

Archived Information

Department of Education
INNOVATION AND IMPROVEMENT
Fiscal Year 2008 Budget Request

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INNOVATION AND IMPROVEMENT

For carrying out activities authorized by part G of title I,¹ parts C and D of title II,² and parts B, C, and D of title V of the Elementary and Secondary Education Act of 1965,³ \$897,018,000: *Provided*, That from funds for subpart 4, part C of title II, up to 3 percent shall be available to the Secretary for technical assistance and dissemination of information:⁴ *Provided further*, That \$36,611,000 shall be for subpart 2 of part B of title V:⁵ *Provided further*, That \$257,108,000 shall be available to carry out part D of title V of the ESEA,⁶ of which \$199,000,000 of the funds for subpart 1 shall be for competitive grants to local educational agencies, including charter schools that are local educational agencies, or States, or partnerships of (1) a local educational agency, a State, or both and (2) at least one non-profit organization to develop and implement performance-based teacher and principal compensation systems in high-need schools: *Provided further*, That such performance-based compensation systems must consider gains in student academic achievement as well as classroom evaluations conducted multiple times during each school year among other factors and provide educators with incentives to take on additional responsibilities and leadership roles:⁷ *Provided further*, That up to five percent of such funds for competitive grants shall be available for technical assistance, training, peer review of applications, program outreach and evaluation activities.⁸

NOTES

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

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

INNOVATION AND IMPROVEMENT

Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ <u>For carrying out activities authorized by part G of title I,...</u>	This language indicates that funds are provided for the Advanced Placement program.
² <u>...parts C and D of title II,...</u>	This language indicates that funds are provided for Troops-to-Teachers, Transition to Teaching, Teaching American History, and Ready-to-Learn Television.
³ <u>...and parts B, C, and D of title V of the Elementary and Secondary Education Act of 1965,...</u>	This language indicates that funds are provided for the Teacher Incentive Fund, Charter Schools Grants, Credit Enhancement for Charter School Facilities, Voluntary Public School Choice, Magnet Schools Assistance, the Fund for the Improvement of Education, and Reading is Fundamental.
⁴ <u>Provided, That from funds for subpart 4, part C of title II, up to 3 percent shall be available to the Secretary for technical assistance and dissemination of information:</u>	This language allows the Secretary to use a portion of the funds for the Teaching American History program to conduct technical assistance activities.
⁵ <u>Provided further, That \$36,611,000 shall be for subpart 2 of part B of title V:</u>	This language earmarks funds for the Credit Enhancement for Charter School Facilities program. It is needed because the authorization of appropriations for the program expired at the end of FY 2004.
⁶ <u>Provided further, That \$257,108,000 shall be available to carry out part D of title V of the ESEA.</u>	This language earmarks \$257,108,000 for programs authorized under part D of title V of the ESEA (the Fund for the Improvement of Education).

INNOVATION AND IMPROVEMENT

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>⁷ <u>...of which \$199,000,000 of the funds for subpart 1 shall be for competitive grants to local educational agencies, including charter schools that are local educational agencies, or States, or partnerships of (1) a local educational agency, a State, or both and (2) at least one non-profit organization to develop and implement performance-based teacher and principal compensation systems in high-need schools: <i>Provided further</i>, That such performance-based compensation systems must consider gains in student academic achievement as well as classroom evaluations conducted multiple times during each school year among other factors and provide educators with incentives to take on additional responsibilities and leadership roles:</u></p>	<p>This language earmarks \$199,000,000 of the Fund for the Improvement of Education appropriation for the Teacher Incentive Fund and sets forth the authorized program activities.</p>
<p>⁸ <u><i>Provided further</i>, That up to five percent of such funds for competitive grants shall be available for technical assistance, training, peer review of applications, program outreach and evaluation activities.</u></p>	<p>This language specifies that 5 percent of funding for the Teacher Incentive Fund will be used for evaluation, peer review, and technical assistance activities, and the remainder is used for grants.</p>

INNOVATION AND IMPROVEMENT

Amounts Available for Obligation
((\$000s))

	2006	2007	2008
Discretionary appropriation:			
Appropriation	\$945,947	0	\$922,018
Across-the-board reduction	-9,459	0	0
CR annual rate	<u>0</u>	<u>\$841,373</u>	<u>0</u>
Subtotal, discretionary appropriation	936,488	841,373	922,018
Unobligated balance, start of year	0	94,050	0
Recovery of prior-year obligations	2	0	0
Unobligated balance, expiring	-1,090	0	0
Unobligated balance, end of year	<u>-94,050</u>	<u> </u>	<u> </u>
Total, direct obligations	841,350	935,423	922,018

INNOVATION AND IMPROVEMENT

Obligations by Object Classification
(\$000s)

	2006	2007	2008
Printing and reproduction.....	\$50	\$50	\$50
Other contractual services:			
Advisory and assistance services	2,300	3,100	4,800
Peer review	2,200	1,399	1,800
Other services	50,181	50,181	50,481
Purchases of goods and services from government accounts.....	<u>300</u>	<u>300</u>	<u>0</u>
Subtotal	54,981	54,980	57,081
Grants, subsidies, and contributions	786,318	880,393	864,887
Prompt Payment Interest	<u>1</u>	<u>0</u>	<u>0</u>
Total, direct obligations.....	841,350	935,423	922,018

INNOVATION AND IMPROVEMENT

Summary of Changes
(\$000s)

2007.....	\$841,373
2008.....	<u>922,018</u>
Net change	+80,645

	<u>2007 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase for Teacher Incentive Fund to expand support for grants to encourage school districts and States to develop and implement innovative compensation systems to provide financial incentives for teachers and principals who raise student achievement and close the achievement gap in high-need schools.	\$3,899	+\$195,101
Increase for Advanced Placement to expand access for low-income students to advanced placement courses and tests.	32,175	+90,000
Funding for FIE Programs of National Significance to include support for the Language Teacher Corps and the Teacher-to-Teacher Initiative, two new activities that are part of the National Security Language Initiative.	11,668	+21,397
Initial funding for the Adjunct Teachers Corps initiative to create opportunities for professionals to teach secondary school courses in the core academic subjects, particularly in mathematics and science.	0	<u>+25,000</u>
Subtotal, increases		+331,498

INNOVATION AND IMPROVEMENT

Summary of Changes (\$000s)

	<u>2007 base</u>	<u>Change from base</u>
Decreases:		
<u>Program:</u>		
Decrease in funding for the Voluntary Public School Choice program due to rounding resulting from computation of the 2007 CR level.	\$26,276	-\$1
Eliminate funding for the National Writing Project because this activity is a small categorical program with limited effect.	21,533	-21,533
Reduce funding for the Teaching American History program because the Department does not receive enough strong applications to justify the current level.	119,790	-69,790
Eliminate funding for the Academies for American History and Civics because this activity is a small categorical program that duplicates Teaching American History and other programs.	1,980	-1,980
Eliminate funding for School Leadership because the program is narrowly focused and duplicative of the broader, more flexible Improving Teacher Quality State Grants program.	14,731	-14,731
Eliminate funding for Advanced Credentialing to reflect the decision not to extend further the 5-year grant to the National Board for Professional Teaching Standards, which ended in fiscal year 2004.	16,695	-16,695
Eliminate funding for the Dropout Prevention program because the activities supported are duplicative of activities authorized under Title I Grants to Local Educational Agencies.	4,851	-4,851
Eliminate funding for the Close-Up Fellowship program, which should be sustained through private-sector efforts.	1,454	-1,454

INNOVATION AND IMPROVEMENT

Summary of Changes
(\$000s)

	<u>2007 base</u>	<u>Change from base</u>
Decreases:		
<u>Program:</u>		
Eliminate funding for the following narrowly focused categorical programs and projects authorized under the Fund for the Improvement of Education: Star Schools, Ready to Teach, Exchanges with Historic Whaling and Trading Partners, Excellence in Economic Education, Mental Health Integration in Schools, Foundations for Learning, Arts in Education, Parental Information and Resource Centers, and Women’s Educational Equity.	\$119,818	<u>\$-119,818</u>
Subtotal, decreases		-250,853
Net change		+80,645

INNOVATION AND IMPROVEMENT

Authorizing Legislation (\$000s)

Activity	2007 Authorized	2007 Estimate	2008 Authorized	2008 Request
Teacher incentive fund (<i>ESEA V-D-1</i>)	(1)	\$3,899	(1,2)	\$199,000
Troops-to-teachers (<i>ESEA II-C-1-A</i>)	Indefinite	14,645	Indefinite ²	14,645
Transition to teaching (<i>ESEA II-C-1-B</i>)	Indefinite	44,482	Indefinite ²	44,482
National writing project (<i>ESEA II-C-2</i>)	Indefinite	21,533	Indefinite ³	0
Teaching American history (<i>ESEA II-C-4</i>)	Indefinite	119,790	Indefinite ⁴	50,000
Academies for American history and civics (<i>American History and Civics Education Act and ESEA V-D</i>)	(5)	1,980	(1,5)	0
School leadership (<i>ESEA II-A-5-2151 (b)</i>)	Indefinite	14,731	Indefinite ³	0
Advanced credentialing (<i>ESEA II-A-5-2151(c)</i>)	Indefinite	16,695	Indefinite ³	0
Adjunct teacher corps (Proposed legislation)	--	0	To be determined	25,000
Charter schools grants (<i>ESEA V-B-1</i>)	Indefinite	214,782	Indefinite ⁴	214,782
Credit enhancement for charter school facilities (<i>ESEA V-B-2</i>)	0 ⁶	36,611	0 ⁶	36,611
Voluntary public school choice (<i>ESEA V-B-3</i>)	\$100,000	26,276	\$100,000 ⁴	26,275
Magnet schools assistance (<i>ESEA V-C</i>)	Indefinite	106,685	Indefinite ⁴	106,685
Advanced placement (<i>ESEA I-G</i>)	Indefinite	32,175	Indefinite ²	122,175
School dropout prevention program (<i>ESEA I-H</i>)	Indefinite	4,851	Indefinite ³	0
Close Up fellowships (<i>ESEA I-E-1504</i>)	Indefinite	1,454	Indefinite ³	0
Ready-to-learn television (<i>ESEA II-D-3</i>)	Indefinite	24,255	Indefinite ⁴	24,255
FIE programs of national significance (<i>ESEA V-D-1</i>)	(1)	11,668	(1,4)	33,065
Reading is fundamental/Inexpensive book distribution (<i>ESEA V-D-5</i>)	(1)	25,043	(1,4)	25,043
Star schools (<i>ESEA V-D-7</i>)	(1)	14,850	(1,3)	0
Ready to teach (<i>ESEA V-D-8</i>)	(1)	\$10,890	(1,3)	0
Exchanges with historic whaling and trading partners (<i>ESEA V-D-12</i>)	(1)	8,910	(1,3)	0

INNOVATION AND IMPROVEMENT

Authorizing Legislation (\$000s)

Activity	2007 Authorized	2007 Estimate	2008 Authorized	2008 Request
Excellence in economic education (<i>ESEA V-D-13</i>)	(1)	\$1,473	(1,3)	0
Mental health integration in schools (<i>ESEA V-D-14, section 5541</i>)	(1)	4,910	(1,3)	0
Foundations for learning (<i>ESEA V-D-14, section 5542</i>)	(1)	982	(1,3)	0
Arts in education (<i>ESEA V-D-15</i>)	(1)	35,277	(1,3)	0
Parental information and resource centers (<i>ESEA V-D-16</i>)	(1)	39,600	(1,3)	0
Women's educational equity (<i>ESEA V-D-21</i>)	(1)	<u>2,926</u>	(1,3)	<u>0</u>
Total definite authorization	\$100,000		\$100,000	
Total appropriation		\$841,373		\$922,018
Portion of request subject to reauthorization				897,018
Portion of request not authorized				25,000

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¹A total of \$675,000 thousand is authorized in fiscal year 2007 and 2008 to carry out all ESEA V-D activities.

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

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

⁴The GEPA extension applies through September 30, 2008; reauthorizing legislation is sought.

⁵The program has a permanent authorization but is funded through the Fund for the Improvement of Education. A total of \$675,000 thousand is authorized in fiscal year 2007 and 2008 to carry out all ESEA V-D activities. The GEPA extension applies to ESEA V-D through September 30, 2008.

⁶The GEPA extension expired September 30, 2004; the program has been authorized since then through appropriations language. Reauthorizing legislation is sought for FY 2008.

INNOVATION AND IMPROVEMENT

Appropriations History (\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2004	\$807,400	\$807,959	\$782,133	\$1,102,628
2005	885,181	669,936	1,154,894	1,092,642
2006	1,307,871	708,522	1,308,785	936,488
2007	850,966			841,373 ¹
2008	922,018			

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

INNOVATION AND IMPROVEMENT

Significant Items in FY 2007 Appropriations Reports

Ready to Learn Television Outreach Funds

Senate: The Committee directs the Department to utilize funds provided for fiscal year 2007 in the same proportions as fiscal year 2006 program resources. In the statement of the managers accompanying the fiscal year 2006 appropriations act, the conferees indicated that funds provided above fiscal year 2005 level were to be used for the outreach cooperative agreement to expand successful models of public television station-based outreach activities that incorporate local adult training workshops. The Committee intends for outreach funds to be used in fiscal years 2006 and 2007 for this purpose.

Response: The Department intends to allocate Ready to Learn program funds to support outreach activities at the same level they were supported in 2006, and to utilize fiscal year 2007 program funds in the same proportions as fiscal year 2006.

Funding of Teaching American History Grants

Senate: The Committee directs the Department to continue its current policy of awarding 3-year grants...The Committee requests that the Department prepare and submit an operating plan to the House and Senate Committees on Appropriations, within 30 days of enactment of this Act, on how [the funds reserved for national activities] will be used to support the intent of this program.

Response: The Department will continue to make 3-year awards under the program. Additionally, the Department will submit the requested operating plan.

Mental Health Integration in Schools

Senate: The Committee expects this program to continue to be carried out by the Office of Safe and Drug-Free Schools.

Response: The Department's Office of Safe and Drug-Free Schools will continue to administer this program in 2007.

DEPARTMENT OF EDUCATION FISCAL YEAR 2008 PRESIDENT'S BUDGET

(in thousands of dollars)					2008 President's Request	
Account, Program, and Activity	Category Code	2006 Appropriation	2007 Current Estimate	2008 President's Request	Compared to 2007 Current Level	
					Amount	Percent
Innovation and Improvement						
1. Recruiting and training high quality teachers and principals:						
(a) Teacher incentive fund (ESEA V-D-1)	D	99,000	3,899	199,000	195,101	5003.9%
(b) Troops-to-teachers (ESEA II-C-1-A)	D	14,645	14,645	14,645	0	0.0%
(c) Transition to teaching (ESEA II-C-1-B)	D	44,484	44,482	44,482	0	0.0%
(d) National writing project (ESEA II-C-2)	D	21,533	21,533	0	(21,533)	-100.0%
(e) Teaching American history (ESEA II-C-4)	D	119,790	119,790	50,000	(69,790)	-58.3%
(f) Academies for American history and civics (American History and Civics Education Act)	D	1,980	1,980	0	(1,980)	-100.0%
(g) School leadership (ESEA section 2151(b))	D	14,731	14,731	0	(14,731)	-100.0%
(h) Advanced credentialing (ESEA section 2151(c))	D	16,695	16,695	0	(16,695)	-100.0%
(i) Adjunct teacher corps (proposed legislation)	D	0	0	25,000	25,000	---
2. School choice and flexibility (ESEA Title V):						
(a) Charter schools grants (Part B-1)	D	214,782	214,782	214,782	0	0.0%
(b) Credit enhancement for charter school facilities (Part B-2)	D	36,611	36,611	36,611	0	0.0%
(c) Voluntary public school choice (Part B-3)	D	26,278	26,276	26,275	(1)	0.0%
(d) Magnet schools assistance (Part C)	D	106,693	106,685	106,685	0	0.0%
3. Advanced placement (ESEA I-G)						
4. School dropout prevention (ESEA I-H)						
5. Close Up fellowships (ESEA section 1504)						
6. Ready-to-learn television (ESEA II-D-3)						
7. FIE programs of national significance (ESEA V-D, subpart 1)						
8. Reading is fundamental/Inexpensive book distribution (ESEA V-D, subpart 5)						
9. Star schools (ESEA V-D, subpart 7)						
10. Ready to teach (ESEA V-D, subpart 8)						
11. Exchanges with historic whaling and trading partners (ESEA V-D, subpart 12)						
12. Excellence in economic education (ESEA V-D, subpart 13)						
13. Mental health integration in schools (ESEA V-D, subpart 14, section 5541)						
14. Foundations for learning (ESEA V-D, subpart 14, section 5542)						
15. Arts in education (ESEA V-D, subpart 15)						
16. Parental information and resource centers (ESEA V-D, subpart 16)						
17. Women's educational equity (ESEA V-D, subpart 21)						
Total	D	936,486	841,373	922,018	80,645	9.6%
<i>Outlays</i>	<i>D</i>	<i>899,859</i>	<i>1,274,450</i>	<i>923,166</i>	<i>(351,284)</i>	<i>-27.6%</i>

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INNOVATION AND IMPROVEMENT

Summary of Request

The No Child Left Behind Act of 2001, the most recent reauthorization of the Elementary and Secondary Education Act, focuses on four principles for improving the quality of elementary and secondary education: stronger accountability for results, expanded choices for parents, greater flexibility in the use of Federal funds, and implementation of interventions that have been demonstrated as effective, particularly interventions to improve the quality of instruction in high-need schools. Programs in the Innovation and Improvement account support primarily the goals of providing parents with greater choices and implementing effective programs. Programs in this account enable the Department to make strategic investments in promising educational strategies and approaches; increase parental options through support for charter schools, magnet schools, and other options; evaluate the results of the projects supported, and disseminate information widely on effective practices.

The Department is requesting a total of \$922.018 million for programs in this account. The request supports programs that address Administration priorities while providing no funding for ineffective or duplicative programs.

Several activities in this account support Presidential initiatives to increase student access to a rigorous curriculum and qualified teachers to ensure America's competitive position in the global economy:

- \$122.175 million, a \$90 million increase from the fiscal year 2007 level, for the **Advanced Placement** program to support State and local efforts that increase access to advanced placement tests and classes for low-income students and train teachers of advanced placement classes in schools serving large populations of those students.
- \$199 million, to expand support for the **Teacher Incentive Fund**, which rewards teachers and principals in schools that are raising student achievement and closing the achievement gap, provide incentives for effective teachers to teach in low-income schools, and provide incentives to school districts to develop performance-based teacher and principal compensation systems.
- \$25 million for the proposed **Adjunct Teacher Corps**, which would create opportunities for professionals outside of the public education system to teach secondary school courses in the core academic subjects, especially in mathematics and the sciences.

In addition, the Department is requesting \$33.065 million for the **Fund for the Improvement of Education (FIE) Programs of National Significance**. This level of funding would allow the Department to fund two activities, the Language Teacher Corps and the Teacher-to-Teacher Initiative, that are part of the President's proposed multi-agency National Security Language Initiative. Funds also would support continuation of the data quality initiative, Reach Out and Read, Teach for America, the Facilities Clearinghouse, and some new activities.

The 2008 request also emphasizes efforts to provide parents with expanded choices for their children's education through continued funding for **Charter Schools Grants** and **Credit Enhancement for Charter School Facilities**, as well as for **Voluntary Public School Choice** grants and **Magnet Schools Assistance**.

