Department of Education

HIGHER EDUCATION

Fiscal Year 2008 Budget Request

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HIGHER EDUCATION

For carrying out, to the extent not otherwise provided, titles III, IV, V, VI, and VII of the Higher Education Act of 1965 (``HEA''), as amended, the Mutual Educational and Cultural Exchange Act of 1961, $1,837,737,000: Provided, That $9,797,000, to remain available through September 30, 2009, shall be available to fund fellowships for academic year 2009-2010 under part A, subpart 1 of title VII of the HEA, under the terms and conditions of part A, subpart 1:[1] Provided further, That $970,000 is for data collection and evaluation activities for programs under the HEA, including such activities needed to comply with the Government Performance and Results Act of 1993:[2] Provided further, That notwithstanding any other provision of law, funds made available in this Act to carry out title VI of the HEA and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 may be used to support visits and study in foreign countries by individuals who are participating in advanced foreign language training and international studies in areas that are vital to United States national security and who plan to apply their language skills and knowledge of these countries in the fields of government, the professions, or international development:[3] Provided further, That of the funds referred to in the preceding proviso, up to 1 percent may be used for program evaluation, national outreach, and information dissemination activities:[4] Provided further, That $24,000,000 shall be for grants to institutions of higher education, in partnership with local educational agencies, to establish instructional programs at all educational levels in languages critical to U.S. national security.[5]

NOTES

A regular 2007 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 109-289, Division B, as amended). The amounts included for 2007 in this budget reflect the levels provided by the continuing resolution.

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
[1] Provided, That $9,797,000, to remain available through September 30, 2009, shall be available to fund fellowships for academic year 2009-2010 under part A, subpart 1 of title VII of the HEA, under the terms and conditions of part A, subpart 1:	This language provides that funds appropriated for Javits Fellowships shall remain available for obligation for 2 years in order to provide fellowships for academic year 2009-2010.
[2] Provided further, That $970,000 is for data collection and evaluation activities for programs under the HEA, including such activities needed to comply with the Government Performance and Results Act of 1993:	This language authorizes and provides funds to support program evaluations and data collection requirements under the Government Performance and Results Act.
[3] Provided further, That notwithstanding any other provision of law, funds made available in this Act to carry out title VI of the HEA and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 may be used to support visits and study in foreign countries by individuals who are participating in advanced foreign language training and international studies in areas that are vital to United States national security and who plan to apply their language skills and knowledge of these countries in the fields of government, the professions, or international development:	This language permits International Education programs authorized under the HEA and MECEA to use funds for visits and study in foreign countries by individuals (in addition to teachers and prospective teachers) who plan to apply their language skills and knowledge in world areas that are vital to United States national security in the fields of government, the professions, or international development.
[4] Provided further, That of the funds referred to in the preceding proviso, up to 1 percent may be used for program evaluation, national outreach, and information dissemination activities:	This language authorizes the use of funds for program evaluation, national outreach, and information dissemination activities at a level that is up to 1 percent of the amount appropriated for International Education programs authorized by title VI of the Higher Education Act of 1965, as amended, and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
[5] Provided further, That $24,000,000 shall be for grants to institutions of higher education, in partnership with local educational agencies, to establish instructional programs at all educational levels in languages critical to U.S. national security.	This language authorizes a new program, Advancing America Through Foreign Language Partnerships, to establish fully articulated language programs of study in languages critical to U.S. national security.

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Amounts Available for Obligation
($000s)

	2006	2007	2008
Discretionary appropriation:			
Appropriation	$1,970,760	0	$1,837,737
Across-the-board reduction	-19,708	0	0
CR annual rate	0	$1,955,232	0
Subtotal, appropriation	1,951,052	1,955,232	1,837,737
Comparative transfer to Vocational and Adult Education for: Tribally Controlled Postsecondary Vocational and Technical Institutions	-7,366	-7,366	0
Subtotal, comparable discretionary appropriation	1,943,687	1,947,866	1,837,737
Unobligated balance, start of year	18,553	14,358	13,946
Unobligated balance expiring	-18	0	0
Unobligated balance, end of year	-14,358	-13,946	-13,491
Total, obligations	1,947,864	1,948,278	1,838,192

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Obligations by Object Classification
($000s)

	2006	2007	2008
Printing and reproduction	$40	$45	$50
Other contractual services:			
Advisory and assistance services	4,241	3,820	3,970
Other services	2,219	2,114	2,520
Peer review	2,319	1,177	2,829
Purchases of goods and services	1,993	2,405	2,030
Operation and maintenance of equipment	969	926	926
Subtotal	11,741	10,442	12,275
Grants, subsidies, and contributions	1,936,083	1,937,791	1,825,867
Total, obligations	1,947,864	1,948,278	1,838,192

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Summary of Changes
($000s)

2007	$1,947,866
2008	1,837,737
Net change..	-110,129

	2007 base	Change from base
Increases:		
Program:		
Establish the proposed Advancing America Through Foreign Language Partnerships program to develop fully articulated language programs of study in languages critical to U.S. national security.	0	+$24,000
Subtotal, increases		+24,000
Decreases:		
Program:		
Decrease funding for the Strengthening Tribally Controlled Colleges and Universities program under Aid for Institutional Development because less funding is needed to maintain support for all eligible TCCUs.	$23,570	-5,000
Eliminate funding for the Strengthening Alaska Native and Native Hawaiian-serving Institutions program under Aid for Institutional Development because the types of activities supported by this program may be carried out under the Title III Strengthening Institutions program.	11,779	-11,779
Decrease funding for the Fund for the Improvement of Postsecondary Education eliminating one-time allocation to FIPSE under the 2007 Continuing Resolution.	26,085	-4,097
Eliminate funding for Demonstration Projects to Ensure Quality Higher Education for Students with Disabilities because projects to improve the quality of education for disabled students can be funded under FIPSE.	6,875	-6,875

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Summary of Changes
($000s)

	2007 base	Change from base
Decreases:		
Program:		
Eliminate funding for Byrd Honors Scholarships because of the availability of assistance under other Federal student financial assistance programs.	$40,590	-$40,590
Eliminate funding for Thurgood Marshall Legal Educational Opportunity Program because of the availability of assistance under other Federal student financial assistance programs.	2,946	-2,946
Eliminate funding for B.J. Stupak Olympic Scholarships because of the availability of assistance under other Federal student financial assistance programs.	970	-970
Eliminate funding for Teacher Quality Enhancement Grants because activities can be funded under other Federal programs.	59,895	-59,895
Eliminate funding for the Underground Railroad program due to its limited national impact.	1,977	-1,977
Subtotal, decreases		-134,129
Net change		-110,129

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Authorizing Legislation
($000s)

Activity	2007 Authorized	2007 Estimate	2008 Authorized	2008 Request
Aid for institutional development:				
Strengthening institutions (HEA-III-A-311)	Indefinite[1]	$79,535	To be determined[1]	$79,535
Strengthening tribally controlled colleges and universities (HEA-III-A-316)	Indefinite[1]	23,570	To be determined[1]	18,570
Strengthening Alaska Native and Native Hawaiian-serving institutions (HEA-III-A-317)	Indefinite[1]	11,779	0[2]	0
Strengthening historically black colleges and universities (HEA-III-B-323)	Indefinite[1]	238,095	To be determined[1]	238,095
Strengthening historically black graduate institutions (HEA-III-B-326)	Indefinite[1]	57,915	To be determined[1]	57,915
Minority science and engineering improvement (HEA-III-E-1)	Indefinite[1]	8,730	To be determined[1]	8,730
Other aid for institutions:				
Developing Hispanic-serving institutions (HEA-V)	Indefinite[1]	94,911	To be determined[1]	94,911
International education and foreign language studies:				
Domestic programs (HEA-VI-A and B)	Indefinite[1]	91,541	To be determined[1]	91,541
Overseas programs (MECEA-102(b)(6))	Indefinite	12,610	Indefinite	12,610
Institute for international public policy (HEA-VI-C)	Indefinite[1]	1,600	To be determined[1]	1,600
Fund for the improvement of postsecondary education (HEA-VII-B)	Indefinite[1]	26,085[3]	To be determined[1]	21,988
Demonstration projects to ensure quality higher education for students with disabilities (HEA-VII-D)	Indefinite[2]	6,875	0[2]	0
Assistance for students:				
Federal TRIO programs (HEA-IV-A-2-1)	Indefinite[1]	828,178	To be determined[1]	828,178
Gaining early awareness and readiness for undergraduate programs (HEA-IV-A-2-2)	Indefinite[1,4]	303,423	To be determined[1]	303,423

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Authorizing Legislation
($000s)

Activity	2007 Authorized	2007 Estimate	2008 Authorized	2008 Request
Scholarships and fellowships:				
Byrd honors scholarships (HEA-IV-A-6)	Indefinite[2]	$40,590	0[2]	0
Javits fellowships (HEA-VII-A-1)	Indefinite[1]	9,797	To be determined[1]	$9,797
Graduate assistance in areas of national need (HEA-VII-A-2)	Indefinite[1]	30,064	To be determined[1]	30,064
Thurgood Marshall legal educational opportunity program (HEA-VII-A-3)	$5,000[2]	2,946	0[2]	0
B.J. Stupak Olympic scholarships (Higher Education Amendments of 1992, Section 1543)	0[5]	970	0[5]	0
Child care access means parents in school (HEA-IV-A-7)	Indefinite[1]	15,810	To be determined[1]	15,810
Teacher quality enhancement (HEA-II)	Indefinite[2]	59,895	0[2]	0
GPRA data/HEA program evaluation (Department of Education Appropriations Act, 2007)	0[6]	970	0[6]	970
Underground railroad program (Higher Education Amendments of 1998-VIII-H)	0[5]	1,977	0[5]	0
Advancing America through foreign language partnerships (proposed FY 2008 appropriations language)	0	0	0[7]	24,000
Unfunded authorizations:				
Interest subsidy grants (HEA-I-121)	Indefinite[1]	0	To be determined[1]	0
Endowment challenge grants (HEA-III-C-331)	Indefinite[2]	0	0[2]	0
Learning anytime anywhere partnerships (HEA-IV-A-8)	Indefinite[2]	0	0[2]	0

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Authorizing Legislation
($000s)

Activity	2007 Authorized	2007 Estimate	2008 Authorized	2008 Request
Urban community service *(HEA-VII-C)*	Indefinite[2]	0	0[2]	0
Grants to combat violent crimes against women on campuses *(HEA-VIII-E)*	Indefinite[2]	0	0[2]	0
Total definite authorization	$5,000		0	
Total appropriation		$1,947,866		$1,837,737
Portion of request subject to reauthorization				1,800,157
Portion of request not authorized				24,970

[1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

[2] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. The Administration is not proposing appropriations language for FY 2008, nor seeking reauthorizing legislation.

[3] Includes $4,097 thousand, which has been reallocated under the 2007 Continuing Resolution, P.L. 109-289, from Interest Subsidy Grants, for which no further annual appropriation is needed.

[4] Of the amount appropriated, not less than 33 percent shall be used for State Grants and not less than 33 percent shall be used for Partnership Grants.

[5] The GEPA extension expired September 30, 2004. This program is expected to be authorized in FY 2007 through appropriations language. The Administration is not proposing appropriations language for FY 2008, nor seeking reauthorizing legislation.

[6] The program is expected to be authorized in FY 2007 by the 2007 Continuing Resolution. The Administration proposes to continue funding this program in FY 2008 through appropriations language.

[7] The Administration proposes to authorize funding for this program through FY 2008 appropriations language.

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Appropriations History
($000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1999	$1,288,405	$944,198	$1,138,944	$1,307,846
2000	1,579,206	1,151,786	1,396,631	1,533,659
2000 Reappropriation	---	---	---	450
2000 Rescission	---	---	---	-4,080
2000 Supplemental	---	---	---	750
2001	1,795,973	1,688,081	1,694,520	1,911,710
2002	1,723,223	1,908,151	1,826,223	2,028,048
2003	1,883,053	1,903,553	2,047,640	2,087,046
2003 Technical Amendment				-546
2004	1,904,438	1,980,991	1,977,482	2,092,644
2004 Rescission	---	---	---	-795
2005	1,977,028	1,976,056	2,148,458	2,117,195
2005 Rescission	---	---	---	-496
2006	1,202,315	1,936,936	2,112,958	1,951,052
2007	1,108,711			1,955,232[1]
2008	1,837,737			

[1] A regular 2007 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 109-289, Division B, as amended). The amounts included for 2007 in this budget reflect the levels provided by the continuing resolution.

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Significant Items in FY 2007 Appropriations Reports

Strengthening Tribally Controlled Colleges and Universities (TCCUs)

Senate: In past years, the Committee has supported a competitive grant program to assist institutions in addressing long overdue and high-priority infrastructure and facilities requirements. The Committee intends for the funds provided to be used to support continuation of existing basic grants and new planning or implementation grant awards. The remaining funds shall be available for grants for renovation and construction of facilities to continue to address urgently needed facilities repair and expansion.

Response: The Department intends to fund all continuation grants and conduct a competition for new development grants. The remaining funds, approximately $11 million, will be available to fund approximately 7 construction grants, averaging $1.6 million each.

Federal TRIO Programs

Senate: The Committee is concerned about the potential impact of the Invitational Priority for the Upward Bound program published in the Federal Register on July 3, 2006, and its potential impact on services to eligible students. The Committee encourages the Department to consider fully comments on this proposed priority. The Committee requests a briefing by the Department on this issue, prior to the announcement of the competition for the Upward Bound program.

Response: The Department carefully reviewed and considered all comments received on the proposed priority and briefed Committee staff, as requested.

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(in thousands of dollars) Account, Program, and Activity	Category Code	2006 Appropriation	2007 Current Estimate	2008 President's Request	2008 President's Request Compared to 2007 Current Level	
					Amount	Percent
Higher Education						
1. Aid for institutional development (HEA III):						
(a) Strengthening institutions (Part A, section 311)	D	79,535	79,535	79,535	0	0.0%
(b) Strengthening tribally controlled colleges and universities (Part A, section 316)	D	23,570	23,570	18,570	(5,000)	-21.2%
(c) Strengthening Alaska Native and Native Hawaiian-serving institutions (Part A, section 317)	D	11,785	11,779	0	(11,779)	-100.0%
(d) Strengthening HBCUs (Part B, section 323)	D	238,095	238,095	238,095	0	0.0%
(e) Strengthening historically Black graduate institutions (Part B, section 326)	D	57,915	57,915	57,915	0	0.0%
(f) Minority science and engineering improvement (Part E-1)	D	8,730	8,730	8,730	0	0.0%
Subtotal		419,630	419,624	402,845	(16,779)	-4.0%
2. Other aid for institutions:						
(a) Developing Hispanic-serving institutions (HEA V)	D	94,914	94,911	94,911	0	0.0%
(b) International education and foreign language studies:						
(1) Domestic programs (HEA VI-A and B)	D	91,541	91,541	91,541	0	0.0%
(2) Overseas programs (MECEA section 102(b)(6))	D	12,610	12,610	12,610	0	0.0%
(3) Institute for International Public Policy (HEA VI-C)	D	1,600	1,600	1,600	0	0.0%
Subtotal		105,751	105,751	105,751	0	0.0%
(c) Fund for the Improvement of Postsecondary Education (HEA VII-B)	D	21,989	26,085 [1]	21,988	(4,097)	-15.7%
(d) Demonstration projects to ensure quality higher education for students with disabilities (HEA VII-D)	D	6,875	6,875	0	(6,875)	-100.0%
3. Assistance for students:						
(a) Federal TRIO programs (HEA IV-A-2, Chapter 1)	D	828,178	828,178	828,178	0	0.0%
(b) Gaining early awareness and readiness for undergraduate programs (GEAR UP) (HEA IV-A-2, Chapter 2)	D	303,423	303,423	303,423	0	0.0%
(c) Scholarships and fellowships:						
(1) Byrd honors scholarships (HEA IV-A-6)	D	40,590	40,590	0	(40,590)	-100.0%
(2) Javits fellowships (HEA VII-A-1)	D	9,699	9,797	9,797	0	0.0%
(3) Graduate assistance in areas of national need (HEA VII-A-2)	D	30,067	30,064	30,064	0	0.0%
(4) Thurgood Marshall legal educational opportunity program (HEA VII-A-3)	D	2,946	2,946	0	(2,946)	-100.0%
(5) B.J. Stupak Olympic scholarships (HE Amendments of 1992, section 1543)	D	970	970	0	(970)	-100.0%
(d) Child care access means parents in school (HEA IV-A-7)	D	15,810	15,810	15,810	0	0.0%
4. Teacher quality enhancement (HEA II-A)	D	59,895	59,895	0	(59,895)	-100.0%
5. GPRA data/HEA program evaluation (Department of Education Appropriations Act)	D	970	970	970	0	0.0%
6. Underground railroad program (HE Amendments of 1998, VIII-H)	D	1,980	1,977	0	(1,977)	-100.0%
7. Advancing America through foreign language partnerships	D	0	0	24,000	24,000	---
Total	**D**	**1,943,687** [2]	**1,947,866** [2]	**1,837,737**	**(110,129)**	**-5.7%**
Outlays	*D*	*2,058,920*	*2,098,823*	*2,002,699*	*(96,124)*	*-4.6%*

[1] Includes $4,097 thousand, which has been reallocated under the 2007 Continuing Resolution, P.L. 109-289, from Interest Subsidy Grants, for which no further annual appropriation is needed.

[2] Adjusted for comparability. Excludes $7,366 thousand in 2006 and in 2007 for Tribally controlled postsecondary career and technical institutions, which is requested in 2008 in the Career, Technical, and Adult Education account.

2007 BASED ON CONTINUING RESOLUTION (P.L. 109-289) THROUGH 02-15-07

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Summary of Request

The Administration's request for fiscal year 2008 includes $1.8 billion for programs in the Higher Education account. The request would maintain support for the majority of Higher Education programs, which are proposed for reauthorization in the Higher Education Act. The request complements the Administration's commitment to elementary and secondary education by ensuring that quality postsecondary educational opportunities are available.

The Administration requests a total of $402.8 million, for the **Aid for Institutional Development** (Title III) programs. The request for Title III demonstrates the Administration's commitment to assisting institutions that enroll a large proportion of minority and disadvantaged students. Within this amount, the Administration requests $238.1 million for the **Strengthening Historically Black Colleges and Universities** (HBCUs) program and $57.9 million for the **Strengthening Historically Black Graduate Institutions** (HBGIs) program. The Strengthening HBCUs and Strengthening HBGIs grants programs increase the capacity of the HBCUs and HBGIs to provide African-Americans greater access to academic programs at both undergraduate and graduate levels. The fiscal year 2008 request demonstrates the Administration's continued support of these institutions that play a unique and vital role in providing higher education opportunity to African-Americans. The request also includes $18.6 million, a decrease of $5 million, or 21.2 percent, from the fiscal year 2007 rate for the **Strengthening Tribally Controlled Colleges and Universities** program to support institutions that serve Native Americans. Despite this reduction, sufficient funds would be available to fund new development and construction awards. No funds are requested for **Strengthening Alaska Native and Native Hawaiian-serving Institutions** because the types of activities supported by this program may be carried out under the Title III Strengthening Institutions program. Grantees whose projects would be terminated could apply for a new grant under the Title III Strengthening Institutions program.

The Administration requests $94.9 million for **Developing Hispanic-serving Institutions** (HSIs). This proposal demonstrates the Administration's commitment to ensuring that Hispanic students have access to high quality postsecondary education and to closing the gap between Hispanic and non-Hispanic students in areas of academic achievement, high school graduation, postsecondary enrollment and life-long learning.

The Administration requests $24 million for a new **Advancing America Through Foreign Language Partnerships** program to establish fully articulated language programs of study in languages critical to U.S. national security through grants to institutions of higher education for partnerships with school districts for language learning from kindergarten through high school and into advanced language learning at the postsecondary level. The program is part of a multi-agency effort to address deficiencies in the way we teach and learn critical foreign languages in our Nation. The program will focus on critical languages such as: Arabic, Chinese, Japanese, Korean, Russian, as well as Indic, Iranian, and Turkic language families. To address the need for skilled professionals with competency in languages critical to U.S. national security, the President has announced a National Security Language Initiative. Under the direction of the President, the Departments of Education, Defense, and State and the Office of the Director of National Intelligence have proposed to implement a comprehensive national plan to expand foreign language education beginning in early childhood and continuing throughout formal schooling and into the workforce.

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Summary of Request

The Administration requests $91.5 million for the **International Education and Foreign Language Studies** (IEFLS) Domestic Programs. The IEFLS Domestic programs are designed to help meet the Nation's security and economic needs through the development of national capacity in foreign languages and area and international studies. The increased complexity of the post-Cold War world and the events surrounding the September 11, 2001, terrorist attacks on the United States underscore the importance of maintaining and expanding American international expertise in world areas, economies, and foreign languages. In addition, the request includes $1 million to develop the National Security Language Initiative's nationwide e-Learning Clearinghouse of online materials and resources to be carried out under the Language Resource Centers program.

The Administration requests for the **Federal TRIO Programs** and **Gaining Early Awareness and Readiness for Undergraduate Programs** (GEAR UP) are to maintain funding at the fiscal year 2007 levels of $828.2 million and $303.4 million, respectively. The request for the **Federal TRIO programs** includes funding for Student Support Services, Upward Bound, Upward Bound Math and Science, Talent Search, Educational Opportunity Centers, and McNair Postbaccalaureate Achievement. The TRIO programs are the Department's oldest college preparation and student support programs, and they have a long history of providing support to low-income students and students whose parents never completed college. In total, funding for TRIO would serve approximately 830,000 middle school, high school, and college students and adults, and funding for GEAR UP would serve approximately 740,000 middle and high school students in fiscal year 2008.

The Administration also requests $22 million to maintain support for the **Fund for the Improvement of Postsecondary Education**, which provides grants to support exemplary, locally developed projects that are models for innovative reform and improvement in postsecondary education.

The Administration's fiscal year 2008 budget request also includes $30.1 million for **Graduate Assistance in Areas of National Need** (GAANN), and $9.8 million for **Javits Fellowships**, to provide merit-based scholarships and fellowships for graduate students. GAANN would provide 702 fellowships for graduate students with financial need, particularly those from underrepresented backgrounds, studying in areas of national need and the Javits program would provide 226 fellowships for doctoral students with financial need studying in the arts, humanities, and social sciences.

The Administration proposes to eliminate funding for a number of programs that either duplicate other programs or have achieved their original purpose. These include: **Teacher Quality Enhancement**, **Byrd Honors Scholarships**, **Demonstration Projects to Ensure Quality Higher Education for Students with Disabilities, Thurgood Marshall Legal Educational Opportunity, B.J. Stupak Olympic Scholarships,** and the **Underground Railroad Program**.

Aid for institutional development
  (Higher Education Act of 1965, Title III)

FY 2008 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

	2007	2008	Change
Strengthening Institutions	$79,535	$79,535	0
Strengthening Tribally Controlled Colleges and Universities	23,570	18,570	-$5,000
Strengthening Alaska Native and Native Hawaiian-serving Institutions	11,779	0	-11,779
Strengthening Historically Black Colleges and Universities	238,095	238,095	0
Strengthening Historically Black Graduate Institutions	57,915	57,915	0
Minority Science and Engineering Improvement Program	8,730	8,730	0
Total	419,624	402,845	-16,779

  [1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

PROGRAM DESCRIPTION

The Aid for Institutional Development programs, commonly referred to as the Title III programs, are designed to strengthen institutions of higher education that serve high percentages of minority students and students from low-income backgrounds. Federal grants made under these programs to eligible institutions are to support improvements in the academic quality, institutional management, and fiscal stability of the institutions. Specifically, the Title III programs provide financial assistance to help institutions solve problems that threaten their ability to survive, to improve their management and fiscal operations, to build endowments, and to make effective use of technology. Funding is targeted to minority-serving and other institutions that enroll a large proportion of financially disadvantaged students and have low per-student expenditures.

In addition, from its inception in 1965, one of the primary missions of the Title III programs has been to strengthen the Nation's Historically Black Colleges and Universities. The Higher Education Amendments of 1998 extended that mission to include programs to strengthen Tribally Controlled Colleges and Universities and Alaska Native and Native Hawaiian-serving institutions.

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Aid for institutional development

Strengthening Institutions (Part A, Section 311) supports competitions for 1-year planning grants and 5-year discretionary development grants. Special consideration is given to institutions that: have endowment funds with a market value per full-time equivalent student less than the market value of endowment funds per full-time equivalent student at similar institutions, and have below average educational and general expenditures per full-time equivalent undergraduate student. Institutions receiving a 5-year grant under this part are not eligible to receive an additional grant under this part until 2 years after the 5-year grant has expired. Institutions may use their Part A funds to plan, develop, and implement activities that encourage: faculty and academic program development; improvement in fund and administrative management; joint use of libraries and laboratories; construction and maintenance of instructional facilities; and student services. To further facilitate the development of eligible institutions, funds can be used to support activities that strengthen an institution's technological capabilities. Institutions may use no more than 20 percent of the grant funds provided under this part to establish or increase an institution's endowment fund. These endowment funds must be matched at a rate of one non-Federal dollar for each Federal dollar.

To participate in the Strengthening Institutions program (SIP), an institution must: award bachelor degrees or be a junior or community college; provide an education program legally authorized by the State in which it is located; and be accredited or be making reasonable progress toward accreditation. An institution must also have below average educational and general expenditures per full-time equivalent undergraduate student and include in its enrollment a significant percentage of financially needy students. The enrollment of needy students criterion may be met if a substantial percentage of the institution's enrolled students are Pell Grant recipients, or if 50 percent of its enrolled students are Title IV need-based aid recipients. If a Strengthening Institution participant receives funding under this program, it cannot receive funding under other sections of Part A or Part B.

Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A, Section 316) authorizes 1-year planning grants and 5-year discretionary development grants that enable TCCUs to improve and expand their capacity to serve American Indian students. Institutions receiving grants under this part are exempted from the 2-year wait-out requirement in Section 313, i.e. they are eligible to receive an additional grant after their 5-year grant period expires. Institutions may use their funds to plan, develop, and implement activities that encourage: faculty and academic program development; improvement in fund and administrative management; construction and maintenance of instructional facilities, including purchase or rental of telecommunications technology equipment and services; student services; the establishment of a program of teacher education with a particular emphasis on qualifying students to teach Indian children; and the establishment of community outreach programs that encourage Indian elementary and secondary school students to develop the academic skills and interest to pursue postsecondary education. These institutions may use no more than 20 percent of the funds provided under this section to establish or increase an institution's endowment fund. These endowment funds must be matched at a rate of one non-Federal dollar for each Federal dollar. If a TCCU receives funding under this program, it cannot receive funding under other sections of Part A or Part B.

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Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNH) (Part A, Section 317) authorizes 1-year planning grants and 5-year discretionary development grants that enable these institutions to improve and expand their capacity to serve Alaska Native and Native Hawaiian students. Institutions receiving grants under this part are exempted from the 2-year wait-out requirement in Section 313, i.e. they are eligible to receive an additional grant after their 5-year grant period expires. Institutions may use their funds to plan, develop, and implement activities that support: faculty and curriculum development; improvement in fund and administrative management; construction, maintenance, renovation and improvement for library, laboratory and other instructional facilities; student services; and the purchase of library books and other educational materials.

The term "Alaska Native-serving institution" is defined as an institution that, at the time of application, has an undergraduate enrollment that is at least 20 percent Alaska Native students (as defined in Section 7306 of the Elementary and Secondary Education Act). The term "Native Hawaiian-serving institution" is defined as an institution that, at the time of application, has an undergraduate enrollment that is at least 10 percent Native Hawaiian students (as defined in Section 7207 of the Elementary and Secondary Education Act). If an Alaska Native or Native Hawaiian-serving institution receives funding under this program, it cannot receive funding under other sections of Part A or Part B.

Strengthening Historically Black Colleges and Universities (HBCUs) (Part B, Section 323) authorizes 5-year grants to help HBCUs strengthen their infrastructure and achieve greater financial stability. HBCUs may use their funds to plan, develop, and implement activities that support: faculty and academic program development; improvement in fund and administrative management; construction and maintenance and renovation of instructional facilities; student services; the establishment of a program of teacher education designed to qualify students to teach in public schools; and the establishment of community outreach programs that will encourage elementary and secondary school students to develop the academic skills and the interest to pursue postsecondary education. HBCUs may use no more than 20 percent of the grant funds provided under this part—which must be matched at a rate of one institutional dollar for each Federal dollar—to establish or increase an institution's endowment fund.

A Part B eligible institution is defined as any accredited, legally authorized HBCU that was established prior to 1964 and whose principal mission was, and is, the education of African-Americans. Part B appropriations are allocated among HBCUs based on the number of Pell Grant recipients enrolled, the number of graduates, and the percentage of graduates who are attending graduate or professional school in degree programs in which African-Americans are underrepresented. The statute provides for a $500,000 minimum grant for each eligible institution. If an HBCU receives funding under this program, it cannot receive funding under Part A.

