Performance Details

Performance Details Overview

The Department presents the key measures and results for each of the strategic goals. The presentation for each strategic goal is followed by a summary chart providing an overview of the results for the goal's key measures along with any Program Assessment Rating Tool results.

Key Measures

For each strategic goal, the Department has selected key program measures centered on the desired outcomes. The chapter for each goal provides specific details about the performance progress for each key measure.

How to Read This Report

Each chapter presents a description of the goal and objectives. The discussion of each objective includes a table that describes the key measures, indicates the actual performance and summarizes the results. The following explanation describes the information that is presented for key measures.

Explanation of Documentation for Key Measures

Table. Provides trend data including the latest reported data.

Source. Provides bibliographic information.

Analysis of Progress. Provides insights into the Department's progress, including explanations for unmet targets and actions being taken or planned.

Data Quality and Timeliness. Incorporates information such as the universe included in the measure; definitions; the way data were collected, calculated and reviewed; data strengths and limitations; and plans for improved data quality.

Target Context. Explains the rationale for targets, especially where anomalies exist.

Additional Information. Provides relevant background or other pertinent information about a particular measure.

Not all measures will include all data fields described above.

Program Assessment Rating Tool Analysis

The Program Assessment Rating Tool (PART) was developed and implemented by the Office of Management and Budget as a standardized process for determining program effectiveness in a consistent way across government agencies. Programs are assessed and receive scores on a scale of 0 to 100 in each of four weighted sections: program purpose and design (weighted 20 percent), strategic planning (10 percent), program management (20 percent) and program results and accountability (50 percent). Weighted scores are combined and translated into one of four ratings: *Effective, Moderately Effective, Adequate and Ineffective*. A rating of *Results Not Demonstrated* is given if the program does not have agreed-upon performance measures or lacks performance data against an established target. For detailed information about the results of the

Department's PARTed programs, please visit
http://www.whitehouse.gov/omb/expectmore/agency/018.html.

Programs

Each program that has measures under the *Government Performance and Results Act of 1993* supports at least one of our strategic goals. In applicable goal chapters, a table provides a summary of each program's performance results over four years and FY 2008 budget and expenditures.

Methodology for Program Performance Summary

In keeping with the *Government Performance and Results Act of 1993,* the Department has established program-specific annual plans with measures and targets for the majority of the grant and loan programs, and has provided the corresponding program performance reports in conjunction with the publication of the annual *Performance and Accountability Report.* Since 2002, program performance plans and reports have been published on the Department's Web site at http://www.ed.gov/about/reports/annual/index.html?src=pn.

In the Program Performance Summary tables that are part of each goal chapter of this *FY 2008 Performance and Accountability Report,* we provide an overview of the performance results on the program measures for each of the past four years from FY 2005 through FY 2008. For each year, the Department assesses performance on the measures that were established for that year in a program's published plan, and provides the percentage of measures whose targets were *Met or Exceeded*, the percentage of targets *Not Met* but showing improvement over prior years, the percentage whose measure targets were *Not Met* and the percentage of measures that lack data.

The percentages with no data may include measures for which the Department was unable to collect data and/or measures with pending data. In some cases, the target was defined as the establishment of a baseline. In the case of these measures, if data were collected and a baseline established, then that measure was considered *Met*. If the Department was unable to collect the data to establish the baseline, that measure was counted as having *No Data*.

The tables also identify, by shading, those programs that did not have a performance plan for a particular year from FY 2005 through FY 2008. The table includes the PART assessment rating for each program.

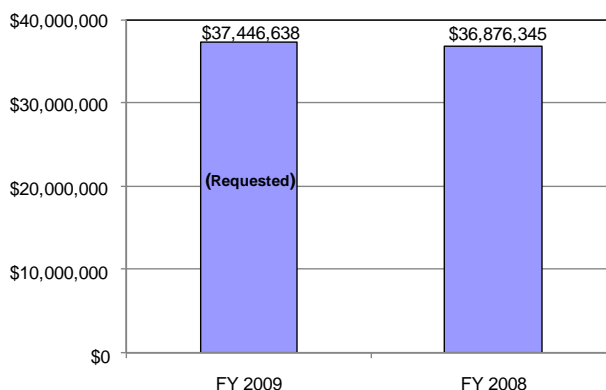The full individual program performance reports for FY 2008 are available at
http://www.whitehouse.gov/omb/part/index.html.

GOAL 1: Improve Student Achievement, With a Focus on Bringing All Students to Grade Level in Reading and Mathematics by 2014
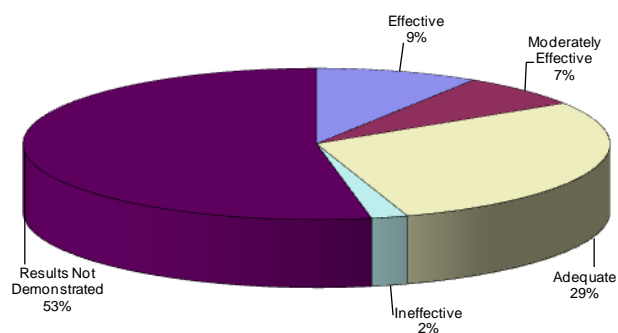
Overview

Strategic Objectives:

- Improve student achievement in reading

- Improve student achievement in mathematics

- Improve teacher quality

- Promote safe, disciplined and drug-free learning environments

- Increase information and options for parents

- Increase high school completion rate

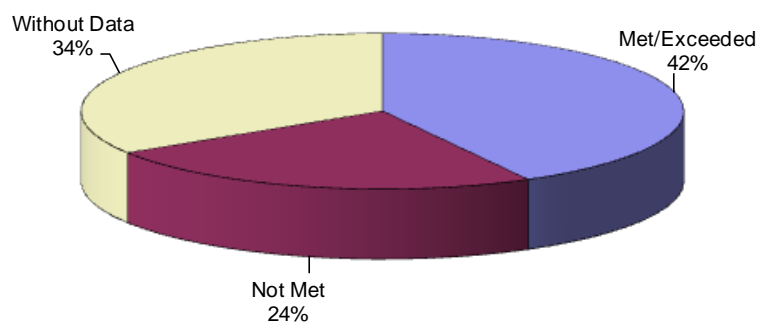- Transform education into an evidence-based field

Goal 1 Resources
($ in thousands)

FY 2009: $37,446,638 (Requested)
FY 2008: $36,876,345

Goal 1 PART Ratings by Program

- Effective 9%
- Moderately Effective 7%
- Adequate 29%
- Ineffective 2%
- Results Not Demonstrated 53%

Goal 1 FY 2007 Percent of Targets

- Without Data 34%
- Met/Exceeded 42%
- Not Met 24%

Note: Each year the Department analyzes the percentage of program performance targets that were met or exceeded, not met but improved over time, not met, or for which data are not yet available. Since the Department has a lag in the time data are received for the established targets, the FY 2007 target results are presented here. For more information on *PART Ratings by Programs* and *Percent of Targets Met and Not Met,* see *Program Performance Summary* at the end of this goal.

Key Measures

Improving student proficiency and closing the achievement gap are the cornerstones of the Department's work. In FY 2008, the Department identified 37 key measures to report our progress. Results on these key measures are shown below. See page 46 for an explanation of the documentation fields for the key measures. To provide context for data presented in Goal 1, student demographic are provided.

Figure 3. Student Demographics (public school students by race and ethnicity and special populations, school year 2005-2006)

Student Demographics

- White 55.9%
- Black 16.9%
- Asian/Pacific Islander 4.5%
- American Indian/Alaska Native 1.2.4%
- Hispanic 20.5%
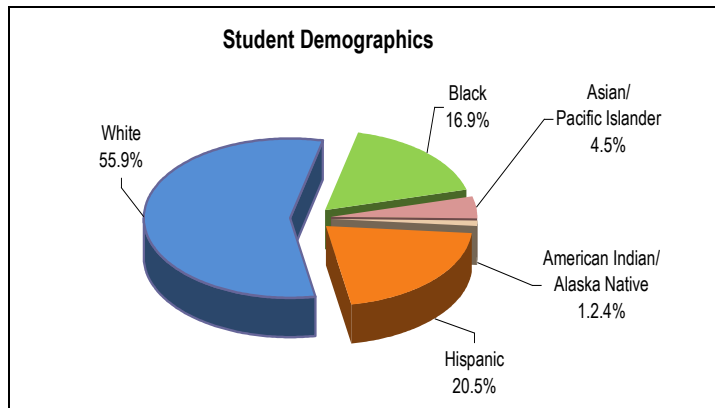
	United States
Total Students	49,676,964
Low-Income Students	40.9%
Limited English Proficient	8.5%
Students with Disabilities	13.6%

* Demographic breakdowns do not add to 100 percent due to rounding

Source: National Center for Education Statistics (NCES), Common Core of Data, 2005–06 School Year

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Strategic Goal 1, Objective 1: Improve student achievement in reading

Research shows that students who fail to read well by the fourth grade have a greater likelihood of dropping out of school and encountering diminished life opportunities compared with other students. Providing consistent support for reading success from the earliest age has critically important benefits. The largest national reading initiative, Reading First, supports local efforts by providing formula grants to states, which then award competitive grants to high-need districts.

These grants are designed to enhance the reading skills of children in grades K-3 through the use of instructional materials, diagnostic assessments and professional development based on scientifically-based reading research. Under the Early Reading First program, funds are awarded through competitive grants to districts to provide early childhood literacy instruction based on scientifically-based reading research. Additional federal support for reading instruction goes to states through the large formula grants for disadvantaged

students (Title I Grants to Local Educational Agencies) and for special education (Special Education Grants to States). Additional support is provided by career and technical education (Career and Technical Education State Grants) and programs under Title III.

Figure 4. NAEP Reading Achievement for 2006–2007 (Public School Students)

	% of 4th Graders *Basic*	% of 4th Graders *Proficient*	% of 8th Graders *Basic*	% of 8th Graders *Proficient*
All	66%	32%	73%	29%
White	77%	42%	83%	38%
Black	46%	14%	54%	12%
Hispanic	49%	17%	57%	14%

Source: 2007 National Assessment of Educational Progress (NAEP) Data

Measures for Objective 1	2005		2006		2007		2008	
Percentage of students who achieve proficiency on state reading assessments:	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.1.A. All students (89a0pg)			*	68.3	72.3	70.2	76.2	Sept. 2009
1.1.B. Low-income students (89a0pj)			*	55.3	60.9	57.4	66.5	Sept. 2009
Students from major racial and ethnic groups: **1.1.C.** American Indian/Alaska Native (89a0pm)			*	60.1	65.1	62.4	70.1	Sept. 2009
1.1.D. African-American (89a0ps)			*	55.5	61.1	58.4	66.6	Sept. 2009
1.1.E. Hispanic (89a0pv)			*	52.0	58.0	54.3	64.0	Sept. 2009
1.1.F. Students with disabilities (89a0q3)			*	38.7	51.8	41.5	50.0	Sept. 2009
1.1.G. Limited English proficient students (89a0q4)			*	39.8	47.3	38.8	54.9	Sept. 2009

* New measure in 2007. 2006 actual data are reported as baseline for 2007 and 2008 targets

Source: Consolidated State Performance Reports

Analysis of Progress. For the measures in Objective 1, the targets were not met, but improved over prior years for FY 2007, except for a decline in actual result for measure 1.1.G.

Data Quality and Timeliness. The Consolidated State Performance Report (CSPR) is submitted annually to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to integrate state, local and federal programs in planning and service delivery. Data for 2008 expected in September 2009.

Target Context. The goal is for 100 percent of all students to achieve proficiency on state reading assessments by 2014. The baselines are the actual results in 2006. Starting in 2007 and ending in 2014, there are eight years to close the gap between the 2006 baseline and the 2014 ultimate goal of 100 percent. Therefore, targets for 2007 and 2008 were calculated by: (1) subtracting the baseline percentage from 100 percent to determine the gap that must be closed; (2) then dividing that gap by 8 to determine the annual improvement that would be needed if the gap were to be closed in a linear fashion; and (3) adding that annual increment to the 2006 baseline to arrive at the

2007 target; and (4) increasing the 2007 target by another annual incremental improvement to arrive at the 2008 target.

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Measures for Objective 1	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.1.H. Percentage of career and technical education "concentrators" who are proficient in reading (89a0q5)					*	N/A	61**	May 2009

* New measure in 2007 ** Targets based on performance targets the Department has negotiated with states.
N/A = Not Available

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

Analysis of Progress. Unable to assess.

Data Quality and Timeliness. Data for 2008 are expected in May 2009.

Target Context. This measure replaces a former measure related to the percentage of vocational concentrators meeting state-established academic standards. *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) guidance prescribes the measures that a state must use to measure career and technical education students' attainment of challenging academic content standards and student achievement standards. Perkins IV requires a state to use its academic assessments (i.e., the state's reading/language arts tests) implemented under section 1111(b)(3) of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act* to measure career and technical education students' attainment of the state standards. Moreover, a state must report the number or percent of career and technical education students who score at the proficient level or above on the state's assessments in reading/language arts administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

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

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Strategic Goal 1, Objective 2: Improve student achievement in mathematics

American students' performance on international mathematics assessments provides a compelling rationale for intensive, targeted initiatives designed to strengthen the mathematics skills of our students. Results from the 2003 Program for International Student Assessment suggest that American high school students continue to lag behind students in other countries in mathematics. The gap in mathematics learning between American students and students in other countries is widening. A second survey will be conducted in 2012.

To raise the number of highly qualified teachers in mathematics and science, and to increase the number of students reaching proficiency in these subjects, school districts use

federal resources from the Mathematics and Science Partnership program. The program connects science, technology, engineering and mathematics university faculty with educators from high-need school districts to improve science and mathematics learning. The results from a descriptive analysis of successful applications to the program indicate that this partnership program is on track in meeting its goals.

Highlights of the FY 2005 descriptive analysis show that almost 98 percent of the partnership projects focus on developing math and science content knowledge in teachers. Over 56,000 teachers across the country worked with over 3,000 higher education faculty members in intensive professional development opportunities affecting almost 1.2 million students.

Sixty-five percent of these projects offered intensive summer institutes, most with significant follow-up during the school year, totaling on average 123 hours of professional development per teacher in a year. Another 34 percent of the projects offered intensive professional development in formats other than summer institutes, and with these individual teachers received on average 83 hours of professional development in a year. In mathematics, 71 percent of teachers made significant gains in their content knowledge as measured on pre- and post-test assessments.

Among projects with student achievement data, there was on average a 7 percent increase in achievement scores from one year to the next in classrooms with teachers who participated in the Mathematics and Science Partnership professional development. The preliminary evaluation pointed to one potential problem area for many of the projects: the quality of project evaluation plans. In response to this finding, the Department enlisted the Coalition for Evidence-Based Policy to produce "How to Solicit Rigorous Evaluations of Mathematics and Science Partnerships Projects" for state coordinators of the programs.

Figure 5. NAEP Math Achievement for 2006–2007 (Public School Students)

	% of 4th Graders *Basic*	% of 4th Graders *Proficient*	% of 8th Graders *Basic*	% of 8th Graders *Proficient*
All	81%	39%	66%	32%
White	91%	51%	77%	42%
Black	63%	15%	46%	14%
Hispanic	69%	22%	49%	17%

Source: 2007 National Assessment of Educational Progress (NAEP) Data

Measures for Objective 2	2005		2006		2007		2008	
Percentage of students who achieve proficiency on state math assessments:	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.2.A. All students (89a0q9)			*	65.0	69.4	68.0	73.8	Sept. 2009
1.2.B. Low-income students (89a0qa)			*	52.3	58.3	55.9	64.2	Sept. 2009
Students from major racial and ethnic groups:								
1.2.C. American Indian/ Alaskan Native (89a0qb)			*	53.2	59.1	56.8	64.9	Sept. 2009
1.2.D. African-American (89a0qd)			*	48.8	55.2	52.9	61.6	Sept. 2009
1.2.E. Hispanic (89a0qe)			*	51.8	57.8	54.8	63.9	Sept. 2009
1.2.F. Students with disabilities (89a0qg)			*	37.8	52.2	41.9	53.4	Sept. 2009
1.2.G. Limited English proficient students (89a0qh)			*	43.3	50.4	44.7	57.5	Sept. 2009

* New measure in 2007. 2006 actual data are reported as baseline for 2007 and 2008 targets

Source: Consolidated State Performance Reports

Analysis of Progress. For the measures in Objective 2, the targets were not met, but improved over prior years for FY 2007.

Data Quality and Timeliness. The Consolidated State Performance Report (CSPR) is submitted annually to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to encourage the integration of state, local and federal programs in planning and service delivery. Measures were not in place for 2006; data for 2008 are expected in September 2009.

Target Context. The goal is for 100 percent of all students to achieve proficiency on state mathematics assessments by 2014. The baselines are the actual results in 2006. Starting 2007 and ending in 2014, there are eight years to close the gap between the 2006 baseline and the 2014 ultimate goal of 100 percent. Therefore, targets for 2007 and 2008 were calculated by: (1) subtracting the baseline percentage from 100 percent to determine the gap that must be closed; (2) then dividing that gap by 8 to determine the annual improvement that would be needed if the gap were to be closed in a straight-line fashion; (3) adding that annual increment to the 2006 baseline to arrive at the 2007 target; and (4) increasing the 2007 target by another annual incremental improvement to arrive at the 2008 target.

Measures for Objective 2	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.2.H. Percentage of career and technical education "concentrators" who are proficient in mathematics (89a0qi)					*	N/A	54**	May 2009

* New measure in 2007. ** Targets based on performance targets the Department has negotiated with states
N/A = Not Available

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

Analysis of Progress. Unable to assess.

Data Quality and Timeliness. Data for 2008 are expected in May 2009.

Target Context. This measure replaces a former measure related to the percentage of vocational concentrators meeting state-established academic standards. *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) guidance prescribes the measures that a state must use to measure career and technical education students' attainment of challenging academic content standards and student achievement standards. Perkins IV requires a state to use its academic assessments (i.e., the state's mathematics tests) implemented under section 1111(b)(3) of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act* to measure career and technical education students' attainment of the state standards. Moreover, a state must report the number or percent of career and technical education students who score at the proficient level or above on the state's assessments in mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

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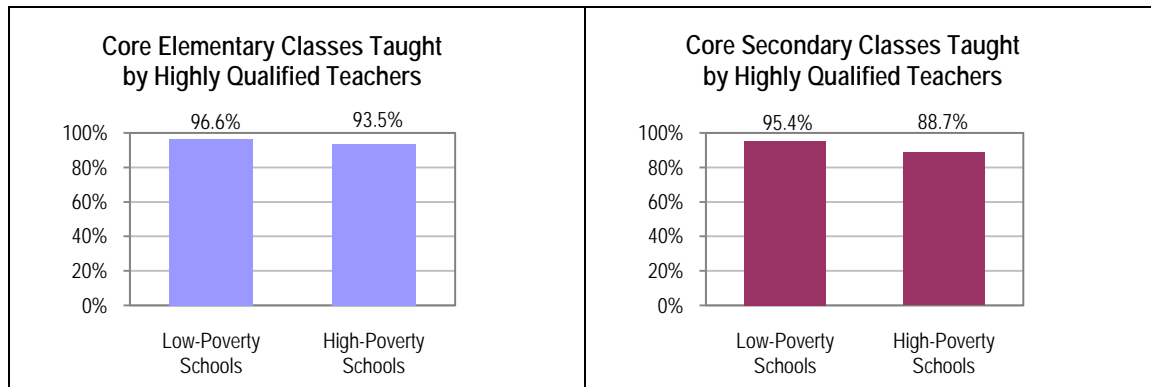

Strategic Goal 1, Objective 3: Improve teacher quality

No Child Left Behind requires that all core academic subject classes be taught by a teacher who is highly qualified. In order to be highly qualified, a teacher must have a bachelor's degree, have a valid state license or a certificate and have demonstrated competence in each subject he or she teaches. Special education teachers who provide instruction in core content areas must demonstrate subject competence, hold a bachelor's degree and hold a valid state certification in special education. The *Individuals with Disabilities Education Act* also requires all special educators to hold a bachelor's degree and meet full state certification in special education. Resources provided to states to meet highly qualified teacher requirements include some $3 billion from the Improving Teacher Quality State Grants program.

The Department continues to work with states and school districts to ensure that all teachers are highly qualified in core academic subjects and to ensure that poor and minority children are not taught more often than other students by unqualified or inexperienced teachers. While no states were able to meet the goal of having all core academic subject classes taught by a highly qualified teacher by the end of the 2006–07 school year, all states now have plans in place detailing their efforts in reaching this goal. Many local educational agencies continue to have difficulty recruiting and retaining highly qualified special education teachers and highly qualified secondary mathematics and science teachers. Some rural school districts also have difficulty attracting sufficient numbers of highly qualified teachers to staff their schools, particularly at the secondary level where many rural teachers must be prepared to teach multiple subjects.

Figures 6 and 7. Highly Qualified Teachers for 2006-2007 School Year

Core Elementary Classes Taught by Highly Qualified Teachers

96.6% — Low-Poverty Schools
93.5% — High-Poverty Schools

Core Secondary Classes Taught by Highly Qualified Teachers

95.4% — Low-Poverty Schools
88.7% — High-Poverty Schools

Source: Consolidated State Performance Reports, 2006–07

Measures for Objective 3 Percentage of class type taught by highly qualified teachers:	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target **	Actual	Target **	Actual
1.3.A. Total core academic classes (89a0qk)	*	91.0	*	92.0	100	94.0	100	March 2009
1.3.B. Total core elementary classes (1182)	90.0	93.0	95.0	94.0	100	95.9	100	Sept. 2009
1.3.C. Core elementary classes in high-poverty schools (899zv)	*	89.5	*	90.4	100	93.5	100	Sept. 2009
1.3.D. Core elementary classes in low-poverty schools (899zx)	*	95.0	*	95.8	100	96.6	100	Sept. 2009
1.3.E. Total core secondary classes (1183)	85.0	89.0	92.0	90.9	100	93.0	100	Sept. 2009
1.3.F. Core secondary classes in high-poverty schools (899zw)	*	84.4	*	85.7	100	88.7	100	Sept. 2009
1.3.G. Core secondary classes in low-poverty schools (899zy)	*	91.8	*	93.8	100	95.4	100	Sept. 2009

* New measure in 2006. ** Targets set in 2007-2012 strategic plan

Source: Consolidated State Performance Reports

Analysis of Progress. Target not met but improved over prior years.

Data Quality and Timeliness. The Consolidated State Performance Report (CSPR) is submitted annually to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to encourage the integration of state, local and federal programs in planning and service delivery. For 1.3.A: Data for 2008 are expected in March 2009; 1.3.B-G: Data for 2008 are expected in September 2009.

