

Department of Education
INNOVATION AND IMPROVEMENT
Fiscal Year 2010 Budget Request
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INNOVATION AND IMPROVEMENT

For carrying out activities authorized by part G of title I, subpart 5 of part A and parts C and D of title II, parts B, C, and D of title V [, and section 1504]¹ of the Elementary and Secondary Education Act of 1965 ("ESEA"), and by part A of title II and part F of title VIII of the Higher Education Act of 1965,² [\$996,425,000] \$1,489,949,000: *Provided*, That \$10,649,000 shall be provided to the National Board for Professional Teaching Standards to carry out section 2151(c) of the ESEA, including \$1,000,000 to develop a National Board certification for principals of elementary and secondary schools:³ *Provided further*, That from funds for subpart 4, part C of title II of the ESEA, up to 3 percent shall be available to the Secretary of Education for technical assistance and dissemination of information:⁴ *Provided further*, That [\$347,640,000] \$716,106,000 shall be available to carry out part D of title V of the ESEA⁵ [*Provided further*, That \$88,015,000 shall be used for the projects, and in the amounts, specified under the heading ``Innovation and Improvement" in the explanatory statement described in section 4 (in the matter preceding division A of this consolidated Act):]⁶ *Provided further*, That [\$97,270,000] \$517,270,000 of the funds for subpart 1 of part D of title V of the ESEA 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 for teachers, principals, and other personnel 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 5 percent of such funds for competitive grants shall be available for technical assistance, training, peer review of applications, program outreach and evaluation activities:⁸ *Provided further, that up to*

\$30,000,000 of such funds for competitive grants shall be available to carry out activities authorized in section 2151(a) of the ESEA:⁹ *Provided further*, That of the funds available for part B of title V of the ESEA, the Secretary shall use up to \$21,031,000 to carry out activities under section 5205(b) and under subpart 2,¹⁰ and shall use not less than \$195,000,000 to carry out other activities authorized under subpart 1.¹¹ (*Department of Education Appropriations Act, 2009*)

NOTE

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

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ ...[, and section 1504]...	This language, which indicates that funds are provided for the Close Up Fellowships program, is deleted because the Administration is not requesting funds for the program.
² <u>and by part A of title II and part F of title VIII of the Higher Education Act of 1965,</u>	This language provides funding for the newly authorized Teacher Quality Partnership program and Teach for America. In previous years, the appropriation for the antecedent Teacher Quality Enhancement program was included in the Higher Education account. Teach for America was funded as an activity under the authority of the Fund for the Improvement of Education Programs of National Significance.
³ <i>Provided</i> , That \$10,649,000 shall be provided to the National Board for Professional Teaching Standards to carry out section 2151(c), including \$1,000,000 to develop a National Board certification for principals of elementary and secondary schools:	This language directs funding provided for the Advanced Credentialing program to the National Board for Professional Teaching Standards and specifies that \$1,000,000 of that amount is for the development of a principal certification program.
⁴ <i>Provided further</i> , 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:	This language allows the Secretary to use a portion of the funds for the Teaching American History program to conduct technical assistance activities.
⁵ <i>Provided further</i> , That [\$347,640,000] <u>\$716,106,000</u> shall be available to carry out part D of title V <u>of the ESEA</u> :	This language requests \$716,106,000 for programs authorized under part D of title V of the ESEA (the Fund for the Improvement of Education).
⁶ [<i>Provided further</i> , That \$88,015,000 of the funds for subpart 1, part D of title V <u>of the ESEA</u> shall be available for the projects and in the amounts specified in the explanatory statement described in section 4 (in the matter preceding division A of this consolidated Act):]	This language, which earmarks funds for projects listed in the explanatory statement accompanying the fiscal year 2009 Omnibus Appropriations Act, is deleted because the Administration is not requesting funds for these projects.

INNOVATION AND IMPROVEMENT

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>⁷ <i>Provided further</i>, That [\$97,270,000] <u>\$517,270,000</u> 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 <u>for teachers, principals, and other personnel</u> 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:</p>	<p>This language provides \$517,270,000, within of the Fund for the Improvement of Education appropriation, for the Teacher Incentive Fund and sets forth the eligible grantees and other requirements for that program. Proposed language would permit the program to support initiatives that provide performance-based compensation to all staff in a school (rather than only to teachers and the principal).</p>
<p>⁸ <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:</p>	<p>This language specifies that 5 percent of funding for the Teacher Incentive Fund may be used for evaluation, peer review, and technical assistance activities.</p>
<p>⁹ <i>Provided further</i>, that <u>up to \$30,000,000 of such funds for competitive grants shall be available to carry out activities authorized in section 2151(a) of the ESEA:</u></p>	<p>This language specifies that \$30,000,000 would be used for the National Teacher Recruitment Campaign.</p>
<p>¹⁰ <i>Provided further</i>, That of the funds available for part B of title V <u>of the ESEA</u>, the Secretary shall use up to \$21,031,000 to carry out activities under section 5205(b) and under subpart 2,...</p>	<p>This language sets a maximum of \$21,031,000 that may be used for the Per-Pupil Facilities Aid program and the Credit Enhancement for Charter School Facilities program and allows the Secretary to allocate funds between the two programs.</p>
<p>¹¹ ...and shall use not less than \$195,000,000 to carry out other activities authorized under subpart 1.</p>	<p>This language requires that a minimum of \$195,000,000 be allocated to the Charter School Grants program. It overrides the \$200,000,000 minimum in the authorizing statute.</p>

INNOVATION AND IMPROVEMENT

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

	2008	2009	2010
Discretionary appropriation:			
Appropriation	\$1,003,040	\$996,425	\$1,519,949
Across-the-board reduction	<u>-17,523</u>	<u>0</u>	<u>0</u>
Subtotal, appropriation	985,517	996,425	1,519,949
Recovery Act supplemental (P.L. 111-5)	<u>0</u>	<u>200,000</u>	<u>0</u>
Subtotal, adjusted discretionary appropriation	985,517	1,196,425	1,519,949
Comparative transfer from <u>Higher Education</u> for Teacher quality partnership	<u>33,662</u>	<u>50,000</u>	<u>0</u>
Subtotal, comparable discretionary appropriation	1,019,179	1,246,425	1,519,949
Recovery Act comparative transfer from <u>Higher Education</u> for Teacher quality partnership	<u>0</u>	<u>100,000</u>	<u>0</u>
Subtotal, comparable adjusted discretionary appropriation	1,019,179	1,346,425	1,519,949
Recovery Act unobligated balance, start of year	0	0	200,000
Unobligated balance, expiring	-851	0	0
Recovery Act unobligated balance, end of year	<u>0</u>	<u>-200,000</u>	<u>0</u>
Subtotal, direct obligations	1,018,328	1,146,425	1,519,949
Subtotal, Recovery Act direct obligations	0	0	200,000
Total, direct obligations	1,018,328	1,146,425	1,719,949

INNOVATION AND IMPROVEMENT

Obligations by Object Classification
(\$000s)

	2008	2009	2010
Other contractual services:			
Advisory and assistance services	\$1,908	\$19,834	\$32,353
Peer review	12,524	3,105	6,876
Other services	38,971	33,676	33,676
Research and development contracts	1,932	0	0
Purchases of goods and services from government accounts.....	<u>2,180</u>	<u>2,180</u>	<u>2,180</u>
Subtotal	57,515	58,795	75,085
Recovery Act other contractual services:			
Recovery Act advisory and assistance services.....	0	0	8,000
Recovery Act peer review	<u>0</u>	<u>0</u>	<u>2,000</u>
Subtotal	0	0	10,000
Grants, subsidies, and contributions	960,813	987,630	1,444,864
Recovery Act grants.....	<u>0</u>	<u>100,000</u>	<u>190,000</u>
Total, direct obligations.....	1,018,328	1,146,425	1,719,949

INNOVATION AND IMPROVEMENT

Summary of Changes
(\$000s)

2009.....	\$1,046,425
2009 Recovery Act (non-add)	(300,000)
2010.....	<u>1,489,949</u>
 Net change	 +443,524

	<u>2009 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 human capital systems that provide financial incentives for teachers, principals, and other personnel who raise student achievement and close the achievement gap in high-need schools.	\$97,270	+\$390,000
Proposed funding for the National Teacher Recruitment Campaign, as part of the Teacher Incentive Fund, a comprehensive effort to reach out to potential candidates (including non-traditional candidates) for teaching positions, provide information on routes they can take to enter the profession, and provide assistance in navigating those routes.	0	+30,000
Increase for the School Leadership program to expand efforts to recruit, train, and retain principals and assistant principals in high-need school districts.	19,220	+10,000
Increase for Charter Schools Grants to support 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.	216,031	+52,000
Fund Teach for America under the new HEA authority, instead of the FIE authority as in recent years.	0	+15,000

INNOVATION AND IMPROVEMENT

**Summary of Changes
(\$000s)**

	<u>2009 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Initial funding for the Promise Neighborhoods initiative under the FIE authority to support competitive planning grants to non-profit organizations or localities to develop programs that address the needs of children in poverty, from birth through college. Awards will enable grantees to complete a comprehensive needs assessment, establish partnerships, and develop a comprehensive plan for the program, in preparation for future awards intended to support program implementation.	0	+\$10,000
Increase for the Mental Health Integration in Schools program to make services available to more children.	\$5,913	<u>+1,000</u>
Subtotal, increases		+508,000
Decreases:		
<u>Program:</u>		
Eliminate funding for Academies for American History and Civics and redirect the funding to a competition within FIE for the improvement of history, government, and civics education.	1,945	-1,945
Eliminate funding for Close Up Fellowships and redirect the funding to a competition within FIE for the improvement of history, government, and civics education.	1,942	-1,942
Net reduction in funding for FIE Programs of National Significance resulting from (1) elimination of non-competitive earmarks, and (2) new competitions for reading readiness projects; for history, civics, and government projects; and for digital professional development for teachers and administrators.	115,935	-48,889
Eliminate funding for Ready to Teach and redirect the funding to a competition within FIE for programs that support the development and delivery of digital professional development for teachers and administrators.	10,700	-10,700

INNOVATION AND IMPROVEMENT

Summary of Changes (\$000s)

	<u>2009 base</u>	<u>Change from base</u>
Decreases:		
<u>Program:</u>		
Eliminate funding for the Foundations for Learning program and use the funds for Mental Health Integration in Schools.	<u>\$1,000</u>	<u>-\$1,000</u>
Subtotal, decreases		-64,476
Net change		+443,524

INNOVATION AND IMPROVEMENT

Authorizing Legislation (\$000s)

Activity	2009 Authorized	2009 Estimate	2010 Authorized	2010 Request
Teacher incentive fund				
Teacher incentive fund grants (<i>ESEA V-D-1</i>)	0 ¹	\$97,270	0 ¹	\$487,270
National teacher recruitment campaign (<i>ESEA II-A-5-2151(a)</i>)	0 ²	0	0 ²	30,000
Troops-to-teachers (<i>ESEA II-C-1-A</i>)	0 ¹	14,389	0 ¹	14,389
Transition to teaching (<i>ESEA II-C-1-B</i>)	0 ¹	43,707	0 ¹	43,707
Teacher quality partnership (<i>HEA II-A</i>)	Indefinite	50,000	Indefinite	50,000
National writing project (<i>ESEA II-C-2</i>)	0 ¹	24,291	0 ¹	24,291
Teaching American history (<i>ESEA II-C-4</i>)	0 ¹	118,952	0 ¹	118,952
Academies for American history and civics (<i>American History and Civics Education Act and ESEA V-D</i>)	0 ³	1,945	0 ³	0
School leadership (<i>ESEA II-A-5-2151 (b)</i>)	0 ¹	19,220	0 ¹	29,220
Advanced credentialing (<i>ESEA II-A-5-2151(c)</i>)	0 ¹	10,649	0 ¹	10,649
Teach for America (<i>HEA VIII-F</i>)	\$20,000	0	25,000	15,000
Charter schools grants (<i>ESEA V-B-1</i>)	0 ¹	216,031 ⁴	0 ¹	268,031 ⁵
Credit enhancement for charter school facilities (<i>ESEA V-B-2</i>)	0 ⁶	0 ⁴	0 ⁶	0 ⁵
Voluntary public school choice (<i>ESEA V-B-3</i>)	0 ¹	25,819	0 ¹	25,819
Magnet schools assistance (<i>ESEA V-C</i>)	0 ¹	104,829	0 ¹	104,829
Advanced placement (<i>ESEA I-G</i>)	0 ¹	43,540	0 ¹	43,540
Close Up fellowships (<i>ESEA I-E-1504</i>)	0 ³	1,942	0 ³	0
Ready-to-learn television (<i>ESEA II-D-3</i>)	0 ¹	25,416	0 ¹	25,416
FIE programs of national significance (<i>ESEA V-D-1</i>)	0 ¹	115,965	0 ¹	67,076
Reading is fundamental/Inexpensive book distribution (<i>ESEA V-D-5</i>)	0 ¹	24,803	0 ¹	24,803
Ready to teach (<i>ESEA V-D-8</i>)	0 ³	10,700	0 ³	0

INNOVATION AND IMPROVEMENT

**Authorizing Legislation
(\$000s)**

Activity	2009 Authorized	2009 Estimate	2010 Authorized	2010 Request
Excellence in economic education (<i>ESEA V-D-13</i>)	0 ¹	\$1,447	0 ¹	\$1,447
Mental health integration in schools (<i>ESEA V-D-14, section 5541</i>)	0 ¹	5,913	0 ¹	6,913
Foundations for learning (<i>ESEA V-D-14, section 5542</i>)	0 ³	1,000	0 ³	0
Arts in education (<i>ESEA V-D-15</i>)	0 ¹	38,166	0 ¹	38,166
Parental information and resource centers (<i>ESEA V-D-16</i>)	0 ¹	39,254	0 ¹	39,254
Women's educational equity (<i>ESEA V-D-21</i>)	0 ¹	2,423	0 ¹	2,423
Recovery Act—Teacher incentive fund (<i>ESEA V-D-1</i>) (<i>non-add</i>)	0 ¹	(200,000)	0 ¹	(0)
Recovery Act—Teacher quality partnerships (<i>HEA II-A</i>) (<i>non-add</i>)	\$300,000	(100,000)	Indefinite	(0)
<u>Unfunded authorizations</u>				
Advanced Placement and International Baccalaureate Programs (<i>America COMPETES Act, VI-A-II</i>)	Indefinite	0	Indefinite	0
Star schools (<i>ESEA V-D-7</i>)	<u>0⁷</u>	<u>0</u>	<u>0⁷</u>	<u>0</u>
Total definite authorization	320,000		25,000	
Total appropriation		1,048,425		1,489,949
Portion of request subject to reauthorization				1,424,949
Portion of request not authorized				0

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Authorizing Legislation (\$000s)

¹ The GEPA extension expired September 30, 2008; the program is authorized in FY2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

² The GEPA extension expired September 30, 2008. Funding is proposed for this program in FY 2010 through appropriations language.

³ The GEPA extension expired September 30, 2008. The program is authorized in FY 2009 through appropriations language. The Administration is not proposing appropriations language for FY 2010.

⁴ The FY 2009 appropriation permits the Secretary to use, from the amount appropriated for Charter Schools Grants, amounts in excess of \$195,000 thousand for Charter School Facilities Incentive Grants and Credit Enhancement for Charter School Facilities. From this \$211,031 thousand, the Department will use approximately \$190,000 thousand for the Charter Schools grants program (including national activities), \$12,731 thousand for Charter School Facilities Incentive Grants, and \$8,300 thousand for Credit Enhancement for Charter School Facilities.

⁵ The FY 2010 request proposes that, from the amount appropriated for charter schools, the Secretary be permitted to use the amount in excess of \$195,000 thousand for Charter School Facilities Incentive Grants and Credit Enhancement for Charter School Facilities.

⁶ The GEPA extension expired September 30, 2004; the program is authorized in FY 2005 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

⁷ The GEPA extension expired September 30, 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	N/A ¹	N/A ¹	837,686
2008	922,018	982,354	962,889	985,517
2009	867,517	976,846 ²	944,314 ²	996,425
Recovery Act Supplemental (PL 111-5)	0	225,000	0	200,000
2010	1,489,949			

¹ This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate Allowance amounts are shown as N/A (Not Available) because neither body passed a separate appropriations bill.

² The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill, which proceeded in the 110th Congress only through the House Subcommittee and the Senate Committee.

INNOVATION AND IMPROVEMENT

Significant Items in FY 2009 Appropriations Reports

National Writing Project

House: The Committee's recommended increase should be used to train more teachers to maximize the use of technology tools in the teaching of writing, with a particular focus on writing project sites that serve high-need areas.

Response: The Department intends to ensure that the National Writing Project uses the entire \$710,000 increase to train more teachers to maximize the use of technology in the teaching of writing, with a particular focus on writing project sites that serve high-needs areas.

Ready to Learn Television Outreach Funds

Senate: The Committee expects the increase over fiscal year 2008 to be used for Ready to Learn outreach programs at the Corporation for Public Broadcasting.

Response: The Department intends to use the increase over fiscal year 2008 to make a supplemental award to the Corporation for Public Broadcasting for the purpose of supporting additional outreach activities.

DEPARTMENT OF EDUCATION FISCAL YEAR 2010 PRESIDENT'S REQUEST

(in thousands of dollars)						
Office, Account, Program and Activity	Category Code	2008 Appropriation	2009 Appropriation	2010 President's Request	Change from 2009 Appropriation	
					Amount	Percent
Innovation and Improvement						
1. Recruiting and training high quality teachers and principals:						
(a) Teacher incentive fund						
(1) Teacher incentive fund grants (ESEA V-D-1)	D	97,270	97,270	487,270	390,000	400.9%
(2) National teacher recruitment campaign (ESEA section 2151 (a))	D	0	0	30,000	30,000	---
Subtotal	D	97,270	97,270	517,270	420,000	431.8%
(b) Troops-to-teachers (ESEA II-C-1-A)	D	14,389	14,389	14,389	0	0.0%
(c) Transition to teaching (ESEA II-C-1-B)	D	43,707	43,707	43,707	0	0.0%
(d) Teacher quality partnership (HEA II-A)	D	33,662	50,000 ¹	50,000	0	0.0%
(e) National writing project (ESEA II-C-2)	D	23,581	24,291	24,291	0	0.0%
(f) Teaching American history (ESEA II-C-4)	D	117,904	118,952	118,952	0	0.0%
(g) Academies for American history and civics (American History and Civics Education Act)	D	1,945	1,945	0	(1,945)	-100.0%
(h) School leadership (ESEA section 2151(b))	D	14,474	19,220	29,220	10,000	52.0%
(i) Advanced credentialing (ESEA section 2151(c))	D	9,649	10,649	10,649	0	0.0%
(j) Teach for America (HEA II-F)	D	0	0	15,000	15,000	---
2. School choice and flexibility (ESEA Title V):						
(a) Charter schools grants (Part B-1)	D	211,031 ¹	216,031 ³	268,031 ⁴	52,000	24.1%
(b) Credit enhancement for charter school facilities (Part B-2)	D	0 ¹	0 ³	0 ⁴	0	---
(b) Voluntary public school choice (Part B-3)	D	25,819	25,819	25,819	0	0.0%
(c) Magnet schools assistance (Part C)	D	104,829	104,829	104,829	0	0.0%
3. Advanced placement (ESEA I-G)	D	43,540	43,540	43,540	0	0.0%
4. Close Up fellowships (ESEA section 1504)	D	1,942	1,942	0	(1,942)	-100.0%
5. Ready-to-learn television (ESEA II-D-3)	D	23,831	25,416	25,416	0	0.0%
6. FIE programs of national significance (ESEA V-D, subpart 1)	D	121,934	115,965	67,076	(48,889)	-42.2%
7. Reading is fundamental/Inexpensive book distribution (ESEA V-D, subpart 5)	D	24,606	24,803	24,803	0	0.0%
8. Ready to teach (ESEA V-D, subpart 8)	D	10,700	10,700	0	(10,700)	-100.0%
9. Exchanges with historic whaling and trading partners (ESEA V-D, subpart 12)	D	8,754	8,754	8,754	0	0.0%
10. Excellence in economic education (ESEA V-D, subpart 13)	D	1,447	1,447	1,447	0	0.0%
11. Mental health integration in schools (ESEA V-D, subpart 14, section 5541)	D	4,949	5,913	6,913	1,000	16.9%
12. Foundations for learning (ESEA V-D, subpart 14, section 5542)	D	929	1,000	0	(1,000)	-100.0%
13. Arts in education (ESEA V-D, subpart 15)	D	37,533	38,166	38,166	0	0.0%
14. Parental information and resource centers (ESEA V-D, subpart 16)	D	38,908	39,254	39,254	0	0.0%
15. Women's educational equity (ESEA V-D, subpart 21)	D	1,846	2,423	2,423	0	0.0%
16. Promise Neighborhoods (ESEA V-D, subpart 1)	D	0	0	10,000	10,000	---
Total	D	1,019,180	1,046,425	1,489,949	443,524	42.4%
Outlays	D	888,729	1,085,038	1,021,148	(63,890)	-5.9%
Innovation and Improvement, Recovery Act						
1. Teacher incentive fund (ESEA V-D-1)	D	0	200,000	0	(200,000)	-100.0%
2. Teacher quality partnership (HEA, II-A)	D	0	100,000	0	(100,000)	-100.0%
Total	D	0	300,000	0	(300,000)	-100.0%
Outlays	D	0	0	82,000	82,000	---

¹ Adjusted for comparability Funds were appropriated in FY 2008 and FY 2009 in the Higher Education account as Teacher Quality Enhancement.

² From the amount appropriated for charter schools in FY 2008, the appropriations act permits the Secretary to use the amount in excess of \$190,000 thousand for Charter School Facilities Incentive Grants and Credit Enhancement for Charter School Facilities.

³ From the amount appropriated for charter schools in FY 2009, the appropriations act permits the Secretary to use the amount in excess of \$195,000 thousand for Charter School Facilities Incentive Grants and Credit Enhancement for Charter School Facilities.

⁴ The FY 2010 request proposes that, from the amount appropriated for charter schools, the Secretary be permitted to use the amount in excess of \$195,000 thousand for Charter School Facilities Incentive Grants and Credit Enhancement for Charter School Facilities.

NOTES: Category Codes are as follows: D = discretionary program; M = mandatory program.
FY 2008 detail may not add to totals due to rounding.

INNOVATION AND IMPROVEMENT

Summary of Request

Programs in the Innovation and Improvement account support the goals of implementing innovative and effective strategies in three key areas: increasing the supply of highly qualified teachers and principals; bringing approaches to scale that have demonstrated promising results, and providing parents with options for the best education for their children within the public elementary school system. The Administration requests a total of \$1.49 billion for programs in this account.

Investments in human capital

The Administration proposes to invest approximately \$800 million to build human capital in the teaching profession, including:

- \$517.3 million, a \$420 million increase, for the **Teacher Incentive Fund**, which supports the development and implementation of comprehensive human capital strategies that include compensation systems designed to reward teachers, principals, and other personnel in schools that raise student achievement and close the achievement gap, and provide incentives for effective teachers to teach in low-income schools. This amount includes up to \$30 million for the new **National Teacher Recruitment Campaign** to support a comprehensive effort to reach out to potential candidates (including non-traditional candidates) for teaching positions, provide information on routes they can take to enter the profession, and provide assistance in navigating those routes.
- \$29.2 million, a \$10 million increase, for the **School Leadership** program, to expand efforts to recruit, train, and retain principals and assistant principals in high-need school districts.
- \$50 million for the **Teacher Quality Partnership** program, formerly included in the Higher Education account, to improve the quality of teachers working in high-need schools and early childhood education programs by creating model teacher preparation programs and model teaching residency programs.
- \$15 million for **Teach for America** to support the implementation and expansion of that organization's program for recruiting, selecting, training, and supporting new teachers to serve in high-need schools and districts.
- \$119 million for the **Teaching American History** program, which provides professional development for teachers of American history.
- \$43.7 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.
- \$24.3 million for the **National Writing Project** to promote and support K-16 teacher training programs in the effective teaching of writing.
- \$14.4 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.

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- \$10.6 million for **Advanced Credentialing** to support outreach and candidate subsidies of the National Board for Professional Teaching Standards, and to support the continued development of its advanced credential for school leadership in elementary and secondary schools.

Scaling up promising approaches

The budget requests \$10 million for the new **Promise Neighborhoods** initiative, which would support competitive planning grants to nonprofit organizations or localities to develop services that address the needs of children in poverty, from birth through college. These awards will enable grantees to complete a needs assessment, establish partnerships, and develop a comprehensive plan, in preparation for future awards intended to support program implementation. This proposal is based on the successful work of the Harlem Children's Zone, which implements a pipeline of services from prenatal parenting education and early childhood education through activities to encourage high school graduation and success in college.

In addition, the budget includes \$67.1 million for the **Fund for the Improvement of Education (FIE) Programs of National Significance**. This amount would allow the Department to make awards through competitions for projects focused on three key areas:

- **Reading readiness projects** would focus on the development of emergent literacy skills in young children before they enter the classroom or school environment. Projects could be designed to develop early literacy and language skills in pre-school children through innovative approaches that encourage the involvement of parents or other childcare providers.
- **History, civics, and government awards** would support projects designed to improve students' knowledge, assist them to develop critical thinking skills, and increase their enthusiasm for learning these subjects. The request proposes to redirect the funding currently provided to **Academies for American History and Civics** and **Close Up Fellowships** from this account, and **Civics Education** in the Safe Schools and Citizenship Education account, to this competition.
- **Digital Professional Development** awards would support the development and delivery of digital professional development for teachers and administrators. The request proposes to redirect the funding currently provided to the **Ready to Teach** program for this competition.

Public school options

Nearly \$400 million of the request is dedicated to programs that support innovative school design models and provide parents with more public school options for their children. This amount includes:

- \$268 million, a \$52 million increase, for **Charter Schools Grants**, to support the planning, development, and initial implementation of charter schools to encourage innovation and bring effective models to scale. The Department would reserve \$14.8 million for Charter School Facilities Incentive Grants to assist charter schools by matching State-funded

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programs that make payments to provide charter schools with facilities financing, and \$8.3 million for Credit Enhancement for Charter School Facilities to help charter schools in leveraging private-sector capital to acquire, construct, renovate, or lease academic facilities.

- \$25.8 million for **Voluntary Public School Choice** for grants to implement programs that expand public school choice options for students, particularly those in low-performing schools.
- \$104.8 million for **Magnet Schools Assistance** to establish and operate programs that are part of an approved desegregation plan.

Other programs

Finally, the request includes:

- \$43.5 million for the **Advanced Placement** program to increase the participation of low-income students in advanced high school coursework.
- \$39.3 million for **Parental Information and Resource Centers** to provide training, information, and support for parent education and family involvement programs.
- \$38.2 million for the **Arts in Education** program to encourage the involvement of, and foster greater awareness of the need for, arts programs, as well as competitive grants for the development of model arts education programs and for professional development for arts educators.
- \$24.8 million **Reading is Fundamental/Inexpensive Book Distribution** to provide aid to local nonprofit groups and volunteer organizations that serve low-income children through book distribution and reading motivation activities.
- \$23.8 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.
- \$8.7 million for **Exchanges with Historic Whaling and Trading Partners** to support culturally based educational activities, internships, apprenticeship programs, and exchanges by certain entities in Massachusetts, Alaska, Mississippi, and Hawaii.
- \$6.9 million, a \$1 million increase, for the **Mental Health Integration in Schools** program to improve student access to mental health services by supporting programs that link school systems with the local mental health system and thereby make services available to more children. To provide funds for this increase, the Administration proposes to eliminate funding for the **Foundations for Learning** program.
- \$2.4 million to **Women's Educational Equity** to promote gender equity in education through programs that design and implement gender-equity policies and practices.