Strengthening Historically Black Graduate Institutions (HBGIs) (Part B, Section 326) authorizes 5-year grants to the following 18 postgraduate institutions: Morehouse School of Medicine, Meharry Medical School, Charles R. Drew Postgraduate Medical School, Clark-Atlanta University, Tuskegee University School of Veterinary Medicine, Xavier University School of Pharmacy, Southern University School of Law, Texas Southern University School of Law and School of Pharmacy, Florida A&M University School of Pharmaceutical Sciences, North

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Carolina Central University School of Law, Morgan State University, Hampton University, Alabama A&M, North Carolina A&T State University, University of Maryland Eastern Shore, Jackson State University, Norfolk State University, and Tennessee State University. A grant under this section can be used for: scholarships and fellowships for needy graduate and professional students; construction and maintenance of instructional facilities; the establishment or maintenance of an endowment fund; establishment or improvement of a development office to strengthen and increase contributions from alumni and the private sector; improvement in fund and administrative management; purchases, rental, and lease of scientific and laboratory equipment for educational purposes; and purchase of library books, periodicals, technical and scientific journals, microfilms, microfiches, and other educational materials including telecommunication program materials.

Section 326 grants are limited to $1 million unless the HBGI agrees to match 50 percent of the grant funding in excess of $1 million with non-Federal resources. Institutions are not required to match any portion of the first $1 million of their award.

An HBGI that received a grant under this section in fiscal year 1998 (and that is eligible to receive a grant after fiscal year 1998) may not receive a grant in subsequent fiscal years that is less than the grant amount received in fiscal year 1998. No institution or university system may receive more than one grant under Section 326 in any fiscal year. If an HBGI receives funding under this program, it cannot receive funding under the Part A, Strengthening Institutions program.

Of the amount appropriated: the first $26.6 million (or any lesser amount appropriated) must be used to make grants to the first 16 HBGIs listed above; any amount appropriated in excess of $26.6 million but less than $28.6 million must be used to make grants to Norfolk State University and Tennessee State University; and any amount in excess of $28.6 million must be made available to each of the 18 HBGIs pursuant to a formula using: 1) an institution's ability to match funds; 2) the number of students enrolled in the postgraduate program; 3) the average cost of education per student enrolled in the postgraduate program; 4) the number of students who received a degree from the postgraduate program in the previous year; and 5) and the contribution of the institution as calculated by the ratio of programs for which the institution is eligible to receive funds to the number of African-Americans receiving graduate or professional degrees in those programs.

The Minority Science and Engineering Improvement Program (MSEIP) (Part E) supports discretionary grants for periods of up to 3 years to institutions of higher education that are designed to effect long-range improvement in science and engineering education at predominantly minority institutions and to increase the participation of underrepresented ethnic and racial minorities in scientific and technological careers. Colleges and universities with minority enrollments greater than 50 percent are eligible to receive assistance under MSEIP. MSEIP allows grantee institutions the latitude to promote a variety of innovative and customized projects. Typically, MSEIP projects are designed to implement one, or a combination of, educational projects, such as curriculum development, purchase of scientific equipment, or development of research capabilities.

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Funding levels for the past 5 fiscal years were:

($000s)

2003	$388,869
2004	399,961
2005	421,476
2006	419,630
2007	419,624

FY 2008 BUDGET REQUEST

The Administration requests $402.8 million for the Aid for Institutional Development programs, a decrease of $16.8 million, or 4 percent, from the 2007 level. No funds are requested for Strengthening Alaska Native and Native Hawaiian-serving Institutions and a reduced funding level is requested for Strengthening Tribally Controlled Colleges and Universities. The request would provide level funding for all other Title III programs. An important strategy in closing the gap between low-income and minority students and their high-income, non-minority peers is to strengthen the quality of educational opportunities in institutions dedicated to serving low-income and minority students. A significant number of postsecondary education institutions serving high percentages of minority students and students from low-income backgrounds face problems that threaten their ability to survive. The Administration is committed to assisting institutions enrolling a large proportion of disadvantaged students by providing funds to improve the academic programs and administrative and fundraising capabilities of these institutions.

The Administration requests $79.5 million for the Part A, Strengthening Institutions program. This funding level would support the Administration's commitment to assisting institutions that provide educational opportunities to a diverse student population.

The request includes $18.6 for the Part A, Section 316 Strengthening TCCUs program, a decrease of $5 million, or 21.2 percent, from the 2007 level. At this funding level, sufficient funds would be available to support development grants to all eligible TCCUs—26 continuation grantees and 6 new grantees—and fund a number of construction grants. Most of the 32 TCCUs are 2-year schools that have been in existence for less than 30 years. TCCUs are located primarily in remote areas not served by other postsecondary education institutions. They offer a broad range of degree and vocational certificate programs to students for whom these educational opportunities would otherwise be geographically and culturally inaccessible. A very serious problem at all TCCUs is physical infrastructure. Congress directed that $5 million of the amount provided for the Strengthening TCCUs program in fiscal year 2001 be used for construction and renovation projects at TCCUs. Every year since, the Department has permitted TCCUs to apply specifically for construction grants to be used solely for the construction and renovation of classrooms, libraries, laboratories, and other instructional facilities. Between fiscal years 2001 and 2006, the Department has awarded over $44 million in construction grants to TCCUs. Since 2001, 27 TCCUs have received construction grants, 13 of which received 2 or more construction grants. Construction is also an allowable activity under a development grant. In the absence of a construction grant, a TCCU that currently has a

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development grant may use a portion of their development grant for construction-related purposes.

No funds are requested for Part A, Section 317 Strengthening Alaska Native and Native Hawaiian-serving Institutions because the types of activities supported by this program may be carried out under the Title III Strengthening Institutions program. Grantees whose projects would be terminated could apply for a new grant under the Title III Strengthening Institutions program.

The Administration requests $238.1 million for the Strengthening HBCUs program under Part B, Section 323 and $57.9 million for the Strengthening HBGIs program under Part B, Section 326. The fiscal year 2008 request demonstrates the Administration's continued support of these institutions that play a unique and vital role in providing higher education opportunity to minority and disadvantaged students. While the 105 HBCUs make up nearly 3 percent of our Nation's colleges and universities, they have produced nearly 21 percent of the African-Americans who currently hold undergraduate degrees. HBCUs enroll nearly 13 percent of all African-American students in higher education. Figures compiled by the National Center for Education Statistics indicate that an estimated 253,300 African-American students were enrolled at HBCUs in 2003.

African-American enrollment at institutions of higher education more than doubled between 1976 and 2004 from about 1.03 million students to 2.16 million students. Despite the increases in college enrollment and degree attainment, African-American students continue to lag behind their white cohorts in overall educational attainment. In 2003-2004, African-Americans earned only 9.4 percent of the bachelor's degrees, 9.1 percent of the master's degrees, and 6.0 percent of PhDs awarded in the United States, though African-Americans comprise 13 percent of the population. Further, African-American student participation in and completion of advanced programs in the physical and natural sciences, engineering, and mathematics continues to be low. African-American students need greater access to scientific and technological academic programs at both the undergraduate and graduate levels to address this problem. Part B funding increases the capacity of HBCUs and HBGIs to provide such programs.

A significant portion of the Title III Part B funds at these institutions is spent on investments aimed at keeping pace with the demands of changing technology, new learning labs, academic skills centers, and curriculum development. Grants provided under the Title III, Part B programs enable the HBCUs and HBGIs to continue serving a growing population of students, and to encourage and prepare more of these students to pursue advanced study by enabling these institutions to improve their academic quality, institutional management, and fiscal stability.

Finally, the Administration requests $8.7 million for the Minority Science and Engineering Improvement Program. This proposal would maintain support for the improvement of mathematics, science, and engineering programs at institutions of higher education enrolling large numbers of minority students and would further the Administration's efforts to increase access to a quality higher education for individuals from underrepresented minority groups. African-Americans, Hispanics, and American Indians accounted for only 11 percent of all employed science and engineering doctorate holders in 2003. This program increases opportunities for minority graduates, particularly in the fields of science and engineering.

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PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
Strengthening Institutions:			
Number of new development awards	34	22 [1]	62
Average new development award	$370	$381	$381
Total new development award funding	$12,571	$8,375	$23,623
Number of NCC development awards	190	206	153
Average NCC development award	$351	$345	$362
Total NCC development award funding	$66,607	$71,160	$55,312
Peer review of new award applications	$357	0	$600
Total award funding	$79,535	$79,535	$79,535
Total number of awards	224	228	215
Strengthening TCCUs:			
Number of new development awards	8	2	6
Average new development award	$497	$450	$500
Total new development award funding	$3,973	$900	$3,000
Number of construction awards	9	7	3
Average construction award	$1,406	$1,577	$1,420
Total construction award funding	$12,653	$11,040	$4,259
Number of NCC development awards	18	27	26
Average NCC development award	$384	$429	$433
Total NCC development award funding	$6,914	$11,580	$11,261
Peer review of new award applications	$30	$50	$50
Total award funding	$23,570	$23,570	$18,570
Total number of awards	35 [2]	36 [2]	35 [2]

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[1] Instead of conducting a new competition in fiscal year 2007, the Department plans to fund down the fiscal year 2006 grant slate to make new awards in fiscal year 2007 because a significant number of high-quality applicants remained on the fiscal year 2006 slate and limited funding is available for new grant awards in fiscal year 2007.

[2] Development awards and construction awards are displayed separately; however, construction grants are awarded to institutions already receiving development awards. Therefore, the total number of awards appears higher than the actual number of award recipients.

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PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
Strengthening Alaska-Native and Native Hawaiian-serving Institutions:			
Number of new development awards	2	1	0
Average new development award	$497	$500	0
Total new development award funding	$994	$500	0
Number of renovation awards	5	4	0
Average renovation award	$670	$711	0
Total renovation award funding	$3,348	$2,842	0
Number of NCC development awards	17	19	0
Average NCC development award	$436	$441	0
Total NCC development award funding	$7,407	$8,387	0
Peer review of new award applications	$30	$50	0
Total award funding	$11,785	$11,779	0
Total number of awards	24 [1]	24 [1]	0
Strengthening HBCUs:			
Number of new awards	0	97	0
Average new award	0	$2,455	0
Total new award funding	0	$238,095	0
Number of NCC awards	97	0	97
Average NCC award	$2,455	0	$2,455
Total NCC award funding	$238,095	0	$238,095
Total award funding	$238,095	$238,095	$238,095
Total number of awards	97	97	97
Strengthening HBGIs:			
Number of NCC awards	18	18	18
Average NCC award	$3,218	$3,218	$3,218
Total NCC award funding	$57,915	$57,915	$57,915
Total award funding	$57,915	$57,915	$57,915
Total number of awards	18	18	18

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[1] Development awards and renovation and improvement awards are displayed separately; however, renovation and improvement grants are awarded to institutions already receiving development awards. Therefore, the total number of awards appears higher than the actual number of award recipients.

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PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
Minority Science and Engineering Improvement Program:			
Number of new awards	23	27 [1]	20
Average new award	$143	$129	$135
Total new award funding	$3,296	$3,494	$2,699
Number of NCC awards	66	51	49
Average NCC award	$81	$101	$121
Total NCC award funding	$5,369	$5,149	$5,944
Peer review of new award applications	$65	$87	$87
Total award funding	$8,730	$8,730	$8,730
Total number of awards	89	78	69

[1] Instead of conducting a new competition in fiscal year 2007, the Department plans to fund down the fiscal year 2006 grant slate to make new awards in fiscal year 2007 because a significant number of high-quality applicants remained on the fiscal year 2006 slate.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: To improve the capacity of minority-serving institutions, which traditionally have limited resources and serve large numbers of low-income and minority students, to improve student success, and to provide high-quality educational opportunities for their students.

Objective: Maintain or increase the enrollment, persistence, and graduation rates at minority-serving institutions.

Measure: The number of full-time degree-seeking undergraduates enrolling at SIP institutions.		
Year	**Target**	**Actual**
2003		200,345
2004		214,022
2005		220,764
2006		222,579
2009	253,500	

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Measure: The percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same SIP institution.						
Measure: The percentage of students enrolled at 4-year SIPs graduating within 6 years of enrollment.						
Measure: The percentage of students enrolled at 2-year SIPs graduating within 3 years of enrollment.						
Year	**Target**			**Actual**		
	Persistence	Graduation 4-yr	Graduation 2-yr	Persistence	Graduation 4-yr	Graduation 2-yr
2003					45	25
2004				66	47	26
2005				63	45	22
2006	68	47	25	61		
2007	68	47	26			
2008	68	48	26			

Assessment of progress: The enrollment measure is a long-term measure and 2009 is the first year for which targets have been established. Persistence fell short of program's goal but also declined nationally during this period from 71 percent in 2005 to 70 percent in 2006. The 4-year and 2-year graduation rates decreased from 2004 to 2005 but remain on course to meet the target levels set for 2006. Graduation data for 2005-2006 will be available in December 2007. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Measure: The number of full-time degree-seeking undergraduate students enrolling at TCCUs.		
Year	**Target**	**Actual**
2003		7,625
2004		9,456
2005		9,736
2006		9,084
2009	10,000	
Measure: The percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same TCCU institution.		
Measure: The percentage of students enrolled at 4-year TCCUs graduating within 6 years of enrollment.		
Measure: The percentage of students enrolled at 2-year TCCUs graduating within 3 years of enrollment.		

Year	**Target**			**Actual**		
	Persistence	Graduation 4-yr	Graduation 2-yr	Persistence	Graduation 4-yr	Graduation 2-yr
2003					23	40
2004				41	32	34
2005				48	36	26
2006	41	32	29	44		
2007	42	32	29			
2008	43	32	29			

Assessment of progress: The enrollment measure is a long-term measure and 2009 is the first year for which targets have been established. Program performance on the persistence measure exceeded the target, even though persistence declined from 48 percent in 2005 to 44 percent in 2006. Persistence also declined nationally during this period from 71 percent in

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2005 to 70 percent in 2006. The 4-year graduation rate reported for 2005 is an improvement over the 2004 rate and remains above the target level set for 2006. The 2-year graduation rate declined from 34 percent in 2004 to 26 percent in 2005, but remains on course to meet the target level set for 2006. Graduation data for 2005-2006 will be available in December 2007. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Measure: The percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same ANNH institution. Measure: The percentage of students enrolled at 4-year ANNH institutions who graduate within 6 years of enrollment. Measure: The percentage of students enrolled at 2-year ANNH institutions who graduate within 3 years of enrollment.						
Year	Target			Actual		
	Persistence	Graduation 4-yr	Graduation 2-yr	Persistence	Graduation 4-yr	Graduation 2-yr
2003					27	16
2004				46	28	14
2005				62	29	16
2006	46	27	16	63		
2007	62	28	16			

Assessment of progress: Program performance in 2006 relating to persistence exceeded the target, but the 2006 target was established based on incomplete baseline data. The 2006 persistence rate is comparable to that for institutions funded under SIP, but less than the national persistence rate of 70 percent in 2006. The graduation rates increased slightly from 2004 to 2005 placing current program performance at or above the target level set for 2006 but the 2005 rates are lower than the rates for all types of institutions served under this program. Graduation data for 2005-2006 will be available in December 2007. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Measure: The number of full-time degree-seeking undergraduates enrolling at HBCUs.		
Year	Target	Actual
2003		206,332
2004		221,254
2005		223,933
2006		223,227
2009	231,443	

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Measure: The percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HBCU. Measure: The percentage of students enrolled at 4-year HBCUs graduating within 6 years of enrollment.				
Year	**Target**		**Actual**	
	Persistence	Graduation 4-yr	Persistence	Graduation 4-yr
2003				39
2004			64	39
2005			65	38
2006	65	37	64	
2007	66	39		
2008	66	39		

Assessment of progress: The enrollment measure is a long-term measure and 2009 is the first year for which targets have been established. The decrease in enrollment from 2005 to 2006 can be partially attributed to a single institution affected by Hurricane Katrina that did not report 2006 enrollment. The slight decline in student persistence from 65 percent in 2005 to 64 percent in 2006 is in line with student persistence nationally, which dropped from 71 to 70 percent over the same period. The persistence rate compares favorably with the rate at SIP institutions. The graduation rate reported for 2005 remains above the target level set for 2006, even though the graduation rate declined slightly from 39 percent in 2004 to 38 percent in 2005; it is 7 points lower than the rate for students at 4-year SIP institutions. Graduation data for 2005-2006 will be available in December 2007. Performance data for these measures are derived from electronic annual performance reports from grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Measure: The number of full-time graduate students enrolled at HBGIs.		
Year	**Target**	**Actual**
2003		9,860
2004		10,164
2005		10,470
2006		10,333
2009	14,148	
Measure: The number of PhDs, first professional, and master's degrees awarded at HBGIs.		
Year	**Target**	**Actual**
2003		4,055
2004		4,219
2005		4,410
2006	4,178	
2007	4,498	
2008	4,588	

Assessment of progress: The enrollment measure is a long-term measure and 2009 is the first year for which targets have been established. The continued increase in the number of degrees awarded places current program performance well above target set for 2006. Graduation data for 2006 will be available in December 2007. Beginning in 2007, targets for graduation have been changed to reflect the higher than expected levels. Performance data for these measures are derived from electronic annual performance reports from program grantees

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and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Measures—enrollment, persistence, and graduation—have also been established for the Minority Science and Engineering Improvement Program (MSEIP) resulting in consistent measurement across Department programs that focus on strengthening institutions that serve large minority populations. More specifically, the effectiveness of the MSEIP program will be measured by the number of undergraduate students enrolling in the fields of engineering or physical or biological sciences at MSEIP grantee institutions; the first year persistence rate of minority students in the fields of engineering or physical or biological sciences at MSEIP grantee institutions; and the graduation rate of minority students in the fields of engineering or physical or biological sciences at MSEIP grantee institutions. Targets for the MSEIP measures have yet to be developed.

Efficiency Measures

The Department developed a common efficiency measure for the Aid for Institutional Development programs. The measure examines the cost per successful program outcome, which for these programs is defined as a student who obtains an undergraduate or graduate degree. The following data have been calculated at the program level for the Aid for Institutional Development programs.

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at SIP institutions.			
Year	**Appropriation**	**Number of Graduates**	**Actual**
2003	$81.5 million	20,495	$3,975
2004	$81.0 million	22,021	$3,678
2005	$81.0 million	23,804	$3,403

Measure: Cost per successful outcome: Federal cost per undergraduate degree at Tribally Controlled Colleges and Universities.			
Year	**Appropriation**	**Number of Graduates**	**Actual**
2003	$22.9 million	1,592	$14,353
2004	$23.3 million	1,880	$12,386
2005	$23.8 million	1,695	$14,046

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at Alaska Native and Native Hawaiian-serving Institutions.			
Year	**Appropriation**	**Number of Graduates**	**Actual**
2003	$8.2 million	4,216	$1,940
2004	$10.9 million	4,318	$2,532
2005	$11.9 million	4,455	$2,672

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Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at HBCUs.			
Year	Appropriation	Number of Graduates	Actual
2003	$214.0 million	37,858	$5,653
2004	$222.8 million	38,873	$5,731
2005	$238.6 million	39,311	$6,069

Measure: Cost per successful outcome: Federal cost per graduate degree at HBGIs.			
Year	Appropriation	Number of Graduates	Actual
2003	$53.4 million	4,055	$13,173
2004	$53.1 million	4,219	$12,586
2005	$58.0 million	4,410	$13,159

Assessment of progress: These measures are calculated as the appropriation for the program divided by the number of undergraduate and graduate degrees awarded. The average cost per successful outcome for the Strengthening TCCUs program is higher, in part, because the majority of funds appropriated are used for construction-related activities. The efficiency measure data, along with other performance measures, will be used as part of grantee-level analyses that the Department expects to complete and post to the Department's website during 2007. Grantee-level data analyses will be used to identify institutions that may benefit from technical training in areas such as data collection and reporting, as well as to identify exemplary practices for improving program performance outcomes. Targets for these programs have not been developed. A similar efficiency measure has been established for the Developing HSIs program and for Howard University. This metric may enable the Department to assess program performance across institutions with similar types of missions.

Follow-up on PART Findings and Recommendations

Three of the Aid for Institutional Development programs have undergone PART assessments. The Strengthening HBCUs program and Strengthening HBGIs program were assessed in 2005 and were rated Results Not Demonstrated. These reviews determined that the previous measures for these programs (which tracked the percentage of institutional project goals that were successfully completed with respect to improvements in academic quality, institutional management and fiscal stability, and student services and student outcomes) may not be optimal measures of program performance. To address this finding, the Department developed three outcome measures that track student enrollment, persistence, and graduation rates at institutions supported by these programs.

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

- *There is a lack of program evaluation data that would indicate whether the programs are effective and achieving results.* The Department is currently implementing a study on the financial health of institutions of higher education eligible to participate in the institutional aid programs authorized by Titles III and V of the Higher Education Act. One purpose of the analysis is to determine whether the financial status of the institutions is improving or becoming worse and to identify what drivers are affecting the financial health of institutions, including whether enrollment, persistence, and graduation—the newly established measures

for the Title III/V programs—are drivers of financial health. In addition, the analysis is expected to show whether the programs authorized by the HEA are positively affecting the institutions' financial health. Data from the study are expected to be available in fiscal year 2007.

- *The Department needs to ensure the reliability and comparability of program performance data, and assess program effectiveness against the new annual and long-term performance measures.* Performance data are derived from electronic annual performance reports and National Center for Education Statistics/Integrated Postsecondary Education Data System (NCES/IPEDS). IPEDS data are reported by all institutions and are subject to NCES' established review and adjudication process, which include multistage internal and external reviews, including a formal adjudication meeting, to ensure that statistical standards are met and that the product is of high quality.

- *The Department needs to make grantee performance data available to the public in a transparent and meaningful manner.* The draft Strengthening HBCUs and Strengthening HBGIs program profile report is being reviewed by the Department and will be available on the Department's website when completed.

The Strengthening Institutions program was assessed in 2006 and received a rating of Results Not Demonstrated. The following actions are planned to address the PART findings.

- Completing the study on the financial health of minority serving institutions of higher education and utilize the results to validate program performance measures and improve program performance.

- Ensuring the reliability and comparability of program performance data, and assess program effectiveness against the new annual and long-term performance measures.

- Making grantee performance data available to the public in a transparent and meaningful manner.

Developing Hispanic-serving institutions
   (Higher Education Act of 1965, Title V)

FY 2008 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

	2007	2008	Change
	$94,911	$94,911	0

[1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

PROGRAM DESCRIPTION

The Developing Hispanic-serving Institutions program is designed to expand and enhance the academic offerings, program quality, and institutional stability of the colleges and universities that are educating a large percentage of Hispanic college students.

Discretionary grants of up to 5 years in duration are awarded competitively to Hispanic-serving Institutions (HSIs) to enable these institutions to improve and expand their capacity to serve Hispanic and low-income students. Individual development grants support efforts to resolve institutional problems. Cooperative arrangement development grants between two or more institutions of higher education (IHEs) support efforts to resolve institutional problems common to the IHEs. Cooperative arrangement development grants enable IHEs to combine their resources to better achieve institutional goals. In addition, 1-year planning grants may be awarded for the preparation of plans and applications for a grant under this program.

The Third Higher Education Extension Act of 2006 (P.L. 109-292) amended the Higher Education Act to change the definition of a "Hispanic-serving institution." An HSI is now defined as an institution that has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic. HSIs are no longer required to provide assurances that not less than 50 percent of its Hispanic students are low-income individuals. In addition, P.L. 109-292 eliminates the provision requiring institutions to wait 2 years after their 5-year grant has expired before applying for a new grant.

When making awards, priority is given to HSIs that work with, or have a cooperative agreement to work with, local educational agencies in reducing Hispanic dropout rates, improving rates of Hispanic academic achievement, and increasing the rates at which Hispanic high school graduates enroll in higher education.

HSIs may use their funds to plan, develop, and implement activities that encourage: faculty and academic program development; better management of funds and administration; construction and maintenance of instructional facilities; student services; the establishment of a program of teacher education designed to qualify students to teach in public schools; establishment of community outreach programs that encourage elementary and secondary school students to develop the academic skills and the interest to pursue postsecondary education; and creating or

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improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment and services. Also, HSIs may use no more than 20 percent of the grant funds to establish or increase an institution's endowment fund. The endowment funds must be matched at a rate of one non-Federal dollar for each Federal dollar. If an HSI receives funding under this program, it cannot receive funding under Part A or Part B of Title III.

Funding levels for the past 5 fiscal years were:

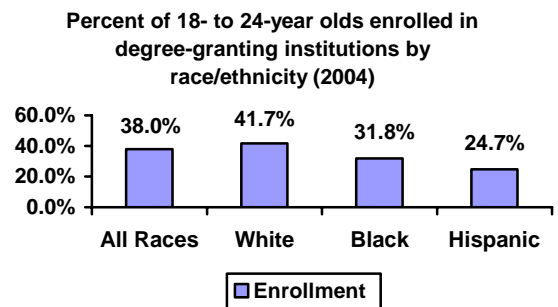|	($000s)
2003	$92,396
2004	93,993
2005	95,106
2006	94,914
2007	94,911

FY 2008 BUDGET REQUEST

The Administration requests $94.9 million for the Developing HSIs program. This program is intended to increase high school graduation, postsecondary participation, and life-long learning of Hispanics and to help close the gap between Hispanic and non-Hispanic students in these areas.

The official population estimates, as reported by the U.S. Census Bureau, indicate that Hispanics are the Nation's largest minority population. The Hispanic population is a young population, with approximately one-third of Hispanics under 18 years of age. Within the next 25 years, 23 percent of the school-age population will be Hispanic.

Hispanics have made significant gains in education over the last several decades. In 1976, about 383,800 Hispanic-Americans were enrolled at degree-granting institutions of higher education. Enrollment grew steadily from 1976 and reached 1.8 million in 2004. The increase in Hispanic enrollment is being driven by population growth and by increasing proportions of the population enrolling in colleges and universities. In 1976, Hispanics represented 3.5 percent of students enrolled in colleges and universities. Almost three decades later (in 2004), Hispanics comprised 10.5 percent of the total enrollment. In 1976, only 3.7 percent of the undergraduate population was Hispanic; the undergraduate Hispanic population increased to 11.3 percent in 2004. During the same period, the percentage of graduate students who are Hispanic has increased from 2.0 percent to 5.8 percent.

Despite the rise in the percentage of Hispanics enrolling in college, their enrollment rates and degree attainment remain lower than those of their non-Hispanic peers. In 2004, only 24.7 percent of all Hispanics in the age group 18-24 years were enrolled in degree-granting institutions, versus 41.7 percent of all non-Hispanic white students. (See graph.)

Percent of 18- to 24-year olds enrolled in degree-granting institutions by race/ethnicity (2004)

	All Races	White	Black	Hispanic
Enrollment	38.0%	41.7%	31.8%	24.7%

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In 2003-2004, Hispanics earned only 6.8 percent of the bachelor's degrees, 5.3 percent of the master's degrees, and 3.4 percent of the PhDs awarded in the United States though they comprise 14 percent of the population. In 2005, only 11 percent of Hispanic students who were in the 25 to 29 age group reported having a bachelor's degree or higher, compared to 34 percent of non-Hispanic white students. Clearly, the participation and completion rates of Hispanic-Americans in postsecondary education have not kept pace with their presence in the general population.

The National Center for Education Statistics (NCES) publishes Integrated Postsecondary Education Data System (IPEDS) data on institutions that serve large populations of Hispanic students. The list published by NCES is based on a wide range of data, including full-time enrollment figures, the number of degrees conferred, and the type of institutions, i.e., for-profit or non-profit, public or private, and 4-year or 2-year institutions of higher education. The list indicates that in 2003-2004 approximately 400 institutions of higher education served large proportions of Hispanic students. An HSI is defined as an institution in which Hispanics comprise 25 percent or more of the undergraduate full-time-equivalent enrollment. Hispanic enrollment in HSIs accounted for more than half of the total Hispanic enrollment in colleges and universities in 2003.

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
Individual Development awards:			
Number of new awards	16	15	14
Average new award	$550	$544	$545
Total new award funding	$8,798	$8,165	$7,630
Number of NCC awards	74	69	69
Average NCC award	$450	$496	$521
Total NCC award funding	$33,314	$34,200	$35,955
Cooperative Arrangement awards:			
Number of new awards	17	9	9
Average new award	$690	$778	$755
Total new award funding	$11,723	$7,000	$6,793
Number of NCC awards	65	70	65
Average NCC award	$631	$648	$682
Total NCC award funding	$41,009	$45,346	$44,333

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PROGRAM OUTPUT MEASURES ($000s)

	2006	**2007**	**2008**
Peer review of new Award applications	$67	$200	$200
Total award funding	$94,914	$94,911	$94,911
Total number of awards	172	163 [1]	157 [1]

[1] The number of awards for fiscal years 2007 and 2008 are estimates. Elimination of the 2-year wait-out and removal of the 50 percent low-income requirement may significantly increase the number of eligible and qualified applicants.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: To improve the capacity of minority-serving institutions, which traditionally have limited resources and serve large numbers of low-income and minority students, to improve student success, and to provide high-quality educational opportunities for their students.

Objective: Increase the enrollment, persistence, and graduation rates at Hispanic-serving institutions.