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Strategic Goal 1, Objective 4: Promote safe, disciplined and drug-free learning environments

For FY 2008, the Department designated three key measures to track performance for this objective. The data for these measures provide information from a nationally representative sample of students in grades 9-12 on three important topics related to safe, disciplined and drug-free learning environments – possession of weapons at school, perception of school safety and availability of illegal drugs at school or on school property.

Drug use, violence and crime remain serious problems for school-age youth. Students cannot learn to the high standards required by *No Child Left Behind* in schools when they feel unsafe or are engaged in drug use. Generally, rates of marijuana and alcohol use by high school students have declined since 1999. While students experience fewer violent incidents at school than in their communities, national indicators of school safety have steadied in recent years after showing improvement between the early 1990s and 2003.

Despite these generally positive trends, the year was marred by some significant instances of violence on our nation's college campuses and elementary and secondary schools, including the shooting deaths of six and injuries to 18 others at Northern Illinois University. In response to this incident, and the tragedy at Virginia Polytechnic Institute and State University in 2007, for the first time the Department awarded grants to higher education institutions in 2008 to help them plan for, respond to, and recover from traumatic events that disrupt the campus learning environment. The FY 2008 cohort of grantees includes 17 institutions in 13 States. The Department also sought and received authority to expand its successful Project School Emergency Response to Violence (Project SERV) initiative to include institutions of higher education (IHEs) as potential beneficiaries, and awarded a Project SERV grant to Northern Illinois University to support efforts to restore its learning environment following the February 2008 shootings. The Department awarded seven Project SERV grants to local educational agencies in FY 2008 to help schools restore the learning environment following school shootings, school bus accidents and student homicides, and awarded a Project SERV grant to Montgomery County Public Schools in Virginia to help address the needs of the K-12 student community following the shootings at Virginia Tech.

Additionally, the Department is modifying its publication *Practical Information on Crisis Planning: A Guide for Schools and Communities* to address the unique challenges that colleges and universities face in preparing for and responding to crises. The Department will be working with the United States Secret Service and the Federal Bureau of Investigation under a memorandum of understanding to examine instances of targeted violence on college campuses to determine how threat assessment and other procedures recommended for elementary and secondary schools may be applied, with modifications as needed, to address the needs of IHEs.

The Department and the Secret Service disseminated a recently completed study on "bystanders." The study provides insight into why persons who know about school shootings do not come forward with that information. For details, go to: www.secretservice.gov/ntac/bystander_study.pdf

The Department also provided grants to promote safe, disciplined and drug-free schools using a range of strategies and approaches. About 700 new and continuation grant awards were made under the Safe Schools/Healthy Students Initiative, Mentoring Programs, Elementary and Secondary School Counseling Program, Grants to Reduce Alcohol Abuse, Partnerships in Character Education, Grants to Integrate Schools and Mental Health Systems and Student Drug Testing grants.

| Measures for Objective 4	2001		2003		2005		2007	
Percentage of students in grades 9 through 12 who:	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.4.A. Carried a weapon (such as a knife, gun, or club) on school property one or more times during the past 30 days (1467)			N/A	6.0	5.0	7.0	5.0	5.9
1.4.B. Missed one or more days of school during the past 30 days because they felt unsafe at school, or on their way to and from school (89a0qm)					6.0	6.0	5.0	5.5
1.4.C. Were offered, given, or sold an illegal drug by someone on school property in the past year (1463)			N/A	29.0	28.0	25.4	27.0	22.3

N/A = Not Available

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

Analysis of Progress. For FY 2007, target not met but improved over prior years for measures 1.4.a and 1.4.b. Target exceeded for 1.4.c.

Data Quality and Timeliness. Data are from the Youth Risk Behavior Surveillance System (YRBSS), a data collection supported by the Centers for Disease Control and Prevention, U.S. Department of Health and Human Services. The survey monitors six categories of priority health risk behaviors among youth, including violence and alcohol and other drug use. Data reported for these measures come from the YRBSS National Survey; data for this survey are collected in odd years and reported in the following even year. Details about the methods used to select the sample and other issues are available at: http://www.cdc.gov/HealthyYouth/yrbs/pdf/yrbss07_mmwr.pdf.

Target Context. Lower percentages indicate improvement on these measures. Based on a biennial survey; data gathered only in odd-numbered years.
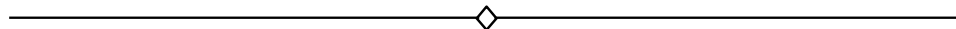
Strategic Goal 1, Objective 5: Increase information and options for parents

Parents of public school children who attend a Title I school that has been determined by the state to be in need of improvement have choices under the provisions of *No Child Left Behind.* They may send their child to another public school in the district and, if the school's status remains "in need of improvement" for more than one year, low-income families whose children remain in the school may enroll their children in supplemental educational services (e.g., free tutoring). Parents' options within the public school system have also increased with the growing numbers of charter schools that create alternatives to the traditional public school.

New evidence shows that more families are choosing charter schools to meet the educational needs of their children. According to data gathered by the National Alliance of Public Charter Schools, more families are making choices about what school to attend. More than 1.26 million students nationwide were enrolled in charter schools as of May 2008.

Department data collected from the Center for Education Reform indicate that the number of charter schools in operation around the nation increased from 3,997 in September 2006 to 4,128 in April 2008. To help inform parents and charter school developers, the Department created a listserv so interested individuals can automatically receive notification of relevant charter school information at: http://www.ed.gov/programs/charter/csplist.html.

In addition, in FY 2008, the Charter School Program gave competitive preference to states that include projects supporting activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging state academic standards and not completing high school.

Regarding supplemental educational services, the number of students nationwide receiving services grew from 245,267 in school year 2003–04 to 529,627 by school year 2006–07, resulting in a participation rate of 14.5 percent of eligible students. As of September 2008, state lists posted online included 3,264 approved supplemental educational services providers.

In a study conducted on behalf of the Department by the RAND Corporation, in five out of the seven large urban districts in which there were sufficient numbers of students to analyze the effects, students participating in supplemental educational services showed statistically significant positive effects in both reading and mathematics achievement.

To increase participation in supplemental educational services, the Secretary, in a 2006 letter to all chief state school officers, directed states to help their districts become fully compliant with supplemental educational services through monitoring and the provision of technical assistance. The Secretary has granted certain states and districts flexibility in implementing supplemental educational services through pilot projects.

Additionally, the Department has assigned to the Comprehensive Center on Innovation and Improvement the task of providing technical assistance to regional centers and states for supplemental educational services, including assistance to states with approval, monitoring and evaluation of providers, and to improve state and district outreach to parents.

Figure 8. Options for Parents, School Year 2006-2007

	# of Eligible Students Nationally	# of Eligible Students Participating Nationally	% of Eligible Students Participating Nationally
Supplemental Educational Services	3,645,665	529,627	14.5%
Public School Choice	5,450,081	119,988	2.2%

Source: Consolidated State Performance Reports, 2006-07

Measures for Objective 5	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.5.A. Percentage of eligible students exercising choice (89a0qo)			*	1.2	*	2.2	2.4	Dec. 2008

* New measure in 2006. Target set for FY 2008.

Source: Consolidated State Performance Reports

Analysis of Progress. Target set based on FY 2007 actual.

Data Quality and Timeliness. The Consolidated State Performance Report (CSPR) is submitted annually by each state to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to encourage the integration of state, local and federal programs in planning and service delivery. Data for 2008 are expected in December 2008.

Target Context. The 2006 actual serves as the baseline. The 2008 target is baseline times two.

Measures for Objective 5	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.5.B. Percentage of eligible students participating in supplemental educational services (89a0qp)			N/A	14	15.4*	14.5	16.8	Sept. 2009

*The 2007 target set by the Strategic Plan. N/A = Not Available.

Source: Consolidated State Performance Reports

Analysis of Progress. Target not met but improved over prior years.

Data Quality and Timeliness. The Consolidated State Performance Report (CSPR) is submitted annually by each state to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to encourage the integration of state, local and federal programs in planning and service delivery. Data for 2008 are expected in September 2009.

Target Context. The 2006 actual serves as the baseline. The target for 2007 is the baseline times 1.1 (1.1 x 2006 actual). The target for 2008 is the baseline times 1.2 (1.2 x 2006 actual).

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Measures for Objective 5	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.5.C. Number of charter schools in operation (89a0qq)	3,300	3,344	3,600	3,997	3,900	4,046	4,290	Dec. 2008

Source: Consolidated State Performance Reports

Analysis of Progress. Target exceeded.

Data Quality and Timeliness. The Consolidated State Performance Report (CSPR) is submitted annually by each state to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to encourage the integration of state, local and federal programs in planning and service delivery. Data for 2008 are expected in December 2008.
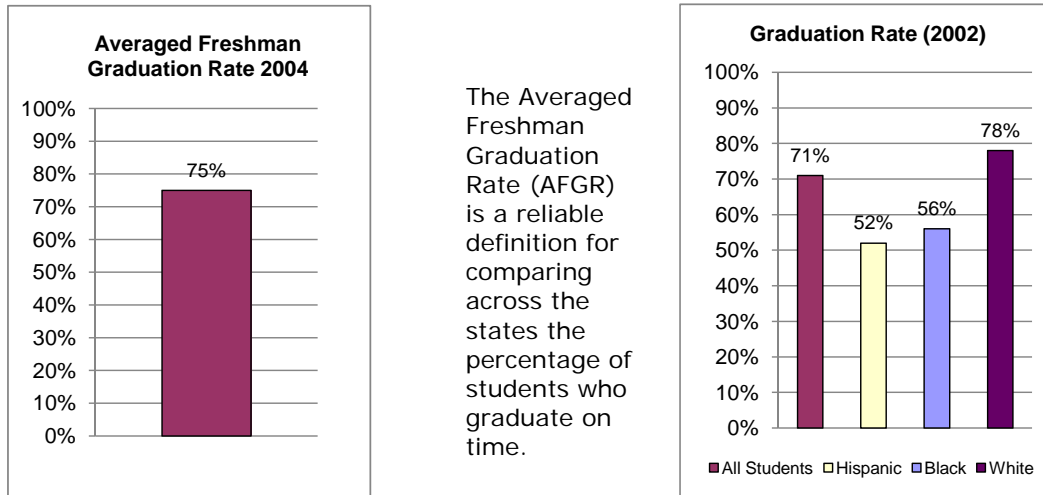
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Strategic Goal 1, Objective 6: Increase high school completion rate

There is a consensus on the need for high school reform among governors, business leaders, for-profit and nonprofit leaders and the Department. This reform must start with an honest calculation of graduation rates. Accurate graduation rates are crucial to meeting the requirements of *No Child Left Behind*. States are required to use high school graduation rate as one indicator for measuring a high school's progress.

One of the major impediments to accurately calculating high school graduation rates is the lack of a comprehensive data collection system that tracks students over time. Until states have the capacity to collect these data, the Department has committed to publishing two sets of state graduation rates: state-reported rates and standardized rates prepared by the Department.

Additional effort to reform our nation's high schools is evident in the Department's initiative to support formula grants to state educational agencies that reserve a portion of the funds for the development of additional reading/language arts and mathematics assessments as part of their state assessment systems. Funds also were granted competitively to local educational agencies to implement targeted interventions in high-need secondary schools to increase student achievement and narrow achievement gaps.

Figure 9. Preparing America's Students for Success

Averaged Freshman Graduation Rate 2004

75%

The Averaged Freshman Graduation Rate (AFGR) is a reliable definition for comparing across the states the percentage of students who graduate on time.

Graduation Rate (2002)

71%   52%   56%   78%

■ All Students □ Hispanic ■ Black ■ White

Source: National Center for Education Statistics (NCES)   Source: Manhattan Institute, Jay Greene, 2005

Measures for Objective 6 Percentage of 18–24-year-olds who have completed high school:	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.6.A. Total (89a0qt)	86.8	87.6	87.6	87.8	87.3	July 2009	87.4	July 2010
1.6.B. African-American (89a0qu)	83.4	85.9	83.4	84.8	85.3	July 2009	85.5	July 2010
1.6.C. Hispanics (89a0qv)	69.8	70.2	70.2	70.9	70.1	July 2009	70.3	July 2010

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey

Analysis of Progress. Exceeded target in FY 2006. FY 2007 unable to assess.

Data Quality and Timeliness. The *Strategic Plan for Fiscal Years 2007-2012* included measures developed in 2006. Targets for 2004/2005 (2005) were based on school year 2003-2004 data. The 2005-2006 (2006) data were released in July 2008. Data for the 2006-2007 school year (column "2007" in this table) are not expected to be available for release until July 2009; data for the 2007-2008 school year (column "2008" in the table) are not expected for release until July 2010.

Target Context. As of July 2005, 12 states used a graduation rate definition referred to as the cohort definition, which tracks students from when they enter high school to when they leave. Other states used measures based on annually reported aggregate data that did not follow the progress of individual students over time. Thirty-two of these states estimated graduation rates by dividing the number of graduates in a given year by the number of graduates plus estimates of dropouts over the preceding 4 years. This rate has been referred to as the leaver rate. The remaining states used other measures to fulfill this reporting requirement. Because of the lack of comparability in the different approaches taken to reporting on-time graduation rates, and because of limitations in the leaver rate for measuring on-time graduation, the Department publishes a rate designed to estimate on-time graduation for all states using a common data source, the Common Core of Data, produced by the National Center for Education Statistics. That rate, technically referred to as the Averaged Freshman Graduation Rate, uses aggregate data to estimate the number of first-time 9th graders in

the fall 4 years prior to the graduation year being reported and divides that into the number of diplomas awarded in the reporting year.

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Measures for Objective 6	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.6.D. Averaged freshman graduation rate (89a0qy)	74.3	74.4	74.3	73.4	75.2	July 2009	76.6	July 2010

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, State Non-fiscal Survey of Public Elementary/Secondary Education

Analysis of Progress. For FY 2007, unable to assess. Target not met for FY 2006.

Data Quality and Timeliness. The *Strategic Plan for Fiscal Years 2007-2012,* published in May 2007, included measures developed in 2006. Targets for 2004-2005 (2005) were based on school year 2003-2004 data. The 2005-2006 (2006) data were released in July 2008. Data for the 2006-2007 school year (column "2007" in this table) are not expected to be available for release until July 2009; data for the 2007-2008 school year (column "2008" in the table) are not expected for release until July 2010.

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Strategic Goal 1, Objective 7: Transform education into an evidence-based field

In 1999, the National Research Council concluded that, "the complex world of education—unlike defense, health care, or industrial production—does not rest on a strong research base. In no other field are personal experience and ideology so frequently relied on to make policy choices, and in no other field is the research base so inadequate and little used" (*Improving Student Learning: A Strategic Plan for Education Research and Its Utilization,* 1999). The passage of *No Child Left Behind*, with its many references to scientifically based research, and the *Education Sciences Reform Act of 2002*, which established a new agency within the U.S. Department of Education to conduct and support scientifically valid research, signaled a commitment to transform education into an evidence-based field.

That new research agency, the Institute of Education Sciences (IES), has the primary responsibility for generating scientifically valid research on education and encouraging its use. It has established the What Works Clearinghouse as a principal mechanism for advancing evidence-based education. The Clearinghouse develops quality standards for research that purports to demonstrate that education programs are effective, and it applies those standards in disseminating findings from research to policymakers and practitioners.

Measures for Objective 7	2005		2006		2007		2008	
Number of Department-supported programs and practices with evidence of efficacy using WWC** standards:	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.7.A. Reading or writing (89a0nu)			*	3	6	6	11	11
1.7.B. Mathematics or science (89a0nv)			*	1	3	4	7	8
1.7.C. Teacher quality (89a0nw)			*	1	3	3	5	5

* New measure in 2006. **What Works Clearinghouse. The 2006 actual serves as the baseline.

Source: U.S. Department of Education, Institute of Education Sciences

Analysis of Progress. In FY 2008 1.7.a Target met, 1.7.b exceeded, 1.7.c met and in FY 2007, 1.7.a Target met, 1.7.b exceeded, 1.7.c met

Data Quality and Timeliness. Data self-reported by IES.

Target Context. The Department's measures for evaluating progress towards the goal of transforming education into an evidence-based field are tied to the Clearinghouse. The measures assess the productivity of IES's investments in producing scientifically valid research on teaching and instruction with respect to the core academic competencies of reading/writing and mathematics or science. The measure that is tracked is the number of programs and practices on these topics that have been developed with IES funding and that have been shown to be effective in raising student achievement under the research quality standards of the Clearinghouse. As shown by Clearinghouse reviews of existing research on program effectiveness in reading/writing and mathematics, few older studies meet the Clearinghouse quality standards. Thus the targets under this measure are ambitious and will, if met, result in a doubling, or more, of the existing base of research-proven programs and practices.

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Measures for Objective 7	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.7.D. Number of visits to the WWC** Web site (89a0r3)					*	482,000	530,000	531,162

* New measure in 2007. The 2007 actual serves as the baseline. **WWC = What Works Clearinghouse.

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

Analysis of Progress. FY 2008 target exceeded. FY 2007 target of setting baseline is met.

Data Quality and Timeliness. Data self-reported by IES.

Target Context. This measure is of utilization. It addresses the degree to which work that the Clearinghouse has identified as effective is being accessed. The Clearinghouse Web site is already heavily visited. The target calls for an annual 10 percent increase in visitors. Targets are based on the number of grants awarded in the subject areas and the maturation of the grants. The numbers are cumulative.

Goal 1: Improve Student Achievement

Program Performance Summary

Eighty two of our grant programs most directly support Goal 1. These programs are listed below. In the table, an overview is provided for the results of each program on its program performance measures. (See page 46 for the methodology of calculating the percentage of targets met, not met and without data.) Individual program performance reports are available at http://www.whitehouse.gov/omb/part/index.html. Appropriation and expenditure data for FY 2008 are included for each of these programs.

Program Name	PART Rating	Appropriations† FY 2008 ($ in mil.)	Expenditures‡ FY 2008 ($ in mil.)	Program Performance Results: Percent of Targets Met/Exceeded, *Not Met But Improved Over Prior Years, Not Met, Without Data												
				FY 2008				FY 2007			FY 2006			FY 2005		
				% Met/ Exc.	% Not Met But Improved	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data
21st Century Community Learning Centers (ESEA)	A	1,081	586	0	0	0	100	11	78	11	44	50	6	0	100	0
Academies for American History and Civics (ESEA)	NA	2	2	0	0	0	100	0	50	50						
Advanced Credentialing (ESEA)	NA	10	12	0	0	0	100	100	0	0	100	0	0	100	0	0
Alaska Native Education Equity (ESEA)	NA	33	35	0	0	0	100	0	100	0	33	67	0	100	0	0
Alcohol Abuse Reduction (ESEA)	NA	32	33	50	0	0	50	50	0	50	0	0	100			
American Printing House for the Blind (APEB)	RND	22	20	67	0	0	33	82	18	0	86	14	0	100	0	0
Arts in Education (ESEA)	NA	36	36	0	0	0	100	0	0	100	100	0	0	100	0	0
Character Education (ESEA)	NA	23	25	0	0	0	100									
Charter Schools Grants (ESEA)	A	211	233	12	0	0	88	25	0	75	33	0	67	50	50	0
Civic Education: Cooperative Education Exchange (ESEA)	NA	11	12													
Civic Education: We the People (ESEA)	NA	20	19	100	0	0	0	0	0	100				100	0	0
Comprehensive Centers (ESRA)	RND	57	61	25	0	0	75	100	0	0	25	0	75	Funded but no data yet		
Comprehensive School Reform (ESEA)	A	2	39	0	0	0	100	0	0	100	0	0	100	0	67	33
Credit Enhancement for Charter School Facilities (ESEA)	NA	0	30	0	0	0	100	100	0	0	100	0	0	100	0	0
Dropout Prevention Programs (ESEA)	NA	0	3													

Program Name	PART Rating	Appropriations† FY 2008 ($ in mil.)	Expenditures‡ FY 2008 ($ in mil.)	Program Performance Results: Percent of Targets Met/Exceeded, *Not Met But Improved Over Prior Years, Not Met, Without Data												
				FY 2008				FY 2007			FY 2006			FY 2005		
				% Met/ Exc.	% Not Met But Improved	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data
Early Childhood Educator Professional Development (ESEA)	NA	0	11	0	0	0	100	67	33	0	100	0	0	0	100	0
Early Reading First (ESEA)	ME	112	104	0	0	0	100	75	25	0	100	0	0	100	0	0
Education for Homeless Children and Youths (MVHAA)	A	64	66	0	0	0	100	40	60	0	100	0	0	100	0	0
Education for Native Hawaiians (ESEA)	NA	33	37	0	0	0	100	0	100	0	33	67	0	100	0	0
Educational Technology State Grants (ESEA)	RND	267	299	0	20	0	80	20	0	80	33	0	67	0	100	0
Elementary & Secondary School Counseling (ESEA)	NA	48	34	25	0	0	75	50	0	50	0	0	100			
English Language Acquisition (ESEA)	RND	700	616	8	0	0	92	29	71	0	71	29	0	100	0	0
Even Start (ESEA)	I	66	102	0	0	0	100	40	60	0	60	40	0	25	75	0
Exchanges with Historic Whaling & Trading Partners (ESEA)	NA	9	8	0	0	0	100	0	0	100	60	40	0	80	20	0
Foreign Language Assistance (ESEA)	NA	25	8	0	0	14	86									
Foundations for Learning (ESEA)	NA	1	1													
Fund for the Improvement of Education Programs of National Significance (ESEA)	NA	121	45													
Impact Aid Basic Support/Payments for Children with Disabilities (ESEA)	A	1,154	1,173	0	100	0	0	100	0	0	50	50	0			
Impact Aid Construction (ESEA)	A	18	9	33	33	0	34	67	0	33	0	100	0	0	100	0
Impact Aid Facilities Maintenance (ESEA)	NA	5	4													
Impact Aid Payments for Federal Property (ESEA)	RND	64	61	50	0	0	50	0	100	0	0	100	0			
Improving Teacher Quality State Grants (ESEA)	ME	2,935	3,041	0	0	0	100	0	86	14	33	67	0	100	0	0
Indian Education Grants to Local Educational Agencies (ESEA)	A	97	92	0	0	0	100	11	33	56	20	60	20	29	71	0
Indian Education National Activities (ESEA)	NA	4	3					0	0	100	0	0	100			
Javits Gifted and Talented (ESEA)	NA	7	11	0	0	0	100	67	33	0	33	0	67	100	0	0
Literacy through School Libraries (ESEA)	NA	19	19	0	0	0	100	0	0	100	100	0	0	0	50	50

