

Department of Education
HIGHER EDUCATION
Fiscal Year 2010 Budget Request

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For carrying out, to the extent not otherwise provided, titles [II,]¹ III, IV, V, VI, and VII of the Higher Education Act of 1965 ("HEA"), section 1543 of the Higher Education Amendments of 1992, the Mutual Educational and Cultural Exchange Act of 1961, title VIII of the Higher Education Amendments of 1998, part I of subtitle A of title VI of the America COMPETES Act, [section 515 of the Federal Mine Safety and Health Act of 1977,]² and section 117 of the Carl D. Perkins Career and Technical Education Act of 2006, [~~\$2,100,150,000~~]\$2,000,191,000:
Provided, That \$9,687,000, to remain available through September 30, [2010]2011, shall be available to fund fellowships for academic year [2010-2011]2011-2012 under subpart 1 of part A of title VII of the HEA, under the terms and conditions of such subpart 1:³ *Provided further*, That \$609,000 shall be for data collection and evaluation activities for programs under the HEA, including such activities needed to comply with the Government Performance and Results Act of 1993:⁴ *Provided further*, That notwithstanding any other provision of law, funds made available in this Act to carry out title VI of the HEA and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 may be used to support visits and study in foreign countries by individuals who are participating in advanced foreign language training and international studies in areas that are vital to United States national security and who plan to apply their language skills and knowledge of these countries in the fields of government, the professions, or international development:⁵ *Provided further*, That of the funds referred to in the preceding proviso up to 1 percent may be used for program evaluation, national outreach, and information dissemination activities:⁶ [*Provided further*, That up to \$6,556,000 shall be available to continue funding for recipients of multi-year awards under section 204 of the HEA, as that Act was in effect prior to the date of enactment of the Higher Education Opportunity Act ("HEOA"), in accordance with the terms of their awards:⁷ *Provided further*, That notwithstanding any other provision of law, funds available under section 371 of the HEA for Tribal Colleges and

Universities may be used for construction grants, including such funds to recipients of continuation grants for multi-year awards that were made in fiscal year 2008 under section 316 of the HEA, as that Act was in effect prior to the date of enactment of the HEOA, in accordance with the terms of such multi-year awards:]⁸ *Provided further*, That notwithstanding any other provision of law, a recipient of a multi-year award under section 316 of the HEA, as that section was in effect prior to the date of enactment of the [HEOA]Higher Education Opportunity Act ("HEOA"), that would have otherwise received a continuation award for fiscal year [2009]2010 under that section, shall receive under section 316, as amended by the HEOA, not less than the amount that such recipient would have received under such a continuation award:⁹ *Provided further*, That the portion of the funds received under section 316 by a recipient described in the preceding proviso that is equal to the amount of such continuation award shall be used in accordance with the terms of such continuation award¹⁰: *Provided further*, That \$1,000,000, to remain available until expended, shall be available to carry out a scholarship program for the purpose of increasing the skilled workforce for industrial health and safety occupations, including mine safety: *Provided further*, That the Secretary of Education shall identify these scholarships as "Erma Byrd Scholarships": *Provided further*, That such scholarships shall be awarded without regard to an applicant's prior work experience, but the Secretary shall, notwithstanding section 437 of the General Education Provisions Act and 5 U.S.C. 553, by notice in the Federal Register, establish the eligibility requirements, service obligations, payback requirements, and other program requirements similar to those specified in section 515 of the Federal Mine Safety and Health Act as are necessary to implement such a program: *Provided further*, That such scholarship funds may be used to replace a student's expected family contribution, but institutions accepting such scholarship funds may not use these funds to supplant existing institutional aid: *Provided further*, That the Secretary shall be authorized to accept contributions for such scholarships from private sources: *Provided further*, That these

funds shall be used for scholarships for academic year [2009-2010] 2010-2011 and may be available for scholarships in academic year [2010-2011] 2011-2012:¹¹ [*Provided further, That \$91,243,000 shall be used for the projects, and in the amounts, specified under the heading "Higher Education" in the explanatory statement described in section 4 (in the matter preceding division A of this consolidated Act)*].¹² (*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
<p>¹ ...[II,]...</p>	<p>This language, which authorizes funds for the Teacher Quality Partnership program, is deleted because funds are being requested for the program in the Office of Innovation and Improvement account.</p>
<p>² ...[section 515 of the Federal Mine Safety and Health Act of 1977,]...</p>	<p>This language is being deleted because the funding requested in fiscal year 2010 for the Erma Byrd Scholarship program would be authorized under other appropriations language in this account.</p>
<p>³ <i>Provided</i>, That \$9,687,000, to remain available through September 30, [2010]<u>2011</u>, shall be available to fund fellowships for academic year [2010-2011]<u>2011-2012</u> under subpart 1 of part A of title VII of the HEA, under the terms and conditions of such subpart 1:</p>	<p>This language provides that funds appropriated for Javits Fellowships shall remain available for obligation for 2 years in order to provide fellowships for academic year 2011-2012.</p>
<p>⁴ <i>Provided further</i>, That \$609,000 shall be for data collection and evaluation activities for programs under the HEA, including such activities needed to comply with the Government Performance and Results Act of 1993:</p>	<p>This language authorizes and provides funds to support program evaluations and data collection requirements under the Government Performance and Results Act.</p>

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>⁵ <i>Provided further</i>, That notwithstanding any other provision of law, funds made available in this Act to carry out title VI of the HEA and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 may be used to support visits and study in foreign countries by individuals who are participating in advanced foreign language training and international studies in areas that are vital to United States national security and who plan to apply their language skills and knowledge of these countries in the fields of government, the professions, or international development:</p>	<p>This language permits International Education programs authorized under title VI of the Higher Education Act (HEA) and the Mutual Educational and Cultural Exchange Act of 1961 (MECEA) to use funds for visits and study in foreign countries by individuals (in addition to teachers and prospective teachers) who plan to apply their language skills and knowledge in world areas that are vital to United States national security in the fields of government, the professions, or international development.</p>
<p>⁶ <i>Provided further</i>, That of the funds referred to in the preceding proviso up to 1 percent may be used for program evaluation, national outreach, and information dissemination activities:</p>	<p>This language authorizes the use of funds for program evaluation, national outreach, and information dissemination activities at a level that is up to 1 percent of the amount appropriated for International Education programs authorized by title VI of the HEA and section 102(b)(6) of the MECEA.</p>
<p>⁷ [<i>Provided further</i>, That up to \$6,556,000 shall be available to continue funding for recipients of multi-year awards under section 204 of the HEA, as that Act was in effect prior to the date of enactment of the Higher Education Opportunity Act ("HEOA"), in accordance with the terms of their awards:]</p>	<p>This language permits awards to be made for the final continuation year of Teacher Quality Recruitment grants that were awarded under Title II of the Higher Education Act, prior to the enactment of the HEOA, which deleted the authority for these grants. This language is deleted because it is no longer needed.</p>

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>⁸ <i>Provided further</i>, That notwithstanding any other provision of law, funds available under section 371 of the HEA for Tribal Colleges and Universities may be used for construction grants, including such funds to recipients of continuation grants for multi-year awards that were made in fiscal year 2008 under section 316 of the HEA, as that Act was in effect prior to the date of enactment of the HEOA, in accordance with the terms of such multi-year awards:]</p>	<p>This language permits the Department to cover the second year of construction grants awarded in fiscal year 2008 and award new 1-year construction grants under Section 371 of the HEA. This language is deleted because it is no longer needed.</p>
<p>⁹ <i>Provided further</i>, That notwithstanding any other provision of law, a recipient of a multi-year award under section 316 of the HEA, as that section was in effect prior to the date of enactment of the <u>[HEOA]Higher Education Opportunity Act ("HEOA")</u>, that would have otherwise received a continuation award for fiscal year <u>[2009]2010</u> under that section, shall receive under section 316, as amended by the HEOA, not less than the amount that such recipient would have received under such a continuation award:</p>	<p>This language permits the Department to award the greater of either the recipient's non-competing continuation grant or the amount the institution is entitled to under the new funding formula specified in Section 316(d) of the HEA.</p>
<p>¹⁰ <i>Provided further</i>, That the portion of the funds received under section 316 by a recipient described in the preceding proviso that is equal to the amount of such continuation award shall be used in accordance with the terms of such continuation award:</p>	<p>This language provides that institutions receiving continuations grants be required to spend the funds in accordance with the terms of their multi-year grant.</p>