INNOVATION AND IMPROVEMENT

Summary of Request

The request maintains funding at the 2007 level for several small programs that support other Administration priorities. To help improve the quality of instruction in the neediest schools, the request includes \$44.482 million for the **Transition to Teaching** program to recruit, place, and train mid-career professionals and recent college graduates whose knowledge and experience can help them become successful teachers; and \$14.645 million for the **Troops-to-Teachers** program to recruit, prepare, and place former members of the military services in high-need subject areas in high-poverty schools. To help improve the quality of history instruction, the request includes \$50 million for the **Teaching American History** program, which provides professional development for teachers of American history. Lastly, the request includes \$25.043 million for the **Reading is Fundamental/Inexpensive Book Distribution** program to provide reading motivation activities, and \$24.255 million for **Ready-to-Learn Television** to facilitate student academic achievement by supporting the development and distribution of educational video programming for preschool and elementary school children and their parents.

The Department is not requesting funds for several other programs in the account. These programs generally are targeted at a narrow group of recipients, have limited impact, or support activities that can be carried out under other authorities. The programs for which the Department is not requesting funds are: **Academies for American History and Civics; Advanced Credentialing; National Writing Project; School Leadership; School Dropout Prevention; Close Up Fellowships; Star Schools; Ready to Teach; Exchanges with Historic Whaling and Trading Partners; Excellence in Economic Education; Mental Health Integration in Schools; Foundations for Learning; Arts in Education; Parental Information and Resource Centers; and Women's Educational Equity.**

The programs included in this account are authorized under the Elementary and Secondary Education Act and are, thus, subject to reauthorization next year. The Administration has begun developing proposals for the reauthorization and, for the programs in this account, is proposing options that would improve targeting, result in improved performance, or correct statutory flaws identified through Program Assessment Rating Tool (PART) reviews. Proposed changes would also provide specific authorizations for the Teacher Incentive Fund and the Adjunct Teacher Corps and repeal the authorizations for the programs for which no funds are requested.

INNOVATION AND IMPROVEMENT

Teacher incentive fund

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

FY 2008 Authorization (\$000s): \$675,000 ^{1, 2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$3,899	\$199,000	+\$195,101

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

² A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all part D activities.

PROGRAM DESCRIPTION

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

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

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

INNOVATION AND IMPROVEMENT

Teacher incentive fund

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

	(\$000s)
2003.....	0
2004.....	0
2005.....	0
2006.....	\$99,000
2007.....	3,899

FY 2008 BUDGET REQUEST

The Teacher Incentive Fund program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2008 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. The reauthorization proposal would provide a specific authorization for Teacher Incentive Fund, which currently is conducted under the authority of the Fund for the Improvement of Education and special appropriations language.

For 2008, the Administration requests \$199 million, \$195.1 million more than the 2007 CR level, for the Teacher Incentive Fund. The request will support a significant expansion of State and school district efforts to develop and implement innovative ways to provide financial incentives for teachers and principals who raise student achievement and close the achievement gap in some of our Nation's highest-need schools, attract highly qualified teachers to those schools, and redesign teacher and principal compensation systems in order to align pay with performance. The Department awarded the first grants for the program in the fall of 2006.

The 2007 continuing resolution (CR) annual rate is based on the amount actually obligated in 2006, rather than on the amount appropriated. As a result, the 2007 CR level for Teacher Incentive Fund is low because in FY 2006 the Department obligated only funds from the program's 5-percent set-aside. In FY 2006, the grants portion of the program was forward funded, and the first FY 2006 grants were awarded in October and November 2006 (at the beginning of fiscal year 2007). In order to ensure that these grants receive their second-year funding on time, the Administration is proposing to fund the entire program on an annual basis in fiscal year 2008.

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

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effective teachers in a row scored at the 83rd percentile in mathematics assessments at the end of 5th grade, while children assigned to three ineffective teachers in a row scored only at the 29th percentile.

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

Public school systems also typically provide no incentive for the best teachers to enter or remain in the most challenging schools; to the contrary, their personnel systems often create at least implicit incentives for teachers to move into schools and classrooms that present the fewest challenges. Thus, high-poverty schools are often forced to rely on the least qualified faculty, including those hired with only emergency or other temporary credentials. As a report by the Education Trust (*Teacher Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality*, Heather G. Peske and Kati Haycock, 2006) found, low-income and minority children are typically taught by lower-quality teachers who are more likely to be uncertified, to have scored poorly on college and licensure exams, and to be teaching outside their field. This situation is unacceptable. A report by the Teaching Commission, a private panel led by former IBM chairman Louis V. Gerstner, Jr. notes, "Until we make it more attractive for teachers to stay in our most challenging schools by offering a significant salary premium – enough to make their earnings exceed those of teachers with less demanding assignments in affluent neighborhoods – the teacher shortage in hard-to-staff schools will not go away." (*Teaching at Risk: A Call to Action*, 2004)

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

Under No Child Left Behind, the States are now approaching the goal of ensuring that all classes of the core academic subjects are taught by highly qualified teachers. Funds are available under the Elementary and Secondary Education Act's Titles I and II for professional

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development and other expenses needed to enable States and school districts to achieve that objective. But the Teacher Incentive Fund takes the national commitment to ensuring a continued high-quality teaching force one important step further by providing Federal support for rewarding teachers for strong performance, encouraging highly qualified teachers to enter classrooms with high concentrations of low-income students, and developing and implementing performance-based teacher compensation systems.

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

In the fall of 2006, the Department announced the program's first 16 grants, totaling approximately \$42 million of FY 2006 funds. The Department will award grants using the remaining 2006 funds in the spring or summer of 2007.

Grants awarded in the fall of 2006 include the following –

- \$14,118,543 over 5 years to a coalition that includes the District of Columbia (D.C.) Public Schools, New Leaders for New Schools, Mathematica, Teachscape, and Standards & Poors. The project will provide direct compensation to teachers and principals who have demonstrated their ability to improve student achievement. D.C. Public Schools currently works with the Center for Performance Assessment to “incentivize” the creation of more standards and data-driven classrooms and schools. The project plans to complement this current effort in D.C.
- \$33,959,740 over 5 years to the South Carolina Department of Education, which has been working with the Teacher Advancement Program (TAP), to implement a performance-based compensation system to address problems with recruitment and retention in 23 high-need schools in 6 districts. By the fifth year, the project has the potential to affect more than 60,000 children and 5,000 teachers and principals. Strategies include higher and varied teacher bonuses, the introduction of principal and assistant principal bonuses, raising the value-added percentage in performance pay from 50 percent to 60 percent, and using tests to give K–3 teachers an individual value-added score.
- In the past 5 years, Eagle County School District in Colorado has invested over \$4.5 million (not including performance awards) to implement a performance-based compensation system for teachers and principals. A \$6,779,204 grant from Teacher

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Incentive Fund will allow the district to expand the program and improve the quality of Master and Mentor teachers through increased salary augmentations and training. The project will affect 13 high-need schools.

In fiscal year 2008, the Department will use the 5 percent set-aside for evaluation, peer review, and technical assistance to help ensure that grants are well implemented. The evaluation of the program is likely to begin in 2007.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Amount available for awards	\$94,050	\$3,704	\$189,050
Number of awards	25-40	1-2	50-80
Range of awards	\$2,351-3,762	\$1,852-3,704	\$2,363-3,781
Technical assistance, training, outreach, and evaluation	\$4,800	\$15	\$9,750
Peer review of new award applications	\$150	\$180	\$200

PROGRAM PERFORMANCE INFORMATION

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

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Troops-to-teachers

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

FY 2008 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$14,645	\$14,645	0

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

PROGRAM DESCRIPTION

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

Under this program, the Secretary of Education transfers funds to the Department of Defense for the Defense Activity for Non-Traditional Education Support (DANTES) to provide assistance, including stipends of up to \$5,000, to eligible members of the armed forces so that they can obtain certification or licensing as elementary school teachers, secondary school teachers, or vocational/technical teachers and become highly qualified teachers by demonstrating competency in each of the subjects they teach. In addition, the program helps these individuals find employment in high-need local educational agencies (LEAs), which are those with a high percentage or number of children from poor families. In lieu of the \$5,000 stipends, DANTES may pay \$10,000 bonuses to participants who agree to teach in high-need schools located within high-need LEAs. A "high-need school" is defined as a school where at least 50 percent of the students are from low-income families or the school has a large percentage of students who qualify for assistance under the Individuals with Disabilities Education Act.

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

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

	(\$000s)
2003.....	\$28,812
2004.....	14,912
2005.....	14,793
2006.....	14,645
2007.....	14,645

FY 2008 BUDGET REQUEST

The Troops-to-Teachers program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2008 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. In reauthorization, the Administration will propose to codify in statute the definition for high-need local educational agency (LEA) currently established through regulation. The regulatory definition of high-need LEA strikes a balance between effectively targeting high-need LEAs and supporting the placement of Troops participants in States and communities across the country.

The Administration is also proposing to amend the definition of a high-need school by changing the poverty threshold for secondary schools from 50 percent to 30 percent. Secondary schools are less likely to meet the current definition of a high-need school, as they tend to draw from more economically diverse geographic areas than elementary schools. Furthermore, local educational agencies typically measure a school's poverty population using counts of free and reduced-price lunch participants, and eligible high school students are less likely than elementary school students to enroll in school lunch programs. As a result, high schools have difficulty qualifying as high-need, despite having a great need for the science, math, and special education teachers that the Troops-to-Teachers program generates.

In addition, the Administration's reauthorization proposal would permit program participants to take teaching positions in private schools, rather than only in public schools, so long as those schools meet the same "high-need" criteria.

The Administration requests level funding of \$14.645 million in fiscal year 2008 to help members of the armed forces become highly qualified teachers through the Troops-to-Teachers program. This request will support the program in fiscal year 2008 during a time when interest in the program among potential participants may be mitigated by the continued need for military personnel to serve overseas, delaying potential retirements and separations.

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PROGRAM OUTPUT MEASURES

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Number of program registrants ¹	2,656	2,656	2,656
Number of participants hired ¹	1,075	1,075	1,075

¹ The 2007 and 2008 measures reflect the continuation of the FY 2006 program outputs. "Program registrants" are those individuals who have applied to the Troops-to-Teachers program and signed an agreement with DAN TES to participate in the program. "Participants hired" are those Troops participants who have received program stipends for training and certification activities and are hired by eligible local educational agencies.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

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

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

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

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

Measure: The percentage of participants who become teachers of record in high-need LEAs.		
Year	Target	Actual
2003		71
2004		76
2005	75	81
2006	75	83
2007	75	
2008	75	

Assessment of progress: In order to ensure the reliability and comparability of program performance data, the Department, in response to the PART review discussed below, added both “teacher of record” and “high-need LEAs” to this indicator in order to provide for a better measure of the program’s success in placing participants in high-need districts. In 2006, 83 percent of the program’s participants became highly qualified teachers in high-need LEAs, exceeding the target of 75 percent.

Measure: The percentage of participants who become mathematics, science, or special education teachers.		
Year	Target	Actual
2003		44
2004		45
2005	49	30
2006	49	47
2007	51	
2008	53	

Assessment of progress: In 2005, 30 percent of the program’s participants became math and science teachers. In that same year, the Department added “special education teachers” to this indicator as the third critical shortage area of specialization for teachers and to track all of the priority subject areas in the statute. In 2006, the first year in which the revised measure was implemented, 47 percent of the program’s participants became math, science, or special education teachers, representing the highest percentage of participants teaching critical needs subjects achieved under the No Child Left Behind Act.

The Department has also established, as the third program indicator, the percentage of participants who remain in teaching for 3 or more years after placement in a teaching position in a

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high-need LEA. In 2006, the third year of retention for participants who started teaching in the 2002-03 school year, 84 percent of participants were still teaching in a high-need LEA at least 3 years after placement.

Efficiency Measures

The Department developed the following efficiency measure for the Troops-to-Teachers program: recruitment cost per teacher of record. Recruitment cost is defined as all overhead costs for the national headquarters and State offices. "Teacher of record" is defined as a Troops-to-Teachers participant who is hired by an eligible school district. DANTEs also collects and analyzes the data on a State-by-State basis and uses the data to improve program operations. In FY 2006, the first year in which this measure was used, the recruitment cost per teacher of record was \$4,208.

Other Performance Information

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

Follow-up on PART Findings and Recommendations

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

In terms of challenges, the PART review called for the Department to establish baselines and targets for the program's performance measures, which the Department has since completed.

The PART also noted that the Department had not yet developed an appropriate efficiency measure for the program (which the Department has since completed) and that the Department failed to display performance information for the public. The Department has since posted some performance information on its Troops-to-Teachers program website, <http://www.ed.gov/programs/troops/performance.html>; however, the information is not disaggregated by State.

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Transition to teaching

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

FY 2008 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$44,482	\$44,482	0

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

PROGRAM DESCRIPTION

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

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

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

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

	(\$000s)
2003.....	\$41,727
2004.....	45,295
2005.....	44,933
2006.....	44,484
2007.....	44,482

FY 2008 BUDGET REQUEST

The Transition to Teaching program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2008 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. In reauthorization, the Administration will propose to make the definition of a high-need local educational agency (LEA) more flexible by lowering the poverty threshold from 20 percent to 15 percent and allowing other LEAs to receive grants if they have a high percentage of high-need schools. The proposed amendment to the high-need LEA definition will also include rural LEAs with a National Center for Education Statistics (NCES) locale code of 7 (small town) or 8 (rural), in recognition of the particular teacher recruitment and retention challenges faced by rural districts.

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

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

The Administration requests level funding of \$44.482 million in fiscal year 2008 to recruit, train, certify, and place talented individuals into teaching positions and support the expansion of alternative routes to certification. Funding at this level will allow the Department to continue grants first awarded in 2004, 2006, and 2007 and to make new grants to help States and communities bring capable and qualified teachers into the schools.

As a result of increasing enrollments and the retirement of many veteran teachers, our Nation faces the challenge of hiring thousands of teachers in the next few years. High attrition rates for teachers further complicate the challenge of providing all of America's students with high-quality

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teachers. Attrition rates are especially high for new teachers, many of whom do not receive the mentoring and other support they need in their first years in the classroom to improve their instructional practice and build their confidence. In addition, research shows that highly qualified teachers are not evenly distributed across academic disciplines or geographic areas.

The Transition to Teaching program is designed to address these teacher shortage problems by supporting alternatives to traditional teacher certification routes and other innovative approaches for recruiting, training, and placing mid-career professionals and recent college graduates whose knowledge and experience can help them become successful teachers in our Nation's neediest schools. The Department has also given priority to projects designed to streamline hiring systems, timelines, and processes in districts that historically lose substantial numbers of teacher candidates due to hiring delays. For example, Broward County, a 2004 Transition to Teaching grantee, reduced from 30 days to 2 days the time it takes to create and post a teaching position and reduced from 15 days to 3 days the time between the processing of an applicant's paperwork and the applicant's hire date – 93 percent and 80 percent reductions, respectively.

The challenge of recruiting and supporting teachers in needy school districts can be met through alternative-route programs like the ones supported by Transition to Teaching. School districts nationally have become increasingly receptive to hiring graduates of alternative-route programs. According to *A Growing Trend To Address the Teacher Shortage*, a 2004 report by the Education Commission of the States (ECS), alternative certification programs supply close to one-third of all new teachers certified each year. In addition, over the past 5 years, more than 130,000 teachers have been trained through alternative certification programs nationwide, with 45 States and the District of Columbia offering programs. In its first 3 years, the Transition to Teaching program has facilitated the hiring of an estimated 7,000 new teachers.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Total number of grants	150	166	187
Funding for new awards	\$7,866	\$19,501	\$21,014
Number of new awards	31	60	65
Average new award	\$254	\$325	\$323
Funding for continuation awards	\$36,314	\$24,634	\$23,121
Number of continuation awards	119	106	122
Average continuation award	\$305	\$232	\$190
Evaluation	\$222	\$222	\$222
Peer review of new award applications	\$82	\$125	\$125
Number of participants	30,152	36,272	41,507

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

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

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

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

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

Measure: The percentage of Transition to Teaching participants who become teachers of record in high-need schools in high-need LEAs.						
Year	Target			Actual		
	2002 Cohort	2004 Cohort	2006 Cohort	2002 Cohort	2004 Cohort	2006 Cohort
2003				27		
2004	60			41		
2005	70			64	73	
2006	55	40		74	81	
2007	75	75				
2008		80	40			
2009		85	75			
2010			80			
2011			85			

Assessment of Progress: In fiscal year 2005, the Department began using an improved, standardized definition for “teacher of record.” To reflect the progress of the program, the Department recalculated actual performance data for 2003 and 2004 based on this improved definition; however, because the performance targets for FY 2004 and 2005 were set previously, they remain unchanged. In 2006, 74 percent of participants in the 2002 cohort

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became teachers of record in high-need schools in high-need LEAs, exceeding the target of 55 percent. Eighty-one (81) percent of participants in the 2004 cohort became teachers of record in high-need schools in high-need LEAs in 2006, exceeding the target of 40 percent. Based on the most current data and the standardized definition, the Department has set higher targets in 2007 for the 2002 cohort and in 2007-09 targets for the 2004 cohort. Because the Department does not expect participants to become “teachers of record” in the first year of the program, baseline data are not projected for the first year of subsequent cohorts.

Measure: The percentage of Transition to Teaching participants receiving certification/licensure within 3 years.						
Year	Target			Actual		
	2002 Cohort	2004 Cohort	2006 Cohort	2002 Cohort	2004 Cohort	2006 Cohort
2005				41	23	
2006	40	15		48	36	
2007	65	40				
2008	65	65	15			
2009		65	40			
2010			65			
2011			65			

Assessment of Progress: This new measure refines a previous measure to more accurately assess the performance of the program in meeting legislative intent. The measure was changed from percentage of “teachers” receiving licensure to the percentage of “participants,” to better measure the program’s ability to assist eligible candidates in becoming certified teachers. The 3-year time frame was also added to reflect the expectation that alternative-route programs will result in shortened certification processes. Measures for both the 2002 and 2004 cohorts are the cumulative number of participants receiving certification within 3 years divided by the total number of participants. In 2006, 48 percent of participants in the 2002 cohort received certification/licensure within 3 years, exceeding the target of 40 percent. Thirty-six (36) percent of participants in the 2004 cohort received certification/licensure within 3 years in 2006, exceeding the target of 15 percent. Based on the most current data, the Department set higher targets in 2007 for the 2002 cohort and in 2006-2011 for the 2004 and 2006 cohorts.

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

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Efficiency Measures

The Department developed two efficiency measures for the Transition to Teaching program: (1) cost per participant who teaches in a high-need school in a high-need LEA for at least 3 years; and (2) cost per participant receiving certification/licensure. In 2006, the first year in which this measure was used, data collected for participants in the 2002 cohort of grantees showed that the cost per retained participant was \$27,166, and the cost per certified participant was \$11,191. For participants in the 2004 cohort of grantees, the cost per certified participant was \$13,163 in 2006.

Other Performance Information

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

Follow-up on PART Findings and Recommendations

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

The PART review recommended that the Department address administrative and statutory obstacles that currently limit the effectiveness of the program, including restrictions on the universe of LEAs and prospective teachers that may participate and inadequate financial incentives. The Administration's reauthorization proposal addresses those issues.