Measure: The number of full-time degree-seeking undergraduates enrolling at HSIs.		
Year	**Target**	**Actual**
2003		773,859
2004		825,492
2005		845,045
2006		850,184
2009	873,972	

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Measure: The percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI. Measure: The percentage of students enrolled at 4-year HSIs graduating within 6 years of enrollment. Measure: The percentage of students enrolled at 2-year HSIs graduating within 3 years of enrollment.						
Year	Target			Actual		
	Persistence	Graduation 4-yr	Graduation 2-yr	Persistence	Graduation 4-yr	Graduation 2-yr
2003					35	21
2004				67	36	22
2005				66	35	21
2006	67	34	36	64		
2007	68	37	22			
2008	68	37	22			

Assessment of progress: The enrollment measure is a long-term measure and 2009 is the first year for which targets have been established. The long-term target for enrollment has been changed to reflect the higher than expected actual performance on this measure. The Department did not meet the established target for persistence in 2006. Persistence at Developing HSIs has declined steadily in recent years, but is in line with student persistence nationally, which has also dropped in recent years. Graduation data for 2005-2006 will be available in December 2007. In addition, beginning in 2007, targets for graduation have been recalculated given actual performance. The performance data are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Efficiency Measures

The Department measures cost per successful outcome for the Developing HSIs program.

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at HSIs.			
Year	Appropriation	Number of Graduates	Actual
2003	$92.4 million	87,326	$1,058
2004	$94.0 million	91,255	$1,030
2005	$95.1 million	93,737	$1,015

Assessment of progress: This measure is calculated as the appropriation for the Developing HSIs program divided by the number of undergraduate and graduate degrees awarded. The efficiency measure data, along with other performance measures, will be used as part of grantee-level analyses that the Department expects to complete and post to the Department's website during 2007. Grantee-level data analyses will be used to identify institutions that may benefit from technical training in areas such as data collection and reporting, as well as exemplary practices for improving program performance outcomes. Targets have not been developed. The efficiency measure can be used to measure overall program performance over time. A similar efficiency measure has been established for the Title III Aid for Institutional Development programs as well as for Howard University. This metric may enable the Department to assess program performance across institutions with similar types of missions.

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Follow-up on PART Findings and Recommendations

The Developing HSIs program was assessed using the PART in fiscal year 2005 and received an assessment rating of Results Not Demonstrated. In conducting the PART review, it was determined that the program's previous measures (which tracked the percentage of institutional project goals that were successfully completed with respect to improvements in academic quality, institutional management and fiscal stability, and student services and student outcomes) may not be optimal measures of program performance. To address this finding, the Department developed three outcome measures that track student enrollment, persistence, and graduation rates at HSIs.

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

- *There is a lack of program evaluation data that would indicate whether the institutional development programs are effective and achieving results.* The Department is currently implementing a study on the financial health of institutions of higher education eligible to participate in the institutional aid programs authorized by Titles III and V of the Higher Education Act. One purpose of the analysis is to determine whether the financial status of the institutions is improving or becoming worse and to identify what drivers are affecting the financial health of institutions, including whether enrollment, persistence, and graduation— the newly established measures for the Title III/V programs—are drivers of financial health. In addition, the analysis is expected to show whether the programs authorized by the HEA are positively affecting the institutions' financial health. Data from the study are expected to be available in fiscal year 2007.

- *The Department needs to ensure the reliability and comparability of program performance data, and assess program effectiveness against the new annual and long-term performance measures.* Performance data are derived from electronic annual performance reports and National Center for Education Statistics/Integrated Postsecondary Education Data System (NCES/IPEDS). IPEDS data are reported by all institutions and are subject to NCES' established review and adjudication process, which include multistage internal and external reviews, including a formal adjudication meeting, to ensure that statistical standards are met and that the product is of high quality.

- *The Department needs to make grantee performance data available to the public in a transparent and meaningful manner.* The Developing HSIs program profile report was sent to program grantees and it will be available on the Department's website shortly. Efforts are underway to analyze the most recent performance data for future reports and to increase the timeliness of making the data available to the public.

International education and foreign language studies: Domestic programs
   (Higher Education Act of 1965, Title VI, Parts A and B)

FY 2008 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

	2007	2008	Change
	$91,541	$91,541	0

   [1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

PROGRAM DESCRIPTION

The International Education and Foreign Language Studies (IEFLS) Domestic Programs are designed to strengthen the capability and performance of American education in foreign languages and in area and international studies. The IEFLS programs have their origin in the National Defense Education Act of 1958 as a response to the need to strengthen instruction in foreign languages insufficiently taught in the United States as well as area and international studies.

Nine major IEFLS Domestic Programs are currently funded under Title VI of the Higher Education Act.

National Resource Centers support institutions of higher education (IHEs) or consortia of such institutions in: establishing, operating, and strengthening advanced centers to train students, specialists, and other scholars; maintaining important library collections and related training and research facilities; conducting advanced research and development activities; establishing linkages between IHEs and other academic, governmental, and media entities; operating summer institutes; and providing outreach and consultative services at the national, regional, and local levels. National Resource Centers are funded for up to 4 years, with funds allocated on an annual basis pending satisfactory performance by the Centers and availability of funds.

Foreign Language and Area Studies Fellowships Program supports academic year and summer fellowships for graduate-level training at IHEs having nationally recognized programs of excellence. Institutions are funded for up to 4 years and, in turn, award fellowships annually to individual graduate students on a competitive basis.

Undergraduate International Studies and Foreign Language Program supports IHEs or consortia of IHEs in establishing, operating, and strengthening instructional programs in international studies and foreign language at the undergraduate level. Other allowable activities include the use of innovative technology to increase access to international education programs and partnerships with the private sector and elementary and secondary schools to enhance

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international education. Grantees must provide matching funds in either of the following ways: (1) cash contributions from the private sector equal to one-third of the total project costs; or (2) a combination of institutional and non-institutional cash or in-kind contributions equal to one-half of the total project costs. The Department may waive or reduce the required matching share for institutions that are eligible to receive assistance under Part A or Part B of Title III or under Title V of the Higher Education Act of 1965. Grant awards are normally made for 2 years. However, organizations, associations, and institutional consortia are eligible for up to 3 years of support.

International Research and Studies Projects support IHEs, public and private nonprofit organizations, and individuals in projects designed to: determine the need for improved or increased instruction in modern foreign language and area and international studies; develop more effective teaching methods and standardized measures of competency; develop specialized curriculum materials; evaluate the extent to which programs that address national needs would not otherwise be offered; study and survey the uses of technology in foreign language and area and international studies programs; and determine through studies and evaluations effective practices in the dissemination of information throughout the education community, including elementary and secondary schools. The Department funds participants through grants and contracts for up to 3 years. A Small Business Innovation Research (SBIR) project may also be funded under this program.

Business and International Education Projects support IHEs in designing 2-year projects both to enhance international academic programs and to promote linkages between the IHEs and the international business community engaged in international economic activity. The Federal share of the projects cannot exceed 50 percent of the total cost.

Centers for International Business Education support IHEs by paying the Federal share of the cost of planning, establishing, and operating centers that provide a comprehensive university approach to improving international business education by bringing together faculty from numerous disciplines. The Centers serve as national and regional business resources for teaching improved business strategies to students and business professionals; provide instruction in critical foreign language and international fields; and support research and training in the international aspects of trade and other fields of study. Grants are made for 4 years. The Federal share of the cost of planning, establishing, and operating the Centers cannot exceed 90 percent, 70 percent, or 50 percent in the first, second, third and following years, respectively.

Language Resource Centers support IHEs or consortia of IHEs designed to improve the teaching and learning of foreign languages. The activities carried out by the Centers must include effective dissemination efforts, whenever appropriate, and may include: the development and dissemination of new teaching methods and the training of teachers in their use; the development, application, and dissemination of performance testing appropriate to an educational setting for use as a standard and comparable measurement of skill levels in all languages; the training of teachers in the administration and interpretation of the performance tests; a significant focus on the teaching and learning needs of the less commonly taught languages and the publication and dissemination of instructional materials in those languages;

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the conduct and dissemination of research on new and improved teaching methods (including the use of advanced educational technology) to the education community; the development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and secondary school levels; and the operation of intensive summer language institutes. Language Resource Centers are eligible for up to 4 years of support.

American Overseas Research Centers Program makes grants to consortia of IHEs to promote postgraduate research, faculty and student exchanges, and area studies. Funds may be used for stipends, staff salaries, operation and maintenance of overseas facilities, teaching and research materials, maintenance of library collections, conferences, publications, and dissemination of materials. Centers are eligible for 4 years of support.

Technological Innovation and Cooperation for Foreign Information Access supports IHEs or public or nonprofit private libraries to develop innovative techniques or programs using new electronic technologies to collect, organize, preserve, and widely disseminate information on world regions that address our Nation's teaching and research needs in international education and foreign languages. Federal share of the projects cannot exceed two-thirds of the total cost. Awards are made for 4 years.

International Education Week (IEW) 2006 was celebrated November 13-17, 2006. IEW is a joint initiative of the Departments of State and Education to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States. IEW was first held in 2000 and today is celebrated in more than 100 countries worldwide. The Departments of State and Education initiated IEW as part of their efforts to move ahead on the issue of implementing U.S. international education policy. Education's international education programs and activities are designed to:

- Increase U.S. knowledge and expertise about other regions, cultures, languages and international issues;

- Share with other countries information about U.S. education policies and practices, providing leadership on education issues, and working with international partners on initiatives of common benefit;

- Learn more about the effective policies and practices of other countries to improve teaching and learning in the U.S.; and

- Support U.S. foreign and economic and security interests, in cooperation with the Department of State, by strengthening relationships with other countries and promoting U.S. education.

HIGHER EDUCATION

International education and foreign language studies: Domestic programs

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$93,240
2004	89,211
2005	92,466
2006	91,541
2007	91,541

FY 2008 BUDGET REQUEST

The Administration requests a total of $91.5 million for the Domestic Programs. The Domestic Programs have helped to develop and maintain American expertise in world cultures and economies, and foreign languages.

It is critical for our Nation to have a readily available pool of international area and language experts for economic, foreign affairs, and defense purposes. The increased complexity of the post-Cold War world, the events surrounding the September 2001 terrorist attacks on the United States, and the war on terrorism underscore the importance of maintaining and expanding this expertise. Faced with shortages of language experts after September 11th, the Federal Bureau of Investigation (FBI) sought U.S. citizens fluent in Arabic, Persian, or Pashto to help with the Nation's probe into the terrorism attack. In fact, just prior to September 11, 2001, not one U.S. university regularly offered Pashto, the language of the Taliban.

To address the need for skilled professionals with competency in languages critical to U.S. national security, the President announced a National Security Language Initiative (NSLI). Under the direction of the President, the Departments of Education, Defense, and State and the Office of the Director of National Intelligence have proposed to implement a comprehensive national plan to expand foreign language education beginning in early childhood and continuing throughout formal schooling and into the workforce. The NSLI is built around three broad goals to address weaknesses in our teaching and learning of foreign languages, especially critical need languages. Critical need languages are defined as foreign languages considered most critical for national security. The NSLI goals are to:

- Expand the number of Americans mastering critical need languages and start at a younger age.

- Increase the number of advanced-level speakers of foreign languages, with an emphasis on critical need languages.

- Increase the number of critical need language teachers and the resources available to them.

Within the request for the Domestic Programs, $1 million would be set aside to develop NSLI's nationwide e-Learning Clearinghouse. The e-Learning Clearinghouse, which would be established under the Language Resource Centers (LRCs) program, would include materials

International education and foreign language studies: Domestic programs

and resources previously developed by the LRCs, educational agencies, institutions of higher education, and other agencies of the Federal Government. The resources would be available to all language teachers in both K-12 and institutions of higher education. While resources are currently available from the State and Defense Departments and from Title VI Centers, they are not catalogued in one place. This Clearinghouse would serve as a central repository for schools, teachers, and the public to find materials and web-based programs in critical needs languages.

Continued funding for the Domestic programs addresses the urgent need to strengthen instruction in foreign languages and related area studies that are less commonly taught, especially for the purposes of national security readiness. The Domestic Programs focus their resources on those areas of the world often neglected in the curricula of institutions of higher education and the foreign languages that are spoken in those world areas. Today, these programs support the teaching of 130 to 140 foreign languages and training in a great variety of disciplines focused on the regions where these languages are spoken. Among these languages are: Arabic, Amharic, Azeri, Swahili, Zulu, Korean, Indonesian, Vietnamese, Armenian, Serbo-Croatian, Tajik, Turkish, Urdu, Uzbek, Persian/Dari and Pashto. Current and former participants in the Domestic Programs and their employing institutions are important sources of interdisciplinary expertise on areas critical to the national interest. These world areas include Central Asia, South Asia, the Middle East, East Asia, Southeast Asia, Central Europe and Eurasia, Africa, and Latin America.

The request for the Domestic Programs also reflects recognition that a strong Federal commitment to leadership in international education is essential for American success in an increasingly internationalized economy. Through the IEFLS business programs, IHEs are linked with businesses in a mutually beneficial relationship that fosters our Nation's economic strength. Currently there are 31 Centers for International Business Education (CIBEs) throughout the U.S.

IEFLS programs provide "seed money" that is matched by institutions, associations, and private sector firms. Federal funding provided by the IEFLS programs leverages a large amount of non-Federal funding. Thus, the Department is able to have a more substantial impact on the field of international education for its investment of taxpayer dollars.

Since some of the IEFLS programs focus on training teachers, they create a significant educational "ripple effect." Each teacher or faculty member trained under an IEFLS program takes the experience back to the classroom, in training the next generation of language and area studies experts.

In the fiscal year 2007 competitions, the Department is encouraging applicants to propose projects in the following priority areas:

- Undergraduate International Studies and Foreign Language Program

  Competitive preference priorities: (1) Applications that: (a) require entering students to have successfully completed at least 2 years of secondary school foreign language instruction; (b) require each graduating student to earn 2 years of postsecondary credit in a foreign language or have demonstrated equivalent competence in the foreign language; or (c) in the

International education and foreign language studies: Domestic programs

case of a 2-year degree granting institution, offer 2 years of postsecondary credit in a foreign language; and (2) projects that support activities to enable students to achieve proficiency or advanced proficiency or to develop programs in one or more of the following less commonly taught languages: Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

- International Research and Studies Projects

  Competitive preference priorities: (1) the development and publication of instructional materials that serve to enhance international understanding for use by students and teachers of the following critical language areas: Arabic, Chinese, Japanese, Korean, Russian, as well as Indic, Iranian, and Turkic language families; and (2) research, surveys, proficiency assessments, or studies that foster linkages between K-12 and postsecondary language training.

- Business and International Education Projects

  Competitive preference priority: innovation and improvement of international education curricula to serve the needs of the business community, including the development of new programs for nontraditional, mid-career, or part-time students.

  Invitational priorities: (1) applications that propose educational projects that include activities focused on the targeted world areas of the Middle East, East Asia, South Asia, Russia, and Africa; and (2) applications that focus on developing, improving and/or disseminating best practices of international business training programs, teaching, and curriculum development to increase American competitiveness.

- American Overseas Research Centers

  Invitational priorities: (1) projects that propose to establish new or to maintain existing overseas immersion language study programs to enhance advanced language training to students, faculty, and postgraduate researchers; and (2) projects that propose to establish new or to maintain existing centers in countries where the following critical languages are spoken: Arabic, Chinese, Japanese, Korean, Russian, as well as Indic, Iranian, and Turkic language families.

Grants awarded under these competitions would be continued in fiscal year 2008.

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
National Resource Centers:			
Number of new awards	124	1	0
Average new award	$231	$230	0
Total new award funding	$28,620	$230	0

International education and foreign language studies: Domestic programs

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
National Resource Centers (cont'd):			
Number of NCC awards	0	124	125
Average NCC award	0	$231	$231
Total NCC award funding	0	$28,620	$28,850
Total award funding	$28,620	$28,850	$28,850
Total number of awards	124	125	125
Foreign Language and Area Studies Fellowships:			
Academic year fellowships	926	926	926
Average academic year fellowship	$27	$27	$27
Summer fellowships	635	635	635
Average summer year fellowship	$7	$7	$7
Number of new awards	124	0	0
Average new award	$235	0	0
Total new award funding	$29,130	0	0
Number of NCC awards	0	124	124
Average NCC award	0	$235	$235
Total NCC award funding	0	$29,130	$29,130
Total award funding	$29,130	$29,130	$29,130
Total number of awards	124	124	124
Undergraduate International Studies and Foreign Language Program:			
Number of new awards	22	33	19
Average new award	$75	$76	$77
Total new award funding	$1,655	$2,515	$1,460
Number of NCC awards	31	24	33
Average NCC award	$86	$75	$76
Total NCC award funding	$2,662	$1,805	$2,515
Total award funding	$4,317	$4,320	$3,975
Total number of awards	53	57	52

International education and foreign language studies: Domestic programs

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
International Research and Studies Projects:			
Number of new awards	21	12	10
Average new award	$125	$129	$132
Total new award funding	$2,630	$1,553	$1,323
Number of NCC awards	27	32	30
Average NCC award	$118	$133	$141
Total NCC award funding	$3,192	$4,269	$4,229
Total award funding	$5,822	$5,822	$5,552
Total number of awards	48	44	40
Business and International Education Projects:			
Number of new awards	28	26	22
Average new award	$80	$83	$81
Total new award funding	$2,245	$2,155	$1,780
Number of NCC awards	25	27	26
Average NCC award	$86	$80	$83
Total NCC award funding	$2,155	$2,165	$2,155
Total award funding	$4,400	$4,320	$3,935
Total number of awards	53	53	48
Centers for International Business Education:			
Number of new awards	31	0	0
Average new award	$344	0	0
Total new award funding	$10,650	0	0
Number of NCC awards	0	31	31
Average NCC award	0	$344	$344
Total NCC award funding	0	$10,650	$10,650
Total award funding	$10,650	$10,650	$10,650
Total number of awards	31	31	31

International education and foreign language studies: Domestic programs

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
Language Resource Centers:			
Number of new awards	15	0	1
Average new award	$320	0	$1,000
Total new award funding	$4,800	0	$1,000
Number of NCC awards	0	15	15
Average NCC award	0	$320	$320
Total NCC award funding	0	$4,800	$4,800
Total award funding	$4,800	$4,800	$5,800
Total number of awards	15	15	16
American Overseas Research Centers:			
Number of new awards	0	12	0
Average new award	0	$83	0
Total new award funding	0	$1,000	0
Number of NCC awards	12	0	12
Average NCC award	$83	0	$83
Total NCC award funding	$1,000	0	$1,000
Total award funding	$1,000	$1,000	$1,000
Total number of awards	12	12	12
Technological Innovation and Cooperation for Foreign Information Access:			
Number of NCC awards	10	10	10
Average NCC award	$170	$170	$170
Total NCC award funding	$1,700	$1,700	$1,700
Total award funding	$1,700	$1,700	$1,700
Total number of awards	10	10	10
Program evaluation, national outreach, and information dissemination	$824	$800	$800
Peer review of new award applications	$278	$149	$149
Total Domestic funding	$91,541	$91,541	$91,541
Total Domestic awards	470	471	458

International education and foreign language studies: Domestic programs

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: To meet the Nation's security and economic needs through the development of a national capacity in foreign languages, and area and international studies.

Objective: Provide grants to institutions of higher education or consortia of institutions of higher education to establish, strengthen, and operate comprehensive and undergraduate language and area/international studies centers.

Measure: The percentage of employed National Resource Center PhD graduates who find employment in higher education, government, and national security.		
Year	Target	Actual
2003		55
2004	47	72
2005	47.5	
2006	48	
2007	48.5	
2008	49	

Assessment of progress: The performance data are derived from the Evaluation of Exchange, Language, International, and Area Studies project (EELIAS), a web-based performance reporting system for the IEFLS programs. Grantees are required to submit annual performance reports via EELIAS. EELIAS tracks placement at the BA, MA, and PhD level broken down by employment sectors—elementary/secondary, Federal Government, foreign government, graduate study, higher education, international organizations (in the U.S. and abroad), private sector (profit and non-profit), military service, State and local government, unemployed, and unknown. In fiscal year 2004, almost three-quarters of employed NRC PhD graduates found employment in the targeted fields of higher education, government, and national security. Nearly half of the program's grantees for this measure requested no cost extensions; therefore, data for fiscal year 2005 will not be available until December 2007.

Measure: The percentage of critical languages taught, as reflected by the list of critical languages referenced in the HEA Title VI program statute.		
Year	Target	Actual
2004		56
2005	74	
2006	60	
2007	63	
2008	66	

HIGHER EDUCATION

International education and foreign language studies: Domestic programs

Assessment of progress: The list of critical languages referenced in the Title VI program statute is comprised of 171 languages. Currently, 95 languages or 56 percent of 171 are being taught in Title VI institutions. It is the goal of the program to have 80 percent of these languages taught by 2015. Nearly half of the program's grantees for this measure requested no cost extensions; therefore, data for fiscal year 2005 will not be available until December 2007.

Objective: Provides Foreign Language and Area Studies (FLAS) academic year and summer fellowships to institutions of higher education to assist graduate students in foreign language and either area or international studies.

Measure: Average competency score of Title VI FLAS fellowship recipients at the end of 1 full year of instruction will be at least one competency level higher than their average score at the beginning of the year.		
Year	**Target**	**Actual**
2003		1.30
2004	1.20	1.22
2005	1.20	1.20
2006	1.20	1.22
2007	1.20	
2008	1.20	

Assessment of progress: An increase of "1" in the competency score reflects normal progress to be expected from a full year of instruction. Therefore, performance levels of 1.20 or greater indicate that the students receiving FLAS fellowships are achieving greater improvement in their language skills than would be expected from a typical language studies participant. Performance data are derived from EELIAS. Grantees are required to submit annual performance reports via EELIAS. The data are based on self-assessments and reflect a mix of different levels of improvement at all stages (beginner, intermediate, and advanced) in the areas of reading, writing, and speaking. Beginning language students may be expected to make larger advances over a given time period (and therefore have larger change scores) than more advanced students.

Efficiency Measures

The efficiency measure tracks cost per successful outcome.

Measure: Federal cost per National Resource Center program fellow finding employment in government, military (national security), or higher education.			
Year	**Funding**	**Number of Fellows**	**Actual**
2004	$28.7 million	1,423	$20,169

Measure: Cost per Foreign Language and Area Studies Fellowship fellow increasing average language competency by at least one level.			
Year	**Funding**	**Number of Fellows**	**Actual**
2004	$27.0 million	1,546	$17,439
2005	$28.2 million	1,647	$17,124

HIGHER EDUCATION

International education and foreign language studies: Domestic programs

Assessment of progress: The calculation for the efficiency measure is the annual funding for the program divided by the number of fellows either finding employment in higher education, government, or national security or increasing their proficiency by at least one point from pre- to post-test. Grantee-level data will be used to establish targets, improve performance, identify opportunities for technical assistance, provide early warning that a project may need more intensive oversight, and identify best practices.

Other Performance Information

A number of studies have been conducted over the years to evaluate the effectiveness of the Domestic Programs. A few are outlined below.

- The National Foreign Language Center at Johns Hopkins University published a study in 1998 that lays out the critical role Title VI/Fulbright-Hays (F-H) programs play in maintaining the Nation's capacity to produce expertise in languages vital to the national interest. The study, funded through an International Research and Studies grant, includes extensive data on language needs for national security and economic competitiveness, as well as a thorough evaluation of the impact of Title VI and F-H on the language capacity of the United States. The basic conclusion of the study is that Title VI/F-H has constituted a major force in meeting the language needs of the country, particularly the less commonly taught languages (CTLs). Many of the languages most important to our national security would simply not be taught or researched in our Nation's colleges and universities without the support of Title VI/F-H.

  The small group of Title VI/F-H-supported institutions constitute the core of this Nation's capacity to teach the less CTLs at the university level. Language enrollments in 2- and 4-year colleges and universities show that Title VI-supported institutions represent less than 3 percent of all higher education institutions offering language instruction. Remarkably, however, this minute proportion of institutions accounts for almost 56 percent of the graduate enrollments and 21 percent of the undergraduate enrollments in less CTLs. For the least CTLs, the Title VI- supported institutions account for 64 percent of the graduate enrollments and 40 percent of the undergraduate enrollments.

- A 2005 report funded by the Department, *Securing Our Nation's Future through International Business Education: 15 Years of CIBER 1989-2004*, cites Centers for International Business Education (CIBER) program accomplishments over 15 years and the impact the CIBER program has had in strengthening America's economic reach and enhancing the vision of its companies. The report highlights that:

  - Over 902,950 students have taken the over 28,450 courses with international business emphasis offered by CIBER-funded universities. Over 4,066 international courses have been created or upgraded.

  - Approximately 92,000 CIBER graduates are expected to be working in internationally related positions 5 years after graduation.

  - Over 5,200 international business faculty and PhD research projects have been supported by CIBER funding. Over 3,200 working papers have been published.

HIGHER EDUCATION

International education and foreign language studies: Domestic programs

- Over 2.4 million students have benefited from enhanced commercial foreign language instruction at universities across the U.S.

- Almost 57,000 students have participated in CIBER-sponsored internships, student exchanges, and study abroad programs.

- Over 9.5 million students have benefited from improved international business education.

- CIBERs collectively have affected approximately 4,925 businesses in 2003-2004.

- The Department has undertaken a comprehensive evaluation of all of the Department's graduate fellowship programs—including the Foreign Language and Area Studies Fellowship program and the Doctoral Dissertation Research Abroad program. The results of the study will confirm the validity of performance report data on employment outcomes and improvement in language competency. While the final report is still in production and will not be ready for publication until later in 2007, some initial research has been completed and some preliminary descriptive data are available. At the time of the survey, FLAS fellows rated their abilities to speak, write, and read the languages they studied with FLAS support both at the time they began FLAS-supported study and at the time they completed that study at a variety of levels. Preliminary data show that FLAS fellows averaged a one-level gain in proficiency. This data compares favorably to data collected through EELIAS on Title VI FLAS fellowship recipients.

- The Conference Report accompanying the fiscal year 2005 Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriations Act directed the Department to award a contract to the National Research Council for an independent review of Title VI international education programs supported under the Higher Education Act as well as Section 102(b)(6) Fulbright-Hays international education programs. The need for the review was a result of the Committee's findings "that globalization and the war on terrorism have increased America's need for international experts as well as for citizens with foreign language skills and global understanding." The National Research Council will review the adequacy and effectiveness of Title VI and Fulbright-Hays programs in addressing their statutory missions and in building the Nation's international and foreign language expertise—particularly as needed for economic, foreign affairs and national security purposes. The study, which began October 2005, will include, but not be limited to, evaluating the performance of these programs in:

  - Supporting research, education, and training in foreign languages and international studies, including opportunities for such research, education, and training overseas;

  - Reducing shortages of foreign language and area experts;

  - Infusing a foreign language and area studies dimension throughout the educational system and across relevant disciplines including professional education;

  - Producing relevant instructional materials that meet accepted scholarly standards;

International education and foreign language studies: Domestic programs

- Advancing uses of new technology in foreign language and international studies;

- Addressing business needs for international knowledge and foreign language skills;

- Increasing the numbers of underrepresented minorities in international service; and

- Conducting public outreach/dissemination to K-12 and higher education, media, government, business, and the general public.

The National Research Council expects to submit its final report to the Department and the Congress in prepublication form in spring 2007.

Follow-up on PART Findings and Recommendations

A PART assessment for the IEFLS Domestic Programs was conducted in 2004. A rating of Results Not Demonstrated was assigned due in large part to the fact that there were not sufficient data available to assess the program's effectiveness against the newly established targets. The Department has developed new annual and long-term measures that focus on outcomes that are consistent with program goals to increase workforce skills in and knowledge of less commonly taught languages and to increase the number of less commonly taught languages taught at our Title VI-funded institutions. Long-term outcome measures based on data collected through the Evaluation of Exchange, Language, International, and Area Studies (EELIAS) performance reporting system and checked by external data sources will be used to assess the success of the Title VI programs. The Department will continue to improve the EELIAS system by reevaluating the utility of current data elements and ensuring the system can provide the most accurate possible information for the programs' performance measures. The Department will also use the International Research and Studies program to support research on program outcomes for the other Title VI programs.

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

- *While the IEFLS programs are a significant component of the Federal effort to maintain and enhance American foreign language proficiency, there are many other Federal programs and agencies that contribute to this effort. The Department should continue collaboration and coordination efforts with other Federal and non-government entities in managing the IEFLS programs to ensure coverage in languages and in area and international studies considered vital to the national interest. Additionally, the Department should continue to collaborate with major international groups, including academic and government organizations.* The Department continues to work with the Inter-Agency Language Roundtable, the International Research and Exchanges Board, the Title VIII Advisory Committee, the National Security Education Program Advisory, and the U.S. Department of State Bureau of Educational and Cultural Affairs to help inform program planning and coordination activities. The Department's fiscal year 2007 closing date notices established competitive preference priorities for applications that propose projects in critical languages considered vital to the national interest, as agreed to by other Federal partners.

HIGHER EDUCATION

International education and foreign language studies: Domestic programs

- *The Department should develop and implement a strategy to use efficiency measures to improve cost effectiveness in achieving the program goals.* The Department has developed the following efficiency measures: the cost per National Resource Center PhD graduate finding employment in higher education, government, or national security, and the cost per Foreign Language and Area Studies fellow increasing proficiency by at least one competency level. Both measures are directly related to the program's approved performance measures. Targets have not yet been developed.