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹¹ <i>Provided further</i>, That \$1,000,000, to remain available until expended, shall be available to carry out a scholarship program for the purpose of increasing the skilled workforce for industrial health and safety occupations, including mine safety: <i>Provided further</i>, That the Secretary of Education shall identify these scholarships as "Erma Byrd Scholarships": <i>Provided further</i>, That such scholarships shall be awarded without regard to an applicant's prior work experience, but the Secretary shall, notwithstanding section 437 of the General Education Provisions Act and 5 U.S.C. 553, by notice in the Federal Register, establish the eligibility requirements, service obligations, payback requirements, and other program requirements similar to those specified in section 515 of the Federal Mine Safety and Health Act as are necessary to implement such a program: <i>Provided further</i>, That such scholarship funds may be used to replace a student's expected family contribution, but institutions accepting such scholarship funds may not use these funds to supplant existing institutional aid: <i>Provided further</i>, That the Secretary shall be authorized to accept contributions for such scholarships from private sources: <i>Provided further</i>, That these funds shall be used for scholarships for academic year [2009-2010] <u>2010-2011</u> and may be available for scholarships in academic year [2010-2011] <u>2011-2012</u>:</p>	<p>This language authorizes and provides funds (to be available for obligation until expended) to support Erma Bryd Scholarships. Any funds not used in academic year 2010 may be used for scholarships in academic year 2011.</p>

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹² [<i>Provided further</i> , That \$91,243,000 shall be used for the projects, and in the amounts, specified under the heading "Higher Education" in the explanatory statement described in section 4 (in the matter preceding division A of this consolidated Act)].	This language earmarks funds appropriated for the Fund for the Improvement of Postsecondary Education for specified projects. This language is deleted because no funds for specified projects are requested.

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

	2008	2009	2010
Discretionary appropriation:			
Annual appropriation.....	\$2,057,801	\$2,100,150	\$2,000,191
Across-the-board reduction.....	<u>-35,950</u>	<u>0</u>	<u>0</u>
Subtotal, discretionary appropriation	2,021,851	2,100,150	2,000,191
Supplemental (P.L. 110-329, Division B, I-7).....	15,000	0	0
Recovery Act supplemental (P.L. 111-5)	<u>0</u>	<u>100,000</u>	<u>0</u>
Subtotal, adjusted discretionary appropriation.....	2,036,851	2,200,150	2,000,191
Comparative transfer to <u>Office of Innovation and Improvement</u> for Teacher Quality Partnership	-33,662	-50,000	0
Comparative transfer to <u>Office of Innovation and Improvement</u> for Teacher Quality Partnership, Recovery Act	<u>0</u>	<u>-100,000</u>	<u>0</u>
Subtotal, comparable discretionary appropriation.....	2,003,189	2,050,150	2,000,191
Mandatory appropriation	<u>378,000</u>	<u>401,000</u>	<u>80,000</u>
Subtotal, comparable discretionary and mandatory appropriation.....	2,381,189	2,451,150	2,080,191
Expired unobligated balance transfer to unexpired account.....	0	8,759	0
Unobligated balance, start of year	13,767	27,955	12,464
Recovery of prior year obligations	12	0	0
Unobligated balance expiring.....	-9,719	0	0
Unobligated balance, end of year	<u>-27,955</u>	<u>-12,464</u>	<u>-11,932</u>
Total, direct obligations	2,357,294	2,475,400	2,080,723

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Obligations by Object Classification (\$000s)

	2008	2009	2010
Printing and reproduction.....	\$31	\$45	\$50
Other contractual services:			
Advisory and assistance services	2,866	2,255	3,505
Other services	3,902	2,660	2,734
Peer review	3,854	5,376	6,080
Purchases of goods and services	1,864	2,013	2,013
Information technology services/contracts.....	<u>559</u>	<u>1,084</u>	<u>1,084</u>
Subtotal	13,045	13,388	15,416
Grants, subsidies, and contributions	<u>2,344,218</u>	<u>2,461,976</u>	<u>2,065,257</u>
Total, obligations.....	2,357,294	2,475,400	2,080,723

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Summary of Changes (\$000s)

2009	\$2,451,150
2010	<u>2,080,191</u>
Net change	-370,959

	<u>2009 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase funding for Strengthening Institutions Program under Aid for Institutional Development to help institutions that enroll a large proportion of minority and disadvantaged students to improve their academic programs, facilities, and finances.	\$80,000	+\$4,000
Increase funding for Strengthening Tribally Controlled Colleges and Universities program under Aid for Institutional Development to enable such institutions to improve and expand their capacity to serve Native American students.	23,158	+1,158
Increase funding for Strengthening Alaska Native and Native Hawaiian-serving institutions program under Aid for Institutional Development to enable such institutions to improve and expand their capacity to serve Alaska Native and Native Hawaiian students.	11,579	+579
Increase funding for Strengthening Historically Black Colleges and Universities program under Aid for Institutional Development to help HBCUs improve their academic programs, facilities, and finances.	238,095	+11,905
Increase funding for Strengthening Historically Black Graduate Institutions program under Aid for Institutional Development to help HBGIs improve their academic programs, facilities, and finances.	58,500	+2,925
Provide funding for Strengthening Predominantly Black Institutions (PBIs) program under Aid for Institutional Development to help PBIs improve their academic programs, facilities, and finances.	0	+7,875

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Summary of Changes (\$000s)

	<u>2009 base</u>	<u>Change from base</u>
Increases:		
<u>Program</u>		
Increase funding for Strengthening Asian American and Native American Pacific Islander-serving institutions program to enable such institutions to improve and expand their capacity to serve Asian American and Native American Pacific-Islander students.	\$2,500	+\$125
Provide funding for Strengthening Native American-serving Nontribal institutions program under Aid for Institutional Development to enable such institutions to improve and expand their capacity to serve students.	0	+2,625
Increase funding for Minority Science and Engineering Improvement program under Aid for Institutional Development to fund additional projects that support the improvement of mathematics, science and engineering programs at postsecondary institutions enrolling large number of minorities.	8,577	+429
Increase funding for Developing Hispanic-serving Institutions program to enable more institutions to improve and expand their capacity to serve Hispanic students.	93,256	<u>+4,663</u>
Subtotal, increases		+36,284
Decreases:		
<u>Program:</u>		
Eliminate mandatory funding for the Strengthening Tribally Controlled Colleges and Universities program due to a lack of authorization for the program.	30,000	-30,000
Eliminate mandatory funding for the Strengthening Alaska Native and Native Hawaiian-serving institutions program due to a lack of authorization for the program.	15,000	-15,000

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Summary of Changes (\$000s)

	<u>2009 base</u>	<u>Change from base</u>
Decreases:		
<u>Program:</u>		
Eliminate mandatory funding for the Strengthening Historically Black Colleges and Universities program due to a lack of authorization for the program.	\$85,000	-\$85,000
Eliminate mandatory funding for the Strengthening Predominantly Black Institutions program due to a lack of authorization for the program.	15,000	-15,000
Eliminate mandatory funding for the Strengthening Asian American and Native American Pacific Islander-serving institutions program due to a lack of authorization for the program.	5,000	-5,000
Eliminate mandatory funding for the Strengthening Native American-serving Nontribal institutions program due to a lack of authorization for the program.	5,000	-5,000
Eliminate mandatory funding for Hispanic-serving Institutions STEM and Articulation Programs due to a lack of authorization for the program.	100,000	-100,000
Decrease funding for the Fund for the Improvement of Postsecondary Education because no funding is requested for earmarks.	133,667	-86,243
Eliminate mandatory funding for the College Access Challenge Grant Program due to a lack of authorization for the program.	66,000	<u>-66,000</u>
Subtotal, decreases		-407,243
Net change		-370,959

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Authorizing Legislation (\$000s)

Activity	2009 Authorized	2009 Appropriation	2010 Authorized	2010 Request
Aid for institutional development:				
Strengthening institutions (<i>HEA-III-A-311</i>)	\$135,000	\$80,000	Indefinite	\$84,000
Strengthening tribally controlled colleges and universities (<i>HEA-III-A-316</i>)	30,000	23,158	Indefinite	24,316
Additional funds for Strengthening tribally controlled colleges and universities (<i>HEA-III-F-371</i>) (<i>mandatory</i>)	30,000 ¹	30,000 ¹	0	0
Strengthening Alaska Native and Native Hawaiian-serving institutions (<i>HEA-III-A-317</i>)	15,000	11,579	0	12,158
Additional funds for Strengthening Alaska Native and Native Hawaiian-serving institutions (<i>HEA-III-F-371</i>) (<i>mandatory</i>)	15,000 ¹	15,000 ¹	0	0
Strengthening historically Black colleges and universities (<i>HEA-III-B-323</i>)	375,000	238,095	Indefinite	250,000
Additional funds for Strengthening historically Black colleges and universities (<i>HEA-III-F-371</i>) (<i>mandatory</i>)	85,000 ¹	85,000 ¹	0	0
Strengthening historically Black graduate institutions (<i>HEA-III-B-326</i>)	125,000	58,500	Indefinite	61,425
Master's degree programs at HBCUs and PBIs (<i>HEA VIII-AA-897</i>) (<i>mandatory</i>)	11,500 ²	11,500 ²	\$11,500 ²	11,500 ²
Strengthening predominantly Black institutions (<i>HEA-III-A-318</i>)	75,000	0	75,000	7,875
Strengthening predominantly Black institutions (<i>HEA-III-F-371</i>) (<i>mandatory</i>)	15,000 ¹	15,000 ¹	0	0
Strengthening Asian American and Native American Pacific Islander-serving institutions (<i>HEA-III-A-320</i>)	30,000	2,500	Indefinite	2,625