Program Name	PART Rating	Appropriations† FY 2008 ($ in mil.)	Expenditures‡ FY 2008 ($ in mil.)	Program Performance Results: Percent of Targets Met/Exceeded, *Not Met But Improved Over Prior Years, Not Met, Without Data												
				FY 2008				FY 2007			FY 2006			FY 2005		
				% Met/Exc.	% Not Met But Improved	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data
Literacy Programs for Prisoners (NLA)	NA	0	3													
Magnet Schools Assistance (ESEA)	A	105	93	0	0	0	100	0	0	100	0	0	100	0	0	100
Mental Health Integration in Schools (ESEA)	NA	5	5													
Mentoring Program (ESEA)	RND	49	48	0	0	0	100	0	67	33				100	0	0
Migrant State Agency Program (ESEA)	A	380	378	0	0	0	100	62	8	30	92	8	0	92	8	0
National Assessment (ESRA)	E	98	89	0	0	0	100	100	0	0	(Off year for collection)			100	0	0
National Assessment Governing Board	NA	6	4													
National Writing Project (ESEA)	RND	24	21	0	0	0	100	0	0	100	0	0	100	0	0	100
Neglected and Delinquent State Agency Program (ESEA)	A	49	49	0	0	0	100	25	75	0	100	0	0	100	0	0
Parental Information and Resource Centers (ESEA)	RND	39	43	0	0	0	100									
Physical Education Program (ESEA)	RND	76	78	0	0	0	100	0	0	100				100	0	0
Reading First State Grants (ESEA)	E	393	1,004	0	0	0	100	88	0	12	100	0	0			
Ready-to-Learn Television (ESEA)	RND	24	29	100	0	0	0									
Ready to Teach (ESEA)	NA	11	12	100	0	0	0									
Regional Educational Laboratories (ESRA)	NA	66	63											0	0	100
Research in Special Education (ESRA)	RND	71	53	33	0	33	34	75	25	0	100	0	0			
Research, Development and Dissemination (ESRA)	E	160	236	100	0	0	0	45	33	22	71	29	0	80	20	0
Reading Is Fundamental/Inexpensive Book Distribution (ESEA)	NA	25	26	0	0	0	100	0	0	100	100	0	0	0	100	0
Rural Education (ESEA)	RND	172	169	12	0	0	88	12	0	88	0	100	0	67	33	0
Safe & Drug-Free Schools & Communities National Activities (ESEA)	NA	138	101	10	0	0	90	0	23	77	62	0	38	80	20	0
Safe & Drug-Free Schools & Communities State Grants (ESEA)	RND	295	386	100	0	0	0	45	33	22	0	0	100	71	29	0
School Improvement Grants (ESEA)	NA	491	9								0	0	100	33	67	0
School Leadership (ESEA)	NA	15	14	0	0	0	100	100	0	0	100	0	0			

Program Name	PART Rating	Appropriations† FY 2008 ($ in mil.)	Expenditures‡ FY 2008 ($ in mil.)	FY 2008				FY 2007			FY 2006			FY 2005		
				% Met/ Exc.	% Not Met But Impro-ved	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data
Special Education Grants for Infants and Families (IDEA)	RND	436	472	33	0	33	34	40	40	20	33	67	0	33	67	0
Special Education Grants to States (IDEA)	RND	10,948	11,164	0	0	0	100	33	58	9	75	0	25	60	40	0
Special Education Parent Information Centers (IDEA)	RND	27	26	0	0	0	100	100	0	0	100	0	0			
Special Education Personnel Preparation (IDEA)	RND	88	90	12	0	0	88	75	12	13	67	33	0	100	0	0
Special Education Preschool Grants (IDEA)	RND	374	387	8	8	0	84	33	67	0	50	50	0	0	100	0
Special Education State Personnel Grants (IDEA)	NA	23	48	0	0	0	100	100	0	0	100	0	0	/// (not funded)		
Special Education Technical Assistance and Dissemination (IDEA)	RND	48	51	17	0	0	83	33	33	34	33	0	67			
Special Education Technology and Media Services (IDEA)	RND	39	31	0	0	0	100	80	20	0	67	0	33	50	50	0
Special Education Studies and Evaluation	NA	9	8													
Special Olympics Education Programs	NA	12	1													
Special Programs for Indian Children (ESEA)	NA	19	19	0	0	0	100	0	0	100	29	0	71	0	0	100
Star Schools Program (ESEA)	NA	0	12	0	100	0	0	100	0	0						
State Assessments (ESEA)	A	409	424	0	0	0	100	0	0	100	100	0	0	67	33	0
State Grants for Incarcerated Youth Offenders (HEA)	NA	22	68	0	0	0	100	100	0	0	100	0	0	0	100	0
State Grants for Innovative Programs (ESEA)	RND	0	101	17	17	0	66	67	0	33	50	50	0	75	25	0
Statewide Data Systems (ESRA)	NA	48	28											/// (not funded)		
Statistics (ESRA)	E	88	85	0	0	0	100	60	40	0	33	67	0	0	0	0
Striving Readers (ESEA)	NA	35	31	0	0	0	100	100	0	0						
Supplemental Education Grants (CFAA)	NA	18	14											/// (not funded)		
Teacher Incentive Fund (ESEA)	NA	97	63	0	0	0	100									
Teacher Quality Enhancement (HEA)	RND	34	64	0	0	0	100	33	67	0	100	0	0	100	0	0

Program Name	PART Rating	Appro-pria-tions† FY 2008 ($ in mil.)	Expen-ditures‡ FY 2008 ($ in mil.)	Program Performance Results: Percent of Targets Met/Exceeded, *Not Met But Improved Over Prior Years, Not Met, Without Data												
				FY 2008				FY 2007			FY 2006			FY 2005		
				% Met/ Exc.	% Not Met But Impro-ved	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data
Aid for Elementary and Secondary Education (Hurricane Relief)	NA	0	160													
Teaching American History (ESEA)	RND	118	79	0	0	0	100									
Title I Evaluation (ESEA)	NA	9	13													
Title I Grants to Local Educational Agencies (ESEA)	ME	13,899	12,990	0	0	7	93	0	73	27	71	0	29			
Training and Advisory Services (CRA)	A	7	7	80	0	20	0	80	20	0	100	0	0			
Transition to Teaching (ESEA)	A	44	47	0	0	0	100	75	25	0	100	0	0	75	25	0
Troops-to-Teachers (ESEA)	A	15	15	0	0	0	100	33	33	34	67	33	0	100	0	0
Voluntary Public School Choice (ESEA)	NA	25	21	0	0	0	100	0	0	100	100	0	0	100	0	0
Women's Educational Equity (ESEA)	NA	2	2	0	0	0	100	100	0	0	100	0	0	0	0	100
TOTAL		36,876	^36,324													

† Budget for each program represents program budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2008 expenditures may include funds from prior years' appropriations.

* The "Not Met But Improved Over Prior Years" column is new for FY 2008.

☐ Shaded cell denotes that the program did not have targets for the specified year.

^Estimated accruals in the amount of $721 million are excluded from the FY 2008 expenditure.

APEB:	*Act to Promote the Education of the Blind*	
CFAA:	*Compact of Free Association Amendments Act of 2003*	
CRA:	*Civil Rights Act of 1964*	
ESEA:	*Elementary and Secondary Education Act of 1965*	
ESRA:	*Education Sciences Reform Act of 2002*	
HEA:	*Higher Education Act of 1965*	
IDEA:	*Individuals with Disabilities Education Act*	
NLA	*National Literacy Act of 1991*	
MVHAA:	*McKinney-Vento Homeless Assistance Act*	

PART Rating
E = Effective
ME = Moderately Effective
A = Adequate
I = Ineffective
RND = Results Not Demonstrated
NA = Program has not been assessed

GOAL 2: Increase the Academic Achievement of All High School Students
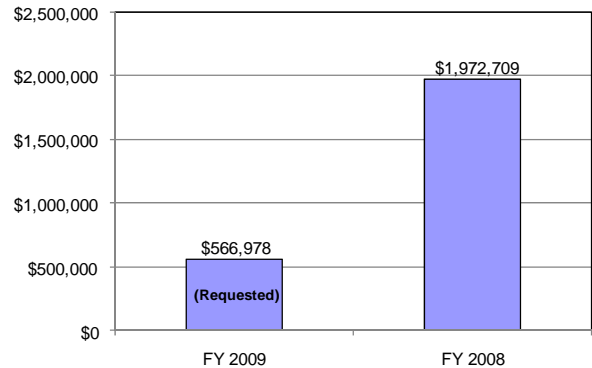
Overview

Strategic Objectives:

- Increase the proportion of high school students taking a rigorous curriculum

- Promote advanced proficiency in mathematics and science for all students

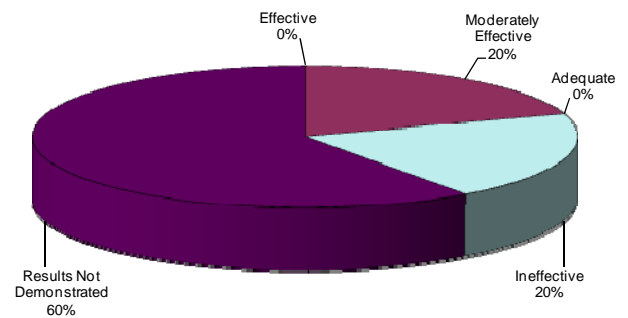- Increase proficiency in critical foreign languages

Note: The apparent drop in resources from FY 2007 to FY 2008, as shown by the Goal 2 resources chart, reflects the fact that program participation in the ACG/SMART grant program during the first 2 years has been significantly below initial estimates, resulting in large funding balances brought forward for possible use in future years. As part of the FY 2008 appropriation, Congress rescinded $525 million of this unused balance. Estimates indicate future funding will substantially exceed the amounts needed to support anticipated grant awards. Accordingly, as part of the FY 2009 budget the Administration proposed to permanently cancel $652 million in unneeded ACG/SMART grant balances in FY 2009. This would not affect the amount of grants awarded, but would eliminate funding that current estimates indicate will not be needed.

Note: Each year the Department analyzes the percentage of program performance targets that were met or exceeded, not met but improved over time, not met, or for which data are not yet available. Since the Department has a lag in the time data are received for the established targets, the FY 2007 target results are presented here. For more information on *PART Ratings by Programs* and *Percent of Targets Met and Not Met,* see *Program Performance Summary* at the end of this goal.

Goal 2 Resources
($ in thousands)

FY 2009 $566,978 (Requested)
FY 2008 $1,972,709

Goal 2 PART Ratings by Program

Effective 0%
Moderately Effective 20%
Adequate 0%
Ineffective 20%
Results Not Demonstrated 60%

Goal 2 FY 2007 Percent of Targets

Met/Exceeded 25%
Not Met 33%
Without Data 42%
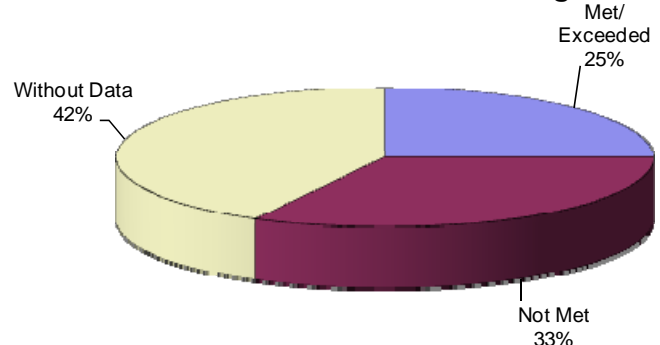
Key Measures

To better equip our students to compete in the global economy, the Department encourages states to adopt high school course work and programs of study that prepare all students for a postsecondary credential and facilitate a seamless transition from high school to college or the workforce.

The *2008 ACT College Readiness Report* presented results of the 2008 ACT scores. The Department uses ACT data to measure students' readiness for postsecondary education. The ACT is a national college admission and placement examination that assesses high school students' general educational development and their ability to complete college-level work. The ACT score results demonstrate the importance of taking challenging courses in preparation for success after high school. For the high school graduating class of 2008, in mathematics only about 43 percent of tested students overall were identified as ready for college level work and in science only 28 percent were ready for college-level work. According to the 2008 ACT report, only 1 percent of graduating seniors were planning to take a major college course of study in mathematics and only 5 percent were planning to major in biological and physical sciences.

Figure 10. Percentage of 2008 High School Graduating Class Meeting ACT College Readiness Benchmark Scores*
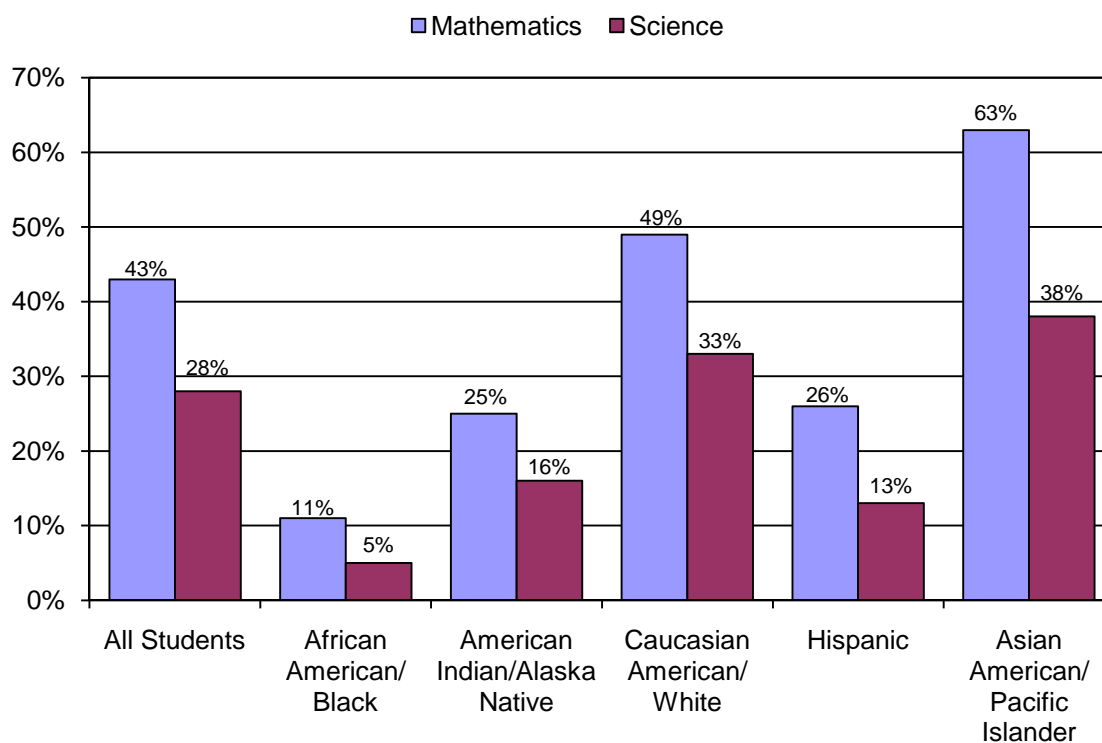
* Benchmark scores for mathematics and science were 22 and 24, respectively. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a grade of B or higher or about a 75% chance of obtaining a C or higher in the college course.

SOURCE: ACT, 2008 (http://www.act.org/news/data/08/benchmarks.html)

The Department funds the training of additional instructors of Advanced Placement (AP) and International Baccalaureate (IB) classes in mathematics, science, and critical-need foreign languages. The Department continues to support achievement in mathematics,

science, and critical-need foreign languages through incentives for teachers to teach advanced courses. Currently, 25 percent of first-time, full-time Pell Grant recipients nationally receive an Academic Competitiveness Grant. The Department has set a goal to double the number of students receiving Academic Competitiveness and National Science and Mathematics Access to Retain Talent (SMART) Grants by 2010-11.

With a strong emphasis on preparing high school students for success in postsecondary education and in the global economy, the Department has selected this goal to emphasize in its *Strategic Plan.* Goal 2 encompasses 11 key performance measures and includes programs in academic competitiveness and innovation and improvement through Advanced Placement and International Baccalaureate programs. Other programs represented under this goal include Mathematics and Science Partnerships and the Adjunct Teacher Corps. See page 46 for an explanation of the documentation fields for the key measures.

Strategic Goal 2, Objective 1: Increase the proportion of high school students taking a rigorous curriculum

The American Competitiveness Initiative is a comprehensive strategy to keep our nation the most innovative in the world. Its goal is to strengthen high schools and prepare students for college or the workforce. The Department is committed to expanding Advanced Placement (AP) and International Baccalaureate (IB) programs to increase teacher training in mathematics, science, and critical foreign languages; to increase the number of students taking AP and IB mathematics, science, and critical foreign language exams; and to triple the number of students passing AP-IB tests. Academic Competitiveness grants continue to provide financial incentives for students to take a rigorous course of study in high school and college. To qualify for Academic Competitiveness grants, students must complete rigorous coursework, maintain good grades, be U.S. citizens, be full time students, and be eligible for Federal Pell Grants.

Measures for Objective 1	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.1.A. Percentage of low-income students who qualify for Academic Competitiveness Grants (89a0r6)					*	35	42	April 2009

* New measure in 2007. The 2007 actual serves as the baseline.

Source: National Student Loan Data System via Common Origination and Disbursement system data.

Data Quality and Timeliness. Data for 2008 are expected in April 2009.

Target Context. We met our FY 2007 target of setting the baseline. FY 2007 was the first year of the Academic Competitiveness Grants (ACG) program. Targets were developed as follows: the numerator was determined through a review of Financial Student Aid records; the denominator was developed from high school graduation records for the 2004-05 and 2005-06 school years, with the estimates narrowed for low-income students by use of the 2003-04 National Postsecondary Student Aid Study (NPSAS) and state estimates of the proportion of students taking rigorous curricula. The target is a challenging goal for the program – a 20 percent increase in the proportion of qualified students given ACG grants.

Report Explanation. The definition of low income is the definition that has been established for Pell Grant recipients. Eligibility for ACG was limited to 2 high school graduating classes. This permitted the Department to isolate the eligible group against which to calculate the actual. However, going forward, the number of eligible high school graduating classes increases by 1 each year making a valid analysis impossible to calculate without data that will permit a more elaborate analysis of program data or from a survey such as NPSAS. NPSAS data will be available in early 2009 with program data available soon after. The target was set last year and again this year on a path to double recipients of ACG by 2011.

Additional Information. Academic Competitiveness Grants were funded through FY 2011.

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Measures for Objective 1	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.1.B. Number of Advanced Placement classes available nationwide (89a0r7)					*	Not collected	BL +10%	Not collected

* New measure in 2007, so no target. The 2007 actual will serve as the baseline.

BL = Baseline

Source: The College Board, Ledger of Authorized Advanced Placement Courses

Data Quality and Timeliness. Data for 2007 were not collected on this measure. The Ledger of Authorized Advanced Placement Courses was only initiated in 2007 and no data base has been developed from which to extract the data.

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For the public school graduating class of 2007, there were approximately 2.8 million high school graduates. Those graduates who took an AP exam at some point in high school numbered 698,182 or 24.9 percent – up 18.1 percent from 2002. The total number of AP exams taken by the class of 2007 across their entire high school years numbered 1,957,424. In 2007, 15,505 secondary schools located in the 50 states and the District of Columbia participated in the AP program. Of those, 12,241 were public schools, an increase of 204 schools over the previous year. See more detail at: (http://professionals.collegeboard.com/data-reports-research/ap/nation)

High schools serving students from low-income families tend to offer few, if any, Advanced Placement courses. The Department continues to support efforts to make AP courses available to students who now have limited access to these courses. Because low-income and minority students are underrepresented in AP classrooms, the Department targets Advanced Placement Incentive (API) grants to high-poverty high schools and works with states to promote the use of federal aid for AP exam fees by low-income and minority students. The Department is working to identify and disseminate information on promising practices for expanding the successful participation of low-income and minority students in AP courses.

Figure 11. The Class of 2007: Race/Ethnicity of AP Examinees vs. Graduating Seniors in U.S. Public Schools
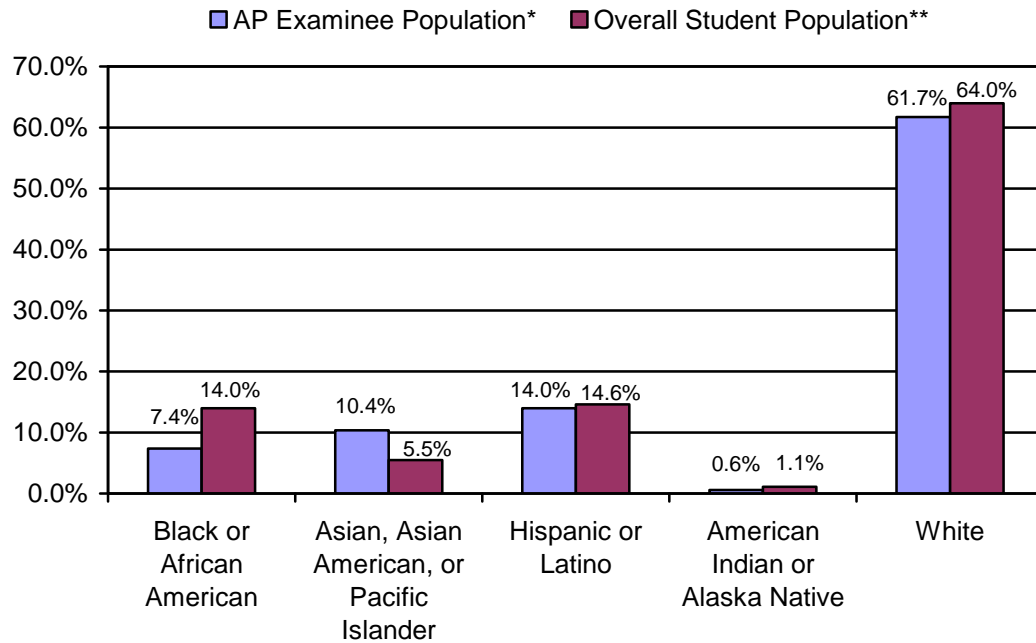
* These examinees include all public school students in the class of 2007 who took an AP Exam at any point in high school. Note: Because some AP Exam takers identify themselves as "Other" for ethnicity or do not provide ethnicity, the "AP Examinee Population" in this figure only represents 94.1 percent of the AP population.

** *Knocking at the College Door* (2003), Western Interstate Commission for Higher Education

Source: The College Board, 2008

Measures for Objective 1	2005		2006		2007		2008	
Number of Advanced Placement tests taken by public school students:	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.1.C. Total (89a0r8)	*	1,759,299	N/A	1,943,565	1,953,000	2,133,594	2,168,000	Jan 2009
2.1.D. Low-income (1149)	*	223,263	209,411	267,286	230,352	286,028	253,387	Jan 2009
2.1.E. Minorities (Black, Hispanic, Native American) (1150)	*	315,203	336,000	359,372	376,000	413,847	421,000	Jan 2009

* New measure in 2005, so no target. The 2005 actual serves as the baseline.