- *The Department should complete the graduate fellowship programs study and utilize the results to validate program performance measures and improve program performance.* The Department has undertaken a comprehensive evaluation of all of the Department's graduate fellowship programs—including the Foreign Language and Area Studies Fellowship program and the Doctoral Dissertation Research Abroad program. The results of the study will confirm the validity of performance report data on employment outcomes and improvement in language competency. The study is scheduled to be completed by September 2007, with study results expected in November 2007.

International education and foreign language studies: Overseas programs
   (Mutual Educational and Cultural Exchange Act of 1961, Section 102(b)(6))

FY 2008 Authorization ($000s): Indefinite

Budget Authority ($000s):

	2007	2008	Change
	$12,610	$12,610	0

PROGRAM DESCRIPTION

The International Education and Foreign Language Studies (IEFLS) Overseas Programs provide participants with first-hand experience overseas that is designed to improve elementary, secondary, and postsecondary teaching and research concerning other cultures and languages, the training of language and area studies specialists, and the American public's general understanding of current international issues and problems.

Four major Overseas Programs in foreign languages and in area and international studies are authorized under the Mutual Educational and Cultural Exchange Act of 1961 (commonly known as the Fulbright-Hays Act). Under these programs, grants are provided on an annual basis to eligible institutions that in turn support projects of varying duration.

Group Projects Abroad Program supports group training, research, and curriculum development in modern foreign languages and area studies for teachers, college students, and faculty for periods from 1 to 12 months. In addition, the program supports advanced overseas intensive language projects designed to take advantage of the opportunities in foreign countries by providing advanced language training to students for a period of up to 36 months. Projects focus on all major world areas with the exception of Western Europe.

Faculty Research Abroad Program supports opportunities for faculty members of institutions of higher education to study and conduct advanced research overseas. Fellowships are generally reserved for scholars whose academic specializations focus on the less commonly taught languages and all major world areas with the exception of Western Europe. The fellowships are from 3 to 12 months in length.

Doctoral Dissertation Research Abroad Program supports opportunities for doctoral candidates to engage in full-time dissertation research overseas. Fellowships are generally reserved for junior scholars whose academic specializations focus on the less commonly taught languages and all major world areas with the exception of Western Europe. The fellowships are from 6 to 12 months in length.

Special Bilateral Projects with foreign countries support training and curriculum development opportunities for American teachers and faculty through short-term overseas seminars conducted in all major world areas with the exception of Western Europe.

HIGHER EDUCATION

International education and foreign language studies: Overseas programs

IEFLS programs are administered through discretionary grants and interagency agreements. Federal program staff, panels of non-Federal academic specialists, bi-national commissions, U.S. embassies, and the J. William Fulbright Foreign Scholarship Board are involved in the merit-based selection of the Overseas Programs grantees and/or project participants.

The Overseas Programs specifically improve the supply of specialists in area, international, and language studies, and improve public access to knowledge of other countries and languages by providing to individuals and institutions of higher education measurable opportunities in the field of international education for:

- Research;

- Area, language, and international studies training;

- Professional growth including faculty development and teacher-training;

- Networking with counterparts in the U.S. and abroad;

- Curriculum and instructional materials development; and

- Overseas experience.

The Overseas Programs focus on the less commonly taught foreign languages and those areas of the world in which those languages are spoken. Current participants and graduates of the Overseas Programs are important sources of information and expertise on many issues that dominate the international environment.

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$12,916
2004	12,840
2005	12,737
2006	12,610
2007	12,610

FY 2008 BUDGET REQUEST

For fiscal year 2008, the Administration requests $12.6 million for the Overseas Programs. This request will continue to help meet the increasing need for international expertise by providing first-hand exposure to the cultures and languages of other countries. The Overseas Programs strengthen American international expertise in world areas and foreign languages that can be tapped into directly as needed for economic, foreign affairs, and defense purposes. More than ever, our country must be aware of other countries and their cultures. The events surrounding the September 2001 terrorist attacks on the United States and the war on terrorism underscore this point. To address this urgent need, in the appropriations language for fiscal years 2002 through 2006, Congress expanded the Overseas Programs by targeting certain world areas and permitting use of funds in fields outside of teaching, including government, professional fields,

International education and foreign language studies: Overseas programs

and international development. The Administration expects continuation of this policy in fiscal year 2007, and proposes the same policy for fiscal year 2008.

The IEFLS Overseas Programs have an impact that outweighs the relatively small Federal investment in them. First, the programs provide "seed money" that is matched by institutions, associations, and private sector firms. Evidence shows that the Federal funding provided by the IEFLS programs leverages a large amount of non-Federal funding, especially for Group Projects Abroad and Special Bilateral Projects. Thus, the Department is able to make an important impact on the field of international education for a proportionally smaller investment of taxpayer dollars. Secondly, because some of these programs focus on training teachers, they create a significant educational "ripple effect." Each teacher or faculty member trained under an IEFLS Overseas Program takes the experience back to the classroom, particularly K-12 teachers who participate in the Group Projects Abroad and Special Bilateral Projects programs.

In the fiscal year 2007 competitions, the Department has established an absolute priority to limit awards to projects that focus on one or more of the following areas: Africa, East Asia, Southeast Asia and Pacific Islands, South Asia, the Near East, East Central Europe and Eurasia, and the Western Hemisphere (excluding the United States and its territories).   In addition, the following competitive preference and invitational priorities have been established:

- Group Projects Abroad

  Competitive preference priorities: (1) short-term projects abroad in the countries in which the following critical languages are spoken: Arabic, Chinese, Japanese, Korean, Russian, as well as Indic, Iranian, and Turkic language families; and (2) short-term projects abroad that develop and improve foreign language and area studies at elementary and secondary schools.

  Invitational priority: group study projects that provide opportunities for nationally recruited undergraduate students to study in a foreign country for either a semester or a full academic year.

- Doctoral Dissertation Research Abroad

  Competitive preference priority: research projects that focus on one or more of the areas where the following critical languages are spoken: Arabic, Chinese, Japanese, Korean, Russian, as well as Indic, Iranian, and Turkic language families.

- Faculty Research Abroad

  Competitive preference priority: research projects that focus on one or more of the areas where the following critical languages are spoken: Arabic, Chinese, Japanese, Korean, Russian, as well as Indic, Iranian, and Turkic language families.

Similar priorities are expected for the fiscal year 2008 competition.

International education and foreign language studies: Overseas programs

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
Group Projects Abroad:			
Number of new projects	30	23	45
Average new project	$74	$80	$95
Total new project funding	$2,223	$1,837	$4,263
Number of NCC projects	18	18	0
Average NCC project	$125	$114	0
Total NCC project funding	$2,252	$2,051	0
Total project funding	$4,475	$3,888	$4,263
Total number of projects	48	41	45
Total number of participants	768	615	675
Faculty Research Abroad:			
Number of new fellows	20	25	25
Average new fellowship	$64	$56	$56
Number of new awards	17	22	22
Average new award	$75	$63	$63
Total new award funding	$1,277	$1,395	$1,395
Doctoral Dissertation Research Abroad:			
Number of new fellows	163	150	150
Average new fellowship	$27	$29	$29
Number of new awards	44	39	39
Average new award	$102	$113	$113
Total new award funding	$4,469	$4,400	$4,400
Special Bilateral Projects:			
Number of new projects	9	10	9
Average new project	$224	$243	$228
Total new project funding	$2,013	$2,425	$2,050
Total number of participants	126	160	144
Department of State administrative costs	$250	$250	$250
Program evaluation, national outreach, and information dissemination	0	$126	$126

International education and foreign language studies: Overseas programs

PROGRAM OUTPUT MEASURES ($000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Peer review of new award applications	$126	$126	$126
Total Overseas funding	$12,610	$12,610	$12,610
Total Overseas participants	1,077	950	994

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department has established new measures for the Fulbright-Hays Faculty Research Abroad, Doctoral Dissertation Research Abroad, and Group Projects Abroad programs that focus on improving the average language competency score of program recipients in any of the three components of the proficiency assessment (listening/speaking, reading, and writing). Data for these measures will be available December 2007 and will be derived from the Evaluation of Exchange, Language, International, and Area Studies project (EELIAS), a web-based performance reporting system for the IEFLS programs. All grantees will be expected to provide documentation of the improved language proficiency of fellows through EELIAS for the purposes of assessing individual projects and the program overall.

Efficiency Measures

The efficiency measure for these programs is the cost of a successful outcome, where success is defined as program recipients who increase their language competency by at least one level in any of the three components of the language competency assessment at the end of their period of instruction. The data used to calculate the efficiency measure will come from EELIAS. The measure is calculated by dividing the annual funding for the program by the number of program recipients who increase their language competency appropriately. Targets for this measure are under development.

Other Performance Information

The Department has undertaken a comprehensive evaluation of all of the Department's graduate fellowship programs—including the Doctoral Dissertation Research Abroad (DDRA) program and the Foreign Language and Area Studies Fellowship (FLAS) program. The results of the study will confirm the validity of performance report data on improvement in language competency. While the final report is still in production and will not be ready for publication until later in 2007, some initial research has been completed and some preliminary descriptive data are available. At the time of the survey, DDRA fellows rated their speaking, writing, and reading abilities in the languages they studied at different levels both before their DDRA-supported study and after. Preliminary data show that DDRA fellows averaged a one-level gain in proficiency.

International education and foreign language studies: Institute for International Public Policy
  (Higher Education Act of 1965, Title VI, Part C)

FY 2008 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

	2007	2008	Change
	$1,600	$1,600	0

[1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

PROGRAM DESCRIPTION

The Institute for International Public Policy (Institute) program is intended to increase the number of African-American and other minorities in international service, including private international voluntary organizations and the foreign service of the United States. Consortia consisting of one or more Historically Black Colleges and Universities (HBCUs), Hispanic-serving Institutions (HSIs), Tribally Controlled Colleges and Universities (TCCUs), minority-serving institutions, and institutions with programs to train foreign service professionals are eligible to apply for a grant of up to 5 years duration to establish an Institute for International Public Policy. An institutional match equal to 50 percent of the Federal grant is required.

The Institute also awards subgrants, on a competitive basis, to HBCUs, HSIs, TCCUs, and other institutions serving minority students to support their international service programs.

The Institute supports a variety of activities, including:

- Sophomore and Junior Year Summer Policy Institutes that provide academic preparation for minority students;

- A Study Abroad program for students entering their third year of study at institutions of higher education serving significant numbers of minority students. The institution enters into an agreement with the Institute whereby the institution agrees to pay one-third of the cost of each student it nominates for participation in the Study Abroad program;

- A Senior Year Language Institute for students that consists of an intensive summer language course of study;

- A program leading to a master's degree in international relations. The Institute may also offer fellowships at the same level of support as those offered by the National Science Foundation. Fellows must agree to enter into international service upon graduation; and

International education and foreign language studies: Institute for International Public Policy

- Agreements with HBCUs, other minority-serving institutions, and institutions with programs in training foreign service professionals, to offer academic year, summer, and postbaccalaureate internships in government agencies or other international organizations.

Funding levels for the past 5 fiscal years were:

<div align="right">($000s)</div>

2003	$1,639
2004	1,629
2005	1,616
2006	1,600
2007	1,600

FY 2008 BUDGET REQUEST

The Administration requests $1.6 million for the Institute for International Public Policy. The request would support the sequence of pipeline activities provided for in the authorizing statute for participating students. The request also would enable the Institute to continue to subgrant to HBCUs, HSIs, TCCUs, and other institutions serving minority students.

Funding for the Institute addresses the need to increase the number of minorities in foreign policy positions in the U.S. Government. The Institute assists members of underrepresented minority groups to enter the international and foreign service pipeline—resulting in a Federal Government that is more truly representative of its people. Funding for the Institute, which in turn competitively awards grants to HBCUs, HSIs, TCCUs, and other institutions serving minority students, also supports a long-standing Federal commitment to these institutions.

PROGRAM OUTPUT MEASURES ($000s)

	2006	**2007**	**2008**
Number of NCC awards	1	1	1
Total award funding	$1,600	$1,600	$1,600
Total number of students	100	100	100
Average cost per student (whole $)	$16,000	$16,000	$16,000

International education and foreign language studies: Institute for International Public Policy

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department developed two new measures for the program—the percentage of Institute for International Public Policy graduates employed in government or international service and the percentage of Institute for International Public Policy program participants who complete a master's degree within 6 years of enrolling in the program—and is in the process of establishing targets. Data for this measure will be derived from the Evaluation of Exchange, Language, International, and Area Studies (EELIAS) performance reporting system.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as program graduates employed in government or international service. The data used to calculate the efficiency measure will be derived from the EELIAS. The measure is calculated by dividing the annual appropriation for the program by the number of program graduates employed in government or international service. Targets for this measure are under development.

Fund for the Improvement of Postsecondary Education
   (Higher Education Act of 1965, Title VII, Part B)

FY 2008 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

	2007	2008	Change
	$26,085	$21,988	-$4,097

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   [1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

PROGRAM DESCRIPTION

The Fund for the Improvement of Postsecondary Education (FIPSE) supports exemplary, locally developed projects that are models for innovative reform and improvement in postsecondary education. Under FIPSE, the Department has flexibility to establish specialized programs to support projects in areas of national need. Therefore, each year, in consultation with the FIPSE Board, the Department determines the competitions and funding priorities that will be announced and sets procedures for awarding grants. Discretionary grants and contracts, typically 3 years in duration, are awarded to institutions of higher education and other public and private nonprofit institutions and agencies.

FIPSE currently supports the following discretionary grant programs:

Comprehensive Program—FIPSE awards the majority of its grants under this program, providing funds for projects to foster a broad range of improvements in postsecondary education. Projects are typically action-oriented, focusing on improvements in practice rather than support for basic research. Each year, the program announces invitational priorities for those areas of reform and improvement that the Administration determines to be most critical. These priority areas are highlighted in workshops and information materials.

International Consortia Programs—These programs include the U.S./European Community (Atlantis) Program, the North American Mobility Program, and the U.S./Brazil Program. Each program provides funds to support the formation of educational consortia comprised of institutions from different countries to facilitate the exchange of students and faculty and to develop integrated curricula.   Discussions are currently underway between the Department and the Russian Federation to create a new US/Russia program. Initial indications were that the program would commence in fiscal year 2007. However, the latest discussions indicate that both sides will not be ready to launch the program until fiscal year 2009.

Fund for the improvement of postsecondary education

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$171,068[1]
2004	156,905[2]
2005	162,108[3]
2006	21,989
2007	26,085

[1] Includes $139.1 million for Congressionally directed awards.
[2] Includes $124.9 million for Congressionally directed awards.
[3] Includes $144.7 million for Congressionally directed awards.

FY 2008 BUDGET REQUEST

The Administration requests $22 million for the Fund for the Improvement of Postsecondary Education (FIPSE) for fiscal year 2008, a $4.1 million decrease from the 2007 level. The decrease is due to the fact that the fiscal year 2007 level for FIPSE includes $4.1 million in one-time additional funding that the Department allocated to FIPSE under the CR. The fiscal year 2008 request maintains program funding at the amount appropriated for the program in fiscal year 2006 and does not include the one-time increase in funding. The additional funding in fiscal year 2007 will be used for projects that will not need continuation funding in fiscal year 2008. The Administration's funding request for FIPSE is based largely on FIPSE's demonstrated success. Performance data suggest that projects are highly successful at being replicated—i.e., adopted or adapted by others—and institutionalized for continuation beyond grant funding. These measures are general measures of the overall value and effectiveness of FIPSE.

The Comprehensive Program is FIPSE's primary mechanism for supporting innovative projects to reform and improve higher education. The majority of requested funds, $15 million, would be allocated for the Comprehensive Program, including $2.7 million for 12 new grants. FIPSE competitions for the Comprehensive Program typically generate a large number and range of proposed projects, many of which target improvements and reforms in areas of higher education that the Department deems to be of highest priority.

The Department intends to use the following invitational priorities for the fiscal year 2007 competition:

- Projects to improve the quality of K-12 teaching through new models of teacher preparation and through new kinds of partnerships between schools and colleges and universities that enhance students' preparation for, access to, and success in college;

- Projects to promote innovative reforms in the curriculum and instruction of various subjects at the pre-college, undergraduate, and graduate/professional levels, especially through student-centered or technology-mediated strategies, and including the subject area of civic education;

Fund for the improvement of postsecondary education

- Projects designing more cost-effective ways of improving postsecondary instruction and operations, i.e., to promote more student learning relative to institutional resources expended; and

- Projects to support new ways of ensuring equal access to postsecondary education and to improve rates of retention and program completion, especially for underrepresented students whose retention and completion rates continue to lag behind those of other groups, and especially to encourage wider adoption of proven approaches to this problem.

In addition, the Department will support a special-focus competition under the Comprehensive program in fiscal year 2007 to support one or more consortia of institutions of higher education, associations, non-profit organizations or States, to design and implement systems to measure student achievement at the postsecondary level. The measurement of student achievement is critical in assessing the performance of our postsecondary education system and institutions. This initiative is in response to a recommendation of the Secretary's Commission on the Future of Higher Education. We estimate that $2.5 million will be used to support this initiative and that no additional funds will be needed.

The fiscal year 2008 budget request also would continue support for FIPSE's international consortia programs, increasing to 93 the number of partnerships between U.S. institutions of higher education and institutions in Canada, Mexico, the European Community, and Brazil. These programs are designed to foster multilateral and bilateral partnerships so that students have increased opportunities to enhance their education by studying abroad. Members of consortia coordinate curricular areas and allow for the transfer of credits to facilitate on-time degree completion.

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
Comprehensive Program:			
Number of new awards	51	39	12
Average new award	$202	$272	$220
Total new award funding	$10,297	$10,601	$2,732
Number of NCC awards	41	48	75
Average NCC award	$144	$191	$166
Total NCC award funding	$5,914	$9,192	$12,466
Supplements	$192	0	0
Total award funding	$16,403	$19,793	$15,198
Total number of awards	94	87	77

Fund for the improvement of postsecondary education

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
International Consortia Programs:			
EU/U.S. Atlantis Program:			
Number of new awards	14	14	14
Average new award	$105	$100	$100
Total new award funding	$1,477	$1,400	$1,400
Number of NCC awards	11	7	14
Average NCC award	$86	$131	$130
Total NCC award funding	$944	$917	$1,817
Total award funding	$2,421	$2,317	$3,217
Total number of awards	25	21	28
North American Mobility Program:			
Number of new awards	10	10	10
Average new award	$29	$30	$30
Total new award funding	$290	$300	$300
Number of NCC awards	20	20	20
Average NCC award	$59	$57	$59
Total NCC award funding	$1,184	$1,145	$1,189
Total award funding	$1,474	$1,445	$1,489
Total number of awards	30	30	30
U.S./Brazilian Program:			
Number of new awards	11	12	12
Average new award	$29	$29	$29
Total new award funding	$320	$350	$350
Number of NCC awards	20	21	23
Average NCC award	$56	$60	$57
Total NCC award funding	$1,125	$1,260	$1,314
Total award funding	$1,445	$1,610	$1,664
Total number of awards	31	33	35

Fund for the improvement of postsecondary education

PROGRAM OUTPUT MEASURES ($000s)

	2006	**2007**	**2008**
Contracts	$26	$700	$200
Peer review of new award applications	$220	$220	$220
Total FIPSE funding	$21,989	$26,085	$21,988
Total number of awards	180	171	170

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: To improve postsecondary education by making grants to institutions in support of reform and innovation.

Objective: *Promote reforms that improve the quality of teaching and learning at postsecondary institutions.*

Measure: The percentage of FIPSE grantees reporting project dissemination to others.		
Year	**Target**	**Actual**
2003	95	88
2004	95	88
2005	95	96
2006	90	98
2007	90	
2008	91	

Assessment of progress: Practical limitations prevent FIPSE from measuring project replication on an annual basis. Therefore, data on project dissemination efforts are used as a proxy to track progress toward achieving the larger program goal. In 2005, the Department implemented a new on-line data collection instrument and revised scoring system, which allow for a more accurate calculation of data for this measure. Projects reported improved performance in 2005, although this may be a result of the new system more accurately capturing the data, rather than an underlying change in the performance.

HIGHER EDUCATION

Fund for the improvement of postsecondary education

Year	Target	Actual
Measure: The percentage of projects reporting institutionalization on their home campuses.		
2003	95	96
2004	95	90
2005	95	94
2006	91	93
2007	92	
2008	92	

Assessment of progress: FIPSE places a strong emphasis on institutional contributions to projects and the development of long-term continuation plans. The result is an exceptionally high rate of institutionalization. The FIPSE study determined that 93 percent of projects continued in some capacity after Federal funding expired, while 81 percent of projects continued with most or all of their key aspects. The performance report data used to track institutionalization on an annual basis indicate a slight drop in performance in 2004 with a subsequent rise in 2005. In 2005, the Department implemented a new on-line data collection instrument and revised scoring system, which allow for a more accurate calculation of data for this measure. The improvement shown in 2005 may be a result of the new system more accurately capturing the data, rather than an underlying change in the performance.

Other Performance Information

An independent review of FIPSE conducted by the American Institute for Research, completed in 2004, found that it is successfully achieving its goals. The study examined the performance of 60 randomly selected projects funded under the Comprehensive Program from 1996 to 1998. It also convened subject-matter experts to assess project effectiveness in a wider context. Overall, the study confirmed that FIPSE funds a wide range of innovative and reform projects that tend to continue after Federal funding expires, share their work with others in the higher education community, and influence postsecondary education.

Demonstration projects to ensure quality higher education for students with disabilities
  (Higher Education Act of 1965, Title VII, Part D)

FY 2008 Authorization ($000s): 0[1]

Budget Authority ($000s):

	2007	2008	Change
	$6,875	0	-$6,875

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[1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. The Administration is not proposing appropriations language for FY 2008, nor seeking reauthorizing legislation.

PROGRAM DESCRIPTION

The Demonstration Projects to Ensure Quality Higher Education for Students with Disabilities program supports model projects that enhance the quality of higher education for students with disabilities. This program provides discretionary grants of up to 3 years in duration to institutions of higher education to provide technical assistance and professional development for faculty and administrators.

Projects receiving funds must carry out one or more of the following activities: developing innovative, effective, and efficient teaching methods and strategies; synthesizing research and information; and conducting professional development and training sessions for faculty and administrators from other institutions of higher education. Projects funded under the program must be distributed equitably across geographic regions and ensure that the activities supported are developed for a range of types and sizes of institutions of higher education.

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$6,954
2004	6,913
2005	6,944
2006	6,875
2007	6,875

FY 2008 BUDGET REQUEST

The Administration requests no funding for Demonstration Projects to Ensure Quality Higher Education for Students with Disabilities for fiscal year 2008. The Administration believes making awards under this program is no longer justified because the program was designed to be temporary, it has little evidence of effectiveness, and the Fund for the Improvement of Postsecondary Education (FIPSE) awards grants for similar activities.

<u>**Demonstration projects to ensure quality higher education for students with disabilities**</u>

There is limited evidence that funding for the Demonstration Projects to Ensure Quality Higher Education for Students with Disabilities program improves the quality of postsecondary education for disabled students. Data indicate that teaching strategies developed under this program have been shared with more than 350 institutions and 25,000 faculty, but there are no data on the outcomes of these efforts. Measuring teaching and student achievement outcomes is difficult due to the independent nature of faculty teaching and the large percentage of undocumented students with disabilities.

There also is no indication that continuing to fund the program would be an effective use of limited budgetary resources. The primary goal of the program is to support model demonstration projects in the areas of professional development and technical assistance for faculty and administrators who educate disabled college students. After 9 years and $59 million, the Administration believes a sufficient number of models have been funded for dissemination and replication in postsecondary institutions around the country. The program was not designed to provide long-term funding for professional development and technical assistance activities for faculty and administrators, yet many of the new grant recipients in each of the last two competitions were previously funded under this program.

Future grants to support innovative approaches to faculty development should be funded through FIPSE's Comprehensive Program, which has a proven history of supporting postsecondary education projects that benefit students with disabilities. Over the last 5 years, the Comprehensive Program has funded 18 grants focused on improving the education of students with disabilities. In fiscal year 2004, three of the four new disability-related grants had a core emphasis on improving teacher education strategies to increase access to postsecondary education for students with disabilities. Continued investment in the Demonstration Projects to Ensure Quality Higher Education for Students with Disabilities program would take funds away from higher priority programs, like FIPSE, and those with demonstrated results.

PROGRAM OUTPUT MEASURES ($000s)

	2006	**2007**	**2008**
Number of NCC awards	23	23	0
Average NCC award	$299	$299	0
Total NCC award funding	$6,875	$6,875	0
Total program funding	$6,875	$6,875	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress

Demonstration projects to ensure quality higher education for students with disabilities

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 goal of Demonstration Projects to Ensure Quality Higher Education for Students with Disabilities program is to improve the quality of higher education for students with disabilities. Achievement of this goal will be measured through two newly developed performance measures. The first performance measure tracks the percentage of faculty trained through grant project activities who have incorporated elements of their training into their classroom teaching. In 2006, the actual performance on this measure was 87.3 percent. This is the first year for which there are data to support the new measure and so the 2006 data served as the baseline from which targets have been established to improve the level of performance for this measure. The second performance measure for the program tracks the difference in completion rates of disabled and non-disabled students in courses taught by faculty trained through grant project activities. In 2006, the actual performance on this measure was 5.3, which means that the course completion rate for disabled students was 5.3 percentage points less than it was for non-disabled students. The annual performance reports were revised to supply these data and this is the first year for which there are data to support the new measure. As such, the 2006 data served as the baseline from which targets have been established to improve the level of performance for this measure.

Federal TRIO programs
  (Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 1)

FY 2008 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

	2007	2008	Change
	$828,178	$828,178	0

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  [1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

PROGRAM DESCRIPTION

The Federal TRIO Programs consist primarily of five discretionary grant programs—Talent Search, Upward Bound, Student Support Services, Educational Opportunity Centers, and McNair Postbaccalaureate Achievement—that fund postsecondary education outreach and student support services designed to encourage individuals from disadvantaged backgrounds to enter and complete college and postgraduate education. Competitive grants are awarded for 4 years, except that applicants scoring in the highest 10 percent of scores of all applicants receive 5-year awards. Eligible applicants include institutions of higher education, public and private agencies, and, in exceptional circumstances, secondary schools. At least two-thirds of the program participants must be low-income, first-generation college students (or individuals with disabilities for the Student Support Services program).

Talent Search encourages disadvantaged youth who are between 11 and 27 years of age, and who have the potential for postsecondary education, to graduate from high school or return to school (for those who have dropped out) and to enroll in a postsecondary education program. Projects provide tutorial services, career exploration, mentoring, aptitude assessments, counseling, mentoring programs, and information and assistance on postsecondary admission and financial aid.

Upward Bound provides intensive academic instruction to high school students to generate the skills and motivation needed to pursue and complete a postsecondary education. Additional services include tutorial and counseling sessions, cultural enrichment activities, a 6-week on-campus residential summer component, and work-study positions that provide exposure to careers requiring a postsecondary degree. Upward Bound includes, besides the regular projects, Upward Bound Math/Science and Veterans projects. The *Upward Bound Math/Science* program establishes mathematics and science centers that encourage students to pursue postsecondary degrees in those fields specifically. The *Veterans Upward Bound* projects are designed to assist veterans in preparing for a program of postsecondary education.

The Educational Opportunity Centers provide counseling and information on college admissions to adults who are at least 19 years old and who are seeking a postsecondary education degree. Services include disseminating information on higher education opportunities in the community;

Federal TRIO programs

academic advice, personal counseling, and career workshops; help in completing applications for college admissions, testing, and financial aid; tutoring; and mentoring.

The Student Support Services program offers a broad range of support services to postsecondary students to increase their retention and graduation rates and to increase their transfer rates from 2-year to 4-year institutions. Services include remediation, academic counseling and guidance, tutorial services, personal and career counseling, admission and financial aid counseling for graduate and professional studies, activities for students of limited English proficiency, and grant aid (not to exceed 20 percent of a project's funds). Projects providing grant aid also must provide a match equal to 33 percent of the total funds used for that purpose, unless they are eligible to receive funds under Title III, Part A or B, or Title V of the Higher Education Act.

The McNair Postbaccalaureate Achievement program prepares disadvantaged undergraduate students for doctoral study to help them succeed in obtaining doctoral degrees. Services include opportunities for research and other scholarly activities at the recipient institution or graduate center, summer internships, tutorial sessions, seminars, and assistance in obtaining financial aid and securing admission to graduate programs.

In addition, TRIO funding supports training for project staff members, dissemination of best practices, evaluation activities, and administrative expenses.

Funding for staff training supports professional development activities and opportunities to improve the competency of project directors and staff members. Training is offered on such topics as: legislative and regulatory requirements for operating funded projects; assisting students in receiving adequate financial aid; the design and operation of model programs; and the use of appropriate educational technology in the operations of funded projects.

Funding for dissemination partnership grants is provided to TRIO projects that were funded prior to the Higher Education Amendments of 1998 to expand and leverage the success of these projects. Funds are used to support partnerships with other institutions of higher education or community-based organizations that are not receiving TRIO funds but that are serving low-income and first-generation college students. Services include disseminating and replicating best practices and providing technical assistance to other non-TRIO programs and projects.