The PART review also recommended that the Department ensure the reliability and comparability of program performance data and support the implementation of program efficiency measures. In response to this recommendation, the Department developed a comprehensive database of all key data points submitted by grantees and worked with grantees to verify GPRA data for past and current years. Using this database, the Department calculated the efficiency measures discussed above.

Finally, the PART review recommended that the Department present program performance information to the public in a more transparent manner. The Department plans to post performance data from the new database on its website in early 2007.

INNOVATION AND IMPROVEMENT

National writing project

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

FY 2008 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$21,533	0	-\$21,533

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

PROGRAM DESCRIPTION

The National Writing Project (NWP) is a nationwide nonprofit educational organization that promotes K-16 teacher training programs in the effective teaching of writing. The NWP consists of a network of sites through which teachers in every region of the United States gain access to best practices and research findings about the teaching of writing. To provide these services, the NWP contracts with institutions of higher education and nonprofit education providers to operate small (\$100,000 or less) teacher training programs. Federal funds support 50 percent of the costs of these programs, and recipients must contribute an equal amount. A national advisory board provides advice and reviews NWP programs and activities. The NWP serves approximately 100,000 teachers at 185 sites.

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

	(\$000s)
2003.....	\$16,890
2004.....	17,894
2005.....	20,336
2006.....	21,533
2007.....	21,533

FY 2008 BUDGET REQUEST

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

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National writing project

This request is consistent with the Administration's intent to increase resources for high-priority programs by eliminating small categorical programs that have limited impact and for which there is little or no evidence of effectiveness. These small categorical programs siphon off Federal resources that could be used by State and local agencies to improve the performance of all students. The Administration believes that its request for programs such as Improving Teacher Quality State Grants will provide ample resources for the type of training supported by this program, should States choose to allocate their resources for this purpose.

Since fiscal year 1999, approximately \$116 million in Federal funds have been allocated to NWP. Unfortunately, as the PART review of this program concluded, relatively little is actually known about the overall effectiveness of NWP. No evaluations conducted to date have been sufficiently rigorous to yield reliable evidence on the effectiveness of NWP-supported interventions. The program also lacks ambitious long-term and annual performance measures that focus on outcomes, has no reliable performance data on the effectiveness of program supported training interventions, and does not collect comparable data on student achievement and teacher effectiveness from project sites. The Administration questions the value of investing further in this program without reliable information regarding its impact on teacher practice and student learning.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Number of project sites	185	185	0
Number of States (including D.C., Puerto Rico, & the Virgin Islands)	50	50	0

PROGRAM PERFORMANCE INFORMATION

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

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

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National writing project

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

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

Final performance measures have not yet been developed for this program because objective, comparable data on the effectiveness of NWP sites do not yet exist. The Department has been working with NWP for over a year to devise reliable, cost-effective strategies for collecting such data.

Follow-up on PART Findings and Recommendations

In 2004, the NWP program received a Program Assessment Rating Tool (PART) rating of “Results Not Demonstrated.” The review found that the program lacks ambitious long-term and annual performance measures that focus on outcomes, has no reliable performance data on the effectiveness of program supported training interventions, and does not collect comparable data on student achievement and teacher effectiveness from project sites. The PART also concluded that evaluations conducted on this program to date have not been sufficiently rigorous, or independent, to yield reliable information on program impacts. PART recommendations for this program include: developing performance metrics that measure, as directly as possible, the impact of program services on teacher effectiveness and/or student learning; creating a program evaluation strategy, along with a schedule for an independent program evaluation, to obtain reliable program outcome information; and ensuring that valid and reliable performance data are collected on an annual basis.

To address these issues, the Department has encouraged the NWP to conduct a rigorous, independent national program evaluation, and has been playing a more active role in monitoring NWP activities. The national evaluation is scheduled to begin in FY 2007. Throughout the evaluation design phase, the Department routinely offered detailed feedback to the NWP that was geared to augment the rigor and quality of this work. It is not yet clear to what extent the NWP has followed the Department’s recommendations. In November 2006, the NWP contracted with SRI International, located in Menlo Park, CA, to conduct this 4-year evaluation.

INNOVATION AND IMPROVEMENT

National writing project

An interim report is scheduled for publication in FY 2009, and the final report will be completed in FY 2011. Pursuant to the PART recommendations, the Department is working with NWP to explore potential sources for more reliable and consistent outcome data on student activities and teacher effectiveness from NWP sites, and has been working for over a year with NWP senior staff to develop and reach agreement on new annual and long-term performance measures.

INNOVATION AND IMPROVEMENT

Teaching American history

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

FY 2008 Authorization (\$000s): Indefinite ¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$119,790	\$50,000	-\$69,790

¹ The GEPA extension applies through September 30, 2008; reauthorizing legislation is sought.

PROGRAM DESCRIPTION

The Teaching American History (TAH) program supports competitive 3-year grants to local educational agencies (LEAs) to promote the teaching of traditional American history in elementary and secondary schools as a separate academic subject.

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

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

	(\$000s)
2003.....	\$99,350
2004.....	119,292
2005.....	119,040
2006.....	119,790
2007.....	119,790

FY 2008 BUDGET REQUEST

The TAH program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2008 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. The reauthorization proposal focuses on strengthening and directing programmatic efforts toward serving teachers and schools most in need of additional training in American history. It would require applicants to target services toward teachers with less than 5 years of experience and who do not have an undergraduate

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Teaching American history

degree in history and lengthen the grant award period to 5 years. The Administration is also proposing to expand the categories of eligible applicants to include State educational agencies, institutes of higher education, and non-profit organizations.

For FY 2008, the Administration requests \$50 million for the Teaching American History program, \$69.790 million below the 2007 level, to continue efforts to raise the level of student knowledge in a core academic subject. Under the TAH program, competitive grants are provided to local educational agencies to promote the teaching of American history in elementary and secondary schools as a separate academic discipline. While the Administration believes that there is a strong need for continuing Federal support for efforts to strengthen teaching and student achievement in American history, the number of quality applications for assistance under this program has been insufficient to justify continuing the current level of funding. The Administration's requested level of funding should be sufficient to fund high-scoring applicants, ensuring that the program effectively supports projects that have well-conceived strategies for increasing teacher knowledge and student achievement and a strong management plan for achieving that goal.

The primary focus of the TAH program is to raise the quality of American history teaching, so that future generations of students are prepared to become responsible citizens who vote and participate fully in our democracy. On the 2001 National Assessment of Educational Progress (NAEP), approximately 90 percent of high school seniors scored below the proficient level and 57 percent scored below the basic level in their knowledge of American history. While there has been modest improvement in the proportion of students scoring at or above basic proficiency levels among students in the fourth and eighth grades since 1994, the gains have tended to disappear as students have moved from elementary and middle school to high school. The NAEP U.S. history assessment was readministered to students in grades 4, 8, and 12 throughout the Nation from January to March 2006, and results will be released in the spring of 2007.

The request level would support approximately 52 new competitive awards for projects that provide elementary and secondary teachers with high-quality professional development in American history. As in previous years, the Department will include an invitational priority for secondary teachers in American history, an emphasis that is consistent with the Administration's focus on improving the educational achievement of secondary students. Further, the Administration's reauthorization proposal would permit the Department to use up to 3 percent of the Teaching American History appropriation for national activities. (This flexibility has been provided through appropriations language, beginning in fiscal year 2006.) While the competitive grants funded each year enable several thousand teachers to become more knowledgeable of, and proficient in, teaching U.S. history, national statistics show that few history teachers at the elementary and secondary levels have a deep content knowledge of their subject. Technical assistance and dissemination of information through national leadership activities will broaden the impact of the program.

In FY 2008, the Department proposes to use national activities funds to continue the operation of a National Clearinghouse on American History Education, scheduled for launch in FY 2007, which will provide resources and referrals to history educators. This clearinghouse will maintain and update a database of State standards, assessments, certification requirements, and

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Teaching American history

professional development practices, as well as guides to State and local history-related facilities, including museums, libraries, and universities. In addition, it will prepare and disseminate newsletters and articles and operate a public access listserv on U.S. history.

If sufficient national activities funds are available in FY 2007, the Department will also begin a 5-year national implementation study of the program, conduct four regional project directors' meetings, and award Teaching American History Model Program Demonstration Grants. The national implementation study, for which planning is underway, would initiate a systematic collection and analysis of annual performance report data from TAH grantees that would provide demographic information on teachers participating in the projects and data to address performance measures, and would help identify the progress of projects that have rigorous evaluation components. Based on findings from this initial analysis, the Department would identify grantees that have demonstrated gains on each of the performance measures and conduct case studies on noteworthy practices and implementation strategies. The Department will also hold four regional meetings to provide technical assistance to TAH program grantees on a variety of program-related issues and to afford grantees the opportunity to share information on noteworthy practices. Lastly, the Demonstration Grants Initiative would identify promising professional development practices used by TAH program grantees that may serve as models for local educational agencies and provide grants to local educational agencies, institutions of higher education or nonprofit organizations to examine the efficacy of the selected models. Following evaluation, these model practices would be disseminated through the proposed TAH National Clearinghouse. Similar activities, including the national implementation study, would be continued in FY 2008.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Amount of awards	\$116,265	\$116,290	\$48,300
Number of awards	124 ¹	124 ¹	52 ¹
Range of awards	\$400-2,000	\$400-2,000	\$400-2,000
Number of teachers served	19,200	19,200	9,600
Peer review of new award applications	\$225	\$200	\$200
National Activities	\$3,300	\$3,300	\$1,500

¹ In fiscal year 2006, the Department funded multi-year projects under this program entirely from a single year's appropriation; estimates for 2007 and 2008 assume continuation of this policy.

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Teaching American history

PROGRAM PERFORMANCE INFORMATION

In 2005, the Department completed a 3-year evaluation of the TAH program. The evaluation addressed questions related to the characteristics of funded activities; the types of instructional training and support services teachers are receiving, including the specific subjects and areas of American history in which teachers receive training; and the qualifications and characteristics of teachers who participate in the grant projects. Results showed that TAH funded programs were successful in providing teachers with professional development on a broad range of American history topics. For example, two-thirds of project directors reported “a great deal” or “substantial” amount of improvement in teachers’ content knowledge and 29 percent indicated that student performance increased “a great deal” or “substantially.” The evaluation also found, however, that TAH grants were not reaching those teachers most in need of services. Approximately 74 percent of participating teachers had more than 5 years of teaching experience and many were already certified in history or a history-related field. Further analysis showed that a majority of TAH participants had 14 or more years of teaching experience and held advanced degrees in history. These findings, combined with the fact that many teachers voluntarily participated in time-intensive TAH projects, suggest that TAH projects likely reach those teachers most interested in American history, not those most in need of additional professional development.

The Department has established the following performance indicator for Teaching American History: students in experimental and quasi-experimental studies of educational effectiveness in TAH projects will demonstrate higher achievement on course content measures and/or Statewide U.S. history assessments than students in control and comparison groups. This indicator is measured in two ways: the percentage of students in studies of educational effectiveness who demonstrate higher achievement than those in control or comparison groups and by the percentage of school districts that demonstrate higher educational achievement for students in TAH classrooms than those in control or comparison groups. The Department has collected baseline data from the 89 grantees that responded to the competitive preference priority and expects to be able to report data in the spring of 2007. (The collection and reporting of baseline data were delayed due to problems experienced by grantees in the implementation of their proposed evaluations.) Further, the Department has developed a long-term performance measure focused on gains in teacher content knowledge, as measured by nationally validated tests of U.S. history. The Department expects to have these data available in the spring of 2007.

Efficiency Measures

The Department has developed an efficiency measure focused on the cost per teacher participant in the program. Baseline data will become available this spring.

Follow-up on PART Findings and Recommendations

In 2004, the TAH program was among those reviewed with the Performance Assessment Rating Tool (PART). The PART rated the program “Results Not Demonstrated,” and highlighted key strengths and weaknesses of the TAH program. For example, the PART acknowledged the

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Teaching American history

program's emphasis on rigorous evaluation of program implementation and project outcomes. However, the PART also noted that the program lacked efficiency and long-term performance measures as well as baselines and targets for its annual measures. To address these recommendations, the Department has developed a new long-term performance measure on teacher content knowledge and has instructed grantees to implement this new measure and to collect data for inclusion in their annual grantee performance reports. The Department has also established a program efficiency measure to assess the cost per teacher participant in the TAH program. In an effort to ensure reliability and comparability of previously collected data with these new data, the Department, working with an evaluation contractor, has developed a database of all key program performance and efficiency data. The development of this database will enable the Department to analyze annual and long-term program performance, efficiency, and accountability. The Department is also exploring ways to post program performance data and relevant study findings for public access using the program website.

INNOVATION AND IMPROVEMENT

Academies for American history and civics

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

FY 2008 Authorization (\$000s): \$675,000 ^{1, 2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$1,980	0	-\$1,980

¹ The program has a permanent authorization but is funded through the Fund for the Improvement of Education (ESEA, Title V, Part D). The GEPA extension applies to Title V, Part D through September 30, 2008.

² A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all Part D activities.

PROGRAM DESCRIPTION

The Academies for American History and Civics program supports intensive workshops for teachers and students in the areas of history and civics. The Presidential Academies for the Teaching of American History and Civics offer workshops of at least 2 weeks to new and veteran teachers in such topics as the development and function of local, State, and Federal Government and significant issues in the history of the United States. The Congressional Academies for Students of American History and Civics, funded for the first time in fiscal year 2006, offer similar workshops to high-school students in order to enrich their understanding of American history and civics.

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

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

	(\$000s)
2003.....	0
2004.....	0
2005.....	\$700
2006.....	1,980
2007.....	1,980

INNOVATION AND IMPROVEMENT

Academies for American history and civics

FY 2008 BUDGET REQUEST

The Administration requests no funding for the Academies for American History and Civics program for fiscal year 2008. While the Administration recognizes the importance of ensuring that our Nation's students and teachers are knowledgeable in these subjects, the request is consistent with the Administration's policy of increasing resources for high-priority programs by eliminating small categorical programs that have limited effect. The Academies for American History and Civics program is a small program that, because of its size, can have very little impact on the level of student achievement in history or civics across the Nation. In FY 2006, the program funded two Presidential Academies that have trained approximately 69 teachers. The Department also funded two Congressional Academies, which will initiate their first academies this summer with an expected enrollment of approximately 100 students. The level of effort required to administer and to monitor the program on behalf of the Department, in addition to the effort required of applicants to apply for support, likely exceeds the potential benefits of the program.

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

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Amount for Presidential Academies	\$1,245	\$987	0
Number of new awards	0	0	0
Number of continuation awards	2	2	0
Amount for Congressional Academies	\$728	\$993	0
Number of new awards	2	1	0
Number of continuation awards	0	2	0
Peer review of new award applications	\$7	0 ¹	0

¹ In FY 2007, the Administration is not requesting peer review funds because the new award under the Congressional Academies program will be selected from the FY 2006 slate.

PROGRAM PERFORMANCE INFORMATION

As the performance measure for this program, the Department will use the average percentage point gain on an assessment after participation in an academy, as measured through pre- and

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Academies for American history and civics

post-assessments. In addition, all grantees must conduct an evaluation to track their program's progress toward specific objectives and performance measures that assess their impact on teaching, learning, and other outcomes for project participants. Data will be collected through grantee annual performance reports and will be available in the fall of 2007.

INNOVATION AND IMPROVEMENT

School leadership

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

FY 2008 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$14,731	0	-\$14,731

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

PROGRAM DESCRIPTION

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

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

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$12,419
2004.....	12,346
2005.....	14,880
2006.....	14,731
2007.....	14,731

FY 2008 BUDGET REQUEST

The School Leadership program is authorized by the Elementary and Secondary Education Act (ESEA) of 1965 and is, therefore, subject to reauthorization this year. The Administration is not

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School leadership

recommending reauthorization for this program and, accordingly, the budget provides no funding for it. This is consistent with the Administration's policy to increase resources for high-priority programs by eliminating small categorical programs that have limited impact. These small categorical programs siphon off Federal resources that could be used by State and local educational agencies to improve the performance of all students and educators. In addition, activities to recruit and retain principals are specifically authorized under other Federal programs, such as Improving Teacher Quality State Grants.

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

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Funding for continuations	\$14,657	\$14,657	0
Number of continuation awards	30	26	0
Average continuation award	\$489	\$564	0
Evaluation	\$74	\$74	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

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

INNOVATION AND IMPROVEMENT

School leadership

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

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

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

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

Assessment of progress: These measures track participants who are enrolled in projects designed to train and certify new principals and assistant principals. Grantees report data through annual performance reports, and the program office verifies and analyzes these data against the core indicators for the program. In 2006, the Department collected data for the second cohort of grantees, and 43 percent of program participants had become certified as principals or assistant principals, exceeding the target of 30 percent. For the second measure, 68 percent of those certified were employed as principals or assistant principals in high-need schools in high-need LEAs in 2006, exceeding the target of 40 percent. No targets are shown for 2008 since the program is proposed for termination.

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

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School leadership

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

Assessment of progress: This measure tracks participants who are already serving as principals or assistant principals and whose districts offer professional development in the area of school leadership. Grantees report data through annual performance reports, and the program office verifies and analyzes these data against the core indicators for the program. In 2006, 99 percent of participating principals and assistant principals in the second cohort of grantees had taken part in structured professional development, exceeding the target of 60 percent. No targets are shown for 2008 since the program is proposed for termination.

It often takes grantees 1 year to fully align administrative capacity with funding resources. As a result, performance data were not available for the first cohort of grantees until 2004, the second year of the grant performance period. Of the 20 grantees first funded in the 2002-03 school year, 18 requested and were granted 1-year no-cost extensions in 2005 to complete the program, ending their grant cycles in the fall of 2006. Final performance data for the first cohort will be available in February 2007.

To receive funding under the program, each applicant is assessed, in part, on the quality of its project evaluation plan, including the extent to which the methods of evaluation will include the use of objective performance measures and the extent to which a proposed project evaluation will provide guidance about strategies suitable for testing in other settings. In March 2006, the Department convened program participants to explore strategies for measuring and documenting the impact of their projects.

INNOVATION AND IMPROVEMENT

Advanced credentialing

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

FY 2008 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$16,695	0	-\$16,695

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

PROGRAM DESCRIPTION

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

In the fiscal year 2006 Department of Education Appropriations Act, Congress earmarked funds for the National Board for Professional Teaching Standards and for the American Board for the Certification of Teacher Excellence.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$9,935
2004.....	18,391
2005.....	16,864
2006.....	16,695
2007.....	16,695

FY 2008 BUDGET REQUEST

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

INNOVATION AND IMPROVEMENT

Advanced credentialing

The current authority for this program supports two activities: 1) the development of teacher standards linked to increased student achievement, and 2) outreach, recruitment, subsidies, and support programs related to teacher certification or credentialing by the National Board for Professional Teaching Standards (NBPTS), the National Council on Teacher Quality, or other nationally recognized certification or credentialing organizations. Through this program and its antecedent, the Eisenhower Professional Development Federal Activities program, the Department has invested more than \$180 million in the development and implementation of advanced credentials by the NBPTS and the American Board for the Certification of Teacher Excellence (ABCTE). Both of these grants will have ended by 2008.