N/A = Not Available

Source: The College Board, Freeze File Report

Analysis of Progress. No target was established in FY 2006 for the total number of Advanced Placement tests taken by public school students as this was a new measure under the Department's new Strategic Plan. Targets for low-income and minority students were previously established by the program office. We exceeded our targets for FY 2007 for all three measures. The Department

continues to see growth in the overall numbers of Advanced Placement courses and tests taken by public school students.

Data Quality and Timeliness. Data are reported annually. Data are analyzed by the College Board and by the U.S. Department of Education.

Target Context.

2.1.C: This measure was not in place as a key strategic measure prior to 2005. We met our 2005 target of setting the baseline. Baseline data were used to set future targets. We exceeded our 2007 target. Data for 2008 are expected in January 2009. No target was set for 2006 as the Department's new *Strategic Plan* was only in force beginning in FY 2007.

2.1.D: This measure was not in place as a key strategic measure prior to 2005. We used the 2005 data to establish the baseline on which to base future targets. We exceeded both our 2006 and 2007 targets.

2.1.E: This measure was not in place as a key strategic measure prior to 2005. We used the 2005 actual data to establish the baseline on which to base future targets. We exceeded both our 2006 and 2007 targets.

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To expand access to advanced course work for low-income and minority students, the Department is promoting efforts to increase the number of teachers qualified to teach AP and IB classes in high-need schools. Working with Congress, the Department will seek to expand support for API grants to provide assistance to state educational agencies and local educational agencies to prepare additional teachers to deliver instruction in AP and IB courses.

Based on a proven model of results backed by credible data, the Advanced Placement Incentive Program provides grants to increase the participation of low-income students in AP courses and tests. Grants provide support for the development or expansion of AP courses, professional development for teachers, curriculum development, the purchase of books and supplies, and pre-Advanced Placement courses to prepare students for academic achievement in Advanced Placement classes. For more detail, see: (http://www.ed.gov/programs/apincent/index.html) (http://www.ed.gov/programs/apfee/index.html)

Measures for Objective 1	**2005**		**2006**		**2007**		**2008**	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.1.F. Number of teachers trained through Advanced Placement Incentive grants to teach Advanced Placement classes (89a0r9)					*	Not collected	BL +5%	Not collected

* New key measure in 2007, so no target. The 2007 actual will serve as the baseline.

Source: U.S. Department of Education, Advanced Placement Incentive Program, *Annual Performance Reports*

Data Quality and Timeliness. These data were not collected because of a delay in proposed rulemaking. Funds were not appropriated for the Advanced Placement Incentive program as authorized by the *America COMPETES Act.*

Strategic Goal 2, Objective 2: Promote advanced proficiency in mathematics and science for all students

Strengthening mathematics and science achievement is an economic imperative for the nation. As prospective employers increase their reliance on advanced mathematics and science skills, high schools must provide more rigorous instruction in these subjects. According to the Program for International Student Assessment (PISA), a system of international assessments that measures the performance of 15-year-olds in reading literacy, mathematics literacy, and science literacy every three years against the 30 member countries of the Organization for Economic Cooperation and Development (OECD), fifteen-year-old students in the United States had an average score of 489 on the combined science literacy scale in 2006, lower than the OECD average score of 500. U.S. students scored lower on science literacy than their peers in 16 of the other 29 OECD countries. In 2006, the average score in mathematics literacy was 474, lower than the OECD average of 498. Twenty-three OECD jurisdictions scored higher than the United States in mathematics literacy in 2006. For more detail, see: (http://nces.ed.gov//pubs2008/2008016.pdf).

Figure 12. Average Scores of U.S. 15-year-old Students on Combined Science Literacy Scale, by Race/Ethnicity, 2006
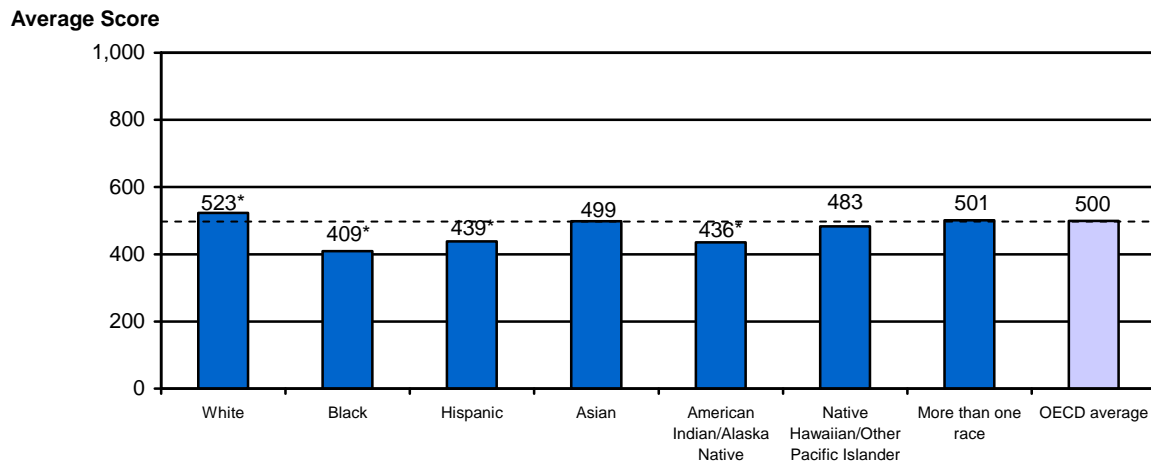
p< .05. Significantly different from the OECD average at the .05 level of statistical significance.

NOTE: Black includes African-American, and Hispanic includes Latino. Students who identified themselves as being of Hispanic origin were classified as Hispanic, regardless of their race. The Organization for Economic Cooperation and Development (OECD) average is the average of the national averages of the OECD member jurisdictions. Because of an error in printing the test booklets, the United States mean performance may be wrongly estimated by approximately 1 score point. The impact is below one standard error.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2006

According to the latest Scholastic Achievement Test (SAT) data from the College Board, between 1998 and 2008, the percentage of college-bound seniors taking precalculus increased from 42 percent to 51 percent. Over the same ten-year period, the percentage of college bound seniors taking calculus increased from only 25 percent to 27 percent, and the percentage taking physics increased from 50 to 52 percent. For more detail, see: http://professionals.collegeboard.com/profdownload/cbs-08-Page-1-Table-1.pdf

Figure 13. Percentage of 2008 College-Bound Seniors Taking Physics, Precalculus, and Calculus, by Race/Ethnicity

Source: The College Board, 2008 http://professionals.collegeboard.com/profdownload/cbs-08-Page-9-Graph-8.pdf
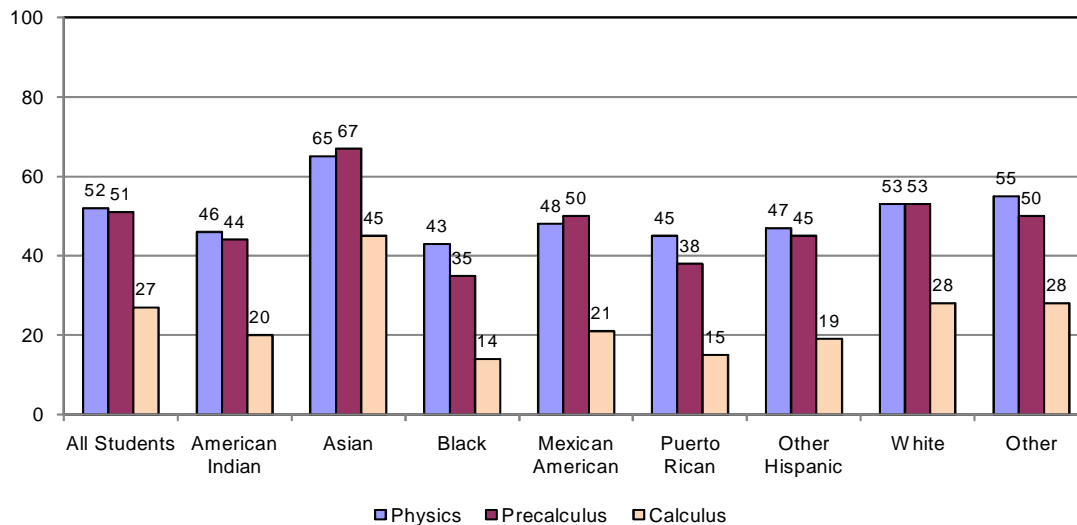
The Department encourages increased access to and participation in Advanced Placement or International Baccalaureate classes by low-income and minority students. To offer challenging courses, schools must have qualified teachers. The Department promotes efforts to increase the number of teachers who have the academic content knowledge needed to teach advanced classes in mathematics and science, especially in schools where access to rigorous course work is limited. The Department encourages state educational agencies and local educational agencies to offer incentives, such as salary increments or bonuses, to teachers to become qualified to teach AP and IB courses.

Measures for Objective 2	2005		2006		2007		2008	
Number of Advanced Placement tests in mathematics and science taken nationwide by public school students:	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.2.A. Total			*	589,701	631,000	644,550	681,000	Jan 2009
2.2.B. Low-income			*	60,692	65,000	66,337	70,000	Jan 2009
2.2.C. Minorities (Black, Hispanic, Native American)			*	74,762	80,000	86,061	86,000	Jan 2009

* New measure in 2006. The 2006 actual served as the baseline.

Source. The College Board, Freeze File Report

Analysis of Progress. We exceeded our 2007 targets for all three measures. The number of advanced placement tests in mathematics and science taken nationwide continues to increase.

Data Quality and Timeliness. Data are reported annually. Data for 2008 are expected in January 2009.

Target Context. We met our 2006 target of setting the baseline. We established future targets based on the 2006 actual data.

Measures for Objective 2	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.2.D. Number of teachers trained through Advanced Placement Incentive grants to teach advanced placement classes in mathematics and science (89a0rc)					*	Not collected	BL+ 5%	Not collected

* New measure in 2007, so no target. The 2007 actual serves as the baseline.

Source: U.S. Department of Education, Advanced Placement Incentive Program, *Annual Performance Reports*

Data Quality and Timeliness. These data were not collected because of a delay in proposed rulemaking. Data for this measure were not collected because there were no appropriated funds for the Advanced Placement Incentive program authorized under the *America COMPETES Act.*

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Strategic Goal 2, Objective 3: Increase proficiency in critical foreign languages

American students must master critical need foreign language skills for our nation to remain globally competitive and to ensure national security. These languages include Arabic, Farsi, Chinese, Japanese, Korean, and Russian. According to the Center for Applied Linguistics, in 1997, only about 24 percent of public elementary schools reported teaching foreign languages, and most of those schools focus on giving students introductory exposure to a language rather than achieving overall proficiency. For additional information, go to http://www.cal.org/resources/pubs/flinstruct.html. According to the 2002 *Digest of Education Statistics,* only about 44 percent of American high school students are enrolled in foreign language classes. Of those, most were enrolled in Spanish or French.

The President's National Security Language Initiative will increase the number of Americans mastering critical need languages and at a younger age; increase the number of advanced-level speakers of critical-need foreign languages; and increase the number of teachers of critical need languages. The Department will focus resources toward educating students and teachers in critical-need foreign languages and increasing the number of advanced-level speakers in those languages.

The Department of Education has set a goal to double the number of the number of students receiving American Competitiveness and SMART grants by 2010-11.

Measures for Objective 3	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.3.A. Combined total of Advanced Placement and International Baccalaureate tests in critical foreign languages passed by public school students (89a0re)					*	3,557	4,093	Jan 2009

*New measure in 2007. The 2007 actual served as the baseline.

Source: The College Board Freeze File Report and International Baccalaureate North America, *Examination Review and Data Summary.*

Analysis of Progress. In 2007 and 2008, the College Board tested in AP for critical languages for Chinese and Japanese. Results for 2008 are not yet available. In 2007 and 2008, International Baccalaureate of North America tested the critical languages of Arabic, Chinese, Japanese, Korean, and Russian.

Data Quality and Timeliness. Data are reported annually by the International Baccalaureate of North America and the College Board.

Target Context. We met our FY 2007 target to establish a baseline. Targets are based on a total of all tests passed, regardless of score received.

Report Explanation. The total number of exams in critical foreign languages for the College Board in 2007 was 3,253. In 2007, the total number of exams in the IB program in critical foreign languages was 304. For the College Board, in 2007, the total number of exams taken in critical foreign languages receiving a score of "3" or above was 2,810. For the International Baccalaureate tests, the total number of tests for 2007 receiving a score of "4" and above was 247. For 2008, the total number of IB tests receiving a score of "4" and above was 225.

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Goal 2: Increase the Academic Achievement of All High School Students

Program Performance Summary: Nine of our grant programs most directly support Goal 2. These programs are listed below. In the table, an overview is provided for the results of each program on its program performance measures. (See page 46 for the methodology of calculating the percentage of targets met, not met, and without data.) Appropriation and expenditure data for FY 2008 are included for each of these programs. Individual program performance reports are available at http://www.ed.gov/about/reports/annual/2008report/program.html. Appropriation and expenditure data for FY 2008 are included for each of these programs.

Program Name	PART Rating	Appropriations† FY 2008 ($ in mil.)	Expenditures‡ FY 2008 ($ in mil.)	FY 2008 % Met/ Exc.	FY 2008 % Not Met But Improved	FY 2008 % Not Met	FY 2008 % No Data	FY 2007 % Met/ Exc.	FY 2007 % Not Met	FY 2007 % No Data	FY 2006 % Met/ Exc.	FY 2006 % Not Met	FY 2006 % No Data	FY 2005 % Met/ Exc.	FY 2005 % Not Met	FY 2005 % No Data
Academic Competitiveness and SMART Grants (HEA)	NA	395	515					New Program								
Advanced Placement (ESEA)	ME	44	36	0	0	0	100	33	33	34	80	20	0			
Career and Technical Education National Programs (CTEA)	NA	8	10	0	0	0	100	0	100	0	0	100	0	0	100	0
Career and Technical Education State Grants (CTEA)	I	1,161	1,121	0	0	0	100	33	67	0	44	56	0	44	56	0
Close Up Fellowships (ESEA)	NA	2	1	0	0	0	100	0	0	100	100	0	0			
Excellence in Economic Education (ESEA)	NA	1	1	0	0	0	100	0	0	100	0	0	100	0	0	100
Mathematics and Science Partnerships (ESEA)	RND	179	188	0	0	0	100	100	0	0	100	0	0	0	0	100
Smaller Learning Communities (ESEA)	A	80	99	0	0	0	100	0	0	100	56	44	0	67	33	0
Tech Prep State Grants (CTEA)	RND	103	102	0	0	0	100	33	67	0	67	33	0	33	67	0
TOTAL		1,973	^2,073													

† Budget for each program represents program budget authority.
‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2008 expenditures may include funds from prior years' appropriations.
* The "Not Met But Improved Over Prior Years" column is new for FY 2008.
▢ A shaded cell denotes that the program did not have targets for the specified year.
^Estimated accruals in the amount of $39 million are excluded from the FY 2008 expenditure.

CTEA: *Carl D. Perkins Career and Technical Education Act*
ESEA: *Elementary and Secondary Education Act of 1965*
HEA: *Higher Education Act of 1965*

PART Rating
ME = Moderately Effective
I = Ineffective
RND = Results Not Demonstrated
NA = Program has not been assessed

GOAL 3: Ensure the Accessibility, Affordability, and Accountability of Higher Education and Better Prepare Students and Adults for Employment and Future Learning

Overview

Strategic Objectives:

- Increase success in and completion of quality postsecondary education

- Deliver student financial aid to students and parents effectively and efficiently

- Prepare adult learners and individuals with disabilities for higher education, employment, and productive lives

Goal 3 Resources
($ in thousands)
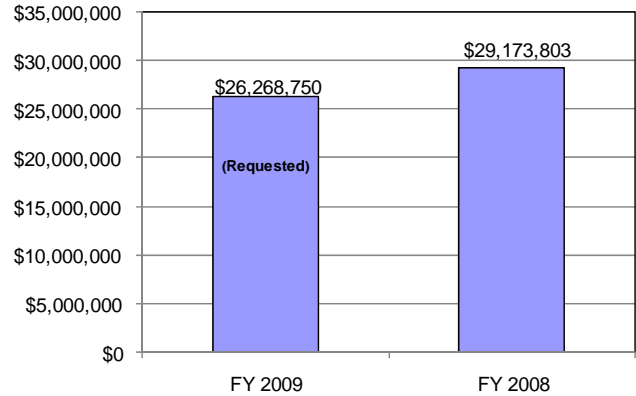
Goal 3 PART Ratings by Program*
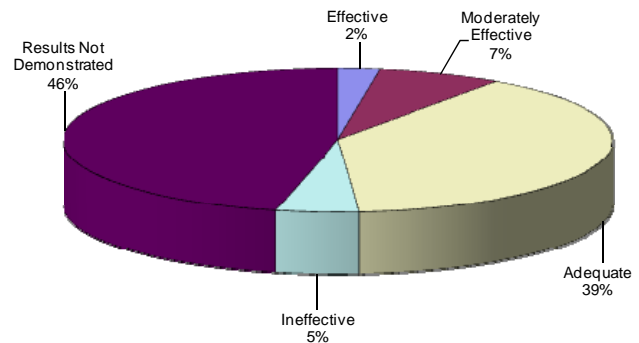
* Detail may not total to 100% due to rounding.

Note: Each year the Department analyzes the percentage of program performance targets that were met or exceeded, not met but improved over time, not met, or for which data are not yet available. Since the Department has a lag in the time data are received for the established targets, the FY 2007 target results are presented here. For more information on PART Ratings by Programs and Percent of Targets Met and Not Met, see Program Performance Summary at the end of this goal.

Goal 3 FY 2007 Percent of Targets
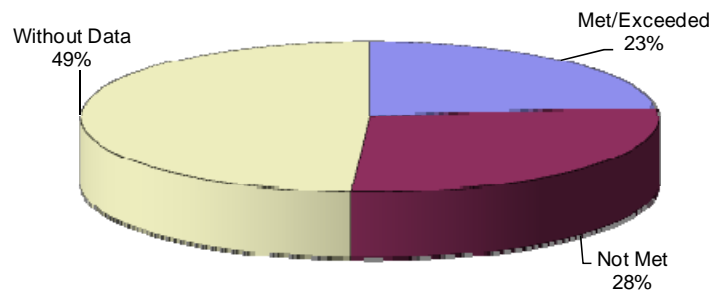
Key Measures

During FY 2008, the Department monitored progress on the new measures and goals established in 2007, which are aligned with the recommendations of the Commission on Higher Education, the Academic Competitiveness Council and the Secretary's Action Plan for Higher Education. These strategies focus on ensuring the accessibility, affordability and accountability of higher education institutions, and better preparing students for employment and future learning. In order to remain competitive in the dynamic global economy, and to meet America's current and future needs, higher education must continue to be innovative, use technology effectively, measure student outcomes, and conduct rigorous evaluations of its own performance.

The data presented here show the progress that the Department has made to date and provide the starting point for forward movement to meet the challenges faced by adult learners, postsecondary students, their families and institutions of higher education. According to data from the Bureau of the Census, only 36 percent of Americans over the age of 25 have an associate's degree or higher. As a nation, more individuals must enroll in and complete a postsecondary education program. Institutions of higher education must become more transparent in providing relevant information to the public and more attuned to trends in global economic development.

Strategic Goal 3, Objective 1: Increase success in and completion of quality postsecondary education

Affordability is fundamental for promoting access to higher education, and academic preparation is also fundamental for access and critical for success once students are enrolled. Grants and loans are the largest source of federal financial support to postsecondary students. In FY 2008, the Department delivered or supported the delivery of approximately $96 billion in grant, work-study and loan assistance federal aid to almost 11 million postsecondary students and their families throughout America. These students attend approximately 6,200 institutions of higher education accredited by dozens of accrediting agencies. Many of these students receive loans from approximately 3,100 lenders with 35 guaranty agencies guaranteeing those loans.

In September 2007 President Bush signed the *College Cost Reduction and Access Act* (CCRAA), providing the largest increase in student aid funding in a generation. This landmark legislation, which was to an extent based on proposals advanced in the 2008 President's Budget, invested over $15 billion in new mandatory funds over 5 years to raise the maximum Federal Pell Grant to $5,400 by award year 2012-2013.

The federal TRIO programs continue to help low-income, first generation students, who are traditionally underrepresented in higher education, prepare for, enroll in and succeed in college. TRIO Upward Bound and Talent Search programs help low-income, first generation students prepare for college. TRIO Educational Opportunity Centers (EOC) help adults enroll in college. Student Support Services fosters retention and graduation support to students who are enrolled in postsecondary schools and the McNair Post-Baccalaureate Achievement prepares undergraduate students who are underrepresented in graduate education for doctoral study. With a focus on student outcomes, the Department measured TRIO program performance by assessing the percentage of Upward Bound, EOC and Talent Search students enrolling in college and college completion rates for

Student Support Services students and the percentage of McNair participants enrolling and persisting in graduate school.

The Academic Competitiveness Grant Program, which first awarded grants to nearly 300,000 students during the 2006-07 academic year, encourages students to take more challenging courses in high school.

The National SMART Grant Program, which awarded the first grants to nearly 61,000 students during the 2006-07 academic year, encourages students to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering, and critical foreign languages.

In addition, the Department will design criteria for identifying successful community colleges. Possible indicators of success include dual enrollment/early college programs; meaningful partnerships with four-year institutions or industry; developmental education programs that work for students; high transfer rates to four-year institutions; career pathways that are well-articulated and meaningful for high school-to-college and adult education-to-career; and the use of data to drive institutional decision-making. The Department will broadly disseminate innovative practices and program details and will fund colleges to replicate successful programs and initiatives in other locations.

Measures for Objective 1	2005		2006		2007		2008	
Postsecondary Enrollment	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.1.A. Percentage of high school graduates aged 16–24 enrolling immediately in college (89a0ri)			*	68.6	68	66	68	Dec. 2008

* New measure in 2006, so no target. The 2006 actual served as the baseline.

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey.