Funding for evaluation activities helps to improve the effectiveness of TRIO programs and projects. These activities include identifying effective practices, documenting student preparation for college, documenting student success in college, and identifying the effectiveness of alternative and innovative methods within TRIO programs.

Administrative Expenses—Up to 0.5 percent of the funds appropriated for TRIO may be used by the Department to support administrative activities that include: obtaining additional qualified readers and additional staff to review applications; increasing the level of oversight monitoring; supporting impact studies, program assessments, and reviews; and providing technical assistance to potential applicants and grantees.

Federal TRIO programs

Distribution of TRIO Funding, FY 2006
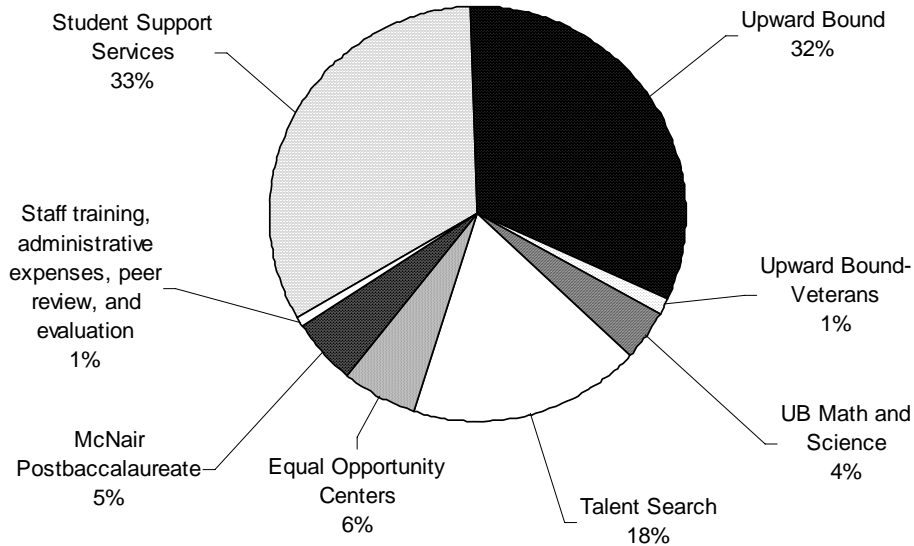
Funding levels for the past 5 fiscal years were:

	($000s)
2003	$827,089
2004	832,559
2005	836,543
2006	828,178
2007	828,178

FY 2008 BUDGET REQUEST

The TRIO programs are the Department's oldest college preparation and student support programs. Dating back to the 1960s, they have a long history of providing low-income students and students whose parents never completed college with support and preparation to enter and complete postsecondary education programs, and they support projects throughout the Nation: the Talent Search, Upward Bound, and Student Support Services programs, for example, support projects in all States, the District of Columbia, and several of the insular areas. Four of the TRIO programs have received PART reviews, and, overall, results have been positive: Student Support Services, Talent Search, and McNair Postbaccalaureate Achievement received "Moderately Effective" ratings, and thus are among the Department's highest rated programs. The Upward Bound program received an "Ineffective" rating but has implemented changes that address program deficiencies. Therefore, the Administration is requesting $828.178 million for TRIO, level with 2007 funding.

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- *Talent Search* would receive $142.8 million in 2008 to support approximately 468 projects serving over 364,000 students. Talent Search received a "Moderately Effective" PART rating in 2005. The PART noted that an independent evaluation suggested that Talent Search has positive effects on students applying for financial aid and enrolling in college.

- *Upward Bound* (UB) would receive $313.6 million to support approximately 935 grants serving about 66,000 students. Included in these figures are:

  - Approximately $266.6 million to support 767 *regular Upward Bound* projects. Upward Bound received an "Ineffective" PART rating when assessed in 2002, in part because the program evaluation showed that the program did not, overall, increase the proportion of participants who enrolled in college. However, the program was found to have a positive impact for higher-risk students, for whom evaluation findings revealed that UB increased 4-year college enrollment rates. In response to this finding, the Department established a priority for the 2006 UB competition that required projects to ensure that at least 30 percent of participants were higher-risk students. Given the improved targeting, continued funding is warranted, and the effects of the change will be carefully assessed though a new program evaluation, which was initiated in 2006.

  - Approximately $34.4 million to support 127 *Upward Bound Math/Science (UBMS)* projects. The Upward Bound Math/Science program establishes mathematics and science centers that encourage students to pursue postsecondary degrees in those fields specifically. Improving mathematics and science education is a national priority, and preliminary results from the UBMS evaluation show that participation was associated with improved high school math and science grades, increased likelihood of taking chemistry and physics classes, increased likelihood of enrolling in more selective 4-year institutions, and increased chances of completing a 4-year degree in math or science.

  - Approximately $12.5 million to support 41 Veteran's Upward Bound projects.

- *Student Support Services* would receive $272.0 million for 951 projects serving approximately 201,000 students in 2008, level with the predicted support for 2007. In 2002, the program received a "Results Not Demonstrated" PART rating, despite evaluation findings that it has positive effects across a range of outcomes, largely because it was not able to demonstrate success in achieving performance targets. In 2005, however, Student Support Services was reassessed and received a "Moderately Effective" PART rating. The rating change is attributable to improvements in program management, the availability of performance data, and success in achieving short- and long-term performance targets.

  Since fiscal year 2000, the Administration has requested and allocated significant budget increases for Student Support Services based on performance information that suggests increasing services and providing grant aid will further improve program effectiveness. In the fiscal year 2005 competition, the Administration increased funding for existing projects by 3 percent, set minimum funding guidelines to ensure first-time projects provide a high level of services similar to other projects, and funded a larger number of projects.

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Federal TRIO programs

- *McNair Postbaccalaureate Achievement* would receive $44.2 million, the same amount as the 2007 level, to support 179 projects helping about 4,900 disadvantaged college students prepare for graduate education. The 2006 PART assessment of the McNair Postbaccalaureate Achievement program resulted in a preliminary rating of "Moderately Effective," and preliminary results from an on-going evaluation of the program suggest that McNair participants enroll in graduate school at comparatively higher rates than the national average for bachelor's degree recipients.

- Finally, the Department requests $4.0 million for *Staff Training*, which would help provide 3,250 TRIO professionals with the skills necessary to run effective projects, $1.5 million to continue and begin current and planned *evaluations*, and $3.0 million to maintain *administrative support* for the TRIO programs.

PROGRAM OUTPUT MEASURES ($000s)

	Funding			Number of New Awards		
	2006	**2007**	**2008**	**2006**	**2007**	**2008**
Talent Search						
New awards	$58,806	$59,850	$8,690	203	200[1]	25[1]
Continuation awards	90,822	84,524	134,079	307	273	443
Total	149,628	144,374	142,769	510	473	468
Upward Bound						
New awards	0	208,383	84,988	0	629	256[1]
Continuation awards	310,413[2]	105,209	228,604	925	306	679[1]
Total	310,413[2,3]	313,592[3]	313,592[3]	925[3]	935[3]	935[3]
Educational Opportunity Centers						
New awards	10,497	36,245	4,521	22	103[1]	11[1]
Continuation awards	37,229	10,812	42,536	113	22	114
Total	47,726	47,057	47,057	135	125	125
Student Support Services						
New awards	61,400	10,985	278	207[1]	31[1]	1[1]
Continuation awards	210,013	260,985	271,692	746	920	950
Total	271,413	271,970	271,970	953	951	951
McNair Postbaccalaureate						
New awards	0	31,007	11,763	0	128	47[1]
Continuation awards	41,715	13,233	32,477	177	51	132
Total	41,715	44,240	44,240	177	179	179

Federal TRIO programs

PROGRAM OUTPUT MEASURES ($000s)

	Funding			Number of New Awards		
	2006	**2007**	**2008**	**2006**	**2007**	**2008**
Staff Training						
New awards	$3,331	0	$4,000	8	0	10
Continuation awards	0	$3,331	0	0	8	0
Total	3,331	3,331	4,000	8	8	10
Evaluation	1,271	1,750	1,500			
Peer review of new award applications	753	20	800			
Other expenses	1,928	1,844	2,250			
Total	828,178	828,178	828,178	2,708	2,671	2,668

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[1] Number of current projects that will begin new grant cycles as a result of successfully competing for new funds in competitions in prior fiscal years.

[2] Includes: $24.013 million in 2006 for supplements to increase percentage of higher-risk students that are served.
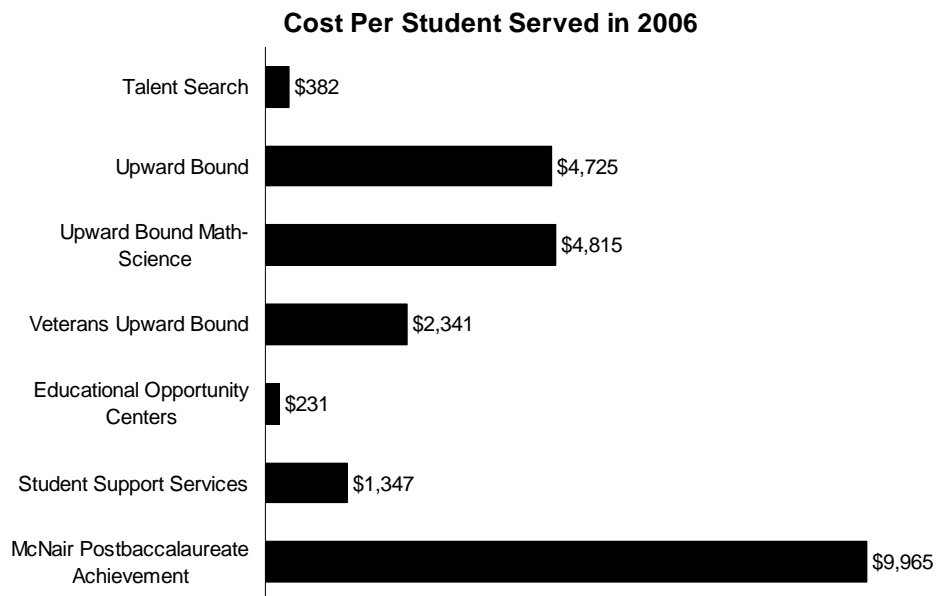
[3] Includes Veteran's Upward Bound projects: in 2006, 39 awards totaling $11.5 million; and, in 2007 and 2008, 41 awards totaling $12.5 million. Includes Upward Bound Math and Science: in 2006, 125 awards totaling $32.3 million; and, in 2007 and 2008, 127 awards totaling $34.4 million.

Number of and Percent Students Served in 2006
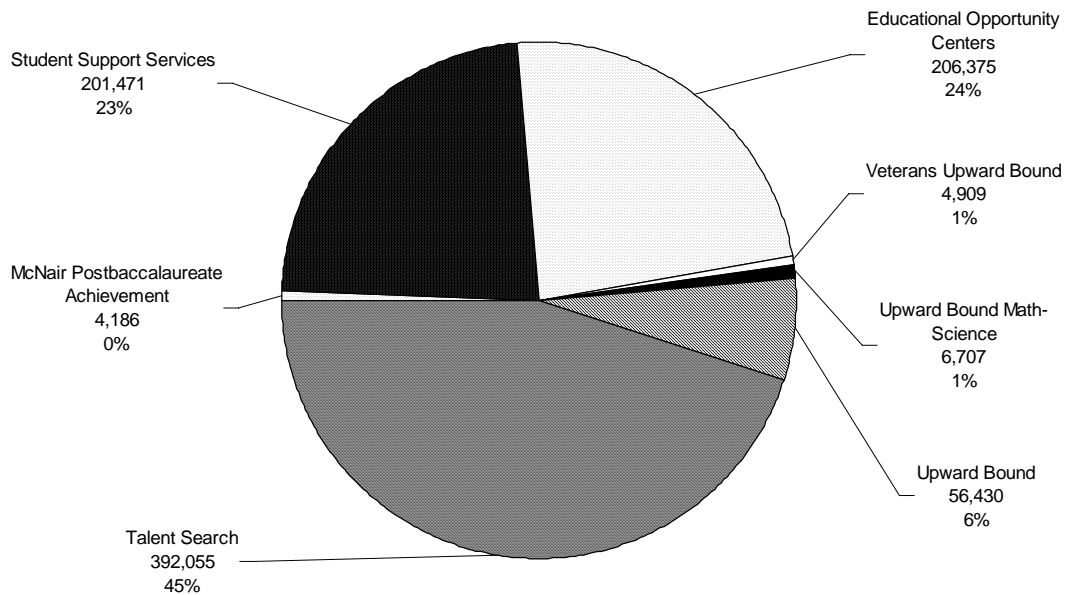
Educational Opportunity Centers
206,375
24%

Student Support Services
201,471
23%

Veterans Upward Bound
4,909
1%

McNair Postbaccalaureate Achievement
4,186
0%

Upward Bound Math-Science
6,707
1%

Upward Bound
56,430
6%

Talent Search
392,055
45%

Federal TRIO programs

Cost Per Student Served in 2006

- Talent Search: $382
- Upward Bound: $4,725
- Upward Bound Math-Science: $4,815
- Veterans Upward Bound: $2,341
- Educational Opportunity Centers: $231
- Student Support Services: $1,347
- McNair Postbaccalaureate Achievement: $9,965

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: Increase the percentage of low-income, first-generation college students who successfully pursue postsecondary educational opportunities.

Objective: Increase postsecondary enrollment rates of low-income, first-generation individuals in the academic pipeline.

Measure: The percentage of participants enrolling in college.						
Year	Talent Search		Upward Bound		Ed Opportunity Centers	
	Target	Actual	Target	Actual	Target	Actual
2003		79	65	69.3		56
2004	73.5	77.6	65	74.2	57	57.4
2005	74	77.8	65		57.5	56.9
2006	78.5		65		58	
2007	79		65		58.5	
2008	79		70		59	

Federal TRIO programs

Assessment of progress: This measure looks at the percentage of participants who enroll in college. Targets are set and data are calculated independently for each of the three programs for which this measure is relevant. Data are provided by the grantees in their annual performance reports.

- For Talent Search, the measure looks at the percentage of "college ready" participants (those who are seniors in high school in a given year, who graduated from high school in the previous year, or who received a high school equivalency diploma in the previous year) who enrolled in programs of postsecondary education for the first time during the given year or who have been admitted to college for the upcoming fall term. Data for this indicator show that Talent Search is exceeding its goals, with nearly 4 out of every 5 "college ready" participants enrolling in postsecondary education within a year of high school completion. During the 2005 PART assessment, long-term targets were revised to achieve 80 percent enrollment by 2011.

- For Upward Bound, including the Math and Science projects, the measure looks at the percentage of Upward Bound participants who are expected to graduate from high school in a given year who enroll in college during the following year. The Department exceeded its target for this program in 2004, with nearly 3 out of every 4 such participants enrolling in postsecondary institutions. As more performance data become available for the Upward Bound Math/Science program, including data from its evaluation, the Department may decide to track the performance of the two programs separately (data for 2003 show that 70.4 percent of Upward Bound participants enrolled in college compared to 76.6 percent of Upward Bound Math/Science participants).

- Data for the Educational Opportunity Centers show that the program met its target for 2004, but did not meet the target for 2005. The Department continues to work ensure the program meets its targets, and has set a long-term target of a 61 percent enrollment rate by 2012.

Objective: Increase postsecondary persistence and completion rates of low-income, first-generation individuals in the academic pipeline.

Measure: The percentage of Student Support Services participants completing an Associates degree at original institution or transferring to a 4-year institution within 3 years.		
Year	Target	Actual
2003		27.7
2004		25.6
2005		24.5
2006	27.0	
2007	27.5	
2008	27.5	

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Federal TRIO programs

Measure: The percentage of Student Support Services first-year students completing a Bachelor's degree at original institution within 6 years.		
Year	**Target**	**Actual**
2003	29.5	
2004	30.0	28.1
2005	30.5	29.4
2006	28.0	
2007	29.0	
2008	29.0	

Assessment of progress: Grantees provide data on college completion in their annual performance reports. During the 2005 PART assessment, the Administration determined that the previous performance measure for college completion, which tracked the combined completion rates of participants in 2-year and 4-year institutions, should be divided into separate indicators. Based on evaluation data, a long-term target had been previously set at 31 percent for the combined college completion rate of all program participants. Although performance was falling somewhat short of this target, the combined data masked improvement in certain areas; the college completion (or transfer) rate at 2-year institutions is lower than that at 4-year institutions, causing the appearance of a decrease in performance as the proportion of 2-year institutions in Student Support Services increases steadily. For the recently separated measures, new long-term completion targets were established for 2011, with revised annual targets beginning in 2006. A continuing shortcoming of these measures is that they do not include any students who may have transferred to, and been successful at, other institutions. Data collection capacity issues have prevented the Department from capturing these students in SSS completion data.

Measure: The percentages of TRIO McNair participants enrolling and persisting in graduate school.				
	Enrolling		**Persisting**	
Year	**Target**	**Actual**	**Target**	**Actual**
2003	36.0	36.0	75.0	78.0
2004	36.0	45.3	75.0	77.7
2005	36.0	56.8	70.0	80.0
2006	37.0		79.0	
2007	39.0		79.0	
2008	39.5		79.5	

Assessment of progress: Data from annual performance reports reveal that McNair Postbaccalaureate Achievement continues to achieve its targets for graduate school enrollment and persistence. Although performance levels fluctuate from year-to-year, the data appear to reflect a general trend of improvement. Long-term targets have been set at 40 percent enrollment and 80 percent persistence by 2011.

Efficiency Measures

The Department developed a common efficiency measure for the TRIO programs to track the average annual cost per successful annual outcome. A successful annual outcome is defined

Federal TRIO programs

as a student who persists toward or achieves the primary program goal—for example, a college student who remains in school or graduates. The Department initiated a multi-phase pilot plan to implement the efficiency measure for Student Support Services, Upward Bound, and Talent Search, the three TRIO programs that were assessed using the PART prior to 2005. In 2006, during the PART review, the Department adopted the efficiency measure for the McNair program. The plan has four general aspects: communicating with grantees, calculating efficiency data in a variety of ways, publishing efficiency data, and setting targets for improved efficiency.

For the Student Support Services program, the efficiency data and recently established target are included below. The efficiency data for Upward Bound and Talent Search also are included below, but targets for those programs will not be established until data analysis is complete. Work on the McNair program has just begun and will be available at a later date.

Measure: The gap between cost per successful outcome and cost per participant						
	Talent Search		**Upward Bound**		**Student Support Services**	
Year	**Target**	**Actual**	**Target**	**Actual**	**Target**	**Actual**
2003				$376		$263
2004		$1.65		468		252
2005		1.80		340		245
2006						
2007					$239	
2008					239	

Assessment of progress: The measures for these indicators are calculated using data from annual performance reports. The data suggest that efficiency improved for Student Support Services and Talent Search between 2003 and 2005. However, since the Department is still in the early stages of implementing efficiency measures for the TRIO programs, it is far too early to draw conclusions about their efficiency. For Student Support Services, the gap between cost per outcome and cost per output in 2005 was $245. As more trend data become available, additional data analyses are completed, and feedback is received from the TRIO community, the Department will work to ensure that efficiency measure data are informative and useful, and to ensure that efficiency measure targets are sufficiently ambitious yet reasonable.

Other Performance Information

The Department has consistently invested significant resources to evaluate the effects of the Federal TRIO Programs. Currently, five TRIO programs have evaluations that have been completed or are underway. Each TRIO evaluation was conducted independently, using sufficiently rigorous research methodologies to ensure that the findings will be a reliable source of information about the performance of the overall program.

- *Talent Search:* The national evaluation of Talent Search indicates that the program has generally positive impacts. Initiated in 1998, this study found consistently large differences between Talent Search participants and non-participants in applying for financial aid and enrolling in college. The study relied on experimental matching techniques using

Federal TRIO programs

administrative data from three States, but the findings are suggestive of the effectiveness of the Talent Search program as a whole. The Department released the final evaluation report in June 2006.

- *Upward Bound:* The ongoing evaluation of Upward Bound, based on a random assignment design, was initiated in 1991. The evaluation indicates that Upward Bound has a significant positive impact on higher-risk students, namely those with lower educational expectations. For these students, the program increases enrollment in 4-year colleges by 20 percentage points. Additionally, Upward Bound increases 4-year college enrollment rates by 6 percentage points, by encouraging students who would otherwise enroll in 2-year colleges to enroll in 4-year colleges. The Department anticipates releasing a report with additional data on college outcomes in 2007.

- *Upward Bound/Math/*Science*:* The study of Upward Bound Math/Science is examining the extent to which participants pursue careers in math and science fields, and the results are generally positive. The study should be released in 2007.

- *Student Support Services:* The national evaluation of Student Support Services is the longest running study currently underway. Initiated in 1990, the Student Support Services study indicates that participation in supplemental services is related to improved student outcomes. The quasi-experimental study was based on a random cross-section of projects, so the findings are reflective of the Student Support Services program as a whole. The Department anticipates releasing the final evaluation report in 2007.

- *McNair Postbaccalaureate Achievement:* The study of McNair Postbaccalaureate Achievement is examining the extent to which participants earn PhD degrees and become faculty members. At this point, the findings from the McNair study are unclear. The Department plans to release the findings from the study in 2007.

Follow-Up On Part Findings and Recommendations

PART assessments have been completed for the regular Upward Bound program (2002), Student Support Services (2002 and 2005), and Talent Search (2003 and 2005). The McNair program was reviewed in 2006 and has a PART rating of Moderately Effective. Student Support Services received a Moderately Effective rating in 2005. Like Student Support Services, Talent Search made significant program improvements since it was first assessed using the PART and the program received a Moderately Effective rating in 2005. Upward Bound received an Ineffective rating in 2002 and it has not been reassessed. Since both Student Support Services and Talent Search have Moderately Effective ratings, most of their original PART recommendations were completed. In addition, most of Upward Bound's PART recommendations also have been completed. However, the Department is working to correct these outstanding deficiencies:

- TRIO performance data have not been sufficiently integrated with the budgetary decision-making process. The primary reasons for this have been insufficient trend data, a lack of specifically identified performance goals, and a lack of evaluation findings. Now that most of the TRIO programs have long-term performance targets and the Department has trend data

Federal TRIO programs

and evaluation findings, the Department expects to make significant progress in using performance information to make program improvements and inform budgetary decisions.

- TRIO has not been able to demonstrate improved program efficiencies. However, the Department developed a common TRIO efficiency measure that tracks the average cost of successful annual outcomes. The program office calculated efficiency data for the Student Support Services grantees at the project level, shared the information with the grantees, and set a performance target for the program. Grantee data are available at http://www.ed.gov/programs/triostudsupp/performance.html. The program also has calculated efficiency data for Upward Bound and Talent Search but will not set targets for these programs until the data analysis is complete.

- The regular Upward Bound program has not been able to demonstrate positive performance overall. However, the Department has taken significant steps to improve program performance. In the 2006 UB competition, funds were targeted to higher-risk students and the Department will be evaluating the effect of this change.

- Statutory and regulatory provisions for rewarding prior experience limit the number of first-time applicants that successfully compete for grants. The Department has taken steps to ensure that projects are rewarded only for demonstrated performance and is taking additional steps to better link rewards for past performance with the achievement of key program goals. This action may require regulatory changes following reauthorization.

- Follow-up actions for the McNair program that were identified during the PART assessment include completing the McNair evaluation and utilizing the results to validate program performance measures and improve program performance; implementing changes to the McNair competitive process to ensure projects are held to a consistent standard of performance; producing annual cost per successful outcome data for McNair (the efficiency measure) and utilizing the findings to improve cost effectiveness in achieving program goals; and pursuing regulatory changes to better link prior experience points with achievement of key program outcomes.

Gaining early awareness and readiness for undergraduate programs
  (Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 2)

FY 2008 Authorization ($000s): To be determined [1]

Budget Authority ($000s):

	2007	2008	Change
	$303,423	$303,423	0

[1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

PROGRAM DESCRIPTION

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provides 6-year grants to States and partnerships to support early college preparation and awareness activities at the State and local levels to ensure low-income elementary and secondary school students are prepared for and pursue postsecondary education.

GEAR UP has two major service components. First, projects provide a comprehensive set of early intervention services including mentoring, tutoring, academic and career counseling, parental involvement, and other college preparation activities like exposure to college campuses and financial aid information and assistance. Second, projects provide college scholarships to participating students. The minimum scholarship amount for each student is 75 percent of the average cost of attendance at a 4-year public institution in the student's State or the maximum Pell Grant, whichever is less. A personalized 21st Century Scholar Certificate is also provided to GEAR UP students to illustrate the amount of Federal financial aid that they may be eligible to receive for college.

GEAR UP supports two types of grants:

State Grants—States receiving funds are required to provide both an early intervention and a scholarship component, targeted to low-income students in grades K-12. At least 50 percent, but not more than 75 percent, of the grant funds must be used to provide scholarships to participating students. Conversely, at least 25 percent, but not more than 50 percent, of the funds must be used for early intervention services. To meet the matching requirement, States must cover at least 50 percent of the project costs with cash or in-kind contributions from non-Federal sources.

Partnership Grants—Eligible partnerships include those with at least one local educational agency acting on behalf of one or more eligible low-income middle schools, the high schools that students from those schools would normally attend, one institution of higher education, and at least two community entities such as businesses, community-based organizations, professional associations, or State and local agencies. Partnerships receiving funds are not required to provide a scholarship component. However, they are required to provide an early intervention component to at least one cohort or grade level of students beginning no later than

Gaining early awareness and readiness for undergraduate programs

the 7th grade, in a school that has a 7th grade and in which at least 50 percent of the students enrolled are eligible for free or reduced-price lunch—or to an entire grade level of students, not later than the 7th grade, who reside in public housing. Partnerships must ensure that services will continue to be provided through the 12th grade. To meet the matching requirement, partnerships must cover at least 50 percent of the total project costs over the total project period with cash or in-kind contributions from non-Federal sources.

Of the amount appropriated for GEAR UP: 1) not less than 33 percent must be used to fund State Grants and not less than 33 percent must be used to fund Partnership Grants (although the Department has authority to adjust the distribution based on the number and quality of grant applications); 2) up to $200,000 must be used to provide 21st Century Scholar Certificates; and 3) up to 0.75 percent must be used to conduct a national evaluation of the GEAR UP program.

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$293,082
2004	298,230
2005	306,488
2006	303,423
2007	303,423

FY 2008 BUDGET REQUEST

The Administration requests $303.4 million for GEAR UP in fiscal year 2008. By targeting entire grades of students no later than the 7th grade, serving them throughout middle and high school, and providing them with significant scholarship funding, GEAR UP offers a unique approach to ensuring that low-income students have the skills and resources to attend college.

The Administration's budget request for GEAR UP is based on the demonstrated promise of the program's approach. GEAR UP received an "Adequate" PART rating in 2003 and early indications suggest that GEAR UP is having some success. The positive PART assessment of GEAR UP noted that the program employs a number of strategies that hold significant promise for success in college preparation; GEAR UP supports State efforts and builds partnerships within communities, targets entire cohorts of students early in high-poverty middle schools, provides students with a full range of services through the 12th grade, and offers a financial guarantee to attend college. Evaluation findings of the early effects of the GEAR UP program show that it has positive impacts through the 8th grade, has a positive impact on student achievement on standardized tests, and has achieved its early performance targets.

At the level requested, 41 States and 167 partnerships would receive funding to serve approximately 740,000 students. Significantly, several features of GEAR UP, including targeting entire grades of students, partnering with local organizations and businesses, and matching local contributions, allow projects to serve increasing numbers of students at a decreasing cost to the Federal Government. Furthermore, the substantial State and local investments it requires through both the creation of partnerships and matching contributions

Gaining early awareness and readiness for undergraduate programs

suggest that it is optimally designed to have a significant impact on the educational outcomes of low-income middle and high school students.

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
State Grants:			
Number of new awards	7	0	8
Average new award	$2,969	0	$2,929
Total new award funding	$20,780	0	$20,500
Number of NCC awards	33	40	34
Average NCC award	$2,857	$2,935	$2,989
Total NCC award funding	$94,270	$117,418	$100,638
Total award funding	$115,050	$117,418	$122,138
Total number of awards	40	40	41
Total number of students	402,378	424,513	437,320
Federal cost per student (whole $)	$286	$277	$279
Partnership Grants:			
Number of new awards	29	0	42
Average new award	$899	0	912
Total new award funding	$26,082	0	$38,300
Number of NCC awards	144	169	125
Average NCC award	$1,110	$1,094	$1,127
Total NCC award funding	$159,910	$184,860	$140,935
Total award funding	$185,992	$184,860	$179,235
Total number of awards	173	169	167
Total number of students	306,521	321,567	301,648
Federal cost per student (whole $)	$606	$575	$594
21st Century Scholar Certificates	$40	$45	$50
Evaluation	$2,131	$1,100	$1,500
Peer review of new award applications	$210	0	$500
Total program funding	$303,423	$303,423	$303,423
Total number of awards	213	209	208
Total number of students	708,899	746,080	738,968

Gaining early awareness and readiness for undergraduate programs

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: To significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Objective: *Increase the academic performance and preparation for postsecondary education of GEAR UP students.*

Measure: The percentage of GEAR UP students who passed pre-algebra by the end of the 7th grade and the percentage of GEAR UP students who passed Algebra 1 by the end of the 9th grade.				
Year	**Target**		**Actual**	
	Pre-algebra	Algebra 1	Pre-algebra	Algebra 1
2003	19	19	22	30
2004	20	20	29	21
2005	25	50	38	52
2006	30	50	30	50
2007	35	50		
2008	35	50		

Assessment of progress: Data for this measure, collected through annual performance reports, reflect student completion levels from the prior year. Prior to 2005, the data reflect the percent of students from the cohort enrolled in the subject, at the end of the academic year. In 2005, the measure was adjusted to report the percentage of those students enrolled in the subject that also passed. This explains the sudden increase in the data and targets. The data show that GEAR UP has been successful in achieving its early performance targets.