The Department believes the program has fulfilled the intent of Congress with respect to the first authorized activity: the development of teacher standards. Both ABCTE and NBPTS have developed credentialing systems in most subject areas and grade levels. A recent validation study of the ABCTE examinations on experienced teachers confirmed that passing the ABCTE Multiple Subject Exam and the ABCTE Professional Teaching Knowledge Exam was correlated with higher student test scores (<http://www.abcte.org/files/validity.pdf>). Although it is too early to conclude whether teachers who possess an ABCTE credential have a greater positive impact on student academic achievement than those who do not, this study confirms that teachers who do well on the examinations also perform better in the classroom.

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

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
ABCTE	\$6,874	\$6,874	0
NBPTS	<u>9,821</u>	<u>9,821</u>	<u>0</u>
Subtotal	16,695	16,695	0

PROGRAM PERFORMANCE INFORMATION

Before the grant to support the development of the ABCTE credential was transferred to the Advanced Credentialing program, the Department had established a performance measure that focused on the number of teachers who received NBPTS certification. The Department has determined that, even if the measure were expanded to include the number of teachers with

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ABCTE certification, it would not address the more important question of whether the program enhances teacher quality and raises student achievement. Therefore, the Department has decided to focus on funding and disseminating the results of rigorous evaluations of these credentials instead of expanding this annual performance measure.

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

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

A March 2004 study by Dan Goldhaber and Emily Anthony also examined the relationship between NBPTS certification of teachers and elementary-level student achievement, using a sample of teachers across North Carolina districts and a different methodology to control for the effects of the classroom grouping itself on outcomes for students within the class (http://www.urban.org/UploadedPDF/410958_NBPTSOutcomes.pdf). This study found that National Board Certified teachers, in general, produced greater gains for students than teachers who had applied for but failed to obtain NBPTS certification and teachers who had not applied for certification. However, the effects of certification were relatively small: standardized test scores for students of NBPTS-certified teachers increased by 5 percent more in reading and about 10 percent more in math during a school year than the scores of similar students in the classrooms of non-certified teachers. In other studies, Goldhaber also found both significant variability within the NBPTS-certified and other teacher grouping and an uneven distribution of effective teachers across schools. In follow-up research to be published this summer, Goldhaber found that NBPTS-certified teachers were 55 to 60 percent more likely to be effective than teachers without NBPTS certification, which is higher than Sanders, Ashton, and Wright found but does not provide the conclusive evidence of effectiveness that the Department believes is necessary to warrant continued Federal subsidies for NBPTS certification.

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In addition to the studies mentioned above, in 2002 the NBPTS announced that it would fund 22 studies on the effects and use of the NBPTS certification from among 109 research proposals it received. The NBPTS based its funding decisions on the recommendations of an independent review panel managed by the RAND Corporation. Funding for the studies included grant funds from the U.S. Department of Education and private foundations. Reports from these and other studies are available on the NBPTS website (<http://www.nbpts.org/resources/research?search=&status=&sourced=1&page=All>). Several similar studies are also underway that have not been funded through the NBPTS.

In the conference report accompanying the 2004 appropriations bill, Congress directed the Department to award a contract to the National Academies of Science (NAS) to evaluate the impact of NBPTS certification and assess whether it is a cost effective method of improving teacher quality and student achievement. Under the contract awarded in September 2004, the NAS conducted syntheses of the findings from existing studies on the NBPTS certification and is supporting additional analyses of existing or new data to address the policy-relevant questions of concern to Congress. On November 28-29, 2006, the NAS Committee on the Evaluation of the Impact of Teacher Certification by NBPTS met to discuss the findings from various studies. The Committee's final report for this study is due in September 2007.

A study of the effect of ABCTE certification on student achievement is also underway. ABCTE has contracted with Mathematica Policy Research, Inc. to evaluate several aspects of the ABCTE initial and advanced teacher certifications. A description of the evaluation is available online at http://www.abcte.org/files/Mathematica_Report.pdf. For the advanced credential, the primary research question will be whether or not the credential accurately identifies highly effective teachers and how the credential compares to other methods of identifying these teachers. Fewer than 100 teachers who have received the ABCTE initial teacher certification have started teaching and no one has received the advanced credential yet, so the findings from this evaluation will not be available for several years.

INNOVATION AND IMPROVEMENT

Adjunct teacher corps

(Proposed legislation)

FY 2008 Authorization (\$000s): To be determined

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
0	\$25,000	+\$25,000

PROGRAM DESCRIPTION

The Administration proposes to include, in the fiscal year 2008 budget and in the Elementary and Secondary Education Act reauthorization, the Adjunct Teacher Corps initiative, which would be a component of the President's American Competitiveness Initiative, a multi-agency approach to ensuring America's economic standing, with a focus on improving mathematics and science education. The Adjunct Teacher Corps program would provide competitive grants to local educational agencies (LEAs), public or private entities (which may be State educational agencies), and partnerships of school districts and appropriate public or private institutions to create opportunities for professionals to teach secondary-school courses in the core academic subjects, particularly in mathematics, science, and critical foreign languages. The Department would give a priority to applicants that propose to place adjunct faculty in LEAs that have a large concentration of students performing at low levels in the subjects that the adjunct faculty would teach and in schools that have an insufficient number of teachers with expertise in those subjects. Applications would provide, among other things, a description of: (1) how the LEA would ensure that low-income students will, during the period of the grant, receive instruction in core academic subjects from a teacher with demonstrated expertise in those subjects; and (2) how the applicant will overcome legal, contractual, or administrative barriers to the employment of adjunct faculty in the participating State or LEAs.

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

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

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Adjunct teacher corps

race, ethnicity, disability status, English proficiency, and status as economically disadvantaged. In addition, the Department would conduct a national evaluation to assess the impact of adjunct teachers on student achievement.

FY 2008 BUDGET REQUEST

For fiscal year 2008, the Administration requests \$25 million for the proposed Adjunct Teacher Corps program. Program funds would support approximately 33 to 62 awards to partnerships to create and implement arrangements for utilizing well-qualified individuals as teachers on an adjunct basis.

Good teachers come from many backgrounds, and many school districts need opportunities to strengthen instruction in secondary schools in the core academic subjects, especially mathematics, science, and critical foreign languages. Although potential participants would typically not be certified or licensed to teach in secondary schools, they often have a wealth of knowledge, skills, and professional experiences and would be able to provide real-world applications for some of the abstract concepts taught in classrooms.

Research indicates that many teachers have inadequate preparation in their main teaching field. The September 2003 report by Richard Ingersoll, *Out-of-Field Teaching and the Limits of Teacher Policy*, found that 38 percent of all 7th- through-12th-grade teachers who taught at least one mathematics class did not have a major or minor in mathematics or a related discipline. In science, the comparable number was 28 percent. The problem of out-of-field teaching was more dramatic in the middle-school grades (where 53 percent of mathematics and 40 percent of science teachers who taught at least one course in those areas did not have a major or minor in the subject area) and high-poverty schools (where the comparable numbers were 51 and 32 percent). In addition, in the report found that while, nationally, the amount of out-of-field teaching in the core academic subjects increased slightly from 1993-94 to 1999-2000, many States had significant increases in the number of teachers teaching out of field. For example, from 1993-94 to 1999-2000, the percentage of classes in four core academic subject areas (English, mathematics, science, and social studies) in Louisiana taught by someone without a major or minor in the subject area increased from 30 percent to 40 percent.

There is evidence that students who receive instruction from a teacher with a strong academic background in the subject have higher levels of achievement than students taught by instructors without similar training. For example, the 1997 study by Dan Goldhaber and Dominic Brewer, *Evaluating the Effect of Teacher Degree Level on Educational Performance*, found that teachers who had a bachelor's or master's degree in mathematics and were certified to teach in the subject area were associated with higher student mathematics assessment scores.

The Adjunct Teacher Corps program would help solve the problem of out-of-field teaching by bringing professionals with subject-matter knowledge and experience into the classroom.

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Adjunct teacher corps

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>
Amount of awards	\$24,500
Number of awards	33-62
Average award	\$400-750
Number of adjunct teachers hired	1,500-3,500
Peer review of new award applications	\$250
Evaluation	\$250

PROGRAM PERFORMANCE INFORMATION

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

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Charter schools grants

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

FY 2008 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$214,782	\$214,782	0

¹ The GEPA extension applies through September 30, 2008; reauthorizing legislation is sought.

PROGRAM DESCRIPTION

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

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

In awarding grants, the Department must give preference to States that have multiple chartering agencies (or an appeals process for prospective charter schools that initially fail to be approved by a single agency), that ensure the accountability of public charter schools for reaching clear and measurable objectives, and that give public charter schools a high degree of autonomy over their budgets and expenditures.

In addition, States may reserve up to 10 percent of their grant for dissemination sub-grants to spread information from high-quality charter schools with a demonstrated history of success to other public schools, including other charter schools, about how to create and sustain high-quality, accountable schools.

The Secretary must use the amount appropriated above \$200 million, but not exceeding \$300 million, to make competitive 5-year grants to States for the State Charter School Facilities Incentive Grant program. States eligible for these grants are those with per-pupil aid programs

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to assist charter schools with their school facility costs. Federal funds are used to match State-funded programs that make payments to provide charter schools with facilities financing. States pay an increasing share of the cost of the program. Of funds appropriated in excess of \$300 million, 50 percent must be used for the State Charter School Facilities Incentive Grant program and 50 percent for the other authorized activities.

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

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

	(\$000s)
2003.....	\$198,700
2004.....	218,702
2005.....	216,952
2006.....	214,782
2007.....	214,782

FY 2008 BUDGET REQUEST

The Charter Schools program is authorized by the Elementary and Secondary Education Act of 1965 and is therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2008 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. The Administration is considering several amendments that would strengthen the operation of the program while keeping most of the current legislative structure intact. Options under consideration include detaching the authorization of appropriations for the Facilities Incentive program from that for the regular program (so that funds in excess of \$200 million would not necessarily go for incentives), strengthening the statutory funding priorities, permitting entities that are not State educational agencies to apply for direct funding, and strengthening the dissemination grants authority.

For 2008, the Administration requests \$214.782 million for the Charter Schools program, the same as the FY 2007 level. The request would provide support for planning and start-up of charter schools, a key element of the Administration's efforts to expand school choice for students and parents.

At the 2008 request level, the Department would continue to provide grants to support planning, development, and initial implementation activities for approximately 1,200 charter schools, as well as fund dissemination activities by schools with a demonstrated history of success. With support from the program, the number of charter schools nationally has increased dramatically from approximately 100 in operation in 1994 to approximately 3,600 in 2006. Currently, 40 States and the District of Columbia have charter school legislation, compared with only 11 States in the 1994-95 school year. Funding for this program provides new schools with necessary, but often difficult to acquire, start-up funds and assists in making the most successful models for charter schools available for replication throughout the country.

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The Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act, authorizes the Charter Schools program. The Act requires that the amount appropriated above \$200 million (but not exceeding \$300 million), \$14.782 million at the requested level, be used for the Charter Schools Facilities Incentive Grants program. This program provides funds to States for subgrants to assist charter schools with their facilities financing, thus complementing the Credit Enhancement for Charter School Facilities program by encouraging States to develop per-pupil facilities aid programs and share in the costs associated with charter schools facilities financing. At the 2008 request level, all funding for this activity would support continuation of 5-year grants initiated in fiscal year 2004. The Department's 2008 request would also continue support for national evaluation, technical assistance, and dissemination of model charters and charter school laws.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
<i>Charter Schools Grants</i>			
Amount for new awards	\$20,059	\$75,200	\$75,200
Amount for continuation awards	\$171,791	\$116,650	\$116,650
Number of schools supported	1,200	1,200	1,200
Peer review of new award applications	\$150	\$150	\$150
<i>Facilities Incentive Grants</i>			
Amount for continuation awards	\$14,782	\$14,782	\$14,782
National activities, including evaluation	\$8,000	\$8,000	\$8,000

PROGRAM PERFORMANCE INFORMATION

The Department's 4-year study of Charter Schools, *The Evaluation of the Public Charter Schools Program* was released in 2004. This evaluation examined, among other things the distribution and use of Federal funds at the State and local levels; the impact of Federal funds on State policy; the impact of Federal funds on school-level decisions, such as on the decision to obtain a charter; the usefulness of technical assistance provided by the Department and State grantees; the flexibility and the accountability practices of charter schools; and the achievement of students attending charter schools. The evaluation found that charter schools primarily use Federal funds to purchase instructional materials and technology, as well as to provide professional development. Additionally, the study found that charter schools are more likely to serve minority and low-income students than traditional public schools. Evaluation results are helping to inform the Department's technical assistance and dissemination activities.

Studies of charter schools' effectiveness have shown mixed results, but together suggest that charter schools with more experience provide added value when compared to conventional public schools and that charter schools serving at-risk students can be effective in improving academic achievement. For example, *Achievement in Charter Schools and Regular Public Schools in the United States: Understanding the Differences*, a report released by Harvard

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University in 2004, showed that students in charter schools outperformed their peers in traditional public schools on both State reading and math assessments. Students in charter schools were 5.2 percent more likely to be proficient in reading and 3.2 percent more likely to be proficient in math than students in the matched public schools. The study also found that the longer a charter school had been in operation, the better students in that charter school performed in comparison to students in traditional public schools.

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

To test more rigorously the promise of charter schools, in fiscal year 2003 the Department launched the first experimental study of those schools. The study is addressing the following research issues: the impact of charter school strategies on student achievement, school success, and satisfaction; the impact on parent satisfaction; school factors or characteristics independent of, or associated with, charters, that affect student outcomes (e.g., school or class size, proportion of certified teachers); and the extent to which the degree of autonomy or the policy environment in which the schools operate influences their effectiveness. Approximately 40-50 charter middle schools are participating in this random assignment study. The researchers are following a treatment group and a control group for two consecutive grade levels and will survey students, parents, and principals. The analysis will then examine how the policy conditions contribute to the impacts on student achievement. The final evaluation report will be available in the fall of 2008.

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by the charter school program.

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

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

Measure: The number of States that have charter school legislation (including the District of Columbia and Puerto Rico).		
Year	Target	Actual
2003	43	41
2004	44	41
2005	44	41
2006	44	41
2007	44	
2008	44	

Measure: The number of charter schools in operation around the Nation.		
Year	Target	Actual
2003	3,000	2,700
2004	3,000	2,996
2005	3,300	3,344
2006	3,600	3,625
2007	3,900	
2008	4,290	

Assessment of progress: Both the number of States that have charter school legislation and the number of charter schools in operation have increased, although the number of States that have charter school legislation has plateaued in recent years. The remaining States without charter school laws are mainly small and rural (e.g., South Dakota, Vermont, and West Virginia). Since the vast majority of students now attend school in States with charter school laws, it may be appropriate to retire this measure. Data for these indicators are supplied annually by State educational agencies and are validated by Department staff and corroborated by information from other sources, such as the National Charter Schools Directory compiled by the Center for Education Reform.

The Department has also developed a new annual performance measure to track charter schools' impact on student achievement: the percentage of charter school students who are achieving at or above proficient levels on State examinations in mathematics and reading. Data will be collected through the *EDFacts* data system.

Efficiency Measures

The Department has implemented a measure to assess the efficiency of the State Charter School Facilities Incentive Grant Program by examining the ratio of funds leveraged by States to

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funds awarded by the Department. The leveraging ratio is the total funds available (the Federal grant and the State match) divided by the Federal grant for a specific year. This program was first funded in FY 2004, and the leveraging ratio has more than doubled in its first 3 years. In 2006, the program exceeded its performance target, as shown in the chart below.

Measure: The ratio of funds leveraged by States for charter facilities to funds awarded by the Department under the State Charter School Facilities Incentive Grant Program.		
Year	Target	Actual
2004		1.82
2005		2.52
2006	2.7	3.7
2007	3.1	
2008	3.5	

Additionally, the Department developed a second outcome-based efficiency measure to capture the cost efficiency, across States, of the Federal investment in supporting charter school start-ups. The measure is defined as the Federal cost per student in a successful school (defined as a school in operation for 3 or more years). Efficiency data will be collected through the annual grantee performance reports and will be available in the fall of 2007.

Follow-up on PART Findings and Recommendations

The Performance Assessment Rating Tool (PART) review, conducted in 2005, found that the Charter Schools Program addresses a compelling need. Specifically, the PART review determined that the most frequent barriers charter schools face during implementation are lack of start-up and operating funds, which the program addresses. In addition, the PART review found there is unmet demand for enrollment in charter schools: 39 percent of charter schools reported having a waiting list in the 2002-03 school year. Further, the Charter Schools Program is the only Federal program that supports the development of new charter schools as well as the dissemination of information on successful schools. The program has almost certainly contributed to the rapid growth in the number of charter schools operating nationally (the majority of charter schools used Federal program funds to support their planning and initial operations). Although the impact of charter schools on student achievement is not yet well documented, the PART assessment found the program to have strong merits, which resulted in an "Adequate" rating.

Through the PART process, the Department developed several annual, long-term, and efficiency measures for the Charter Schools program (described above). The new annual performance measure focuses on the program's impact on student achievement, specifically the percentage of charter school students who are achieving at or above the proficient level on State examinations in mathematics and reading. The program's efficiency measures (described above) capture the cost savings of charter schools and the impact of Federal grants on charter school development. The two program efficiency measures are the Federal cost per student in a successful charter school (defined as a school in operation for 3 years or more) and the ratio of funds leveraged by States to funds awarded by the Department under the State Charter

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School Facilities Incentive Grant program. Data for these measures will be collected through the *EDFacts* data system and through grantee reporting.

The PART review revealed, however, that the Department did not have a system for collecting cost and program data to implement these measures. As a result, the program office is coordinating data collection requirements with the Education Data Exchange Network (EDEN) for the purpose of creating a data-reporting template and process that will (1) collect sufficient information on charter schools from States to respond to Department and program needs; (2) provide training and technical assistance to grantees for providing requested program and performance information; and (3) analyze, report, and summarize the data obtained from SEA grantees. Specifically, the Department has developed an integrated data system with *EDFacts* to collect student achievement and financial data necessary to effectively monitor program accountability, performance, and cost efficiency. Baseline data for the program performance and efficiency measures will be available in the fall of 2007.

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Credit enhancement for charter school facilities

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

FY 2008 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$36,611	\$36,611	0

¹ The GEPA extension expired September 30, 2004; the program has been authorized since then through appropriations language. Reauthorizing legislation is sought for FY 2008.

PROGRAM DESCRIPTION

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

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

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

	(\$000s)
2003.....	\$24,838
2004.....	37,279
2005.....	36,981
2006.....	36,611
2007.....	36,611

FY 2008 BUDGET REQUEST

The program authorization for the Credit Enhancement program expired at the end of fiscal year 2004, but the program has been continued through appropriations language since that time.

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Credit enhancement for charter school facilities

The Administration proposes to include continuation of this program in the Administration's Elementary and Secondary Education Act reauthorization proposal. The budget request assumes that the program will be implemented in fiscal year 2008 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. The Administration is considering several amendments that would strengthen the operation of the program, including options for ensuring that grantees offer charter financing at better rates and terms than the private, unsubsidized market and ensuring that grantees receive sufficient funding to administer the program.

For 2008, the Administration requests \$36.611 million for the Credit Enhancement for Charter School Facilities program, the same as the 2007 level. This request supports the Administration's strategy of expanding public school choice to enable parents to provide the best possible education for their children. The request would leverage an estimated \$333 million and support more than 200 charter schools over the course of the grants.