Analysis of Progress. The enrollment rate declined slightly from 2006 to 2007.
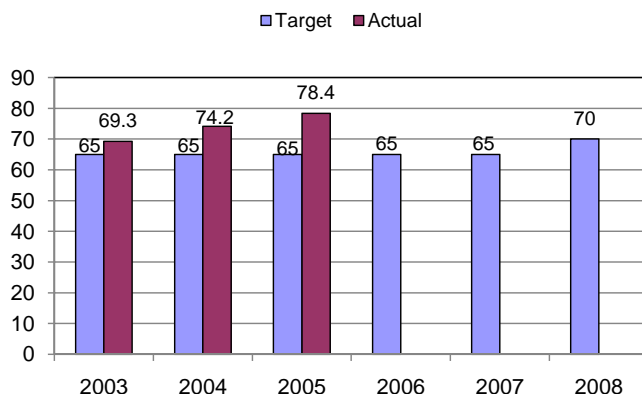
Data Quality and Timeliness. The *Strategic Plan for Fiscal Years 2007-2012,* published in May 2007 included measures developed in 2006. Data for the 2007-2008 school year (column "2008" in the table) are expected for release December 2008.

Target Context. We did not meet our 2007 target of 68 percent.

Report Explanation. Although overall enrollment declined from 2006 to 2007, the gap between enrollment of white and Hispanic students narrowed dramatically from 19.2 to 10.6 percent and the gap between white and black students narrowed from 17.5 to 13.0 percent. Since 2002, the percentage of high school graduates enrolling immediately in college has fluctuated between 64 and 69 percent.

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Figure 14. Percentage of Upward Bound Participants Enrolling in College

Source: U.S. Department of Education, Office of Postsecondary Education, *Upward Bound Program Annual Performance Report.*

Measures for Objective 1	2005		2006		2007		2008	
Postsecondary Enrollment	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.1.B. Percentage of Upward Bound participants enrolling in college (1627)	65	78.4	65	Dec. 2008	65	Dec. 2009	70	Dec. 2010

Source: U.S. Department of Education, Office of Postsecondary Education; *Upward Bound Program Annual Performance Report.*

Analysis of Progress. Based on actual data significantly increasing over recent years, targets beyond 2008 have been increased.

Data Quality and Timeliness. The annual performance report comprises self-reported data; a variety of data quality checks are used to assess the completeness and reasonableness of the data submitted.
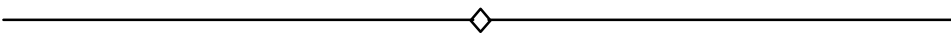
Target Context. Based on consecutive years of performance exceeding targets, the targets were increased to 70 percent for 2008 and 75 percent for 2009. The target for FY 2008 was increased to 70 percent as part of the fall 2006 PART update and to 75 percent for 2009 in the spring 2007 PART update.

Report Explanation. The percentage is the percent of "college ready" participants who enroll in a postsecondary institution.

Note: The 78.3 percent enrollment rate previously reported for FY 2006 was reported in error.

Additional Information. The Upward Bound Program Web site may be accessed at:
http://www.ed.gov/programs/trioupbound/index.html

Measures for Objective 1	2005		2006		2007		2008	
Postsecondary Enrollment	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.1.C. Percentage of career and technical education students who have transitioned to postsecondary education or employment by December of the year of graduation (89a0rj)	*	87	88	87	89	86	90	May 2009

* New measure in 2005. The 2005 actual served as the baseline.

Source. *Career and Technical Education Annual Performance Report* and *Grantee Performance Reports.*

Analysis of Progress.

Data Quality and Timeliness. Actual data are entered through FY 2007. Data for 2008 are expected in May 2009, and a new baseline will be established under *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) guidance. States submit their reports to the Department each year through an electronic system. At that time, each grant recipient must attest to the accuracy and completeness of their submission by entering an Electronic Personal Identification Number that is supplied to them by the Department. The Office of Vocational and Adult Education staff then completes a check on the accuracy and completeness of the data and follows up with states as necessary.

Target Context. We met our 2005 target of setting the baseline. The 2008 and 2009 targets are based on state-adjusted performance levels that were negotiated with and approved by the Department.

Report Explanation. The Secretary used the transition authority in section 4 of Perkins IV to allow states to develop and put in place new measurement approaches for the Perkins IV indicators. As a result, states are not required to report data on this indicator until 2009.

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Measures for Objective 1	2005		2006		2007		2008	
Postsecondary Persistence	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.1.D. Percentage of full-time degree-seeking undergraduate students at Title IV institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution (89a0ry)			*	70	71	70	71	Dec. 2008
3.1.E. Percentage of first time full-time degree-seeking undergraduate students at Historically Black Colleges and Universities who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution (1587)	N/A	65	65	64	66	62	66	Dec. 2008

Measures for Objective 1	2005		2006		2007		2008	
Postsecondary Persistence								
3.1.F. Percentage of first time full-time degree-seeking undergraduate students at Hispanic-Serving Institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution (1601)	N/A	66	67	64	68	63.5	68	May 2008

* New measure in 2006. The 2006 actual served as the baseline.

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

Analysis of Progress. For 3.1.E and 3.1.F the rates declined slightly between FY 2006 and FY 2007.

Data Quality and Timeliness. Data are provided by institutions and are subject to a rigorous review process by NCES. Beginning with FY 2008, persistence will be reported for the first time along with the numerator and denominator generating the percentage. Therefore, the rate established for any program can be aggregated as a mean instead of a median rate – increasing the accuracy of the measurement.

Target Context.

3.1.D: We met our 2006 target of setting the baseline. We did not meet the 2007 national target of 71 percent.

3.1.E: Institutions report a persistence rate, not the numerator and denominator. As a result, the persistence rate for the HBCU program is calculated as a median. The target is derived by applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for school year 2003-04, which was 3.6 percent. The reason for decline in persistence is unknown. The Department is beginning to analyze grantee performance for this program which may provide some insight into factors behind this decline.

3.1.F: The HBCU program actual persistence rate of 64 percent in FY 2004 was multiplied by 1.0363 to generate the long-term target (for 2009) of 66 percent. Annual increases are estimated to be 0.6 percent each year through 2009 and 0.3 percent beginning in 2010.

Report Explanation.

3.1.D: Persistence measures the percentage of full-time degree-seeking undergraduate students at Title IV institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution.

3.1.F: Institutions report a persistence rate, not the numerator and denominator. As a result, the persistence rate for the HSI program is calculated as a median. The target is derived by applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for school year 2003-04 which was 1.12 percent. Therefore, the HSI program actual persistence rate of 66.5 percent in FY 2004 was multiplied by 1.0112 to generate the long-term target (for 2009) of 68 percent. Annual increases are estimated to be 0.2 percent each year through 2009 and 0.1 percent beginning in 2010.

Additional Information. The Historically Black Colleges and Universities Program Web site may be accessed at http://www.ed.gov/programs/iduestitle3b/index.html. The Hispanic-Serving Institutions Program Web site may be accessed at http://www.ed.gov/programs/idueshsi/index.html.

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Measures for Objective 1	2005		2006		2007		2008	
Postsecondary Completion	Target	Actual	Target	Actual	Target	Actual	Target	
3.1.G. Percentage of students enrolled at all Title IV institutions completing a four-year degree within six years of enrollment (89a0rz)	*	57.1	56	57.5	57	Jan. 2009	57	Jul. 2009
3.1.H. Percentage of freshmen participating in Student Support Services who complete an associate's degree at original institution or transfer to a four-year institution within three years (1618)	*	24.5	27	24.6	27.5	Dec. 2008	27.5	Dec. 2009
3.1.I. Percentage of students enrolled at 4-year Historically Black Colleges and Universities graduating within six years of enrollment (1589)	*	38	37	38	39	Dec. 2008	39	Dec. 2009
3.1.J. Percentage of students enrolled at 4-year Hispanic-Serving Institutions graduating within six years of enrollment (1603)	*	35	34	35	37	Dec. 2008	37	Dec. 2009
3.1.K. Percentage of postsecondary career and technical education students who have completed a postsecondary degree or certification (89a0s0)	*	42	45	47	46	40	47	May 2009

* New measure in 2005. The 2005 actual served as the baseline.

Source:

3.1.G: U.S. Department of Education, NCES. Integrated Postsecondary Education Data System, Graduation Rate Survey

3.1.H: U.S. Department of Education, *TRIO Annual Performance Report*

3.1.I: U.S. Department of Education, NCES. Integrated Postsecondary Education Data System, Graduation Rate Survey

3.1.J: U.S. Department of Education, NCES. Integrated Postsecondary Education Data System, Graduation Rate Survey

3.1.K: *Career and Technical Education Annual Performance Report; Grantee Performance Reports*

Analysis of Progress.

3.1.G: Met our 2005 target of setting the baseline. We exceeded our 2006 target of 56 percent. The percentage of bachelor's degree-seeking students completing a four-year degree within six years of enrollment also improved, increasing to 57.5 percent in FY 2006 from 57.1 percent in FY 2005.

3.1.H: Made progress from the prior year but did not meet our 2006 target of 27. The percentage of Student Support Service participants completing an Associates degree at original institution or transferring to a four-year institution increased slightly from 2005 to 2006, the first increase since 2003.

3.1.I: Exceeded our 2006 target of 37. The percentage of students enrolled at four-year Historically Black Colleges and Universities graduating within six years of enrollment remained unchanged in 2006.

3.1.J: Exceeded our 2006 target of 34. The percentage of students enrolled at four year Hispanic-Serving Institutions graduating within six years of enrollment remained unchanged in 2006.

3.1.K: We met our 2005 target of setting the baseline. We exceeded our 2006 target of 45 but did not meet our 2007 target of 46.

Report Explanation.

3.1.G: The data for FY 2005, 56.4 percent, was previously reported incorrectly.

3.1.H: Data reporting has recently been improved to report completion of associate's and bachelor's degrees separately.

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

3.1.J: Data for FY 2003 were recalculated and are now more accurate than previously reported. The target for the four-year graduation rate is derived by applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for school year 2002-03, which was 3.54 percent. Annual increases are estimated to be 0.6 percent through 2009 and 0.3 percent beginning in 2010. The HSI program actual four-year graduation rate of 36 percent in FY 2004 was multiplied by 1.0354 (times 5/6) to generate the long-term target (for 2009) of 37 percent.

3.1.K The 2009 target is substantially lower that the 2007 target as many of the states have moved to more rigorous student definitions and measurement approaches for the Perkins IV core indicators. The Secretary used the transition authority in section 4 of Perkins IV to allow states to develop and put into place new measurement approaches for the Perkins IV indicators. As a result, states are not required to report data on this indicator until 2009.

Strategic Goal 3, Objective 2: Deliver student financial aid to students and parents effectively and efficiently

Federal Student Aid, an office of the U.S. Department of Education, ensures that all eligible individuals can benefit from federally funded or federally guaranteed financial assistance for education beyond high school.

The Federal Pell Grant Program helps ensure financial access to postsecondary education by providing grant aid to low- and middle-income undergraduate students. The most need-based of the Department's student aid programs, Pell Grant awards vary according to the financial circumstances of students and their families. For the 2007–2008 award year, the Department disbursed $14.6 billion in Pell Grants averaging approximately $2,643 to 5.5 million students. The maximum Pell Grant award was $4,310 for the 2007–2008 award year. The maximum Pell Grant award increased to $4,731 for the 2008-2009 award year.

In FY 2008, Federal Student Aid directly managed or oversaw almost $556 billion in outstanding loans—representing almost 95 million student loans to more than 30 million borrowers.

The Direct Loan Program lends funds directly to students and parents through participating schools. This program is funded by borrowings from the U.S. Department of the Treasury as well as an appropriation for subsidy costs. In FY 2008, the Department made $21.8 billion[1] in net loans to 2.9 million recipients.

Under the Federal Family Education Loan (FFEL) Program, students and parents can obtain loans through private lenders. Loan guaranty agencies insure these funds, and they are, in turn, reinsured by the federal government. During FY 2008, Federal Student Aid supported the delivery of $52.9 billion[2] in net loans to 6.0 million FFEL recipients.

Measures for Objective 2	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.2.A. Direct administrative unit costs for origination and disbursement of student aid *(total cost per transaction)* (1919)			*	$4.24	$4.25	$4.03	$4.15	$3.65

Source: Federal Student Aid unit costs are derived from the Department's Activity-Based Management program using direct administrative costs.

Analysis of Progress. Federal Student Aid has made significant progress in its efforts to reduce the administrative unit costs. The actual unit cost for origination and disbursement is significantly lower than the baseline amount set in FY 2006.

Data Quality and Timeliness. Actuals are the data reported as final in the current fiscal year. Because it takes some time after the closeout of the fiscal year to receive completed data and to validate results, the data lag by one year.

Target Context. Targets for this measure will decline slightly in 2009 from the 2008 target and are expected to remain flat in subsequent years.

[1] Excludes consolidation loans of $5.8 billion.
[2] Excludes consolidation loans of $9.3 billion.

Figure 15. Customer Service Level on the American Customer Satisfaction Index for the Free Application for Federal Student Aid on the Web
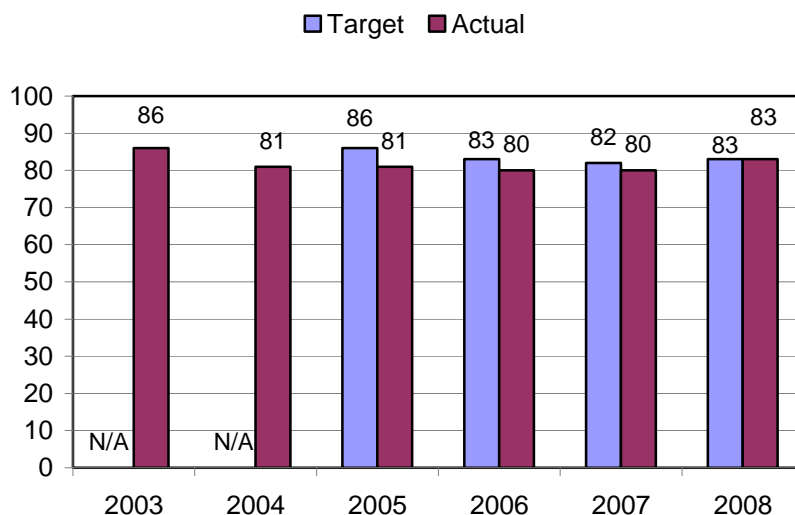
Source: Based on annual American Customer Satisfaction Index scores obtained through the Claes Fornell International Group

Measures for Objective 2	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.2.B. Customer service level on the American Customer Satisfaction Index for the Free Application for Federal Student Aid (FAFSA) on the Web (2207)	86	81	83	80	82	80	83	83

Source: Annual American Customer Satisfaction Index scores obtained through the Claes Fornell International Group

Analysis of Progress. The target was met for 2008. With an American Customer Satisfaction Index score of 83 (on a 1-100 scale), Free Application for Federal Student Aid on the Web scores in the "Excellent" range in comparison to other entities that appear in the index. This category includes such high-performing companies as UPS, Amazon and Mercedes.

Data Quality and Timeliness. In 2008, the student aid applicants were asked through an electronic surveying capability their opinions about the experience directly after completing the online aid application. This new capability allowed us to obtain opinions directly after the experience rather than a month or more down the road and allowed us to expand the sample universe, yielding more accurate results.

Target Context. Targets are based upon ACSI customer satisfaction scores and we expect to show slight improvement in the out years.

Measures for Objective 2	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.2.C. Pell Grant improper payments rate (89a0s2)			*	3.48%	3.48%	4.11%	3.48%	3.69%**

* New measure in 2006. The 2006 actual served as the baseline. **FY 2008 data are draft based upon preliminary results.

Source: Free Application Federal Student Aid/IRS Data Statistical Study 2006-2007 Award Cycle Baseline Analysis Report

Analysis of Progress. We did not make our goal. The improper payment rate that results from the IRS study is based on a randomly selected group of applicants each year. As such, the rate is subject to arbitrary fluctuations that reflect the randomness of the sample for any given year. We continue to make refinements to the application process that, based on the results of the study, will ultimately lead to a lower level of improper payments.

Data Quality and Timeliness. FY 2008 data will be finalized sometime during the early part of FY 2009.

Target Context. Target remains the same from 2006 to 2008. Targets projected between 2009 and 2012 are predicted on a robust data match between IRS and the Department of Education. Currently the improper payment rate is based upon statistical averages.

Related Information. These data for FY 2007 and FY 2008 are estimated from a sampling of records from the Department's aid applicant file compared against statistical averages from the IRS. The improper payment rate has two parts, an over-award and under-award component, which are added together to estimate the overall rate. These over- and under-award components are stated as a proportion of the overall Pell Grant program awards.

Measures for Objective 2	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.2.D. Direct Loan recovery rate (89a0s3)			*	19%	19.5%	20.8%	19.75%	21%

* New measure in 2006. The 2006 actual served as the baseline.

Source: Debt Management Collection System

Analysis of Progress. The FY08 target of 19.75% was exceeded by one-and-a-quarter percentage points. Translated into dollars, approximately $2.244 billion or 21% of the $10.688 billion outstanding in the Direct Loan Program default portfolio was collected in the current fiscal year. One of the primary reasons FSA greatly exceeded the target was the economic stimulus payments, which led to a significant increase in Treasury Program Offsets.

Data Quality and Timeliness. Data are through the end of FY08.

Target Context. The recovery rate equals the sum of collections on defaulted loans divided by the outstanding default portfolio at the end of the previous year. Targeted recoveries for the out years are expected to increase slightly.

Measures for Objective 2	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.2.E. Federal Family Education Loan recovery rate (89a0s4)			*	19.3%	19.5%	19.6%	19.5%	23.6%

* New measure in 2006. The 2006 actual served as the baseline.

Source: Debt Management Collection System

Analysis of Progress. The FY 2008 target of 19.50% was exceeded by slightly more than four percentage points. Translated into dollars, approximately $6.250 billion or 23.6% of the $26.470 billion in the outstanding Federal Family Education Loan Program default portfolio was collected in the current fiscal year. One of the primary reasons FSA greatly exceeded the target was the economic stimulus payments, which led to a significant increase in Treasury Program Offsets.

Data Quality and Timeliness. Data are through the end of FY08.

Target Context. The recovery rate equals the sum of collections on defaulted loans divided by the outstanding default portfolio at the end of the previous year. Targeted recoveries for the out years are expected to increase slightly.

Strategic Goal 3, Objective 3: Prepare adult learners and individuals with disabilities for higher education, employment, and productive lives

Bureau of Labor Statistics projections indicate that 90 percent of the fastest-growing jobs will require education beyond high school and 40 percent of all new jobs will require at least an associate's degree. As new jobs require increasing levels of proficiency in reading and mathematics, problem solving, teamwork, and communication skills, more adults without a bachelor's degree will need both access to basic education programs and admission to community college certificate and degree programs. The role of adult education as a bridge to further education and training is central to the Department's vision. As part of the Secretary's higher education initiatives, the Department will work to transform adult education programs to include transition services that enable graduates to prepare for, enter, and succeed in postsecondary education. This ongoing process will require new forms of instruction, improved services, and collaborative relationships with other agencies and organizations.

Individuals with disabilities continue to experience high rates of unemployment and underemployment. Vocational rehabilitation plays a key role in helping these individuals prepare for, obtain, and maintain employment and lead productive lives. The Department will continue to support and monitor research leading to the development of interventions that support health and physical function, participation in and integration into the community, and employment of individuals with disabilities. The Department will work with states to identify practices that improve outcomes, to provide resources and technical assistance to enhance service effectiveness, and to increase the economic self-sufficiency of individuals with disabilities. Complementing the work of state vocational rehabilitation agencies, the Department will increase access to new and recycled assistive technology that gives students and employees with disabilities a greater competitive edge in a knowledge-based economy. Furthermore, the Department will work toward increasingly successful transitions of students with disabilities to employment and higher education.

Adult education and vocational rehabilitation programs must provide increasingly effective services to improve the skills and employment prospects of those they serve. The Department's vocational rehabilitation programs help individuals with physical or mental

disabilities obtain employment and live more independently by providing grants that support job training and placement, medical and psychological services, and other individualized services. Annually, the Vocational Rehabilitation State Grants program helps more than 200,000 individuals with disabilities obtain employment.

The Department measures the progress of state vocational rehabilitation agencies by monitoring the percentage of individuals receiving services that achieve employment. The Department supports diploma equivalency and college readiness programs, rigorous academic and technical course work leading to an associate's degree and certification programs, and expansion of the quality and timeliness of technical assistance in partnership with employers and other organizations.

Measures for Objective 3	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.3.A. Percentage of state vocational rehabilitation agencies that meet the employment outcome standard for the Vocational Rehabilitation State Grants program (1681)	75	71	70	82	71	82	76	April 2009

Source: State agency data submitted to the Department's Rehabilitation Services Administration (RSA); Case Service Report (RSA-911).
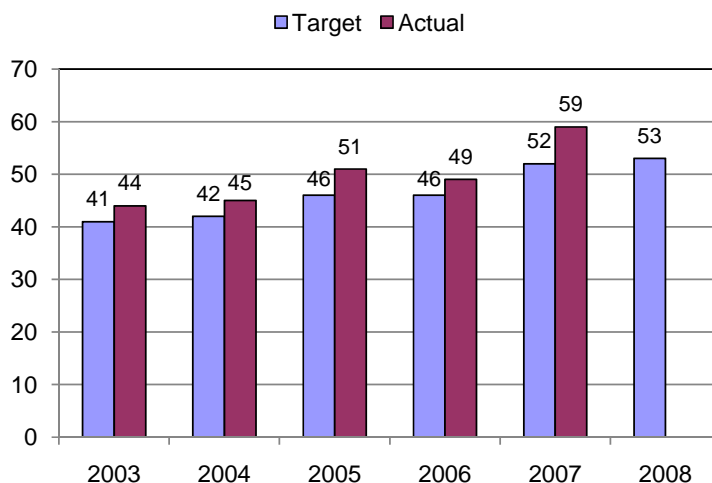
Analysis of Progress. In fiscal year 2006, the percentage of general and combined State Vocational Rehabilitation agencies that met the performance criterion increased significantly as compared to previous years. The percentage of general and combined vocational rehabilitation agencies that met the employment outcome standard in 2007 was the same as it was in 2006 at 82 percent. Of the 46 agencies meeting the standard, three met the standard in 2007 that had not met it in 2006, and three did not meet the standard that had met it in 2006.

Data Quality and Timeliness. State vocational rehabilitation agencies are required to submit their RSA-911 data by November 30 for the previous fiscal year. The data are considered very reliable because of the rigorous RSA editing process to which agency data are submitted. Data quality and timeliness have improved significantly in recent years. The RSA-911 database for fiscal years 2005 and 2006 was complete within 5 months of the close of fiscal year. Completion of the 2007 database was delayed because of late data submissions. However, RSA is working to ensure that the 2008 database is complete by February 2009 and available for timely analysis of performance data.