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- \$1.4 million for **Excellence in Economic Education** to promote economic and financial literacy among elementary and secondary school students.

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(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 1 and Section 2151(a))

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
Teacher incentive fund grants	\$97,270	\$487,270	+\$390,000
National teacher recruitment campaign	<u>0</u>	<u>30,000</u> ²	<u>+30,000</u>
Total annual appropriation	97,000	517,270	+420,000
Recovery Act appropriation	200,000	0	-200,000

¹ The Teacher Incentive Fund (TIF) is authorized in FY 2009 through appropriations language. Continued funding for TIF and initial funding for the National Teacher Recruitment Campaign are proposed in FY 2010 through appropriations language.

² Proposed appropriations language would permit up to \$30 million to be used for the National Teacher Recruitment Campaign.

PROGRAM DESCRIPTION

The goals of the Teacher Incentive Fund (TIF) program have been 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. These compensation systems may also provide educators with incentives to take on additional responsibilities and leadership roles.

The program has provided grants to encourage school districts and States to develop and implement innovative strategies for providing financial incentives for teachers and principals who raise student achievement and close the achievement gap in some of our Nation's highest-need schools. Under the appropriations language authorizing the program, 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, have been eligible for competitive grants to develop and implement performance-based compensation systems for public school teachers and principals in high-need areas. Also under the statutory language, these systems must be based on measures of gains in student achievement as well as other factors, including classroom evaluations conducted multiple times during the year. Further the Department has required applicants for TIF grants to demonstrate a significant investment in,

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and ensure the sustainability of, their 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 appropriations language has also permitted the Department to use up to 5 percent of TIF funds for technical assistance, training, peer review of applications, program outreach, and evaluation activities.

The American Recovery and Reinvestment Act (Recovery Act) provided an additional \$200 million in fiscal year 2009 for new TIF awards. With the Recovery Act funds, and in response to lessons learned from the first two rounds of TIF grants and from other efforts around the country to improve educator effectiveness, the Department will place a priority on the support of comprehensive, aligned approaches that support improved teacher and principal effectiveness and help ensure an equitable distribution of effective educators, that actively involve teachers (including special education teachers) and principals in the design of human capital and compensation systems, and that use data from emerging State and local longitudinal data systems to track outcomes and associate those outcomes with educator performance. All grantees will be expected to have in place, or to be ready to develop with grant support, a system for measuring teacher performance that includes multiple metrics, including both objective measures of teachers' impact on student learning and qualitative measures, such as multiple evaluations by peer teachers or supervisors based on clear professional standards of practice. Such a system would be developed and implemented in conjunction with teachers and their representatives and would be used for the purposes of improving teacher practice and identifying effective teachers.

Systems supported under the new Recovery Act grants might include the following:

- Higher pay to recognize individual teacher and principal contributions to increased student performance and to honor and reward entire school teams that lift student achievement;
- Evaluation systems that provide ongoing feedback and support to teachers about their performance based on student progress and multiple classroom observations;
- Higher pay to attract and retain individuals or teams for service in hard-to-staff schools or to teach a shortage subject, especially individuals demonstrating the ability to increase student performance;
- Teacher career pathways and ladders that provide for differentiated pay and advancement based on demonstrated effectiveness in improving student outcomes and in helping other teachers improve their effectiveness (including pathways that allow educators to advance while remaining in the hardest-to-staff schools, pathways that allow teachers to advance while remaining in the classroom, and practices that engage teachers and principals in school and district improvement); and
- Alternative compensation strategies that move beyond merely adding performance bonuses on to existing salary schedules (which reward accumulation of graduate credit, years on the job, and other factors unrelated to performance) by creating sustainable

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compensation structures that reward increased performance, taking on new responsibilities or roles, or demonstrated expertise linked to student needs and student growth.

Further, the Department will seek to support approaches that put in place the conditions and infrastructure necessary for successful implementation of alternative compensation programs, including:

- Alignment of the compensation system with the other core elements of the State or district's human capital strategy, including its approach to recruitment, licensure, induction, tenure, development, and advancement;
- Intensive communication with teachers and principals on the design of the alternative compensation system, including on the meaning and use of the performance information used for compensation decisions;
- Ongoing professional development and support for teachers and principals on using performance feedback and other data to build their knowledge and skills so that they are able to increase the performance of students in their classroom and school;
- Data systems that are able to generate timely and actionable data and understandable reports that clearly explain to teachers their performance results;
- Revising teacher or principal licensure, certification, and tenure systems so that they require and reward evidence of effectiveness;
- Processes for tracking progress and making mid-course corrections in the implementation of the system; and
- Coordination of the activities implemented under a TIF grant with other federally funded programs aimed at improving educator effectiveness (e.g., Teacher Quality State Grants, Teacher Quality Partnerships, School Leadership) in order to maximize effectiveness and reduce redundancy.

The Department, in the Recovery Act competition, will thus place a priority on the support of comprehensive, aligned approaches that support improved teacher and principal effectiveness and help ensure an equitable distribution of effective educators, that actively involve teachers and principals in the design of human capital and compensation systems, and that use data from emerging State and local longitudinal data systems to track outcomes and associate those outcomes with educator performance.

The Recovery Act also requires the Department, through the Institute of Education Sciences (IES), to conduct a rigorous national evaluation, using a randomized controlled methodology if feasible, to assess the impact of performance-based teacher and principal compensation systems on teacher and principal recruitment and retention in high-need schools and subjects. The Recovery Act, in addition to providing the 5 percent reservation for an evaluation, also

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allows the Secretary to reserve up to 1 percent for management and oversight of the activities supported with those funds. The Recovery Act funds are available for obligation by the Department through September 30, 2010.

Separately, ESEA section 2151(a) authorizes a National Teacher Recruitment Campaign, which may be carried out through a national teacher recruitment clearinghouse, to (1) assist high-need LEAs in recruiting and training teachers and (2) conduct a national public service campaign concerning the resources for, and the routes to, entering the teaching profession.

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

	(\$000s)
2005.....	0
2006.....	\$99,000
2007.....	200
2008.....	97,270
2009.....	97,270
Recovery Act	200,000

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For 2010, the Administration requests \$517.3 million, \$420 million more than the 2009 regular appropriation level, for TIF, of which up to \$30 million would support the National Teacher Recruitment Campaign. The request would support a significant expansion of State and school district efforts (including charter school efforts) to develop and implement innovative approaches to human capital development through the recruitment, retention, and reward of teachers, including special education teachers, and principals who raise student achievement and close the achievement gap in some of our Nation's highest-need schools. The request will also support the Recovery Act objectives of improving teacher effectiveness, reducing disparities in the access of students to effective teachers, and turning around persistently low-performing schools.

With the funds requested for TIF in 2010, the Department would launch a competition encompassing the new strategies and emphases being implemented with the Recovery Act funding (as discussed above). In addition, the Department is requesting the inclusion of appropriations language permitting support for approaches that provide performance-based compensation to all staff in a school, because of the research indicating that this type of strategy can be effective in raising performance across a variety of organizations. This proposed language would replace language permitting the funding of performance-based compensation only for teachers and principals.

With the up to \$30 million requested for the National Teacher Recruitment Campaign, the Department, working with public and private, nonprofit partners would undertake a comprehensive effort to reach out to potential candidates (including non-traditional candidates) for teaching positions, provide information on routes they can take to enter the profession, and

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provide assistance in navigating those routes. As authorized in the legislation, this effort might include the support of a national clearinghouse.

This request also supports the goals of the Recovery Act. Section 14005(d)(2) of that legislation requires each State, as a condition of receiving State Fiscal Stabilization funds, to commit to taking “actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the ESEA ... in order to address inequities in the distribution of highly qualified teachers high and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.” The TIF program, through the funding provided under the Recovery Act and the additional support included in the budget, will support the efforts of States and their school districts to progress in this important area of reform.

Education research has demonstrated clearly that one of the most powerful actions we can take to improve student achievement, especially in high-need subjects and schools, is to increase the concentration of effective teachers and leaders. In addition, this research has also demonstrated the difficulty of determining, based on front-end credentials (for example, traditional versus alternative certification) which teachers will be most effective in the classroom. Therefore, efforts to improve teacher effectiveness have increasingly focused on recruiting, developing, and retaining teachers who demonstrate their effectiveness through their impact on student learning.

The TIF program provides grants to encourage and support LEAs and State educational agencies (SEAs) in advancing comprehensive strategies for strengthening the educator workforce and driving improvements in teacher effectiveness. As States and districts seek to increase educator effectiveness by aligning their approaches to recruitment and placement, preparation and certification, induction and development, and retention and advancement of effective teachers and leaders, compensation systems that reward teacher contribution can reinforce these efforts. For example, compensation reform can be an important tool in efforts to attract effective teachers and leaders and build strong instructional teams in high-need schools, to create robust career advancement systems for teachers and other school leaders, and to create more effective professional development systems. Because of the interconnectedness across each of these areas, it is important to think of them in a coherent, integrated way, with emphasis consistently placed on approaches that measure, support, and reward teachers and school leaders based on their effectiveness in delivering improved student outcomes and that support educators’ efforts to improve throughout the course of their careers.

The quality of classroom teachers is the most important factor under school control affecting student achievement. Value-added assessment studies by William Sanders of the SAS Institute indicate that individual teachers have significant impacts on student achievement. In a 1996 study of two school districts in Tennessee, Sanders found that children assigned to three effective teachers in a row scored at the 83rd percentile in mathematics assessments at the end of 5th grade, while comparable children assigned to three ineffective teachers in a row scored only at the 29th percentile.

Recruiting and retaining effective teachers is also critical to our national competitiveness. Recent reports, including *Turning the Tide: Strategies for Producing the Math and Science*

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Teachers our Schools Need and the National Academy of Sciences (NAS) report, *Rising Above the Gathering Storm* issued a call to action for recruiting talented individuals into the profession.

The NAS report's first recommendation for action was to increase America's talent pool by vastly improving science and mathematics teaching. The TIF program, by improving school districts' human capital and employee compensation systems, directly addresses this need.

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 makes it difficult for low-income schools to fill teaching slots with talented teachers and creates disincentives for the most energetic and talented individuals to enter the teaching profession, or to remain if they do. 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.

States are now approaching the goal of ensuring that all classes in 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 development and other expenses needed to enable States and school districts to achieve that objective. But TIF 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, effective 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 effectiveness in that job. In the past, principals focused mostly on management, fiscal, and disciplinary issues in their schools. Today's principals, however, must be instructional leaders who ensure that their school environments

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are conducive to student learning and continuous improvement in teacher professional growth and effectiveness, 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 TIF 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. Each TIF project must include a focus on principal incentives.

The Department awarded the first TIF grants in the fall of 2006 and awarded a second cohort of grants in the summer of 2007. These 34 initial grants included:

- \$34 million 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. 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.
- \$6.8 million to the Eagle County (CO) School District, which, in the 5 years before receiving the grant, had already invested over \$4.5 million (not including performance awards) to implement a performance-based compensation system for teachers and principals. The TIF grant is allowing the district to expand the program and improve the quality of Master and Mentor teachers through increased salary augmentations and training. The project affects 13 high-need schools.
- \$1.1 million over 5 years to the Edward W. Brooke Charter School, a charter school for students in kindergarten through grade 8 in Boston, Massachusetts. The school is using its grant to offer teachers and principals annual bonuses tied to student performance during the previous academic school year. The compensation plan also offers differentiated base salaries for teachers who have proven expertise in high-need subject areas, such as mathematics and science. In addition, the school is using TIF funds as a retention tool by awarding incentives only to teachers who commit to returning to the school the following year.

In fiscal year 2010, the Department will use the 5 percent set-aside for evaluation and for technical assistance to help ensure that grants are well-implemented. The 2010 evaluation funds will support completion of a study begun in fiscal year 2008 and administered by the Department's Program and Policy Studies Service that will describe the implementation of the program and its relationship to increases in the recruitment and retention of effective teachers and principals. Evaluation questions include: (1) What progress are grantees making in establishing or expanding incentive systems?; (2) What are the main characteristics of systems in terms of the goal of incentives, level-of-pay determination, eligibility for pay-for-performance, and amount of payout?; (3) What factors impede or enhance the establishment of incentive systems?; and (4) What is the degree of stakeholder satisfaction?; (5) Have there been

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significant increases in the percentage of a district's personnel budget that is used for performance-related payouts to effective teachers and principals? ; and (6) What do these indicate about the prospects for sustainability beyond the life of the grant? If feasible, the evaluation will also seek to analyze TIF's relationship to student achievement. Interim reports on the evaluation should be available in 2010, and the final report is due in 2012. Evaluation funds will also support continuation of the independent IES study that began in 2009 with Recovery Act funds. If fiscal year 2010 funding permits, the Department would also launch additional studies, of the specific compensation and human capital strategies implemented by grantees.

With support from Federal funds, staff from the Center for Educator Compensation Reform (CECR) will provide technical assistance to TIF grantees and assist program staff in monitoring grantees. CECR also raises national awareness about alternative and effective strategies for educator compensation reform. CECR's website serves as an online repository for information, tools, and resources to help policymakers, State officials, and district professionals, as well as TIF grantees, design and implement educator compensation reform policies and programs.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
<u>Teacher Incentive Fund</u>			
Amount for awards	\$92,406	\$92,406	\$461,406
Amount for continuation awards	\$92,406	\$92,406	\$220,000
Amount for new awards	0	0	\$241,406
Number of continuation awards	34	34	94
Number of new awards	0	0	100
Technical assistance, training, outreach, and evaluation	\$4,864	\$4,864	\$20,691
Peer review of new award applications	0	0	\$5,173
<u>National Teacher Recruitment Campaign</u>	0	0	\$30,000 ¹

Note: Outputs for Recovery Act funding are not shown. The Department expects to use approximately \$140 million of the Recovery Act appropriation for about 60 new awards, \$50 million for continuation awards, and up to \$10 million for the mandated national evaluation and peer review of new award applications.

¹ Proposed appropriations language would permit up to \$30 million to be used for the National Teacher Recruitment Campaign.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department has established two performance measures for TIF: (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 teachers and principals (as measured by student achievement gains). The Department collects these data from grantee annual performance reports.

Many grantees have submitted their baseline data for these measures. However, after reviewing these data, Department staff have realized that grantees are not collecting and reporting data uniformly, especially for the first performance measure, where, for example, there is a wide variation in how grantees are defining and measuring "effectiveness." The Department, therefore, will not be reporting on these data until grantees are able to provide more uniform data. Staff from the TIF program plan to discuss these issues with grantees later this year in order to develop standard definitions so that data will be collected and reported more accurately and consistently.

The preliminary baseline percentage for the second performance measure is 0.33 percent. This percentage will likely change once the discussions between TIF and grantee staff take place. In addition, this percentage incorporates only data from the first cohort of grants (grants awarded in the fall of 2006) and does not include all of those grants.

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Troops-to-teachers

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$14,389	\$14,389	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

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 Elementary and Secondary Education Act (ESEA) 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 licensure 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 that: (1) serve not fewer than 10,000 children from low-income families, (2) serve communities in which at least 20 percent of the children are from low-income families, or (3) serve communities in which at least 10 percent (but less than 20 percent) of children are from low-income families and assign all teachers funded by the program to high-need schools.

In lieu of the \$5,000 stipends, DANTES may pay \$10,000 bonuses to participants who agree to teach for at least 3 years in high-need schools located within high-need LEAs. A "high-need school" is defined as a school in which 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.

A member of the armed forces wishing to receive the program's assistance for placement as an elementary or secondary school teacher must have a baccalaureate or advanced degree, and his or her 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,

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mathematics, special education, or vocational/technical subjects, and who agree to seek employment as teachers in subject areas compatible with their backgrounds.

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

	(\$000s)
2005.....	\$14,793
2006.....	14,645
2007.....	14,645
2008.....	14,389
2009.....	14,389

FY 2010 BUDGET REQUEST

The Administration requests \$14.389 million, the same as the 2009 level, to help members of the armed forces become highly qualified teachers through the Troops-to-Teachers program. The Department believes that funding at this level will be sufficient to meet full demand for services and support from the program.

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's 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. This trend has continued. According to statistical data the Department receives from DANES, as of the end of 2008, nearly 82 percent of the program's participants have been male and over 26 percent have been 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 evaluation of the program. Highlights of the report include: program participants have taught math, science, and special education in significantly higher proportions than all teachers; 55 percent of program participants have 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.

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Troops-to-Teachers

PROGRAM OUTPUT MEASURES

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of program participants	2,567	2,567	2,567
Number of participants hired	1,695	1,695	1,695

Note: Program “participants” 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 or bonuses 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, for example, 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 2010 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 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 1-year 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 attributed these declines to an increased demand for active and reserve military forces to serve overseas. Of the 3,935 participants teaching, 87 percent were 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 2002, 90 percent were still employed as teachers (or had accepted leadership positions in public education) in FY 2006. The Department is working with DAN TES to verify data for the FY 2007 and FY 2008 reports.

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

INNOVATION AND IMPROVEMENT

Troops-to-Teachers

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
2005	75	81
2006	75	83
2007	75	84
2008	85	
2009	86	
2010	87	

Assessment of progress: In order to ensure the reliability and comparability of program performance data, the Department 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. In 2007, 84 percent of the program’s participants became teachers of record in high-need LEAs, exceeding the target.

Measure: The percentage of participants who become mathematics, science, or special education teachers.		
Year	Target	Actual
2005	49	30
2006	49	47
2007	51	48
2008	53	
2009	54	
2010	54	

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 in order 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, slightly below the target level. In 2007, 48 percent of the participants became math, science, or special education teachers, a small increase over the previous year.

INNOVATION AND IMPROVEMENT

Troops-to-Teachers

Measure: The percentage of Troops-to-Teachers participants who remain in teaching for three or more years after placement in a teaching position in a high-need LEA.		
Year	Target	Actual
2005	80	88
2006	80	84
2007	80	
2008	85	
2009	85	
2010	86	

Assessment of progress: 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, which exceeded the target. The Department is currently verifying 2007 data for this measure.

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. In FY 2007, the recruitment cost per teacher of record rose to \$5,274.

Program Improvement Efforts

The Department has undertaken the following actions to improve administration and performance of the program:

- *Collaboration with the Department of Defense to strengthen program performance data collection and to relate program performance data to student achievement.* The Department added both "teacher of record" and "high-need LEAs" to one of its indicators in order to provide for a better measure of the program's effectiveness in placing participants in high-need districts. The Department also revised one of its indicators to include special education as the third critical shortage area of specialization for teachers and to track all of the priority subject areas in the statute. In 2008, the Department began an analysis of the disaggregated performance and efficiency data it received from the Department of Defense. The Department will develop recommendations, based on the results of this analysis, on how to target high-need LEAs more effectively.
- *Examination of data on State implementation of the program to determine if cost efficiencies can be achieved, and establishment targets for the program's efficiency measure.* The Department adopted an efficiency measure that examines the recruitment cost per teacher of record. "Recruitment cost" is defined as all overhead costs for the national headquarters

INNOVATION AND IMPROVEMENT

Troops-to-Teachers

and State offices, and "teacher of record" is defined as a Troops-to-Teachers participant who is hired by an eligible school district. The Department has also begun analyzing the program's participation and certification information, disaggregated by fiscal year and by State.

INNOVATION AND IMPROVEMENT

Transition to teaching

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$43,707	\$43,707	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

The Transition to Teaching program helps high-need schools and local educational agencies (LEAs) recruit and employ qualified licensed or certified teachers 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 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 for which at least 20 percent or 10,000 of the children served are from families with incomes below the poverty line, and that has a high percentage of teachers teaching out of field or with emergency credentials.

INNOVATION AND IMPROVEMENT

Transition to teaching

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

	(\$000s)
2005.....	\$44,933
2006.....	44,484
2007.....	44,484
2008.....	43,707
2009.....	43,707

FY 2010 BUDGET REQUEST

The Administration requests funding of \$43.707 million, the same as the 2009 level, 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 2006, 2007, and 2009 that are helping States and high-need school districts bring capable and qualified teachers into their schools.

As a result of increasing enrollments and the retirement of many veteran teachers, the 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 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 in order to improve their instructional practices and build their confidence. In addition, 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 high-need schools. School districts nationally have come to rely on alternative-route programs for hiring new teachers, including mid-career professionals. 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. Data submitted by States to the National Center for Education Information (NCEI) showed that approximately 59,000 individuals entered teaching through alternative-route programs in 2006, up from about 50,000 in 2005 and 39,000 in 2004. Moreover, by 2007, all 50 States and the District of Columbia offered some type of alternative route to teacher certification through approximately 485 programs nationwide. The Transition to Teaching program has contributed substantially to this growing landscape of alternative-route programs by facilitating the hiring of over 23,000 new teachers since 2002.

INNOVATION AND IMPROVEMENT

Transition to teaching

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Total number of grants	102	91	91
Funding for new awards	0	\$7,081	0
Number of new awards	0	18	0
Average new award	0	\$393	0
Funding for continuation awards	\$43,485	\$36,300	\$43,488
Number of continuation awards	102	73	91
Average continuation award	\$426	\$497	\$478
Evaluation	\$222	\$219	\$219
Peer review of new award applications	0	\$107	0
Number of participants	32,094	36,040	10,805

Note: The number of participants in 2009 includes 25,235 individuals in projects from the 2002 cohort that have received no-cost extensions, 6,066 individuals in the 2004 cohort, 2,942 individuals in the 2006 cohort, and 1,797 in the 2007 cohort. The number of participants is expected to decrease in 2010, as shown in the table above, as projects in the 2002 cohort end. It is not clear how many individuals will participate in the new projects in the 2009 cohort.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, 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 2010 and future years, and the resources and efforts invested by those served by this program.

The Transition to Teaching authorization 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.

INNOVATION AND IMPROVEMENT

Transition to teaching

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	2007 Cohort	2002 Cohort	2004 Cohort	2006 Cohort	2007 Cohort
2005	70				64	73		
2006	55	40			74	81		
2007	75	75			75	83	81	
2008	75	83	60		76	83	74	65
2009		85	79					
2010			83					

Assessment of Progress: In 2006, 74 percent of participants in the 2002 cohort 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 recently received data and the adoption of a standardized definition for “teacher of record” in 2005, the Department set higher targets for 2007 for the 2002 cohort and for 2007-09 for the 2004 cohort. In 2007, 75 percent of participants in the 2002 cohort became teachers of record in high-need schools in high-need LEAs, meeting the target. Eighty-three (83) percent of participants in the 2004 cohort became teachers of record in high-need schools in high-need LEAs in 2007, exceeding the target of 75 percent. Eighty-one (81) percent of the 2006 cohort participants became teachers of record in high-need schools in high-need LEAs in 2007.

Because the Department does not expect participants to become “teachers of record” in the first year of the program, baseline data are not provided for the first year of each cohort. Data for this measure for FY 2009 will be available in December 2009.

INNOVATION AND IMPROVEMENT

Transition to teaching

Measure: The percentage of Transition to Teaching participants receiving certification/licensure within 3 years.								
Year	Target				Actual			
	2002 Cohort	2004 Cohort	2006 Cohort	2007 Cohort	2002 Cohort	2004 Cohort	2006 Cohort	2007 Cohort
2005					41	23		
2006	40	15			48	36		
2007	65	40			50	42	6	
2008	65	48	15		53	44	19	9
2009		50	40	15				
2010			48	40				

Assessment of progress: This measure, adopted in 2005, refines a previous measure in order to assess more accurately 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. Target levels for each of the cohorts have been adjusted several times, based on reviews of the targets for and data received in previous years.

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. In 2007, 50 percent of participants in the 2002 cohort received certification/licensure within 3 years, below the target of 65 percent. Forty-two (42) percent of participants in the 2004 cohort received certification/licensure within 3 years in 2007, exceeding the target of 40 percent. Six (6) percent of the 2006 cohort participants received certification/licensure within 3 years in 2007. In 2008, 53 percent of participants in the 2002 cohort received certification/licensure within 3 years, below the target of 65 percent; 44 percent of participants in the 2004 cohort received certification/licensure within three years, below the target of 48 percent; and 19 percent of participants in the 2006 cohort received certification/licensure within three years, exceeding the target of 15 percent. Also in 2008, 9 percent of participants in the 2007 cohort received certification/licensure. Data for FY 2009 for this measure will be available in December 2009.

INNOVATION AND IMPROVEMENT

Transition to teaching

Measure: The percentage of Transition to Teaching teachers of record who teach in high-need schools in high-need LEAs for 3 years.						
Year	Target			Actual		
	2002 Cohort	2004 Cohort	2006 Cohort	2002 Cohort	2004 Cohort	2006 Cohort
2006				73		
2007	74			75	80	
2008	75			70	76	
2009		77				
2010		78				

Assessment of progress: This 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. The Department has set targets at the baseline plus 1 percent annually for all cohorts. In 2006, the baseline year, 73 percent of teachers of record in the 2002 cohort of grantees had taught in high-need schools in high-need LEAs for 3 years. In 2007, this measure increased to 75 percent, exceeding the target of 74 percent. In 2008, the baseline year for the 2004 cohort, 76 percent of teachers of record in the cohort had taught in high-need schools in high-need LEAs for 3 years. The Department has used this data to set targets for 2009 and 2010. The Department will use 2010 data to establish a baseline for the 2006 cohort.

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 3 years; and
 (2) cost per participant receiving certification/licensure.

Measure: The cost per participant who teaches in a high-need school in a high-need LEA for 3 years.								
Year	Target				Actual			
	2002 Cohort	2004 Cohort	2006 Cohort	2007 Cohort	2002 Cohort	2004 Cohort	2006 Cohort	2007 Cohort
2006	40,000				26,465			
2007	35,000				17,705	31,240		
2008	30,000				14,154	19,524		
2009								
2010								

INNOVATION AND IMPROVEMENT

Transition to teaching

Measure: The cost per participant receiving certification/licensure.								
Year	Target				Actual			
	2002 Cohort	2004 Cohort	2006 Cohort	2007 Cohort	2002 Cohort	2004 Cohort	2006 Cohort	2007 Cohort
2006	11,500	14,000			11,190	13,163		
2007	11,500	12,000			10,959	13,943		
2008	11,500	11,500			10,848	14,333	28,505	
2009		11,500						
2010		11,500						

Assessment of progress: 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 \$26,465 and the cost per certified participant was \$11,190.

In 2007, the cost per retained participant fell to \$17,705 and the cost per certified participant was \$10,959 for those in the 2002 cohort, both measures showing progress within the cohort from the previous year. In 2008, the cost per retained participant in the 2002 cohort fell to \$14,154 and the cost per certified participant in that group fell to \$10,848.

For participants in the 2004 cohort of grantees, the cost per certified participant was \$13,163 in 2006. In 2007, the cost per certified participant rose to \$13,943, and the cost per retained participant was \$31,240 for the same cohort. In 2008, the cost per retained participant fell to \$19,524 and the cost per certified participant rose to \$14,333.

Data for the cost per retained participant for the 2006 cohort will first be available in 2009.

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.

Program Improvement Efforts

The Department has undertaken the following actions to improve administration and performance of the Transition to Teaching program:

- *Development of a comprehensive database of well-defined, key data points to refine the data collection process and ensure the availability of more reliable and comparable program performance data.* The Department developed a comprehensive database of all key data

INNOVATION AND IMPROVEMENT

Transition to teaching

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.