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Authorizing Legislation—continued (\$000s)

Activity	2009 Authorized	2009 Appropriation	2010 Authorized	2010 Request
Strengthening Asian American and Native American Pacific Islander-serving institutions (<i>HEA-III-F-371</i>) (<i>mandatory</i>)	\$5,000 ¹	\$5,000 ¹	0	0
Strengthening Native American-serving Nontribal institutions (<i>HEA-III-A-319</i>)	25,000	0	Indefinite	\$2,625
Strengthening Native American-serving Nontribal institutions (<i>HEA-III-F-371</i>) (<i>mandatory</i>)	5,000 ¹	5,000 ¹	0	0
Minority science and engineering improvement (<i>HEA-III-E-1</i>)	12,000	8,577	Indefinite	9,006
Aid for Hispanic-serving institutions:				
Developing Hispanic-serving institutions (<i>HEA-V-A</i>)	175,000	93,256	Indefinite	97,919
Developing HSI STEM and articulation programs (<i>HEA-III-F-371(b)(2)(B)</i>) (<i>mandatory</i>)	100,000 ¹	100,000 ¹	0	0
Promoting postbaccalaureate opportunities for Hispanic Americans (<i>HEA-VIII-AA-898</i>) (<i>mandatory</i>)	11,500 ²	11,500 ²	\$11,500 ²	11,500 ²
Other aid for institutions:				
International education and foreign language studies:				
Domestic programs (<i>HEA-VI-A and B</i>)	Indefinite	102,335	Indefinite	102,335
Overseas programs (<i>MECEA-102(b)(6)</i>)	Indefinite	14,709	Indefinite	14,709
Institute for international public policy (<i>HEA-VI-C</i>)	Indefinite	1,837	Indefinite	1,837
Fund for the improvement of postsecondary education (<i>HEA-VII-B</i>)	Indefinite	133,667	Indefinite	47,424
Demonstration projects to support postsecondary faculty, staff, and administrators in educating students with disabilities (<i>HEA-VII-D-1</i>)	Indefinite	6,755	Indefinite	6,755

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Authorizing Legislation—continued (\$000s)

Activity	2009 Authorized	2009 Appropriation	2010 Authorized	2010 Request
Tribally controlled postsecondary career and technical institutions (<i>Carl D. Perkins CTEA</i> section 117)	Indefinite	\$7,773	Indefinite	\$7,773
Assistance for students:				
Federal TRIO programs (<i>HEA-IV-A-2-1</i>)	\$900,000	848,089	Indefinite	848,089
Additional funds for Upward Bound (<i>HEA 402C(g)</i>) (<i>mandatory</i>)	57,000 ³	\$57,000	\$57,000 ³	57,000
Gaining early awareness and readiness for undergraduate programs (<i>HEA-IV-A-2-2</i>)	400,000 ⁴	313,212	Indefinite	313,212
Scholarships and fellowships:				
Byrd honors scholarships (<i>HEA-IV-A-6</i>)	Indefinite	40,642	Indefinite	40,642
Javits fellowships (<i>HEA-VII-A-1</i>)	30,000	9,687	Indefinite	9,687
Graduate assistance in areas of national need (<i>HEA-VII-A-2</i>)	Indefinite	31,030	Indefinite	31,030
Thurgood Marshall legal educational opportunity program (<i>HEA-VII-A-3</i>)	5,000	3,000	Indefinite	3,000
B.J. Stupak Olympic scholarships (<i>Higher Education Amendments of 1992, Section 1543</i>)	5,000	977	Indefinite	977
Child care access means parents in school (<i>HEA-IV-A-7</i>)	Indefinite	16,034	Indefinite	16,034
Teachers for a competitive tomorrow: Baccalaureate STEM and foreign language teacher education (<i>America COMPETES Act, Section 6113</i>)	151,200	1,092	151,200	1,092
Teachers for a competitive tomorrow: Master's STEM and foreign language teacher education (<i>America COMPETES Act, Section 6114</i>)	125,000	1,092	125,000	1,092
GPRA data/HEA program evaluation (<i>Department of Education Appropriations Act, 2009</i>)	0 ⁵	609	0 ⁵	609

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Authorizing Legislation—continued (\$000s)

Activity	2009 Authorized	2009 Appropriation	2010 Authorized	2010 Request
Underground railroad program (<i>Higher Education Amendments of 1998-VIII-H</i>)	\$3,000	\$1,945	\$3,000	\$1,945
College access challenge grant program (<i>HEA-VII-E</i>) (<i>mandatory</i>)	66,000 ⁶	66,000	Indefinite ⁶	0
<u>Unfunded authorizations</u>				
Interest subsidy grants (<i>HEA-I-121</i>)	Indefinite	0	Indefinite	0
Teacher Quality Enhancement--Enhancing Teacher Education (<i>HEA-II-B</i>)	Indefinite	0	Indefinite	0
Endowment challenge grants (<i>HEA-III-C-331</i>)	10,000	0	Indefinite	0
Programs in STEM Fields (<i>HEA-III-E-2</i>)	Indefinite	0	Indefinite	0
Promoting postbaccalaureate opportunities for Hispanic Americans (<i>HEA-V-B-511</i>)	100,000	0	Indefinite	0
Science and technology advanced foreign language education (<i>HEA-VI-D-637</i>)	Indefinite	0	Indefinite	0
Master's degree programs at Historically Black Colleges and Universities (<i>HEA-VII-A-4-723</i>)	Indefinite	0	Indefinite	0
Master's degree programs at Predominantly Black Institutions (<i>HEA-VII-A-4-724</i>)	Indefinite	0	Indefinite	0
Model comprehensive transition and postsecondary programs for students with intellectual disabilities into higher education (<i>HEA-VII-D-2</i>)	Indefinite	0	Indefinite	0
Model demonstration program to support improved access to postsecondary instructional materials for students with print disabilities (<i>HEA-VII-D-3</i>)	Indefinite	0	Indefinite	0

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Authorizing Legislation—continued
(\$000s)

Activity	2009 Authorized	2009 Appropriation	2010 Authorized	2010 Request
<u>Unfunded authorizations (cont'd)</u>				
National Technical Assistance Center; Coordinating Center (HEA-VII-D-4)	Indefinite	0	Indefinite	0
Project GRAD (HEA-VIII-A)	Indefinite	0	Indefinite	0
Mathematics and science scholars program (HEA-VII-B)	Indefinite	0	Indefinite	0
Business workforce partnerships for job skill training in high growth occupations or industries (HEA-VIII-C)	Indefinite	0	Indefinite	0
Capacity for nursing students and faculty (HEA-VIII-D)	Indefinite	0	Indefinite	0
American history for freedom (HEA-VIII-E)	Indefinite	0	Indefinite	0
Patsy T. Mink fellowship program (HEA-VIII-G)	Indefinite	0	Indefinite	0
Improving college enrollment by secondary schools (HEA-VIII-H)	Indefinite	0	Indefinite	0
Early childhood education professional development and career task force (HEA-VIII-I)	Indefinite	0	Indefinite	0
Improving science, technology, engineering, and mathematics education with a focus on Alaska Native and Native Hawaiian students (HEA-VIII-J)	Indefinite	0	Indefinite	0
Pilot programs to increase college persistence and success (HEA-VIII-K)	Indefinite	0	Indefinite	0
Student safety and campus emergency management (HEA-VIII-L-821)	Indefinite	0	Indefinite	0

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Authorizing Legislation—continued (\$000s)