Target Context. Performance targets for this measure were initially established based on 2001 data. However, a change in program regulations and in labor market conditions led to declines in the percentage of individuals who achieved an employment outcome. As a result, the baseline was recalculated based on 2003 and 2004 data and targets for 2006 and 2007 were adjusted. The decline in employment outcomes stabilized in 2005 with improving economic conditions and performance targets for 2008 and future years were raised to reflect anticipated improvements in performance on this measure.

Report Explanation. This indicator is derived from State Vocational Rehabilitation Services program performance standards and indicators defined in the program regulations. For each Vocational Rehabilitation agency, RSA examines the percentage of individuals who achieve an employment outcome compared to all individuals whose cases were closed after receiving services. To achieve an employment outcome under this program, an individual must be employed in an integrated setting as a result of receiving Vocational Rehabilitation services and have maintained employment for a period of at least 90 days. To pass this indicator, a general or combined agency must achieve a rate of 55.8 percent.

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Figure 16. Percentage of Adults Served by the Adult Education State Grants Program With a High School Completion Goal Who Earn a High School Diploma or Recognized Equivalent

Source: U.S. Department of Education, Office of Vocational and Adult Education, *Adult Education Annual Program Performance Report.*

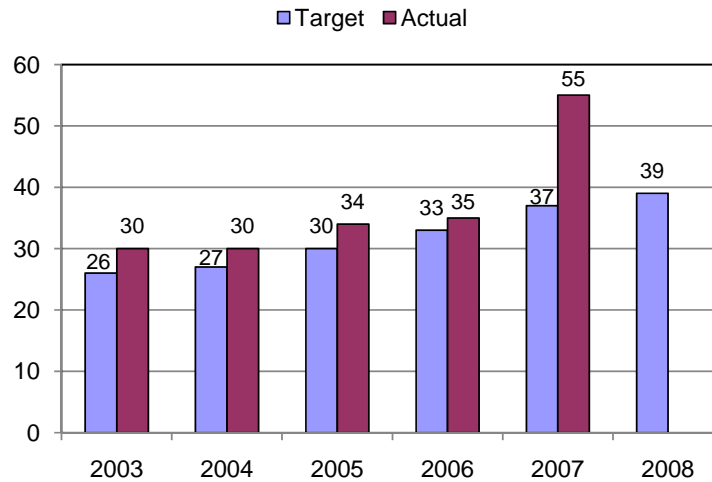| Measures for Objective 3	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.3.B. Percentage of adults served by the Adult Education State Grants program with a high school completion goal who earn a high school diploma or recognized equivalent (1386)	46	51	46	49	52	59	53	Dec. 2008

Source: U.S. Department of Education, Office of Vocational and Adult Education, *Adult Education Annual Program Performance Report.*

Analysis of Progress. The 2007 target was exceeded. Part of the explanation for the increase may stem from improved data collection methods used by the states to collect and report on this measure.

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

Target Context. The Department negotiated approved targets with OMB for a 15-year period.

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Figure 17. Percentage of Adults Served by the Adult Education State Grants Program With a Goal To Enter Postsecondary Education or Training Who Enroll in a Postsecondary Education or Training Program

Source: U.S. Department of Education, Office of Vocational and Adult Education, *Adult Education Annual Program Performance Report.*

Measures for Objective 3	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.3.C. Percentage of adults served by the Adult Education State Grants program with a goal to enter postsecondary education or training who enroll in a postsecondary education or training program (1387)	30	34	33	35	37	55	39	Dec. 2008

Source: U.S. Department of Education, Office of Vocational and Adult Education, *Adult Education Annual Program Performance Report.*

Analysis of Progress. There was a spike in the 2007 actual data because of improved follow-up methodologies implemented by the states and training and technical assistance, provided by the Office of Vocational and Adult Education in transitioning adult students into postsecondary education and training opportunities.

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

Target Context. The Department negotiated approved targets with OMB for a 15-year period.
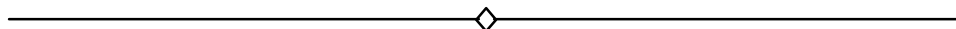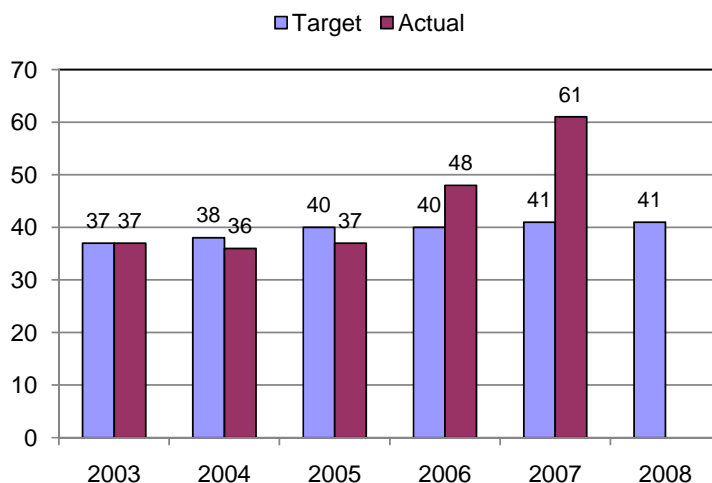
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Figure 18. Percentage of Adults Served by the Adult Education State Grants Program With an Employment Goal Who Obtain a Job by the End of the First Quarter After Their Program Exit Quarter

Source: U.S. Department of Education, Office of Vocational and Adult Education, *Adult Education Annual Program Performance Report.*

Measures for Objective 3	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
3.3.D. Percentage of adults served by the Adult Education State Grants program with an employment goal who obtain a job by the end of the first quarter after their program exit quarter (1388)	40	37	40	48	41	61	41	Dec. 2008

Source: U.S. Department of Education, Office of Vocational and Adult Education, *Adult Education Annual Program Performance Report.*

Analysis of Progress. The program exceeded its 2007 target. Exceeding the performance target for 2007 resulted from improved follow-up methodologies implemented by the states to collect and report employment. Previously, the performance data reflected the percentage of adult learners with an employment goal who, upon exit from an adult education program, obtain a job.

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

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Goal 3: Ensure the Accessibility, Affordability, and Accountability of Higher Education

Program Performance Summary

Eighty-four of our programs most directly support Goal 3. These programs are listed below. In the table, an overview is provided for the results of each program on its program performance measures. (See page 46 for the methodology of calculating the percentage of targets met, not met, and without data.) Individual program performance reports are available at http://www.ed.gov/about/reports/annual/2008report/program.html. Appropriation and expenditure data for FY 2008 are included for each of these programs.

Program Name	PART Rating	Appropriations† FY 2008 ($ in mil.)	Expenditures‡ FY 2008 ($ in mil.)	FY 2008 % Met/ Exc.	FY 2008 % Not Met But Improved	FY 2008 % Not Met	FY 2008 % No Data	FY 2007 % Met/ Exc.	FY 2007 % Not Met	FY 2007 % No Data	FY 2006 % Met/ Exc.	FY 2006 % Not Met	FY 2006 % No Data	FY 2005 % Met/ Exc.	FY 2005 % Not Met	FY 2005 % No Data
Adult Basic and Literacy Education State Grants (AEFLA)	E	554	476	0	0	0	100	67	33	0	50	50	0	40	60	0
Adult Education National Leadership Activities (AEFLA)	NA	7	7	0	0	0	100	0	100	0	0	100	0	0	100	0
Assistive Technology Programs (ATA)	NA	30	32					0	100	0	0	100	0			
B.J. Stupak Olympic Scholarships (HEA)	RND	1	1	0	0	0	100	0	100	0	33	67	0			
Byrd Honors Scholarships (HEA)	RND	40	40	0	0	0	100	0	0	100	100	0	0	0	100	0
Child Care Access Means Parents in School (HEA)	A	16	15	17	33	0	50	33	33	34				50	50	0
Client Assistance State Grants (RA)	NA	12	11	0	0	0	100	100	0	0	100	0	0	100	0	0
College Access Challenge Grant Program (HEA)	NA	66	0					Not Funded			Not Funded			Not Funded		
College Assistance Migrant Program (HEA)	RND	15	15	0	0	0	100	50	50	0	100	0	0	100	0	0
Demonstration Projects to Ensure Quality Higher Education for Students with Disabilities (HEA)	NA	7	6	0	0	0	100	0	0	100	100	0	0			
Developing Hispanic-Serving Institutions (HEA)	RND	93	95	0	0	0	100	0	25	75	50	50	0			

Program Name	PART Rating	Appropriations† FY 2008 ($ in mil.)	Expenditures‡ FY 2008 ($ in mil.)	Program Performance Results: Percent of Targets Met/Exceeded, * Not Met But Improved Over Prior Years, Not Met, Without Data												
				FY 2008				FY 2007			FY 2006			FY 2005		
				% Met / Exc.	% Not Met But Improved	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data
Developing Hispanic-Serving Institutions Science, Technology, Engineering, Mathematics and Articulation Programs (HEA)	NA	100	0					Not Funded			Not Funded			Not Funded		
Elimination of Tuition Sensitivity in AY 2007-2008 (HEA)	NA	11	0					Not Funded			Not Funded			Not Funded		
Federal Direct Student Loans (HEA)	A	5,532	5,689	0	50	0	50	0	50	50						
Federal Family Education Loan Program & Liquidating (HEA)	A	3,918	(4,073)	0	50	0	50	0	50	50						
Federal Pell Grants (HEA)	A	16,245	14,182	0	0	0	100	100	0	0	100	0	0	100	0	0
Federal Perkins Loans (HEA)	I	64	68	0	50	0	50	0	50	50						
Federal Supplemental Educational Opportunity Grants (HEA)	RND	757	760	0	0	0	100	0	50	50						
Federal Work Study (HEA)	RND	980	955	0	0	0	100	0	50	50						
Fund for the Improvement of Postsecondary Education (HEA)	NA	120	45	0	0	0	100	100	0	0	100	0	0	50	50	0
Gaining Early Awareness and Readiness for Undergraduate Programs (HEA)	A	303	371	37	13	13	37	13	75	12	60	40	0	80	20	0
Gallaudet University (EDA)	A	113	113	15	30	10	45	50	50	0	45	55	0	50	50	0
Government Performance and Results Act Data/*Higher Education Act* Program Evaluation (HEA)	NA	1	1													
Graduate Assistance in Areas of National Need (HEA)	A	30	31	0	0	0	100	57	43	0	50	50	0	86	14	0
Helen Keller National Center for Deaf-Blind Youths and Adults (HKNCA)	NA	8	9	0	0	0	100	0	0	100	38	12	50	50	50	0
High School Equivalency Program (HEA)	RND	18	19	0	0	0	100	0	100	0	50	50	0	100	0	0

Program Name	PART Rating	Appro-pria-tions† FY 2008 ($ in mil.)	Expen-ditures‡ FY 2008 ($ in mil.)	FY 2008				FY 2007			FY 2006			FY 2005		
				% Met / Exc.	% Not Met But Impro-ved	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data
Historically Black Colleges and Universities Capital Financing (FCRA)	RND	18	12													
Howard University (USC)	A	233	233	0	0	0	100	0	33	67	100	0	0	0	100	0
Independent Living Services for Older Blind Individuals (RA)	NA	32	33	0	0	0	100	0	0	100	0	0	100	67	0	33
Independent Living State Grants and Centers for Independent Living (RA)	RND	96	95	0	0	0	100	0	0	100	60	0	40	0	0	100
International Education—Domestic (HEA)	RND	94	92	0	0	0	100	0	0	100	5	25	70	33	0	67
International Education—Institute for Public Policy (HEA)	NA	2	2	0	0	0	100	0	0	100	0	0	100			
International Education—Overseas (MECEA)	NA	13	12	0	0	0	100	0	0	100	9	0	91			
Javits Fellowships (HEA)	A	10	9	0	0	0	100	67	33	0	67	33	0	100	0	0
Leveraging Educational Assistance Partnership (HEA)	RND	64	68					0	100	0						
Migrant and Seasonal Farmworkers (RA)	RND	2	2	0	0	0	100	0	0	100	0	0	100	100	0	0
Minority Science and Engineering Improvement (HEA)	NA	9	8	0	0	0	100	0	0	100	0	0	100			
Preparing Tomorrow's Teachers to use Technology	NA	0	1													
National Institute for Literacy (AEFLA)	RND	6	(560)	0	25	0	75	0	67	33	0	100	0			
National Institute on Disability and Rehabilitation Research (RA)	A	106	107	0	25	0	75	78	22	0	50	50	0	50	50	0
National Technical Institute for the Deaf (EDA)	A	60	58	69	6	0	25	67	33	0	67	33	0	43	57	0
Projects With Industry (RA)	A	19	17	0	0	0	100	0	0	100	75	25	0	50	50	0
Protection and Advocacy of Individual Rights (RA)	NA	16	15	0	0	0	100	100	0	0	100	0	0	100	0	0

Program Name	PART Rating	Appropriations† FY 2008 ($ in mil.)	Expenditures‡ FY 2008 ($ in mil.)	FY 2008 % Met/Exc.	FY 2008 % Not Met But Improved	FY 2008 % Not Met	FY 2008 % No Data	FY 2007 % Met/Exc.	FY 2007 % Not Met	FY 2007 % No Data	FY 2006 % Met/Exc.	FY 2006 % Not Met	FY 2006 % No Data	FY 2005 % Met/Exc.	FY 2005 % Not Met	FY 2005 % No Data
RSA Fld Rdr & Min Outrch Prorate Across Account	NA	0	3													
Strengthening Alaska Native and Native Hawaiian-Serving Institutions (HEA)	NA	27	11	0	0	0	100	0	25	75	67	0	33			
Strengthening Asian American and Native American Pacific Islander-Serving Institutions (HEA)	NA	5	0					Not Funded			Not Funded			Not Funded		
Strengthening Historically Black Colleges and Universities (HEA)	RND	323	248	0	0	0	100	0	33	67	50	50	0			
Strengthening Historically Black Graduate Institutions (HEA)	RND	57	69	0	0	0	100	0	0	100	50	50	0			
Strengthening Institutions (HEA)	RND	78	80	0	0	0	100	0	25	75	0	50	50			
Strengthening Native American-Serving Non-Tribal Institutions (HEA)	NA	5	0					Not Funded			Not Funded			Not Funded		
Strengthening Predominantly Black Institutions (HEA)	NA	15	0					Not Funded			Not Funded			Not Funded		
Strengthening Tribally Controlled Colleges and Universities (HEA)	NA	53	27	0	0	0	100	25	0	75	67	33	0			
Student Aid Administration (HEA)	A	696	711	0	0	0	100	0	100	0	100	0	0			
Supported Employment State Grants (RA)	RND	29	28	0	0	0	100	100	0	0	100	0	0	0	100	0
Teacher Education Assistance for College and Higher Education Grants (CCRAA)	NA	7	1					Not Funded			Not Funded			Not Funded		
Teachers for a Competitive Tomorrow—Baccalaureate (ACA)	NA	1	0					Not Funded			Not Funded			Not Funded		
Teachers for a Competitive Tomorrow—Masters (ACA)	NA	1	0					Not Funded			Not Funded			Not Funded		
Thurgood Marshall Legal Educational Opportunity Program (HEA)	NA	3	3								Not Funded					

Program Name	PART Rating	Appropriations† FY 2008 ($ in mil.)	Expenditures‡ FY 2008 ($ in mil.)	Program Performance Results: Percent of Targets Met/Exceeded, * Not Met But Improved Over Prior Years, Not Met, Without Data												
				FY 2008				FY 2007			FY 2006			FY 2005		
				% Met / Exc.	% Not Met But Impro-ved	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data	% Met/ Exc.	% Not Met	% No Data
Tribally Controlled Postsecondary Career and Technical Institutions (CTEA)	RND	8	8	0	0	0	100	0	0	100	100	0	0	0	100	0
TRIO** Educational Opportunity Centers (HEA)	RND	47	47	0	0	0	100	0	0	100	100	0	0	0	100	0
TRIO** McNair Postbaccalaureate Achievement (HEA)	ME	44	42	0	0	0	100	0	0	100	100	0	0	100	0	0
TRIO** Student Support Services (HEA)	ME	281	186	0	0	0	100	0	0	100	67	33	0	50	50	0
TRIO** Talent Search (HEA)	ME	143	144	0	0	0	100	0	0	100	0	100	0	100	0	0
TRIO** Upward Bound (HEA)	I	360	335	0	0	0	100	0	0	100	0	50	50	50	50	0
Underground Railroad Program	NA	2	1	0	0	0	100	0	0	100	100	0	0	0	100	0
Aid for Institutions of Higher Education (HERA)	NA	0	53													
Vocational Rehabilitation Demonstration and Training Programs (RA)	RND	10	10	0	0	0	100	0	0	100	67	33	0	67	33	0
Vocational Rehabilitation Evaluation (RA)	NA	1	2													
Vocational Rehabilitation Grants for Indians (RA)	A	35	35	0	0	0	100	100	0	0	100	0	0	100	0	0
Vocational Rehabilitation Program Improvement (RA)	NA	1	1													
Vocational Rehabilitation Recreational Programs (RA)	NA	2	2	0	0	0	100	100	0	0	0	100	0	100	0	0
Vocational Rehabilitation State Grants (RA)	A	2,839	2,454	0	0	0	100	33	67	0	80	20	0	50	50	0
Vocational Rehabilitation Training (RA)	A	38	37	0	0	0	100	50	50	0	100	0	0	100	0	0
Administrative and Support Programs for Goal 3		(5,766)	(1)													
TOTAL		29,174	^23,609													

† Budget for each program represents program budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2008 expenditures may include funds from prior years' appropriations.

* The "Not Met But Improved Over Prior Years" column is new for FY 2008.

** The TRIO name came from Upward Bound, Talent Search and Student Support Services forming a trio of federal programs designed to foster increased educational opportunity and attainment. The number of TRIO programs has since expanded.

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

^ Estimated accruals in the amount of $1,485 million are excluded from the FY 2008 expenditure.

|		
ACA:	*America COMPETES Act*	**PART Rating**
ATA:	*Assistive Technology Act of 2004*	E = Effective
AEFLA:	*Adult Education and Family Literacy Act*	ME = Moderately Effective
CCRAA:	*College Cost Reduction and Access Act*	A = Adequate
CTEA:	*Carl D. Perkins Career and Technical Education Act*	I = Ineffective
EDA:	*Education of the Deaf Act*	RND = Results Not Demonstrated
FCRA:	*Fair Credit Reporting Act*	NA = Program Has Not Been Assessed
HEA:	*Higher Education Act of 1965*	
HERA:	*Hurricane Education Recovery Act*	
HKNCA:	*Helen Keller National Center Act*	
MECEA:	*Mutual Educational and Cultural Exchange Act of 1961*	
RA:	*Rehabilitation Act of 1973*	
USC:	United States Code	

Cross-Goal Strategy on Management

Overview

Strategic Objectives:

- Maintain and strengthen financial integrity and management and internal controls

- Improve the strategic management of the Department's human capital

- Achieve budget and performance integration to link funding decisions to results

Cross-Goal Resources
($ in thousands)
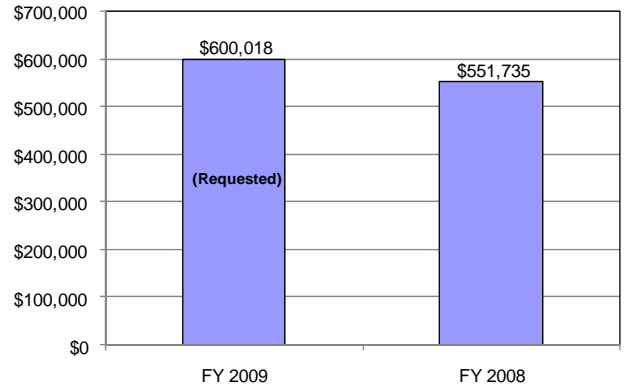
Note: Each year the Department analyzes the percentage of program performance targets that were met or exceeded, not met but improved over time, not met, or for which data are not yet available. Since the Department has a lag in the time data are received for the established targets, the FY 2007 target results are presented here. For more information on *PART Ratings by Programs* and *Percent of Targets Met and Not Met,* see *Program Performance Summary* at the end of this goal.

Cross-Goal Strategy on Management
FY 2007 Percent of Targets
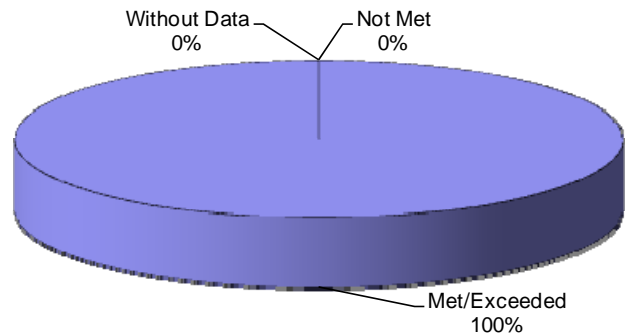
Key Measures

The Department's *Strategic Plan for Fiscal Years 2007-2012* restructured internal management objectives as functions supporting the achievement of all three new program-related goals. This does not relegate internal management to lesser importance; rather, management's role in ensuring proper accounting of federal funds, developing a talented and motivated Department workforce, and improving program performance forms a strong internal backbone that should eventually lead to successful classroom outcomes. See more detail on pages 36–41 of the Strategic Plan at
http://www.ed.gov/about/reports/strat/plan2007-12/2007-plan.pdf.

The new management cross-goal objectives omit previous measures that have attained high levels of sustained success, such as electronic access to grant competitions and participation of faith-based and community organizations in grant applications. Other measures on customer service in federal student aid programs are moved into Strategic Goal 3 to align with postsecondary education objectives. In their place, new measures are included that focus on expediting the grant award process and strengthening critical human capital skills. These challenges must be surmounted to allow deployment of resources for high-quality program monitoring and improvement. Measures on financial accountability and program quality remain in place from the previous *Strategic Plan.*

While the new management cross-goal key measures appear to be less aligned with the components of the *President's Management Agenda* than before, they are also more focused on actual outcomes of government efficiency and performance envisioned in that agenda.

Strategic Cross-Goal, Objective 1: Maintain and strengthen financial integrity and management and internal controls

The Department has maintained the highest (*Green*) status on the financial performance initiative of the *President's Management Agenda* since December 2003, indicating that financial systems consistently produce accurate and timely information to support the Department's operational, budgetary and policy decisions. The Department has also taken significant steps to award thousands of discretionary grants earlier in the fiscal year, enabling grantees to implement their projects in a more timely manner. These actions are accompanied by a commitment to linking financial information and program improvements; an active presence in federal lines-of-business consolidation activities; and the publication of the *Financial and Performance Quarterly Update,* a quarterly analysis of the Department's financial position and accountability for performance results, and *Fast Facts,* the monthly internal business intelligence executive summary for senior Department managers and staff.