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

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

Demand for Charter School Facilities

The demand for enrollment in charter schools is likely to continue to increase as a result of the focus on school choice created by the No Child Left Behind Act (NCLB). For example, under the Elementary and Secondary Education Act (ESEA) as amended by NCLB, students attending schools identified under Title I as failing to meet State adequate yearly progress objectives for 2 consecutive years have the opportunity to transfer to other public schools, including charter schools. The law also stipulates that students must have the option of transferring to a different, safer public school (which can be a charter school) if their school has been identified as persistently dangerous or when a student has been the victim of a violent crime on school property. Additionally, reopening as a charter school is one of the options authorized by law for schools that must undergo restructuring, and charter schools should become a more prominent (and more frequently adopted) option if the Administration's reauthorization proposal to tighten the restructuring options available to LEAs is adopted. However, charter schools will not be able to fulfill the role envisioned for them in law if they do not have adequate facilities.

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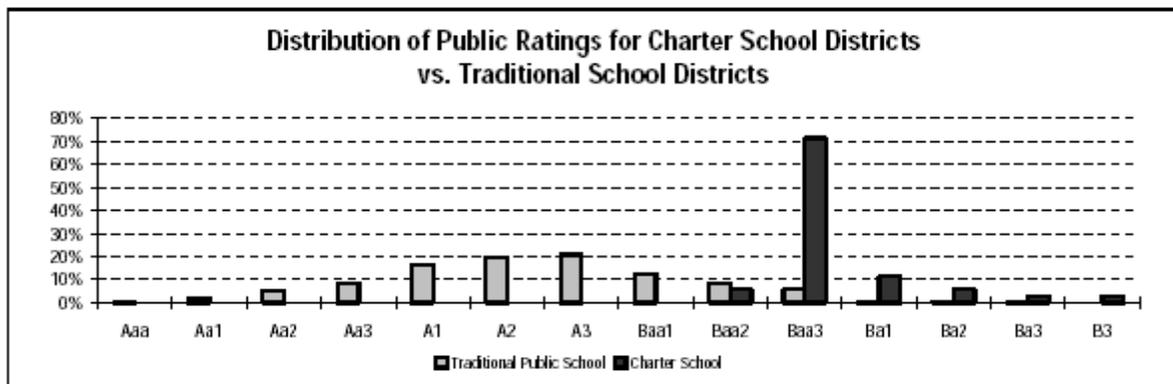
Credit enhancement for charter school facilities

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

Barriers to Funding Charter School Facilities

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

Since charter schools tend to be perceived as a financial risk by lenders, investors, and landlords, they often have difficulty obtaining adequate facilities. These perceived risks sometimes mean that charter schools pay the highest interest rates, or higher rent, or that lenders, investors, and landlords refuse to do business with them. Unlike traditional LEAs, charter school LEAs generally lack the ability to issue general obligation bonds backed by property taxes. These bonds are considered to have far less risk (and, thus, carry lower interest rates) than bonds that are backed only by per-pupil revenue flows, which is the only debt some charter schools can issue. The chart below, from *Moody's Methodology and Median Rating on Charter Schools*, July 2003, shows the median Moody's bond rating on charter schools is Baa3 compared to a median rating of A3 for traditional public schools.



A 1999 Moody's Investors Service publication, *Moody's Methodology for Rating Charter Schools: A Growing Presence in the Market Place*, indicated that financing for charter schools is

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considered to be riskier than for regular public schools because charter schools generally have smaller budgets, little flexibility to determine how to spend funds, less funding per pupil, enrollment levels that may fluctuate or decline, and the risk of their charters not being renewed.

Moody's indicated that the majority of charters must be renewed after 3 to 5 years, far shorter than the 15 to 30 years for which debt is typically issued to finance school construction and renovation. In the event that a charter is not renewed and the school ceases to exist, it would likely default on the debt.

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

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Total budget authority	\$36,611	\$36,611	\$36,611
New awards	5	5	5
Range of new awards	\$2,000 – 10,000	\$2,000 – 10,000	\$2,000 – 10,000
Supplemental awards	1	0	0
Peer review of new award applications	\$50	\$75	\$75
Estimated amount of charter school facilities funds leveraged over the life of the grant ¹	\$333,000	\$333,000	\$333,000
Estimated number of charter schools served over the life of the grant	205	205	205

¹ The amount leveraged is the dollar amount raised (versus the amount contributed to the financing from the grant) as a direct result of the guarantee. If the grantee received a non-Department of Education grant (including a New Markets Tax Credit allocation) and is using it to provide additional financing for a school served by the Federal grant, funds leveraged from these other funds may also be counted as funds leveraged by the Federal grant.

PROGRAM PERFORMANCE INFORMATION

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

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made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

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

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

Measure: The amount of funding Credit Enhancement program grantees leverage for the acquisition, construction, or renovation of charter school facilities (in millions).		
Year	Target	Actual
2003		66
2004	100	74
2005	100	109
2006	100	
2007	120	
2008	140	

Assessment of progress: The five fiscal year 2003 grantees, which received \$24.8 million in grants, leveraged approximately \$66 million in facilities financing aid for 20 schools in FY 2003. As of the end of FY 2004, the Department had a total of nine grantees that leveraged \$74 million in facilities financing aid for 32 schools in FY 2004. Preliminary data for FY 2005 show that the grantees leveraged \$109 million in facilities financing aid for 37 schools. The amounts shown in this chart are the amounts leveraged per year by the grantees. The total amount leveraged will be much greater over the 5- to 20-year lifespan of the grants.

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

Measure: The number of charter schools served through the Credit Enhancement for Charter School Facilities Program.		
Year	Target	Actual
2003		20
2004	20	32
2005	20	37
2006	25	
2007	40	
2008	50	

Assessment of progress: Initial data for the program show that an increasing number of charter schools have been served. In FY 2004 and 2005, the program performance targets were exceeded by a significant amount; in response, the Department recently revised the performance targets. Data for 2006 will be available this spring.

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Credit enhancement for charter school facilities

In addition to data collected for the current indicators, the Department is conducting an evaluation of the program. The evaluation will address three primary research questions: (1) Is the program achieving its legislative purpose?; (2) Does the program provide for improved access to capital markets for facilities and for better rates and terms on financing than would be otherwise available to charter schools?; and (3) Do certain models of credit enhancement provide for more favorable outcomes than others? The final evaluation report will be available this summer.

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Voluntary public school choice

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

FY 2008 Authorization (\$000s): \$100,000 ¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$26,276	\$26,275	-\$1

¹ The GEPA extension applies through September 30, 2008; reauthorizing legislation is sought.

PROGRAM DESCRIPTION

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

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

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

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

	(\$000s)
2003.....	\$25,831
2004.....	26,757
2005.....	26,543
2006.....	26,278
2007.....	26,276

FY 2008 BUDGET REQUEST

The Voluntary Public School Choice program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2008 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. At this time, the Administration is not planning to propose significant changes in the program.

The Administration is requesting level funding of \$26.275 million for the Voluntary Public School Choice program for fiscal year 2008. Voluntary Public School Choice grants enable States and districts to establish or expand State- or district-wide public school choice programs.

Program funds enable grantees to implement a variety of strategies for increasing the capacity of local school districts to provide expanded public school choice. The first cohort of projects, for example, has focused on augmenting curricula at schools to more effectively attract transferring students, increasing public school choice options for students attending low-performing schools in rural communities, creating family information centers and public education campaigns to help ensure that parents have better data on school choice options, and providing academic and tutoring support to assist students who transfer from schools identified for improvement under Title I to other schools not identified so that they are able to succeed in their new learning environments. Specific projects in this cohort, which received their final year of funding in FY 2006, have included:

- **Voluntary School Choice for New Hampshire Project.** This project addresses obstacles to providing expanded public school choice options to students who attend low-performing schools in small towns and rural areas of southwestern New Hampshire. Among the major strategies implemented by the project are providing open enrollment in the region's four high schools and expanding the capacity of high-performing schools to serve more students.
- **Hillsborough County Voluntary Public School Choice Program.** This program expands the idea of "community" or regional schools by dividing the Hillsborough County School District in Tampa, Florida into seven regions, each containing one urban zone. Students attending schools in one of the zones have greater flexibility of choice (including attending higher-performing schools in suburban areas). The grant has supported the development of high-interest "attractor" programs in these suburban schools that encourage student enrollment because of their academic and/or career program offerings. The program is supported further by the establishment of Parent Resource Centers, an intensive marketing campaign, and a comprehensive transportation system.

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- **Minnesota Voluntary Public School Choice Project.** This project has allowed for the expansion of efforts to provide greater and more informed school choice to students served by Minneapolis public schools. Recently, the school district has undergone significant shifts in enrollment as a result of: (1) an intra- and inter-district voluntary desegregation initiative; (2) attendance zone realignment; and (3) the introduction of smaller learning communities in all of the district's high schools. The Minnesota Voluntary School Choice Project has supported, among other things: (1) family information centers to help ensure that parents have subjective and objective data on school choice options; and (2) academic and tutoring support to assist students who transfer from low-performing to higher-performing schools to succeed in their new learning environments.

Public opinion surveys demonstrate parental support for public school choice programs. For example, a 1999 national poll conducted by the organization *Public Agenda* found that 54 percent of parents surveyed believe that they should have the right to send their children to whatever public schools they want. Further, 54 percent of parents said that they would prefer to send their child to a better school even if it is not as conveniently located as the neighborhood school. These data provide support for continued Federal policies and programs that increase school choice; clearly, parents are interested in taking advantage of additional choices if public school systems are able to offer them.

The Department is using FY 2007 funds to support a new competition focused on inter-district choice. The reason for this focus is that, under the No Child Left Behind Act (NCLB), local educational agencies (LEAs) that have Title I schools identified for improvement but cannot provide the students attending those schools with the option to attend another school within the LEA are required, to the extent practicable, to enter into cooperative agreements with other districts that can accept their students as transfers. LEAs may also enter into such agreements in order to provide their students with a broader range of choices, even if they can provide some choice within the district. Yet, few LEAs have created inter-district choice arrangements under NCLB, and examinations of NCLB implementation have concluded that the low level of activity in this area has limited the effectiveness of the Title I choice provisions. Organizations such as the *Citizens' Commission on Civil Rights* have suggested that the Department attempt to build more momentum for inter-district choice programs by funding the development and testing of different inter-district models. Such arrangements, beyond creating new choices for children, might also foster healthy regional or metropolitan cooperation in education.

In addition to the focus on inter-district choice, the FY 2007 competition will give priority to applications that aim to (1) provide a wide variety of choice options for students; (2) have the most impact in allowing students in low-performing schools to attend higher-performing schools; (3) improve academic achievement of secondary school students, who are at-risk of not meeting State academic standards and not completing high school; and (4) collect pre- and post-intervention data to assess the impact of the project on the academic achievement of student participants relative to an appropriate comparison group. The first two of these priorities are from the statute; the remaining two are from the notice of final priorities that the Department published on October 11 of last year. The Department selected the priority on secondary-school student achievement (from among a menu of priorities in the October 11 notice) because current research shows that many American high schools are in a state of crisis, with low academic achievement, significant dropout rates, and high levels of remediation. For example,

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a 2005 study conducted by the Manhattan Institute entitled *Public High School Graduation and College-Readiness Rates: 1991–2002*, found that nearly one-third of students do not graduate from high school on time and, more alarming, only 52 percent of African-American and Hispanic students do so. Further, of the three-quarters of high school graduates who pursue postsecondary education, nearly one-third are not adequately prepared for the rigors of a college-level curriculum and must enroll in remedial courses. Given the current condition of American high schools, in which schools are not able to educate all students to meet State standards, the Department will continue its support of State and local efforts to implement and expand public school choice programs at the secondary level. The Department’s selected priority on the collection of pre- and post-intervention data will help to strengthen accountability and the use of data to inform changes in policy and practice.

Through the 2007 competition, the Department expects to fund approximately 10-15 grants. The Department would use FY 2008 funds to support the second year of these new 5-year grants. By statute, the Department may reserve up to 5 percent of the amount appropriated for evaluation activities, dissemination of information, and technical assistance. As a preliminary plan, approximately \$800,000 would be reserved for national activities. The Department would use these funds to continue national efforts initiated in FY 2007, including dissemination of a promising practices toolkit and a project director’s conference.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Amount for awards	\$25,478	\$25,226	\$25,475
Number of new awards	0	10-15	0
Number of continuation awards	13	0	10-15
Peer review of new award applications	0	\$250	0
National activities/evaluation	\$800	\$800	\$800

PROGRAM PERFORMANCE INFORMATION

The Department is completing the final phase of a national evaluation on the implementation of the Voluntary Public School Choice Program that will provide data and descriptive information about each of the current 13 projects on: (1) how, and the extent to which, the projects promote educational equity and excellence; (2) the characteristics of the students participating in the projects; and (3) the effects of the projects on the academic achievement of participating students. Data were collected during the 2003-04 and 2004-05 school years, and findings show that in the 2004-05 school year, 1.9 percent of students eligible to do so had transferred to a different school. Data from six grantees show that, among the students who transferred schools during the 2004-05 school year, 13.9 percent transferred from a school identified for improvement under ESEA Title I to a school not identified for improvement. The final report of the 2003-04 data collection will be available later this winter. The second phase of data

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collection is focused on student academic achievement and will commence this fall, with a final report expected to be available in the spring of 2008.

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

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

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

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

Measure: The percentage of students participating at Voluntary Public School Choice sites who exercise school choice by changing schools.		
Year	Target	Actual
2004		1
2005		1.9
2006	2	
2007	2.5	
2008	2.5	

Assessment of progress: Data for the above measures are collected from the Department's evaluation of the program and will be available in the fall of 2007. The 2007 targets above are for the first implementation year of the second cohort of grantees. The Department projects that the number of eligible students (and the number of students who change schools) would decrease in 2007 and 2008 due to expected enrollment declines in some of the districts.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

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

FY 2008 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$106,685	\$106,685	0

¹ The GEPA extension applies through September 30, 2008; reauthorizing language is sought.

PROGRAM DESCRIPTION

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

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

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

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Magnet schools assistance

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

	(\$000s)
2003.....	\$109,285
2004.....	108,640
2005.....	107,771
2006.....	106,693
2007.....	106,685

FY 2008 BUDGET REQUEST

MSAP is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2008 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. At this time, the Administration is not planning to propose significant changes in the program.

For 2008, the Administration requests \$106.685 million, the same as the 2007 level, for the Magnet Schools Assistance program (MSAP). This program, like the Charter Schools program, is an important means of fostering education reform by increasing choice among, and accountability in, public schools. With their special curricula, Magnet Schools support increased student achievement by helping to raise the high school graduation rate and strengthening students' knowledge of core subjects such as math and science. The request would provide approximately \$105.4 million for continuation grants and approximately \$1.2 million for program evaluation and dissemination activities.

PROGRAM OUTPUT MEASURES (\$000)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Amount of awards	\$104,910	\$105,208	\$105,458
Number of new awards	0	40	0
Number of continuation awards	52	2	40
Range of awards	\$200-\$3,400	\$350-\$4,000	\$350-\$4,000
Peer review of new award applications	0	\$250	0
Evaluation and dissemination	\$1,783	\$1,227	\$1,227

PROGRAM PERFORMANCE INFORMATION

An evaluation of the MSAP program, conducted by the American Institutes for Research, examined the extent to which the 1998 cohort of grantees reduced minority group isolation and met their achievement objectives. The final report, released in 2004, indicated that MSAP

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Magnet schools assistance

schools adopted innovative practices and worked to align their programs with State and district systemic reforms, but made only modest progress in reducing minority group isolation and improving student achievement. MSAP-supported grants succeeded in preventing, eliminating, or reducing minority group isolation in 57 percent of the desegregation-targeted schools. Determining whether MSAP schools reached achievement goals was difficult because of the limited availability of achievement data. In the final year of the grant cycle, approximately 51 percent of the schools met one-half or more of their achievement targets for language arts and 39 percent met one-half or more for mathematics.

The Department has initiated a feasibility study for a new national evaluation of magnet schools, which would use a quasi-experimental design and involve fiscal year 2004 and/or 2007 grantees. Based on results from the feasibility study, expected to be available in the fall of 2007, the Department will decide whether to conduct an evaluation of how converting an elementary school to a magnet school affects minority group isolation and student achievement.

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by the magnet school program.

The Department has established four performance measures to assess MSAP's contributions to the elimination, reduction, or prevention of minority group isolation and to improved student academic achievement. The initial measure examines the percentage of magnet schools whose student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces, prevents, or eliminates minority group isolation. The second measure evaluates the percentage of magnet schools whose students from major racial and ethnic groups meet or exceed State adequate yearly progress standards. The third and fourth measures focus on sustainability by examining the percentage of magnet schools in operation 3 years after Federal funding ends and the percentage of magnet schools that meet State adequate yearly progress standards at least 3 years after Federal funding ends. The Department is working with grantees to collect, analyze, and disseminate data on program performance. Baseline data collected through annual grantee reports will be available later this winter, at which time performance targets will be established.

Efficiency Measure

The Department has implemented an efficiency measure to assess the cost per student in a magnet school. The program efficiency data will assist the Department in determining what constitutes a reasonable cost per student based on different program types and grade levels. Efficiency data will be collected through the annual grantee performance reports and will be available later this winter.

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Follow-up on PART Findings and Recommendations

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

In response to the PART findings, the MSAP performance indicators were revised slightly for the 2004 grant competition, but continue to measure the program’s contributions to: (1) the elimination, reduction, or prevention of minority group isolation and; (2) improved student academic achievement. These performance measures will not only show progress toward program goals, but will help the Department better allocate grant award amounts and more effectively target technical assistance to grantees. Further, the Department is analyzing performance data from MSAP grantees and plans to post performance results based on GPRA measures for each school district and each MSAP supported project on the Department’s website by this fall.

INNOVATION AND IMPROVEMENT

Advanced placement

(Elementary and Secondary Education Act of 1965, Title I, Part G)

FY 2008 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$32,175	\$122,175	+\$90,000

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

PROGRAM DESCRIPTION

Title I, Part G of the Elementary and Secondary Education Act (ESEA) authorizes two programs: the Advanced Placement Test Fee program and the Advanced Placement Incentive program. The purpose of both programs is to support State and local efforts to increase access to advanced placement (AP) classes and tests for low-income students. Advanced placement classes and tests include those administered by the College Board, the International Baccalaureate (IB) Organization, or comparable programs approved by the Secretary. The statute requires the Secretary to give priority to funding the Advanced Placement Test Fee program, with remaining funds allocated to Advanced Placement Incentive grants.

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

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

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Advanced placement

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

	(\$000s)
2003.....	\$23,347
2004.....	23,534
2005.....	29,760
2006.....	32,175
2007	32,175

FY 2008 BUDGET REQUEST

The Advanced Placement program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2008 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. For the reauthorization, the Department is proposing to require grantees to offer incentives to teachers to become qualified to teach advanced placement courses, as well as incentives for teachers whose students pass advanced placement tests. In addition, the Administration's reauthorization proposal will also require grantees to provide matching funds and focus the program on mathematics, science, and critical foreign languages, the three subjects that are central to American economic competitiveness.