- *Use of the database to inform technical assistance to grantees and funding recommendations.* The Department held a national Project Directors and Evaluators meeting on October 29-31, 2007 to review projects' output and performance data, and the Department has met with individual project directors in order to discuss concerns relating to data quality and project performances. Regional meetings were held in January and April 2008. In addition, the Department will continue to verify key data points submitted by grantees.
- *Presentation of program performance information to the public in a more transparent manner and use of that information to guide management improvements.* The Department has posted performance data from the new database on its website. The Department has also created summary tables with aggregate data, including program expenditures and data from the three performance measures, for all grants awarded. Data are sorted by cohort year, geographic locale (grantees serving urban, rural, or a mix of districts), and grantee organization type. The Department has also listed projects in the 2002, 2004, 2006, and 2007 cohorts with associated local districts and grant-specific performance data. The Department will provide this same information for the grantees funded in 2009.

INNOVATION AND IMPROVEMENT

Teacher quality partnership

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

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
Annual appropriation	\$50,000	\$50,000	0
Recovery Act appropriation	100,000	0	-\$100,000

PROGRAM DESCRIPTION

The Teacher Quality Partnership (TQP) program seeks to improve student achievement and the quality of teachers working in high-need schools and early childhood education (ECE) programs by improving the preparation of teachers and enhancing professional development activities for teachers; holding teacher preparation programs accountable for preparing effective teachers; and recruiting highly qualified individuals, including minorities and individuals from other occupations, into the teaching force. Projects may also include a component to train school leaders in high-need or rural local educational agencies (LEAs) and a component to partner with a public broadcast television station or another entity that develops digital education content, to improve the quality of teacher preparation programs. The program is intended to help create a variety of effective pathways into teaching, strengthen State educational agencies and LEA human capital systems, and support our Nation's teaching force in effectively improving student outcomes.

Only partnerships may apply for funding under this program. Partnerships must include a high-need LEA; a high-need school or high-need ECE program (or a consortium of high-need schools or ECE programs served by the partner high-need LEA); a partner institution of higher education (IHE); a school, department, or program of education within the partner IHE; and a school or department of arts and sciences within the partner IHE. A partnership may also include, among others, the Governor of the State, the State educational agency, the State board of education, the State agency for higher education, or a business.

Further, in order to maximize resources and reduce redundancy, applicants will be required to explain how they plan to coordinate activities under the TQP program with other federally funded programs aimed at improving teacher effectiveness (e.g., Teacher Quality State Grants under Title II of the Elementary and Secondary Education Act (ESEA) and the Teacher Incentive Fund).

The following three types of Partnership grants are eligible to be funded through the program:

Pre-Baccalaureate Preparation of Teachers program — Grants are provided to implement a wide-range of reforms in teacher preparation programs and, as applicable, preparation programs for early childhood educators. These reforms may include, among other things, implementing curriculum changes that improve, evaluate, and assess how well prospective teachers develop teaching skills; using teaching and learning research so that teachers

INNOVATION AND IMPROVEMENT

Teacher quality partnership

implement research-based instructional practices and use data to improve classroom instruction; developing a high-quality and sustained pre-service clinical education program that includes high-quality mentoring or coaching; creating a high-quality induction program for new teachers; implementing initiatives that increase compensation for qualified early childhood educators who attain 2-year and 4-year degrees; developing and implementing high-quality professional development for teachers in the partner high-need LEAs; developing effective mechanisms, which may include alternative routes to State certification, to recruit qualified individuals into the teaching profession; and strengthening literacy teaching skills of prospective and new elementary and secondary school teachers.

Teaching Residency program — Grants are provided to develop and implement teacher residency programs that are based on models of successful teaching residences and that serve as a mechanism to prepare teachers for success in high-need schools and academic subjects. Grant funds must be used to support programs that provide, among other things, rigorous graduate-level course work to earn a master's degree while undertaking a guided teaching apprenticeship; learning opportunities alongside a trained and experienced mentor teacher; and clear criteria for selecting mentor teachers based on measures of teacher effectiveness. Programs must place graduates in targeted schools as a cohort in order to facilitate professional collaboration and provide a 1-year living stipend or salary to members of the cohort, which must be repaid by any recipient who fails to teach full time for not less than 3 years in a high-need school and teach a high-need subject or area.

Partnerships may apply for funding under the Pre-Baccalaureate Preparation of Teachers program, the Teaching Residency program, or both. Partnerships may also seek separate funding under the School Leadership program described below. In addition, grant funds are available to develop digital education content to carry out the activities in partnership grants for Pre-baccalaureate Preparation of Teachers programs and partnership grants for Teaching Residency programs. No partnership may receive funds to implement a School Leadership program or to develop digital education content that has not been awarded funding under either the Pre-Baccalaureate Preparation of Teachers program or the Teaching Residency program. Partnerships are eligible to receive grants through this program for up to 5 years and must provide matching funds in cash or in kind from non-Federal sources equal to at least 100 percent of the grant amount.

School Leadership program — Grants are provided to develop and implement effective school leadership programs to prepare individuals for careers as superintendents, principals, early childhood education program directors, or other school leaders. Such programs must promote strong leadership skills and techniques for school leaders to effectively use data, create a school climate conducive to professional development for teachers, understand the teaching and assessment skills needed to support successful classroom instruction and to use data to evaluate teacher instruction and drive teacher and student learning, manage resources and time to improve academic achievement, engage and involve parents and other community stakeholders, and understand how students learn and develop in order to increase academic achievement. Grant funds must also be used to develop a yearlong clinical education program, a mentoring and induction program, and programs to recruit qualified individuals to become school leaders.

INNOVATION AND IMPROVEMENT

Teacher quality partnership

The American Recovery and Reinvestment Act (Recovery Act) provided \$100 million for the TQP program. These funds are available for obligation for 2 fiscal years. The Administration may award these funds through the same competition as the fiscal year 2009 annual appropriation or conduct an additional competition in 2010.

In 2008, the program was reauthorized as part of the Higher Education Opportunity Act (HEOA) and the name of the program was changed from the Teacher Quality Enhancement program to the Teacher Quality Partnership program. In addition, the program was extensively redesigned. In reauthorization, the State and Recruitment programs were eliminated and the Partnership program was restructured as discussed above. HEOA allows program funds to be used to implement an evaluation plan. The Department is planning to use these funds to evaluate the effectiveness of specific approaches to reform authorized under HEOA, like teacher residencies, and to assess the effectiveness of the program at achieving its statutory goals.

The HEOA also allows for the State teacher quality accountability reporting system, established by title II, sections 205-207 of the Higher Education Act, to be funded out of the program's appropriation. Previously, the system had been funded out of the Department's salaries and expenses account or through the GPRA Data/HEA Program Evaluation program. The State teacher quality accountability reporting system gathers data from all 50 States, the District of Columbia, Puerto Rico, Guam and the Virgin Islands on such topics as the completion rates for traditional and alternative route teacher preparation programs, and State teacher assessments and certifications. These data are then reported to Congress and the Nation through the Secretary's annual report on teacher quality, and they provide critical information on both the progress toward the Nation's goal of a highly qualified teacher in every classroom, and the areas where further improvements are needed.

A variety of other programs administered the Department also make competitive awards that support training and professional development activities that are designed to enhance teacher classroom effectiveness. These programs include the Improving Teacher Quality State Grants program, authorized under title II, part A of the ESEA, the Teacher Incentive Fund, authorized under title V, part D of the ESEA, and the Personnel Preparation program, authorized under part D of the Individuals with Disabilities Education Act.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$68,337 ¹
2006.....	59,895 ¹
2007.....	59,895 ¹
2008.....	33,662 ¹
2009.....	50,000 ²
Recovery Act	100,000

¹ Funds were provided under the antecedent Teacher Quality Enhancement program.

² Of this amount, the fiscal year 2009 Appropriations Act set aside \$6,556 thousand for outstanding non-competing continuation awards under the antecedent Teacher Quality Enhancement program.

INNOVATION AND IMPROVEMENT

Teacher quality partnership

FY 2010 BUDGET REQUEST

For fiscal year 2010, the Administration requests \$50 million for the Teacher Quality Partnership program, the same level of funding as was provided in the fiscal year 2009 annual appropriation. This request builds on the investments funded under the American Recovery and Reinvestment Act designed to significantly upgrade the skills and effectiveness of the education workforce. The requested level would allow the Department to maintain support for 25 grants to reform and improve teacher preparation programs.

Improving the way we recruit, prepare, and reward outstanding teachers is key to ensuring that all students have the benefit of highly qualified and effective teachers. Funding for the Teacher Quality Partnership program would support the Administration's goal of strengthening teacher quality and effectiveness by increasing high-quality and effective pathways to teaching, especially in high-need schools and subjects, and holding teacher preparation programs accountable for preparing highly effective teachers; providing high-quality clinical experience and interaction; and creating opportunities for high-quality professional development. The program supports the development of better systems and strategies for recruiting, evaluating, and supporting teachers and other educators to provide a better supply and distribution of well-prepared and effective teachers, especially in high-need schools and districts.

Funding for the Teacher Quality Partnership program would help address the need for highly effective teachers by encouraging strong collaborative partnerships between teacher preparation programs and high-need school districts and providing fiscal incentives for IHEs to promote campus-wide accountability for the quality of teachers that it prepares. The formation of collaborative partnerships among Schools of Education, Schools of Arts and Sciences, and local school districts is designed to bring K-12 schools and other stakeholders (business and cultural institutions) further into the decision-making process about teacher quality. The research suggests that implementing such partnerships may have reciprocal effects, improving both the teacher preparation programs and the school districts in the partnership. The research also suggests that such partnerships may have positive impacts on teacher recruitment efforts, especially in high-poverty school districts or in high-need subjects, such as bilingual and special education. Additionally, such partnerships may positively affect turnover rates and attrition and increase the number of highly effective teachers in partner schools. Reciprocally, the partnerships allow districts to have a role in reforming teacher preparation programs in partner IHEs, increasing the relevance and appropriateness of teacher preparation courses.

This request also supports the goals of the Recovery Act. Section 14005(d)(2) of that legislation requires each State, as a condition of receiving State Fiscal Stabilization funds, to commit to taking "actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the ESEA ... in order to address inequities in the distribution of highly qualified teachers high and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers." The TQP program, through the funding provided under the Recovery Act and the additional support included in the annual appropriation, will support the efforts of States and their school districts to make progress in this important area of reform.

INNOVATION AND IMPROVEMENT

Teacher quality partnership

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
<u>Teacher quality enhancement funding</u>			
Partnership Grants:			
Number of continuation awards	23	0	0
Average continuation award	\$1,151	0	0
Total continuation award funding	\$26,465	0	0
Recruitment Grants:			
Number of continuation awards	9	9	0
Average continuation award	\$800	\$728	0
Total continuation award funding	\$7,197	\$6,556	0
Total TQE funding	\$33,662	\$6,556	0
<u>Teacher quality partnership funding</u>			
Number of new awards	0	46	4
Average new award	0	\$2,009 ¹	\$1,739
Total new award funding	0	\$142,664 ¹	\$6,956
Number of continuation awards	0	0	21
Average continuation award	0	0	\$2,032
Total continuation award funding	0	0	\$42,664
Total award funding	0	\$142,664 ¹	\$49,620
Total number of awards	0	46	25
Peer review of new award applications	0	\$500	\$100
Evaluation	0	TBD	TBD
Title II Accountability Reports	0	\$280	\$280
Total TQP funding	0	\$143,444	\$50,000
Total program funding	\$33,662	\$150,000	\$50,000
Total number of awards	32	55	25

¹ The Department expects to use \$100,000 thousand appropriated in the Recovery Act to cover at least 2 years of funding for the grants made with these funds. These estimates assume there will be no FY 2010 continuation costs for these awards.

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Teacher quality partnership

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, and performance measures. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2010 and future years, and the resources and efforts invested by those served by this program.

In 2008, the program was reauthorized as part of the Higher Education Opportunity Act and the program was re-organized extensively. The Department concluded that the performance measures that had been developed for the antecedent program were no longer appropriate. As a result, the Department developed new measures for the program.

Goal: To increase the quality of teachers in high-need schools and early childhood education programs

***Objective:** To increase the number of new teachers graduating from high-quality teacher preparation programs.*

Measure: The percentage of program completers (1) who attain initial certification/licensure by passing all necessary licensure/certification assessments and attain a bachelor's degree (pre-baccalaureate program) within 6 years or a master's degree (residency program) within 2 years or (2) who attain highly competent early childhood educator status with a bachelor's degree within 6 years or an associate's degree within 3 years.

Because this performance measure will not provide data for a number of years, the Department also created the following measure that would provide data in a shorter time-frame: The percentage of program participants who did not graduate in the previous reporting period, and who persisted in the postsecondary program in the current reporting period.

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

Measure: The percentage of grantees that report improved scaled scores for initial State certification or licensure of teachers.

***Objective:** To increase the retention rate of new teachers in high-need school districts.*

Measure: The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program 3 years after initial employment.

Because this performance measure would not provide data for a number of years, the Department also created the following measure that would provide data in a shorter time-frame: The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program 1 year after initial employment.

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Teacher quality partnership

Data for the performance measures will come from the revised annual performance report. It is expected that initial data for these measures will not be available until fiscal year 2013 at the earliest.

Efficiency Measure

The Department also developed an efficiency measure for this program. The measure is the cost of a successful outcome, where successful outcome is defined as retention in the partner high-need LEA or ECE program 3 years after initial employment. This measure ties in with the program's new performance indicators. Data for the efficiency measure will come from the revised annual performance report and will not be available until fiscal year 2013 at the earliest. These data will assist in program management and in improving program oversight and could be used to focus technical assistance efforts where they can be most effective.

INNOVATION AND IMPROVEMENT

National writing project

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$24,291	\$24,291	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

The National Writing Project (NWP) is a nationwide nonprofit educational organization that promotes and supports 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 and the use of writing in the learning process. 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.

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

	(\$000s)
2005.....	\$20,336
2006.....	21,533
2007.....	21,533
2008.....	23,581
2009.....	24,291

FY 2010 BUDGET REQUEST

The Administration requests level funding of \$24,291 for the NWP program. Research suggests that writing and reading literacy are highly predictive of success in college and the workplace, and surveys of American employers routinely suggest the increasing importance of writing proficiency. Yet, in 2007, despite overall improvements on the 8th and 12th grade National Assessment of Educational Progress (NAEP) Writing Assessment, only 33 percent of 8th grade students and 24 percent of 12th grade students scored “at or above proficient” in writing. Likewise, despite overall gains in literacy among adults between 1992 and 2003, as demonstrated by the National Assessment of Adult Literacy, the percentage of adult college

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National writing project

graduates demonstrating proficient-level abilities on the prose scale dropped nearly 10 percentage points, from 40 percent to 31 percent. On the same assessment, among adults who have obtained a graduate degree, the percent achieving proficient scores dropped from 51 percent to 41 percent. The NWP plays an important role in the Administration's efforts to improve writing skills among students in American schools.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of project sites	197	197	200
Number of States (including D.C., Puerto Rico, & the Virgin Islands)	50	50	50

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, and measures; 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 2010 and future years, and the resources and efforts invested by those served by this program.

The Department recently adopted two annual performance measures designed to provide information on the quality of NWP professional development programs, and changes in the classroom teaching practices of teachers who participate in such training. These measures are: (1) the percentage of sites that surpass all NWP quality review criteria in the areas of: (a) overall adherence to the NWP model and b) structural support and strategic effectiveness; and (2) the percentage of NWP summer institute training syllabi deemed to be of high quality by an independent review panel of qualified experts.

Data for the new annual measures are not yet available. Data for the first measure are collected by NWP, through the NWP site peer review. The Department's goal is to establish a baseline for this measure by fall 2009, using data from the 2008 training sessions. The peer review process used to collect data for this measure is designed, developed, and implemented by the NWP. This process is intended to rate structural support and strategic effectiveness for each site using the following criteria: a) adequacy of institutional partnerships between universities serving as host institutions and schools in the service area; b) development and deployment of teacher leadership; and c) instructors' knowledge of the educational context and challenges in the site geographic area. Reviewers, who are primarily teachers from other NWP sites, use a structured protocol to rate sites using the following scale: 2 = meets or exceeds all criteria; 1 = requires technical assistance; and 0 = not recommended for funding. Three types of NWP professional development programs offered at each site (summer institute, in-service

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National writing project

programs, and continuity programs) are considered in this review, as well as each site's overall adherence to the NWP professional development model.

Data for the second measure will be collected through a separate peer review process that will be designed and implemented by the Department. Expert panel members will be asked to review summer institute training syllabi. Review materials will be collected using a 2-stage sample that will include approximately 40 of the 196 NWP sites. The Department collected training syllabi in late fall of 2008, and is currently considering whether or not to proceed with a panel review of these documents. The Department is working to finalize the data collection timeline and develop an appropriate data collection methodology, with technical input from the Data Quality Initiative. The Department's goal is to establish baselines for this measure by fall 2009, using data from the 2008 academic year.

Efficiency Measures

Two efficiency measures have been adopted for the NWP program. These measures are: (1) the average annual Federal cost per contact hour for educators participating in NWP training and professional development; and (2) the average annual total cost per contact hour for educators participating in NWP training and professional development.

These measures provide the average annual total cost, as well as the annual Federal cost, to support a single contact hour of NWP programming to an individual participant. Contact hours are calculated at the site level, on a "per program" basis, by identifying the total number of participants in each NWP program multiplied by the average number of hours per participant for that program. Contact hour calculations are averaged across all 196 NWP sites to obtain a national average for a single year period. The average national total cost per contact hour is calculated by using NWP sites' total income from all sources, including NWP Federal appropriations, as the base. Data for these measures are collected and analyzed by the NWP. The Department's goal is to establish baselines by fall 2009, using data from NWP training sessions held in 2007 and 2008.

Other 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 conducted. The NWP has 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 possible with the survey data to determine whether 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 (AED) 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 the survey and AED study suggest that the NWP supports programs that may 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 AED study, data showed 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 the NWP on student learning in NWP classrooms relative to other comparable non-NWP classrooms.

The Department has encouraged the NWP to conduct a far more rigorous, independent national program evaluation, and in November 2006, the NWP contracted with SRI International, located in Menlo Park, CA, to conduct a 4-year evaluation. The national evaluation began in FY 2007. Throughout the evaluation design phase, the Department routinely offered detailed feedback to the NWP to augment the rigor and quality of this work. An interim report is scheduled for publication in FY 2009, and the final report will be completed in FY 2011.

INNOVATION AND IMPROVEMENT

Teaching American history

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

FY 2010 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$118,952	\$118,952	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

The Teaching American History (TAH) program supports competitive 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 made prior to fiscal year 2008 were awarded for 3 years. Beginning in 2008, the Department awarded 3-year grants with 2 additional years for grantees demonstrating effective performance during the first 3 years.

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 history as a part of 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.

Since fiscal year 2006, appropriations language has permitted the Department to reserve up to 3 percent of the funding for national activities.

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

	(\$000s)
2005.....	\$119,040
2006.....	119,790
2007.....	119,790
2008.....	117,904
2009.....	118,952

FY 2010 BUDGET REQUEST

The Administration requests \$118,952 million for the Teaching American History (TAH) program in fiscal year 2010, the same amount as the 2009 appropriation, to continue efforts to raise the level of student knowledge in history, a core academic subject. This request would support

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approximately 115 to 125 new competitive awards to LEAs to provide elementary and secondary teachers with high-quality professional development in American history and to promote the teaching of American history in elementary and secondary schools as a separate academic discipline.

In fiscal year 2010, the Department would use national activities funds to continue the operation of the National History Education Clearinghouse (NHEC), launched in the fall of 2007, which provides resources and referrals to history educators. This clearinghouse, which is housed at George Mason University and operates in partnership with Stanford University and the American Historical Association, maintains and updates a database of State standards, assessments, certification requirements, and professional development practices, as well as guides to national, State, and local history-related facilities, including museums, libraries, and universities. In addition, it prepares and disseminates newsletters and articles, operates a public access listserv on U.S. history, and maintains a website with best practices and teaching materials for history educators (<http://teachinghistory.org>). NHEC also conducts presentations at a variety of history and history education conferences and workshops and sponsors an annual, 1-day conference for history educators.

In FY 2010, the Department would also continue a 4-year national study of the program. This study, which began in the fall of 2007, examines the relationship between teachers' participation in the Teaching American History program, increased teacher content knowledge, and student achievement. The study includes: (1) an analysis of standardized student history assessment data from selected States to document changes in student performance and to associate these changes with teacher participation in the TAH program; (2) case studies of selected high-performing sites; and (3) a "meta-analysis" of those grantee evaluations that are sufficiently rigorous to be of use in determining an overall pattern and effect size.

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. The need for this effort is demonstrated by the fact that, on the 2006 National Assessment of Educational Progress (NAEP), approximately 87 percent of high school seniors scored below the proficient level and 53 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.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Amount for awards	\$115,329	\$116,302	\$116,302
Number of awards	121 ¹	115-125 ¹	115-125 ¹
Range of awards	\$400-2,000	\$400-2,000	\$400-2,000
Number of teachers served	19,200	19,300	19,300

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Teaching American history

PROGRAM OUTPUT MEASURES (\$000s) - continued

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Peer review of new award applications	\$232	\$250	\$250
Evaluation	\$408	\$400	\$400
National Activities	\$1,935	\$2,000	\$2,000

¹ In fiscal year 2008, the Department funded multi-year projects under this program entirely from a single year's appropriation; estimates for 2009 and 2010 assume continuation of this policy.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, 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 2010 and future years, and the resources and efforts invested by those served by this program.

The Department recently established new performance measures for the program. The fiscal year 2009 grantees will be the first grantees to collect and report data to the Department that address the new measures. Data will come from grantees' annual performance reports, and baseline data should be available in the fall of 2010. The new performance measures are:

- the average percentage change in the scores (on a pre-post assessment of American history) of participants who complete at least 75 percent of the professional development hours offered by the project. Each project's assessment will be aligned with the content of the project, and at least 50 percent of its questions will come from a validated test of American history; and
- the percentage of TAH participants who complete 75 percent or more of the total hours of professional development offered.

Efficiency Measures

The Department also has developed two new efficiency measures for the program: (1) the cost per TAH participant who completes 75 percent or more of the total hours of professional development offered; and (2) the cost per teacher hour of professional development attended. Baseline data are expected to be available this summer.

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Other 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.

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 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$1,945	0	-\$1,945

¹The program is authorized in FY 2009 through appropriations language. The Administration is not proposing appropriations language for FY 2010.

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 on such topics as the development and functions 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 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)
2005.....	\$700
2006.....	1,980
2007.....	1,980
2008.....	1,945
2009.....	1,945

FY 2010 BUDGET REQUEST

The Administration requests no funding for the Academies for American History and Civics program for fiscal year 2010. While the Administration recognizes the importance of ensuring that our Nation's students and teachers are knowledgeable in these subjects and believes that

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Academies for American history and civics

continued provision of Federal funding in support of that objective is appropriate, the current program is too small to accomplish its goals in a manner that can have a national impact. Three or four small grants can serve only a handful of students and teachers and can do little to improve history and civics education on a broader scale. (In FY 2008, the program funded two Presidential Academies, which have trained 82 teachers and two Congressional Academies, which have thus far served 174 students). The level of effort required to administer and 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. The Administration proposes to replace a number of small programs in the area of history and civics with a competitive grant program of more significant size, in the area of history, civics, and government, which would be conducted in FY 2010 under the Fund for the Improvement of Education: Programs of National Significance. Additional details on that competition are included in the justification for the program.

In addition, school districts and other entities 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 provides nearly \$3 billion annually for efforts to ensure that all teachers of the core academic subjects, including history, are highly qualified and for enhancing teachers' skills and knowledge in those subjects.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Total budget authority	\$1,945	\$1,945	0
Amount for Presidential Academies	\$850	\$1,165	0
Number of new awards	0	0	0
Number of continuation awards	2	2	0
Amount for Congressional Academies	\$1,095	\$780	0
Number of new awards	0	0	0
Number of continuation awards	3	1	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of 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.

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Academies for American history and civics

The performance measure for this program is the average percentage gain on an assessment after participation in an academy, as measured through pre- and post-assessments. Data are collected through grantee annual performance reports. In addition, each grantee must conduct an evaluation to track its progress toward specific objectives and performance measures that assess its impact on teaching, learning, and other outcomes for project participants.

Goal: To increase content knowledge of students and teachers in American history and civics.

Objective: *Demonstrate the effectiveness of the Academies in increasing understanding of American history and civics.*

Measure: The average percentage point gain on a student assessment after participation in the Presidential Academy of the Academies for American History and Civics.		
Year	Target	Actual
2008		26
2009	27	

Measure: The average percentage point gain on a teacher assessment after participation in the Congressional Academy of the Academies for American History and Civics.		
Year	Target	Actual
2008		19
2009	20	

Assessment of progress: Due to the variety of the workshops, grantees create and administer their own assessments to measure participant gains. In 2008, students participating in the Presidential Academy averaged post-test scores of 26 percent above their pre-test scores. (As the measure is calculated, an improvement from, for instance, 50 to 63 correct answers out of 100 would be counted as a 26 percent improvement.) That same year, teachers in the Congressional Academy had an average gain of 19 percent between pre- and post-tests. The data establish a baseline for each measure. Data for 2009 will be available in the fall.

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School leadership

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$19,220	\$29,220	+\$10,000

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

The School Leadership program provides 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 as follows:

	(\$000s)
2005.....	\$14,880
2006.....	14,731
2007.....	14,731
2008.....	14,474
2009.....	19,220

FY 2009 BUDGET REQUEST

The Administration requests \$29.22 million, an increase of \$10 million over the 2009 level, in order to expand efforts to recruit, train, and retain principals and assistant principals in high-

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School leadership

need school districts. Funding at this level will allow the Department to continue grants first awarded in 2008 and 2009, and make new awards in 2010.

The Bureau of Labor Statistics (BLS) expects increased demand for educational administrators through 2016 as the number of school-age children continues to grow, current school leaders retire in greater numbers, and individual schools take on more administrative responsibilities related to monitoring progress in student achievement. The School Leadership program can play a key role in helping LEAs meet this growing need.

A growing body of research indicates that the quality of a school's leadership has a substantial effect on student achievement. Good school leaders are able to create cultures focused on learning, with high expectations for all students, as well as recruit and retain highly effective teachers. Leithwood, Louis, Anderson, and Wahlstrom (2004) found that school leadership is second only to teaching among school-related factors that affect student learning.

Moreover, the same study reports that the impact of strong leadership appears to be greatest in high-need schools, which are found disproportionately in high-need LEAs. Schools that need major course corrections to turn themselves around cannot depend solely on the heroic efforts of individual teachers; while this will help, it will not be enough. Rather, these schools need serious, systematic change, requiring effective leaders. As Leithwood *et al.*, report, "[E]xisting research also shows that demonstrated effects of successful leadership are considerably greater in schools that are in more difficult circumstances. Indeed, there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader."

Similarly, Waters, Marzano, and McNulty (2003) describe significant empirical correlations between levels of student achievement and principals' leadership abilities in such key areas as fostering shared cultures and goals, establishing standard operating procedures and routines, and providing teachers with necessary materials and professional development.

The 2008 competition sharpened the focus of the School Leadership program by directing funding to projects that will: (1) help school districts implement academic and structural interventions in schools that have been identified for improvement, corrective action, or restructuring; and, in some cases, (2) develop and implement, or expand, innovative programs that address leadership needs specific to schools in the high-need LEAs served by the project and that lead to the certification, hiring, and retention of principals or assistant principals in those schools.