Measure: High school graduation and enrollment in postsecondary education.

Assessment of progress: The primary goal of the GEAR UP program is to increase the high school completion and college enrollment rates of low-income students. Data are not available for this measure because the first cohort of GEAR UP students are scheduled to graduate from high school this year. Data on the performance of these students will be available later in 2007.

Efficiency Measures

An efficiency measure was developed to track the average cost for each GEAR UP student who successfully enrolls in college immediately after high school. Since most GEAR UP projects begin serving students in the 7th grade, 6 years before they would be expected to enroll in college, calculating the efficiency measure will require some consideration for changes in funding levels over time. The Department has considered several methods for calculating the

Gaining early awareness and readiness for undergraduate programs

measure and plans to settle on a methodology once data on college enrollment become available later this year. Data from this measure will allow program managers to identify grantees that are performing at different levels and will be used to focus technical assistance efforts where they could be most effective, as well as to identify exemplary practices for improving program performance outcomes. Efficiency measure data will also be used to track and make program and project-level improvements over time.

Other Performance Information

In 2004, the National Council for Community and Education Partnerships commissioned ACT to conduct a study looking at the impact of GEAR UP on student achievement in ACT-administered standardized tests. The study findings show that, when compared with students from comparable schools, students at schools with GEAR UP programs did slightly better in tests designed to measure their academic preparedness for postsecondary education. GEAR UP students also did better than students from non-GEAR UP schools on tests that measured the students' intent to pursue postsecondary education.

In 2001, the Department initiated an evaluation on the early effects of the GEAR UP program. The final report of this evaluation will be released this year. This study reports on the program's impact on participants attending middle schools, their parents, the effects of GEAR UP on middle schools, and on the sustainability of the program's activities after Federal funds are no longer available. Overall, the study found that GEAR UP has had significant impacts on students' and parents' knowledge and behavior, and on academic and administrative issues at GEAR UP schools. Regarding GEAR UP students and their parents, the study noted the following findings:

- Students in GEAR UP middle schools were offered and took more rigorous academic courses than students in the non-GEAR UP schools, particularly above-grade-level science and algebra courses.

- GEAR UP especially affected the overall academic rigor of courses taken by African-American students, who took more high-level classes than their non-GEAR UP counterparts.

- GEAR UP had a small, but positive, effect on students' knowledge concerning the postsecondary education opportunities available to them. This was particularly true for African-American students.

- GEAR UP had a positive effect on improving parents' knowledge about postsecondary education opportunities and benefits for their children and on parents' involvement in their children's education.

Impacts were not found for other outcomes such as grade point averages, but that seems consistent with an increase in rigorous course-taking behavior. The study also did not find any impact on school attendance or disciplinary problems, or on students' academic expectations, which were already high.

The study noted that GEAR UP middle schools are more likely than non-GEAR UP middle schools to offer honors and above grade level classes. This finding is significant because the

study also found that enrolling in higher level classes is usually not the student's decision, but a function of the availability of such courses and decisions made by guidance counselors using teacher recommendations, standardized test scores or class grades.

The study also included findings that may be useful in shaping program improvements and guiding the Department's technical assistance efforts. The study found that many grantees encountered at least some difficulty transitioning their projects into high schools. Difficulties such as inadequate staffing and administrative barriers were similar to those experienced 2 years earlier when the grants were just starting out in middle schools. Projects experiencing the smoothest transitions tended to provide services to high school students that were similar to those provided to middle school students. The study also found evidence that some aspects of GEAR UP will be sustained in middle schools beyond Federal funding. The prospects for sustainability appear strongest in those projects with strong partnerships, school administrative commitment, and ability to secure financial resources from other sources.

Follow-Up on PART Findings and Recommendations

This program was assessed using the PART in the fiscal year 2003 and the program was rated Adequate. The PART assessment noted that the program employs a number of strategies that hold significant promise for success in college preparation. The PART assessment also identified several key weaknesses. Most importantly, the program performance information available at the time was found to be limited. Evaluation findings and performance data were not available to determine GEAR UP's success at increasing high school completion and college enrollment rates, and measuring success against other performance measures was hampered by recently established targets. Thus, it had not been possible to make program improvements or inform budgetary decisions on the basis of performance data.

The Department has taken steps to address PART-related program deficiencies and recommendations. GEAR UP's annual performance reporting requirements were revised to collect more accurate data on course completion, and a final performance report was developed to collect data on high school graduation and college enrollment. Additionally, a follow-up evaluation with expanded treatment and comparison samples has been initiated to examine the effects of GEAR UP beyond middle school.

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

- *Implement a plan for responding to Inspector General concerns for monitoring program expenditures.* The Department responded to audit findings by implementing a strategic monitoring plan for GEAR UP that includes more site visits and staff training in project oversight. Additionally, the Department has taken steps to ensure that important GEAR UP budget information on project matching contributions could be appropriately monitored.

- *Collect baseline data for annual measures and work to ensure that appropriate data collection strategies are in place for the long-term measures.* The Department has now collected and reported 4 years of data for each annual performance measure. Data for the performance measure relating to the high school completion and college enrollment rates

Gaining early awareness and readiness for undergraduate programs

will be available later in 2007. In 2004, the Department awarded a contract to assist with data collection to increase the timeliness of data reporting and the Department has since seen a marked improvement in this respect.

- *Developing a meaningful efficiency measure.* The Department has developed an efficiency measure for GEAR UP.

Byrd honors scholarships
(Higher Education Act of 1965, Title IV, Part A, Subpart 6)

FY 2008 Authorization ($000s): 0[1]

Budget Authority ($000s):

	2007	2008	Change
	$40,590	0	-$40,590

[1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. The Administration is not proposing appropriations language for FY 2008, nor seeking reauthorizing legislation.

PROGRAM DESCRIPTION

The Byrd Honors Scholarships program promotes academic excellence and achievement by awarding merit-based scholarships to high school students, through formula grants to State educational agencies, who have demonstrated outstanding academic achievement and who show promise of continued academic excellence. Scholarships of $1,500 per year are awarded for up to 4 years for study at any institution of higher education.

Program funds are allocated to States, including the District of Columbia, the Commonwealth of Puerto Rico, Palau, and the insular areas, based on the ratio of the State's school-aged population (5-17 years old) to the total school-aged population in all participating States. No State may receive less than $15,000 for new scholarships. The program is administered by State educational agencies and the Pacific Regional Educational Laboratory, which establish specific scholar-selection criteria in consultation with school boards, teachers, counselors, and parents.

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$40,734
2004	40,758
2005	40,672
2006	40,590
2007	40,590

FY 2008 BUDGET REQUEST

For fiscal year 2008, the Administration is requesting no funding for the Byrd Honors Scholarships program. The Administration believes that funding for this program is unnecessary because it duplicates existing Federal student financial assistance programs including the scholarship and fellowship programs in the Higher Education account, as well as State, local, and private efforts that provide merit-based resources for postsecondary education. The Administration's budget request for other Federal student financial assistance programs

Byrd honors scholarships

demonstrates its commitment to ensuring that all Americans have access to and financial assistance for lifelong learning.

The Byrd Honors Scholarships program was assessed using the PART instrument in fiscal year 2006, receiving a Results Not Demonstrated rating. The PART assessment found that the program is duplicative of State, local, and non-Governmental scholarship merit-based aid and has major design deficiencies that limit its effectiveness.

PROGRAM OUTPUT MEASURES ($000s)

	2006	**2007**	**2008**
Number of new scholarships	6,452	6,362	0
Total new scholarship funding	$9,678	$9,543	0
Number of NCC scholarships	20,608	20,698	0
Total NCC scholarship funding	$30,912	$31,047	0
Total program funding	$40,590	$40,590	0
Total number of scholarships	27,060	27,060	0
Scholarship amount (whole $)	$1,500	$1,500	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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.

Goal: To promote student excellence and to recognize exceptionally able students who show promise of continued excellence.

Objective: Byrd Honors Scholars will successfully complete postsecondary education programs at high rates.

Byrd honors scholarships

Measure: The percentage of Byrd scholars graduating within 4 years.		
Year	Target	Actual
2003		98
2004		92
2005	95	90
2006	93	
2007	93	

Assessment of progress: Data for this measure are collected through annual performance reports. The 2003 data, which shows a 98 percent 4-year graduation rate, were based only on Byrd scholars receiving program funding for 4 consecutive years. This method for calculating the measure generated an artificially high graduation rate. As a result, beginning in 2004, the method for calculating the measure was revised to include all Byrd scholars. The target for 2005 was based on the old calculation method. Subsequent annual and long-term targets are based on the revised calculation strategy. Therefore, the 92 percent 4-year graduation rate in 2004 for all Byrd scholars does not necessarily represent an actual decline in performance. A recent study of undergraduate persistence rates produced by the National Center for Education Statistics found that after 4 years, 36 percent of undergraduate students had completed a bachelor's degree. While these data may not be entirely comparable, it does provide some context for the Byrd performance data on this measure. Performance on this measure should also be understood within the context that students who receive Byrd scholarships are top-ranked students and would, therefore, be expected to have a higher graduation rate than the student population as a whole.

Objective: Byrd Scholars will successfully persist from one school year to the next at high rates.

Measure: The percentage of Byrd Scholars remaining in school after 3 years of study.		
Year	Target	Actual
2004		98
2005	98	
2006	98	
2007	98	

Assessment of progress: Data for this measure are collected through annual performance reports. The data are based on the number of scholars who persist to the end of their third year of study. Performance on this measure should also be understood within the context that students who receive Byrd scholarships are top-ranked students and would therefore be expected to have a higher graduation rate than the student population as a whole.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as persistence or graduation. This is a new measure created through the PART process and it ties in with the program's new performance measures. The efficiency measure for fiscal year 2004 was $1,866 and was calculated by dividing the appropriation by the number of students persisting and completing during the school year. The results range from approximately $1,500 to $2,400 for the 33 States for which the Department has sufficient data to calculate the measure. The Department is planning to use efficiency measure data, along with

Byrd honors scholarships

other performance information, to produce a program performance report that includes a grantee-level analysis and expects the report to be completed during fiscal year 2008. The grantee-level analysis will form the basis for efficiency measure targets.

Data from this measure will allow program managers to identify States that are performing at different levels and will be used to focus technical assistance efforts where they could be most effective, as well as identifying exemplary practices for improving program performance outcomes. The program's statute allows States to establish unique eligibility criteria. In light of this, the efficiency measure may also be useful in evaluating the effectiveness of the criteria adopted by individual States and identifying where program managers could productively initiate dialogue with States regarding criteria that appear to be less efficient or effective.

Follow-Up on PART Findings and Recommendations

This program underwent a PART review for fiscal year 2006 and received a rating of Results Not Demonstrated. This rating was due to the fact that data were not available to support the program's performance measures and demonstrate program performance. Most of these data are now available. The PART assessment identified several major design deficiencies that limit the program's effectiveness or efficiency. The assessment found that the program is duplicative of State, local, and private efforts that provide merit-based resources for postsecondary education. The PART assessment also noted that allowing States to establish unique eligibility criteria creates eligibility variation that limits the effectiveness of the program at the national level and that the prohibition on State use of funding for collecting performance data harms the quality of data provided to the Department.

The PART improvement plan recommendations are presented below in italics, followed by a description of the Department's corrective actions.

- *Implement a strategy for making program performance data accessible to the public in a transparent way.* The Department is working to complete the grantee-level analysis and make it, along with annual report and performance data, available to the public through the Department's website.

- *Develop independent program evaluations of sufficient scope and quality to support program improvements and evaluate program effectiveness and relevance to the problem, interest, and need.* The Department may use funds from the GPRA Data/HEA Program Evaluation program to conduct an assessment of the program.

Javits fellowships
  (Higher Education Act of 1965, Title VII, Part A, Subpart 1)

FY 2008 Authorization ($000s): To be determined [1]

Budget Authority ($000s):

	2007	2008	Change
	$9,797	$9,797	0

[1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

PROGRAM DESCRIPTION

The Javits Fellowships program provides fellowships to students of superior ability who are pursuing doctoral degrees in the arts, humanities, and social sciences at any institution of higher education. Students pursuing a master's degree in the arts, humanities, and social sciences in fields for which a master's degree is commonly accepted as the highest terminal degree are also eligible. The Javits Fellowships Board establishes program policies, oversees program operations, selects fields of study in which fellowships are to be awarded, determines the criteria for distributing fellowships, and appoints panels to select fellows. Fellows are selected for a period of up to 4 years through a national competition on the basis of demonstrated achievement, financial need, and exceptional promise.

Funds for this program provide fellowships for the academic year beginning in the fiscal year following the fiscal year for which the funds are appropriated, ensuring that fellowships are awarded before fellows must make final decisions about graduate school. Each fellowship consists of a student stipend to cover living costs, and an institutional payment to cover each fellow's tuition and other expenses. The stipend is the lesser of demonstrated need or the level of support provided by National Science Foundation's Graduate Research Fellowships program. The institutional payment is adjusted annually based on the Consumer Price Index.

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$9,935
2004	9,876
2005	9,797
2006	9,699
2007	9,797

FY 2008 BUDGET REQUEST

The Administration requests $9.8 million for the Javits Fellowships program for fiscal year 2008. The Javits Fellowships program is the primary means of Federal support for graduate study in the arts, humanities, and social sciences. The Javits Fellowships program reduces the gaps in

Javits fellowships

access to postsecondary education for low-income students by providing students with exceptional promise and high financial need with the resources that they need to pursue post-graduate studies. The Administration's request would provide support for 226 fellowships in fiscal year 2008. This request recognizes the role that graduate education plays in contributing to the advancement of national prosperity and demonstrates the Administration's commitment to outstanding achievement and a high quality education. The Administration again proposes appropriations language to provide that funds appropriated in 1 fiscal year would be available for obligation for 2 fiscal years in order to fund fellowships the following school year.

PROGRAM OUTPUT MEASURES ($000s)

	2006	**2007**	**2008**
Number of new fellowships	30	67	72
Average new fellowship	$43	$43	$43
Total new fellowship funding	$1,282	$2,866	$3,081
Number of NCC fellowships	195	159	154
Average NCC fellowship	$43	$43	$43
Total NCC fellowship funding	$8,317	$6,834	$6,619
Average institution payment	$13	$13	$13
Average stipend	<u>$30</u>	<u>$30</u>	<u>$30</u>
Total average fellowship	$43	$43	$43
Peer review of new award applications	$97	$97	$97
Total program funding	$9,699	$9,797	$9,797
Total number of fellowships	225	226	226

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: To provide financial assistance to graduate students who have demonstrated superior academic ability, achievement and exceptional promise.

Objective: *To enable students of superior ability in the arts, humanities, and social sciences to complete their terminal degree.*

HIGHER EDUCATION

Javits fellowships

Measure: The percentage of Javits fellows who complete a terminal degree within 7 years.

Year	Target	Actual
2003	29	31
2004	30	30
2005	31	
2006	31	
2007	32	
2008	32	

Assessment of progress: This measure was revised as part of the PART process and new targets were established at that time. Data collected through annual performance reports is cohort specific, so that data for 2004 performance comes from the cohort of students that first received a fellowship in the 1997-98 academic year. These performance data show that the program has an actual graduation rate of 30 percent. The most recent national data compiled by the National Opinion Research Council's Survey of Earned Doctorates indicates that the 7-year graduation rate for doctoral degree recipients during the 2001 to 2002 academic year in the humanities and social sciences was 29 percent. The Javits Fellowships program makes its awards to students with high financial need. Research shows that these students have had a lower graduation rate than the national student body as a whole. As such, achieving a level of performance that is higher than the national average for graduate students in comparable subjects demonstrates that the program is successfully meeting its performance goal. The Department is currently undertaking a comprehensive evaluation of all of the Department's graduate fellowship programs, including the Javits Fellowships program, the results of which will be used to confirm the validity of the annual performance report data.

Measure: Average time to degree completion for Javits fellows (in years).

Year	Target	Actual
2003		6.3
2004	6.3	6.3
2005	6.3	
2006	6.3	
2007	6.2	
2008	6.2	

Assessment of progress: This measure was revised as part of the PART process and new targets were established at that time. This measure is an important gauge of program success because research demonstrates that the longer students take to complete graduate studies the less likely they are to graduate successfully. Data collected through annual performance reports show that the program has an average time to completion of 6.3 years. Javits fellows pursuing a Masters in Fine Art (MFA) are excluded from this calculation, as MFA programs traditionally take a shorter time to complete and this would significantly skew the results. According to the most recent national data provided by the National Opinion Research Council's annual Survey of Earned Doctorates, in 2005, the median time to complete a doctoral degree in the United States was 9.7 years in the humanities and 8 years in the social sciences. The overall median time for all doctorates was 8.2 years. However, these data are not directly comparable to the data for the Javits Fellowship program. The Javits Fellowships program makes its awards to students with high financial need. Research shows that these students take longer to complete terminal graduate degrees than the national student body as a whole.

Javits fellowships

As such, achieving a level of performance that is better than the national average for graduate students demonstrates that the program is successfully meeting its performance goal. The Department is currently undertaking a comprehensive evaluation of all of the Department's graduate fellowship programs, including the Javits Fellowships program, the results of which will be used to confirm the validity of the annual performance report data.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as completion of a terminal graduate degree program. This is a new measure created through the PART process and it ties in with program's revised performance measures.

Measure: Cost per terminal degree.	
Year	Actual Performance
2003	$109,873
2004	$110,000

The data used to calculate the efficiency measure come from the program's annual performance report, the Department's Grants and Payments database, and the Javits Fellowships program database. As Javits funding is provided for a maximum of 4 years and the average time to completion for students in the Javits fellowship program is more than 6 years, there will always be a time lag of 3 fiscal years between when data are reported and the year for which the data are being reported. The efficiency measure is calculated by dividing the total dollars allocated to all of the fellows during that 3-year time period by the number of fellowship recipients reported as successfully completing their degree program. The efficiency measure for 2004 was $110,000, an increase of less than 1 percent over the previous year, which is well below the rate of inflation for that year. Since only 2 years worth of data have been collected, it is too early to draw any conclusions.

In 2005, the Department completed and posted to the Department's website grantee-level analyses using efficiency measure data and data from other performance measures. Grantee-level data analyses will be used to identify institutions that may benefit from technical training in areas such as data collection and reporting, as well as exemplary practices for improving program performance outcomes. Additionally, data from the grantee-level analyses may be used to compare the relative efficiency of the Javits Fellowships program over time as well as in relation to other programs that provide graduate fellowships.

Other Performance Information

A study of the Department's graduate fellowship programs was initiated in 2004. The study was designed to provide information on educational and employment outcomes of participants in the Department's graduate fellowship programs, including the Javits Fellowships program. While the final report will not be ready for publication until later in 2007, some initial research has been completed and some preliminary descriptive data are available. In order to be able to examine completion and employment outcomes for Javits fellows, the study tracked the characteristics

Javits fellowships

and progress of three cohorts of Javits fellows, from the years 1997-1999. The preliminary data noted the following characteristics of Javits fellows:

- just over half (56 percent) of Javits fellows were men;

- the majority (87 percent) of fellows were white, 8 percent were Asian, 3 percent were African-American, and 3 percent were of multiple ethnic backgrounds;

- about 5 percent of the fellows were Hispanic or Latino origin;

- about 40 percent of Javits fellows studied history and letters, 31 percent studied other humanities fields, and 23 percent studied a social science field;

- nearly all fellows (99 percent) were enrolled full-time;

- the vast majority (93 percent) of fellows first received Javits funding in their first year of graduate study, and for three-quarters of fellows funding ended in their fourth year or after;

- about three-quarters of fellows received additional support from their institutions, 59 percent in equal or lower amounts and 19 percent in amounts greater than the Javits funding; and

- a majority (88 percent) of all fellows received support from at least one source other than the Javits funding, and most (69 percent) received other fellowships or scholarships.

The study also investigated the extent to which fellowship recipients completed their doctoral studies and obtained employment in areas that correspond to their fields of study. Of the Javits fellows in the three cohorts studied:

- about two-thirds had completed the degree supported by the Javits fellowship, whereas 20 percent were still enrolled, and 11 percent had stopped working on their degree;

- slightly over one-half (56 percent) completed their degree in 6 years or more, while 44 percent took 5 years or less;

- in terms of post-degree employment, most (84 percent) of Javits fellows had worked for pay since their fellowship support ended, and three-quarters of fellows had worked in jobs involving the expertise they had gained from the Javits fellowship funding;

- a majority (80 percent) of fellows reported that at least one of their related jobs was in education. Fellows who had taught did so for an average of 3 years; and

- of the Javits fellows who had worked in a related job, 93 percent considered that work to be part of a long-term career they were pursuing. These fellows reported that they had worked in this career an average of 3 years.

Although these data are only preliminary, they do seem to point to the fact that the overwhelming majority of Javits fellows complete their studies and go on to find employment in areas that correspond to their field of studies.

Javits fellowships

Finally, the study probed participants' perceptions of the extent to which the fellowship programs influenced their decisions to enter their field of study and remain in their chosen career field. The preliminary data on the self-reported perception of program participants found that:

- nearly all fellows learned of the Javits fellowship after they had chosen a major field of study to pursue in graduate school;

- one-quarter of fellows reported that the Javits fellowship had some influence on their choice of occupation and career, about two-fifths of fellows reported that the fellowship did not have any influence on their choice; and

- the majority (89 percent) of fellows believed the Javits fellowship had been very helpful in finishing their degrees and about one-half believed the fellowship had been very helpful in obtaining employment in their desired fields.

These preliminary data appear to highlight that Fellowship recipients do not perceive that the program influenced their course of studies, but do believe that it was helpful in ensuring that they completed their course of studies and found employment in areas that correspond to their field of studies.

Follow-Up on PART Findings and Recommendations

This program was assessed using the PART in the fiscal year 2004 and the program was rated Adequate. As part of this process, the performance measures were revised and new targets were established. The PART assessment indicated that data collected through annual performance reports show that actual program performance on the revised measures is on track to achieving the program's performance goals pertaining to time-to-degree completion rates and graduation rates.

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

- *Develop and implement a strategy for making program performance data accessible to the public in a transparent way.* The Department conducted a grantee-level analysis of the program's performance data and a performance report was posted to the Web site in late 2005. The report presents the information by institutional type and control.

- *Create an efficiency measure for the program and establish targets for it.* The Department established an efficiency measure for the program and 2 years of data have been collected for the measure. The Department is using the grantee-level analysis of the program's performance data to develop targets for the efficiency measure. The Department expects to complete work on targets later in 2007.

- *Complete the study of the Department's graduate fellowship programs and utilize the results to validate program performance measures and improve program performance.* The study is currently underway. Some preliminary data are already available (as discussed above) and it is expected that the final impact data and analysis will be available later in 2007.

Graduate assistance in areas of national need
   (Higher Education Act of 1965, Title VII, Part A, Subpart 2)

FY 2008 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

2007	2008	Change
$30,064	$30,064	0

[1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

PROGRAM DESCRIPTION

Graduate Assistance in Areas of National Need (GAANN) provides fellowships, through 3-year grants to postsecondary institutions, to graduate students of superior ability and high financial need studying in areas of national need. Non-degree-granting institutions that support doctoral dissertation research and that are in consortia with programs or departments in degree-granting institutions are also eligible to compete for awards. Applicants must set forth policies and procedures to ensure that they will seek talented students from traditionally underrepresented backgrounds. Like Javits Fellows, recipients must have excellent academic records and plan to pursue the highest degree available in their fields.

After consultation with appropriate agencies and organizations, the Department designates those fields of study that are considered "areas of national need" by taking into account the extent to which those areas fulfill a compelling national interest, the extent to which other Federal programs support post-baccalaureate studies in those areas, and the most significant impact that can be made with available resources. The designated areas of national need for fiscal year 2005 were: biology, chemistry, computer and information sciences, engineering, geological and related sciences, mathematics, physics, and nursing.

Fellowships may be received for up to 5 years of study. Each fellowship consists of a student stipend to cover living costs, and an institutional payment to cover each fellow's tuition and other expenses. The stipend is the lesser of demonstrated need or the level of support provided by the National Science Foundation's Graduate Research Fellowships program. The institutional payment is adjusted annually based on the Consumer Price Index.

Institutions must match 25 percent of the Federal grant amount. The institutional match may be used for the following: to provide additional fellowships to graduate students not already receiving institutional or GAANN fellowships; to meet the cost of tuition, fees, and other instructional costs that are not covered by the institutional payment; and to supplement the stipend received by a fellow in an amount not to exceed the fellow's financial need. Institutions must also provide fellows with at least 1 year of supervised training in pedagogy.

Graduate assistance in areas of national need

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$30,798
2004	30,616
2005	30,371
2006	30,067
2007	30,064

FY 2008 BUDGET REQUEST

The Administration requests $30.1 million for the GAANN program for fiscal year 2008. Through its support of study in key disciplines, GAANN helps address the problem of insufficient numbers of students pursuing education in critical scientific and technical fields. GAANN provides students with exceptional promise and high financial need with the resources that they need to pursue post-graduate studies. This request recognizes the role that graduate education plays in contributing to the advancement of national prosperity, particularly in areas of national need, and demonstrates the Administration's commitment to outstanding achievement and a high quality education.

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
Number of new awards	116	45	0
Number of new fellowships	484	228	0
Average new award	$176	$216	0
Total new award funding	$20,439	$9,721	0
Number of NCC awards	50	113	158
Number of NCC fellowships	226	474	702
Average NCC award	$191	$179	$190
Total NCC funding	$9,543	$20,217	$30,064
Average institution payment	$12	$13	$13
Average stipend	$30	$30	$30
Total average fellowship	$42	$43	$43
Peer review of new applications	$85	$126	0
Total program funding	$30,067	$30,064	$30,064
Total number of awards	166	158	158
Total number of fellowships	710	702	702

Graduate assistance in areas of national need

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: To increase the number of persons trained at the highest academic level

Objective: To increase the number of students of superior academic ability completing the terminal degree in designated areas of national need in order to alleviate that need.

Measure: The percentage of GAANN fellows completing the terminal degree in the designated areas of national need.		
Year	**Target**	**Actual**
2003		47
2004		51
2005		49
2006	45	
2007	46	
2008	47	

Assessment of progress: Data collected through annual and final performance reports show that the program has an actual graduation rate of 49 percent in 2005. The National Research Council's most recent annual Survey of Earned Doctorates shows the national average for doctoral recipients in the sciences at 28 percent. GAANN fellowships go to students with high financial need. Research shows that these students have a lower graduation rate than the national student body as a whole. As such, achieving a level of performance that is significantly higher than the national average demonstrates that the program is successfully meeting its performance goals. Additionally, the Department is currently undertaking a comprehensive evaluation of all of the Department's graduate fellowship programs, including the GAANN program, the results of which will be used to confirm the validity of the annual performance report data.

Measure: Average time to completion.		
Year	**Target**	**Actual**
2003		7.10
2004		5.92
2005	6.45	5.30
2006	7.00	
2007	5.90	
2008	5.90	

Assessment of progress: This measure is an important gauge of program success because research demonstrates that the longer students take to complete graduate studies the less likely

Graduate assistance in areas of national need

they are to graduate successfully. Data collected through annual performance reports show that the program has an average time to completion of 5.3 years for 2005. According to the most recent national data provided by the National Research Council's annual Survey of Earned Doctorates, the median time to degree completion for all graduate programs in the United States was 8.2 years in 2005. In 2005, average time to completion for the physical sciences was 6.7 years, for engineering was 7.2 years, and for life sciences was 7.1 years. The GAANN fellowships go to students with high financial need. Research shows that these students take longer to complete terminal graduate degrees than the national student body as a whole. As such, achieving a level of performance that is better than the national average for graduate students demonstrates that the program is successfully meeting its performance goals. Additionally, the Department is currently undertaking a comprehensive evaluation of all of the Department's graduate fellowship programs, including the GAANN program, the results of which will be used to confirm the validity of the annual performance report data.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as terminal graduate program completion. This is a new measure created through the PART process and it ties in with program's revised performance measures.

Measure: Cost per PhDs and those who pass preliminary exams.		
Year	**Target**	**Actual**
2002		$92,557
2003		$127,514
2005		$70,359
2006	$127,500	
2008	$92,000	

The data used to calculate the efficiency measure come from the program's final performance reports, the Department's Grants and Payments database, and the GAANN program database. The efficiency measure is calculated by dividing the number of successful GAANN fellows over the 3 years of the grant period by the annual appropriation awarded to this funding cohort for those 3 years. As grant funding only lasts 3 years after which the institution of higher education is required to provide an additional 2 years of funding there will always be a time lapse between the grant period and the year it is being reported, which is the year the Department receives final performance reports for the funding cohort. As the efficiency measure is based on data from a relatively small number of students, we would expect significant fluctuations from year to year, which may reduce the usefulness of the measure at the program level.