The Administration requests \$122.175 million for the Advanced Placement program, a \$90 million increase over the 2007 level. The requested level of funding will be used to further increase access for low-income students to AP-level and IB-level courses (as well as programs that prepare students for those courses), and to help ensure that teachers are well trained to teach AP and IB courses at schools that serve large populations of low-income students. Of the requested amount, approximately \$10 million will be required to fully fund State applications for the Test Fee program, which will pay for a portion of low-income students' Advanced Placement (AP) and International Baccalaureate (IB) test fees. The remaining funds will support Advanced Placement Incentive (API) grants. With a two-to-one match by States and the private sector, the Federal investment could provide \$342 million annually for 5 years, result in 70,000 newly trained and qualified math and science teachers, and increase to 700,000 the number of students who pass tests in these courses.

Importance of Expanding AP Programs in Critical Subjects

An expanded Advanced Placement program would support the President's high school reform strategy by strengthening the high school curriculum and holding students to high standards of achievement. Additionally, with its focus on improving teaching and learning of foreign languages, this request is consistent with the President's National Security Language Initiative. Finally, by helping to ensure that more students are prepared to take and pass challenging mathematics and science courses in high school and college, this request is an important piece of the President's American Competitiveness Initiative. Efforts to boost students' learning in mathematics, science, and foreign languages are critical to increased homeland security and America's success in the global economy, and are key to the President's strategic goals.

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Advanced placement

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

Impact of Advanced Placement on Schools and Students

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

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

Trends in AP Participation

As enrollment in AP has nearly tripled over the past decade, participation by minority and low-income students has increased as well, but an access gap continues. In school year 1990-91, fewer than 360,000 students took almost 536,000 College Board AP exams. By 2005-06, these numbers had grown to over 1.1 million students and 2 million exams. The number of students taking IB exams, while much smaller, has also grown very quickly, from nearly 5,600 students who took almost 13,000 IB exams in 1991 to more than 35,000 students who took more than 95,000 IB exams in 2005.

The Federal investment in Advanced Placement programs since 1998 has encouraged increases in the number of low-income students taking advanced placement exams. According to the College Board, the number of AP exams taken by public school students from low-income families increased by more than 25 percent between 2005 and 2006, and the total number of low-income students taking AP exams has doubled since 2001. However, participation in advanced placement programs

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is still highly correlated with family income. In 2005, low-income students took only 13.7 percent of all AP tests.

In addition, some subgroups of minority students continue to be underrepresented among AP test-takers. In 2005, according to College Board data, proportionately fewer African-American and American Indian students took AP exams than would be expected based on their representation in the total population of public school students nationwide. While 13.4 percent of the total public school student population is African-American, only 6.4 percent of AP test-takers in 2005 were African-American. Similarly, American Indian students represented 1.1 percent of the national public school student population, but comprised only 0.5 percent of the number of AP test-takers. For both African-American and American Indian students, these figures have remained essentially unchanged since 2000. Hispanic students, on the other hand, account for 13.6 percent of all test-takers, a rate that compares very favorably with their share of the high school population (13.4 percent). However, Hispanic students take approximately 53 percent of AP Spanish Language exams and 77 percent of AP Spanish Literature exams. The overall Hispanic participation rate is, thus, somewhat distorted by the inclusion of data on the two tests on which many Hispanic students may have an advantage. In all other subjects, the rate of participation of Hispanic students is below the national average.

Examples of Grants Under the Program

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

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

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

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Test fee program ¹	\$5,559	\$6,115	\$10,000
Number of grants	47	47	47
Number of tests taken by low-income students ²	209,411	230,352	270,126
Incentive program grants			
New grants	\$17,379	0	\$89,797
Continuation grants	\$9,043	\$26,010	\$21,628
Number of new grants	33	0	138
Number of continuation grants	14	47	33
Peer review of new award applications	\$194	0	\$700
Evaluation	0	\$50	\$50

¹ The test fee program must be fully funded to meet State demand before funds can be used for the incentive grant program. The 2007 test fee estimate is based on a 10 percent increase over the 2006 test fee allocation. The 2008 estimate is based on projected State needs.

² The 2006, 2007, and 2008 estimates reflect performance targets that were set based on actual 2004 and 2005 data, as well as preliminary data for 2006.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

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

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

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Measure: The number of AP tests taken by low-income public school students nationally.		
Year	Target	Actual
2003		157,334
2004		187,691
2005	190,374	212,537
2006	220,000	267,286
2007	230,352	
2008	270,126	

Assessment of progress: In 2005, the Department revised this measure to focus on public school students only, thereby better aligning it with the population served by the program. (The previous measure reported on public and non-public school students.) Past data are provided for historical purposes. Based on data obtained from the College Board, the target was exceeded in 2005 and 2006..

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

Assessment of progress: Based on data obtained from the College Board, the target was exceeded in 2006.

Measure: The percentage of Advanced Placement tests passed (tests receiving scores of 3-5) by low-income public school students nationally.		
Year	Target	Actual
2003		
2004		
2005		37.5
2006	38.5	38.1
2007	39	
2008	39.5	

Assessment of progress: Data obtained from the College Board indicate that the target was not met in 2006.

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Measure: The number of Advanced Placement tests passed (tests receiving scores of 3-5) by low-income public school students nationally.		
Year	Target	Actual
2003		
2004		
2005		79,800
2006	90,009	95,350
2007	99,000	
2008	103,728	

Assessment of progress: The target was exceeded in 2006 according to data reported by the College Board.

The Educational Testing Service (ETS) tabulates statistics for the College Board on participation in the Board's AP tests. ETS reported that, from 2003 to 2004, the total number of AP exams taken nationwide increased by 8.7 percent. The data for typically under-represented groups demonstrate an even greater increase. In May 2005, low-income students took 212,536 tests, an increase of more than 13 percent over 2004. According to the College Board, minority participation in AP tests increased by almost 14 percent from 2005 to 2006.

The Department has also adopted a new indicator to measure the number of Advanced Placement and International Baccalaureate tests taken in high schools served by API grants, divided by the total number of seniors enrolled at each school (the "Challenge Index"). The Department will be able to report data on this measure in early 2007.

In early 2007, the Department will submit its first statutorily mandated report to Congress on the impact of the Advanced Placement programs, which includes data on the number of students served and the number of tests taken, broken down by State and demographic characteristics.

Efficiency Measure

The Department's efficiency measure for the Advanced Placement program is the cost per passage of an Advanced Placement test by a low-income student. This will be calculated by dividing the total funding for the AP Test Fee program by the total number of tests passed by low-income students. The Department will report baseline data in early 2007.

Follow-up on PART Findings and Recommendations

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

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The PART review contained a number of recommendations related to program accountability. These recommendations included:

- Collecting data for the new performance measures. In response to this recommendation, the Department obtained data from the College Board on each of the new performance measures, and continues to do so each year.
- Presenting data for the new performance measures to the public in a transparent manner. In response to this recommendation, the Department posted performance data on the Department's website and updates the website when new data become available.
- Using performance data to drive program improvements, as part of Administration strategy to strengthen high school education. In response to this recommendation, the program office is using grantee performance data to structure its monitoring of grant recipients and to identify promising strategies for improving the successful participation of low-income students in advanced placement courses.

INNOVATION AND IMPROVEMENT

School dropout prevention

(Elementary and Secondary Education Act of 1965, Title I, Part H)

FY 2008 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$4,851	0	-\$4,851

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

PROGRAM DESCRIPTION

The School Dropout Prevention program provides assistance to help schools implement effective school dropout prevention and reentry programs. Each local educational agency (LEA) or State educational agency (SEA) that receives funds under the program must implement proven strategies for reducing the number of students who drop out before completing secondary school and for assisting youth to reenter school after they have dropped out. These strategies may include activities to: (1) identify students at risk of dropping out of school; (2) provide at-risk students with services designed to keep them in school; (3) identify and encourage youth who already have dropped out of school to reenter school; and (4) implement other comprehensive approaches, such as dividing large schools into smaller learning communities. Specific authorized activities include: professional development; reduction in pupil-teacher ratios; counseling and mentoring for students at risk of dropping out of school; and implementing comprehensive school reform models. In addition, an LEA is required to use part of its funds to provide technical assistance to any secondary school that, after receiving program funds for 2 years, does not reduce its dropout rate.

At appropriation levels of \$75 million or less, the Secretary makes competitive awards to SEAs or LEAs to implement school dropout prevention and reentry programs in schools and districts that serve students in grades 6 through 12 and have annual school dropout rates that are above their State's average. At appropriation levels greater than \$75 million but less than \$250 million, the Secretary would make competitive awards to SEAs, with the SEAs, in turn, using at least 95 percent of their awards to make competitive subgrants to eligible LEAs. At appropriation levels equal to, or greater than, \$250 million, the Secretary would allocate funds to States by formula, with each State receiving a share that is proportionate to its share of funds provided under Part A of Title I in the previous fiscal year. States would use at least 95 percent of their funds to make competitive awards to eligible LEAs. Actual funding levels have always been well under \$75 million and, therefore, the Department has, each year, made direct competitive grants for the support of State and local projects.

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The Department may reserve up to 10 percent of the amount appropriated for national activities. The Department is required to: (1) establish a national recognition program to identify schools that have been effective in reducing dropout rates; and (2) evaluate the effectiveness of activities funded under the program. The statute also authorizes additional national activities, including, among other things: establishing a national clearinghouse of information on effective school dropout prevention and reentry programs and providing technical assistance to SEAs, LEAs, and schools to assist them in implementing effective school dropout prevention programs. The Department will use fiscal year 2007 national activities funds for technical assistance activities to support grant recipients and for technical assistance to all SEAs to promote statewide dropout prevention initiatives and disseminate information on those initiatives.

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

	(\$000s)
2003.....	\$10,929
2004.....	4,971
2005.....	4,930
2006.....	4,851
2007.....	4,851

FY 2008 BUDGET REQUEST

The School Dropout Prevention program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. The request is consistent with the Administration's policy to eliminate funding for discrete categorical programs supporting activities that LEAs can already carry out using their allocations from formula grant programs. For example, school districts that seek to implement dropout prevention programs will be able to use funds provided under Federal formula programs such as Title I Grants to Local Educational Agencies to support such efforts. The request is also consistent with the recent intent of congressional appropriations with regard to this program. In their work on the fiscal year 2007 appropriation, both the House and the Senate Appropriations Committees recommended that all funding for the program be eliminated.

Additionally, LEAs have the flexibility to consolidate certain Federal funds to carry out activities, including school dropout prevention programs, that best meet the needs of their district. For example, under the State and Local Transferability Act, an LEA not identified for improvement or corrective action under Title I may transfer up to 50 percent of its formula allocation under certain State formula grant programs to its allocation under: (1) any of the other authorized programs; or (2) Part A of Title I. The Administration is recommending that this percentage be changed to 100 percent in the upcoming reauthorization. Thus, an LEA that wants to implement a comprehensive dropout prevention program in some or all of its secondary schools may transfer funds from its allocations received under the authorized programs to its Title I Part A allocation in order to implement school dropout prevention programs, without having to go through a separate grant application process or administering a separate grant. This available

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flexibility provides additional support for the Administration's policy of eliminating discrete categorical grant programs like the School Dropout Prevention program.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Amount for local awards	\$4,356	\$4,318	0
Number of awards	2 ¹	2 ¹	0
Peer review of new applications	\$10	\$48	0
National activities, including technical assistance and dissemination	\$485	\$485	0

¹ The Department funded multi-year projects under this program in fiscal year 2006 entirely from the fiscal year 2006 appropriation; estimates for 2007 assume continuation of this policy.

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including measures, and steps taken toward uniform data collection and reporting.

The Department has established two measures to gauge the performance of the School Dropout Prevention program: (1) the State event dropout rate of SEAs (the proportion of youth, ages 15 through 24, who dropped out of grades 10-12 in the 12 months preceding October of the target year); and (2) the percentage of students who reenter schools and complete their secondary education. Baseline data are scheduled to be available in early 2007 from the annual performance reports for the projects funded in FY 2006. While the Elementary and Secondary Education Act does not mandate uniform data collection and reporting of dropout rates, national and Federal efforts in the past year have emphasized the importance of ensuring data comparability across States, and recent developments will help increase the consistency of State and local data.

For example, as a first step towards making dropout rate data from States comparable, in July 2005, the Department announced that, in addition to continuing to collect and report graduation rates from States through its Common Core of Data, the Department would use those data to calculate an "Averaged Freshman Graduation Rate" (AFGR). In November 2005, the Department released the first set of AFGRs for States, calculated from State-reported data from the 2002-03 and 2003-04 school years. The Department will continue to publish these indicators annually, while States work to improve their own data collection systems for reporting high-school completion and dropout data.

Also, to help States address the many challenges of collecting and reporting these data, the National Governors Association (NGA) released *Graduation Counts: A Report of the NGA Task Force on High School Graduation Data*. The report made recommendations for a uniform

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approach to developing a high-quality, comparable measure for high-school graduation and for changes needed in policy and data systems to produce good information on high-school completion and dropouts. In December 2005, the NGA announced that the Governors from all 50 States had adopted a common definition for their high school graduation rate and that the Governors had agreed to lead efforts to improve State collection, reporting, and analysis of high school graduation and dropout data.

INNOVATION AND IMPROVEMENT

Close Up fellowships

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

FY 2008 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$1,454	0	-\$1,454

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

PROGRAM DESCRIPTION

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

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

	(\$000s)
2003.....	\$1,490
2004.....	1,481
2005.....	1,469
2006.....	1,454
2007.....	1,454

FY 2008 BUDGET REQUEST

The Close Up program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. This request is consistent with the Administration's policy of increasing resources for high-priority programs by eliminating small categorical programs that have limited effect. In addition, given the wide popularity of Close Up's programs and the commitment of the Close Up Foundation's

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Close Up fellowships

board to private development, the Department believes that the Foundation will be able to operate Close Up Fellowships activities without a continuing Federal appropriation.

In the House report accompanying the 1997 appropriations bill, the Committee requested a joint report from the Department and the Close Up Foundation setting forth a plan to continue Close Up Fellowships without Federal funding. In response to this report, the Close Up Foundation developed a plan to increase contributions from the private sector and individual donors. In 2005, the Foundation raised nearly \$2.1 million from non-Federal sources.

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

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Program for Middle and Secondary School Students			
Total Federal share	\$878	\$878	0
Total participants	12,440	12,440	0
Total number of Close Up fellowships	1,250	1,250	0
Program for Middle and Secondary School Teachers			
Total Federal share	\$436	\$436	0
Total participants	1,787	1,787	0
Total number of Close Up fellowships	1,244	1,244	0
Program for New Americans			
Total Federal Share	\$140	\$140	0
Total participants	655	655	0
Total number of Close Up fellowships	227	227	0

PROGRAM PERFORMANCE INFORMATION

Surveys conducted by the Close Up Foundation provide some evidence of progress in increasing student knowledge of government, politics, and citizenry after participation in the program, as reported by their teachers. In the 2005-06 Close Up Foundation program survey, 92 percent of students reported having gained significantly in their political knowledge and in

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Close Up fellowships

their understanding of current political issues. Further, 97 percent of participating teachers nationwide reported that students developed a better understanding of how government functions, when asked in follow-up surveys. The Close Up Foundation conducted these surveys, and the results have not been verified.

Performance Measures

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

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

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

Measure: The ratio of Federal to non-Federal funding that is allocated for teachers and economically disadvantaged students through the Close-Up Fellowships program.		
Year	Target	Actual
2003		0.82
2004	0.80	0.69
2005	0.79	0.68
2006	0.62	
2007	0.59	

Assessment of progress: The Department established a goal for the Close Up Fellowship program of increasing the amount of funding for economically disadvantaged students and their teachers that comes from non-Federal sources. The measure is calculated as the total Federal appropriation divided by the total amount of non-Federal funds raised by the Close-Up Foundation. The performance targets are based on the grantees' past performance in obtaining non-Federal contributions. In 2004 and 2005, the performance targets were exceeded and as a result the Department revised the performance targets for future years. This program is proposed for termination in 2008.

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Ready-to-learn television

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

FY 2008 Authorization (\$000s): Indefinite^{1,2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$24,255	\$24,255	0

¹ The GEPA extension applies through September 30, 2008; reauthorizing legislation is sought.

² Section 2431(e)(2) of the ESEA requires that not less than 60 percent of the amount appropriated under paragraph (e)(1) for each fiscal year be used to carry out activities under subparagraphs (B) through (D) of subsection (a)(1).

PROGRAM DESCRIPTION

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

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

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

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

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

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

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

- *World World* (http://rtlp.org/properties/wordworld_01.html) is a multi-platform, computer animated series where characters use words to foster deeper understanding of key concepts associated with emergent literacy, such as how words are built and the meanings they contain. *Word World* is populated by "WordThings," whose shapes are formed by the letters that spell out who or what they are, such as B-E-A-R, B-E-E, and T-R-A-I-N. Each episode teaches content that is linked to specific, research-based literacy learning objectives. The resolution of every story hinges on "word building moments," and those "word building moments" in turn hinge upon the use of various literacy-based skills and decoding strategies. The series is designed to encourage preschoolers to read and write by exposing them to the idea that letters represent sounds and words, which stand for real things in life. Television will be the primary platform for *Word World*, with 104 episodes expected by the end of the project period. The series is scheduled to air in fall 2007.
- *Everyday Alphabet* is designed for 2–4 year old pre-emergent readers. The series will introduce, support, and foster recognition and identification of letters, letter names, and the sounds they represent. Through music, puppetry, and animation the show will explore letters as shapes and symbols, encouraging children to recognize letters in the world around them. The series will teach children how to identify letters in written text, as well as in everyday objects. For example, the panes of a window form an "H," a donut at the breakfast table form an "O," and an untied shoelace can form an "S." The series will also promote the expansion of oral, and aural, vocabulary by introducing words to young learners. There will be a significant emphasis on "manipulatives" and "smart toys" that do not require batteries. *Everyday Alphabet* will start as a television series, and is designed to expand into multiple media platforms, such as DVDs, print media, and the web. Between 52 and 104 episodes are expected by the end of the project period. The series is scheduled to air in fall 2009.
- *R U There* is designed for 8-year old children, and the primary platform for this series will be the Web. The show will emphasize handheld devices, delivering digital content in the form of "webisodes." The story lines of *R U There* are character driven cliffhangers that are designed to

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Ready-to-learn television

increase literacy skills that are necessary for the story to advance. Increased literacy skills will unlock participant access to new plot twists and secret back-stories. Participants will utilize literacy skills and hand-held “Wiki-devices” to watch and participate in story lines. *RU There* will eventually become a motion picture, followed by a television series.

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

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

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

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Ready-to-learn television

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

	(\$000s)
2003.....	\$22,850
2004.....	22,864
2005.....	23,312
2006.....	24,255
2007.....	24,255

FY 2008 BUDGET REQUEST

The Ready-to-learn television (RTL) program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The Administration expects to propose minor changes to the authorizing legislation that will shift the emphasis of this program to the development of age-appropriate digital educational content to be distributed using a variety of technologies, including television, the Internet, handheld devices, and other technologies as they become widely available.

For fiscal year 2008, the Administration requests level funding of \$24.255 million for the RTL program. With these funds, the Department will provide ongoing support for three continuation awards (two programming and one outreach award) made in fiscal year 2005. RTL programs continue to play an important role in supporting the Administration's goal to ensure that all students read on grade level by the third grade. Improving early childhood education and promoting literacy are centerpieces of the Administration's goal to "Leave No Child Behind."