A new grant competition in FY 2010 would maintain the priorities of the 2008 competition, and in addition, focus on (a) developing and implementing incentives for principals with demonstrated records of effectiveness to go to failing or high-need schools, and (b) training and mentoring highly effective teachers to become principals in failing or high-need schools.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Funding for new awards	\$14,327	\$2,500	\$9,708
Number of new awards	22	4	15
Average new award	\$651	\$625	\$647
Funding for continuation awards	0	\$16,720	\$19,220
Number of continuation awards	0	22	26
Average continuation award	0	\$760	\$739
Peer review of new award applications	\$147	0	\$292

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, 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, those requested in FY 2010 and future 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:

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 3	Cohort 1	Cohort 2	Cohort 3
2005	60			79		
2006		30			43	
2007		50			65	
2008		60				

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

INNOVATION AND IMPROVEMENT

School leadership

through annual performance reports. In 2005, 79 percent of the Cohort 1 participants had become certified as principals and assistant principals, exceeding the target of 60 percent. (“Cohort 1” refers to the participants in 3-year projects first funded in FY 2002. Cohorts 2 and 3 are the participants in the projects initiated in FY 2005 and FY 2008, respectively.) In 2006, 43 percent of Cohort 2 participants had become certified, exceeding the target of 30 percent, and in 2007, 65 percent of these participants had become certified, exceeding the target of 50 percent. The Department will use 2008 data to set a baseline and targets for the third cohort of grantees.

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 3	Cohort 1	Cohort 2	Cohort 3
2005	60			57		
2006		40			68	
2007		50			54	
2008		60				

Assessment of progress: In 2005, 57 percent of certified participants in Cohort 1 were employed as principals or assistant principals in high-need schools in high-need LEAs, not quite reaching the target of 60 percent. In 2006, 68 percent of those certified in Cohort 2 had achieved similar employment, exceeding the target of 40 percent, and in 2007, 54 percent of these certified participants became so employed, decreasing from the previous year but still exceeding the target of 50 percent.

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.

Measure: The percentage of participating principals and assistant principals who complete structured professional development.

Year	Target			Actual		
	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3
2005	75			100		
2006		60			99	
2007		75			99	
2008		75				

Assessment of progress: This measure tracks participants who are, at the time of their participation, already serving as principals or assistant principals and who complete professional development in the area of school leadership. It, therefore, tracks performance for the in-service element of the program, unlike the other measures, which track performance of the program in preparing new administrators and placing them in high-need schools. Grantees

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School leadership

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 principals and assistant principals in the second cohort of grantees who participated in structured professional development had completed the training programs, exceeding the target of 60 percent. In 2007, 99 percent of principals and assistant principals in the second cohort of grantees who participated in structured professional development had completed the training programs, exceeding the target of 75 percent. Final performance data for the second cohort, including 2008 data, will be available in 2010. The Department will use 2008 data to establish a baseline and targets for the third cohort of grantees.

The Department established the following two, new performance measures as part of the 2008 grant competition for assessing the effectiveness of the School Leadership program:

(1) the percentage of participants who become certified principals or assistant principals and who are then placed and retained in schools in high-need LEAs, and (2) the percentage of principals or assistant principals who participate in professional development activities, show an increase in their pre-post scores on a standardized measure of principal skills, and are retained in their positions in schools in high-need LEAs for at least two years. Grantees, starting with the cohort first funded in FY 2008, will be expected to provide data on each component of these measures.

INNOVATION AND IMPROVEMENT

Advanced credentialing

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$10,649	\$10,649	0

¹ This program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

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.

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 (which initiated the creation of the credential offered by the American Board for the Certification of Teacher Excellence), or other nationally recognized certification or credentialing organizations. Through this program and its antecedent, the Eisenhower Professional Development Federal Activities program, the Department invested \$176 million between fiscal years 1991 and 2008 in the development and implementation of the NBPTS certification and used \$33 million for a 5-year grant for the development of teacher credentials to the American Board for the Certification of Teacher Excellence (ABCTE) that ended in 2008.

In the 2009 appropriation, Congress earmarked \$10.649 million for the NBPTS and provided that \$1 million was to be used for the development of a National Board certification for principals of elementary and secondary schools.

INNOVATION AND IMPROVEMENT

Advanced credentialing

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

	(\$000s)
2005.....	\$16,864
2006.....	16,695
2007.....	16,695
2008.....	9,649
2009.....	10,649

FY 2010 BUDGET REQUEST

The Administration requests level funding of \$10.649 million to continue support for the Advanced Credentialing program in 2010. The requested funds would continue support for the outreach, and candidate subsidies and support activities of the National Board for Professional Teaching Standards and would also support the continued development of its advanced credential for school leadership in elementary and secondary schools.

On June 11, 2008, the National Research Council's Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards issued its final report on its evaluation of the advanced teaching credential offered by the NBPTS (http://www.nap.edu/catalog.php?record_id=12224). Congress directed the Department to award a contract to the National Research Council to conduct this study in order to assess the impact of the NBPTS credential and to provide a framework for evaluating other advanced teaching credentials or certifications.

The report included the following findings and recommendations:

- Teachers who earn NBPTS certification are more effective at improving their students' achievement than teachers who do not have NBPTS certification.
- High standards were employed in the initial design and development of NBPTS assessments. However, some documentation on the subsequent development, administration, and scoring of assessments was not easily accessible. The National Research Council Committee recommended that NBPTS take several steps to improve the reliability of its assessments and to regularly evaluate its assessments to continuously improve them.
- There were disparities in applicants' participation across States, across the types of schools where Board-certified teachers work, and across teachers from different racial and ethnic backgrounds. To address this, the National Research Council Committee recommended that NBPTS implement and maintain a database of information on NBPTS applicants and their career paths.
- Existing research neither supports nor refutes hypotheses about the effects of the certification process on teachers' practice. The National Research Council Committee recommended further research on this topic and on the effect of the certification on teacher retention.

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Advanced credentialing

The report findings are consistent with the Administration's 2010 request for this program. Future requests for funding to support the NBPTS may depend on the extent to which the NBPTS is able to demonstrate that it has addressed the National Research Council Committee's recommendations. The Administration urges NBPTS to continue to work with States to ensure that subsidies for candidate application fees are used effectively to ensure that teachers from underrepresented groups, regions, or academic disciplines are encouraged to pursue NBPTS certification. NBPTS is also urged to continue to use outreach and candidate support resources to address the National Research Council Committee's concerns about disparities in participation in the certification process.

As the NBPTS develops an advanced credential for school leadership with the funds first provided in the 2009 appropriation for this program, it should consider ways in which the National Research Council Committee's findings and recommendations for the advanced teaching credential are also applicable to a school leadership credential.

The Administration recognizes that NBPTS cannot address some of the National Research Council Committee's recommendations on its own. For this reason, the Administration urges NBPTS to work with State and local educational agencies to determine how information on NBPTS applicants can be incorporated into State longitudinal data systems. The existing rigorous research studies cited in the National Research Council Committee's report on the effects of the NBPTS credential were almost exclusively based on data from States that have already developed longitudinal data systems that permit student and teacher data to be linked. With the significant increase of \$250 million for State longitudinal data systems provided in the American Recovery and Reinvestment Act (Recovery Act), many more States will develop longitudinal data systems that would permit replication of the types of studies that have already been conducted on the effects of the NBPTS and would also facilitate longitudinal research in the areas that the National Research Council Committee found the current research base to be inadequate. Ensuring that State longitudinal databases contain information related to advanced teacher credentials can also better inform State and local educational agency policies by allowing States to track the effects of incentives and other policies on the number and types of teachers seeking advanced credentials and also to ensure that credentialed teachers are represented in the schools and districts that need them most.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u> ¹	<u>2010</u> ¹
Administration (includes personnel costs, benefits, travel, and indirect costs)	\$942	\$942	\$942
Candidate support services and evaluation activities	1,125	1,125	1,125
Candidate subsidies	7,582	7,582	7,582
School leadership credential development	<u>0</u>	<u>1,000</u>	<u>1,000</u>
Total	9,649	10,649	10,649

¹ Estimates based on 2008 grant award.

INNOVATION AND IMPROVEMENT

Advanced credentialing

PROGRAM PERFORMANCE INFORMATION

The Administration hopes that funding for State longitudinal data systems provided under the Recovery Act will permit more States to develop and enhance State longitudinal data systems that include data on NBPTS, ABCTE, and other policies and approaches to identify and retain highly effective teachers. These longitudinal data are essential to develop meaningful performance measures for this program.

The budget request section contains a discussion of the National Research Council's findings on the effectiveness of the NBPTS credential.

In fiscal years 2004 through 2007 funds from the Advanced Credentialing program also supported the development and implementation of the advanced credential offered by ABCTE. A study of the effect of the 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. Reports on related studies and surveys are available on the ABCTE research page (<http://www.abcte.org/how-we-help/research>). For the advanced credential, the primary research question will be whether or not the credential accurately identifies accomplished teachers and how the credential compares to other methods of identifying these teachers. As of March 2009, ABCTE has awarded 1,381 teaching certificates to 1,233 certified candidates, some of whom received certification in more than one area. The ABCTE advanced credential is not available for candidates yet, so the findings from this study will not be available for several years.

INNOVATION AND IMPROVEMENT

Teach for America

(Higher Education Act of 1965, Title VIII, Part F)

FY 2010 Authorization (\$000s): \$25,000

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
0	\$15,000	+ \$15,000

PROGRAM DESCRIPTION

In 2008, the Higher Education Opportunity Act amended the Higher Education Act of 1965 to include authority for the Teach for America program. Under this program, the Department is authorized to award a 5-year grant to Teach for America, Inc. (TFA), a nonprofit organization that recruits outstanding recent college graduates, who commit to teach for 2 years in underserved communities in the United States. The purpose of the program is to enable TFA to implement and expand its program for recruiting, selecting, training, and supporting new teachers. With these funds, the grantee is required to: (1) provide highly qualified teachers to serve in high-need local educational agencies in urban and rural communities; (2) pay the costs of recruiting, selecting, training, and supporting new teachers; and (3) serve a substantial number and percentage of underserved students.

In order to satisfy these requirements, grant funds may be used for the following activities: (1) recruiting and selecting teachers through TFA's highly selective national process; (2) providing pre-service training to such teachers through a rigorous summer institute that includes hands-on teaching experience and significant exposure to education coursework and theory; (3) finding placements for these teachers in schools and positions designated by high-need local educational agencies as high-need placements serving underserved students; and (4) providing ongoing professional development activities for these teachers during their first 2 years in the classroom, including regular classroom observations and feedback, and ongoing training and support. The grantee may use up to 5 percent of these grant funds to support non-programmatic activities that are not related directly to the recruitment, selection, training, and support of teachers.

The grantee is required to submit an annual report to the Department that must include data on indicators related to the number and quality of the teachers placed in local educational agencies using grant funds, such as: (1) the background of the teachers selected to participate; (2) the training these teachers received through the grant; (3) where these teachers were placed by TFA; (4) the professional development these teachers received; and (5) the retention of these teachers. The annual report must also include an external evaluation of the satisfaction of local educational agencies and principals with teachers placed in their districts and schools through this grant.

The grantee is also required to enter into a contract with an independent auditor to conduct a comprehensive review of the grantee's accounting, financial reporting, and internal control

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systems. This review must assess whether that grantee's accounting, financial reporting, and internal control systems are designed to: (1) provide information that is complete, accurate, and reliable; (2) reasonably detect and prevent material misstatements, as well as fraud, waste, and abuse; and (3) provide information to demonstrate the grantee's compliance with related Federal requirements, as applicable. The independent auditor must complete this review within 90 days of the grantee's first receipt of funding under this program authority and submit a report to the members of the Congressional authorizing committee and the Department, within 120 days of grantee's first receipt of funding, that contains the auditor's findings and any recommendations as appropriate, with respect to the grantee's accounting, financial reporting, and internal control systems.

In addition, the Department is required to use a portion of funds appropriated for this program for a study that examines the achievement levels of the students taught by the teachers assisted through this grant. The study must compare, within schools with a participating teacher, the achievement gains made by students taught by teachers who were assisted through this grant with the achievement gains made by students taught by teachers who were not assisted through this grant. The Department is required to conduct such a study not less than once every 3 years, and each such study must include multiple placement sites and multiple schools within placement sites. The study must meet the peer review standards of the education research community and must include reviewers who are practicing researchers and have expertise in assessment systems, accountability, psychometric measurement and statistics, and instruction.

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

	(\$000s)
2005.....	0 ¹
2006.....	0
2007.....	0 ²
2008.....	0 ³
2009.....	0

¹TFA was funded by Congressional earmarks under the Fund for the Improvement of Education of \$992,000 to support Teach for America generally and \$248,000 to expand into Clark County, Nevada.

²\$4,930 thousand was awarded to TFA as an unsolicited grant under the Fund for the Improvement of Education.

³\$11,790 thousand was awarded to TFA as an unsolicited grant under the Fund for the Improvement of Education.

FY 2010 BUDGET REQUEST

The Administration requests \$15 million to support the new Teach for America program authority. The funds requested would be used to support and expand the efforts of TFA to recruit, select, train, and support outstanding recent college graduates who commit to serve as teachers for at least 2 years in high-need schools and districts in low-income urban and rural communities across the United States.

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Teach for America

Since its creation in 1990, TFA has sought to improve the educational opportunities available to children in low-income communities by expanding the pool of candidates for teaching positions at schools in these communities and building a cadre of leaders in all sectors who are sensitive to the challenges faced by students and teachers in low-income settings. TFA recruits college seniors and recent college graduates with exceptional academic backgrounds, selects candidates through a rigorous application process, and asks them to commit to teaching for at least 2 years at schools in low-income urban and rural communities served by TFA. Data from TFA show that applications and teacher placements have increased significantly. In 1990, TFA received 2,500 applications from which it selected and placed 500 teachers or corps members. In 2008, TFA received nearly 25,000 applications and placed 3,700 new teachers in schools in 29 urban and rural areas of the United States. More than 6,000 TFA corps members are currently teaching in schools and serving approximately 400,000 students.

Since 2001, the Department has awarded nearly \$30.7 million in grants to TFA under the Transition to Teaching program (\$2.8 million), the Fund for the Improvement of Education (FIE): Programs of National Significance authority (\$23.7 million), and Congressionally-directed earmark awards (\$4.2 million). Authorized activities under these grants generally included support for TFA's pre-service residential training program and region-specific local induction, salary costs of additional regional program staff to observe and support teachers, and assistance to enable all TFA teachers to enroll in the university coursework necessary to meet the requirements for highly qualified teachers under the Elementary and Secondary Education Act.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
TFA corps members recruited and trained	0	0	4,200 ¹

¹ Estimate based on the 3,400 TFA corps members recruited, selected, and trained in 2008 with support that included funds from an unsolicited grant awarded under the Fund for the Improvement of Education.

PROGRAM PERFORMANCE INFORMATION

By expanding the pool of qualified candidates for teaching positions in schools serving students from low-income communities, TFA seeks to redress educational inequities and ensure that disadvantaged students have teachers committed to helping them succeed at high levels. In the past several years, various studies have been published that examined whether TFA has achieved this goal by placing teachers who are as effective as teachers hired through other mechanisms, as measured by student achievement on academic assessments. The majority of non-TFA teachers are prepared through traditional programs within colleges of education, which include more coursework on pedagogical approaches to improve student learning and require supervised practical experience teaching in a classroom setting. The key research question is whether the TFA approach of selecting college seniors and recent graduates with exceptional

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academic credentials, who then undergo intensive training in a summer institute, can produce teachers who are as effective as teachers who complete traditional programs.

Although numerous studies of TFA have been conducted in the last decade, this section only includes studies that addressed whether TFA teachers are as effective as other teachers. This discussion is further limited to studies that employed rigorous research designs (randomized controlled trials or analyses of longitudinal data that employed fixed-effects models to control for differences in the characteristics of the students in classrooms to which teachers are assigned). Generally, studies have found that TFA teachers in mathematics courses were either slightly more effective (Decker, Mayer, and Glazerman, 2004; Kane, Rockoff, and Staiger, 2006; Xu, Hannaway, and Taylor 2007) or as effective as non-TFA teachers (Boyd, Grossman, Lankford, Loeb and Wyckoff, 2006). Most of these studies found no difference between TFA teachers and non-TFA teachers in English/language arts courses (Decker, Mayer, and Glazerman, 2004; Kane, Rockoff, and Staiger, 2006). One study found that comparable test score gains were slightly lower for students taught by TFA teachers than non-TFA teachers on English/language arts assessments (Boyd, Grossman, Lankford, Loeb and Wyckoff, 2006), and one study found small test score gains for TFA teachers relative to non-TFA teachers across all subjects, including English/language arts (Xu, Hannaway, and Taylor 2007). The Xu, Hannaway, and Taylor study found that the effect of having a TFA teacher was stronger than that of years of teacher experience or full certification in the subject area.

The Department is currently conducting an evaluation of the impact of teachers selected through two highly selective alternative certification programs, TFA and The New Teacher Project, on the achievement of students in secondary school mathematics courses. The study will randomly assign students to either a teacher who entered through a highly selective route to alternative certification or another teacher who teaches the same math course at the same school. The sample of teachers who entered through highly selective alternative routes will be equally divided between teachers selected through the Teach for America and The New Teacher Project programs. The study will involve approximately 112 schools in up to 20 school districts, with a focus on 300 secondary school math teachers and their approximately 18,000 students and will involve roughly equal samples of middle school and high school teachers. The research questions examined by this study will include:

- What is the impact on student math achievement of secondary school math teachers who entered teaching through two highly selective alternative routes relative to other math teachers in the same schools?
- What is the impact on student math achievement of secondary school math teachers who entered teaching through Teach for America relative to other math teachers in the same schools?

This study will be completed by 2012. More information is available on the Institute of Education Sciences website at: http://ies.ed.gov/ncee/projects/evaluation/tq_alternative.asp.

With the significant increase of \$250 million for State longitudinal data systems provided under the American Recovery and Reinvestment Act, many more States will develop longitudinal data systems that allow State and local educational agencies to link data on students, teachers, and

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schools. Ensuring that State longitudinal databases contain information related to the pathways through which teachers enter the profession and on their academic background would enable policymakers and researchers to more accurately track the effects of Federal, State, and local investments in programs and approaches, such as Teach for America, to improve teacher quality.

INNOVATION AND IMPROVEMENT

Charter schools grants

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

FY 2009 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$216,031 ²	\$268,031 ³	+\$52,000

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

² From the amount appropriated for charter schools in FY 2009, the appropriations act permits the Secretary to use the amount in excess of \$195,000 thousand for Charter Schools Facilities Incentive Grants and Credit Enhancement for Charter Schools Facilities.

³ In FY 2010, the Administration requests the same authority to use funds in excess of \$195,000 thousand from the charter Schools appropriation to fund the Charter School Facilities Incentive grants and Credit Enhancement for Charter School Facilities grants.

PROGRAM DESCRIPTION

The Charter Schools program (CSP) encourages 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. A key 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. 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. Further, 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.

Under the authorizing statute, the Secretary must use the amount appropriated above \$200 million, but not exceeding \$300 million, to make competitive 5-year grants for the State

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Charter schools grants

Facilities program. States eligible for these grants are those with per-pupil aid programs 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. In fiscal year 2009, the appropriations act revised these allocation rules to permit the Secretary to use the amount appropriated in excess of \$195 million (\$21.031 million) to carry out the State Facilities and Credit Enhancement for Charter Schools Facilities programs.

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:

	(\$000s)
2005.....	\$216,952
2006.....	214,782
2007.....	214,783
2008.....	211,031
2009.....	216,031

FY 2010 BUDGET REQUEST

For 2010, the Administration requests \$268.031 million for the CSP, an increase of \$52 million, over the 2009 level. The request would provide increased support for planning and start-up of new high-quality charter schools, a key element of the Administration's strategy to promote successful models of school reform. This sizeable increase is the Administration's first major step toward fulfilling its commitment to double support for charter schools over the next 4 years.

With support from the program, the number of charter schools nationally has increased dramatically from approximately 100 in operation in 1994 to over 4,300 in 2008, serving more than 1.2 million students. Currently, 40 States and the District of Columbia have charter school legislation allowing for the creation of new public schools under alternative governance and accountability arrangements. 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.

At the 2010 request level, the Department would continue to provide grants to SEAs to support planning, development, and initial implementation activities for approximately 1,200 to 1,400 charter schools, as well as fund dissemination activities by schools with a demonstrated history of success. Further, in order to supplement the efforts of States and local developers in creating charter schools, the Department would make direct grants to charter management organizations and other entities for the replication of successful charter school models. The budget request includes appropriations language needed to authorize those grants. The

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Department would also use the available waiver authority to strengthen the capacity of the program to support the growth of charter schools in a variety of situations and contexts. For example, current law limits a charter school to a single planning and implementation grant and a single dissemination grant. This limitation is generally appropriate, as Federal funding should not typically pay for multiple planning periods or provide long-term support of a charter school. However, this limitation can inhibit the growth of charter schools that need external assistance in order to expand (for example, a charter middle school that wants to extend to the high school grades). The Department would address this problem by waiving, in appropriate circumstances, the one-grant limitation. Similarly, current law limits assistance to a charter school to not more than 18 months for planning and program design and not more than 2 years for implementation or dissemination. This prescribed planning period can, for some grantees, limit their ability to develop well-articulated, comprehensive program designs that help guide the successful implementation of a new school. The Department would address this limitation by waiving, in appropriate circumstances, the 18-month planning limitation and allowing grantees additional time within the 36-month grant period for planning and implementation.

For 2010, the Administration recommends continuing the language, included in the 2009 Appropriations Act, providing the Secretary the authority to use funds in excess of \$195 million from the Charter Schools Grants appropriation to fund the Charter School Facilities Incentive grants and Credit Enhancement for Charter School Facilities grants. The Administration would also propose new appropriations language that would allow the Secretary to make awards to Charter Management Organizations to expand or replicate successful charter school models or charter school networks. The Department would use the flexibility provided under these rules to direct \$244.9 million for Charter School Grants, \$14.8 million for the State facilities program, and \$8.3 million for the Credit Enhancement for Charter Schools Facilities program, which is described separately. This language gives the Secretary the flexibility to allocate funds across these three programs based on relative need and quality of the applications (subject to the floor on funding for the regular CSP). The Facilities Incentive 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 2010 request level, all funding for this activity would support the continuation of 5-year grants initiated in fiscal year 2009.

The Administration's request would also continue support for evaluation, technical assistance, and dissemination of model charter programs and charter school laws.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
<i>Charter Schools Grants</i>			
Amount for new awards	\$74,704	\$99,590	\$197,358
Amount for continuation awards	\$107,228	\$87,260	\$39,441
Number of schools supported	1,200	1,200	1,500-1,600
Peer review of new award applications	\$68	\$150	\$150

INNOVATION AND IMPROVEMENT

Charter schools grants

PROGRAM OUTPUT MEASURES (\$000s) - continued

	<u>2008</u>	<u>2009</u>	<u>2010</u>
<i>Facilities Incentive Grants</i>			
Amount for new awards	0	\$12,706	0
Amount for continuation awards	\$12,731	0	\$14,782
Peer review of new award applications	0	\$25	0
National activities, including evaluation	\$8,000	\$8,000	\$8,000

Note: The amounts shown on this table do not include \$8,300 thousand in FYs 2008, 2009, and 2010 for the Credit Enhancement for Charter School Facilities program, which are shown in the program output measures for that activity.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, 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 fiscal year 2010 and future years, and the resources and efforts invested by those served by the charter school program.

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
2006	44	41
2007	44	41
2008	44	41
2009	44	
2010	44	

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Charter schools grants

Measure: The number of charter schools in operation around the Nation.		
Year	Target	Actual
2006	3,600	3,997
2007	3,900	4,155
2008	4,290	4,384
2009	4,720	
2010	5,191	

Assessment of progress: The number of charter schools in operation has increased rapidly, while 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). Meanwhile, the number of charter schools opening each of the past 3 years has continued to increase steadily. Beginning in 2007, the Department has used the Department's ED*Facts* system (rather than data collected by the Center for Educational Reform) as its primary data source for these measures. Data are supplied annually by State educational agencies and are verified by Department staff.

The Department also has developed four annual performance measures to track charter schools' impact on student achievement. Specifically, the measures focus on the percentage of fourth- and eighth- grade charter school students who achieve at or above proficient on State assessments in reading and mathematics. Baseline data, collected through the Department's ED*Facts* system, show that during the 2006-07 school year approximately 63 percent of fourth-grade charter school students were achieving at or above proficient on State assessments in reading/language arts and 62 percent at or above proficient on State assessments in mathematics respectively. The percentage of eighth-grade students proficient in either subject was lower, with approximately 61 percent achieving at or above proficient on State assessments in reading/language arts and only 50 percent at or above proficient on State assessments in mathematics. With these baseline data, the Department has established performance targets that are based on the Elementary and Secondary Education Act (ESEA), Title I statutory goal of ensuring that all students are proficient in reading and mathematics by 2014. Performance data for school year 2007-2008, obtained through ED*Facts*, will be available this spring.

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 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 fiscal year 2004 and awarded 5-year grants to four States. Between 2006 and 2008, the program far exceeded its performance targets, as shown in the chart below. In 2008, the fifth year of the grant, the leveraging ratio increased to 37.6, exceeding the Department's performance target more than four-fold. The Department reconfirmed the data provided by the four State grantees and determined that the figures were accurate and that the high leveraging ratio was due one grantee achieving an exceptionally high leveraging ratio of 50.5. The 2009 and 2010 targets reflect the beginning of a new cycle for the second cohort of grants and may

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need to be adjusted once baseline data are received. The Department plans to award the second cohort of State Charter School Facilities Incentive Grants this spring and expects to have baseline data available by the summer of 2010.

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	Cohort 1		Cohort 2	
	Target	Actual	Target	Actual
2006	2.7	5.3		
2007	3.1	5.8		
2008	7.0	37.6		
2009			4.0	
2010			5.0	

The Department has 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 of launching a successful school (defined as a school in operation for 3 or more years). Initial data for the fiscal year 2006 show an average cost of \$472 per student. Efficiency data, collected through annual grantee performance reports, will continue to be analyzed and will assist the Department in determining what constitutes a reasonable cost per student based on different program types and grade levels.

Other Performance Information

In fiscal year 2003, the Department launched its first evaluation of the federally supported Charter Schools Program. 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 two treatment groups and a control group for two consecutive grade levels and also will survey students, parents, and principals. The analysis will then examine how the policy conditions contribute to impacts on student achievement. The Department expects the final evaluation report to be available in the fall of 2009.

A number of 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 national study released in 2004 by Harvard University, showed that students in charter schools outperformed their peers in traditional public schools on both State reading and math assessments. Students in charter

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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 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.

Several studies have used more a rigorous experimental research design to compare the performance of students who were admitted by lottery into oversubscribed charter schools and those who were not admitted and instead attend traditional public schools. Hoxby and Murarka (2007), as part of the New York City (NYC) Charter School Evaluation Project, found a positive achievement effect for students attending the city's charter schools. In reading, NYC charter school students in grades 3 through 8, on average scored 1.6 scale score points or 0.04 standard deviations above what would have been expected had they remained in traditional public schools. In math, NYC charter school students in grades 3 through 8, on average scored 3.8 scale score points or 0.09 standard deviations above what would have been expected had they remained in traditional public schools. These improvements were in addition to typical developmental gains that these students would have been expected to make in the traditional public school, had they not been awarded a seat through the lottery. The evaluation also included demographic information and found that students applying to New York City's charter schools are more likely to be African American (64 percent versus 32 percent) and eligible for free or reduced-price lunch (93 percent versus 74 percent) than students in the traditional public schools in the district. The researchers also examined charter school policies in relation to achievement and found that effects on achievement were correlated with the length of the school year.