The efficiency measure data, along with data from other performance measures, will be used as part of grantee-level analyses that the Department expects to complete and post to the website during 2007. Grantee-level data analyses will be used to identify institutions that may benefit from technical training in areas such as data collection and reporting. It may also be used to identify high performers that other grantees may look to as examples for improving program performance outcomes. Additionally, data from the grantee-level analyses may be used to compare the relative efficiency of the GAANN program over time, as well as in relation to other programs that provide graduate fellowships.

HIGHER EDUCATION

Graduate assistance in areas of national need

Other Performance Information

A study of the Department's graduate fellowship programs was initiated in 2004. The study was designed to provide information on educational and employment outcomes of participants in the Department's graduate fellowship programs, including the GAANN program. While the final report will not be ready for publication until later in 2007, some preliminary descriptive data are available. In order to be able to examine completion and employment outcomes for GAANN fellows, the study tracked the characteristics and progress of two cohorts of GAANN fellows, from the years 1997-1998. The preliminary data available indicate:

- about 60 percent of GAANN fellows were men;

- the majority of GAANN fellows were white (83 percent), 8 percent were Asian, 7 percent were African-American, and about 2 percent were of multiple racial/ethnic backgrounds;

- about 4 percent of fellows were of Hispanic or Latino origin;

- about 19 percent of fellows studied in each biological sciences or physics, 18 percent in each engineering or mathematics, 14 percent in chemistry, 8 percent in computer and information science, and about 3 percent in other physical science fields;

- the majority (76 percent) of fellows first received GAANN funding in their first year of graduate study. Nineteen percent reported that their funding ended their first year of graduate study, 24 percent their second year, 23 percent their third year, and 34 percent in the fourth year; and

- slightly over three-quarters of fellows received additional funding from their institutions; 45 percent in equal or lower amounts and the remaining in amounts greater than the GAANN funding.

The study also investigated the extent to which fellowship recipients completed their doctoral studies and obtained employment in areas that correspond to their fields of study. Of the GAANN fellows in the two cohorts studied:

- about three-quarters (78 percent) had completed the degree supported by the GAANN fellowship. In addition, another 9 percent were still pursuing these degrees, and 13 percent had stopped working on them;

- about 21 percent of GAANN fellows completed their degree in 4 years, about 27 percent completed in 5 years, 26 percent completed in 6 years, and 27 completed in more than 6 years;

- students who first received GAANN funding during their first year were considerably more likely than those who first received funding after their first year in the program to complete their degree within 4 years;

- nearly all GAANN fellows had worked for pay (93 percent) since their fellowship support ended, and by the time of the study they had worked in an average of 3 jobs;

Graduate assistance in areas of national need

- chemistry and physics majors were less likely than fellows who majored in other subjects to begin working within a year of completing the fellowship;

- a majority of fellows (88 percent) had worked in jobs involving the expertise they had gained from the fellowship in the years since they last received GAANN funding;

- more than one-half (65 percent) of fellows reported that at least one of their related jobs was in education. Fellows who had taught did so for an average of 3 years, and 96 percent reported that at least one of their teaching jobs was related to the field of study supported by the GAANN fellowship; and

- of the GAANN fellows who had worked in a related job, 96 percent reported that work was part of a career they were pursuing. When fellows were asked what they expected to be doing in the next 3 years, the majority (88 percent) reported they planned to be working in a job related to the expertise they gained with fellowship support.

Although these data are only preliminary, they do seem to point to the fact that the majority of GAANN fellows complete their studies and go on to find employment in areas that correspond to their field of studies.

Finally, the study probed participants' perceptions of the extent to which the fellowship programs influenced their decisions to enter their field of study and remain in their chosen career field. The preliminary data on the self-reported perception of program participants found that:

- nearly all fellows only learned of the GAANN fellowship after they had chosen a major field of study to pursue in graduate school;

- whereas slightly over one-quarter reported that it had some influence on their occupation/career choice, about 44 percent of fellows reported that the fellowship did not have any influence on this choice; and

- the majority of fellows believed that the GAANN fellowship had been very helpful in finishing their degree, and 57 percent believed it was somewhat helpful in obtaining employment in their desired field.

These preliminary data appear to highlight that Fellowship recipients do not perceive that the program influenced their course of studies, but do believe that it was helpful in ensuring that they completed their course of studies and found employment in areas that correspond to their field of studies.

Follow-Up on PART Findings and Recommendations

This program underwent the PART assessment in fiscal year 2004 and the program received an initial rating of Results Not Demonstrated based on the inconclusive, partial data that was available at the time. During the PART process, the program's performance measures were revised, an efficiency measure was created, and new targets were established for the revised performance measures. The PART assessment noted that the Department is currently undertaking a comprehensive evaluation of all of the Department's graduate fellowship

Graduate assistance in areas of national need

programs, including the GAANN program, the results of which will be used to confirm the validity of the performance report data.

In fiscal year 2006, the GAANN program was reassessed. The reassessment noted that improvements have been made in the management of the program and the reassessment gave the Department credit for improving the collection, use, and availability to the public of credible performance information. It also noted that the Department has made improvements to the way it holds program managers accountable for program performance outcomes. Finally, the reassessment noted that since the time of the initial PART assessment, complete performance data have become available for multiple years that demonstrate that program performance is on track to exceed the performance targets. In light of the improvements in program management and performance, the program's PART rating was upgraded to Adequate.

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

- *Create an efficiency measure for the program and establish targets for it.* The Department created an efficiency measure for the program and established targets for the measure. Three years of data have been collected for the measure.

- *Develop and implement a strategy for making program performance data accessible to the public in a transparent way.* The Department conducted a grantee-level analysis of the program's performance data and a performance report will be posted to the Department's website later in 2007.

- *Use grantee level performance measure data to target technical assistance and guide program management.* The Department is currently reviewing the grantee-level analysis of the performance data for opportunities to make improvements in program management.

- *Complete the study of the Department's graduate fellowship programs and utilizing the results to validate program performance measures and improve program performance.* The study is currently underway. Some preliminary data are already available and it is expected that the final impact data and analysis will be available later in 2007.

Thurgood Marshall legal educational opportunity program
  (Higher Education Act of 1965, Title VII, Part A, Subpart 3)

FY 2008 Authorization ($000s): 0[1]

Budget Authority ($000s):

	2007	2008	Change
	$2,946	0	-$2,946

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  [1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. The Administration is not proposing appropriations language for FY 2008, nor seeking reauthorizing legislation.

PROGRAM DESCRIPTION

The Thurgood Marshall Legal Educational Opportunity program is designed to provide minority, low-income or disadvantaged college students with the information, preparation, and financial assistance needed to gain access to and complete law school study.

The Department is authorized to grant a single award to the Council on Legal Education Opportunity (CLEO) for a period of not less than 5 years to administer this program. CLEO's responsibility is to identify college students who are from low-income families, are minorities, or are from disadvantaged backgrounds; prepare these students for study at accredited law schools; assist students to select an appropriate law school and make application for entry into law school, and provide financial assistance for their study. In addition, CLEO provides support services to first-year law students to improve retention and success in law school studies, and motivate and prepare students for law school studies and practice in low-income communities.

Funding for this program may be used to pay for services such as: information and counseling, tutorial services, pre-law mentoring programs, assistance and counseling on admission to accredited law schools, a 6-week summer law institute for Thurgood Marshall Fellows to prepare for legal studies, and mid-year seminars and other educational activities. These services may be provided prior to the period of law school study; during the period of law school study; and during the period following law school study and prior to taking a bar examination. Funds may also pay student stipends, including allowances for travel, for participants and for their dependents.

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$4,968
2004	0
2005	2,976
2006	2,946
2007	2,946

Thurgood Marshall legal educational opportunity program

FY 2008 BUDGET REQUEST

The Administration is not proposing funding for the Thurgood Marshall Legal Educational Opportunity program for fiscal year 2008. Although Federal support for fellowships under this program would be eliminated, assistance would continue to be available to disadvantaged individuals through the Department's student financial assistance programs.

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
Number of Thurgood Marshall Fellows	141	150	0
Number of mid-year seminar participants	1,015	1,000	0
Total program funding	$2,946	$2,946	0

PROGRAM PERFORMANCE INFORMATION

In fiscal year 2006, key program objectives included:

- Identifying and registering 1,650 college students for the CLEO/Thurgood Marshall Legal Educational Opportunity College Scholars Program. The program exceeded its projected goal by registering 2,635 students, or 160 percent of the projected goal.

- Providing 165 College Scholars with assistance in identifying preparatory courses and materials for the law school admission test. The program assisted 345 College Scholars, more than doubling its projected goal.

- Identifying and enrolling 24 College Scholars in a 4-week comprehensive sophomore summer program where scholars are introduced to the rigors and requirements of law school, increasing the scholar's chances of being admitted to law school. The program enrolled 25 College Scholars.

- Providing financial assistance of up to $10,000 and other law school support services for 150 Thurgood Marshall Fellows. The program provided financial assistance awards to 141 CLEO/Thurgood Marshall Fellows, representing 94 percent of Fellows.

- Conducting two mid-year seminars and other educational activities for Thurgood Marshall Fellows and Associates during their period of law school study to improve retention, graduation, and bar passage rates. CLEO conducted a Mid-Winter Academic and Mid-Summer Professional Development Seminar and other educational activities. The program's goal was 1,000 seminar participants; 1,015 Fellows and Associates participated in the seminars, exceeding the program's projected goal.

B.J. Stupak Olympic scholarships
  (Higher Education Amendments of 1992, Section 1543)

FY 2008 Authorization ($000s): 0[1]

Budget Authority ($000s)

	2007	2008	Change
	$970	0	-$970

[1] The GEPA extension expired September 30, 2004. This program is expected to be authorized in FY 2007 through appropriations language. The Administration is not proposing appropriations language for FY 2008, nor seeking reauthorizing legislation.

PROGRAM DESCRIPTION

The B.J. Stupak Olympic Scholarships program provides financial assistance to athletes who are training at the United States Olympic Education Center or one of the United States Olympic Training Centers and who are pursuing a postsecondary education at an institution of higher education. Any Olympic athlete who is training at one of the four official Olympic training centers and is enrolled in a minimum of three credit hours of postsecondary education per semester is eligible to receive a scholarship under this program. Full-time and part-time undergraduate and graduate students are eligible for scholarships in amounts up to their cost of attendance. The scholarships are capped at $15,000 and can cover the cost of tuition, books and supplies, room and board, travel, and sporting equipment. Athletes may receive scholarships in amounts sufficient to cover these costs without subtracting expected family contributions. The four official Olympic training centers are located in Marquette, Michigan; Colorado Springs, Colorado; Chula Vista, California; and Lake Placid, New York.

Any Olympic athlete who is training at the one of the four official Olympic training centers and is enrolled in a minimum of three credit hours of postsecondary education per semester is eligible to receive a scholarship under this program. These scholarships are capped at $15,000 and can cover the cost of tuition, books and supplies, room and board, travel, and sporting equipment. The four official Olympic training centers are located in Marquette, Michigan; Colorado Springs, Colorado; Chula Vista, California; and Lake Placid, New York. The program is managed by the U.S. Olympic Committee, who started making scholarships in fiscal year 2002. In academic year 2004-2005, the program provided scholarships to 159 undergraduate students, of which 91 were male and 68 female. Scholarships went to student athletes who participated in the Olympic sports of track and field, kayaking, archery, judo, shooting, speedskating, wresting, weightlifting, boxing, and biathlon. In academic year 2004-2005, scholarship recipients were enrolled at 17 different institutions of higher education, of which 12 were 4-year institutions. Because the program is relatively new, the majority of Stupak athletes are currently training for the 2008 Olympics. However, 20 Stupak athletes competed in the 2004 Summer Olympics and 9 Stupak athletes competed in the 2006 Winter Olympics, including Shani Davis, who won a gold medal in 1,000 meter speed skating and a silver in the

B.J. Stupak Olympic scholarships

1,500 meter speed skating. In addition, 32 Stupak athletes represented the United States at World championship competitions during the past 2 years.

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$994
2004	988
2005	980
2006	970
2007	970

FY 2008 BUDGET REQUEST

For fiscal year 2008, the Administration is requesting no funding for the B.J. Stupak Olympic Scholarships program. The Administration believes that funding for this program is unnecessary because it duplicates Federal student financial assistance programs including the scholarship and fellowship programs in the Higher Education account. The Administration's budget request for other Federal student financial assistance programs demonstrates its commitment to ensuring that all Americans have access to and financial assistance for lifelong learning.

This program was assessed using the PART instrument in 2006, receiving a Results Not Demonstrated rating. The PART assessment found that the program was duplicative and had major design deficiencies that limit its effectiveness. In light of these deficiencies, the PART assessment recommended that the Administration request no funding for this program.

PROGRAM OUTPUT MEASURES ($000s)

	2006	**2007**	**2008**
Number of awards	1	1	0
Total program funding	$970	$970	0
Total number of scholarships	149	149	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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.

HIGHER EDUCATION

B.J. Stupak Olympic scholarships

Two performance measures were established for the program through the PART process. The Department worked with the grantee to modify the existing annual performance report to support these measures. The first measure is the percentage of Stupak scholarship recipients who persist in their postsecondary institution. In 2004, the actual performance on this measure was 71 percent. This is the first year for which there are data to support the new measure and so the 2004 data will serve as the baseline. The second performance measure is the graduation rate for Stupak scholarship recipients. Data supporting the new measure should be available in fiscal year 2007. Once the Department receives these baseline data, targets will be established.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where successful outcome is defined as persistence or graduation at a postsecondary institution. This is a new measure created through the PART process and it ties in with program's new performance measures.

The data used to calculate the efficiency measure come from the program's annual performance report. The efficiency measure is calculated by dividing the annual appropriation for that year by the number of scholarship recipients that either graduate or persist. The cost of a successful outcome in 2005 was $12,565. These data will allow program management to assess the relative efficiency of the program over time and eventually may also allow program managers to compare relative efficiency among the four Olympic training centers.

Follow-Up on PART Findings and Recommendations

This program underwent a PART assessment in 2006 and received a rating of Results Not Demonstrated. This rating was due to the fact that data were not available to support the program's performance measures and demonstrate program performance.

The PART assessment identified major design deficiencies that limit the program's effectiveness or efficiency. The PART assessment found that the program is duplicative of other Federal student financial assistance programs. The PART assessment noted that, in conjunction with the vast amount of financial aid available through public and private institutions and foundations, Federal student financial assistance programs offer Olympic athletes the opportunity to pursue a postsecondary education. The PART assessment also noted that as a result of the statutory structure of the program, funding is awarded to one specified grantee without regard to performance and there are only very minimal provisions to ensure that a high level of performance is maintained. As a result, the PART assessment concluded that there is very little incentive for the grantee to improve outcomes or collect meaningful performance data.

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

- *Establish targets for the program's annual and long-term performance measures.* Targets have been established for one of the two performance measures. The Department is working to develop targets for the second performance measure as well as the efficiency measure.

HIGHER EDUCATION

B.J. Stupak Olympic scholarships

- *Develop and implement a strategy for making program performance data accessible to the public in a transparent way.* The Administration is working to make performance data from the annual report available to the public through the Department's website.

Child care access means parents in school
  (Higher Education Act of 1965, Title IV, Part A, Subpart 7)

FY 2008 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

	2007	2008	Change
	$15,810	$15,810	0

  [1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

PROGRAM DESCRIPTION

The Child Care Access Means Parents in School (CCAMPIS) program is designed to support the participation of low-income parents in postsecondary education through campus-based child care services. Under this program, discretionary grants of up to 4 years in duration are awarded competitively to institutions of higher education. Priority is given to child care programs that (1) leverage significant local or institutional resources and (2) utilize a sliding fee scale.

Institutions may use the funding to support or establish a campus-based child care program primarily serving the needs of low-income students enrolled at the institution. Grants may also be used to provide before and after school services. The authorizing statute defines a "low income student" as a student eligible to receive a Pell Grant during the year of enrollment at the institution. Grants are only to be used to supplement existing child care services or start a new program. Funds may not be used for grants that supplant funds for current child care services.

An institution is eligible to receive a grant for a fiscal year if the total amount of Pell Grant funds awarded to students at the institution for the preceding fiscal year equals or exceeds $350,000. The maximum grant award cannot exceed 1 percent of the total amount of all Pell Grant funds awarded to students enrolled at the institution during the preceding fiscal year. The minimum grant amount is $10,000. Institutions are required to submit reports 18 and 36 months after receiving the first grant payment. An institution receives the third annual grant payment only if the Department determines, on the basis of the 18-month report, that the institution is making a good faith effort to ensure that low-income students have access to affordable, quality child care services.

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$16,194
2004	16,099
2005	15,970
2006	15,810
2007	15,810

Child care access means parents in school

FY 2008 BUDGET REQUEST

The Administration requests $15.8 million for the CCAMPIS program. Funding this program continues to address the needs of low-income parents in postsecondary education for campus-based child care services. Funds will support the continuation of grants funded in prior fiscal years. Obtaining postsecondary education is critical to meeting the needs of an increasingly technical workplace. However, a lack of convenient and affordable quality child care services may prevent low-income parents from pursuing postsecondary education. The CCAMPIS program helps to ensure that low-income student parents have access to postsecondary education and affordable and convenient child care. According to NCES, in 1995, less than 2 percent of first-time postsecondary students who had children completed a bachelor's degree within 4 years compared with 19 percent of students who did not have children.

Fiscal year 2008 funding maintains support to enable institutions to continue such services as: supporting or establishing campus-based child care programs; establishing emergency back-up care, summer child care, and before and after school services; providing child care tuition assistance and sliding fee scales for the cost of child care services; and establishing programs serving the needs of student parents.

PROGRAM OUTPUT MEASURES ($000s)

	2006	**2007**	**2008**
Number of new awards	59	0	0
Average new award	$93	0	0
Total new award funding	$5,458	0	0
Number of NCC awards	116	175	175
Average NCC award	$89	$90	$90
Total NCC award funding	$10,352	$15,810	$15,810
Total award funding	$15,810	$15,810	$15,810
Total number of awards	175	175	175

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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 2008 and future years, and the resources and efforts invested by those served by this program.

HIGHER EDUCATION

Child care access means parents in school

Goal: To support the participation of low-income parents in the postsecondary education system through the provision of campus-based child care services.

Objective: *Increase access for low-income parents to postsecondary institutions.*

Measure: The percentage of CCAMPIS program participants receiving child care services who remain in postsecondary education at the end of the academic year as reported in the program performance report.

Year	Target		Actual	
	18-month report	36-month report	18-month report	36-month report
2002				79.0
2003			64.0	
2004	64.0	79.5	66.0	74.0
2005		80.0		67.0
2007	65.0			
2008	65.5	81.0		

Measure: The graduation rate of CCAMPIS program participants in postsecondary education, in other than four-year schools, as reported in the program performance report.

Year	Target		Actual	
	18-month report	36-month report	18-month report	36-month report
2002				22.0
2003			17.0	
2004	17.5	22.5	18.0	30.0
2005		23.0		24.0
2007	18.0			
2008	18.5	23.5		

Assessment of progress: Performance data for these measures are collected through 18- and 36-month Performance Reports. Although data from the 36-month report are more meaningful for reporting persistence, data are also presented from 18-month reports. This enables nearly regular annual reporting on program activity. Targets were not established for 2006 because the Department will not receive data in 2006 due in large part to the statute-driven cycle of 18- and 36-month performance reports. The Department did not conduct competitions for new awards in fiscal years 2003 and 2004; those years would have yielded 2006 data.

The 18-month performance reports on program participants from the 2005 grant competition are due July 2007. The Department has revised the grant application and the data collection tool to incorporate new performance measures. The new performance report will apply to data from grantees selected from the fiscal year 2005 competition.

The 36-month performance reports received in 2005 provide data on program participants from the 2002 grant competition. The 84 respondents (out of an initial 122 grantees) that reported data on persistence indicated that 67 percent, or 4,289 out of 6,401 student parents, persisted, or remained enrolled for at least 1 year at their institution. Due to the timing of the data collection for completion—at 18- and 36-months—students attending 4-year institutions and those who enter the program in the later years of the grant would not be able to complete their

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education before data are collected for the final 36-month report. Therefore, to improve the quality and interpretability of the data used to measure completion, data are collected only from grantees with 2-year programs. Of the 84 respondents, 51 were 2-year schools serving 4,402 student parents. Data show that 24 percent, or 1,038 student parents, completed their program of study, exceeding the target of 23 percent set for 2005.

The 36-month performance reports received in 2004 provide data on program participants from the 2001 grant competition. The 219 respondents (out of an initial 222 grantees) that reported data on persistence indicated that 74 percent, or 10,305 out of 13,857 student parents, persisted, or remained enrolled for at least 1 year at their institution. Program performance for 2004 fell short of the program's goal of 79.5 percent. For completion, of the 219 respondents, 119 were 2-year schools serving 8,249 student parents. Data show that 30 percent, or 2,471 student parents, completed their program of study. The program exceeded the target set for 2004.

The 36-month performance reports received in 2002 provide data on program participants from the 1999 grant competition. The data provided by 54 respondents (out of an initial 87 grantees) that reported data on persistence show that 79 percent, or 3,800 out of 4,800 student parents, persisted, or remained enrolled for at least 1 year at their institution. For completion, of the 54 respondents, 27 were 2-year schools serving 2,300 student parents. Data show that 22 percent, or 500 of the student parents attending 2-year schools, completed their program of study.

Efficiency Measures

The efficiency measure tracks student cost per successful outcome, which for the CCAMPIS program is defined as student persistence and graduation. This is achieved by dividing the annual appropriation by the number of students receiving CCAMPIS services who persist in or graduate from a CCAMPIS grantee institution. The cost per student persisting in or graduating during the 2003-2004 school year was $1,097. The fiscal year 2003 appropriation was $16.2 million with 14,762 CCAMPIS students persisting or graduating. Grantee-level data will be used to identify ways to achieve improved program performance outcomes and efficiencies. Targets for this measure have not been developed.

Other Performance Information

The Department is conducting a study to assess the availability of and need for child care services at institutions of higher education. The main objectives of the study are to describe and document the types and amounts of child care services being provided; to compare child care programs at institutions with CCAMPIS grants and eligible institutions without CCAMPIS grants; and to determine institutional perceptions of how child care services on these campuses contribute to student outcomes. Deliverables include an analysis of performance reports, institutional survey results, a design for a student survey, and a literature review. Results from the study are expected to be available in 2008.

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Child care access means parents in school

Follow-up on PART Findings and Recommendations

A PART assessment for the CCAMPIS program was conducted in 2004. A rating of Results Not Demonstrated was assigned due in large part to several design flaws that limit program effectiveness or efficiency. The Department is taking steps to rectify these deficiencies and fulfill the PART recommendations. These include the need to:

- *Collect performance data on recently revised measures that would demonstrate whether the program is effective and achieving results.* Data collected by the Department on the persistence measure show progress but not achievement of the program's goals. For the completion measure, ample students attending 2-year institutions completed their program of study permitting the program to exceed the targets set for 2004 and 2005.

- *Ensure the reliability of data reported for the new performance measures and analyzing this data to assess program effectiveness.* Data are supplied by grantee institutions that attest to the accuracy of the data. The Department has revised the grant application and the data collection tool to incorporate the new performance measures. The program performance report has been tailored to collect retention and graduation rates by cohort and includes instructions on how to complete the cohort tables to reflect the most accurate information.

- *Work with Congress to explore the removal of statutory barriers to improve performance measurement during reauthorization.* The program statute limits collection of performance data to reports submitted 18 and 36 months after the institution receives the first grant payment. This provision is inconsistent with the Department's common practice of obtaining annual data to measure program performance. This requirement limits the availability of performance information and complicates its presentation. The Department will continue to work with congressional staff on needed program changes as appropriate.

- *Use the findings of an upcoming Department study on child care services at institutions of higher education to better estimate the need for Federal support and avoid lapsing additional CCAMPIS funding.* The Department has defined the study details and the contract was awarded in September 2005. The Department is monitoring progress of the study that is now in the data collection phase. The study results are expected to be available in 2008.

Teacher quality enhancement
  (Higher Education Act of 1965, Title II, Part A)

FY 2008 Authorization ($000s): 0[1]

Budget Authority ($000s):

	2007	2008	Change
	$59,895	0	-$59,895

[1] The Higher Education Act expires June 30, 2007. This program is expected to be authorized in FY 2007 through appropriations language. The Administration is not proposing appropriations language for FY 2008, nor seeking reauthorizing legislation.

PROGRAM DESCRIPTION

The Teacher Quality Enhancement program is designed to improve the way our Nation recruits, prepares, licenses, and supports teachers by providing incentives, encouraging reforms, and leveraging local and State resources to ensure that current and future teachers have the necessary teaching skills and academic content knowledge to teach effectively. The following three types of grants are awarded on a competitive basis to States and partnerships:

State Grants — Grants to States are provided to improve the quality of the teaching force. States may use grant funds to hold institutions of higher education accountable for preparing competent teachers; reform teacher licensing and certification requirements; provide alternative methods of teacher preparation; provide alternative routes to State certification; develop mechanisms to ensure the effective recruitment and payment of highly qualified teachers; address the problem of social promotion; and award scholarships to prospective teachers. Competitive preference is provided to States that are likely to yield successful and sustained results in reforming State teacher licensure and certification requirements to improve teacher competency, holding institutions of higher education accountable for preparing competent teachers, and reducing the shortage of highly competent teachers.

Partnership Grants — Grants to partnerships that consist of at least one institution of higher education with a teacher training program, one school of arts and sciences, and one high-need local educational agency are provided to implement a wide-range of reforms and improvements in teacher preparation programs. Grant funds must be used to implement reforms to hold teacher preparation programs accountable for preparing highly competent teachers; providing high-quality clinical experience and interaction; and creating opportunities for professional development. Funds may also be used to prepare teachers to work with diverse student populations and involve parents; disseminate information on effective practices and coordinate with State activities; implement mechanisms to provide administrators with managerial and leadership skills; and award scholarships to prospective teachers.

HIGHER EDUCATION

Teacher quality enhancement

Recruitment Grants — Grant funds are used to award scholarships for the tuition, room, board, and other expenses needed to complete a teacher preparation program, provide support services to scholarship recipients, provide follow-up services to former scholarship recipients, and implement effective mechanisms to ensure that local educational agencies are able to effectively recruit highly qualified teachers. Scholarship recipients are required to teach in a high-need local educational agency for a period of time that is equal to the period of time for which they received scholarship assistance. If they do not, scholarship recipients are required to repay the proportion of their scholarship associated with the amount of their unmet service obligation, in addition to accrued interest and collection costs.

According to the authorizing statute, 45 percent of the funds are for State Grants, 45 percent of the funds are for Partnership Grants, and 10 percent of the funds are for Recruitment Grants. Because the level of demand for program funds has not matched this funding ratio, in fiscal years 2005 and 2006 Congress included appropriations language over-riding this ratio and allowing the Department to allocate funding according to demand. A similar override is expected for fiscal year 2007. States are eligible to receive State Grants and Recruitment Grants for up to 3 years each and partnerships are eligible to receive Partnership Grants and Recruitment Grants for up to 5 years each. States and partnerships are limited to receiving only one grant under each category and must match 50 percent of the grant amount in cash or in kind, except that partnerships may match 25 percent and 35 percent of the grant amount in the first and second years, respectively.

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$89,415
2004	88,888
2005	68,337
2006	59,895
2007	59,895

FY 2008 BUDGET REQUEST

For fiscal year 2008, the Administration requests no funding for the Teacher Quality Enhancement program. State and local entities may already use funds they receive under a number of other Department programs, including the Improving Teacher Quality State Grants program, the Transition to Teaching program, and the Teacher Incentive Fund, to carry out the kinds of activities supported through the Teacher Quality Enhancement program. The Administration believes that the resources previously used to support the Teacher Quality Enhancement program should be shifted to higher-priority programs and initiatives that have greater potential to be effective in improving teacher quality.

All of the activities allowable under the Teacher Quality Enhancement program can be carried out under other existing programs. For example, the Improving Teacher Quality State Grants program focuses on preparing, training, and recruiting high-quality teachers. Under that program, States may use funds to reform teacher and principal certification/licensing

requirements, support alternative routes to State certification, support teacher and principal recruitment and retention initiatives, and initiate innovative strategies to improve teacher quality.

Additionally, under that program, States are required to award subgrants, on a competitive basis, to partnerships that are structured similarly to the partnerships mandated under the Teacher Quality Enhancement program and consist of at least one institution of higher education, one high-need local educational agency, and one other entity. Partnerships may receive funds to support new teacher and principal recruitment and retention initiatives as well as to support a broad range of innovative initiatives to improve teacher quality, including teacher and principal mentoring, teacher testing, reforming tenure systems, merit pay, signing bonuses and other financial incentives, and pay differentiation initiatives. 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, among other things, encouraging the development and expansion of alternative routes to certification. The program provides funds to States, local educational authorities, and partnerships to support efforts to recruit, train, and place high-quality teachers in high-need schools and school districts. The Teacher Incentive Fund provides States and local educational authorities with resources to reward teachers for increasing student achievement or teaching in the most challenging schools and to employ performance-based compensation strategies for improving teacher quality. These three programs are better designed to provide the services previously funded by the Teacher Quality Enhancement program.