	2009 Authorized	2009 Appropriation	2010 Authorized	2010 Request
<u>Unfunded authorizations (cont'd)</u>				
Education disaster and emergency relief loan program (<i>HEA-VIII-L-824</i>)	Indefinite	0	Indefinite	0
Low tuition (<i>HEA-VIII-M</i>)	Indefinite	0	Indefinite	0
Cooperative education (<i>HEA-VIII-N</i>)	Indefinite	0	Indefinite	0
College partnership grants (<i>HEA-VIII-O</i>)	Indefinite	0	Indefinite	0
Jobs to careers (<i>HEA-VIII-P</i>)	Indefinite	0	Indefinite	0
Rural development grants for rural-serving colleges and universities (<i>HEA-VIII-Q</i>)	Indefinite	0	Indefinite	0
Campus-based digital theft prevention (<i>HEA-VIII-R</i>)	Indefinite	0	Indefinite	0
Program to promote training and job placement of realtime writers (<i>HEA-VIII-S</i>)	Indefinite	0	Indefinite	0
Model programs for centers of excellence for veteran student success (<i>HEA-VIII-T</i>)	Indefinite	0	Indefinite	0
University sustainability programs (<i>HEA-VIII-U</i>)	Indefinite	0	Indefinite	0
Modeling and simulation programs (<i>HEA-VIII-V</i>)	Indefinite	0	Indefinite	0
Path to success program (<i>HEA-VIII-W</i>)	Indefinite	0	Indefinite	0
School of veterinary medicine competitive grant program (<i>HEA-VIII-X</i>)	Indefinite	0	Indefinite	0
Early Federal Pell Grant commitment demonstration program (<i>HEA-VIII-Y</i>)	Indefinite	0	Indefinite	0
Henry Kuualoha Giugni Kupuna Memorial Archives (<i>HEA-VIII-Z</i>)	Indefinite	0	Indefinite	0
National Center for Research in Advanced Information and Digital Technologies (<i>HEOA-VIII-802</i>)	Indefinite	0	Indefinite	0

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HIGHER EDUCATION

Authorizing Legislation—continued
(\$000s)

Activity	2009 Authorized	2009 Appropriation	2010 Authorized	2010 Request
<u>Unfunded authorizations (cont'd)</u>				
Establishment of pilot program for course material rental (<i>HEOA-VIII-803</i>)	Indefinite	0	Indefinite	0
Advancing America through foreign language partnerships (<i>America COMPETES Act-VI-C</i>)	Indefinite	0	Indefinite	0
Grants to states for workplace and community transition training for incarcerated individuals (<i>Higher Education Amendments of 1998-VIII-D</i>)	<u>Indefinite</u>	<u>0</u>	<u>Indefinite</u>	<u>0</u>
Total definite authorization	\$3,127,200		\$434,200	
Total discretionary appropriation		\$2,050,150		\$2,000,191
Portion of request not authorized				609
Total mandatory appropriation		401,000		80,000

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¹ Mandatory funds transferred from Title IV, Part J, Section 499A of the Higher Education Act of 1965, as amended (HEA) to Title III, Part F, Section 371 of the HEA. Authority to award grants expires September 30, 2009.

² Mandatory funds made available in fiscal year 2009 and each succeeding fiscal year through fiscal year 2014.

³ Mandatory funds made available in fiscal year 2009 and each succeeding fiscal year through fiscal year 2011 pursuant to Section 402C(g) of the HEA.

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

⁵ The program is authorized in fiscal year 2009 through appropriations language. The Administration proposes to continue funding this program in fiscal year 2010 through appropriations language.

⁶ A total of \$66,000 thousand in mandatory funds were made available in fiscal year 2009 by Section 781 of the Higher Education Act, as amended. These funds were not part of the Administration's fiscal year 2009 appropriation and are not part of the fiscal year 2010 budget request. In addition, discretionary funding is authorized in fiscal year 2009 and each succeeding fiscal year through fiscal year 2014.

HIGHER EDUCATION

Appropriations History (\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2001	\$1,795,973	\$1,688,081	\$1,694,520	\$1,911,710
2002	1,723,223	1,908,151	1,826,223	2,028,048
2003	1,883,053	1,903,553	2,047,640	2,087,046
2003 Technical Amendment				-546
2004	1,904,438	1,980,991	1,977,482	2,092,644
2004 Rescission	---	---	---	-795
2005	1,977,028	1,976,056	2,148,458	2,117,195
2005 Rescission	---	---	---	-496
2006	1,202,315	1,936,936	2,112,958	1,951,052
2007	1,108,711	N/A ¹	N/A ¹	1,951,053 ^{1,2}
2008 Discretionary	1,837,737	2,184,533	2,040,302	2,036,851
2008 Mandatory		378,000	378,000	378,000
2009 Discretionary	1,733,684	2,080,881 ³	1,856,214 ³	2,100,951
2009 Mandatory	401,000	401,000	401,000	401,000
Recovery Act Supplemental (P.L. 111-5)	0	100,000	50,000	100,000
2010 Discretionary	2,000,191			
2010 Mandatory	80,000			

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 Total excludes \$30,000 thousand appropriated in Chapter 7 of P.L. 110-28, the Troops Readiness, Veterans' Care, Katrina Recovery, and Iraq Accountability Appropriations Act of 2007, May 25, 2007.

³ 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.

HIGHER EDUCATION

Significant Items in FY 2009 Appropriations Reports

Strengthening Tribally Controlled Colleges and Universities (TCCUs)

Conference: The Department shall award TCCUs that received a multiple-year grant that was in effect prior to the reauthorization of the Higher Education Act (HEA), (P.L. 110-315), the larger of either the amount of the continuation grant or the amount that they are entitled to under the newly reauthorized section 316(d) of the HEA, which modified the formula. Institutions receiving these funds shall be required to spend the funds in accordance with the terms of the original grant. The bill also specifies that the Secretary shall use mandatory funds made available for these institutions by the College Cost Reduction and Access Act for continuation grants, and one-year construction grants.

Response: The Department will comply with this guidance.

Title VI International Education and Foreign Languages Studies programs

Conference: The Department shall use \$3,155,000 of the \$102,335,000 provided for Title VI Domestic Programs, to increase the number of individuals receiving academic year and summer foreign language and area studies fellowships.

Response: The Department will increase the number of individuals receiving academic and summer Foreign Language and Area Studies fellowships. The Department awarded 950 academic year and 659 summer fellowships in fiscal year 2008. The Department expects to award an additional 100 academic year and 70 summer fellowships for a total of 1,050 academic year and 729 summer fellowships in fiscal year 2009.

Conference: The Department shall use a portion of the 1 percent available for program evaluation, to assist grantees with developing web portals to improve the dissemination of information produced under these programs to the public.

Response: The Department will comply with this guidance.

TRIO Upward Bound Evaluation

Conference: The Department shall not obligate any funds for an Upward Bound evaluation until the Department submits a report including the specifications for the evaluation and provides a briefing to the Committees on Appropriations of the House of Representatives and the Senate on its proposal.

Response: The Department will abide by these provisions when designing the evaluation, which will commence by June 30, 2010.

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
Higher Education						
1. Aid for institutional development:						
(a) Strengthening institutions (HEA III-A, section 311)	D	78,146	80,000	84,000	4,000	5.0%
(b) Strengthening tribally controlled colleges and universities (HEA III-A, section 316)	D	23,158	23,158	24,316	1,158	5.0%
(c) Additional funds for strengthening tribally controlled colleges and universities (HEA III-F, section 371)	M	30,000	30,000	0	(30,000)	-100.0%
Subtotal		53,158	53,158	24,316	(28,842)	-54.3%
(d) Strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-A, section 317)	D	11,579	11,579	12,158	579	5.0%
(e) Additional funds for strengthening Alaska Native or Native Hawaiian-serving institutions (HEA III-F, section 371)	M	15,000	15,000	0	(15,000)	-100.0%
Subtotal		26,579	26,579	12,158	(14,421)	-54.3%
(f) Strengthening HBCUs (HEA III-B, section 323)	D	238,095	238,095	250,000	11,905	5.0%
(g) Additional funds for strengthening HBCUs (HEA III-F, section 371)	M	85,000	85,000	0	(85,000)	-100.0%
Subtotal		323,095	323,095	250,000	(73,095)	-22.6%
(h) Strengthening historically Black graduate institutions (HEA III-B, section 326)	D	56,903	58,500	61,425	2,925	5.0%
(i) Masters degree programs at HBCUs and predominantly Black institutions (HEA VIII, section 897)	M	0	11,500	11,500	0	0.0%
(j) Strengthening predominately Black institutions (HEA III-A, section 318)	D	0	0	7,875	7,875	---
(k) Mandatory strengthening predominantly Black institutions (HEA III-F, section 371)	M	15,000	15,000	0	(15,000)	-100.0%
(l) Strengthening Asian American and Native American Pacific Islander-serving institutions (HEA III-A, section 320)	D	0	2,500	2,625	125	5.0%
(m) Mandatory Strengthening Asian American and Native American Pacific Islander-serving institutions (HEA III-F, section 371)	M	5,000	5,000	0	(5,000)	-100.0%
Subtotal		5,000	7,500	2,625	(4,875)	-65.0%
(n) Strengthening Native American-serving nontribal institutions (HEA III-A, section 319)	D	0	0	2,625	2,625	---
(o) Mandatory strengthening Native American-serving nontribal institutions (HEA III-F, section 371)	M	5,000	5,000	0	(5,000)	-100.0%
(p) Minority science and engineering improvement (HEA III-E-1)	D	8,577	8,577	9,006	429	5.0%
Subtotal, Aid for institutional development		571,458	588,909	465,530	(123,379)	-21.0%
2. Aid for Hispanic-serving institutions:						
(a) Developing Hispanic-serving institutions (HEA V-A)	D	93,256	93,256	97,919	4,663	5.0%
(b) Developing HSI STEM and articulation programs (HEA III-F, section 371(b)(2)(B))	M	100,000	100,000	0	(100,000)	-100.0%
(c) Promoting postbaccalaureate opportunities for Hispanic Americans (HEA VIII, section 898)	M	0	11,500	11,500	0	0.0%
Subtotal		193,256	204,756	109,419	(95,337)	-46.6%
3 Other aid for institutions:						
(a) International education and foreign language studies:						
(1) Domestic programs (HEA VI-A and B)	D	93,941	102,335	102,335	0	0.0%
(2) Overseas programs (MECEA section 102(b)(6))	D	13,372	14,709	14,709	0	0.0%
(3) Institute for International Public Policy (HEA VI-C)	D	1,670	1,837	1,837	0	0.0%
Subtotal		108,983	118,881	118,881	0	0.0%
(b) Fund for the Improvement of Postsecondary Education (HEA VII-B)	D	120,333	133,667	47,424	(86,243)	-64.5%
(c) Demonstration projects to support postsecondary faculty, staff, and administrators in educating students with disabilities (HEA VII-D-1)	D	6,755	6,755	6,755	0	0.0%
(d) Tribally controlled postsecondary career and technical institutions (CTEA section 117)	D	7,546	7,773	7,773	0	0.0%