Further, a 2009 study, *Informing the Debate: Comparing Boston's Charter, Pilot, and Traditional Schools*, by researchers from the Harvard Graduate School of Education and the Massachusetts Institute of Technology, found that charter schools in Boston are making a significant difference. This study used an innovative two-part research design, including the collection of observational data from every charter and pilot school in Boston and the examination of a subset of students who participated in lottery-based admission. According to the findings, charter school students at the middle and high school grades consistently outperformed their peers at pilot schools and at traditional schools. For each year of attendance in middle school, the charter school students raise their achievement 0.09 to 0.17 standard deviations in reading and 0.18 to 0.54 standard deviations in math relative to their peers attending traditional Boston Public Schools. The estimated impact on math achievement is quite significant, an effect large enough to move a student from the 50th to 69th percentile in student performance in 1 year. The findings at the high school level were less robust than at the middle school level, 0.16 to 0.19 standard deviations in reading and 0.16 to 0.19 in math relative to those attending traditional schools. These findings, although specific to Boston and New York City schools, might be applicable to other large cities with similar student demographics.

In light of the changing charter school landscape and recent research findings, the Department is planning to initiate a second evaluation of the Charter Schools Program in the summer of 2009.

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Program Improvement Efforts

The Department is undertaking the following improvement efforts for this program.

- *Improving the collection of program performance data and using these data to inform funding recommendations, program management, and technical assistance efforts.* The Department is coordinating the program's data collection efforts with the ED Facts initiative and is developing an integrated system to (1) collect program performance and fiscal information from SEA and non-SEA grantees on all active CSP subgrants; (2) provide training and technical assistance on the CSP data collection system for new grantees; and (3) analyze and report data obtained from CSP grantees. Through this integrated system, the Department recently obtained baseline performance data for school year 2006-07 and has established targets for each of the program's performance and efficiency measures. The Department is also using these data to inform program management, monitoring, and technical assistance activities and to determine annual funding recommendations.
- *Working one-on-one with CSP grantees to improve the accuracy and timeliness of performance reporting through full implementation of the program's 3-tiered monitoring plan.* In an effort to improve the reporting and accuracy of fiscal and performance data, the Department, in fiscal year 2008, awarded three contracts to support data collection, monitoring, and technical assistance. Project-level analysis of SEA and non-SEA grants and findings from the on-site monitoring visits are used to shape the technical assistance provided to grantees.

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Credit enhancement for charter school facilities

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$8,300 ²	\$8,300 ³	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

² The FY 2009 appropriation does not provide a separate appropriation for this program; instead, from the amount provided for charter schools, the appropriations language permits the Secretary to use funds in excess of \$195,000 thousand for Charter School Facilities Incentive grants and Credit Enhancement for Charter School Facilities.

³ In FY 2010, the Administration requests the same authority to use funds in excess of \$195,000 thousand from the charter schools appropriation to fund Charter School Facilities Incentive grants and Credit Enhancement for Charter School Facilities grants.

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 such 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 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; and facilitate charter schools' facilities financing by identifying potential lending sources, encouraging private lending, and other similar activities. These are all forms of credit enhancement intended to reduce risk to the lender, thereby creating access to credit for charter schools or lowering the interest rate and cost of borrowing to the charter school.

Some of the grantees have been community development financial institutions (CDFIs), which typically specialize in project finance and economic development in low-income communities. The remaining grantees have been non-profits, State public finance authorities, and one local public finance authority.

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Credit enhancement for charter school facilities

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

	(\$000s)
2005.....	\$36,981
2006.....	36,611
2007.....	36,611
2008.....	8,300 ¹
2009.....	8,300 ²

¹ The Department used \$8,300 thousand from the FY 2008 appropriation for charter schools for Credit Enhancement for Charter School Facilities.

² The Department intends to use \$8,300 thousand from the FY 2009 appropriation for charter schools for Credit Enhancement for Charter School Facilities.

FY 2010 BUDGET REQUEST

For 2010, the Administration proposes to use \$8.3 million for the Credit Enhancement for Charter School Facilities program through continuation of appropriations language that permits the Department to use a portion of the charter schools appropriation to fund Charter School Facilities Incentive and Credit Enhancement applications. This request would support continued assistance to charter schools in obtaining educational facilities.

Demand for Charter School Facilities

The demand for enrollment in charter schools is likely to continue to increase, given the increasing numbers of charter schools and increasing charter school enrollments. Additionally, under Title I of the Elementary and Secondary Education Act (ESEA), students attending schools identified 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 ESEA 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. However, charter schools will not be able to fulfill the role envisioned for them in law if they do not have adequate facilities.

According to the Center for Education Reform's 2008 *Annual Survey of America's Charter Schools*, only 30 percent of charter schools own their buildings. 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. In a 2008 working paper for the Federal Reserve Board, Jonathan Kivell of United Bank stated that the lack of public funding and private-sector investment for facilities funding has prevented charter schools from growing at a rate that would keep up with enrollment demand. According to the report *2007 Charter School Facility Finance Landscape* by the Local Initiatives Support Corporation (LISC), a national community development organization, "Lack of access to appropriate public facilities or to public funding for facilities continues to be a major obstacle for charter school operators."

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Credit enhancement for charter school facilities

Barriers to Funding Charter School Facilities

While charter schools receive public funding for operations, they often must find and finance their own facilities. Charter schools have had difficulty obtaining funds on a basis equal to traditional local educational agencies (LEAs) and public schools. For example, a 2000 report from the Government Accountability 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 another 2000 report, *Venturesome Capital: State Charter School Finance Systems* (by the Department's then Office of Educational Research and Improvement), charter schools usually do not receive funding for facilities equivalent to traditional LEAs. This finding was echoed in 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.

According to the Department's December 2008 report, *Making Charter School Facilities More Affordable: State-driven Policy Approaches*, charter schools are limited in their ability to borrow money for a variety of reasons. Most importantly, they lack a tax base. Facilities for traditional public schools are typically funded by property tax revenues residing with the school district or local government, and local educational agencies can also issue bonds to finance their facilities needs. In contrast, charter schools have no direct access to this public revenue stream. Consequently, bonds issued by charter schools do not include a taxpayer pledge to back such loans, reducing their appeal to lenders and usually increasing the interest costs to the charter schools. Additionally, as noted in an implementation study described below, Credit Enhancement grantees and charter schools often serve low-income areas. These areas have less of a property tax base from which to derive revenues, but face the same costs of constructing or renovating school facilities. Further, because they are not backed by the full faith and credit of a government entity and face the risk of not having their charter renewed, charter schools pose an additional risk to lenders. Typical terms and amortizations often exceed a school's charter. Thus, charter schools tend to be perceived as having greater financial risk by lenders, investors, and landlords. Additionally, many charter schools are not able to issue tax-exempt bonds; 7 of the 41 States with charter laws do not allow charters to access tax-exempt debt, according to the 2007 LISC report.

Bond financing is typically more attractive to charter schools than borrowing directly from banks, because it usually offers longer terms, lower rates, and fixed payments. But most charter schools are unable to pay the risk-adjusted rate of return for the money they would need to borrow in order to acquire adequate facilities through bonds. Charter school facilities needs are the greatest in the early years, when their creditworthiness is typically lowest due to a lack of successful operating history. In 2008, Russell Caldwell of the investment firm D.A. Davidson & Co., indicated that, even with the existing structures of support, only about 1 in every 10 charter schools has been able to secure bond financing.

Charter School Credit Ratings

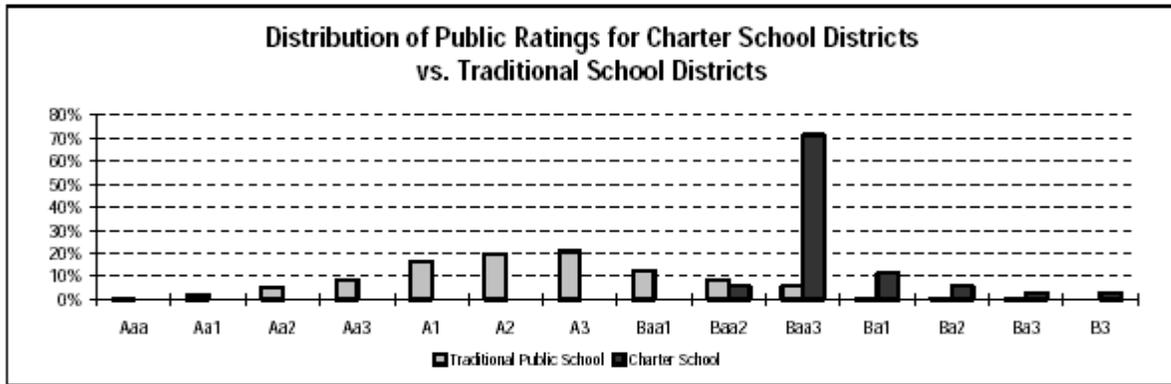
A 1999 Moody's Investors Service publication, *Moody's Methodology for Rating Charter Schools: A Growing Presence in the Market Place*, indicated that financing for charter schools is considered to be riskier than for regular public schools because charter schools generally have

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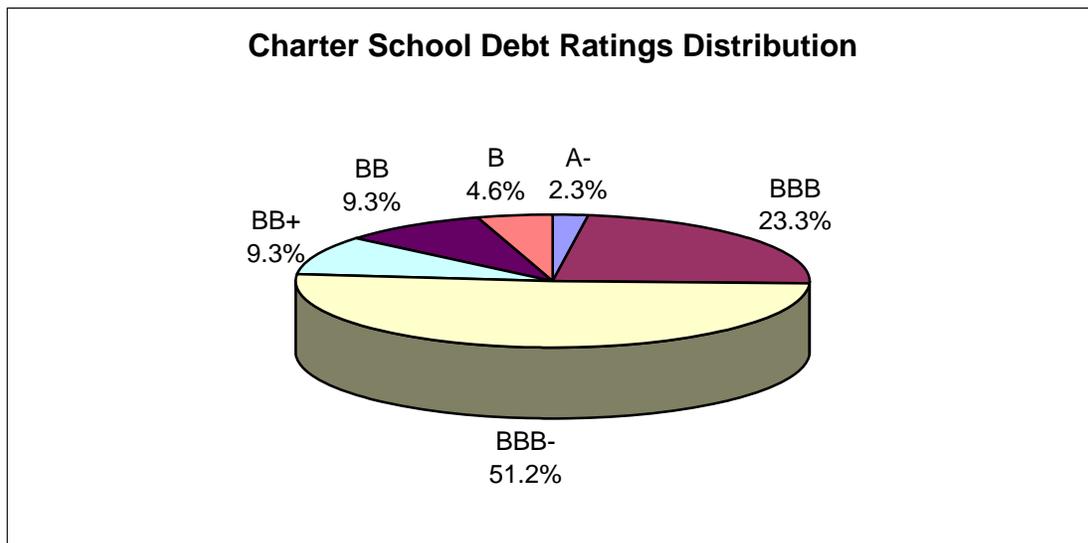
Credit enhancement for charter school facilities

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. These perceived risks often mean that charter schools pay higher interest rates or rent, or that lenders, investors, and landlords refuse to do business with them. Consequently, charter schools often have difficulty obtaining adequate facilities. 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.



In a March 2006 article *U.S. Charter School Ratings Continue to Grow as the Market Broadens*, Standard & Poor's stated that 51 percent of charter schools bonds held a BBB- rating (as depicted in the chart below), which is comparable to Moody's Baa3 rating.



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According to the 2006 Standard & Poor's report, most new and small charters will likely continue to receive ratings in the BBB category or lower, because they lack a record of sound operating history. Challenges remain even for schools that can obtain investment-grade credit ratings. Over the past 2 years, the credit markets have become increasingly constricted, which has put additional stress on facilities financing and has increased the need for charter school credit enhancement. The ongoing credit crunch has led to a tightening of the credit standards applied to all types of lenders, which has further limited charter school access to the bond market.

While charter schools have established themselves firmly on the public education landscape and have had increasing success in securing facilities financing, they still constitute a poorly understood segment in the eyes of many lenders. Charter schools will continue to need the credit-enhancing support of the program. The following are examples of charter school credit enhancements financed through the program:

- One charter school assisted through the program is located in New York City, with 90 percent of its students eligible for free or reduced-price lunch. Operating out of limited rented space in a church for 4 years, the school was unable to enroll more than 100 students. The school developed a plan for a new 40,000-square-foot facility. Through a program grantee, the school secured a \$4 million credit-enhanced loan to begin the project and was able to raise \$12 million in contributions to complete construction. The campus can accommodate over 700 students in grades 5 through 12.

- A charter school operating an elementary school in Los Angeles sought an additional charter to operate a middle school. The school used a \$1.5 million credit-enhanced loan facilitated by a program grantee to help finance the construction of a \$4 million facility for the planned expansion. A few years later, the charter school had established a track record strong enough to refinance the loan without the need for credit enhancement.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Amount of new awards	\$8,300 ¹	\$8,225 ²	\$8,225 ²
New awards	1	1	1
Range of new awards	\$8,300	\$8,225	\$8,225
Peer review of new award applications	0 ³	\$75 ²	\$75 ²
Estimated amount of charter school facilities funds leveraged over the life of the grants	\$99,600 ⁴	\$98,700 ⁴	\$98,700 ⁴

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Credit enhancement for charter school facilities

PROGRAM OUTPUT MEASURES (\$000s) – continued

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Estimated number of charter schools served over the life of the grants	14	14	14

¹The Department used \$8,300 thousand from the FY 2008 appropriation for Charter School Grants for Credit Enhancement for Charter School Facilities.

² The Department plans to use \$8,300 thousand from the appropriation for Charter School grants in FY 2009 and FY 2010 for Credit Enhancement for Charter School Facilities peer review and grants.

³The Department funded the next highest-scoring applicant from the FY 2007 slate.

⁴ 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

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2010 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: 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 of dollars).		
Year	Target	Actual
2005	100	109
2006	100	160
2007	120	332
2008	140	
2009	200	
2010	200	

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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
2005	20	37
2006	25	52
2007	40	65
2008	50	
2009	60	
2010	60	

Assessment of progress: Data for the program show a continuing trend of increasing amounts leveraged and an increasing number of charter schools served. For FY 2005, new and continuing grantees leveraged \$109 million for 37 schools. In FY 2007, this amount had increased to \$332 million and 65 schools. The program has exceeded its targets for both measures in each of the last 3 years. Targets have not been subsequently increased, and remain steady after FY 2009, as the Department expects grantees across all cohorts to complete a more consistent number of credit enhancements in the coming years. Data for 2008 will be available later this spring.

Other Performance Information

The Department has tracked the level of defaults on loans facilitated. Only 7 cents of every \$100 of grant funds has been lost to default. When leveraged funds are taken into account, this comes to 2 cents for every \$100 of the total amount supported through the program.

The Department completed an evaluation of the program in 2008. The evaluation addressed 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 study found that the program is achieving its purpose and improving the borrowing capabilities of charter schools. Representatives of grantees, commercial lenders, investment banks, and rating agencies agreed that, without the program, assisted schools would not have received facilities loans at any price. Unsuccessful applicants were generally not able to support their proposed lending levels, indicating that the program does provide improved access. Entities that used their program funds to credit-enhance a loan made by a lender or a bond purchased by an investor supported higher lending volumes and a greater number of schools than those making direct loans, indicating that the grantees tend to be more effective when acting as a third-party credit-enhancing agent rather than as a direct lender. But this finding is not conclusive, since it was based on a small number of grantees. Additional findings include that entities that had experience making direct loans to charter schools before becoming grantees were able to provide a significantly higher volume of loans after receiving program

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awards, and that charter schools assisted through the program were generally located in census tracts with a lower median household income than the relevant county as a whole and had a higher proportion of minority students than traditional public schools or even other charter schools.

INNOVATION AND IMPROVEMENT

Voluntary public school choice

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$25,819	\$25,819	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

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.

INNOVATION AND IMPROVEMENT

Voluntary public school choice

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$26,543
2006.....	26,278
2007.....	26,278
2008.....	25,819
2009.....	25,819

FY 2010 BUDGET REQUEST

The Administration is requesting \$25,819 million for the Voluntary Public School Choice (VPSC) program for fiscal year 2010, the same as the 2009 level.

The VPSC program enables States and districts to establish or expand State- or district-wide public school choice programs. The first two cohorts of VPSC projects, for example, have focused on creating inter-district choice options, augmenting curricula at schools to attract transferring students more effectively, 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 of the Elementary and Secondary Education Act (ESEA), to other schools not identified so that they are able to succeed in their new learning environments.

In fiscal year 2007, the Department made 14 awards to initiate the second cohort of 5-year grants under this program. In the 2007 competition, the Department focused on inter-district choice because, under ESEA section 1116, 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 section 1116, and examinations of Title I implementation have concluded that the low level of activity in this area has limited the effectiveness of the choice provisions. The Department, through the VPSC program, is building momentum for inter-district choice programs by funding the development and implementation of a variety of inter-district models in regions across the country. Such arrangements, beyond creating new choices for children, may encourage more effective community participation and regional cooperation in education. Each of the 14 grants in the 2007 cohort includes an inter-district choice approach.

Further, in the fiscal year 2007 competition, the Department gave priority to applications that aimed to improve the academic achievement of secondary school students who are at risk of not meeting State academic standards and not completing high school and to collect pre- and post- intervention data to assess the impact of the project on student academic achievement.

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The Department made secondary-school student achievement a priority because research has shown consistently that many high schools across our Nation are in crisis with declining student achievement, increasing dropout rates, and high levels of remediation.

The following are examples of projects in the second cohort:

- **Utica Community School Choice Program.** This joint project between Utica Community Schools, Mount Clemens Community Schools, and Armada Area Schools, located in Macomb County, Michigan, is focused on developing a model inter-district public school choice program. Utica's project serves middle and high school students, in particular those who attend one of the 50 low-performing schools in the region, those who are at risk of not meeting State proficiency standards, and those who come from low-income or disadvantaged backgrounds. Through the VPSC grant, the Utica project is developing specialized academic and career-focused programs in mathematics, science, technology, legal studies, and the arts. The grantee has shown strong performance in the first 2 years of the grant, increasing both capacity and student participation. Between school year 2007-2008 and school year 2008-2009, the project reported that capacity, or total number of seats available for choice, increased from 275 seats to 768 seats and participation increased from 0.63 percent to 1.56 percent of eligible students, respectively.
- **New Haven Public Schools Voluntary Public School Choice Program.** The New Haven Public Choice project is expanding efforts, initiated under a 2002 VPSC grant, to provide students attending low-performing Title I schools high-quality, school choice options. This project consists of a range of choice strategies, including inter- and intra-district magnet schools, charter schools, non-magnet schools called Lighthouse Schools, and a transfer program involving 13 urban and suburban school districts called Project Choice. The project's goal is to create diverse high-achieving schools, so that students and parents are attracted to the school's program rather than to the school's geographic location. Recent performance data show that the New Haven project had more than 15 percent of eligible students participating in school choice in school year 2007-2008.
- **University of South Carolina School Choice Program.** This project, the Spartanburg Scholars Academy, is a partnership in Columbia, South Carolina between the University of South Carolina's School of Education and Spartanburg County school district. The Academy, situated on the University of South Carolina campus, enrolls students from seven of the county's low-performing high schools and provides them with a challenging academic program of college preparatory, honors, and advanced placement coursework. With its competitive academic and international focus, the Academy emphasizes the importance of relationships and diverse experiences in building student success; therefore, students are engaged in mentoring relationships with university students, professors, and teachers and also have numerous internship and study-abroad opportunities available to them. In school year 2007-2008, the Academy reported an increase in school choice capacity from zero to 25 students in the first year and projects a four-fold increase by the end of the 5-year grant. During the first year, the project also reported that 0.68 percent of eligible students were participating in the program, but projects that this percentage will increase to nearly 3 percent by the end of the grant in school year 2011-2012.

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Voluntary public school choice

The Department would use fiscal year 2010 funds to make fourth-year continuation awards to the fiscal year 2007 grantees. By statute, the Department may reserve up to 5 percent of the amount appropriated to use for evaluation activities, dissemination of information, and technical assistance. As a preliminary plan, the Department would use approximately \$1.2 million to continue national efforts initiated in fiscal year 2009, including support for grantee evaluations and data collection; dissemination of a promising practices toolkit through the choice.org website; and enhanced technical assistance and monitoring activities.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Amount for awards	\$25,366	\$24,529	\$24,529
Number of new awards	0	0	0
Number of continuation awards	14	14	14
Peer review of new award applications	0	0	0
National activities/evaluation	\$453	\$1,290	\$1,290

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including for example, 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 fiscal year 2010 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.*

INNOVATION AND IMPROVEMENT

Voluntary 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	Cohort 1		Cohort 2	
	Target	Actual	Target	Actual
2005	849,864	862,396		
2006	846,523	896,194		
2007	843,384	739,068		
2008				1,545,834
2009			1,576,751	
2010			1,608,286	

Assessment of progress: Data for the first cohort of grantees were collected from the Department's evaluation of the VPSC program and reflect the number of students who were eligible to participate in school choice through the funded projects. These data show an upward trend in the number of students eligible to participate in the VPSC program until 2007 when there was a notable decline. In 2007, the Department returned to using grantees' annual performance reports (rather than data from the National Evaluation of the Voluntary Public School Choice Program) as its primary data source. For this measure, only 9 of the 13 grantees reported data in 2007 compared to 11 grantees that reported data in previous years through the National Evaluation. The smaller number of grantees reporting data in 2007 may explain the decline in the number of eligible students between 2006 and 2007.

In 2008, the Department established initial performance targets for the second cohort of grantees based on the expectation that the number of eligible students would continue to increase over time from the first cohort of grantees. However, analysis of the baseline data from the second cohort showed a significant increase in the number of eligible students and, as a result, the Department recently revised its targets to better align with the second cohort's performance. Performance data for 2009 will be obtained from annual grantee progress reports and will be available this fall.

Measure: The percentage of students participating at Voluntary Public School Choice sites who exercise school choice by changing schools.				
Year	Cohort 1		Cohort 2	
	Target	Actual	Target	Actual
2005		2.9		
2006	2.0	4.1		
2007	2.5	4.1		
2008				4.7
2009			6.0	
2010			7.4	

Assessment of progress: Data for the first cohort were collected from the Department's evaluation of the program. Data reported previously showed, for 2004, a 1 percent participation rate and for 2005, a 1.9 percent participation rate (which reflects the percentage of participating

INNOVATION AND IMPROVEMENT

Voluntary public school choice

students who transfer to a different school); however, based on data reported recently through the evaluation the revised percentages are 1.5 percent for 2004 and 2.9 percent for 2005. For 2006 and 2007, the rate grew to 4.1 percent, which exceeded the 2.0 and 2.5 percent targets that were based on the previous (since corrected) baseline data. In 2007, the Department returned to using grantees' annual performance reports (rather than data from the National Evaluation of the Voluntary Public School Choice Program) as its primary data source. For this measure, only 8 of the 13 grantees reported data in 2007 compared to 11 grantees that reported data in previous years through the National Evaluation.

In 2008, the Department established initial performance targets for the second cohort of grantees based on the expectation that the percentage of eligible students will continue to increase over time from the first cohort of grantees. Analysis of the baseline data from the second cohort showed a sizeable increase in the percentage of eligible students changing schools over the previous cohort's baseline year and, as a result, the Department recently revised its targets to better align with the second cohort's performance and with the program's goal of doubling the percentage of students changing schools by the end of the 5-year grant period. Performance data for 2009 will be obtained from annual grantee progress reports and will be available this fall.

Beginning with the 2007 cohort, the Department has begun to collect achievement data for VPSC participating students. At baseline across 14 VPSC grantees, approximately 54 percent of students who exercise public school choice achieved proficiency on their State language arts/reading assessment, and approximately 58 percent achieved proficiency on their State mathematics assessment. Analysis of a subset of eight VPSC grantees that have provided both baseline and year 1 data showed slight increases in reading proficiency (1.9 percent, an increase from 60.5 percent to 62.4 percent) and in mathematics proficiency (2.0 percent or an increase from 60.6 percent to 62.6 percent).

Other Performance Information

The Department, in the fall of 2008, released the final report of the national evaluation on the implementation of the VPSC program. The VPSC evaluation examined choice initiatives across 13 programs in the first grant cohort over a 5-year period. Specifically, the evaluation addressed: (1) the characteristics of the VPSC program sites; (2) how, and the extent to which, the VPSC projects promoted educational equity and excellence; and (3) the effects of the VPSC projects on the academic achievement of participating students. The evaluation found that the total number of students identified as eligible for choice and the total number of enrolling students in the VPSC program increased during the early years of the program, but then declined during the program's fifth year. Ten of the VPSC grantee sites provided eligibility and enrollment data for 4 consecutive years (school year (SY) 2003-04 to SY 2006-07). Across these 10 sites, enrollment of first-time enrollees increased from an average of 696 students per site to 2,459 students per site from SY 2003-04 to SY 2005-06, but then declined to 2,167 students per site in SY 2006-07. The enrollment decline in the final year of the program may reflect a saturation point for sites, given that a large portion of enrollees from earlier years remained enrolled in those schools and, thereby, limited the number of available seats during the final year of the grant.

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Voluntary public school choice

The evaluation's findings on student achievement were modest. The evaluation compared trend data from six cohorts of VPSC enrollees and six cohorts of matched non-VPSC enrollees across four of the 13 program sites. When these two groups were compared, those students enrolled in the VPSC initiatives demonstrated slightly higher achievement in reading and mathematics compared to those students not enrolled. These findings, however, may have been influenced by several factors, including the procedure for matching the comparison group, the length of time covered by the trends (such that more data points came before the start of the VPSC program than after), and, lastly, the fact that these data represent only 4 of the 13 VPSC sites and, therefore, a small proportion of the enrolling students. The final VPSC evaluation report is available on the Department's website (www.ed.gov/rschstat/eval/choice/vpscp1/report.pdf).

INNOVATION AND IMPROVEMENT

Magnet schools assistance

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$104,829	\$104,829	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

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 the funds for activities intended to improve academic achievement. 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:

	(\$000s)
2005.....	\$107,771
2006.....	106,693
2007.....	106,693
2008.....	104,829
2009.....	104,829

FY 2010 BUDGET REQUEST

The Administration requests \$104.829 million for the MSAP for fiscal year 2010, the same amount as the 2009 level. This program, like the Charter Schools program, is an important means of fostering education reform and innovation by increasing choice among, and accountability in, public schools. With their special curricula, Magnet Schools support increased student achievement by strengthening students' knowledge of core subjects such as math and science and by helping to raise the high school graduation rate. The Administration's request would provide approximately \$102.5 million for new grants and approximately \$2.1 million for program evaluation and dissemination activities.

PROGRAM OUTPUT MEASURES (\$000)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Amount of awards	\$103,256	\$103,002	\$102,483
Number of new awards	0	0	38-40
Number of continuation awards	41	41	0
Range of awards	\$350-\$4,000	\$350-\$4,000	\$350-\$4,000
Peer review of new award applications	0	0	\$250
Evaluation and dissemination	\$1,573	\$1,827	\$2,096

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including for example, 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 fiscal year 2010 and future years, and the resources and efforts invested by those served by this program.

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Magnet schools assistance

Goal: Students have access to high-quality education in desegregated magnet schools.

Objective: Federally funded magnet schools will eliminate, reduce, or prevent minority group isolation in targeted elementary and secondary schools with substantial proportions of minority group students.

Measure: The percentage of magnet schools whose student applicant pool reduces, prevents, or eliminates minority group isolation.				
Year	FY 2004 Cohort		FY 2007 Cohort	
	Target	Actual	Target	Actual
2005		66.9		
2006	67.9	68.4		
2007	69.9			
2008			71.9	
2009			73.9	
2010			75.9	

Assessment of Progress: Early implementation data show a small but significant increase, from 66.9 percent in 2005 to 68.4 percent in 2006, in 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. (Minority group isolation refers to a condition in which minority students, including American Indian or Alaskan Natives, Asian or Pacific Islanders, Hispanics, and Blacks (not of Hispanic origin), constitute more than 50 percent of the enrollment of a school.) The 2006 result exceeded the established performance target. The Department expects to have additional data available this spring.

