

# Archived Information

## SMALLER LEARNING COMMUNITIES

<b>Goal:</b> To assist high schools to create smaller learning communities that can prepare all students to achieve to challenging standards and succeed in college and careers.	<b>Funding History</b> (\$ in millions)			
	<b>Fiscal Year</b>	<b>Appropriation</b>	<b>Fiscal Year</b>	<b>Appropriation</b>
<b>Legislation:</b> Title IX, Part B, of the Elementary and Secondary Education Act (ESEA) of 1965, as amended (20 U.S.C. 7901 et. seq.).	1985	\$0	2000	\$45
	1990	\$0	2001	\$125
	1995	\$0	2002 (Requested)	\$0

### Program Description

The Smaller Learning Communities program is a new initiative designed to assist high schools to develop and implement smaller, safer, more personal learning environments. The Department awarded two types of competitive grants to local educational agencies (LEAs) on behalf of the high schools that they serve: one-year planning grants for schools to develop a strategy to implement a smaller learning community and three-year implementation grants for schools to create smaller learning communities, such as schools-within-schools, house plans and career academies.

All grantees are expected, over time, to demonstrate: (1) increases in student achievement; (2) increases in graduation rates; (3) increases in attendance rates; (4) fewer incidents of violence and drug and alcohol abuse, and (5) increases in the number of students pursuing post-secondary education. The Department of Education has defined a “large high school” as one that enrolls 1,000 or more students in ninth grade and above, and contains an 11th and 12th grade. In 2000, the Smaller Learning Communities program awarded \$10,289,048 in planning grants to 84 grantees serving 224 schools, and \$60,689,373 in implementation grants to 65 grantees serving 124 schools.

For more information, please visit the program Web site at: <http://www.ed.gov/offices/OESE/SLCP/>

## Program Performance

OBJECTIVE 1: STUDENTS IN SCHOOLS RECEIVING SMALLER LEARNING COMMUNITIES IMPLEMENTATION GRANTS WILL DEMONSTRATE CONTINUOUS IMPROVEMENT IN ACHIEVEMENT IN CORE SUBJECTS, AS WELL AS EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> Unable to judge – new program.  <b>Explanation:</b> New program. Initial grants awarded in October 2000.	<b>Source:</b> Program evaluation (to begin in 2001) and Annual Performance Reports (to begin in 2001). <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2002.  <b>Validation Procedure:</b> No formal validation procedure.  <b>Limitations of Data and Planned Improvements:</b> Not known.
FY 1999:	N/A	N/A		
<b>FY 2000:</b>	<b>N/A</b>	<b>N/A</b>		
FY 2001:		Baseline Year		
FY 2002:				
<b>Indicator 1.2 Behavior: Increasing percentages of students in high schools receiving Small Learning Community grants will show improvements on measures such as school attendance and incidence of disciplinary actions.</b>				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> Unable to judge – new program.  <b>Explanation:</b> New program. Initial grants awarded in October 2000.	<b>Source:</b> Program evaluation (to begin in 2001) and Annual Performance Reports (to begin in 2001). <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2002.  <b>Validation Procedure:</b> No formal validation procedure.  <b>Limitations of Data and Planned Improvements:</b> Not known.
1999:	N/A	N/A		
<b>2000:</b>	<b>N/A</b>	<b>N/A</b>		
2001:		Baseline Data		
2002:				