Spending on programs designed to improve teacher quality is expected to surpass $3.3 billion in fiscal year 2007 and the Administration is requesting more than $3.3 billion for activities relating to improving teacher quality in fiscal year 2008. The Administration's request to eliminate funding for the Teacher Quality Enhancement program would reduce duplication and ensure that Federal resources are focused on programs and strategies with greater potential to be effective.

PROGRAM OUTPUT MEASURES ($000s)

	2006	**2007**	**2008**
State Grants:			
Number of NCC awards	2	2	0
Average NCC award	$2,573	$2,641	0
Total NCC award funding	$5,145	$5,281	0
Total award funding	$5,145	$5,281 [1]	0
Total number of awards	2	2	0

[1] Assumes the continued application of appropriations language to override of the statutory requirement that 45 percent of program funds be used for State Grants, 45 percent for Partnership Grants, and 10 percent for Recruitment Grants.

Teacher quality enhancement

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
Partnership Grants:			
Number of NCC awards	30	30	0
Average NCC award	$1,176	$1,146	0
Total NCC award funding	$35,270	$34,390	0
Total award funding	$35,270	$34,390[1]	0
Total number of awards	30	30	0
Recruitment Grants:			
Number of new award	0	3	0
Average new award	0	$881	0
Total new award funding	0	$2,644	0
Number of NCC awards	20	20	0
Average NCC award	$974	$877	0
Total NCC award funding	$19,480	$17,530	0
Total award funding	$19,480	$20,220[1]	0
Total number of awards	20	23	0
Peer review of new award applications	0	$50	0
Total program funding	$59,895	$59,895	0
Total number of awards	52	55	0

[1] Assumes the continued application of appropriations language to override of the statutory requirement that 45 percent of program funds be used for State Grants, 45 percent for Partnership Grants, and 10 percent for Recruitment Grants.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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.

Goal: To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.

Objective: To improve the subject matter competency of new teachers.

HIGHER EDUCATION

Teacher quality enhancement

Measure: Percentage of pre-service teachers taking and passing subject matter competency tests as part of State licensure requirements.		
Year	Target	Actual
2003		94
2004		95
2005	95	96
2006	95	100
2007	96	

Assessment of progress: This performance measure only relates to the Teacher Quality Enhancement State program and data for this measure come from the national reporting system on the quality of teacher preparation that is mandated under Title II of the Higher Education Act. States report on a variety of categories of tests, as well as a single "summary rate" that reflects the total of the graduates' testing experience. The summary rate provides the data for this measure. Performance on this measure has been steadily improving and the program reached its performance target for the first time in 2004. In 2006, 100 percent of pre-service teachers passed subject matter competency tests as part of their State licensure requirements. In response to the requirements of the Elementary and Secondary Education Act that all teachers be highly qualified, which in many States includes passing subject matter competency tests, many States and teacher preparation programs have adjusted their graduation requirements to include passing such tests. As a result, the high performance on this measure in 2006 may be more a reflection of changes in practices than of improving program performance. The Department is currently considering whether adjustments to the performance measure may be necessary in light of this issue.

Objective: To increase the number of pre-service teachers that leave teacher preparation programs adequately prepared to teach.

Measure: The percentage of program completers who are highly qualified teachers.		
Year	Target	Actual
2005		95
2006	95	97
2007	95	

Assessment of progress: This performance measure only relates to the Teacher Quality Enhancement Partnership program and is the percentage of program completers who are highly qualified teachers, using the definition of a highly qualified teacher that is contained in Title IX, Section 9101 of the Elementary and Secondary Education Act (ESEA). According to this definition, a highly qualified program completer is a graduate of a teacher preparation program with a bachelor's degree, subject area competence established through testing, and certification from State licensing authorities. The definition of program completion allows for a reasonable period of time for graduates to pass certification examinations. Data for this measure are collected through the revised annual performance reports. The 2005 data established the baseline against which future performance can be assessed. While the program appears to have exceeded the target for 2006, the actual data reported is incomplete. There have been data problems on a certain number of the grantee performance reports and, as a result, data regarding program completers have not been included from these reports. Steps have been

taken to improve the quality of data received so as to allow the data from all Partnership grants to be utilized in the performance measures.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as the graduation of a highly qualified teacher (according to the ESEA definition) from an institution of higher education that receives funds under the Teacher Quality Enhancement Partnership program. This measure was created in response to the recommendations that came out of the PART process. The measure ties in with the Partnership program's performance measure and data for both come from the annual performance reports.

Measure: Cost per program completer.	
Year	**Actual**
2005	$4,728
2006	$4,427

The efficiency measure is calculated by dividing the total funding provided to Partnership program grantees in each year by the number of highly qualified teacher candidates graduating from grantee postsecondary institutions in the same year. However, there have been data problems on a certain number of the grantee performance reports and, as a result, funding amounts and numbers of program completers have not been included from these reports. The Department is working with grantees to improve the quality of data received to allow the data from all Partnership grants to be utilized in the efficiency measure. In the meantime, the measure has been calculated on the basis of partial data. For example, in 2005, the measure was calculated using reports from 13 of the 30 grantees. These 13 grants accounted for $15.1 million of the $34.5 million awarded to Partnership grantees that year. These grantees reported 3,195 program completers certified as highly qualified teachers resulting in an efficiency measure of $4,728. For 2006, 6,406 program completers were certified as highly qualified teachers and grant funding totaled $28.4 million, for an efficiency measure of $4,427.

The Department is in the process of using the efficiency measure data, along with other performance information, to produce a program performance report that includes a grantee-level analysis and expects the report to be complete during fiscal year 2007. The analysis will be used to establish targets. The efficiency measure, along with the grantee-level analysis, will provide program managers with performance information that can assist in identifying grantees that are performing at different levels and could be used to focus technical assistance efforts where they can be most effective and highlight best practices. There may also be opportunities to utilize efficiency measure data to compare the relative efficiency of the Teacher Quality Enhancement program to other programs that provide similar services.

Other Performance Information

A 4-year national evaluation of the Partnership program was initiated in fiscal year 2001. The evaluation examined implementation of the Partnership grants. The evaluation found that the grantees had formed meaningful partnerships in which collaboration was pervasive and sustained and enjoyed support at both the staff and leadership levels, and that the partnerships were targeting high need schools and school districts. Moreover, the evaluation found that the

Teacher quality enhancement

Partnerships had substantive impacts on teacher preparation programs, noting particularly the impact the grant had on improving the alignment of course work with State standards and in increasing the amount of field experience that pre-service teachers were exposed to. The research also noted positive changes in the supervision of student teachers and the fact that many of the Partnerships followed the Professional Development School reform model, where education faculty are in residence at schools where their students are doing their student teaching. These are all attributes that previous research has found to be associated with improvements in teacher quality. Overall, the research found that the implementation of Partnership grants was largely in line with the legislative expectations for the program.

Follow-Up on PART Findings and Recommendations

The Teacher Quality Enhancement program was assessed using the PART in 2003 and received a Results Not Demonstrated rating. This rating was based on the fact that data are not yet available to evaluate the effectiveness of the program.

The PART assessment also noted several significant deficiencies that limit the program's effectiveness:

- The authorizing statute mandates that program funds be divided between the State, Partnership, and Recruitment programs according to a 45:45:10 ratio. This ratio does not reflect the demand for program funds and it has resulted in funds being lapsed in previous years. Beginning in fiscal year 2005, the funding ratio has been overridden, thus allowing the Department to allocate funding according to the level of demand.

- Under the State program, States and eligible territories can only receive one grant. At this time, 52 States and territories have received funding under the program and, as there have already been five competitions for the program, it is not clear whether the remaining eligible entities are interested in receiving funding under the program.

- The authorizing statute does not provide resources for evaluation. As a result, funding available from the funds set aside for GPRA Data/HEA Program Evaluation activities has been inadequate to provide for any evaluations of the State and Recruitment programs, although an evaluation of the Partnership program has been conducted.

- The program provides inadequate support for alternative certification programs.

- The authorizing statute creates redundancies within the program; all of the activities of the Recruitment program can be carried out under the State and Partnership programs.

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

- *Develop and implement a strategy for making program performance data accessible to the public in a transparent way.* The Department has conducted a grantee-level analysis of the program's performance data and a performance report will be posted to the Department's website later in 2007. In addition, an issue brief of the evaluation of the partnership grants, along with a link to the evaluation report itself, is available on the Department's website.

HIGHER EDUCATION

Teacher quality enhancement

- *Develop the necessary long-term, annual and efficiency measures and begin collection of baseline data to set ambitious targets to achieve improved performance.* The Department has created the necessary long-term, annual and efficiency measures and has collected at least two years of data for each measure. Targets have been established for the annual and long-term performance measures. Targets for the efficiency measure will be created later in 2007 on the basis of grantee-level analysis.

- *Review and revise program managers' performance agreements to ensure that managers are held accountable for achieving key program results.* Program managers' performance agreements were revised in early 2006 to ensure accountability for monitoring key program results.

- *Assess the results of the recently completed evaluation and utilize those findings to evaluate program performance and modify program management where appropriate.* The Department is currently studying the evaluation of the partnership grants and will use the results of the study, along with the grantee-level analysis, to identify program improvement opportunities.

GPRA data/HEA program evaluation
  (Department of Education Appropriations Act, 2006)[1]

FY 2008 Authorization ($000s): 0[2]

Budget Authority ($000s):

	2007	2008	Change
	$970	$970	0

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[1] Authorization for this program, contained in the Department of Education Appropriations Act of 2006, is extended by the 2007 Continuing Resolution.

[2] The program is expected to be authorized in FY 2007 by the 2007 Continuing Resolution. The Administration proposes to continue funding this program in FY 2008 through appropriations language.

PROGRAM DESCRIPTION

The GPRA Data/HEA Program Evaluation program, first funded in fiscal year 2000, enables the Department to obtain data needed to measure progress on performance measures and to carry out evaluations of performance for Higher Education Act (HEA) programs that do not have funds available for such activities. Funds for this program also support the State teacher quality accountability reports required by Title II of the HEA, for which data are collected and reported annually.

The Department makes a determination each year about the specific kinds of data that are needed to assess the performance of individual programs and gives priority to those that are most critical. In the last 5 years, the majority of funds have been used to help the Department collect data that would otherwise not be available to assess the short- and long-term impacts of programs, and, thereby, to meet the requirements of the Government Performance and Results Act (GPRA) and the Administration's Program Assessment Rating Tool (PART) process.

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$994
2004	988
2005	980
2006	970
2007	970

FY 2008 BUDGET REQUEST

The Administration requests level funding of $970,000 for GPRA Data/HEA Program Evaluation activities in fiscal year 2008. These funds are necessary to collect and analyze performance data and to conduct program evaluations for those higher education programs that lack funding set-asides to do so. Timely performance information is essential to comply with reporting

GPRA data/HEA program evaluation

requirements, assess program effectiveness, make program improvements, and inform budgetary decisions. Additionally, these funds are necessary to continue collecting data for the State teacher quality accountability reports required by Title II of the HEA.

Over the last 3 years, the Department has used GPRA Data/HEA Program Evaluation funds to support several new studies. In fiscal year 2004, the Department launched a crosscutting Graduate Fellowships study that is examining performance outcomes for the Javits Fellowships, Graduate Assistance in Areas of National Need, Foreign Language and Area Studies Fellowships, and Doctoral Dissertation Research Abroad programs. The Department expects to release the results of this study in fiscal year 2007. Fiscal year 2004 funds also were allocated to conduct data analysis for the Aid for Institutional Development and Developing Hispanic-serving Institutions programs and to collect data for the State teacher quality accountability reports.

Fiscal year 2005 funds were used to begin two new studies. One study is examining the financial health of Historically Black Colleges and Universities, Historically Black Graduate Institutions, Hispanic-serving Institutions, Tribally Controlled Colleges and Universities, Alaska Native and Native Hawaiian-serving Institutions, including Howard University and Gallaudet University. Since the programs that support these institutions are designed, in part, to improve their financial strength and stability, the crosscutting study is intended to examine whether that is occurring. The other study is examining the effectiveness of the Child Care Access Means Parents in School program. In addition, fiscal year 2005 funds provided continuing support for the Graduate Fellowships study and State teacher quality accountability reports.

Fiscal year 2006 funds have been used to complete work on these important studies, continue support for the State teacher quality accountability reports, and initiate a new study of the Academic Competitiveness and SMART grant programs, which will examine implementation and outcomes of these two new programs. As there is a focus on utilizing data as soon as it becomes available to inform program implementation and improvement, the study plans call for analyses of data on a flow basis as it becomes available.

Funds are requested for fiscal year 2008 to continue these studies and to continue funding the State teacher quality accountability reports. The Department also plans to begin additional data collection and program evaluation activities. Priority will be given to programs that have been unable to collect adequate baseline performance data and establish meaningful short- and long-term performance targets.

GPRA Data/HEA Program Evaluation funds are an important source of budget and performance integration activities. Continued funding will ensure that higher education programs continue to have access to the performance information necessary to comply with reporting requirements, assess program effectiveness, make program improvements, and inform budgetary decisions.

PROGRAM OUTPUT MEASURES ($000s)

	2006	**2007**	**2008**
State teacher quality accountability report	$250	$250	$250
Academic competitiveness and SMART grants study	275	250	370
Minority institution financial health study	99	0	0
CCAMPIS study	171	220	0
Graduate fellowships study	175	0	0
Other studies	0	250	350
Total program funding	$970	$970	$970

PROGRAM PERFORMANCE INFORMATION

Since fiscal year 2000, GPRA Data/HEA Program Evaluation program funds have been used for data collection, analysis, or evaluation studies for 15 of the 20 programs authorized under HEA that do not have statutory authority to use program funds for such activities. These activities have played an important role in reporting performance data, making program improvements, informing budgetary decisions, and conducting PART assessments.

In addition, this program supports the State teacher quality accountability reporting system. This system gathers data from all 50 states, the District of Columbia, Puerto Rico, Guam and the Virgin Islands on such topics as the completion rates for traditional and alternative route teacher preparation programs, State teacher assessments and certifications, and use of waivers or emergency licenses. These data are then reported to Congress and the Nation through the Secretary's annual report on teacher quality and provide critical data on both the progress toward the Nation's goal of a highly qualified teacher in every classroom, and the areas where further improvements are needed.

Underground railroad program
  (Higher Education Amendments of 1998, Title VIII, Part H)

FY 2008 Authorization ($000s): 0[1]

Budget Authority ($000s):

	2007	2008	Change
	$1,977	0	-$1,977

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  [1] The GEPA extension expired September 30, 2004. This program is expected to be authorized in FY 2007 through appropriations language. The Administration is not proposing appropriations language for FY 2008, nor seeking reauthorizing legislation.

PROGRAM DESCRIPTION

The Underground Railroad program provides discretionary grants to one or more non-profit educational organizations that are established to research, display, interpret, and collect artifacts relating to the history of the Underground Railroad. These grants are used to establish facilities that house, display, and interpret artifacts, and to make the interpretive efforts available to institutions of higher education.

Organizations receiving funds must demonstrate substantial private support through a public-private partnership, create an endowment fund that provides for the ongoing operations of the facility, and establish a network of satellite centers throughout the United States to help disseminate information regarding the Underground Railroad. Also, organizations must submit, for each fiscal year for which the organization receives funding, a report to the Department containing a description, plan, and evaluation of the programs and activities supported by the funding and the audited financial statement of the organization for the preceding year.

Funding levels for the past 5 fiscal years were:

	($000s)
2003	$2,235
2004	2,222
2005	2,204
2006	1,980
2007	1,977

FY 2008 BUDGET REQUEST

The Administration requests no funding for the Underground Railroad program for fiscal year 2008. Support for the Underground Railroad program was not intended to be a permanent Federal responsibility. Federal funds provided in prior fiscal years were sufficient to enable program grantees to make substantial progress in establishing websites that display and interpret artifacts relating to the history of the Underground Railroad, securing private support

through public-private partnerships, creating endowment funds to support ongoing operations, and electronically linking Underground Railroad websites throughout the United States.

PROGRAM OUTPUT MEASURES ($000s)

	2006	2007	2008
Number of new awards	3	4	0
Average new award	$659	$494	0
Total program funding	$1,977	$1,975	0
Peer review of new award applications	$3	$2	0
Total award funding	$1,980	$1,977	0

PROGRAM PERFORMANCE INFORMATION

The Department has developed a new measure for the Underground Railroad program—the percentage of Underground Railroad projects sustained beyond Federal funding—and is in the process of establishing targets. Data for this measure will be derived from program performance reports submitted after the end of the grant period. Data are expected to be available February 2007 for some grantees.

Grants made in prior fiscal years have succeeded in spreading the story of the Underground Railroad to the American people. One grantee, the National Underground Railroad Freedom Center (NURFC), located on the banks of the Ohio River in downtown Cincinnati, Ohio, opened in August 2004. The NURFC has made considerable progress (regionally and nationally) in increasing understanding and awareness of the Underground Railroad. The grantee has expanded Underground Railroad sites to 60 locations and will increase that number as a result of revisions to the network hardware for the Freedom Station Program; published a quarterly newsletter; added a library that has one of the largest collections in the world on slavery and slavery resistance; organized and led numerous meetings nationally with various organizations to advance appreciation of the Underground Railroad through increased collaborative programs and activities; and continued work on network software development to produce tutorials and other activities that use technology to promote awareness of the Underground Railroad. Between fiscal years 1999 and 2006, the NURFC received over 62 percent, or just under $10 million, of the $15.9 million appropriated in the history of the Underground Railroad program.

During the year 2005, the Freedom Center's first summer camp—Summer Freedom Journeys UGRR Camp—served nearly 5,000 youth during the months of July and August 2005; the Family Search Genealogy Center served more than 1,000 family research visitors each month and provided Saturday genealogy workshops for the public; more than 67,000 school children toured the Freedom Center by the end of June 2005; two new Freedom Stations were

Underground railroad program

confirmed—they include the California African-American Museum and the West Charter Historical Society; four Teacher Institutes were successfully launched; "Race Divides the Seminoles" Web Quest was completed and made available online and "The North Star: Harriet Tubman" website was completed; and the Freedom Center unveiled its first "Race Relations in Cincinnati Report."

Another grantee—the Underground Railroad Research Institute at Georgetown College—has successfully completed many educational and preservation projects. The grantee designed college course loads each semester on Underground Railroad history, preservation, and research; distributed a Quarterly Newsletter to over 700 members on its mailing list; established a Network Partners Program with over 15 Underground Railroad sites around the country; created an Underground Railroad website with links to various programs around the country; created and conducted Underground Railroad tours for students from 5th grade through college level to various underground railroad locations from South Carolina to Canada; conducted three Underground Railroad summits for over 500 people, each conference containing a "how to" section to teach research techniques and resources for teachers and community researchers; assisted in the on-going task of researching facts necessary to create heritage trails in Kentucky, Indiana, Wisconsin, Maryland, and New York; and sponsored research in various Kentucky, Tennessee, and Mississippi counties on escaped slave newspaper ads.

Still another grantee—the New York Historical Society—supports a major exhibition that deals comprehensively with the largely unexplored topic of slavery in New York and its many ramifications: social, political, and economic. A vital element is the history of the Underground Railroad. The New York Historical Society's production "Slavery in New York" opened on October 7, 2005, to much critical acclaim. It includes two major exhibits, public programs, walking tours, educational materials, and programs for school, college and adult learners. Significant emphasis is given to the display and interpretation of artifacts related to the Underground Railroad and its antecedents in New York, including the New York Manumission Society and the Vigilance Committee of New York.

Advancing America through foreign language partnerships
  (Proposed FY 2008 appropriations language)

FY 2008 Authorization ($000s): 0[1]

Budget Authority ($000s):

	2007	2008	Change
	0	$24,000	+$24,000

[1] The Department proposes to authorize funding for this program through FY 2008 appropriations language.

PROGRAM DESCRIPTION

This new program would award grants to institutions of higher education for partnerships with school districts to create programs of study in grades K-16 in critical need languages. The program would address the urgent and growing need across disciplines to increase the number of Americans with professional levels of competency in languages critical to national security.

The Advancing America Through Foreign Language Partnerships program is part of a multi-agency effort. Under the direction of the President, the Departments of Education, Defense, and State and the Office of the Director of National Intelligence have proposed to implement a comprehensive national plan to expand foreign language education beginning in early childhood and continuing throughout formal schooling and into the workforce. The National Security Language Initiative (NSLI) is built around three broad goals to address weaknesses in our teaching and learning of foreign languages, especially critical need languages. Critical need languages are defined as foreign languages considered most critical for national security. The NSLI goals are to:

- Expand the number of Americans mastering critical need languages and start at a younger age.

- Increase the number of advanced-level speakers of foreign languages, with an emphasis on critical need languages.

- Increase the number of critical need language teachers and the resources available to them.

The Advancing America Through Foreign Language Partnerships program would operate following the model created under the National Flagship Language Initiative (NFLI) adopted and authorized as part of the Intelligence Authorization Act for Fiscal Year 2003 (P.L. 107-306) and developed under the auspices of the National Security Education Program (NSEP).

The NFLI represents a major partnership between the Federal Government and the higher education community to implement a national system of programs designed to produce advanced language competency in languages critical to the national security. NFLI programs have been developed at several U.S. institutions of higher education for advanced language training in Arabic, Korean, Mandarin Chinese, Persian, and Russian. Each program is designed

Advancing America through foreign language partnerships

to train participants to reach "professional working proficiency" in a target language, as measured by the Federal Interagency Language Roundtable (ILR) Level 3 and/or the American Council on the Teaching of Foreign Languages (ACTFL) "Superior" Level. Students trained at this level are capable of reading the most sophisticated texts, understanding formal as well as colloquial and dialectal speech, and speaking with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

The objectives of NFLI are to:

- Establish centers for the teaching of critical languages to the superior level and beyond;

- Develop and test curricula, institutional, and instructional models for advanced language learning;

- Stimulate institutional support and long-term commitment to reforming language learning; and

- Improve national capacity in critical languages.

In September 2005, the Department of Defense (DOD) and the NSEP's National Flagship Language Initiative started a pilot K-16 Chinese program to develop a model for a fully articulated program of language study linking the NSEP National Flagship Language universities with local school districts for language learning from the elementary grades into high school and into advanced Chinese at the university level. Consistent with all NFLI programs, the final outcome of the K-16 Chinese program is expected to be students with a superior level 3 proficiency in Chinese. The K-16 pipeline model envisions a long-term strategy that would rapidly replicate and expand the number of programs across the United States.

The Advancing America Through Foreign Language Partnerships program would provide discretionary grants of up to 5 years in duration to institutions of higher education. The program would require demonstration of commitment on the part of the institution of higher education and its partners in the K-12 sector to ensure long-term success of the project. The program also would require significant commitment on the part of institutions involved in the project to cost share. Funds would be used to support activities such as: staff and faculty development, development of programs, recruitment capabilities, and scholarship and study abroad opportunities.

FY 2008 BUDGET REQUEST

The Administration requests $24 million in fiscal year 2008 for the Advancing America Through Foreign Language Partnerships program to establish fully articulated language programs of study in languages critical to U.S. national security through grants to institutions of higher education for partnerships with school districts for language learning from kindergarten through high school and into advanced language learning at the postsecondary level. This program is part of the President's multi-agency National Security Language Initiative.

HIGHER EDUCATION

Advancing America through foreign language partnerships

The Administration seeks to expand on the DOD's pilot K-16 Mandarin Chinese program by awarding an additional 24 grants to institutions of higher education for partnerships with school districts for programs of language study in a variety of languages critical to national security. In September 2005, the University of Oregon's Center for Applied Second Language Studies (CASLS) and the Portland Public School district became joint recipients of a NSEP grant to oversee a K-16 Chinese immersion program. This unique program is the first in the Nation and will serve as a national model.

The attacks of September 11, 2001, called the Nation's attention again to the need for skilled professionals with competency in languages critical to U.S. national security. The Advancing America Through Foreign Language Partnerships program seeks to establish language programs across the United States. These language programs, coupled with directed and targeted fellowships for individual students, would produce significant numbers of graduates, many of whom would be candidates for employment with agencies and offices of the Federal Government, across a broad range of disciplines with advanced levels of proficiency in languages critical to the national security. The Advancing America Through Foreign Language Partnerships program would focus on critical languages such as: Arabic, Chinese, Japanese, Korean, Russian, as well as Indic, Iranian, and Turkic language families.

The Advancing America Through Foreign Language Partnerships program is intended to complement, not duplicate, other Federal programs that provide support for foreign language and areas studies education, such as those authorized under Title VI of the HEA, the Fulbright-Hays Act, Title V-Part D of the Elementary and Secondary Education Act (ESEA), and other legislation. The Administration is proposing that the Department undertake the expansion of this program because the goals of the program fit within the Department's mission and the program complements other Department activities relating to the teaching and learning of foreign languages. These programs include the HEA Title VI programs that are the Federal Government's primary effort to develop and maintain a national infrastructure to produce expertise in foreign languages, area studies, and other international studies, including international business. The objectives of this proposal relating to establishing fully articulated K-16 programs that produce college students who achieve a superior level of proficiency cannot be accomplished through HEA's Title VI or the Department's Foreign Language Assistance program (FLAP) authorized under Title V of the ESEA. FLAP is focused on improving the quality of foreign language instruction in elementary and secondary schools. Institutions of higher education are not eligible to apply for funding under the FLAP program. Moreover, FLAP is not an appropriate vehicle for establishing the kind of partnerships needed between school districts and institutions of higher education to ensure a sequential and articulated curriculum and consistent goals and continual progress toward the required outcomes at all educational levels, including the postsecondary level.

PROGRAM OUTPUT MEASURES ($000s)

	2008
Number of new awards	24
Average new award	$1,000
Total new award funding	$24,000

HIGHER EDUCATION

Byrd Honors Scholarships

State or Other Area	2006 Actual	2007 Estimate	2008 Estimate	Change from 2007 Estimate
Alabama	604,500	592,500	0	-592,500
Alaska	105,000	102,000	0	-102,000
Arizona	807,000	837,000	0	-837,000
Arkansas	370,500	364,500	0	-364,500
California	5,127,000	5,241,000	0	-5,241,000
Colorado	615,000	628,500	0	-628,500
Connecticut	465,000	466,500	0	-466,500
Delaware	108,000	105,000	0	-105,000
District of Columbia	60,000	60,000	0	-60,000
Florida	2,139,000	2,203,500	0	-2,203,500
Georgia	1,221,000	1,248,000	0	-1,248,000
Hawaii	157,500	156,000	0	-156,000
Idaho	201,000	201,000	0	-201,000
Illinois	1,747,500	1,750,500	0	-1,750,500
Indiana	874,500	876,000	0	-876,000
Iowa	381,000	366,000	0	-366,000
Kansas	376,500	363,000	0	-363,000
Kentucky	540,000	531,000	0	-531,000
Louisiana	636,000	616,500	0	-616,500
Maine	163,500	156,000	0	-156,000
Maryland	756,000	763,500	0	-763,500
Massachusetts	813,000	793,500	0	-793,500
Michigan	1,410,000	1,399,500	0	-1,399,500
Minnesota	688,500	667,500	0	-667,500
Mississippi	411,000	400,500	0	-400,500
Missouri	771,000	748,500	0	-748,500
Montana	121,500	112,500	0	-112,500
Nebraska	238,500	231,000	0	-231,000
Nevada	312,000	334,500	0	-334,500
New Hampshire	174,000	172,500	0	-172,500
New Jersey	1,167,000	1,180,500	0	-1,180,500
New Mexico	274,500	265,500	0	-265,500
New York	2,473,500	2,463,000	0	-2,463,000
North Carolina	1,116,000	1,146,000	0	-1,146,000
North Dakota	82,500	75,000	0	-75,000
Ohio	1,548,000	1,515,000	0	-1,515,000
Oklahoma	472,500	454,500	0	-454,500
Oregon	466,500	466,500	0	-466,500
Pennsylvania	1,585,500	1,563,000	0	-1,563,000
Rhode Island	136,500	135,000	0	-135,000
South Carolina	556,500	556,500	0	-556,500
South Dakota	108,000	102,000	0	-102,000
Tennessee	754,500	750,000	0	-750,000
Texas	3,306,000	3,328,500	0	-3,328,500
Utah	382,500	379,500	0	-379,500
Vermont	79,500	75,000	0	-75,000
Virginia	975,000	979,500	0	-979,500
Washington	825,000	814,500	0	-814,500
West Virginia	216,000	210,000	0	-210,000
Wisconsin	741,000	714,000	0	-714,000
Wyoming	67,500	63,000	0	-63,000
American Samoa	60,000	60,000	0	-60,000
Guam	60,000	60,000	0	-60,000
Northern Mariana Islands	60,000	60,000	0	-60,000
Puerto Rico	585,000	577,500	0	-577,500
Virgin Islands	60,000	60,000	0	-60,000
Freely Associated States	36,000	48,000	0	-48,000
Indian set-aside	0	0	0	0
Other (non-State allocations)	0	0	0	0
Total	40,590,000	40,590,000	0	-40,590,000