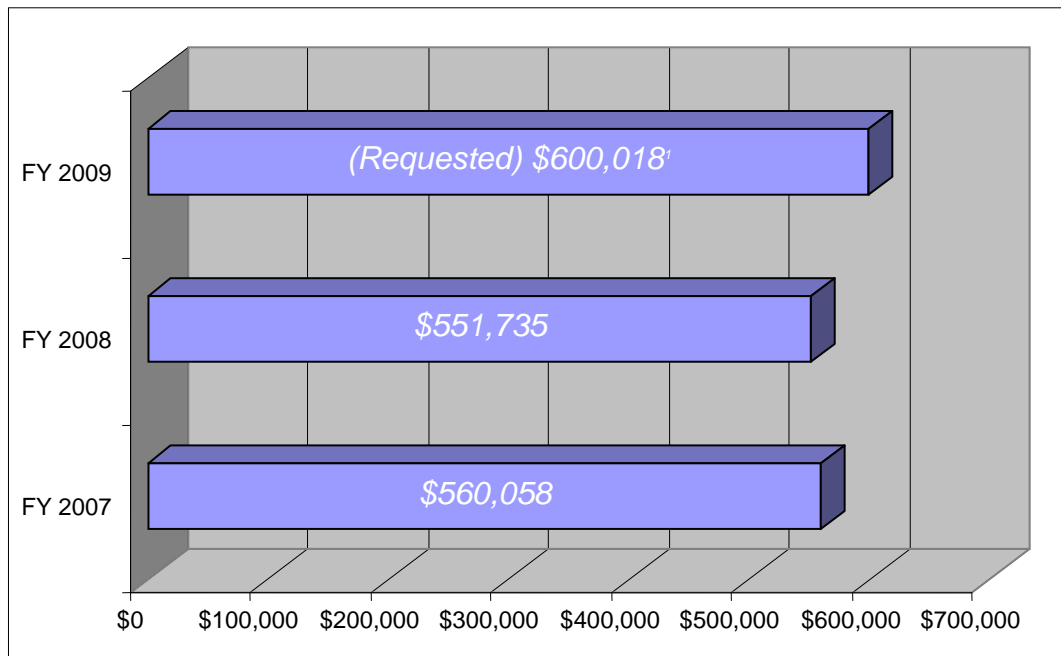
	(Year) Baseline	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 3</u>							
Percentage of state vocational rehabilitation agencies that meet the employment outcome standard for the Vocational Rehabilitation State Grants program*	(2005) 71	71	76	78	80	82	82
Percentage of adults served by the Adult Education State Grants program with a high school completion goal who earn a high school diploma or recognized equivalent	(2005) 51	52	53	54	55	56	57
Percentage of adults served by the Adult Education State Grants program with a goal to enter postsecondary education or training who enroll in a postsecondary education or training program	(2005) 34	37	39	41	43	45	47
Percentage of adults served by the Adult Education State Grants program with an employment goal who obtain a job by the end of the first quarter after their program exit quarter	(2005) 37	41	41	42	42	43	43

* A state vocational rehabilitation agency meets the standard if at least 55.8 percent of individuals who have received services achieve an employment outcome.

Source: VR agency data submitted to the Department's Rehabilitation Services Administration; Adult Education Annual Performance Report and Grantee Performance Reports

CROSS-GOAL STRATEGY ON MANAGEMENT

CROSS-GOAL RESOURCES (Dollars in 000s)



¹ FY 2008 detail may not add to totals due to rounding

CROSS-GOAL STRATEGY, OBJECTIVE 1: Maintain and strengthen financial integrity and management and internal controls

STRATEGIES

- A. Implement risk mitigation activities to strengthen internal control and the quality of information used by managers
- B. Reengineer formula and discretionary grant management processes
- C. Comply with information security requirements

PERFORMANCE KEY MEASURES

	Baseline 2006	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 1</u>							
Maintain an unqualified (clean) audit opinion ¹	U	U	U	U	U	U	U
Achieve and maintain compliance with the Federal Information Security Management Act of 2002 ²	NC	NC	C	C	C	C	C
Percentage of new discretionary grants awarded by June 30 ³	40%	60%	70%	80%	90%	90%	90%

U = Unqualified (clean), NC = Non-compliant, C = Compliant

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Sources:

1. *Independent Auditors' financial statement and audit reports, Independent Auditors' Report on Compliance with Rules and Regulations*
2. *Office of Inspector General annual Federal Information Security Management Act audit*
3. *U.S. Department of Education's Grant Administration and Payment System*

CROSS-GOAL STRATEGY, OBJECTIVE 2: Improve the strategic management of the Department's human capital

STRATEGIES

- A.** Improve performance culture
- B.** Foster leadership and accountability
- C.** Close competency gaps in the workforce
- D.** Improve the Department's hiring process

PERFORMANCE KEY MEASURES

	(Year) Baseline	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 2</u>							
Percentage of employees believing that:							
• Leaders generate high levels of motivation and commitment*	(2004) 31%	34%	37%	40%	43%	46%	49%
• Managers review and evaluate the organization's progress towards meeting its goals and objectives*	(2004) 59%	62%	65%	68%	71%	74%	77%
• Steps are taken to deal with a poor performer who cannot or will not improve*	(2006) 25%	28%	31%	34%	37%	40%	43%
• Department policies and programs promote diversity in the workplace*	(2004) 47%	50%	53%	56%	59%	62%	65%
• They are held accountable for achieving results	(2004) 82%	83%	84%	85%	86%	87%	88%
• The workforce has the job-relevant knowledge and skills necessary to accomplish organizational goals*	(2004) 66%	68%	70%	72%	74%	76%	78%
Average number of days to hire is at or below the OPM 45-day hiring model for non-SES** <i>(54 days was median for four quarters from July 2005–June 2006)</i>	(2006) Not Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved
Percentage of employees with performance standards in place within 30 days of start of current rating cycle	(2005) 79%	85%	90%	95%	97%	98%	98%
Percentage of employees who have ratings of record in the system within 30 days of close of rating cycle	(2005) 85%	90%	95%	99%	100%	100%	100%

* These metrics are based on the percent favorable response to questions on the Federal Human Capital Survey. The Department's 2004 responses (Department-wide) are used as the baseline.

** The Office of Personnel Management 45-day hiring model for non-SES tracks the hiring process from the date of vacancy announcement closing to the date a job offer is extended. It is measured in workdays, not calendar days. The average is based on the total number of hires made within a specified period of time (quarterly).

Sources:

1. Federal Human Capital Survey
2. Annual Department Employee Surveys
3. Data from the Education Department Performance Appraisal System
4. U.S. Department of the Interior's Federal Personnel Payroll System

CROSS-GOAL STRATEGY, OBJECTIVE 3: Achieve budget performance and integration to link funding decisions to results

STRATEGIES

- A.** Hold people and programs accountable for budget and performance integration
- B.** Improve performance measurement and data collection
- C.** Use performance information to inform program management and performance

PERFORMANCE KEY MEASURES

	Baseline 2006	Targets					
		2007	2008	2009	2010	2011	2012
<u>Measures for Objective 3</u>							
Percentage of Department program dollars in programs that demonstrate effectiveness in terms of outcomes, either on performance indicators or through rigorous evaluations*	86	86	86	86	87	88	89

* Calculation is based on dollars in Department programs with at least an Adequate PART rating in the given year divided by dollars in all Department programs rated through that year.

Source: U.S. Department of Education, analysis of Program Assessment Rating Tool findings