Objective Magnet school students meet their State's academic achievement standards.

Measure: Percentage of magnet schools whose students from major racial and ethnic groups meet or exceed their State's annual progress standards in reading.				
Year	FY 2004 Cohort		FY 2007 Cohort	
	Target	Actual	Target	Actual
2005		70.4		
2006	73.4	63.0		
2007	77			
2008			80.3	
2009			83.6	
2010			86.9	

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Magnet schools assistance

Measure: Percentage of magnet schools whose students from major racial and ethnic groups meet or exceed their State's annual progress standards in mathematics.				
Year	FY 2004 Cohort		FY 2007 Cohort	
	Target	Actual	Target	Actual
2005		71.3		
2006	74.5	60.9		
2007	77.7			
2008			80.9	
2009			84.1	
2010			87.3	

Assessment of Progress: The data, collected through annual grantee reports, show a notable decrease in the percentage of schools whose minority students met or exceeded their State's annual progress standards in reading and mathematics. The 2006 results show that grantees' performance, in both subject areas, did not meet the established targets, which are based on the Elementary and Secondary Education Act (ESEA), Title I statutory goal of ensuring that all students are proficient in reading and mathematics by 2014. With only 2 years of data, it is not yet clear why these results were achieved. One possibility is that 2006 may have been a year in which States raised their targets, and magnet schools may not have been able to meet the higher targets. The Department is reanalyzing these data and examining factors that may have influenced the results, such as whether or not programs were implemented fully or for a long enough time period to achieve intended effects, as well as the rigor of the magnet school curriculum and whether teacher training was sufficient.

The remaining performance 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 expects to have additional data available this spring.

Efficiency Measures

The Department has implemented an efficiency measure to assess the Federal cost per student in a magnet school. Initial data for the fiscal year 2004 cohort show an average cost of \$769 per student in a magnet school; across projects, these costs have varied significantly from \$164 to \$5,126. The range of costs may have been influenced by numerous factors, such as variations in implementation strategies, types and numbers of programs, grade levels served, whether the program is new or modified, and, lastly, whether the program serves all students or only a sub-set of students in a school. Efficiency data, collected through annual grantee performance reports, will continue to be analyzed and will assist the Department in determining what constitutes a reasonable cost per student based on different program types and grade levels.

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Other Performance Information

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

In 2008, following a year-long feasibility study, the Department initiated a new national evaluation of magnet schools focused on a single category of schools that receive funding through the MSAP program: elementary schools that convert to become whole-school magnets. The study will examine the relationship of magnet conversion to resident (those who live within the attendance zone) and non-resident (those who live outside the attendance zone, but choose to attend the magnet school) student outcomes independently. The evaluation will use a comparative interrupted time series quasi-experimental design, involving fiscal year 2004 and/or 2007 grantees, to examine the relationship between magnet school conversion, student achievement, and other outcomes, including minority group isolation in schools. Each magnet school will be matched with two similar traditional public elementary schools that will serve as comparison schools. Further, the evaluation will examine how factors related to student achievement vary according to the characteristics of the magnet schools and of the regular public schools in the same districts. The data collection, which began in early 2008, relies heavily on analysis of existing student records data, including demographic information, residence indicators, and academic test scores collected at various time points. Further, the evaluation will collect one round of principal and magnet school coordinators surveys. The evaluation is scheduled to conclude in the fall of 2011.

Further, the Department has initiated a descriptive study of the 2004 and 2007 MSAP grantee districts and schools. The report will examine the extent to which MSAP-funded grantee districts and schools are similar to other districts and schools across the country. The data included in the report are from the year prior to the award and are used only to characterize the districts and schools that were selected to receive MSAP funding. The Department expects to release this descriptive report this summer.

Program Improvement Efforts

The MSAP is the only Federal program that focuses solely on school desegregation. The Department is undertaking the following improvement efforts for this program.

- *Collecting data on annual and long-term performance measures and using these data to establish baselines and performance targets.* Baseline data for the annual and long-term measures have been reported for the fiscal year 2004 cohort, and the Department

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has used these data to establish performance targets based on the statutory goal of all students achieving proficiency in reading and mathematics by 2014. The Department is analyzing data for the 2007 cohort and expects to have baseline data for the annual and long-term measures available this spring.

- *Working with the subset of MSAP grantees that are conducting rigorous evaluation to provide assistance in developing sound performance measures, ensuring treatment fidelity, and improving data collection and reporting.* In fiscal year 2008, the Department entered into a contract to provide enhanced technical assistance and evaluation support to the subset of MSAP grantees that are conducting rigorous evaluations. The Department's contractor continues to provide technical assistance to grantees on their evaluation plans, specifically the extent to which the evaluation plan relates to the program objectives and performance measures and will produce meaningful data.

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Advanced placement

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$43,540	\$43,540	0

¹The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language. .

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) and International Baccalaureate (IB) classes and tests for low-income students. 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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Funding levels for the past 5 fiscal years for the ESEA program were as follows:

	(\$000s)
2005.....	\$29,760
2006.....	32,175
2007.....	37,026
2008.....	43,540
2009.....	43,540

FY 2010 BUDGET REQUEST

The Administration requests \$43.5 million for the Advanced Placement program, the same as the 2009 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, an estimated \$15.4 million will be required to fully fund State applications for the Test Fee program, which will pay for a portion of low-income students' AP and IB test fees. The remaining funds will support continuations for Advanced Placement Incentive (API) grants awarded in FY 2008 and FY 2009.

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 nonprofits 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 under the ESEA program are using 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 AP and IB, 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, class rank or 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.

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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 1998, approximately 635,000 students took just over 1 million College Board AP exams. By 2008, these numbers had grown to over 1.5 million students and over 2.7 million exams. The number of students taking IB exams, while much smaller, has also grown very quickly, from nearly 14,000 students who took over 35,000 IB exams in 1998 to more than 49,000 students who took more than 129,000 IB exams in 2008.

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 almost 14 percent between 2007 and 2008, and has increased by more than 50 percent since 2005. However, participation in advanced placement programs is still highly correlated with family income. In 2008, low-income students took only 12 percent of all AP tests.

In addition, some subgroups of minority students continue to be underrepresented among AP test-takers. In 2008, 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 an estimated 14.4 percent of the student population in 2008 was African-American, only about 6.5 percent of AP tests in 2008 were taken by African-American students. Similarly, American Indian students represented 1.1 percent of the national student population, but took only about 0.5 percent of the AP tests in 2008. For both African-American and American Indian students, these figures have remained essentially unchanged since 2000. Hispanic students, on the other hand, account for over 13 percent of all AP tests taken in 2008, only slightly lower than the estimated 15.4 percent that Hispanic students represent of the total student population. However, in 2008, Hispanic students took over 60 percent of AP Spanish Language exams and 82 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 lower than would be expected based on their representation in the total population of public school students.

A 2008 report released by the Educational Testing Service (ETS), *Access to Success: Patterns of Advanced Placement Participation in U.S. High Schools*, underscores the point that students from low-income families and students who are members of minority groups take fewer AP exams than their peers. Based on 2004 data from the College Board, ETS estimated that 10.3 percent of Asian American students took at least one AP exam, compared to 5.3 percent of white students, 2.4 percent of Hispanic students, and 0.5 percent of African American students.

Trends in AP Success

The ETS report also states that those low-income and minority students who take AP exams tend to perform at a lower level than their peers, and recent data support that claim. For example, according to 2008 College Board data, the average AP exam taken by an African-American public school student received a score of 1.86, while the average exam taken by a

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white public school student received a 2.92 score. Exams taken by Asian-American public school students, however, received an average of 3.09. It is important to note that a score of a 3 is generally considered a passing score on an AP exam.

According to the Institute of Education Sciences report *High School Coursetaking: Findings from The Condition of Education 2007*, the overall AP exam pass rate has decreased in recent years as the number of exams taken and passed has increased: “The percentage of examinations resulting in a qualifying score of 3 or better decreased from a high of 65 percent in 1997 to a low of 50 percent in 2005. At the same time, the number of examinations with a score of at least a 3 increased 111 percent (from 579,865 to 1,225,845). However, the number of examinations with a score of 1 or 2 increased 163 percent (from 319,598 to 839,200).”

Despite the fact that minority and low-income students pass AP exams at a lower rate than their peers, the increases in the number of tests taken by these students should be seen as an important positive trend. As stated earlier, research shows that students who participate in a challenging high school curriculum have a higher probability of success in higher education. Increases in AP and IB teaching capacity, in addition to higher standards at the elementary and middle school levels, will drive long-term increases in the AP pass rate. Programs such as pre-AP and the IB Middle Years Program may be regarded as examples of challenging curricula that can prepare students to pass AP and IB exams in high school, thereby preparing them for success in college and the workforce.

Examples of Grants

The Department’s AP programs are making a difference for those students who may not otherwise have access to these challenging courses. For example, the South Dakota Department of Education, in partnership with the South Dakota Virtual School, is using its API grant to make AP English, math, and science courses available to students attending 28 rural, high-poverty high schools. With its API grant, Riverside Unified School District in California is carrying out a comprehensive initiative to increase by 60 percent the participation of low-income students in AP courses at nine high-poverty schools. Riverside’s strategies include eliminating low-level math courses, providing greater academic support to students over the summer and during and after school, and offering intensive professional development to teachers and counselors.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Total Budget Authority	\$43,540	\$43,540	\$43,540
Test fee program	\$11,508 ¹	\$15,482 ¹	\$15,374 ¹
Number of grants	42	41	42
Number of tests taken by low-income students	325,567	378,272 ²	435,013 ²

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PROGRAM OUTPUT MEASURES (\$000s) – continued

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Incentive program grants	\$31,644	\$28,058	\$28,166
Continuation grants	\$18,377	\$14,191	\$28,166
Number of grants	33	20	38
Grant supplements	0	\$245	0
New grants	\$13,267	\$13,622	0
Number of grants	20	18	0
Peer review of new award applications	\$388	0 ³	0

¹ ESEA I-G requires that the test fee program be fully funded to meet State demand before funds can be used for the ESEA AP incentive grant program. The 2010 test fee estimates are based on projected costs in 2009.

²The 2009 and 2010 estimates are the performance targets for those years.

³The Department will make new AP Incentive program grants in FY 2009 by funding down the slate from the FY 2008 competition.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, indicators, and performance data and targets, 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 under the ESEA program and those requested in FY 2010 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.*

Measure: The number of AP tests taken by low-income public school students nationally.		
Year	Target	Actual
2005	190,374	212,537
2006	209,411	267,286
2007	230,352	286,028
2008	328,932	325,567
2009	378,272	
2010	435,013	

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Assessment of progress: Based on data from the College Board, low-income students took 325,567 AP exams in May 2008. Thought this was a 13.8 percent increase from 2007, the target was not met in 2008. It is important to note that the Department recalibrated the targets for 2008, 2009, and 2010 to better reflect the dramatic increases in 2006 and 2007, and that the program came very close to the significantly higher 2008 target.

Measure: The number of Advanced Placement tests taken by minority (Hispanic, Black, Native American) public school students nationally.		
Year	Target	Actual
2005		315,203
2006	336,000	359,372
2007	376,000	413,847
2008	421,000	473,666
2009	544,716	
2010	626,423	

Assessment of progress: Data for this measure are obtained from the College Board and capture the effects of all efforts to increase minority students' participation in the AP program. The target was exceeded in 2008.

Measure: The percentage of Advanced Placement tests passed (tests receiving scores of 3-5) by low-income public school students nationally.		
Year	Target	Actual
2005		37.5
2006	38.5	38.1
2007	39	35.6
2008	39.5	34.5
2009	39.8	
2010	40.2	

Assessment of progress: This measure calculates the number of AP exams passed by low-income public school students in relation to the total number of AP exams taken by low-income students. Data for this measure are obtained from the College Board and capture the effects of all efforts to increase low-income students' success on AP exams. The target was not met in 2008. One likely reason for the decline in the pass rate since 2006 is the significant (22 percent) increase in the number of exams taken by low-income students.

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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
2005		79,800
2006	90,009	95,350
2007	99,000	97,142
2008	128,941	106,586
2009	150,552	
2010	174,875	

Assessment of progress: Data for this measure are obtained from the College Board and capture the effects of all efforts to increase low-income students' AP exam success rate. In May 2008, low-income students passed 106,586 tests, an increase of almost 10 percent from 2007 but below the target.

Measure: The ratio of Advanced Placement and International Baccalaureate tests taken in public high schools served by API grants to the number of seniors enrolled at those schools.						
Year	Target			Actual		
	2005 Cohort	2006 Cohort	2008 Cohort	2005 Cohort	2006 Cohort	2008 Cohort
2006				0.60	0.46	
2007	0.66	0.55		0.74	0.53	
2008	0.79	0.66		0.67	0.60	.65
2009		0.79	0.78			
2010			0.93			

Assessment of progress: This indicator measures 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. In 2008, the 2006 cohort of grantees offered 0.60 AP/IB exams per senior enrolled, which was an increase from 0.46 in 2006. This measure, referred to as the "Challenge Index," was developed by the *Washington Post* in order to assess the performance of high schools. The Department established baselines for this measure in 2006 for the 2005 and 2006 cohorts, and established the baseline for the 2008 cohort in 2008. For both the 2005 and the 2006 cohorts, the targets were not met in 2008.

Efficiency Measure

Measure: The cost per passage of an Advanced Placement test by a low income public school student.		
Year	Target	Actual
2006		\$95.22
2007	\$95.22	\$94.76
2008	\$94.76	\$91.29
2009	\$91.29	
2010	\$91.29	

INNOVATION AND IMPROVEMENT

Advanced placement

The Department's efficiency measure for the Advanced Placement Test Fee program is the cost per passage of an Advanced Placement test by a low-income student. Data for 2006 and 2007 were calculated by dividing the total expenditures for the program from June 1, 2006 to May 30, 2007 by the total number of tests passed by low-income students. In 2008 and for future years, the data for this measure will be calculated by dividing the total amount States report spending on AP test fees by the total number of tests passed by low-income students.

Program Improvement Efforts

The Department is undertaking the following improvement efforts for this program:

- *Presenting data for the new performance measures to the public in a transparent manner.* The Department now reports annual Challenge Index data for each API grant recipient on its website: <http://www.ed.gov/programs/apincent/index.html>.
- *Working with the College Board to improve data collection and analysis capabilities.* The Department has continued to align its performance indicators with the best available data available from the College Board.

INNOVATION AND IMPROVEMENT

Close Up fellowships

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$1,942	0	-\$1,942

¹ The program is authorized in FY 2009 through appropriations language. The Administration is not proposing appropriations language for FY 2010.

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 in the Close Up program. Participants spend 1 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 to increase the understanding of the Federal Government of 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)
2005.....	\$1,469
2006.....	1,454
2007.....	1,454
2008.....	1,942
2009.....	1,942

FY 2010 BUDGET REQUEST

The Administration requests no funds for the Close Up Fellowships program for 2010. Given the widespread popularity of Close Up Foundation’s programs and the commitment of the Foundation’s Board of Directors to obtaining financial support from the private sector, the Administration believes that the Foundation will be able to operate Close Up Fellowship activities without continuing Federal support.

In place of Close Up Fellowships and a number of other small programs that carry out activities in history and civics education, the Administration is proposing to conduct a competition of more significant size (in the area of history, civics, and government) through the Fund for the

INNOVATION AND IMPROVEMENT

Close Up fellowships

Improvement of Education (FIE). Entities like the Close Up Foundation that offer Washington visits or other civics education experiences could apply for funding through that competition, where the merits of their strategies and approaches would be judged through a peer-review process.

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. During the 2006 program-reporting period, July 31, 2006 through June 30, 2007, the Foundation exceeded its annual fundraising goal by raising \$2.1 million from non-Federal sources. Further, the Foundation continued to increase its fundraising efforts during the 2007 program-reporting period, July 31, 2007 through June 30, 2008, raising more than \$2.7 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 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 whether or not it succeeds in obtaining funding through the FIE competition.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Program for Middle and Secondary School Students			
Total Federal share	\$1,042	\$1,042	0
Total participants	13,616	13,616	0
Total number of Close Up fellowships	1,190	1,190	0
Program for Middle and Secondary School Teachers			
Total Federal share	\$598	\$598	0
Total participants	1,840	1,840	0
Total number of Close Up fellowships	242	242	0

INNOVATION AND IMPROVEMENT

Close Up fellowships

PROGRAM OUTPUT MEASURES (\$000s) – continued

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Program for New Americans			
Total Federal Share	\$302	\$302	0
Total participants	655	655	0
Total number of Close Up fellowships	178	178	0

Note: Data for the 2008 program output measures reflect the 2007 program-reporting period beginning July 1, 2007 through June 30, 2008. Estimates for the 2009 program output measures reflect the 2008 program-reporting period beginning July 1, 2008 through June 30, 2009.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including for example, 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 fiscal year 2010 and future years, 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
2005	0.79	0.70
2006	0.62	0.59
2007	0.59	0.53
2008	0.56	
2009	0.53	

Assessment of progress: The Department established a goal for the Close Up Fellowships program of increasing the share of funding for economically disadvantaged students and their teachers that comes from non-Federal sources. The Department calculates the measure as the total Federal appropriation divided by the total amount of non-Federal funds raised. The performance targets are based on the grantees' past performance in obtaining non-Federal

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Close Up fellowships

contributions. The 2007 data show a steady increase in the amount of non-Federal funds raised by the Close-Up Foundation. This program is proposed for termination in 2010.

Other Performance Information

Recent surveys conducted by the Close Up Foundation provide some evidence of greater student knowledge of government, politics, and public engagement after participation in the program, as reported by their teachers. Data from the 2007-2008 program survey indicate that approximately 92 percent of high school student participants reported that the program helped them to better understand current political issues. More than three-quarters of the students indicated that the program was effective in helping them to develop citizenship skills, such as acquiring and using information; making decisions about policies; communicating; and promoting political interests or beliefs. In addition, approximately 90 percent of participating teachers who responded to the survey rated the student program as good or excellent, and 79 percent indicated that they use Close-Up's publication *Current Issues* in their classroom. The Close Up Foundation conducted these surveys, and the results have not been verified or otherwise subjected to external analysis.

INNOVATION AND IMPROVEMENT

Ready-to-learn television

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$25,416	\$25,416	0

¹The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

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.

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

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Ready-to-learn television

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 is developing four new literacy-based children's series, including *Word World*, *Everyday Alphabet*, and *R U There*.

- *World World* (<http://www.wordworld.com/>) is a critically acclaimed multi-platform, computer animated series that uses words as characters 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 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 objects in the world. Television will be the primary platform for *Word World*, with 104 episodes expected by the end of the project period. This project includes a fully interactive Web site and a national partnership with Target retail stores. The series premiered in September, 2007, and is the recipient of both a Daytime Emmy and the Parents' Choice Gold Award.
- *Word World, Jr.* is designed for 2 to 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 bagel at the breakfast table forms 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. *Word World, Jr.* 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

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designed to 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!* (<http://pbskids.org/superwhy/index.html>) is an interactive literacy series that targets 2 to 5 year olds from the creators of the highly successful *Blues Clues*. The series focuses 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. The series premiered in September 2007, and was recently nominated for a Daytime Emmy.
- *Martha Speaks* (<http://pbskids.org/martha/index.html>) is a television and online adaptation of the popular *Martha Speaks* children’s books, by Susan Meddaugh. The seven 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 to 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. The series premiered in spring 2008.
- *The New Electric Company* (<http://pbskids.org/electriccompany/>) is a multi-platform series that is designed for 6 to 9 year olds. The content will appear online, in game consoles, on handhelds, and on television. *The Electric Company* aims to entertain children between the ages of 6 and 9, while simultaneously teaching four crucial areas of literacy that are challenging for struggling readers: decoding; vocabulary; comprehension of connect text (phrases and sentences); and motivation. Like the original series, the new show filters these educational goals through pop culture — music, comedy, technology, and celebrities — to create a playful, multimedia experience. Each new episode of *The Electric Company* includes a narrative with regular characters. This narrative portion of each show teaches 4 or 5 domain-based vocabulary words within a context that children can understand. In addition, the show also includes three "curriculum commercial breaks" that convey the curriculum's phonics and connected text, and motivation goals. This project will include a fully interactive website and a national partnership with Boys and Girls Clubs. The series premiered in January, 2009.

CPB also received an 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

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Ready-to-learn television

(AIR) is implementing the local outreach campaign, working with local service organizations, literacy partners, and PBS affiliate station staff in 20 markets. The outreach will utilize social marketing techniques to reach learners in a variety of settings, including school, pre-school, in the home, after-school, and community gathering spots. Focus groups, formative testing, and ethnographic studies are being conducted to help ensure that resources not only reach intended audiences, but that they also meet the learning needs of such audiences.

Examples of specific outreach activities supported through this CPB/PBS partnership include the following:

- Thirty-four *Super Why* Reading Camps were held during the summer of 2008 at daycare centers that serve high poverty children, in Baltimore, San Diego, San Antonio, Oakland, and Toledo. Eighty-four children between the ages of 3 and 5 participated. These camps are designed to extend children's exposure to literacy-based programming content beyond television into the classroom, using games, crafts, exercise, and music activities based on the show's content and curriculum. Results from the research activities are encouraging. In pre- and post-assessments (the Peabody Picture Vocabulary test) administered during camp sessions, children demonstrated gains in the specific literacy skills that were taught, including word decoding (or the ability to combine individual letter sounds into words); word encoding (or the ability to correctly identify letters that make a given sound); and reading, (or the ability to correctly read words and identify opposites);
- The *World of Words Pre-K Curriculum* is a stand-alone product designed to help teach phonological awareness, alliteration, rhyming, vocabulary, and oral language comprehension. The curriculum is intended for pre-school teachers to use with children in low-income, preschool settings, including Head Start, Even Start, childcare settings and preschools; and
- The *PBS KIDS Raising Readers Watch Learn Read DVD* is designed to support parent and caregiver involvement in helping children learn to read. All of the information is directed to parents and caregivers in English and Spanish.

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

	(\$000s)
2005.....	\$23,312
2006.....	24,255
2007.....	24,255
2008.....	23,831
2009.....	25,416

FY 2010 BUDGET REQUEST

For fiscal year 2010, the Administration requests \$25.416 million for the RTL program, level with the fiscal year 2009 appropriation. With these funds, the Department expects to make between two and three new awards to support the development of RTL children's television programming

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content and outreach activities and materials. RTL programs play an important role in the Administration's goal to promote early learning.

Children, particularly children in high-poverty settings, spend large amounts of time watching television. Researchers in many fields have looked carefully at whether and how television viewing might contribute to the "literacy gap," and conversely whether and how television can be used as a tool to promote literacy development. Recent research suggests that television can have a positive impact on children's literacy and learning. However, several conditions must be met. Specifically, educational television programming that succeeds in augmenting children's literacy and learning is only possible when producers and developers understand how children learn, and how programming content can facilitate such learning. Individual episodes should clearly reflect what research tells us about effective educational programming. Programs that succeed in helping children learn tend to help children understand how to watch and make sense of what they see. Such programs also develop familiarity by using recurring characters and situations, repeat key tasks and information, link knowledge to what children already know, and are carefully paced to keep children cognitively engaged throughout each episode.

Early childhood pre-school and school curricula typically emphasize basic skills in math and reading. RTL content is specifically designed to reinforce young children's literacy skills, emphasizing letter-recognition, vocabulary, fluency, rhyming, and comprehension. Through targeted outreach and marketing campaigns, the program actively reaches out to parents and caregivers, particularly in high-poverty rural and urban communities, to encourage the use of RTL programming to support the skills that children need to succeed in school.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Educational Programming:			
Number of new awards	0	0	2
Number of continuation awards	2	2	0
Award funding	\$18,888	\$18,888	\$18,878
Outreach (Education, training, personnel, book distribution, evaluation, administration):			
Number of new awards	0	0	1
Number of continuation awards	1	1	0
Award funding	\$4,943	\$6,528	\$6,518

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PROGRAM OUTPUT MEASURES (\$000s) - continued

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Peer review of new award applications	0	0	\$20
Total	\$23,831	\$25,416	\$25,416

PROGRAM PERFORMANCE INFORMATION

Over the last few years, the Department has supported various strategies to obtain more timely and accurate information on the extent to which activities supported through the RTL program may improve learning outcomes for children. The Department developed new GPRA goals and measures 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 current 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 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 that use experimental or quasi-experimental designs. Grantee evaluators must also meet periodically with an outside advisory panel of expert evaluators.

Performance Measures

The Department has adopted two 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.

The Department conducted the first RTL expert panel review in summer 2007, with a panel consisting of three experts. Panelist scores were highly variable, and difficult to interpret. For this reason, the Department is not using the 2007 data. During the 2008 panel review the Department increased the number of panelists to five and revised the panel scoring instrument.

In 2008, 50 percent of RTL programs (2 of 4) for which episodes were reviewed were considered by expert panel members to be of "high quality," and 72 percent of RTL outreach products (8 of 11), were considered to be of "high quality." Expert panel members were asked to review a random sample of current RTL television programming, including 16 individual episodes from a total of 4 different television programs, as well as a selection of outreach products and services, and provide

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a quality rating using criteria developed by the Department. Expert panel members rated products based on a 5-point Likert scale. They were also asked to provide a summary of their overall assessments of the quality of each product. In order for any particular episode or product to achieve a rating of “high quality,” an overall score of 4.0 out of 5.0 must be assigned.

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 RTL 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 to 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 for this measure are not yet available. The Department is currently working 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 to establish a baseline will not likely become available until fiscal year 2010, when the project period expires for current grantees.

Other Performance Information

Both RTL grantees are currently implementing multiple formative studies that should improve many aspects of their projects, and summative evaluations that are designed to provide evidence on the extent to which children’s television programming contributes to gains in early literacy.

Evaluations of Programming Content

Formative studies supported by RTL grantees generally analyze a wide range of issues, such as appeal, comprehension, age appropriateness, and integration of literacy-based curricula -- including the extent to which episodes effectively incorporate pre-literacy learning objectives such as letter recognition, differentiation of phonemes, and rhyming. Findings from these formative studies provide ongoing feedback to producers and developers as they develop new programming content.

Summative evaluations supported by RTL grantees use rigorous evaluation methodologies, and while most of these ongoing evaluations are not yet complete, the results available to date are generally positive. For example, WTTW’s initial summative evaluation of *Word World* was

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designed to test, in a large-scale randomized control trial (1,000+ children), the effectiveness of viewing episodes of the new television series in improving early literacy learning skills among children in the target audience. The sample for this study included six geographic areas of the country, and groups from diverse economic backgrounds. More specifically, the *Word World* summative evaluation is design to test:

- Whether daily viewing of *Word World* episodes in preschool classrooms over a 6-week period results in gains in knowledge of print conventions, letter recognition, phonemic awareness, episode-specific vocabulary, and/or episode-specific word recognition (as measured by comparison of a pre- to post-assessment).
- Whether educational effects of *Word World* are moderated by children's family income level, gender, initial verbal language skills (as assessed by the Peabody Picture Vocabulary Test-4 (PPVT-IV)), and region of the country.
- Whether educational effects are mediated by children's interest and attention while viewing (as determined from both teacher viewing logs and from the *Word World* Content Test section on children's knowledge about show characters).