DEPARTMENT OF EDUCATION FISCAL YEAR 2010 PRESIDENT'S REQUEST

(in thousands of dollars)		Category Code	2008 Appropriation	2009 Appropriation	2010 President's Request	Change from 2009 Appropriation	
Office, Account, Program and Activity						Amount	Percent
Higher Education (continued)							
4. Assistance for students:							
(a) Federal TRIO programs (HEA IV-A-2, Chapter 1)		D	828,178	848,089	848,089	0	0.0%
(b) Additional funds for Upward Bound (HEA 402C(g))		M	57,000	57,000	57,000	0	0.0%
Subtotal			885,178	905,089	905,089	0	0.0%
(c) Gaining early awareness and readiness for undergraduate programs (GEAR UP) (HEA IV-A-2, Chapter 2)							
(d) Scholarships and fellowships:		D	303,423	313,212	313,212	0	0.0%
(1) Byrd honors scholarships (HEA IV-A-6)		D	40,284	40,642	40,642	0	0.0%
(2) Javits fellowships (HEA VII-A-1)		D	9,530	9,687	9,687	0	0.0%
(3) Graduate assistance in areas of national need (HEA VII-A-2)		D	29,542	31,030	31,030	0	0.0%
(4) Thurgood Marshall legal educational opportunity program (HEA VII-A-3)		D	2,895	3,000	3,000	0	0.0%
(5) B.J. Stupak Olympic scholarships (HE Amendments of 1992, section 1543)		D	953	977	977	0	0.0%
(e) Child care access means parents in school (HEA IV-A-7)		D	15,534	16,034	16,034	0	0.0%
5. Teachers for a competitive tomorrow (America COMPETES Act VI-A-1)							
(a) Baccalaureate STEM and foreign language teacher training (Sec. 6113)		D	983	1,092	1,092	0	0.0%
(b) Masters STEM and foreign language teacher training (Sec. 6114)		D	983	1,092	1,092	0	0.0%
6. GPRA data/HEA program evaluation (Department of Education Appropriations Act)		D	609	609	609	0	0.0%
7. Underground railroad program (HE Amendments of 1998, VIII-H)		D	1,945	1,945	1,945	0	0.0%
8. College access challenge grant program (HEA VII-E)		M	66,000	66,000	0	(66,000)	-100.0%
9. Disaster relief for higher education institutions (Disaster Relief and Recovery Supplemental Appropriations Act, 2008, P.L. 110-329, Division B, I-7)		D	15,000	0	0	0	---
Total		D	2,381,189	2,451,150 ¹	2,080,191	(370,959)	-15.1%
Discretionary			2,003,189	2,050,150	2,000,191	(49,959)	-2.4%
Mandatory			378,000	401,000 ²	80,000	(321,000)	-80.0%
Outlays			2,029,379	2,340,146	2,444,950	104,804	4.5%
Discretionary		D	2,001,493	2,075,666	2,103,565	27,903	1.3%
Mandatory		M	27,886	264,480	341,381	76,901	29.1%

¹ Adjusted for comparability. Excludes \$33,662 thousand in FY 2008 and \$50,000 thousand in FY 2009 for Teacher Quality Enhancement. The FY 2010 request for this program is in the Innovation and Improvement account, under the name Teacher Quality Partnership.

² Includes \$23,000 thousand in mandatory appropriations enacted on August 14, 2008, in P.L. 110-315, Higher Education Opportunity Act, which reauthorized the Higher Education

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

HIGHER EDUCATION

Summary of Request

The Administration's request for fiscal year 2010 includes \$2 billion for programs in the Higher Education account. The request would maintain support for the majority of Higher Education programs, which were reauthorized in the Higher Education Opportunity Act on August 14, 2008. These programs would continue to complement the Administration's commitment to elementary and secondary education by ensuring that quality postsecondary educational opportunities are available.

The Administration requests a total of \$454 million in discretionary funding for Title III for the **Aid for Institutional Development** programs, an overall increase of \$31.6 million, or 7.5 percent, over the fiscal year 2009 level. The request for Title III demonstrates the Administration's commitment to assisting institutions that enroll a large proportion of minority and disadvantaged students by providing funds to improve institutions' academic programs and administrative and fundraising capabilities. Within this amount, the Administration requests \$84 million, an increase of \$4 million, or 5 percent, over the fiscal year 2009 level for the **Strengthening Institutions Program**. The Administration is also requesting \$250 million, an increase of \$11.9 million, or 5 percent, for **Strengthening Historically Black Colleges and Universities (HBCUs)**; \$61.4 million, an increase of \$2.9 million, or 5 percent, for **Strengthening Historically Black Graduate Institutions (HBGIs)**; and \$7.9 million for the newly authorized **Strengthening Predominantly Black Institutions** program included in the Higher Education Act of 1965, as amended. African Americans have historically lacked access to quality education compared to their White cohorts. The Strengthening HBCUs, Strengthening HBGIs, and Strengthening PBIs grants programs increase the capacity of the HBCUs, HBGIs, and PBIs to provide greater access to academic programs at both undergraduate and graduate levels to African Americans. In addition, the Administration is requesting \$24.3 million, an increase of \$1.2 million, or 5 percent, over the fiscal year 2009 level for the **Tribally Controlled Colleges and Universities** program; \$12.2 million, an increase of \$579,000, or 5 percent, for the **Alaska Native and Native Hawaiian-serving Institutions** program; \$2.6 million for the newly authorized **Native American-serving Nontribal institutions** program; and \$2.6 million for the newly authorized **Asian American and Native American Pacific Islander-serving institutions** program to support institutions that serve Native American, Alaska Native and Native Hawaiian, and Asian American and Native American Pacific Islander students. Lastly, the Administration is requesting \$9 million, a 5 percent increase over the fiscal year 2009 level for the **Minority Science and Engineering Improvement Program (MSEIP)** to help improve science and engineering programs at postsecondary institutions with predominantly minority enrollments.

The Administration requests \$97.9 million in discretionary funding for **Developing Hispanic-serving Institutions (HSIs)**, an increase of \$4.7 million, or 5 percent, over the 2009 level. This funding demonstrates the Administration's commitment to ensuring that Hispanic students have access to high quality postsecondary education and to closing the gap between Hispanic and non-Hispanic students in areas of academic achievement, high school graduation, postsecondary enrollment and life-long learning.

The Administration requests \$118.9 million for the **International Education and Foreign Language Studies (IEFLS)** programs, the same as the 2009 level. The 14 IEFLS programs are designed to help meet the Nation's security and economic needs through the development of expertise in foreign languages and area and international studies. The request for IEFLS

HIGHER EDUCATION

includes \$102.3 million for the **Domestic Programs**, \$14.7 million for the **Overseas Programs**, and \$1.8 million for the **Institute for International Public Policy**.