Measures for Objective 1	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
4.1.A. Maintain an unqualified (clean) audit opinion (2204)	U	U	U	U	U	U	U	U
4.1.B. Achieve and maintain compliance with the *Federal Information Security Management Act of 2002* (89a0s9)	*	NC	*	NC	NC	NC	C	NC
4.1.C. Percentage of new discretionary grants awarded by June 30 (89a0sa)	*	49	*	40	60	66	70	61

* New measure in 2007.

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

Sources:

4.1.A.   Independent Auditors' financial statement and audit reports.

4.1.B.   U.S. Department of Education, Office of Inspector General, annual *Federal Information Security Management Act* audit.

4.1.C.   U.S. Department of Education, Office of the Chief Financial Officer, Grant Administration and Payment System.

Analysis of Progress.

4.1.A.   The Department earned a seventh consecutive unqualified or "clean" audit opinion from independent auditors, thus meeting the FY 2008 target for this measure.

4.1.B.   The Department's Office of Inspector General has determined the Department to be non-compliant in fulfilling the requirements of the *Federal Information Security Management Act of 2002* each year since the first evaluation in FY 2003, and this determination for FY 2008 means that the Department did not meet its target. The Department is making progress in addressing OIG's concerns, having resolved fully more than 70 percent of the audit recommendations from FY 2005 through 2007.

4.1.C.   Concerted efforts by Department program managers to award new discretionary grants earlier in the fiscal year resulted in 66 percent of new FY 2007 awards being issued by June 30 of that fiscal year (three-fourths of the year complete). This exceeded the 60 percent FY 2007 target for this measure. In the previous four fiscal years, no more than 49 percent of new discretionary grants had been awarded by June 30. In FY 2008, the ambitious 70 percent target was not achieved by June 30, but the 61 percent award rate far exceeded the rates prior to FY 2007.

Data Quality and Timeliness.

4.1.A.   Independent auditors follow professional standards and conduct the audit under the oversight of the Department's Office of Inspector General. There are no data limitations.

4.1.B.   Pursuant to 44 U.S.C. § 3545, the Department's Office of Inspector General annually evaluates the effectiveness of the Department's information security program and practices. The evaluation includes testing of the effectiveness of information security policies, procedures, and practices of a representative subset of the agency's information systems, as well as an assessment of compliance with requirements of the *Federal Information Security Management Act of 2002* and related information security policies based upon the testing performed.

4.1.C.   The Department's Office of the Chief Financial Officer regularly collects data via the Grant Administration and Payment System from principal offices with responsibilities for directing discretionary grant programs. During the second half of the fiscal year, data are distributed frequently to senior Department officials to ensure that planned award deadlines are met successfully.

Target Context.

4.1.A.   An unqualified or "clean" opinion means that the Department's financial statements present fairly, in all material respects, the financial position of the Department in conformity with accounting principles generally accepted in the United States.

4.1.B.   The 2006 actual data served as the baseline for this measure. The Department technically met its goal of non-compliance for FY 2007; however, non-compliance is the opposite of the measure's intent, and therefore a "not met" indicator for this measure is included for FY 2007 in the key measures performance results chart that begins on page 26.

4.1.C.   The Department has made a concerted effort in the past two years to expedite the processing of new discretionary grant awards. The Department aims to streamline the process further in future years to enable program staff to spend more time on program monitoring and performance improvements. The 2006 actual data served as the baseline for this measure.

Strategic Cross-Goal, Objective 2: Improve the strategic management of the Department's human capital

The Department made significant progress in improving human capital management and human resources services during FY 2008. In support of the *President's Management Agenda* human capital criterion for the four quarters ending June 30, 2008, the Department maintained *Yellow* overall status and was able to achieve *Green* progress for all four scoring cycles.

Human capital activities during FY 2008 sought to improve the Department's performance culture; close leadership competency gaps in performance management, strategic leadership, and planning and accountability; reduce hiring cycle time; and close targeted competency gaps and staffing gaps in mission-critical occupations. These areas of focus helped to address the human capital challenges identified in the Department's Human Capital Management Plan. Also, through the use of the human capital metrics established under the Organizational Assessment, the Department is able to determine the effectiveness of its human capital strategies both overall and at the principal office level. Tracking these metrics is crucial as the Department strategically invests in its employees and work environment.

Measures for Objective 2	2006		2007		2008	
Percentage of employees believing that:	Target	Actual	Target	Actual	Target	Actual
4.2.A. Leaders generate high levels of motivation and commitment (89a0sr)	*	28	31	37	34	Dec. 2008
4.2.B. Managers review and evaluate the organization's progress towards meeting its goals and objectives (89a0ss)	*	53	56	58	59	Dec. 2008
4.2.C. Steps are taken to deal with a poor performer who cannot or will not improve (89a0st)	*	25	28	29	31	Dec. 2008
4.2.D. Department policies and programs promote diversity in the workplace (89a0sv)	*	46	49	48	52	Dec. 2008
4.2.E. They are held accountable for achieving results (89a0sy)	*	81	82	82	83	Dec. 2008
4.2.F. The workforce has the job-relevant knowledge and skills necessary to accomplish organizational goals (89a0sx)	*	67	69	70	71	Dec. 2008

* New measure in 2007.

Source: U.S. Office of Personnel Management, Federal Human Capital Survey (even-numbered years); U.S. Department of Education, Office of Management, Annual Employee Survey (odd-numbered years).

Analysis of Progress. Department employees indicated greater agreement with all six key measure statements in the 2007 Annual Employee Survey than they had in the 2006 Federal Human Capital Survey. Targets for 2007 were exceeded on measures 4.2.A, 4.2.B, 4.2.C and 4.2.F, and the target was met on measure 4.2.E. Progress was made on a narrowly missed target for measure 4.2.D. Department employees indicated greater agreement in 2007 than in 2006 on 89 percent of the items included in both surveys, with an average improvement of four percentage points per question.

Data Quality and Timeliness. The 84-item Federal Human Capital Survey is conducted in even-numbered years by the Office of Personnel Management; in 2006, the Department of Education had an 80 percent response rate. In odd-numbered years, the Department conducts the Annual Employee Survey with 56 items duplicated exactly from the biennial federal survey, plus 25 agency-specific items; in 2007, the Department had a 71 percent response rate. The six survey items included among the key measures are present on both surveys and were selected by the Department in consultation with the Office of Personnel Management as major qualitative indicators of employee satisfaction. Data from the 2008 Federal Human Capital Survey are expected in December 2008.

Target Context. The targets and data above reflect the percentage of favorable response (either "strongly agree" or "agree") to the selected items on the employee surveys. The Department used 2006 Federal Human Capital Survey data to establish baselines for the above measures.

Report Explanation. The Department made multiple requests of employees to complete both the Federal Human Capital Survey and the Annual Employee Survey, which may increase the

participation rate compared to the absence of such requests. One small difference in the sampled population is that all Department employees may complete the Annual Employee Survey, but only permanent, full-time employees (91 percent of all Department employees as of May 2008) may complete the Federal Human Capital Survey.

Related Information. See more detail on the 2008 Federal Human Capital Survey at http://www.fhcs2008.opm.gov/What/, and on the 2007 Annual Employee Survey at https://www.opm.gov/surveys/index.asp.

Measures for Objective 2	2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual
4.2.G. Average number of days to hire is at or below the OPM 45-day hiring model for non-SES (89a0sm)	*	NA	A	A	A	A

*New measure in 2007.

NA = Not Achieved; A= Achieved.

Source: U.S. Department of Education, Office of Management.

Analysis of Progress. The Department met the goal of the Office of Personnel Management hiring model in both 2007, with an average hiring time of 27 business days, and 2008, with an average hiring time of 24 business days. The Department restructured its human resources services office in 2007, which enabled additional resources to focus on improving the staffing process. Improved interaction over time between human resources officers and Department managers is also credited with enabling process improvements. Furthermore, human resources officers track hiring cycles for each principal office in the Organizational Assessment and issue monthly progress reports to the principal offices. These actions provide continual incentives to shorten the hiring process.

Data Quality and Timeliness. For this measure, the Department tracks progress against the Office of Personnel Management 45-day hiring model for positions other than the Senior Executive Service. The model tracks the hiring process from the closing date of the vacancy announcement to the date a job offer is extended. It is measured in business days, not calendar days, and is calculated quarterly based on an average process length of all hires completed within that quarter.

Target Context. When the Department's revised strategic plan was being developed, the median of the average hiring time for the four most recent quarters then known (July 2005 through June 2006) was 54 days. This data point was used to establish the 2006 baseline for this measure, which indicated that the Department had not achieved the standard.

Related Information. See more detail on the Office of Personnel Management hiring model at https://www.opm.gov/hiringtoolkit/docs/45_Day_Hiring_Model.pdf.

Measures for Objective 2	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
4.2.H. Percentage of employees with performance standards in place within 30 days of start of current rating cycle (89a0sn)	*	79	*	65	85	59	90	93

*New measure in 2007.

Source: U.S. Department of Education, Office of Management, Education Department Performance Appraisal System.

Analysis of Progress. After an unexpected decline in 2007 that fell well short of the target percentage, the Department rebounded to exceed an even higher target in 2008. The inclusion of this measure as a component in the Organizational Assessment rating for each principal office beginning in 2007, which first affected this measure for 2008, likely provided an incentive toward timely completion of performance standards.

Data Quality and Timeliness. To be considered successful on this measure, a Department employee or his or her supervisor must establish performance standards that align with the strategic plan and are approved by the supervisor. These standards must be entered no more than 30 days into the fiscal year covered by the measure. Senior Executive Service employees are not included in this measure. Effective October 1, 2007, the 12-month period on which employee performance is assessed aligns with the federal fiscal year.

Target Context. This measure was a component of measure 6.2.A from the previous Department strategic plan, which comprised an index of Department human capital activities and was measured in FY 2005 through FY 2007. The 2005 actual data served as the baseline for this measure.

Report Explanation. The 2005 and 2006 data for this measure were based on the percentage of employees with performance standards in place prior to the start of that year's EDPAS cycle. This component was changed for 2007 to link its time frame to that of measure 4.2.I, allowing for entry of the previous year's ratings prior to the establishment and entry of a new year's standards.

Measures for Objective 2	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
4.2.I. Percentage of employees who have ratings of record in the system within 30 days of close of rating cycle (89a0so)	*	85	*	54	90	97	95	Dec. 2008

*New measure in 2007.

Source: U.S. Department of the Interior, Federal Payroll/Personnel System, which provides personnel and payroll support to numerous federal agencies, including the Department of Education.

Analysis of Progress. After an unexpected decline in 2006 that fell well short of expectations (see Target Context below), the Department rebounded to exceed the measure's target in 2007. The inclusion of this measure as a component in the Organizational Assessment rating for each principal office beginning in 2007 likely provided an incentive toward timely completion of ratings.

Data Quality and Timeliness. To be considered successful on this measure, an employee rating of the level of success achieved on established performance standards must be entered no more than 30 days after the fiscal year covered by the measure. Senior Executive Service employees are not included in this measure. Effective October 1, 2007, the 12-month period on which employee performance is assessed aligns with the federal fiscal year. Data for 2008 are expected in December 2008.

Target Context. This measure was a component of measure 6.2.A from the previous Department strategic plan, which comprised an index of Department human capital activities and was measured in FY 2005 through FY 2007. The 2005 actual data served as the baseline for this measure.

Strategic Cross-Goal, Objective 3: Achieve budget and performance integration to link funding decisions to results

Changes in the size of a federal education program's budget should correlate with the program's efficacy in improving student achievement. If a program works, more funding is

justified; if it doesn't, the program should undergo corrective action or be eliminated. The Department's work on the Performance Improvement initiative of the *President's Management Agenda* reflects this focus and has resulted in the highest (*Green*) status score available for this criterion.

The Office of Management and Budget and the Department have worked together to measure program effectiveness by means of the Program Assessment Rating Tool (PART). By analyzing a program's purpose, strategic planning functions, management capability, and demonstrated results, this tool has identified the strengths and weaknesses of large and small Department programs. The Department has used the PART process to make significant changes to ineffective programs or, in some cases, to recommend their termination. The overriding goal is that Department-funded programs demonstrate proven effectiveness.

Measures for Objective 3	**2005**		**2006**		**2007**		**2008**	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
4.3.A. Percentage of Department program dollars in programs that demonstrate effectiveness in terms of outcomes, either on performance indicators or through rigorous evaluations (89a0sq)	78	78	79	86	79	86	86	88

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

Analysis of Progress. As of October 2008, 91 currently funded Department programs have undergone a PART review, representing 98 percent of the Department's FY 2008 budget authority for programs subject to the PART. Although 45 currently funded programs constituting 88 percent of this budget authority have been rated *Adequate* or higher in their PART reviews, enabling the Department to exceed its target for FY 2008, four programs were rated *Ineffective* and 42 programs were rated *Results Not Demonstrated.* (Two additional programs that are not currently funded have been assessed and rated *Results Not Demonstrated.*)

The National Institute for Literacy was assessed for the first time in FY 2008 but its results could not be demonstrated. Of the seven programs that were reassessed based on newly available evaluation or performance data in FY 2008, the Transition to Teaching program was rated *Effective;* the IDEA Special Education Grants to States program was found to be *Moderately Effective;* and the Student Aid Administration, Training and Advisory Services, Impact Aid Basic Support Payments and Payments for Children with Disabilities, and Smaller Learning Communities programs were found to be *Adequate.*

Data Quality and Timeliness. Calculation is based on dollars in Department programs with at least an *Adequate* PART rating in the given year divided by dollars in all Department programs rated through that year. The PART assessment cycle occurs during the spring and summer, and OMB makes scores public via http://www.expectmore.gov. OMB allows the Department to report aggregated results from a year's assessments in time for publication in that year's *Performance and Accountability Report*.

Target Context. The Department determines measure effectiveness from the proportion of FY 2008 PART-eligible program budget authority that supports programs with an *Adequate* or higher rating from the PART analysis. This standard is used because such programs produce evidence of effectiveness with data from performance measures and rigorous program evaluations, unlike programs that have insufficient performance or evaluation data or for which data indicate ineffectiveness. The rationale for the target remaining steady for FY 2008 compared with the two

previous years is that nearly all program dollars subject to PART have been rated, and subsequent changes will likely be incremental based upon selected program reassessments.

Cross-Goal Strategy on Management

Program Performance Summary

The Department attributes the operations below to the Cross-Goal Strategy on Management. In the table, an overview is provided for the results of these operations on their performance measures. (See page 46 for the methodology of calculating the percentage of targets met, not met, and without data.) Individual program performance reports are available at **http://www.ed.gov/about/reports/annual/2008report/program.html**. Appropriation and expenditure data for FY 2008 are included for each of these programs.

Program Name	PART Rating	Appro-pria-tions† FY 2008 ($ in mil.)	Expen-ditures‡ FY 2008 ($ in mil.)	FY 2008 % Met/ Exc.	% Not Met But Impro-ved	% Not Met	% No Data	FY 2007 % Met/ Exc.	% Not Met	% No Data	FY 2006 % Met/ Exc.	% Not Met	% No Data	FY 2005 % Met/ Exc.	% Not Met	% No Data
Office for Civil Rights	**	90	91	100	0	0	0	100	0	0	100	0	0	100	0	0
Office of Inspector General	**	51	51	67	0	33	0	100	0	0	100	0	0	0	100	0
Program Administration	**	411	424	#				#			#			#		
TOTAL		$552	$566													

The heading above the last columns reads: Program Performance Results: Percent of Targets Met/Exceeded, *Not Met But Improved Over Prior Years, Not Met, Without Data

† Budget for each program represents program budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2008 expenditures may include funds from prior years' appropriations.

* The "Not Met But Improved Over Prior Years" column is new for FY 2008.

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

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

PART Rating

** Resources devoted to the Cross-Goal Strategy are drawn from the budgets for overhead functions that are not subject to PART review.

Discontinued Strategic Plan Measures From FY 2007

Legend

NA = No measure for period	**√** = Met target	**+** = Exceeded target
[] = Measure ID code used in VPS data system	**×** = Less than target or prior year level	**P** = Pending

Performance Results Summary	Cohort	FY 2007	FY 2006	FY 2005
Strategic Goal 1 – Create a Culture of Achievement				
1.1 – Link federal education funding to accountability for results				
A. The number of states that have science assessments that align with the state's academic content standards for all students in grades three through eight and in high school. [1203]		NA	NA	NA
1.2 – Increase flexibility and local control				
A. Percentage of eligible school districts utilizing the Rural Education Achievement Program flexibility authority. [1473]		×	×	×
B. Overall American Customer Satisfaction Index as scored by Department grantees. [2200]		×	×	√
1.3 – Increase information and options for parents				
A. Number of charter schools in operation around the nation. [1146]		Reported as 1.5.C in FY 2008		
B. Amount of funding program grantees' leverage for the acquisition, construction or renovation of charter school facilities. [1208]		+	+	+
1.4 – Encourage the use of scientifically based methods within federal education programs				
A. Proportion of school-adopted approaches that have strong evidence of effectiveness compared to programs and interventions without such evidence. [2201]		×	×	NA
Strategic Goal 2 – Improve Student Achievement				
2.1 – Ensure that all students read on grade level by the third grade				
A. The percentage of fourth-grade students with disabilities scoring at or above Basic on the National Assessment of Educational Progress in reading. [1521]		+	NA	×
B. The percentage of economically disadvantaged students in grades 3–8 scoring at the Proficient or Advanced levels on state reading assessments. [89a04b]		+	×	×
C. The percentage of limited English proficient students receiving Title III services who have attained English language proficiency. [1830]		+	NA	NA
2.2 – Improve mathematics and science achievement for all students				
A. The percentage of eighth-grade students with disabilities scoring at or above Basic on the National Assessment of Educational Progress in mathematics. [1523]		√	NA	×
B. The percentage of economically disadvantaged students in grades 3–8 scoring at the Proficient or Advanced levels on state math assessments. [89a04c]		×	×	NA
2.3 – Improve the performance of all high school students				
A. Percentage of students with disabilities with individualized education plans who graduate from high school with a regular high school diploma. [1527]		Dec. 2008	+	√
B. Percentage of students with disabilities who drop out of school. [1528]		Dec. 2008	+	+
C. Number of Advanced Placement tests taken by low-income public school students nationally. [1149]		Reported as 2.1.D in FY 2008		
2.4 – Improve teacher and principal quality				
A. Percentage of core academic classes in elementary schools taught by highly-qualified teachers. [1182]		Reported as 1.3.B in FY 2008		
B. Percentage of core academic classes in secondary schools taught by highly-qualified teachers. [1183]		Reported as 1.2.E in FY 2008		

Performance Results Summary	Cohort	FY 2007	FY 2006	FY 2005
Strategic Goal 3 – Develop Safe Schools and Strong Character				
3.1 – Ensure that our nation's schools are safe and drug free, and that students are free of alcohol, tobacco, and other drugs				
A. Percentage of Safe Schools/Healthy Students grant sites that experience a decrease in the number of violent incidents at schools during the three-year grant period (by cohort). [1825 & 2019]	04	√	√	√
	05	√	√	**NA**
	06	**NA**	**NA**	**NA**
B. Percentage of Safe Schools/Healthy Students grant sites that experience a decrease in substance abuse during the three-year grant period (by cohort). [1826, 2020, & 2103]	04	√	√	√
	05	√	√	**NA**
	06	**NA**	**NA**	**NA**
C. Percentage of Safe Schools/Healthy Students grant sites that improve school attendance during the three-year grant period (by cohort). [1827 , 2021, & 2104]	04	√	√	√
	05	√	√	**NA**
	06	**NA**	**NA**	**NA**
D. Percentage of Student Drug Testing grantees that experience a 5 percent annual reduction in the incidence of past-month drug use by students in the target population (by cohort). [1828 & 2105]	03	√	√	√
	05	**P**	**P**	**NA**
	06	**NA**	**NA**	**NA**
E. Percentage of Student Drug Testing grantees that experience a 5 percent annual reduction in the incidence of past-year drug use by students in the target population (by cohort). [1829 & 2106]	03	√	√	√
	05	**P**	**P**	**NA**
	06	**NA**	**NA**	**NA**
3.2 – Promote strong character and citizenship among our nation's youth.				
Strategic Goal 4 – Transform Education into an Evidence-Based Field				
4.1 – Raise the quality of research funded or conducted by the Department				
A. Percentage of new research proposals funded by the Department's National Center for Education Research that receive an average score of Excellent or higher from an independent review panel of qualified scientists. [1022]		✗	✗	√
B. Percentage of new research proposals funded by the Department's National Center for Special Education Research that receive an average score of excellent or higher from an independent review panel of qualified scientists. [1940]		**+**	√	**NA**
4.2 – Increase the relevance of our research in order to meet the needs of our customers				
A. Percentage of new research projects funded by the Department's National Center for Education Research that are deemed to be of high relevance to education practices as determined by an independent review panel of qualified practitioners. [00000000028]		**NA**	**NA**	**NA**
B. Percentage of new research projects funded by the Department's National Center for Special Education Research that are deemed to be of high relevance by an independent panel of qualified practitioners. [1942]		**NA**	√	**NA**
Strategic Goal 5 – Enhance the Quality of and Access to Postsecondary and Adult Education				
5.1 – Reduce the gaps in college access and completion among student populations differing by race or ethnicity, socioeconomic status, and disability while increasing the educational attainment of all				
A. Percentage of TRIO Educational Opportunity Centers participants enrolling in college. [1612]		Dec. 2008	**+**	✗
B. Percentage of TRIO Student Support Services participants persisting at the same institution. [1617]		Dec. 2008	**+**	**+**