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Continuation Awards:			
Educational Programming:			
Number of awards	2	2	2
Award funding	\$19,312	\$19,312	\$19,312
Outreach (Education, training, personnel, book distribution, evaluation, administration):			
Number of awards	1	1	1
Award funding	\$4,000	\$4,943	\$4,943
Supplement	\$943	0	0
 Total	 \$24,255	 \$24,255	 \$24,255

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Department has adopted two new measures that are designed to yield information on the quality of programming content and outreach materials supported through the program. These measures are: (1) The percentage of RTL children's television programming deemed to be of high quality by an independent review panel of qualified experts or individuals with appropriate expertise to review the substantive content of the products, and (2) The percentage of RTL targeted outreach products and services deemed to be of high quality by an independent review panel of qualified experts or individuals with appropriate expertise to review the substantive content of the products and services. No data are currently available. The Department expects initial data by fall 2007.

Efficiency Measures

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

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

Other Performance Information

Required evaluations of RTL activities being implemented by current grantees have yet to produce meaningful results, as grantees are just beginning year 3 of their grants. Grantees are, however, implementing ambitious studies and evaluations that should ultimately improve many aspects of their projects. For example, during the first year of work, one current grantee (WTTW) conducted 10 formative studies of a literacy-based children's show that is now being developed. Six formative

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studies were conducted with children ages 3 through 5, to analyze appeal, comprehension, age appropriateness, and delivery of content including audio and possible three-dimensional formatting.

Two formative studies addressed the educational product needs of the parents of children ages 3 through 5, and two additional formative studies were conducted with Pre-K and kindergarten educators to better understand current approaches to teaching literacy skills to children in this age group.

Evaluations implemented under previous awards, while limited in scope, have been positive. For example, a study published in 2002 examined the effect of viewing *Between the Lions* on the early literacy skills of Head Start, child care, kindergarten, and first-grade children, as measured by the Test of Early Reading Ability (TERA-3), the Peabody Picture Vocabulary Test (PPVT-III), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The study found that children from two low-income communities (the Mississippi Delta and the Mississippi Choctaw Indian Reservation) outperformed their peers in key reading skills after regularly watching half-hour episodes of *Between the Lions* and participating in the program's literacy-based ancillary instructional activities.

Children participating in this study were randomly selected and organized into experimental and control groups. This study, conducted by the Mississippi Literacy Initiative, was supported with RTL project funds. (*Between the Lions Mississippi Literacy Initiative: A Report to Mississippi Educational Television*. <http://pbskids.org/lions/about/mississippi.html>).

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

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

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

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necessarily cannot be implemented at the level of intensity usually associated with most interventions that improve student-learning outcomes – showed no measurable effects on students behaviors and learning outcomes. As discussed previously, following up on the findings of this evaluation, the Department has taken steps to target RTL program investments more strategically.

Follow-up on PART Findings and Recommendations

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

PART recommendations for this program include: 1) developing new performance metrics that measure the impact and quality of Ready to Learn programming content, 2) creating a program evaluation strategy, along with a schedule for an independent program evaluation, to obtain reliable program outcome information, and 3) developing at least one program efficiency measure.

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

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Fund for the Improvement of Education: Programs of national significance

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

FY 2008 Authorization (\$000s): \$675,000 ^{1,2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$11,668	\$33,065	+\$21,397

¹The GEPA extension applies through September 30, 2008; reauthorizing legislation is sought.

²A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all Part D activities.

PROGRAM DESCRIPTION

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

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

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FIE: Programs of national significance

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

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

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

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003	\$318,630
2004.....	280,453
2005.....	257,114
2006.....	11,668
2007.....	11,668

FY 2008 BUDGET REQUEST

The FIE program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2008 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal.

The Administration is requesting \$33.065 million for FIE in 2008, an increase of \$21.397 million from 2007. This level of funding would allow the Department to fund two activities, the Language Teacher Corps and the Teacher-to-Teacher Initiative, that are part of the President's proposed multi-agency National Security Language Initiative. The Language Teacher Corps would provide training to college graduates with skills in languages critical to national security who are interested in becoming foreign language teachers. The Teacher-to-Teacher Initiative would support intensive summer workshops for foreign language teachers. Funds also would support an evaluation and data quality initiative, Reach Out and Read, and Teach for America. In addition, funding would provide support for continuation costs of grants begun in prior years, including the Facilities Clearinghouse.

National Security Language Initiative. On January 5, 2006, President Bush announced the National Security Language Initiative (NSLI), which is designed to improve Americans' foreign

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FIE: Programs of national significance

language skills and thereby strengthen national security and economic competitiveness. The NSLI has three goals: (1) Increasing the numbers of Americans mastering critical need languages; (2) Increasing the number of advanced-level speakers of foreign languages with an emphasis on critical need languages; and (3) Increasing the number of critical need language teachers and the resources available to them. The Secretaries of State, Education, and Defense and the Director of National Intelligence are working together to implement the initiative.

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

- *Language Teacher Corps.* Far too few Americans are fluent in foreign languages, particularly critical languages that are essential to our security and economic well-being. In 2008, the Administration proposes a National Language Service Corps that will offer Americans who are proficient in critical languages the opportunity to serve their country by working for the Federal government, serving in a Civilian Linguist Reserve Corps, or teaching foreign languages in our Nation's elementary and secondary schools through the Language Teacher Corps. FIE would provide \$5 million to support the Language Teacher Corps, which will provide training to college graduates with critical language skills who are interested in becoming foreign language teachers. The purpose of this new program is to produce new cadres of speakers of critical foreign languages. The goal is to recruit 200 teachers for the first year of the program and to increase participation to 1,000 by the end of the decade.
- *Teacher-to-Teacher Initiative.* The Teacher-to-Teacher Initiative provides the Department with a means of communicating directly with teachers across the country to share education knowledge. The initiative has hosted teacher round-tables; a summer "research to practice summit"; regional summer workshops; and an e-mail update mechanism for apprising teachers of the latest policy, research, and developments. For 2008, the Administration is requesting \$3 million to provide online professional development and intensive teacher training sessions in summer workshops for foreign language teachers, especially teachers of critical needs languages. The Department would offer 6 to 8 workshops to 2,000 teachers across the country, and would provide stipends to the participating teachers. This initiative helps address the need to improve the teaching of critical needs languages in American elementary and secondary schools.

Reach Out and Read (<http://www.reachoutandread.org/>). Reach Out and Read, a program that promotes early literacy by providing books to babies and preschool children and advice to parents about the importance of reading with children, would receive \$10 million in 2008 to continue its activities.

Teach for America. Teach for America recruits and trains well-qualified recent college graduates to teach in high-needs communities. In 2008, the Department would provide \$10 million for continued support of this program.

Data Quality Initiative. The Conference Report accompanying the 2006 Department of Education Appropriations Act specified \$2 million for an evaluation and data quality initiative, proposed by the Administration in its 2006 request, to improve the quality of evaluations

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FIE: Programs of national significance

conducted by, and data collected from, Department of Education grantees under elementary and secondary education programs. The Department made an award for this activity in 2006 and is requesting \$2 million in 2008 to continue the initiative.

Facilities Clearinghouse. The National Clearinghouse for Educational Facilities, which is run by the National Institute of Building Sciences, provides information about planning, designing, funding, building, improving, and maintaining safe, healthy, and high performing schools. The Clearinghouse received a 3-year award in 2006 and the 2008 request would pay for the final year of the grant.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Facilities clearinghouse	\$687	\$700	\$700
Evaluation and data quality initiative	1,980	2,000	2,000
Reach Out and Read	3,000	TBD	10,000
Teach for America	0	TBD	10,000
Teacher-to-teacher initiative	1,949	TBD	3,000
Language teacher corps	0	TBD	5,000
Continuations of awards made in 2003 and 2004	4,051	2,265	1,135
Other activities	0	TBD	1,130
Peer review of new award applications	<u>1</u>	<u>50</u>	<u>100</u>
Total	11,668	11,668	33,065

PROGRAM PERFORMANCE INFORMATION

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

INNOVATION AND IMPROVEMENT

Reading is fundamental/Inexpensive book distribution

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

FY 2008 Authorization (\$000s): \$675,000 ^{1, 2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$25,043	\$25,043	0

¹ The GEPA extension applies through September 30, 2008; reauthorizing legislation is sought.

² A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all Part D activities.

PROGRAM DESCRIPTION

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

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

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

	(\$000s)
2003.....	\$25,334
2004.....	25,185
2005.....	25,296
2006.....	25,043
2007.....	25,043

FY 2008 BUDGET REQUEST

The RIF program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2008 under reauthorized legislation, and the request is based

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Reading is fundamental/Inexpensive book distribution

on the Administration's reauthorization proposal. The Administration is currently planning to propose that the program be reauthorized with no significant changes.

The Administration requests \$25.043 million, level funding, for the Reading is Fundamental/Inexpensive Book Distribution (RIF) program for fiscal year 2008. The request would continue approximately 6,000 RIF projects at some 20,000 sites in all 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam.

RIF programs address the problem of illiteracy through prevention activities for underserved children. In the 2005-2006 school year, RIF projects reached about 4.4 million children through more than 3,600 grant awards. Many of these children are preschoolers in Head Start or Even Start, and the RIF book program often provides them with their first exposure to books and reading. The program works nationally and locally to expand reading opportunities for underserved children from birth to age 8. For example, RIF is working with Capital One Services, Inc. to expand the Family of Readers Program, which provides free books and motivational activities to celebrate the joy of reading, establish classroom lending libraries, and encourage family involvement in reading. Recently, RIF and the Target Corporation formed a partnership to encourage summer reading through the "Summer Reading is Out of this World" online reading challenge and the "Ready Sit Read!" program. Additionally, RIF continues to work with Coca-Cola on the installation of over 10,000 lending libraries in facilities, such as schools and day-care centers, located in extremely disadvantaged communities.

With a focus on increasing children's reading skills and interest in books, RIF has also developed several intervention programs, including "Running Start," an initiative that challenges first-grade students to read 21 books in an 8-to-10-week time period; "Shared Beginnings," an initiative designed to help young parents develop the skills and self-confidence necessary to take an active role in developing their very young children's reading readiness; and "Care to Read," an initiative that supports children's emergent literacy skills by providing training and resources to early child-care staff in centers and home-based child-care programs.

By serving preschool children and involving their parents as those children's first teachers, this program moves toward achieving the President's goal that all children will be able to read by the end of the third grade. In FY 2005, approximately 26 percent of children served by RIF were under age 5. Further, RIF data indicate that student participants may benefit not only from their improved access to books, but also from the reading motivation activities provided through local programs. For example, among students participating in an Ohio RIF project in 2005, 71 percent reported reading more often and 59 percent reported increased time spent on pleasure reading.

RIF uses volunteers as project staff, through partnerships with community organizations such as Kiwanis International. In 2005, almost 54 percent of volunteers were parents of the children served by the program.

INNOVATION AND IMPROVEMENT

Reading is fundamental/Inexpensive book distribution

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Book funds			
Federal share	\$19,033	\$18,833	\$18,833
Local match	<u>4,758</u>	<u>4,646</u>	<u>4,646</u>
Total	23,791	23,479	23,479
Books distributed	13,800,000	13,800,000	13,800,000
Children served	4,400,000	4,400,000	4,400,000
Number of sites	20,000	20,000	20,000
Average Federal share per child (for books and services, whole dollars)	\$4.33	\$4.28	\$4.28
Federal cost per book (whole dollars)	\$1.38	\$1.36	\$1.36
Books per child	3	3	3
Technical assistance	\$3,120	\$3,050	\$3,050
Support services and management	\$2,890	\$3,160	\$3,160

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: To motivate low-income children to read.

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

Measure: The number of low-income children who receive books and reading services through the Reading is Fundamental Program.		
Year	Target	Actual
2003		3,713,541
2004	3,899,218	3,704,383
2005	4,089,895	3,626,846
2006	3,759,960	
2007	3,769,244	
2008	3,700,000	

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Reading is fundamental/Inexpensive book distribution

Assessment of Progress: The current indicator places emphasis on the extent to which the program provides books and scientifically based reading services to low-income children who may be at risk of educational failure due to delays in reading. Data from the annual performance reports show that approximately 80 percent of students served by the program are low-income. These data also indicate that the number of children served through RIF declined between 2003 and 2005, a result of the increased costs of books and other funding constraints. The Department adjusted the performance targets for 2006 and future years based on data received in 2004 and 2005. Further, the Department plans to reevaluate the 2008 performance target once additional data become available this spring.

INNOVATION AND IMPROVEMENT

Star schools

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 7)

FY 2008 Authorization (\$000s): \$675,000^{1, 2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$14,850	0	-\$14,850

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

² A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all Part D activities.

PROGRAM DESCRIPTION

The Star Schools program supports distance education projects to improve instruction in mathematics, science, reading, foreign languages, and other subjects, particularly for underserved populations. Telecommunications partnership grants are made to eligible entities to enable them to obtain telecommunications facilities and equipment, develop and acquire educational and instructional programming, and obtain technical assistance in the use of facilities and programming. Awards are competitive, may not exceed 5 years, and may not exceed \$10 million in any single fiscal year. While a wide variety of entities may apply for telecommunications partnership grants, to be considered eligible for an award under this program such entities must be organized on a Statewide or multi-state basis. The Federal share of the cost of these projects may not exceed the following amounts: 75 percent for the first and second years for which an eligible telecommunications partnership receives a grant; 60 percent for the third and fourth years; 50 percent for the fifth year.

Three other types of awards are authorized: (1) special Statewide networks to provide full-motion two-way video and audio communications and link public colleges and universities and secondary schools, (2) special local networks to demonstrate a high-technology program that includes two-way full-motion audio, video, and text communications and links elementary and secondary schools with colleges and universities, and (3) telecommunications programs for continuing education that allow eligible entities to develop and operate programs that provide online access to educational services in support of programming that leads to a secondary school diploma or its equivalent. To be considered eligible, special Statewide and local networks must contribute non-Federal funds equal to not less than 50 percent of the cost of the network.

At least 25 percent of the funds appropriated must be used for the cost of instructional programming, and at least 50 percent must be used for the cost of facilities, equipment, teacher training or retraining, technical assistance, or programming for local educational agencies that are eligible to receive assistance. Most K-12 Star Schools projects focus on math, science, and

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Star schools

reading content. Several projects focus also on other curricular areas such as history, economics, civics and government, the arts, English as a second language, or foreign languages.

The Secretary may reserve up to 5 percent of the funds for national leadership, evaluation, and peer review activities. In fiscal year 2005, the Secretary committed a portion of these funds to support the publication and dissemination of two “innovations booklets,” which focus on distance learning and virtual schools. These publications, which are expected to be published in 2007, will identify and discuss: a) successful distance learning programs that are supported by solid research, use various new and developing technologies (including mobile technologies and handheld devices), and provide a means for replication of these successful models; and b) quality online courses, curricula, and other materials being utilized in k-12 virtual schools and virtual charter schools.

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

	(\$000s)
2003.....	\$27,341
2004.....	20,362
2005.....	20,832
2006.....	14,850
2007.....	14,850

FY 2008 BUDGET REQUEST

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

This request is consistent with the Administration’s intent to increase resources for high-priority programs by eliminating small categorical programs that have limited impact, and for which there is little or no evidence of effectiveness. These small categorical programs siphon off Federal resources that could be used by State and local agencies to improve the performance of all students. The Administration believes that its request for programs such as Improving Teacher Quality State grants will provide ample resources for the types of activities supported by this program, should States choose to allocate their resources for this purpose.

The current Star Schools program authority is premised on providing Federal grants to support “distance learning,” through “telecommunications partnerships” that “develop, construct, acquire, maintain, and operate telecommunications audio and visual facilities and equipment.” However, the Internet has almost completely displaced satellite and telephone as the means of providing “distance learning,” at a fraction of the cost of such previous technologies. Entities that hope to develop and distribute educational content using the Internet, for example, no longer need to support “telecommunications facilities.” Also, according to a recent National Center for Education Statistics (NCES) publication, *Internet Access in U.S. Public Schools and Classrooms: 1994-2005*, nearly 100 percent of public schools in the United States already have access to the Internet, and over 80 percent of such schools offer professional development to teachers on effective strategies

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Star schools

for incorporating lessons and content from the Internet in classroom settings. While there may be a meaningful Federal role in supporting the development and use of technology to promote educational opportunity, the Star Schools program authority limits the extent to which Federal dollars may be used to support current, meaningful work in this area.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Number of continuation awards	6	6	0
Number of new awards	4	0	0
Continuation awards funding	\$14,674	\$11,263	0
New awards funding	0	2,845	0
Peer review of new award applications	0	12	0
National Activities	176	730	0

PROGRAM PERFORMANCE INFORMATION

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

The Department has adopted one measure for the Star Schools program: the percentage of Star Schools technology-based applications in core academic subjects deemed to be of high quality by an independent review panel of qualified experts and individuals with appropriate expertise to review the substantive content of the products.

No data are currently available. The Department plans to set funds aside in FY 2007 for the purpose of convening these panels. The Department expects initial data by fall 2007.

A Star Schools program evaluation was initiated in fiscal year 1999 using national activities funds; however, the evaluation yielded no reliable findings and was never completed. There is currently no reliable basis on which to determine the effectiveness of this program.

INNOVATION AND IMPROVEMENT

Ready to teach

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

FY 2008 Authorization (\$000s): \$675,000^{1,2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$10,890	0	-\$10,890

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

² A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all Part D activities.

PROGRAM DESCRIPTION

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

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$14,406
2004.....	14,321
2005.....	14,291
2006.....	10,890
2007.....	10,890

FY 2008 BUDGET REQUEST

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

INNOVATION AND IMPROVEMENT

Ready to teach

This request is consistent with the Administration's intent to increase resources for high-priority programs by eliminating small categorical programs that have limited impact. These small categorical programs siphon off Federal resources that could be used by State and local agencies to improve the performance of all students. The Administration believes that its request for programs such as Improving Teacher Quality State grants will provide ample resources for the types of activities supported by this program, should States choose to allocate their resources for this purpose.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
National Telecommunications continuation awards	2	2	0
Digital Educational Programming continuation awards	2	2	0
Continuation awards funding:			
National Telecommunications awards	\$8,864	\$8,864	0
Digital Educational Programming awards	<u>\$2,026</u>	<u>\$2,026</u>	<u>0</u>
Total continuation awards	<u>\$10,890¹</u>	<u>\$10,890¹</u>	<u>0</u>

¹ In FY 2006 and FY 2007, continuation costs exceed the total amount appropriated by approximately \$2,343 thousand. The Department prorated continuation awards in FY 2006 and plans to prorate them again in FY 2007.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The measures for this program are: (1) the percentage of Ready to Teach products deemed to be of high quality by an independent review panel of qualified experts or individuals with appropriate expertise to review the substantive content of the products, and (2) the percentage of Digital Educational Programming products deemed to be of high quality by an independent review panel of qualified experts or individuals with appropriate expertise to review the substantive content of the products.

No data are currently available. The Department originally planned to set funds aside in fiscal year 2007 for the purpose of convening these panels, using the 0.5 percent program evaluation set-aside authorized under section 9101 of the Elementary and Secondary Education Act of

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Ready to teach

1965. However, because continuation costs exceed the fiscal year 2007 appropriation, no funds are available to convene these panels.