Results of this study to date suggest that regular viewing of *Word World* may improve preschool children's learning of specific literacy skills. Significant results were found in the overall sample for: the learning of vocabulary words that occurred in the *Word World* episodes viewed (a 5.6 percent gain was found between pre- and post-test for children in the experimental condition group, compared to a 2.4 percent gain for children in the control group), and in the recognition of printed words that occurred in the episodes viewed (a 3.9 percent gain was found for children in the experimental condition group, compared to a 1.1 percent gain for children in the control group). Significant results were also found for particular subgroups. Specifically, significant gains in phonemic awareness were found for: pre-k children from homes where parents' level of education was high school or less; pre-k children who scored in the lower third on the baseline verbal vocabulary assessment (the Peabody Picture Vocabulary Test); and pre-K children from lower income homes where English is spoken as a second language.

Evaluations Supporting Outreach

CPB is partnering with PBS to promote public awareness of RTL literacy-based programming at the national and local levels through a targeted outreach campaign that utilizes social marketing research. Social marketing research generally measures the appeal and demand of outreach messages, products, and resources deployed in local public broadcasting markets. This research is designed to ensure that new RTL programming reaches target audiences with engaging literacy-based content. Outreach studies that are intended to measure specific impacts of RTL outreach on children's literacy will also be implemented in 2 to 3 communities in large target markets.

Collectively these research activities should provide a comprehensive examination of how families interact with children to support their learning; what barriers impede effective engagement of children, families, and caregivers; how television programming may be utilized to meet some of the educational needs of low income families; and the role various technology platforms may play in enhancing learning through targeted programming and outreach.

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Program Improvement Efforts

The Department is undertaking the following improvement efforts for this program:

- *Developing and collecting data for one program efficiency measure, to determine how efficiently the program accomplishes its key outcomes.* The Department has already developed an efficiency measure, and is currently reviewing preliminary data from grantees and working to develop and implement a more reliable data collection strategy. Because RTL grantees typically do not 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. Because this is the case, the current RTL efficiency measure will be implemented as a long-term efficiency measure, and data to establish a baseline will not likely become available until fiscal year 2010 when the project period expires for current grantees.
- *Implementing rigorous impact evaluations to determine the extent to which RTL programming contributes to improved learning outcomes for children in the target audience.* Both RTL grantees are currently implementing multiple formative studies that should improve many aspects of their projects, and summative evaluations that are designed to provide evidence on the extent to which children's television programming contributes to gains in early literacy.

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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 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$115,965	\$67,076	-\$48,889

¹The program is authorized in FY 2009 through appropriations language. The Administration proposes to continue funding this program in FY 2010 through appropriations language.

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 Elementary and Secondary Education Act (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.

In the 2009 Appropriations Act, Congress included \$88.015 million in funding for earmarked awards to 357 entities. In addition, the Act provided \$27.95 million for other activities within FIE. The Department is using \$5 million of the non-earmarked funds to pay for the continuation costs of Full Services Community Schools program grants and \$1.89 million for continuation of the Evaluation and Data Quality Initiative. In the Joint Explanatory Statement accompanying the 2009 Appropriation Act, Congress indicated its support for four additional activities: the National Clearinghouse for Educational Facilities of the National Institute of Building Sciences (NIBS), the Annual History Day contest conducted by National History Day, Reach Out and Read, and Teach for America.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$257,114
2006.....	11,668
2007.....	16,051
2008.....	121,934
2009.....	115,965

FY 2010 BUDGET REQUEST

The Administration is requesting \$67.076 million for FIE Programs of National Significance in 2009, a decrease of \$48.889 million from the 2009 level. The reduction eliminates funding for one-time special purpose earmarks that do not advance the purposes of the authorizing legislation.

This level of funding would allow the Department to support three new competitive grant initiatives in 2010:

INNOVATION AND IMPROVEMENT

FIE: Programs of national significance

- *History, Civics, and Government* grants would support projects with demonstrated evidence of effectiveness in improving students' knowledge in these subject areas, helping them develop critical thinking and problem solving skills, and increasing their appreciation of, and enthusiasm for, learning these subjects. Grantees would provide teachers and students with opportunities for intensive and thorough study of civics, American history, and government in order to ensure content knowledge and develop an enthusiasm for future learning. The Department would give priority to projects that have solid evidence of success and that propose strategies for "scaling up" their activities in ways that do not require continued Federal funding in order to achieve wide-spread adoption and have a significant national impact. The Department would also encourage partnerships that include local education agencies; colleges and universities; and nonprofit organizations, including museums, libraries, and professional organizations. This initiative would replace three programs: Close-Up and Civic Education, programs in which the statute earmarks funding for specific organizations, and the Academies for American History and Civics, a small program that supports workshops for teachers and students. At the request level, the Department would make approximately \$37 million in new awards in 2010.
- *Reading readiness* grants would support projects that develop emergent literacy skills in young children before they enter the classroom or school environment. Examples of activities that could be supported through these grants include projects that develop early literacy and language skills in pre-school children through innovative approaches that encourage the involvement of parents or other childcare providers. Other activities that could be supported through these grants include projects that work with medical service providers, community service organizations, libraries, private businesses, and other non-educational organizations to reach children in non-traditional settings. All grantees would be expected to use educationally sound practices to improve the readiness of children to succeed when they enter school. At the request level, the Department would make up to three awards totaling \$5 million.
- *Digital Professional Development* awards would replace the Ready to Teach program with a more flexible program open to a wider range of applicants. The initiative would enable grantees to develop and distribute innovative digital professional development for teachers, including early childhood personnel, in core curriculum areas, that aligns with and supports State academic content standards, as appropriate. The digital professional development will be available for distribution through the Internet, online portals, and other digital media platforms, and will utilize learning modules, gaming, simulations, and other innovative technological applications to enhance their effectiveness and relevance for teachers. Applicants must partner with local school districts, State educational agencies, or early childhood educational service providers to ensure that the materials developed are appropriate for schools and other educational service providers that are located in high-need areas. Applicants may also partner with institutions of higher education, businesses, or other agencies or organizations. At the request level, the Department would make up to five awards totaling \$5 million.

In addition, funds would be used to pay for continuation costs for new grants awarded in 2009, as well as cover the continuation costs for two initiatives begun in prior years:

INNOVATION AND IMPROVEMENT

FIE: Programs of national significance

- The *Full Service Community Schools* program supports coordination of educational, developmental, family, health, and other services through partnerships between (1) public elementary and/or secondary schools and (2) community-based organizations and public/private ventures. The goal of the collaborations is to provide comprehensive educational, social, and health services for students, families, and community members. Services include early childhood education; remedial education and academic enrichment activities; programs that promote parental involvement and family literacy; mentoring and other youth development programs; parent leadership and parenting education activities; community service and service learning opportunities; programs that provide assistance to students who have been truant, suspended, or expelled; job training and career counseling services; nutrition services; primary health and dental care; mental health counseling services; and adult education including instruction in English as a second language. In FY 2008, the first year of the initiative, the Department awarded 10 5-year grants; FY 2010 funds would support third year continuation awards for these grantees.
- The *Data Quality Initiative* is designed to improve the quality, analysis, and reporting of Department of Education elementary and secondary program data. The Department made an award for this activity in 2006 and has provided technical assistance to 31 grant programs. Technical assistance activities have included workshops and written guidance for grantees on what information to collect and report to the Department in order to meet GPRA reporting requirements and assistance to program offices with the analysis of the data submitted by grantees. In 2009, the Department will begin conducting “data audits” of selected programs to examine program performance data quality and how the data are used in program management. The goal is to provide guidance to improve data quality and ensure that program decisions are based on sound information. Given the critical importance of ensuring that high-quality data are available to guide program decisions and improve outcomes, the Administration is requesting \$3 million in 2010 to expand this initiative. New activities will include additional data audits as well as an examination of the extent to which data now collected through independent program office data collections could be collected through *EDFacts*, using data from Statewide longitudinal data systems.

The Administration also requests \$706,000 for a very small number of projects that respond to emerging needs, and \$700,000 to fund the continuation costs of an award previously funded under the Civic Education program.

INNOVATION AND IMPROVEMENT

FIE: Programs of national significance

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Earmarks	\$98,816	\$88,015	0
Full Services Community Schools Program grants	4,674 ¹	5,000	5,000
Data Quality Initiative	952	1,890	3,000
Education Facilities Clearinghouse	688 ²	NA	NA ⁶
New awards in 2008	16,220 ³	0	0
New awards in 2009	0	20,560	10,000
New awards in 2010	0	0	47,000
Continuation funding for awards made in prior years	340 ⁴	0	700 ⁵
Other activities	0	0	706
Peer review of new award applications	<u>244</u>	<u>500</u>	<u>670</u>
Total	121,934	115,965	67,076

¹ Excludes \$243,101 for peer review of new award applications.

² In FY 2008, the National Institute of Building Sciences (NIBS) received an unsolicited grant award to operate a national clearinghouse on educational facilities. The NIBS also received \$294,759 from the Safe and Drug-Free Schools and Communities National Programs for this award.

³ Includes awards of \$4,430,120 to Reach Out and Read and \$11,790,360 to Teach for America.

⁴ Funding for an unsolicited award made in 2004.

⁵ Funding for a grant previously funded under the Civic Education program.

⁶ The Safe and Drug-Free Schools and Communities National Programs request for 2010 includes funds that could support this activity.

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 measures 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 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$24,803	\$24,803	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

The Reading is Fundamental/Inexpensive Book Distribution program awards a 5-year contract, subject to review each year, 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 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 volunteers and nonprofit organizations in every State and U.S. territory, RIF programs 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)
2005.....	\$25,296
2006.....	25,043
2007.....	25,043
2008.....	24,606
2009.....	24,803

FY 2010 BUDGET REQUEST

The Administration requests \$25.803 million for the Reading is Fundamental/Inexpensive Book Distribution (RIF) program for FY 2010, the same as the FY 2009 level. The request would continue over 16,000 sites that provide over 14.6 million books to children across the Nation. Demand for Federal RIF funds remains high; RIF receives over 1.5 new applications for Federal

INNOVATION AND IMPROVEMENT

Reading is fundamental/Inexpensive book distribution

funding each day, and estimates that over 70 percent of those would be eligible. While RIF can meet a portion of this demand with funding from other sources, the Federal grant provides over 80 percent of the costs of the organization's services.

RIF programs address the problem of illiteracy through prevention activities for underserved children from birth to age 8. In FY 2008, the most recent year for which data are available, RIF projects reached about 4.4 million children, over 4 million of whom were served with Federal funds. A majority of RIF programs serve children who may otherwise lack access to books; 73 percent of the children in programs receiving Federal funds in FY 2008 were eligible for free- or reduced-price lunch (FRPL). Further, 79 percent of RIF programs served children who were in foster care, 70 percent of programs served children who were homeless, and 56 percent served children from migrant families. To better target services to communities that have the greatest economic need, RIF now requires new federally funded RIF sites to serve a population in which 80 percent or more of the children are eligible for FRPL. However, current RIF sites that seek to continue their participation in the program are permitted to serve communities with a lower poverty rate – those where at least 50 percent of children are eligible for FRPL. Effective in October, RIF will raise this requirement to 55 percent.

With a focus on increasing children's reading skills and interest in reading, RIF has developed several intervention programs to leverage the investment in inexpensive books for children. Two examples of such programs are "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 "Family of Readers," an initiative focused on increasing the amount of time families spend reading together and improving the quality of that time.

In recent years, RIF has increased its focus on serving children under age 5; in FY 2008, 33.5 percent of children served by RIF were in that age group, a significant increase from the approximately 26 percent of participants in FY 2005. The share of children served by Federal funds who are under age 5 has remained at approximately one third in recent years.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Book funds			
Federal share	\$19,280	\$19,435	\$19,435
Local match	<u>\$5,820</u>	<u>\$5,866</u>	<u>\$5,866</u>
Total	\$25,100	\$25,301	\$25,301
Books distributed	14,600,370	14,717,570	14,717,570
Children served	4,028,370	4,060,700	4,060,700
Number of sites	16,210	16,340	16,340
Average Federal share per child (for books and services, whole dollars)	\$4.79	\$4.79	\$4.79
Federal cost per book (whole dollars)	\$1.32	\$1.32	\$1.32
Books per child	3.6	3.6	3.6

INNOVATION AND IMPROVEMENT

Reading is fundamental/Inexpensive book distribution

PROGRAM OUTPUT MEASURES (\$000s) - continued

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Technical assistance	\$3,059	\$3,083	\$3,083
Support services and management	\$2,267	\$2,285	\$2,285

Note: Figures for 2008, 2009, and 2010 are estimates based on activity supported with fiscal year 2007 funds.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, 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 2010 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	Targets	Actual
2005	4,089,895	3,626,846
2006	3,759,960	4,461,768
2007	3,769,244	4,100,000
2008	3,700,000	
2009	3,750,000	
2010	4,200,000	

Assessment of Progress: The measure emphasizes the extent to which the program provides books and reading services to low-income children. RIF estimates this number by multiplying the number of children served by the percentage of children who are eligible for free- and reduced- lunch as reported by local projects. The Department established the 2010 target using 2007 data. It is important to note that these data represent the total number of low-income children served by RIF; over 3 million low-income children were served with Federal funds. As this measure is merely an indicator of the size of the Federal appropriation (because the larger the appropriation, the more children receive services), the Department will seek to develop a better measure of program effectiveness.

INNOVATION AND IMPROVEMENT

Ready to teach

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$10,700	0	-\$10,700

¹ The program is authorized in FY 2009 through appropriations language. The Administration is not seeking appropriations language in FY 2010.

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)
2005.....	\$14,291
2006.....	10,890
2007.....	10,890
2008.....	10,700
2009.....	10,700

FY 2010 BUDGET REQUEST

The Administration is not requesting any funds for the Ready to Teach (RTT) program. Instead of requesting funding for this small program, the Administration will hold a competition in 2010 for *Digital Professional Development* grants under the Fund for the Improvement of Education. More details on this initiative are provided under the budget request for the Fund for the Improvement of Education.

The RTT program authority limits eligibility for new grants under this program to nonprofit public telecommunications entities, such as the Public Broadcasting Service (PBS) and PBS affiliate

INNOVATION AND IMPROVEMENT

Ready to teach

stations; however, considering how robust the online teacher professional development marketplace has become in recent years, this eligibility limitation no longer makes sense. In 1995, when the RTT program was originally authorized, it was not yet clear what role new technologies, in particular the Web, might eventually play in transforming and supporting the delivery of teacher professional development. The RTT program was designed, in part, with the intent that public telecommunications entities, such as PBS, could play a role in establishing “best practices” for the development and delivery course content. However, in recent years, the number of private vendors and school districts using new technologies to provide more effective, and better targeted, online professional development has increased dramatically.

Instead of supporting new awards through the existing RTT authority, the Department would make up to five awards totaling \$5 million under the Fund for the Improvement of Education: Programs of National Significance. These awards would be for the purpose of creating digital professional development that will be available through the Internet, online portals, and other digital media platforms, and that utilizes the latest innovative technologies (such as gaming, social networking, and simulations) to enhance the relevance and effectiveness of such materials for individuals and groups of users. The Department would require that such professional development be appropriate for schools and other educational service providers located in high-need areas.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2009</u>
National Telecommunications awards			
Amount for continuation awards	\$10,700 ¹	\$10,700 ¹	0
Number of continuation awards	2	2	0

¹ In FY 2008 and FY 2009, continuation costs exceeded the total amount appropriated by approximately \$564 thousand each year. The Department prorated continuation awards in FY 2008, and plans to prorate them again in FY 2009.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The measure for this program is 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.

The Department convened the Ready to Teach expert panel review for the first time during summer 2007, with a panel consisting of three experts. Panelist scores were highly variable,

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Ready to teach

and difficult to interpret. For this reason, the Department is not using the 2007 data. During the 2008 panel review the Department increased the number of panelists to five and revised the panel-scoring instrument.

In 2008, 100 percent of RTT products (4 of 4) were deemed by expert panel members to be of “high quality,” and 75 percent of Digital Educational Programming products (3 of 4) were considered “high quality.” Expert panel members were asked to review a sample of grantee products, and provide a quality rating using criteria developed by the Department. The five basic criteria for determining the quality of Ready to Teach products are: 1) content; 2) technology; 3) design; 4) dissemination and implementation; and 5) target audience. Expert panel members rate products based on a 7-point Likert scale. They are also asked to provide a summary of their overall assessments of the quality of each product. In order for any particular product to achieve an overall rating of “high quality,” a total score of 80 or higher must be assigned. The sample of items reviewed in any given year tends to be small because experts can only review completed products.

Other Performance Information

The Department has not conducted any evaluations of the RTT program. Most current grantees under the program have agreed to conduct relatively rigorous evaluations, using experimental or quasi-experimental designs; however, most grantees are running into serious barriers in trying to implement such evaluations. For example, most current grantees receive Federal support to develop new products and services. Because this is the case, grantees are faced with the technical challenge of developing new products and services while simultaneously trying to test the efficacy of such products and services as they relate to teacher classroom practice and student learning outcomes. It is still too soon to determine the extent to which they have succeeded in implementing such evaluations.

Previous grantees also 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 10 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.

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 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$8,754	\$8,754	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

This program, also known as the Education through Cultural and Historic Organizations (ECHO) program, supports culturally based educational activities, internships, apprenticeship programs, and exchanges for Alaska Natives, Native Hawaiians, children and families of Massachusetts, and any federally recognized Indian tribe in Mississippi. The statute designates 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 requires that not less than \$1 million be used for each of 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 prorates the amount provided to each eligible entity.

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

	(\$000s)
2005.....	\$8,630
2006.....	8,910
2007.....	8,910
2008.....	8,754
2009.....	8,754

2010 BUDGET REQUEST

The Administration requests \$8.754 million for the Exchanges with Historic and Whaling and Trading Partners program for fiscal year 2010, the same amount as the 2009 appropriation.

INNOVATION AND IMPROVEMENT

Exchanges with historic whaling and trading partners

Grantees would use program funds to continue exhibits, internships and apprenticeships, and other educational programming related to the cultural history of the peoples on which the grantee organizations focus. The ECHO program would continue to support both program-wide and grantee-focused projects. Activities involving interaction between the grantees include artifact exchanges, the development of culture-based learning models, collaborative research, teacher-driven curriculum development, and publishing print and online resources. Site-specific initiatives include exhibits, internships and apprenticeships, live cultural displays such as music and dance, gallery talks, guided tours, storytelling, and examination of primary source material.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Awards	\$8,754	\$8,754	\$8,754
Number of grants	6	6	6

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2010 and future years, and the resources and efforts invested by those served by this program.

In 2008, the Department undertook a comprehensive revision of this program's performance measures and developed a set of more outcome-oriented measures. Beginning this year, grantees will collect data on: (1) the percentage of interns and apprentices participating in ECHO-funded internship or apprenticeship programs who rate their internship or apprenticeship positively; (2) the percentage of teachers of school groups participating in ECHO-funded programs who rate the student program positively; (3) the percentage of members of the general public attending ECHO-funded exhibits, displays, education programs, or cultural exchanges who rate their experience positively; and (4) the average number of visits that registered users make to the ECHO grantees' website within the program year. Baseline data for these new measures will be available in fall 2010.

Before revising the measures, the Department collected data for a set of measures that were intended 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 tracked: (1) the number of partnership exchanges among partner museums; (2) the number of new partner capabilities among partner museums; (3) the number of participants involved in educational and cultural activities supported by grant funds; (4) the number of schools, community groups, and family programs involved in educational and cultural enrichment activities; and, (5) the number of participants in a culturally based youth internship

INNOVATION AND IMPROVEMENT

Exchanges with historic whaling and trading partners

program involving career awareness, leadership, and job skills development. A “partner” was defined as the entity that a grantee had chosen to work with or another grantee receiving funds through the program. “Exchanges” were defined as a project or program that comes out of a partnership. The Department defined new “partner capabilities” as the skills, activities, or projects that result from partnerships and that go beyond the scope of the program.

Data for 2007 were incomplete and not comparable to those for other years. But previous years revealed positive trends. The number of partnership exchanges among partner museums in the program increased from 75 to 88 between 2005 and 2006. Individual participants involved in educational and cultural enrichment activities operated through the program increased from 1.5 million to 2.2 million. The number of schools, community groups, and family programs also increased between 2005 and 2006, from 1,316 to 1,421. However, as noted above, the Department revised these measures because they could not sufficiently demonstrate whether the program is effective.

INNOVATION AND IMPROVEMENT

Excellence in economic education

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$1,447	\$1,447	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

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 authorizing legislation requires the grantee to dedicate 25 percent of its grant to national activities that develop and support effective relationships with State and local economic education organizations; promote effective teaching of economics; support research and evaluation 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, which has since changed its name to the Council for Economic Education, 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.

INNOVATION AND IMPROVEMENT

Excellence in economic education

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

	(\$000s)
2005.....	\$1,488
2006.....	1,473
2007.....	1,473
2008.....	1,447
2009.....	1,447

FY 2010 BUDGET REQUEST

The Administration requests \$1.447 million for the Excellence in Economic Education program, the same as the 2009 level, in order to continue support for the Council on Economic Education's efforts promoting economic and financial literacy among students in kindergarten through grade 12.

The Council distributed a national request for proposals in 2008 to solicit prospective subgrant recipients for the 2008-09 school year and selected applicants in the fall. Subgrantees will conduct rigorous research programs, such as impact evaluations of economic and financial literacy education on student achievement, implement activities that replicate best practices, distribute curriculum and teaching materials, conduct school-based student activities, or train teachers. The 2008 competition also focused the scope of the program by limiting eligibility to include SEAs, LEAs, and State or local organizations promoting economic, personal finance, and entrepreneurship education.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Funding for subgrants	\$1,085	\$1,085	\$1,085
Funding for direct grantee activities	\$362	\$362	\$362

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, 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, those requested in FY 2010 and future 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.

INNOVATION AND IMPROVEMENT

Excellence in economic education

In 2006, the Department worked with the Council on Economic Education, the program grantee, to refine the reporting process for subgrantees and to strengthen data collection. As a result, the Council now requires subgrant applicants to recruit a significant sample of participating teachers who will provide pre-test and post-test scores on student achievement in economics and/or personal finance. Teachers participating in the subgrantee programs funded during the 2006-07 school year were required to use a series of standardized economic and financial literacy tests to measure student achievement and progress. These tests are aligned with the Council'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 pre-tests and post-tests of teachers participating in the Council's training programs in order to measure their subject knowledge of economics. The Department will receive performance data for the first year of the 2008 subgrant cohort in late 2009.

INNOVATION AND IMPROVEMENT

Mental health integration in schools

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$5,913	\$6,913	+\$1,000

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

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 services by supporting programs that 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)
2005.....	\$4,960
2006.....	4,910
2007.....	4,910
2008.....	4,913
2009.....	5,913

FY 2010 BUDGET REQUEST

The Administration requests \$6.913 million for the Mental Health Integration in Schools program for fiscal year 2010, an increase of \$1 million over the 2009 level. This request would support new awards for comprehensive efforts that link school-based systems with local mental health service systems to the delivery of prevention, diagnostic, and treatment services as well as crisis intervention and consultation services for children and their families.

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Research shows that an estimated 15 million (or 21 percent) of American children and adolescents, between the ages of 9 and 17 years experience symptoms of a diagnosable mental health or addictive disorder that impairs their everyday functioning, including their ability to learn and perform academically. The Department of Health and Human Services estimates that approximately one in five children has a diagnosable mental or emotional disorder and that on average only 25 percent of children in need of mental health care receive treatment. The most prevalent mental health problems seen in children and adolescents include attention-deficit/hyperactivity disorder (ADHD), anxiety disorders, and conduct and disruptive disorders, as well as depression and other mood disorders that can increase a child's risk for academic and social problems and may eventually result in suicide. Further, if left untreated, mental health problems can persist into adulthood and can affect the development of relationships, family dynamics, educational outcomes, and employment opportunities.

Given that children and adolescents today have a range of mental health problems and needs, mental health services need to be comprehensive and multi-layered, and include primary prevention and education, screening and detection, treatment, follow-up and crisis services, and case management, if necessary. Schools are in a unique position to play a large role in helping students and families prevent, detect, and address mental health problems. For example, teachers and school staff are often able to identify children with mental health problems based on their school performance and behavior and help connect students with the appropriate resources. However, schools too often have fragmented approaches to addressing student and family mental health issues, rather than a comprehensive, integrated approach that focuses on the specific health needs of the student.

The Grants for the Integration of Schools and Mental Health Systems program supports efforts to help schools improve how they address the mental health needs of their students by: (1) increasing linkages to qualified community partners, such as local mental health and juvenile justice; (2) improving professional training; and (3) increasing the use of evidence-based practices to ensure that students are referred for appropriate treatment. The use of this type of multi-faceted approach also recognizes that schools alone are not able to address the complex mental health needs of students but, rather, need to work with multiple partners to address effectively the mental health needs of children and adolescents.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Grant award funds (new)	\$4,885	\$5,893	\$6,893
Grant award funds (prior-year supplement)	\$43 ¹	0	0
Peer review of new award applications	\$20	\$20	\$20
Number of new awards	18	15	16-18
Average award	\$274	\$350	\$350

¹ In FY 2008, the Department reallocated funds in the amount of \$35,591 under the Fund for the Improvement of Education (FIE) from the FIE Foundations for Learning program to the FIE Mental Health Integration program to provide supplemental grants to support professional training in behavioral threat interventions.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

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 in place comprehensive “linkage protocols” (describing, in detail, the roles and responsibilities of the various partners collaborating on the project); and (2) the percentage of school personnel served by the grant who are trained to make appropriate referrals to mental health services. The final performance data for the 2005 cohort show that approximately 85 percent of schools served by the grant have in place comprehensive “linkage protocols” and approximately 64 percent of school personnel served by the grant have been trained to make appropriate referrals to mental health services. These data, however, should be viewed with caution because only 12 of the 20 grantees reported valid data. Performance data from the 2006 cohort is expected to be available this fall.

The Department, through its Data Quality Initiative, has initiated an assessment of the program’s current performance measures and plans to issue guidance to grantees on ways to improve data quality this summer.

INNOVATION AND IMPROVEMENT

Foundations for learning

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$1,000	0	-\$1,000

¹ The GEPA extension expired September 20, 2008. The program is authorized in FY 2009 through appropriations language. The Administration is not proposing appropriations language for FY 2010.

PROGRAM DESCRIPTION

The Foundations for Learning program authorizes grants to local educational agencies, local councils, community-based organizations, and other public or nonprofit entities to enhance young children's development so that they are ready to begin 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 coordination with mental health, welfare, and other social services for children and their families. In addition, funds may be used to develop or enhance early childhood community partnerships that provide individualized supports for eligible children and their families.

To be eligible for services, a child must be under 7 years of age and must have experienced two or more of the following: (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 fiscal years were:

	(\$000s)
2005.....	\$992
2006.....	982
2007.....	982
2008.....	929
2009.....	1,000

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Foundations for learning

FY 2010 BUDGET REQUEST

For fiscal year 2010, the Administration is not requesting funding for this program and, instead, proposes to provide an increase of an equivalent amount for the Mental Health Integration program.

The Administration supports the objective of providing quality, affordable services that foster children's healthy development, so that when these children enter school they are prepared, ready to learn, and ready to succeed. But a small and somewhat unfocused program such as this is unlikely to deliver significant results in support of that objective. In recent years, the appropriation level has supported approximately three to four grants per year to various service organizations. These grants have focused on providing intervention services for young children (under the age of 7) who have been exposed to risk factors that increase their vulnerability for developing social, emotional, and behavioral problems. Yet, the range of activities that are allowable under the legislation has made it increasingly difficult to evaluate the performance and overall impact of the program. The Administration believes that the objective of providing development services is, thus, better addressed through the Mental Health Integration program, which supports comprehensive efforts that link school-based systems with local mental health service systems to deliver prevention, diagnostic, and treatment services as well as crisis intervention and consultation services for children and their families.