Performance Results Summary	Cohort	FY 2007	FY 2006	FY 2005
C. Percentage of TRIO Student Support Services participants completing an associate's degree at the original institution or transferring to a four-year institution within three years. [1618]		Reported as 3.1.H in FY 2008		
D. Percentage of TRIO Student Support Services first-year students completing a bachelor's degree at the original institution within six years. [1619]		Dec. 2008	✚	✖
E. Percentage of TRIO McNair participants enrolling in graduate school. [1614]		Dec. 2008	✚	✚
F. Percentage of TRIO McNair participants persisting in graduate school. [1615]		Dec. 2008	✚	✚
5.2 – Strengthen the accountability of postsecondary institutions				
5.3 – Establish funding mechanisms for postsecondary education				
5.4 – Strengthen Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities				
A. Percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same Historically Black College or University. [1587]		Reported as 3.1.E in FY 2008		
B. Percentage of students enrolled at four-year Historically Black Colleges and Universities graduating within six years of enrollment. [1589]		Dec. 2008	✚	NA
C. Number of Ph.D., first professional, and master's degrees awarded at Historically Black Graduate Institutions. [1595]		Dec. 2008	✚	NA
D. Percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same Tribally Controlled College or University. [1569]		✚	✚	NA
E. Percentage of students enrolled at four-year Tribally Controlled Colleges and Universities graduating within six years of enrollment. [1571]		Dec. 2008	✚	NA
F. Percentage of students enrolled at two-year Tribally Controlled Colleges and Universities who graduate within three years of enrollment. [1572]		Dec. 2008	✖	NA
G. Percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same Hispanic-Serving Institution. [1601]		Reported as 3.1.F in FY 2008		
H. Percentage of students enrolled at four-year Hispanic-Serving Institutions graduating within six years of enrollment. [1603]		Reported as 3.1.J in FY 2008		
I. Percentage of students enrolled at two-year Hispanic-Serving Institutions who graduate within three years of enrollment. [1604]		Dec. 2008	✖	NA
5.5 – Enhance the literacy and employment skills of American adults				
A. Percentage of general and combined state vocational rehabilitation agencies that assist at least 55.8 percent of individuals receiving services to achieve employment. [1681]		Reported as 3.3.A in FY 2008		
B. Percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent. [1386]		Reported as 3.3.B in FY 2008		
C. Percentage of adults enrolled in English literacy programs who acquire the level of English language skills needed to complete the levels of instruction in which they enrolled. [1384]		✖	✖	✖
5.6 – Increase the capacity of U.S. postsecondary education institutions to teach world languages, area studies, and international issues				
A. Percentage of critical languages taught, as reflected by the list of critical languages referenced in the HEA, Title VI program statute. [1665]		NA	NA	NA
B. Percentage of National Resource Center Ph.D. graduates who find employment in higher education, government and national security. [1664]		NA	NA	NA
C. Average competency score of Foreign Language and Area Studies Fellowship Program recipients at the end of one full year of instruction minus the average score at the beginning of the year. [1671]		Feb. 2009	√	√
Strategic Goal 6 – Establish Management Excellence				
6.1 – Develop and maintain financial integrity and management internal controls				
A. Achieve an unqualified opinion. [2204]		Reported as 4.1.A in FY 2008		
6.2 – Improve the strategic management of the Department's human capital				
A. Index of quality human capital performance management activities. [2205]		✖	✖	√

Performance Results Summary	Cohort	FY 2007	FY 2006	FY 2005
6.3 – Manage information technology resources, using e-gov, to improve service for our customers and partners				
A. Percentage of grant programs providing online application capability. [2206]		**+**	√	**+**
6.4 – Modernize the Federal Student Assistance programs				
A. Customer service level for Free Application for Federal Student Assistance on the Web. [2207]		✕	✕	✕
B. Customer service level for Direct Loan Servicing. [2208]		**+**	**+**	✕
C. Customer service level for Common Origination and Disbursement. [2209]		**+**	**+**	**+**
D. Customer service level for Lender Reporting System. [2210]		√	✕	✕
6.5 – Achieve budget and performance integration to link funding decisions to results				
A. Percentage of Department program dollars associated with programs reviewed under the Program Assessment Rating Tool process that demonstrates Effectiveness. [2211]		**+**	**+**	**+**
6.6 – Leverage the contributions of faith-based and community organizations to increase the effectiveness of Department programs				
A. Percentage of applications in competitions of amenable discretionary programs that are faith-based or community organizations. [2212]		**+**	√	**NA**

Summary of Inspector General Audits and Government Accountability Office Reports by Goal

For all Department of Education Inspector General reports for FY 2008, please visit the Inspector General's Web site at http://www.ed.gov/about/offices/list/oig/reports.html and, for additional Government Accountability Office reports on education for FY 2008, please visit GAO's Web site at http://www.gao.gov/docsearch/app_processform.php.

Summary of Major FY 2008 OIG Audits and Reports

Name of Report	Goal	Issue	Findings and Recommendations	Department's Response	Link to the Report
Audit of the Department's Process for Disbursing Academic Competitiveness Grants and National Science and Mathematics Access to Retain Talent Grants (ED-OIG/A19H0011) August 2008	2	The objectives of this audit were to identify and assess the adequacy of processes and controls established by Federal Student Aid (FSA) to ensure that students eligible for an Academic Competitiveness (ACG) Grant or National Science and Mathematics Access to Retain Talent (SMART) Grant are appropriately identified and notified; that only eligible students received grants under these programs; and that schools required to participate in the ACG or SMART Grant programs are doing so.	The OIG found that FSA needs to improve its oversight of school compliance with the mandatory participation requirement and establish procedures for a rigorous outreach and assessment process. Additionally, FSA needs to establish a program of administrative action to include fines, suspensions, or termination from the Federal Pell Grant program for schools that enroll eligible students but do not participate in the ACG or SMART Grant programs.	Federal Student Aid agreed with both recommendations and has begun a process for ensuring that eligible schools are participating in the two programs and will make referrals for administrative action before the end of the 2008-2009 award year.	http://www.ed.gov/about/offices/list/oig/auditreports/fy2008/a19h0011.pdf
Department Controls Over Travel Expenditures: Final Audit Report (ED-OIG/A19H0009) July 2008	4	The objective of this audit was to evaluate the effectiveness of Department controls over the appropriateness of travel expenditures. The Department requires that travel be authorized only when necessary, to accomplish the purpose of the Department's mission in the most effective and economical manner.	OIG found that individually billed accounts were not always used appropriately as there were instances where purchase cards were used for purchases that did not relate to official government travel or were used for ATM withdrawals that were excessive or outside the period of approved travel. OIG recommended that the Chief Financial Officer require existing cardholders to take refresher courses; ensure executive offices fulfill their monitoring responsibilities; develop policy to guide principal office staff in maintaining adequate documentation; and develop formal procedures for conducting quarterly travel audits.	The Department concurred with all findings. Steps are in development to implement all recommendations noted in the audit. Additionally, in November 2008, the Department will transition to a new bank card vendor under GSA's Master SmartPay 2 contract. JP Morgan Chase will replace Bank of America.	http://www.ed.gov/about/offices/list/oig/auditreports/fy2008/a19h0009.pdf

Name of Report	Goal	Issue	Findings and Recommendations	Department's Response	Link to the Report
Audit of Selected Portions of the U.S. Department of Education's Oversight of the Consolidated State Performance Reports (ED-OIG/A06H0001) April 2008	1	The purpose of this audit was to determine whether the Department provided sufficient oversight to ensure that graduation and dropout rates submitted by states in their *Consolidated State Performance Reports* were supported by reliable data.	OIG found that the Department could have provided better oversight and that more emphasis is needed on data reliability and comparability across states. OIG also found that neither graduation rates nor dropout rates were supported by reliable data. OIG found that less than a quarter of the states surveyed were using a tracking system that complies with the requirements of *No Child Left Behind.*	The Department generally agreed that states need to continue their efforts to improve the reliability of data for computing graduation and dropout rates, but stated that the audit focused on the early years of *No Child Left Behind* and that *No Child Left Behind* does not mandate a definition that is comparable across states. In April, Secretary Spellings announced that the Department will take steps to ensure all states use the same formula to calculate how many students graduate from high school on time and how many drop out. This uniform graduation rate will show how many incoming freshman in a given high school graduate within four years.	http://www.ed.gov/about/offices/list/oig/auditreports/fy2008/a06h0001.pdf
Inspection to Evaluate the Adequacy of the Department's Procedures in Response to Section 306 of the Fiscal Year 2008 Appropriations Act – Maintenance of Integrity and Ethical Values Within the Department (ED-OIG/I13I0004) April 2008	4	The purpose of this inspection report was to evaluate the adequacy of the procedures developed by the Department to comply with the requirements of Section 306 of the *Fiscal Year 2008 Appropriations Act* which requires the Department to implement procedures to assess and disclose whether an individual or entity has a potential financial interest in, or impaired objectivity towards, a product or service involving Department funds.	OIG found that the Department's procedures, if fully implemented, are adequate to comply with the requirements of Section 306. However, the Department's procedures requiring the certification from peer reviewers on impartiality could be misinterpreted as applying only to financial conflicts of interest.	The Department agreed with the findings but expressed concern that using the terms "teaching methodologies" and "significant identification with pedagogical or philosophical viewpoints" would cause confusion and concern among peer reviewers.	http://www.ed.gov/about/offices/list/oig/aireports/i13i0004.pdf

Name of Report	Goal	Issue	Findings and Recommendations	Department's Response	Link to the Report
Monitoring of the Title I, Part A Comparability of Services Requirement (ED-OIG/X05H0017) October 2007	1	The purpose of this review was to determine whether the Department could improve its monitoring of state educational agencies (SEAs) receiving ESEA Tiitle I, Part A Comparability of Services funding and enhance its non-regulatory guidance to provide additional clarity to the SEAs.	OIG recommended that the Department revise its non-regulatory guidance to include monitoring suggestions for the SEA to complete with the local educational agency (LEA); language that prohibits LEAs from using inflated resources in its comparability calculations; a statement that LEAs maintain source documentation that supports data used in comparability calculations; and language that requires SEAs to establish deadlines for when LEAs must determine their comparability calculations.	The Department will ensure that its current monitoring protocol for ESEA Title I, Part A be revised to include expanded procedures that require SEAs to demonstrate how comparability data are validated for all LEAs in the state. Guidance on comparability is already addressed in the current Non-Regulatory Guidance, Title I Fiscal Issues but will be improved through enhanced monitoring protocols.	http://www.ed.gov/about/offices/list/oig/auditreports/fy2008/x05h0017.pdf
Federal Student Aid's Estimation of Improper Payments in the Federal Family Education Loan Program: Final Report (ED-OIG/A09H0015) September 2008	3	*The Improper Payments Information Act of 2002* requires federal agencies to annually review improper payments in their programs and activities. The Act specifies the agencies must first identify those programs that are susceptible to improper payments. Then for each identified risk-susceptible program, the agencies must estimate the amount of improper payments exceeding a specified threshold and report on actions taken to reduce improper payments.	Several factors affected the reliability of FSA's estimated improper payment rates. OIG recommended, among others, that Federal Student Aid ensure that the design of improper payment estimating methodologies take into account improper payments identified in reviews other than audits and that Federal Student Aid implement a revised policy for identifying and reporting program outlays in the Performance and Accountability Report that provide consistent and comparable information on outlays and dollars.	Federal Student Aid will design and implement, in consultation with OMB, a methodology for estimating improper payments that meets the requirements of Circular A-123, Appendix C. Federal Student Aid is updating operational policy and procedures to include the Federal Family Education Loan Program payment universe definition, steps used to extract the payment universe for outlay reporting, and queries to use for improper payment reporting to ensure consistency in the Performance and Accountability Report.	http://oigmis3.ed.gov/auditreports/a09h0015.pdf

Summary of Major FY 2008 GAO Reports

Name of Report	Goal	Issue	Findings and Recommendations	Department's Response	Link to the Report
Higher Education: Multiple Higher Education Tax Incentives Create Opportunities for Taxpayers to Make Costly Mistakes (GAO-08-717T) May 2008	3	While both Title IV of the *Higher Education Act* and tax preferences help students meet expenses, tax preferences also assist students and families with saving for and repaying postsecondary costs. Some forms of Title IV aid provide assistance to those whose incomes are lower, on average, than is the case with tax preferences. However, tax preferences require more responsibility on the part of students and families as they must identify applicable tax preferences and correctly calculate and claim credits or deductions.	GAO recommended in 2002 that the Department sponsor research into key aspects of effectiveness of the Title IV programs. Multiyear projects funded beginning in July 2007 do not appear to directly evaluate the role and effectiveness of Title IV programs and tax preferences on improving access, persistence, or completion. Congress should consider whether the federal government should consolidate postsecondary education tax provisions to make them easier for the public to use; how best to evaluate the effectiveness of postsecondary aid provided through the tax code; and whether tax preferences and Title IV programs be better coordinated to maximize their effectiveness.	In 2002, the Department issued a Request for Applications to conduct research on evaluating the efficacy of programs, practices, or policies that are intended to improve access to, persistence in, or completion of postsecondary education. The Department is implementing a number of activities to make the financial aid programs more understandable and accessible to students and their families.	http://www.gao.gov/new.items/d08717t.pdf
Native Hawaiian Education Act: Greater Oversight Would Increase Accountability and Enable Targeting of Funds to Areas with Greatest Need (GAO-08-422) March 2008	1	The *Native Hawaiian Education Act* (NHEA) seeks to develop innovative educational programs to assist Native Hawaiians. To inform reauthorization of this Act, GAO analyzed what is known about NHEA's impact on Native Hawaiian education; the Department's efforts to oversee NHEA grants; and the extent to which the Department and the Native Hawaiian councils have fulfilled their roles and responsibilities.	GAO found that the Department has established three performance measures that are not applicable to most of the educational outcomes that result from the program's many authorized activities. Additionally, the Department has not established a method to track grantee activities, such as how the funds have been distributed across activities or islands, and grantees have received little direction or guidance from the Department. The Department has not reported to Congress on NHEA as required by law. GAO recommendations included establishing additional or broader performance measures; developing a method to track how grant funds are allocated across islands and activities; working with the local Education Council to identify and coordinate services for each of the islands; and fulfilling the statutory responsibility to report to Congress.	The Department concurred with most recommendations but questioned the feasibility of developing performance measures that would cover each allowable activity. The Department will work to help refine the performance measures and data collection practices. However, the Department disagreed with the recommendation to track how funds are allocated, stating that it would be burdensome to the grantee and require a tracking system that other programs do not require.	http://www.gao.gov/new.items/d08422.pdf

Name of Report	Goal	Issue	Findings and Recommendations	Department's Response	Link to the Report
No Child Left Behind Act: Education Actions Could Improve the Targeting of School Improvement Funds to Schools Most in Need of Assistance (GAO-08-380) February 2008	1	_No Child Left Behind_ requires states to set aside 4 percent of their ESEA Title I funds to pay for school improvement efforts. GAO was asked to determine the extent to which states have set aside these funds and used other resources for school improvement; which schools received improvement funds and the extent to which funds are tracked; the activities states and schools have undertaken and how activities are assessed; and how the Department supports states' improvement efforts.	GAO recommended that the Department improve its monitoring processes to ensure that states comply with _No Child Left Behind_ requirements for allocating school improvement funds for district-level activities and prioritizing funds to the lowest achieving schools, provide guidance on when and how states are to make information available about which schools receive improvement funds, and analyze the effects of removing a hold-harmless provision on those districts protected by it.	The Department agreed with GAO's recommendations. The Department supports states with school improvement through written guidance, staff assistance, policy letters, and information provided at national conferences. In addition to direct support, the Department provides technical assistance and research- related resources to assist in school improvement efforts. These include the Comprehensive Centers Program, Regional Education Laboratories, the Center for Comprehensive School Reform and Improvement, the What Works Clearinghouse, and a new Doing What Works Web site. The Doing What Works Web site was developed to improve the states' ability to translate the research on the What Works Clearinghouse Web site into practical application at the classroom level.	http://www.gao.gov/new.items/d08380.pdf
District of Columbia Opportunity Scholarship Program: Additional Policies and Procedures Would Improve Internal Controls and Program Operations (GAO-08-9) November 2007	1	The _D.C. School Choice Incentive Act_ established the first K-12 school choice program supported by federal funds. GAO assessed the accountability mechanisms governing the use of funds supporting the Opportunity Scholarship Program; results of the grantee's efforts to meet recruiting priorities; and eligibility requirements and information provided to parents regarding their choices.	GAO recommended that the Department direct the Opportunity Scholarship Program grantee to improve internal controls, continue to improve its financial systems, improve monitoring, and provide accurate information to parents.	The Department responded that the report does not present a complete and balanced picture in a number of key areas and does not accurately reflect what occurred with the program during the period audited, especially regarding students who previously attended schools in need of improvement.	http://www.gao.gov/new.items/d089.pdf

Summary of Performance Evaluations by Goal

Summary of Major FY 2008 Program Evaluations and Studies

Name of Report	Goal	Issue	Findings and Recommendations	Department's Response	Link to the Report
Evaluation of the DC Opportunity Scholarship Program: Impacts After Two Years (Institute of Education Sciences NCEE 2008-4024) June 2008	1	The purpose of the Opportunity Scholarship Program (OSP) is to provide low-income students, particularly those attending schools in need of improvement or corrective action under *No Child Left Behind,* with opportunities to attend higher-performing schools. The study evaluated the differences in test scores between students who received an OSP scholarship and those that did not.	After two years, there were no statistically significant differences in test scores between students who were offered an OSP scholarship and students who were not. Both performed at comparable levels on reading and mathematics. While the program had a positive impact on overall parent satisfaction and parent perceptions of school safety, it did not have a similar impact on students' perceptions of satisfaction and safety.	The report submitted to Congress in June of 2008. The report is also available on the Department's Web site.	http://ies.ed.gov/ncee/pubs/20084023.asp
Implementation Study of Smaller Learning Communities: Final Report (OPEPD/PPSS) May 2008	1	The purpose of this study was to evaluate the implementation of the federal education law that authorizes funding for the Smaller Learning Communities Program by describing the strategies and practices used by local educational agencies in implementing Smaller Learning Communities.	Changes in schoolwide academic outcomes were neutral overall, with a good deal of variation between schools. Trend data appear to suggest increases in the percentage of graduating students planning to attend either two- or four-year colleges. There was a statistically significant positive trend in the percentage of 9th grade students being promoted to 10th grade.	The report has been published.	http://www.ed.gov/rschstat/eval/other/small-communities/final-report.pdf
Implementation of the Credit Enhancement for Charter School Facilities Program: Final Report (OPEPD/PPSS) April 2008	1	The purposes of this study were to describe how grantees under the Credit Enhancement for Charter School Facilities Program implemented their activities and how the Program achieved its legislative purpose.	According to commercial lenders, investment banks, and rating agency representatives, many of the assisted schools would otherwise not have received facility loans because lenders believed that they reflected a high level of risk. More than 23,000 students were enrolled in the 84 charter schools assisted under the Program during FY 2003 and FY 2005. These students were more likely to be low-income and minority. Through FY 2006, the grant recipients assisted a total of 138 schools and leveraged over $407 million worth of financing for charter schools facilities improvement.	The report is under review by the Department.	http://www.ed.gov/rschstat/eval/choice/charter-school-facilities/final-report.doc

Name of Report	Goal	Issue	Findings and Recommendations	Department's Response	Link to the Report
Reading First Impact Study: Interim Report (Institute of Education Sciences NCEE 2008-4019) April 2008	1	This report presents findings from the interim Reading First Impact Study, a congressionally mandated evaluation of the *No Child Left Behind* initiative (Title I, Part B, Subpart 1) to help all children read at or above grade level by the end of the third grade. The report is the first of two and examines the impact of Reading First funding in 2004-2005 and 2005-2006 in 17 school districts across 12 states and one statewide program.	Across the 18 participating sites, impacts on student reading comprehension test scores were not statistically significant as compared to non-Reading First schools in Reading First school districts. The Program increased instructional time spent on the five components of reading instruction. The study sites that received their Reading First grants later in the federal funding process experienced positive and statistically significant impacts both on the time teachers spent on the five essential components of reading instruction and on first and second grade reading comprehension.	Additional *Consolidated State Performance Report* data provided by state educational agencies indicate that the Reading First Program has increased reading scores. The study in question reflected schools in the same district, some of which were Reading First schools and some of which were not. Reading First materials and curricula may have been shared across schools within the district. The study's final report, to be released in 2009, will provide an additional year of follow-up data, and will examine whether the magnitude of impacts on the use of scientifically based reading instruction is associated with improvements in reading comprehension.	http://ies.ed.gov/ncee/pdf/20084016.pdf
State and Local Implementation of the No Child Left Behind Act: Volume IV—Title I School Choice and Supplemental Educational Services: Interim Report (OPEPD/PPSS) April 2008	1	This report presents findings on the implementation of parental choice options from the first year of the National Longitudinal Study of *No Child Left Behind* (NLS-*NCLB*) and the Study of State Implementation of Accountability and Teacher Quality Under *No Child Left Behind* (SSI-*NCLB*) through school year 2004–05.	In 2004–05, nearly 6.2 million students were eligible for Title I school choice and as many as 1.8 million were eligible for Title I supplemental educational services. Low participation rates in Title I school choice and supplemental educational services may be related to problems communicating with parents. Parents who took advantage of Title I school choice were very satisfied with the new schools, which had substantially higher average student achievement than did the previous schools.	The report is under review by the Department.	http://www.ed.gov/rschstat/eval/choice/nclb-choices/nclb-choice-ses.doc

Name of Report	Goal	Issue	Findings and Recommendations	Department's Response	Link to the Report
The Enhanced Reading Opportunities Study: Early Impact and Implementation Findings (Institute of Education Sciences NCEE 2008-4017) January 2008	1	This first of three reports focuses on the first of two cohorts of ninth-grade students and describes the impact that two interventions had on their reading comprehension skills through the end of their ninth-grade year.	On average, across the 34 participating high schools, there was a statistically significant improvement in participating students' reading comprehension test scores. The magnitudes of the impact estimates for each literacy intervention are the same as those for the full study sample. Impacts on reading comprehension are larger for the 15 schools where the intervention began within six weeks of the start of the school year and implementation was classified as well aligned with the program model.	The Department will respond after the final report.	http://ies.ed.gov/ncee/pubs/20084015.asp
National Assessment of Title I: Final Report (Institute of Education Sciences NCEE 2007-4014) October 2007	1	In *No Child Left Behind,* Congress mandated a national assessment of Title I to evaluate the implementation and impact of the program. This mandate requires a scientifically based longitudinal study of Title I schools and includes studies of program implementation and of the effectiveness of specific interventions.	The number of Title I participants has tripled over the past decade. The percentage of students achieving at or above the state's Proficient level rose for most student subgroups. Three-quarters of all schools and districts met applicable adequate yearly progress targets. Student participation in school choice options and supplemental educational services has increased since the first year of the implementation of the choice provisions. The majority of teachers across the country have been designated as "highly qualified" under *No Child Left Behind.*	The study is under review by the Department.	http://ies.ed.gov/ncee/pubs/20084012/
Early Outcomes of the GEAR UP Program: Final Report (OPEPD/PPSS) August 2008	3	The GEAR UP program fosters increased preparation for postsecondary education among low-income students and their families. This report provides descriptive information on the implementation of the program and the association between program participation and student and parent outcomes.	Attending a GEAR UP school was positively associated with both students' and parents' knowledge of the opportunities and benefits of postsecondary education. For African-American students, attendance at a GEAR UP school was positively associated with the number of rigorous or above-grade-level courses taken during middle school.	The study is under review by the Department.	http://www.ed.gov/rschstat/eval/highered/gearup/early-outcomes.pdf