The Administration requests for the **Federal TRIO Programs** and **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** are to maintain discretionary funding at the fiscal year 2009 levels of \$848.1 million and \$313.2 million, respectively. These programs are designed to increase postsecondary access by providing low-income students with the necessary tools to enroll and successfully complete in college. The request of \$848.1 million for the **Federal TRIO programs** includes funding for Student Support Services, Upward Bound, Upward Bound Math and Science, Talent Search, Educational Opportunity Centers, and McNair Postbaccalaureate Achievement. The TRIO programs are the Department's oldest college preparation and student support programs, and they have a long history of providing support to low-income students and students whose parents never completed college.

The Administration also requests \$47.4 million for the **Fund for the Improvement of Postsecondary Education** for fiscal year 2010 to fund exemplary, locally developed projects that are models for innovative reform and improvement in postsecondary education, including \$5 million for an initiative that would fund innovative projects designed to improve postsecondary education at community colleges. To provide students with additional financial resources, the Administration requests \$40.6 million for **Byrd Honors Scholarships**, \$31 million for **Graduate Assistance in Areas of National Need (GAANN)**, and \$9.7 million for **Javits Fellowships** to provide merit-based scholarships and fellowships for graduate students.

The Higher Education Act of 1965, as amended, authorizes and provides the following mandatory funds that are not included in the Administration's fiscal year 2010 budget request:

- \$57 million for each of the fiscal years 2008 through 2011 to provide assistance to all **TRIO Upward Bound** applicants that did not receive funding in the fiscal year 2007 competition and have an application score above 70.
- \$11.5 million for **Master's Degree Programs at Historically Black Colleges and Universities and Predominantly Black Institutions** for each of the fiscal years 2009 through 2014 to provide grants to specified eligible institutions determined to be making a substantial contribution to graduate education opportunities for Black Americans at the master's level in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines.
- \$11.5 million for **Promoting Postbaccalaureate Opportunities for Hispanic Americans** for each of the fiscal years 2009 through 2014 to provide grants to help Hispanic Americans gain entry into and succeed in graduate study, a level of education in which they are underrepresented.

HIGHER EDUCATION

Aid for institutional development

(Higher Education Act of 1965, Title III, Parts A and F)

FY 2010 Authorization (\$000s): Indefinite (discretionary), 0^{1,2} (mandatory)

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
Strengthening Institutions (Part A discretionary)	\$80,000	\$84,000	+\$4,000
Strengthening Tribally Controlled Colleges and Universities			
(Part A discretionary)	23,158	24,316	+1,158
(Part F mandatory)	30,000	0	-30,000
Strengthening Alaska Native and Native Hawaiian-serving Institutions			
(Part A discretionary)	11,579	12,158	+579
(Part F mandatory)	15,000	0	-15,000
Strengthening Historically Black Colleges and Universities			
(Part B discretionary)	238,095	250,000	+11,905
(Part F mandatory)	85,000	0	-85,000
Strengthening Historically Black Graduate Institutions			
(Part B discretionary)	58,500	61,425	+2,925
Strengthening Predominantly Black Institutions			
(Part A discretionary)	0	7,875	+7,875
(Part F mandatory)	15,000	0	-15,000
Strengthening Asian American and Native American Pacific Islander-serving Institutions			
(Part A discretionary)	2,500	2,625	+125
(Part F mandatory)	5,000	0	-5,000
Strengthening Native American-serving Nontribal Institutions			
(Part A discretionary)	0	2,625	+2,625
(Part F mandatory)	5,000	0	-5,000
Minority Science and Engineering Improvement Program (Part E discretionary)	<u>8,577</u>	<u>9,006</u>	<u>+429</u>
Total	577,409	454,030	-123,379
Discretionary	422,409	454,030	+31,621
Mandatory	155,000	0	-155,000

¹ The mandatory authorization of appropriations and authority to award grants expires September 30, 2009.

² The Higher Education Opportunity Act transferred the authorization for mandatory funding of certain minority-serving institutions programs from Title IV, Part J, Section 499A to Title III, Part F, Section 371 of the Higher Education Act of 1965, as amended.

HIGHER EDUCATION

Aid for institutional development

PROGRAM DESCRIPTION

The Aid for Institutional Development programs, commonly referred to as the Title III programs, are designed to strengthen institutions of higher education that serve high percentages of minority students and students from low-income backgrounds. A low-income individual is defined as an individual from a family whose taxable income for the preceding year did not exceed 150 percent of an amount equal to the poverty level determined by using criteria of poverty established by the Bureau of the Census. Federal grants made under these programs to eligible institutions are to support improvements in the academic quality, institutional management, and fiscal stability of the institutions. Specifically, the Title III programs provide financial assistance to help institutions solve problems that threaten their ability to survive, to improve their management and fiscal operations, to build endowments, and to make effective use of technology. Funding is targeted to minority-serving and other institutions that enroll a large proportion of financially disadvantaged students and have low per-student expenditures.

In addition, from its inception in 1965, one of the primary missions of the Title III programs has been to strengthen the Nation's Historically Black Colleges and Universities. The Higher Education Amendments of 1998 extended that mission to include programs to strengthen Tribally Controlled Colleges and Universities and Alaska Native and Native Hawaiian-serving institutions. Furthermore, the Higher Education Opportunity Act of 2008 (HEOA), which reauthorized the Higher Education Act of 1965 (HEA), established the Asian American and Native American Pacific Islander-serving institutions program, the Native American-serving Nontribal institutions program, and the Predominantly Black Institutions program. Lastly, the HEOA transferred mandatory funding for Strengthening HBCUs and Other Minority Serving Institutions program from Title IV, Section 499A of the HEA to Title III, Section 371 of the HEA.

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

To participate in the Strengthening Institutions program (SIP), an institution must: award bachelor degrees or be a junior or community college; provide an education program legally authorized by the State in which it is located; and be accredited or be making reasonable

HIGHER EDUCATION

Aid for institutional development

progress toward accreditation. An institution must also have below average educational and general expenditures per full-time equivalent undergraduate student and include in its enrollment a significant percentage of financially needy students. The enrollment of needy students criterion may be met if a substantial percentage of the institution's enrolled students are Pell Grant recipients, or if 50 percent of its enrolled students are Title IV need-based aid recipients. If a Strengthening Institution participant receives funding under this program, it cannot receive funding under other sections of Part A or Part B.

Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A, Section 316) authorizes 5-year formula-based grants that enable TCCUs to improve and expand their capacity to serve American Indian students. Institutions receiving grants under this part are exempted from the 2-year wait-out requirement in Section 313, i.e. they are eligible to receive an additional grant after their 5-year grant period expires.

The Department may reserve 30 percent of the funds appropriated to award 1-year grants of at least \$1 million for institutional construction, maintenance, and renovation needs at eligible institutions, with a preference given to institutions that did not receive an award in a prior fiscal year. The remaining funds must be allocated according to a formula, with a minimum grant of \$500,000. The funding allocation is based on a distribution by which 60 percent of the remaining funds (after reservation for construction) are allocated based on Indian student counts at eligible institutions and the other 40 percent of the remaining funds are distributed equally among eligible Tribal Colleges or Universities.

Institutions may use their funds to plan, develop, and implement activities that encourage: faculty and academic program development; improvement in fund and administrative management; construction, maintenance, renovation, and improvement of instructional facilities, including purchase or rental of telecommunications technology equipment or services, and the acquisition of real property adjacent to the campus of the institution on which to construct such facilities; student services; the establishment of a program of teacher education with a particular emphasis on qualifying students to teach Indian children; the establishment of community outreach programs that encourage Indian elementary and secondary school students to develop the academic skills and interest to pursue postsecondary education; education or counseling services designed to improve the financial literacy and economic literacy of students or the students' families; and developing or improving facilities for Internet use or other distance education technologies.

Institutions may use no more than 20 percent of grant funds to establish or increase an institution's endowment fund. These endowment funds must be matched at a rate of one non-Federal dollar for each Federal dollar. If a TCCU receives funding under this program, it cannot receive funding under other sections of Part A or Part B of Title III of the HEA; or Part A of Title V of the HEA.

Section 371 of the HEA provided \$30 million in mandatory funding in fiscal years 2008 and 2009 to be used for the same activities currently authorized under Section 316 of the HEA. The fiscal year 2008 mandatory funds were used to award 2-year construction grants to 15 TCCUs. The fiscal year 2009 mandatory funds will be used to award approximately 7 new 1-year construction grants and 13 continuation grants to TCCUs.