Other Performance Information

The Department has not conducted any evaluations of the RTT program. However, grantees have conducted a number of evaluations of activities supported under this program, several of which suggest that specific program activities may have at least a moderate effect on teacher classroom practice. For example, in 2002, the Public Broadcasting Service (PBS) contracted with an independent evaluator to determine the impact of online courses and professional development offered through the PBS TeacherLine program on teacher practice and student performance. As part of this evaluation, a small quasi-experimental pilot study was conducted in Florida's Miami-Dade County public schools to assess the effect of TeacherLine participation on aggregated student standardized test scores on the math portion of the Florida Comprehensive Assessment Test (FCAT). Using demographic background and baseline student academic performance data, schools in the treatment group (which included schools with at least 0 percent TeacherLine participation) were matched with non-participating schools. Treatment and comparison groups consisted primarily of urban, low-performing schools with very high (95 percent) minority enrollments. Preliminary findings show that TeacherLine-participating schools scored higher, on average, than non-participating schools on the outcome measures employed. However, this analysis used a relatively small sample size (involving 21 schools, 7 of which were in the treatment group), and only looked at student outcomes – making no attempt to control for potentially significant differences in actual classroom practice – limiting the overall reliability of the findings. Future years of this evaluative work, however, will be designed to overcome some of these limitations.

INNOVATION AND IMPROVEMENT

Exchanges with historic and whaling and trading partners

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

FY 2007 Authorization (\$000s): \$675,000^{1,2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$8,910	0	-\$8,910

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

² A total of \$675,000 is authorized for fiscal year 2007 to carry out all Part D activities.

PROGRAM DESCRIPTION

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

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

	(\$000s)
2003.....	\$6,954
2004.....	8,450
2005.....	8,630
2006.....	8,910
2007.....	8,910

INNOVATION AND IMPROVEMENT

Exchanges with historic whaling and trading partners

2008 BUDGET REQUEST

The Exchanges with Historic Whaling and Trading Partners program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. The request reflects the Administration's policy to increase resources for high-priority programs by eliminating small categorical programs, including this one, that have a narrow or limited effect. In addition, all of the funding provided for the program is for statutory earmarks, and the Administration has consistently opposed the funding of earmarks because they support activities that have not gone through the rigor of a competitive process (including expert peer review) and have negligible accountability for results.

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

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Mandated awards	\$8,910	\$8,910	0
Number of grants	6	6	0

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information. The goal of the Exchanges with Historic Whaling and Trading Partners program is to develop innovative, culturally based educational programs, cultural exchanges, and internships and apprentice programs to assist Alaska Natives, Native Hawaiians, Mississippi Choctaws, and children and families of Massachusetts linked by history and tradition, to learn about their shared culture and tradition.

The Department established five performance measures for this program that are designed to measure the capability of grantees to produce and disseminate education programs, including internships, and enhance or create new capabilities among partner institutions. The five measures track: (1) the number of participants involved in educational and cultural activities supported by grant funds; (2) the number of partnership exchanges among partner museums; (3) the number of participants in a culturally based youth internship program involving career awareness, leadership, and job skills development; (4) the number of schools, community groups, and family programs involved in educational and cultural enrichment activities; and, (5) the number of new partner capabilities among partner museums.

INNOVATION AND IMPROVEMENT

Exchanges with historic whaling and trading partners

The program relies entirely on grantee-reported data. The number of partnership exchanges among partner museums has dropped from the previous year, falling far short of the target number of 132. However, the Department defined “partnership exchanges” more explicitly in 2006, which may explain the decrease. A partner is defined as the partner that a grantee has chosen to work with or another grantee receiving funds through the program. Exchanges are defined as a project or program that comes out of a partnership. The Department defines new “partner capabilities” as the skills, activities, or projects that resulted from partnerships and that go beyond the scope of the program. The actual impact of the program is not known, since the performance indicators measure program outputs rather than program performance. Because the program does not focus on achievement of any specific outcomes, the Department has been unable to develop and implement outcome-based performance measures.

INNOVATION AND IMPROVEMENT

Excellence in economic education

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

FY 2008 Authorization (\$000s): \$675,000^{1,2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$1,473	0	-\$1,473

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

² A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all Part D activities.

PROGRAM DESCRIPTION

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

In 2004, the National Council on Economic Education (NCEE) received a 1-year grant to implement this program. The Council subsequently received a 5-year grant in 2005 to continue the work begun in 2004, including the expansion of current programs, the development of new programs, and strengthening its network of State councils and over 200 university-based centers. The Council distributed a national Request for Proposals in the fall of 2006 to solicit prospective subgrant recipients for the 2006-07 school year and is currently in the process of reviewing these proposals.

INNOVATION AND IMPROVEMENT

Excellence in economic education

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

	(\$000s)
2003.....	0
2004.....	\$1,491
2005.....	1,488
2006.....	1,473
2007.....	1,473

FY 2008 BUDGET REQUEST

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

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

The Administration also believes that NCEE can continue its activities at the current operating level without support from this program. The Council is located in New York City, in the heart of the financial services industry, which has a clear and appropriate interest in the development of a financially and economically literate citizenry. In the past, NCEE has received grants and contributions from such private firms and foundations as AT&T, Merrill Lynch, the Vanguard Group, Wells Fargo, Moody's, and the American Express, Bank of America, Kaufman, and Verizon Foundations. Yet these types of entities represent something of an untapped resource. In 2005, private grants and contributions represented less than 6 percent of the Council's revenues. Through even a modest increase in outreach to the private sector, NCEE should be able to make up for the loss of Federal funding for this program.

INNOVATION AND IMPROVEMENT

Excellence in economic education

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Total Budget Authority	\$1,473	\$1,473	0
Funding for subgrants	1,105	1,105	0
Funding for direct grantee activities	368	368	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

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

In 2006, the Department worked with NCEE, the program grantee, to refine the reporting process for subgrantees and to strengthen data collection. As a result, NCEE now requires subgrant applicants to recruit a significant sample of participating teachers who will provide pretest and posttest scores on student achievement in economics and/or personal finance. Teachers who participate in subgrantee programs funded in the 2006-07 school year will be required to use a series of standardized economic and financial literacy tests to measure student achievement and progress. These tests are aligned with NCEE's National Content Standards in Economics, and the use of common standards will enable the organization to conduct a comprehensive assessment of student performance across projects, grade levels, and geographic regions. In addition, the Council now requires pretests and posttests of teachers participating in NCEE training programs to measure their subject knowledge of economics. Cumulative performance data for the Council's 1-year grant and the first year of its 5-year grant are expected in the summer of 2007.

INNOVATION AND IMPROVEMENT

Mental health integration in schools

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

FY 2008 Authorization (\$000s): \$675,000 ^{1,2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$4,910	0	-\$4,910

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

² A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all Part D activities.

PROGRAM DESCRIPTION

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

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

Funding levels for the past 5 years were:

	(\$000s)
2003.....	0
2004.....	0
2005.....	\$4,960
2006.....	4,910
2007.....	4,910

FY 2008 BUDGET REQUEST

The Mental Health Integration in Schools program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The

INNOVATION AND IMPROVEMENT

Mental health integration in schools

Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. This request is consistent with the Administration's policy of increasing resources for high-priority programs by eliminating small, narrow categorical programs that duplicate other programs, have limited impact, or for which there is little or no evidence of effect. School districts may use funds from other Federal programs to support mental health services. For example, the 2008 President's Budget includes a total of \$155 million for the Safe Schools/Healthy Students initiative that the Department of Education (under the Safe and Drug-Free Schools and Communities National Programs) funds jointly with the Substance Abuse and Mental Health Services Administration in the Department of Health and Human Services. Each Safe Schools/Healthy Students grant must support school and community mental health preventive and treatment services as part of a comprehensive approach to healthy childhood development.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grant award funds (new)	\$4,740	\$4,521	0
Grant award funds (prior-year supplement)	\$151	\$340	0
Peer review of new award applications	\$19	\$49	0
Number of new awards	16	15	0
Average award	\$296	\$301	0

PROGRAM PERFORMANCE INFORMATION

The Department has established the following performance measures for assessing the effectiveness of the Grants for the Integration of Schools and Mental Health Systems program: (1) the percentage of schools served by the grant that have comprehensive "linkage protocols" (that describe, in detail, the roles and responsibilities of the various partners collaborating on the project) in place; and (2) the percentage of school personnel served by the grant who are trained to make appropriate referrals to mental health services. The Department expects to have baseline data for these measures in 2007 from the 2005 (first) cohort of grantees under this program.

INNOVATION AND IMPROVEMENT

Foundations for learning

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

FY 2008 Authorization (\$000s): \$675,000 ^{1,2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$982	0	-\$982

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

² A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all Part D activities.

PROGRAM DESCRIPTION

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

Funds may be used to provide services to children and their families that foster children's emotional, behavioral, and social development, and to facilitate access to, and coordinate, mental health, welfare, and other social services for children and their families.

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

Funding levels for the past 5 years were:

	(\$000s)
2003.....	\$994
2004.....	0
2005.....	992
2006.....	982
2007.....	982

INNOVATION AND IMPROVEMENT

Foundations for learning

FY 2008 BUDGET REQUEST

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

This request is consistent with the Administration's policy of increasing resources for high-priority programs by eliminating small, narrow categorical programs that duplicate other programs, have limited impact, or for which there is little or no evidence of effect. The activities carried out under the Foundations for Learning program overlap with those of several, other programs that support early childhood education and development for which funding is requested in the 2008 Budget, such as Early Reading First, Special Education Preschool Grants, and Special Education Grants for Infants and Families.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grant award funds (new)	\$841	\$972	0
Grant award funds (prior-year supplement)	\$141	0	0
Peer review of new award applications	0	\$10	0
Number of new awards	3	4	0
Average award	\$280	\$243	0

PROGRAM PERFORMANCE INFORMATION

The Department has established the following two performance measures for the Foundations for Learning program: (1) the percentage of eligible children served by the grant attaining measurable gains in emotional, behavioral, and social development; and (2) the percentage of eligible children and their families served by the grant receiving individualized support from child-serving agencies or organizations. The Department expects to have baseline data for these measures in 2008 from the 2005 cohort of grantees.

INNOVATION AND IMPROVEMENT

Arts in education

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

FY 2008 Authorization (\$000s): \$675,000^{1, 2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$35,277	0	-\$35,277

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

² A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all Part D activities.

PROGRAM DESCRIPTION

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

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

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

INNOVATION AND IMPROVEMENT

Arts in education

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

	(\$000s)
2003.....	\$33,779
2004.....	35,071
2005.....	35,633
2006.....	35,277
2007.....	35,277

FY 2008 BUDGET REQUEST

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

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

INNOVATION AND IMPROVEMENT

Arts in education

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
VSA Arts			
Total funds available	\$7,352	\$7,352	0
Participants:			
State-initiated and National programs	3,042	3,042	0
District/local sites	3,625	3,625	0
John F. Kennedy Center for the Performing Arts			
Total funds available	\$6,293	\$6,293	0
Participants:			
Performances for Youth and Families	66,000	84,000	0
Fellows and Interns	70	261	0
Professional Development for Teachers	2,000	2,000	0
Performance Plus	14,500	17,000	0
National Symphony Orchestra (NSO)			
Education	57,175	61,023	0
NSO American Residencies	29,758	20,000	0
Model School Initiatives	15,500	13,350	0
Student Participation:			
Events	8,100	8,100	0
Residencies	10,400	10,400	0
American College Theater Festival:			
Students	29,000	29,500	0
Teachers	6,000	6,000	0
Audience	610,000	610,000	0
Performing Arts Centers and Schools:			
Teachers served	16,000	17,000	0
Imagination Celebration			
National sites participants	750,000	750,000	0
On tour participants	180,000	250,000	0

INNOVATION AND IMPROVEMENT

Arts in education

National Demonstration and Leadership Activities

	<u>2006</u>	<u>2007</u>	<u>2008</u>
<i>Model Arts Program</i>			
Total funds available	\$13,296	\$13,304	0
Amount for new awards	\$9,153	\$500	0
Amount for continuation awards	\$3,710	\$12,504	0
Number of new awards	34	2-3	0
Number of continuation awards	18	48	0
Peer review of new award applications	\$133	0	0
Interagency transfer to NEA for Arts Education Partnership	\$300	\$300	0
<i>Professional Development for Arts Educators</i>			
Total funds available	\$7,842	\$7,834	0
Amount for new awards	\$1,417	0	0
Amount for continuation awards	\$6,425	\$7,834	0
Number of new awards	5	0	0
Number of continuation awards	23	28	0
<i>Evaluation</i>	\$494	\$494	0

PROGRAM PERFORMANCE INFORMATION

In FY 2006, the Department revised the performance measures and goals for the Arts in Education program to help ensure that activities supported with Federal funds will improve the quality of standards-based arts education for all participants. The first annual performance measure focuses on the model arts program and its impact on student achievement, specifically the percentage of model arts students who demonstrate proficient levels of achievement in mathematics and reading, as compared to control or comparison groups. The next series of measures assess the number of students served by the Kennedy Center and VSA Arts, disaggregated by low-income status and students with disabilities. The remaining measures examine the quality and intensity of professional development programs in the arts by identifying the percentage of teachers who receive quality instruction that occurs over the course of the school year, which may include the summer, and that includes a sufficient number of hours of participation to make a significant difference in teaching and student learning. All data are collected through grantee performance reports, and baseline data are expected to be available in the spring of this year.

INNOVATION AND IMPROVEMENT

Parental information and resource centers

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

FY 2008 Authorization (\$000s): \$675,000^{1,2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$39,600	0	-\$39,600

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

² A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all Part D activities.

PROGRAM DESCRIPTION

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

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

	(\$000s)
2003	\$42,224
2004	41,975
2005.....	41,886
2006.....	39,600
2007.....	39,600

INNOVATION AND IMPROVEMENT

Parental information and resource centers

FY 2008 BUDGET REQUEST

The Parental Information and Resource Centers (PIRC) program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. This recommendation supports the Administration's policy of increasing resources for high-priority programs by eliminating small, categorical programs that have limited effect or that duplicate other activities.

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

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

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

These factors strongly support the Administration's request to eliminate the program in order to redirect funds to priority activities.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
New awards	\$38,112	0	0
Number of new awards	60	0	0
Continuation awards	0	\$38,200	0
Number of continuation awards	0	60	0
Peer review of new award applications	\$288	0	0
Technical assistance and evaluation	\$1,200	\$1,400	0

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Parental information and resource centers

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

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

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

In addition, as a result of the PART review and follow-up recommendations described below, the Department established two additional indicators to assess the performance of the PIRC program: (1) the percentage of customers (parents, educators in State and local educational agencies, and other audiences) reporting that PIRC services are of high quality and (2) the percentage of customers reporting that PIRC services are highly useful to them. These are common measures that are being implemented across technical assistance programs in the Department. The Department will collect data for these measures through annual performance reports and a customer satisfaction survey to be administered for the first time in 2007.

Program Efficiency Measures

The Department is implementing a common measure of administrative efficiency for the PIRCs and other technical assistance programs. The measure is the percentage of grant funds carried over in each year of the project. Implementation of this efficiency measure will begin with the new cohort of grantees funded in FY 2006. Subsequent data collection for the efficiency measure will take place in October 2007 and will assess grantee efficiency in project

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implementation as measured by expenditure levels. The Department is currently working to establish and implement at least one additional efficiency measure, as recommended by the PART review.

Follow-up on PART Findings and Recommendations

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

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

In addition, the PART follow-up recommendations called for the Department to collect data comparing the program’s performance with that of other technical assistance programs. In response, the Department adopted the two new performance measures described above, which focus on the quality and usefulness of PIRC services and are the same measures the Department uses for other technical assistance programs. The Department implemented these new measures during the FY 2006 competition, and a survey developed to gather these data will be administered in the spring of 2007.

Finally, the PART review found that the program did not have an efficiency measure. The Department has since established the following measure: the percentage of grant funds carried over in each year of the project. This is a common efficiency measure that the Department is implementing across a number of technical assistance programs, while seeking additional measures that look more closely at efficiency in attainment of program outcomes.

INNOVATION AND IMPROVEMENT

Women's educational equity

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

FY 2008 Authorization (\$000s): \$675,000^{1,2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$2,926	0	-\$2,926

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

² A total of \$675,000 thousand is authorized for fiscal year 2008 to carry out all Part D activities.

PROGRAM DESCRIPTION

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

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

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

	(\$000s)
2003	\$2,980
2004	2,962
2005	2,956
2006	2,926
2007	2,926

FY 2008 BUDGET REQUEST

The Women's Educational Equity program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The Administration is not recommending reauthorization for this program and, accordingly, the budget provides no funding for it. The request to eliminate funding for this program is consistent with the Administration's intent to increase resources for high-priority programs by eliminating small,

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Women's educational equity

narrow categorical programs that have limited impact and for which there is little or no evidence of effectiveness. These small categorical programs siphon off Federal resources that could be used by State and local educational agencies to improve the performance of all students.

In addition, since the enactment of the Women's Educational Equity Act in 1974, the need for a program focused on eliminating the educational gap for girls and women has diminished greatly, as women have made educational gains that match or exceed those of their male peers. The 2004 National Center for Education Statistics (NCES) study, *Trends in Educational Equity of Girls and Women*, discussed in greater detail in the Program Performance Information section, shows that on many indicators of achievement and educational attainment, the large gaps that once existed between males and females no longer exist or have significantly decreased. For example, in the 1970s, dropout rates for males and females were similar. In 2001, the dropout rate for 16- to 24-year olds was 12 percent for males compared to 9 percent for females. Also, there is a common perception that males consistently outperform females in mathematics. However, NAEP mathematics scores show that the gap between the scores of males and females is very small. From 1992 to 2003, in grades 4, 8, and 12, the average scale scores of males were only 1 to 3 points higher than those of females, except in one administration when there was a 4-point difference. Females are also more likely to enroll in college immediately after graduating from high school, and they persist and complete degrees at higher rates than males.

The study points out some of the few gender differences that still exist. For example, females are still less likely than males to major in computer science, engineering, and physical sciences in college. However, States are able to address these gaps using other resources, such as Advanced Placement program funding, the new Math Now initiatives, and Title I funds dedicated to improving high schools.

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

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Implementation grants			
Amount for continuation awards	\$2,926	\$1,878	0
Number of continuation grants	15	11	0

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including measures, and studies pertaining to equitable educational opportunities for girls and women.

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The program performance measures for WEEA are designed to track the progress of participants in WEEA projects to assess: (1) the percentage of female students enrolled in advanced mathematics and science courses, including computer science, and (2) the percentage of female students who indicate increased knowledge of and intend to pursue career options in mathematics and the sciences (including computer science). Baseline data from the annual performance reports for all 15 projects first funded in 2005 will be available in late February.

In 2004, the Department released a report on the status of educational equity for girls and women, as required by the WEEA program statute. This report, entitled, *Trends in Educational Equity of Girls and Women*, compared educational achievement and other outcomes for males and females from preschool through postsecondary education. Findings indicate, among other things, that females are less likely than males to repeat a grade and to drop out of high school and that female high-school seniors tend to have higher educational aspirations than their male peers. Differences based on gender in mathematics and science coursetaking and attainment have nearly or completely been eliminated in some areas (math and the biological sciences) while continuing in others (engineering and the physical sciences). Overall, females' high school academic programs in mathematics and science are at least as challenging as those taken by males, although there are some differences in the kinds of courses that males and females pursue. For example, female high school graduates are more likely than their male peers to have taken algebra II, biology, AP/honors biology, and chemistry, while males are more likely to have taken physics. Also, higher numbers of male students take AP exams in physics and computer science.

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