Further, the activities carried out under Foundations for Learning overlap with those of other programs that support early childhood education and development and for which funding is requested in fiscal year 2010, such as the proposed Early Learning Challenge Fund, as well as Early Reading First, Special Education Preschool Grants, and Special Education Grants for Infants and Families.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Grant award funds (new)	\$847	\$990	0
Grant award funds (prior-year supplement)	\$46 ¹	0	0
Peer review of new award applications	0	\$10	0
Number of new awards	3	4	0
Average new award	\$282	\$248	0

¹ In FY 2008, the Department reprogrammed funds in the amount of \$35,591 from the Foundations for Learning program to the Mental Health Integration program to provide supplemental grants to support professional training in behavioral threat interventions.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

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 final performance data for the 2005 cohort show that approximately 66 percent of children served by the grant attained measurable gains in emotional, behavioral, and social development, and approximately 77 percent of children and their families served by the grant received individualized support from child-serving agencies or organizations. These data should be viewed with caution because only three of four grantees reported data for the first measure and only two grantees for the second measure.

The Department, through its Data Quality Initiative, has initiated an assessment of the program's current performance measures and plans to examine the feasibility of collecting reliable data on these measures. Results from this data quality assessment are expected to be available this spring.

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Arts in education

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$38,166	\$38,166	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

The Arts in Education program authorizes 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 under the program 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 programs 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.

The Department supports 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 the development of model professional development programs for music, dance, drama, and visual arts educators. In addition, the fiscal year 2008 appropriation included funding for a National Center for Education Statistics (NCES) survey on arts education in public elementary and secondary schools. NCES is completing its development of the survey items

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and plans to collect data nationwide using the Fast Response Survey System (FRSS) during the 2009-2010 school year.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$35,633
2006.....	35,277
2007.....	35,277
2008.....	37,533
2009.....	38,166

FY 2010 BUDGET REQUEST

For fiscal year 2010, the Administration requests \$38.166 million for the Arts in Education program, the same as the 2009 level. The Arts in Education program provides support for high-quality arts education through activities that reinforce the important role of the arts in promoting student learning, creativity, and problem-solving skills. The Administration's request would provide nearly \$15.5 million for grants to the Kennedy Center for the Performing Arts and VSA Arts; approximately \$14.7 million for new and continuing awards under the Model Development and Dissemination program; and nearly \$7.8 million for continuation awards under the Professional Development for Arts Educators program.

Instruction and involvement in the arts, including the visual arts, music, dance, theater, and the media arts, are widely recognized as vital to a well-rounded education and may help contribute to improved student achievement and success for all students. A 2006 Harris poll, for example, found that 93 percent of parents and caretakers surveyed believe the arts are vital to providing a well-rounded education and that 86 percent of parents and caretakers think arts education improves a child's attitude toward school.

Federal and State education policies, almost universally, have recognized the value of arts, yet many States have fallen short when it comes to the actual implementation of arts education at the district and school level. At the Federal level, the Elementary and Secondary Education Act (ESEA), includes art as one of the 10 core academic subjects of public education. Similarly, at the State level, approximately 47 States have arts-education mandates, 49 have arts-education standards, and 40 have arts requirements for high school graduation. A 2009 report by the Government Accountability Office (GAO), entitled *Access to Arts Education*, found that nearly 90 percent of elementary school teachers reported no change in the amount of time spent on arts instruction between school years 2004-2005 and 2006-2007. However, the report noted that teachers in schools identified as in need of improvement and those with high percentages of minority students were more likely to report a reduction in time spent on the arts, which suggests that State educational agencies, local educational agencies, and non-profit organizations may need to target arts funding more effectively toward serving students in those schools.

The request would address this finding by supporting State and local efforts to develop high-quality, cohesive, and innovative strategies for art instruction in schools located in high-need

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areas. For example, the Professional Development for Arts Educators program focuses exclusively on providing high-quality professional development programs in music, dance, media- and visual- arts, and drama for art teachers in high-poverty schools. The Arts in Education Model Development and Dissemination program also addresses the needs of low-income children by supporting the development and expansion of research-based models that integrate the arts into the curricula of elementary and middle schools in which 35 percent or more of the children enrolled are from low-income families.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
VSA Arts			
Total funds available	\$7,954	\$8,639	\$8,639
Participating Programs:			
State-initiated and National programs	2,850	2,850	2,850
District/local sites	3,131	3,131	3,131
John F. Kennedy Center for the Performing Arts			
Total funds available	\$6,183	\$6,838	\$6,838
Participants:			
Theater for Young Audiences	48,000	46,000	6,000
Theater for Young Audiences On-tour	165,000	165,000	165,000
Arts Management Fellows, Interns and Seminar Participants	1,648	1,368	1,368
Professional Development for Teachers	650	700	700
Performance Plus	25,414	29,000	29,000
National Symphony Orchestra (NSO) Education	57,787	60,619	60,619
NSO American Residencies	20,000	20,000	20,000
Model School Initiatives	13,350	16,700	16,700
Student Participation:			
Career Development for Aspiring Performers	1,336	1,552	1,522
Audiences	6,544	9,150	9,150
American College Theater Festival:			
Students	30,000	30,500	30,500
Teachers	6,400	6,475	6,475
Audience	627,000	627,500	627,500
Partners in Education:			
Teachers served	38,000	38,000	38,000

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PROGRAM OUTPUT MEASURES (\$000s) - continued

	<u>2008</u>	<u>2009</u>	<u>2010</u>
National Demonstration and Leadership Activities			
<i>Model Arts Program</i>			
Total funds available	\$12,929	\$13,697	\$14,675
Amount for new awards	\$3,344	\$932	\$8,295
Amount for continuation awards	\$9,204	\$12,465	\$5,880
Number of new awards	15	3-4	28-30
Number of continuation awards	35	48	21
Peer review of new award applications	\$81	0 ¹	\$150
Interagency transfer to NEA for Arts Education Partnership	\$300	\$300	\$350
<i>Professional Development for Arts Educators</i>			
Total funds available	\$7,820	\$8,506	\$7,520
Amount for new awards	\$6,479	\$1,971	0
Amount for continuation awards	\$1,269	\$6,535	\$7,520
Number of new awards	24	7-8	0
Number of continuation awards	5	22	26
Peer review of new award applications	\$72	0 ¹	0
<i>Evaluation</i>	\$485	\$486	\$494
<i>NCES Fast Response Survey</i>	\$2,162	0	0

Note: The output measures for 2009 for the Kennedy Center are based on estimates provided in their most recent application to the Department, submitted in April 2008.

¹ There were no peer review costs in fiscal year 2009 because the new grantees under the Model Arts and Professional Development for Arts Educators programs were selected from fiscal year 2008 unfunded applications.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including for example, 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 fiscal year 2010 and future years, and the resources and efforts invested by those served by this program.

In fiscal year 2006, the Department revised the performance measures and goals for the Arts in Education program in order to more accurately measure the extent to which these programs are helping to improve the quality of standards-based arts education. All data are self-reported by grantees and collected through grantee performance reports. The Department established the following goal and performance indicators to assess the impact of the Arts in Education program:

Goal: To help ensure that all program participants meet challenging State academic content standards in the arts.

Objective: *Activities supported with Federal funds will improve the quality of standards-based arts education for all participants.*

Measure: The total number of students who participate in standards-based arts education sponsored by the JFK Center for the Performing Arts and VSA Arts.		
Year	Target	Actual
2005		728,683
2006	743,257	768,240
2007	757,830	786,263
2008	772,404	984,437
2009	779,691	
2010	795,285	

Measure: The number of low-income students who participate in standards-based arts education sponsored by the JFK Center for the Performing Arts.		
Year	Target	Actual
2006		50,632
2007	51,645	26,814
2008	52,657	34,973
2009	53,670	
2010	54,743	

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Measure: The number of students with disabilities who participate in standards-based arts education sponsored by VSA Arts.		
Year	Target	Actual
2006		123,049
2007	125,510	126,363
2008	127,971	190,161
2009	130,432	
2010	133,040	

Measure: The percentage of teachers participating in the JFK Center for the Performing Arts program who receive professional development that is sustained and intensive.		
Year	Target	Actual
2006		16.4
2007	17.4	17.1
2008	18.4	19.0
2009	19.4	
2010	20.4	

Measure: The percentage of teachers participating in VSA Arts programs who receive professional development that is sustained and intensive.		
Year	Target	Actual
2006		17.5
2007	18.5	17.0
2008	19.5	18.0
2009	20.5	
2010	21.5	

Assessment of Progress: This series of annual performance indicators assesses the number of students and teachers served by the Kennedy Center and VSA Arts.

Data collected in 2005 represent the baseline for the total number of students who participate in standards-based arts education sponsored by both the Kennedy Center and VSA Arts. The Department established targets for subsequent years based on an annual 2 percentage point increase from the 2005 baseline. Between 2005 and 2008, the combined participation figure for the Kennedy Center and VSA Arts has increased steadily, and in 2008, it exceeded the target by more than 200,000 students. The 1-year jump in 2008 was, according to reports from the two grantees, largely attributable to improved data collection. The Department may revise the targets in future years.

Data collected in 2006 represent the baseline for the four remaining measures in this series. The number of low-income students is based on students who are eligible to receive free and reduced-priced meals, as reported by school-level personnel, while the number of students with

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disabilities is based on local-level counts of students in both self-contained and inclusive classrooms. (In 12 States, however, some counts were based on IDEA child-count averages for inclusive settings only.) Targets for the number of low-income students and students with disabilities who participate in standards-based arts education sponsored by the Kennedy Center and VSA Arts, respectively, increase annually by 2 percentage points from the 2006 baseline. In 2008, the the Kennedy Center did not meet its performance target, but did show an increase of more than 8,000 low-income students. VSA Arts has shown a significant increase in the number of students with disabilities who participate in standards-based arts education between 2006 and 2008. In 2008, VSA Arts reported an increase of more than 67,000 students over the baseline.

The Department also has established targets for the percentage of teachers participating in Kennedy Center and VSA Arts programs who receive sustained and intensive professional development based on an annual 1 percentage point increase from the 2006 baseline. Recent performance data show that grantees are making progress in participation in sustained and intensive professional development programs. In 2008, the Kennedy Center reported a teacher participation rate of 19 percent, an increase of nearly 2 percentage points over the previous year. VSA Arts' performance data show an increase in teacher participation between 2006 and 2008, but do not meet the Department's 2007 or 2008 performance targets.

Measure: The percentage of teachers participating in the Professional Development for Arts Educators program who receive professional development that is sustained and intensive.		
Year	Target	Actual
2006		87
2007	88	100
2008	89	92
2009	90	
2010	91	

Assessment of Progress: This indicator focuses on the Professional Development for Arts Educators program and examines the percentage of teachers who receive instruction that occurs regularly over the course of the school year (including summer) and requires committed participation so that it makes a significant difference in teaching and student learning. Data collected in 2006 represent the baseline for this indicator and are the basis for targets for subsequent years. In 2007, grantees reported that 100 percent of teachers participating in the program received professional development that was sustained and intensive, which was significantly higher than the target of 88 percent. In 2008, the percentage of teachers who received sustained and intensive professional development decreased slightly to 92 percent, but was still above the target of 89 percent. The Department continues to work with grantees to ensure that definitions for sustained and intensive are used consistently across projects.

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Measure: The percentage of students participating in arts models programs who demonstrate proficiency in mathematics compared to those in control or comparison groups.		
Year	Control	Treatment
2007	81.0	82.2
2008	60.4	80.4
Change	-20.6	-1.8

Measure: The percentage of students participating in arts models programs who demonstrate proficiency in reading compared to those in control or comparison groups.		
Year	Control	Treatment
2007	72.4	76.5
2008	61.4	76.1
Change	-11.0	-0.4

Assessment of Progress: The Department developed two indicators that focus on the Model Arts program and its impact on student achievement, specifically the percentage of Model Arts students who demonstrate proficient levels of achievement on State assessments in mathematics and in reading, compared to control or comparison groups. For the school year 2007-2008, the students in the treatment groups performed better than those in the control groups on both reading and mathematics measures. Both the treatment and control groups showed declines in performance between school years 2006-2007 and 2007-2008, although the declines in scores were very small for treatment group members.

INNOVATION AND IMPROVEMENT

Parental information and resource centers

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$39,254	\$39,254	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

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.

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 funds 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)
2005.....	\$41,886
2006.....	39,600
2007.....	39,600
2008.....	38,908
2009.....	39,254

INNOVATION AND IMPROVEMENT

Parental information and resource centers

FY 2010 BUDGET REQUEST

The Administration is requesting \$39.254 million, the same as the 2009 level, for the Parental Information Resource Centers program. This funding will allow the program to maintain efforts to provide leadership, technical assistance, and financial support to nonprofit institutions and LEAs that implement effective parental involvement policies, programs, and activities to improve student achievement.

Early performance data indicate that the PIRC program has been successful in reaching out to parents in low-income families through both direct and indirect contact. PIRCs reported that nearly 60 percent of parents served by the centers in the 2006-2007 school year were from low-income families, and nearly 25 percent had limited English proficiency.

In addition, grantee reports provide anecdotal evidence indicating that States are using program funds for innovative and potentially effective activities:

- The Wisconsin PIRC, "Parents Plus," is coordinating and expanding program collaboration with the Wisconsin Department of Public Instruction. The Department of Public Instruction is sponsoring 8-10 volunteers at the PIRC who are helping develop parental involvement strategies for Milwaukee Public Schools, the only district in Wisconsin identified for improvement in 2005-2006.
- A PIRC in Covina, CA is conducting a research project to measure the impact of parental involvement leadership development activities on student and school academic achievement, home-school communication, parent involvement in school planning and school review, and students' school readiness. The PIRC is planning to serve over 25,000 parents directly during its 5-year grant, and include another 5,500 parents through leadership development components of the project.
- The Kansas PIRC is a consortium of 10 parent and family advocacy and educational organizations that are working together to promote more effective parent involvement activities throughout the State. The PIRC works with institutions of higher education to promote parent involvement in teacher training, with adult literacy centers to promote parent and family literacy, and with businesses and service industries to provide resources to employees about the Elementary and Secondary Education Act (ESEA) and parent involvement.

The budget request will also support ongoing technical assistance activities, including maintaining a web-based network to foster communication among PIRCs and between PIRCs and the Department, implementing performance measures, and organizing an annual PIRC Directors' Conference and three annual regional institutes for grantee project directors.

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Parental information and resource centers

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Continuation awards	\$37,708	\$38,054	\$38,054
Number of continuation awards	62	62	62
Technical assistance and evaluation	\$1,200	\$1,200	\$1,200

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, 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, those requested for FY 2010 and future 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).

For reporting on outcomes from the first year of the grant cycle (2006-2007), PIRCs were instructed to complete their data collection in June 2007. This meant that grantees were able to report only 9 months of implementation data. During the first year of the grant, 53 PIRCS reported reaching 99,933 parents regarding State accountability systems directly, and 55 PIRCs reported reaching 1,771,322 parents indirectly on that issue. Fifty-one PIRCs reported providing direct services about SES to 94,288 parents, and 52 PIRCs provided indirect services about SES to 2,373,798 parents. On school choice, 49 PIRCs reported providing direct services to 97,122 parents, and 52 PIRCs provided indirect services to 1,392,628 parents. Over 58 percent of parents receiving PIRCs services were from low-income families, and over 24 percent were limited English proficient. These data are reported by the PIRCs and are not verified by the Department, and some parents may have been counted more than once in each of these estimates. Data for the second year of the grants, 2007-2008, are expected in the fall of 2009.

In addition, 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

INNOVATION AND IMPROVEMENT

Parental information and resource centers

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 for the first time 2009.

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, which is an indicator of grantee efficiency in project implementation. Data for this efficiency measure were first collected for the cohort of grantees funded in FY 2006. In FY 2006, a total of \$37,323,873 was awarded to new PIRC grantees. Of that amount, \$13,002,766, or 34.84 percent, was carried over to the following year.

The Department is currently working to establish and implement at least one additional efficiency measure. The two measures currently under consideration are: (1) cost per successful outcome, based on activities that are common to all or most PIRC projects; and (2) amount of non-Federal dollars leveraged, based on matching funds reported. The Department is evaluating the quality of the data that would be used for either of these measures, and will make a decision in 2009.

Program Improvement Efforts

The Department is undertaking the following improvement efforts for this program:

- *Measuring how the Centers increase parents' understanding of their State accountability systems and options for supplemental services and choice under ESEA.* The Department asks applicants to address these areas through a competitive priority as part of the grant award process. Funded projects must also report annually on the numbers of parents who have received information about State accountability systems and options for supplemental services and choice under ESEA. The Department tracks that information as a GPRA performance measure, as described above. New project directors also received training in these areas at an orientation session, and project directors attended the national Title I conference in January 2007.
- *Implementing the efficiency measure and continuing to work to establish and implement at least one additional efficiency measure.* The Department implemented the following efficiency 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. The Department is continuing to work to establish and implement at least one additional efficiency measure that will 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 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$2,423	\$2,423	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

The Women's Educational Equity Act (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; and the development of (a) assessment instruments and methods to assist local educational agencies in replicating exemplary gender equity programs, and (b) policies and programs to address and prevent sexual harassment.

The FY 2009 competition included three absolute priorities and one competitive preference priority. Applicants were required to address at least one of the following two priorities: (1) support for activities to enable students to achieve proficiency or advanced proficiency in mathematics; and/or; (2) support for activities to enable students to achieve proficiency or advanced proficiency in science. All applicants were required to address the priority for projects to collect pre- and post-intervention test data to assess the effect of the projects on the academic achievement of student participants relative to appropriate comparison or control groups.

To be considered for up to 10 competitive preference priority points, applicants had to propose projects to support activities and interventions aimed at improving the academic achievement of secondary school students at greatest risk of not meeting challenging State academic standards and not completing high school. Grant awards will be made in August 2009.

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

	(\$000s)
2005	\$2,956
2006.....	2,926
2007.....	1,879
2008.....	1,846
2009.....	2,423

FY 2010 BUDGET REQUEST

The Administration is requesting \$2.423 million for the WEEA program in fiscal year 2010, the same as the 2009 level. Fiscal year 2010 funds would support second year continuation awards for grants made with FY 2009 funds. Depending on the level of funding needed for continuation awards, the Department may make additional awards from the FY 2009 slate.

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 changed, as women have made educational gains in many areas that match or exceed those of their male peers. Yet, the gains made by girls and women have not been matched at every educational level and not in the workforce. A 2004 Government Accountability Office (GAO) study, *Women’s Participation in the Sciences Has Increased, but Agencies Need to Do More to Ensure Compliance with Title IX*, reported that the proportion of women science students has grown, but to a lesser extent at the graduate level than the undergraduate level. Also, the proportion of women faculty in the sciences has increased, but they lag behind men faculty in salary and rank.

Scores on the National Assessment of Education Progress (NAEP) show that gender differences in mathematics have been very small (between 1 and 3 percentage points) in recent years, with only slight fluctuations between 1990 and 2005; both males and females surpassed their 2003 results on the 2005 assessment at the 4th- and 8th-grade levels. On NAEP science assessments, females scored comparably to males on the 2000 assessment at the 12th-grade level. However, these generally positive trends mask some important variations between subgroups of girls and boys by family income level and race/ethnicity. A majority of 12th grade African American and Hispanic girls and girls from lower-income families scored below the basic level of proficiency on the 2005 NAEP in mathematics, while white 12th grade girls and girls from higher-income families scored at or above the basic level of proficiency on the same test.

In the workplace, men continue to out-earn women. In 2005, women’s median annual earnings were 77 percent of men’s earnings, (Corbett, Hill, and Rose, *Where the Girls Are: The Facts About Gender Equity in Education*). The 2004 National Center for Education Statistics (NCES) study, *Trends in Educational Equity of Girls and Women*, reported that in 2000, men in the workforce with a high school diploma or equivalent had a median annual income of \$29,443, while women with a high school diploma or equivalent earned \$21,411. The same report showed that men with a bachelor’s degree or higher earned \$46,431, while their female counterparts earned \$36,353. While a quick look at the gender gap in education may show great improvements, a more careful examination shows important gaps that persist between subgroups, within specific disciplines, and in the workplace.

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Women's educational equity

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Amount for new awards	0	\$2,405	0
Amount for continuation awards	\$1,846	0	\$2,423
Number of awards	11	14	14
Peer review of new award applications	0	\$18	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, and measures. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2010 and future years, and the resources and efforts invested by those served by this program.

Beginning in FY 2009, the Department's Data Quality Initiative (DQI) contractor began working with WEEA program staff to improve the quality of the program's performance data through improved performance measures and guidance to grantees. The Department incorporated five new performance measures into the notice inviting applications for FY 2009.

Goal: To promote gender equity in education in the United States.

Objective: *To ensure equal access to mathematics and science educational courses, programs, and careers for women and girls.*

The Department established five new measures for the program: (1) the percentage of female students served by the WEEA program who achieve proficiency on State mathematics assessments; (2) the percentage of female students served by the WEEA program who achieve advanced proficiency on State mathematics assessments; (3) the percentage of female students served by the WEEA program who achieve proficiency on State science assessments; (4) the percentage of female students served by the WEEA program who achieve advanced proficiency on State science assessments; and, (5) the percentage of WEEA projects whose female participants demonstrate statistically significant mean increases in achievement compared to mean increases of a comparison group, based on pre- and post-test data.

All grantees that receive an award under the FY 2009 competition must provide data for the fifth measure. The design of each grantee's program will determine which of the first four measures must be reported on each year.

Other Performance Information

In 2008, the Department released the study, *Early Implementation of Public Single-Sex Schools: Perceptions and Characteristics*, which was supported with WEEA funds. The study examined

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the effects of single-sex schooling on student achievement and other outcomes, especially for at-risk students. Site visits to 10 schools (8 single-sex and 2 coed), surveys, and a literature review informed this study. The study provides descriptive findings that could provide the basis for further investigations.

The study results indicate that single-sex schooling can be helpful. Among the academic outcomes, 10 percent had mixed results across sex or grade levels, 35 percent favored single-sex schooling, 2 percent favored coed schooling, and 53 percent favored neither single-sex nor coed schooling. Overall, the literature review findings suggest that there are more socio-emotional factors than academic factors favoring single-sex schools. In addition, more socio-emotional outcomes favor girls in single-sex schools than boys in single-sex schools. Survey results show that teachers believe that both girls and boys benefit from single-sex schooling, but for different reasons. The survey results also highlight the lack of professional development on single-sex education. Fewer than half of the teachers surveyed from single-sex schools received any professional development on single-sex education.

The WEEA program statute required the Department to issue a report on the status of educational equity for girls and women. This 2004 report, *Trends in Educational Equity of Girls and Women* (National Center for Education Statistics), reported significant educational achievement and attainment gains for women over the past 40 years. The report also pointed out that, in 2001, men still earned a greater percentage of doctoral degrees across most fields, and females still lag further behind in more technical fields, such as engineering (earning 17 percent of degrees) and computer and information sciences (earning 18 percent of degrees).

INNOVATION AND IMPROVEMENT

Promise neighborhoods

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
0	\$10,000	+\$10,000

¹The GEPA extension expired September 30, 2008. Funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

Promise Neighborhoods is a new initiative that would be carried out under the authority of the Fund for the Improvement of Education: Programs of National Significance. Promise Neighborhoods would provide competitive grants to nonprofit, community-based organizations for the development of comprehensive neighborhood programs designed to combat the effects of poverty and improve educational and life outcomes for children and youth, from birth through college. The core idea behind the initiative is that providing both effective schools and strong systems of support to children and youth in poverty and thus, meeting their health, social-service, and educational needs will offer them the best hope for a better life.

Each Promise Neighborhood grantee would serve a high-poverty urban neighborhood or rural community. Each grant would have as a goal attaining a dramatic increase in the number of children and youth from the service area who successfully enter college, but grantees would pursue a range of comprehensive approaches to reaching that goal. Fiscal year 2010 funds would support 1-year planning grants that will enable grantees to conduct a needs assessment of the neighborhood to be served; identify evidence-based, replicable practices appropriate to the needs of the neighborhood; establish partnerships; and develop an integrated and comprehensive plan of services and supports for the target group.

Upon successful completion of a plan, grantees would be eligible to receive funding for implementation grants. In order to demonstrate successful completion of a plan, grantees would have to prove their ability to build effective partnerships with schools, nonprofit organizations, foundations, local agencies, and State agencies and, through those partnerships, bring a variety of resources to the program, including matching funds. The Department would encourage grantees to coordinate with other Federal agencies, notably the Environmental Protection Agency, and the Departments of Housing and Urban Development, Labor, Transportation, Health and Human Services, and Justice to leverage additional resources and address additional community needs that limit the ability of children and youth to succeed educationally. The Department would require applicants for planning and implementation grants to have a demonstrated, positive track record in direct service work, specifically work that improves outcomes for families in poverty. Each approved plan would include a commitment to

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Promise neighborhoods

servicing an increasing number of children and youth within the geographic boundaries of the designated Promise Neighborhood over time. Plans that exhibit the entity's ability to build the capacity of the program to continue beyond the period of Federal support would receive priority.

FY 2010 BUDGET REQUEST

For fiscal year 2010, the Administration requests \$10 million for the new Promise Neighborhoods initiative. This request supports the goal of all children and youth having access to high-quality opportunities and would address the fundamental needs of children and youth in poverty, using an integrated cradle-to-college pipeline of support, so that they can enter school prepared to learn and succeed in school and beyond. In fiscal year 2010, the Department would award 1-year planning grants to nonprofit, community-based organizations that would become eligible for implementation grants upon successfully developing a comprehensive, integrated plan to meet the established needs of the children and youth in an identified high-poverty community. The Administration will request significant resources in fiscal year 2011 to support implementation grants. Successful Promise Neighborhoods would include:

- Partnerships with organizations determined to be most appropriate in meeting the needs of the community's children and youth, such as faith-based institutions, corporations, foundations, institutions of higher education, school districts, charter management organizations, other nonprofit organizations, or State and local governments;
- A pipeline of accessible, best-practice programs for children and youth and their families that provide the community enrichment and support needed for their success;
- Outstanding schooling that emphasizes effective teaching, equitable access to effective teachers and school leaders, the use of data, and parental engagement;
- Goals for dramatic increases in student achievement and in college attendance, in addition to other measures of success;
- Systems for regular reporting on outcomes and for completing both formative and summative evaluations; and
- Strategic, long-term planning that shows how the grantee will leverage Federal funds to form additional partnerships and become self-sufficient.

Promise Neighborhoods would build on the experiences of the Harlem Children's Zone (HCZ) project, a comprehensive, place-based, anti-poverty program, begun in the 1990s, that is achieving impressive results for disadvantaged children and youth who live in the 97-block zone. The HCZ project offers such services as prenatal care, health screenings and health care, employment counseling, financial services, and "Baby College" (a program of parenting workshops for parents of children ages 0-3). In addition, after-school programs, pre-K programs, summer programming, and two charter schools (Promise Academies I and II) are among the services for children and youth. The evidence suggests that students in HCZ schools are achieving at significantly higher levels in reading and math than other similarly situated students.

Funding for Promise Neighborhoods would also include funds for technical assistance and evaluation activities. The Department would provide expert advice and assistance to help

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planning grantees develop plans that have the highest probability for success. Evaluation funds would support an evaluation of the program and assistance to grantees to ensure the collection and analysis of reliable data.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of new grants	0	0	18-20
Funding for new (planning) grants	0	0	\$8,250
Evaluation and Advisory panel	0	0	\$1,000
Field readers	0	0	\$750

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department will develop meaningful performance measures that will yield data for formative and summative assessments of the program.