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Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNH) (Part A, Section 317) authorizes competitions for 1-year planning grants and 5-year discretionary development grants that enable these institutions to improve and expand their capacity to serve Alaska Native and Native Hawaiian students. Institutions receiving grants under this part are exempted from the 2-year wait-out requirement in Section 313, i.e. they are eligible to receive an additional grant after their 5-year grant period expires. Institutions may use their funds to plan, develop, and implement activities that support: faculty and curriculum development; improvement in fund and administrative management; renovation and improvement in classroom, library, laboratory and other instructional facilities; student services; the purchase of library books and other educational materials; and education or counseling services designed to improve the financial literacy and economic literacy of students or the students' families. These institutions are typically located in remote areas not served by other postsecondary educational institutions.

The term "Alaska Native-serving institution" is defined as an institution defined under Section 312(b) of the HEA that, at the time of application, has an undergraduate enrollment that is at least 20 percent Alaska Native students (as defined in Section 7306 of the Elementary and Secondary Education Act). The term "Native Hawaiian-serving institution" is defined as an institution defined under Section 312(b) of the HEA that, at the time of application, has an undergraduate enrollment that is at least 10 percent Native Hawaiian students (as defined in Section 7207 of the Elementary and Secondary Education Act). If an Alaska Native or Native Hawaiian-serving institution receives funding under this program, it cannot receive funding under other sections of Part A or Part B.

Section 371 of the HEA provided \$15 million in mandatory funding in fiscal years 2008 and 2009 to be used for the same activities currently authorized under Section 317 of the HEA. The fiscal year 2008 mandatory funds were used to award 2-year renovation grants to 9 ANNH-serving institutions. The fiscal year 2009 mandatory funds will be used to award approximately 5 new 1-year renovation grants and 9 continuation grants.

Strengthening Native American-serving Nontribal institutions (NASNTI) (Part A, Section 319) authorizes 5-year competitive grants to eligible institutions of higher education as defined under Section 312(b) of the HEA that have, at the time of application, an enrollment of undergraduate students that is not less than 10 percent Native American students; and are not a Tribal College or University (as defined in Section 316 of the HEA). The term "Native American" means an individual who is of a tribe, people, or culture that is indigenous to the United States. Institutions receiving grants under this part are exempted from the 2-year wait-out requirement in Section 313, i.e. they are eligible to receive an additional grant after their 5-year grant period expires.

Institutions may use their funds to plan, develop, undertake, and carry out activities to improve and expand the institutions' capacity to serve Native Americans and low-income individuals. Supported activities include the: purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes; renovation and improvement in classroom, library, laboratory, and other instructional facilities; support of faculty exchanges, faculty development, and faculty fellowships to assist faculty in attaining advanced degrees in the faculty's field of instruction; curriculum development and academic instruction;

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the purchase of library books, periodicals, microfilm, and other educational materials; funds and administrative management, and acquisition of equipment for use in strengthening funds management; the joint use of facilities such as laboratories and libraries; academic tutoring and counseling programs and support services; and education or counseling services designed to improve the financial and economic literacy of students or the students' families.

The statute provides for a \$200,000 minimum grant for each eligible institution. If an NASNTI receives funding under this program, it cannot receive funding under Part A or Part B of Title III or Part A of Title V of the HEA.

Section 371 of the HEA provided \$5 million in mandatory funding in fiscal years 2008 and 2009 to be used for the same activities authorized under Section 319 of the HEA. The fiscal year 2008 mandatory funds were used to award 2-year individual development grants to 6 NASNTIs. The fiscal year 2009 mandatory funds will be used for continuation awards. The mandatory funding authorized under Section 371 is available to the same institutions as the discretionary grant NASNTI program under Section 319. The authorized activities are the same for both programs, except that Section 371 does not include as an authorized activity education or counseling services designed to improve the financial and economic literacy of student or the students' families.

Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISI) (Part A, Section 320) authorizes competitive grants to eligible institutions of higher education as defined under Section 312(b) of the HEA that have, at the time of application, an enrollment of undergraduate students that is at least 10 percent Asian American or Native American Pacific Islander students. The term "Asian American" means a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam as defined in the Office of Management and Budget's Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity as published on October 30, 1997 (62 Federal Register 58789). The term "Native American Pacific Islander" means any descendant of the aboriginal people of any island in the Pacific Ocean that is a territory or possession of the United States.

The program authorizes grants that enable these institutions to improve and expand their capacity to serve Asian American and Native American Pacific Islander students and low-income individuals. Institutions may use their funds for the purchase, rental, or lease of scientific or laboratory equipment for educational purposes; renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities; support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty; curriculum development and academic instruction; purchase of library books, periodicals, and other educational materials; funds and administrative management, and acquisition of equipment for use in strengthening funds management; joint use of facilities, such as laboratories and libraries; academic tutoring and counseling programs and student support services; establishing or improving an endowment fund; academic instruction in disciplines in which Asian American and Native American Pacific Islanders are underrepresented; conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations; establishing partnerships with

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community-based organizations serving Asian American and Native American Pacific Islanders; and education or counseling services designed to improve the financial and economic literacy of students or the student's families. If an Asian American or Native American Pacific Islander-serving institution receives funding under this program, it cannot receive funding under other sections of Part A or Part B of Title III or Title V of the HEA.

Section 371 of the HEA provided \$5 million in mandatory funding in each of fiscal years 2008 and 2009 for AANAPISI to carry out activities authorized under Section 311(c) of the HEA—the Strengthening Institutions Program. The mandatory funding provided under Section 371 is available to the same institutions as the discretionary grant AANAPISI program under Section 320. The funding provided under Section 371 may be used for construction in classrooms, libraries, laboratories, and other instructional facilities, an activity which is not authorized under Section 320.

Strengthening Historically Black Colleges and Universities (HBCUs) (Part B, Section 323) authorizes 5-year formula-based grants to help HBCUs strengthen their infrastructure and achieve greater financial stability. HBCUs may use their funds to plan, develop, and implement activities that support: faculty and academic program development; improvement in fund and administrative management; construction, maintenance, renovation, and improvement of instructional facilities; student services; the establishment of a program of teacher education designed to qualify students to teach in public schools; the establishment of community outreach programs that will encourage elementary and secondary school students to develop the academic skills and the interest to pursue postsecondary education; the acquisition of real property in connection with the construction, renovation, or addition to or improvement of campus facilities; education or financial information designed to improve the financial literacy and economic literacy of students or the students' families, especially with regard to student indebtedness and student assistance programs under Title IV; and services necessary for the implementation of projects or activities that are described in the grant application and that are approved, in advance, by the Department, except that not more than 2 percent of the grant amount may be used for this purpose.

HBCUs may use no more than 20 percent of the grant funds provided under Part B—which must be matched at a rate of one institutional dollar for each Federal dollar—to establish or increase an institution's endowment fund.

A Part B eligible institution is defined as any accredited, legally authorized HBCU that was established prior to 1964 and whose principal mission was, and is, the education of African Americans. Part B appropriations are allocated among HBCUs based on the number of Pell Grant recipients enrolled, the number of graduates, and the percentage of graduates who are attending graduate or professional school in degree programs in which African Americans are underrepresented. The statute provides for a \$250,000 minimum grant for each eligible institution. If an HBCU receives funding under this program, it cannot receive funding under Part A.

Section 371 of the HEA provided \$85 million in mandatory funding in fiscal years 2008 and 2009 for HBCUs. The funds were awarded to HBCUs based on the formula used to allocate funding

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in the Strengthening HBCUs program authorized under Section 323. Funds were to be used for activities currently authorized under Section 323 with a priority for the following purposes:

- Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes;
- Construction, maintenance, renovation, and improvement in classroom, library, laboratory, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services;
- Academic instruction in disciplines in which Black Americans are underrepresented;
- Purchase of library books, periodicals, microfilm, and other educational materials, including telecommunications program materials;
- Establishing or enhancing a program of teacher education designed to qualify students to teach in a public elementary or secondary school in the State that shall include, as part of such program, preparation for teacher certification; and
- Those designed to increase the college or university's capacity to prepare students for careers in the physical or natural sciences, mathematics, computer science or information technology/sciences, engineering, language instruction in the less-commonly taught languages or international affairs, or nursing or allied health professions.

Strengthening Historically Black Graduate Institutions (HBGIs) (Part B, Section 326) authorizes 5-year grants to the following 24 postgraduate institutions: Morehouse School of Medicine, Meharry Medical School, Charles R. Drew Postgraduate Medical School, Clark-Atlanta University, Tuskegee University School of Veterinary Medicine, Xavier University School of Pharmacy, Southern University School of Law, Texas Southern University School of Law and School of Pharmacy, Florida A&M University School of Pharmaceutical Sciences, North Carolina Central University School of Law, Morgan State University, Hampton University, Alabama A&M, North Carolina A&T State University, University of Maryland Eastern Shore, Jackson State University, Norfolk State University, Tennessee State University, Alabama State University, Prairie View A&M University, Delaware State University, Langston University, Bowie State University, and University of the District of Columbia David A Clarke School of Law.

A grant under this section can be used for: scholarships and fellowships for needy graduate and professional students; construction, maintenance, renovation, and improvement of instructional facilities; the establishment or maintenance of an endowment fund; establishment or improvement of a development office to strengthen and increase contributions from alumni and the private sector; improvement in fund and administrative management; purchase, rental, and lease of scientific and laboratory equipment for educational purposes; purchase of library books, periodicals, technical and scientific journals, microfilms, microfiches, and other educational materials, including telecommunications program materials; acquisition of real property that is adjacent to the campus in connection with the construction, renovation, or addition to or improvement of campus facilities; education or financial information designed to improve the financial literacy and economic literacy of students or the students' families, especially with regard to student indebtedness and student assistance programs under Title IV of the HEA; services necessary for the implementation of projects or activities that are described in the grant application and that are approved, in advance, by the Department, except that not more than 2 percent of the grant amount may be used for this purpose; and tutoring, counseling, and student service programs designed to improve academic success.

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

An HBGI that received a grant under this section in fiscal year 2008 (and that is eligible to receive a grant after fiscal year 2008) may not receive a grant in subsequent fiscal years that is less than the grant amount received in fiscal year 2008. No institution or university system may receive more than one grant under Section 326 in any fiscal year. If an HBGI receives funding under this program, it cannot receive funding under Title III, Part A of the HEA. In addition, no institution of higher education may receive a HBGI grant while also receiving a grant under the Title V, Part B Promoting Postbaccalaureate Opportunities for Hispanic Americans Program, or the Title VII, Part A, subpart 4 Master's Degree Programs at HBCUs and Predominantly Black Institutions.

Of the amount appropriated: the first \$56.9 million (or any lesser amount appropriated) must be used to make grants to the first 18 HBGIs listed on the previous page; any amount appropriated in excess of \$56.9 million but less than \$62.9 million must be used to make grants to Alabama State University, Prairie View A&M University, Delaware State University, Langston University, Bowie State University, and University of the District of Columbia David A Clarke School of Law; and any amount in excess of \$62.9 million must be made available to each of the 24 HBGIs pursuant to a formula using: 1) an institution's ability to match funds; 2) the number of students enrolled in the postgraduate program; 3) the average cost of education per student enrolled in the postgraduate program; 4) the number of students who received a degree from the postgraduate program in the previous year; and 5) the contribution of the institution as calculated by the ratio of programs for which the institution is eligible to receive funds to the number of African Americans receiving graduate or professional degrees in those programs.

Strengthening Predominantly Black Institutions (PBIs) (Part A, Section 318) authorizes 5-year discretionary development grants to help PBIs to plan, develop, undertake, and implement programs to enhance the institution's capacity to serve more low- and middle-income Black American students; to expand higher education opportunities for students by encouraging college preparation and student persistence in secondary school and postsecondary education; and to strengthen the financial ability of the PBIs to serve the academic needs of their students. PBIs may use their funds for activities consistent with those outlined in Section 311(c) of the HEA, academic instruction in disciplines in which Black Americans are underrepresented, establishing or enhancing a program of teacher education designed to qualify students to teach in public elementary or secondary schools, and establishing community outreach programs that will encourage elementary and secondary school students to develop the academic skills and the interest to pursue postsecondary education. No more than 50 percent of grant funds awarded may be used for constructing or maintaining a classroom, library, laboratory, or other instructional facility.

Institutions may use no more than 20 percent of grant funds to establish or increase an institution's endowment fund. Institutions must provide matching funds from non-Federal sources in an amount that is equal to or greater than the Federal funds used for activities. Funding is allocated among PBIs based on the number of Pell Grant recipients enrolled, the number of graduates, and the percentage of graduates who are attending a baccalaureate

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degree-granting institution or a graduate or professional school in degree programs in which Black American students are underrepresented. The statute provides for a \$250,000 minimum grant for each eligible institution. If a PBI receives funding under this program, it cannot receive funding under other sections of Part A or Part B of Title III; or Part A of Title V of the HEA.

The term “Predominantly Black institution” is defined as an institution of higher education that:

- Has an enrollment of needy students;
- Has an average educational and general expenditure per full-time equivalent undergraduate student that is low in comparison with the average educational and general expenditure per full-time equivalent undergraduate student of institutions of higher education that offer similar instruction;
- Has an enrollment of undergraduate students
 - That is at least 40 percent Black American students;
 - That is at least 1,000 undergraduate students;
 - Of which not less than 50 percent are low-income individuals or first-generation college students (as defined in Section 402A(h) of the HEA); and
 - Of which not less than 50 percent are enrolled in an educational program leading to a bachelor's or associate's degree that the institution is licensed to award by the State in which the institution is located;
- Is legally authorized to provide, and provides within the State, an educational program for which the institution of higher education awards a bachelor's degree, or in the case of a junior or community college, an associate's degree;
- Is accredited by a nationally recognized accrediting agency or association determined by the Department to be a reliable authority as to the quality of training offered, or is, according to such an agency or association, making reasonable progress toward accreditation; and
- Is not receiving assistance under Part B of Title III or Part A of Title V of the HEA.

This program is different than the Predominantly Black Institutions program authorized under Title III, Part F, Section 371 of the HEA. While both programs serve similar institutions, Section 371 is a mandatory program that authorizes 25 grants of \$600,000 to be awarded competitively to eligible institutions of higher education to support programs in any of the following areas: science, technology, engineering, or mathematics (STEM); health education; internationalization or globalization; teacher preparation; or improving educational outcomes of African American males. Section 318 awards discretionary development grants to help PBIs to plan, develop, undertake, and implement programs to enhance the institution's capacity to serve more low- and middle-income Black American students and authorizes a broad range of grant activities.

The Minority Science and Engineering Improvement Program (MSEIP) (Part E, Subpart 1) supports discretionary grants for periods of up to 3 years that are awarded competitively to institutions of higher education that are designed to effect long-range improvement in science and engineering education at predominantly minority institutions and to increase the participation of underrepresented ethnic and racial minorities in scientific and technological careers. Colleges and universities with minority enrollments greater than 50 percent are eligible to receive assistance under MSEIP. MSEIP allows grantee institutions the latitude to promote a

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variety of innovative and customized projects. Typically, MSEIP projects are designed to implement one, or a combination of, educational projects, such as curriculum development, purchase of scientific equipment, or development of research capabilities.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$421,476
2006.....	419,630
2007.....	419,630
2008.....	571,458 ¹
2009.....	577,409 ¹

¹ Includes \$155,000 thousand in mandatory funds provided under the HEA.

FY 2010 BUDGET REQUEST

The Administration requests \$454 million for the Aid for Institutional Development programs, an increase of \$31.6 million or 7.5 percent over the 2009 level for discretionary programs. An important strategy in closing the gap between low-income and minority students and their high-income, non-minority peers is to strengthen the quality of educational opportunities in institutions dedicated to serving low-income and minority students. A significant number of postsecondary education institutions serving high percentages of minority students and students from low-income backgrounds face problems that threaten their ability to survive. The Administration is committed to assisting institutions enrolling a large proportion of disadvantaged students by providing funds to improve the academic programs and administrative and fundraising capabilities of these institutions.

- The Administration requests \$84 million for the Part A, *Strengthening Institutions program*, an increase of \$4 million or 5 percent over the 2009 level. This funding level would support the Administration's commitment to assisting institutions that provide educational opportunities to a diverse student population.
- The request also includes \$24.3 million for Part A, Section 316 *Strengthening Tribally Controlled Colleges and Universities program*, an increase of \$1.2 million or 5 percent over the 2009 level. There are 32 federally recognized Tribal Colleges and Universities in the United States. Most of the TCCUs are 2-year schools that have been in existence for less than 30 years. TCCUs are located primarily in remote areas not served by other postsecondary education institutions. They offer a broad range of degree and vocational certificate programs to students for whom these educational opportunities would otherwise be geographically and culturally inaccessible. A very serious problem at all TCCUs is physical infrastructure. Many of the schools were established in old and dilapidated buildings that were formerly post offices, warehouses or elementary schools. These facilities were insufficient, technologically deficient, and unsuited for continued use as academic buildings.

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The total enrollment in TCCUs increased by 23 percent, from 14,100 in fall 2001 to 17,300 in fall 2006. In 2006, some 13,600 students in TCCUs were American Indian/Alaska Native, representing 79 percent of total enrollment. Eight percent of all American Indian/Alaska Native college students were enrolled in TCCUs. American Indian/Alaska Native enrollment in TCCUs increased at a faster rate between 2001 and 2006 than did American Indian/Alaska Native college and university enrollment generally (17 percent versus 15 percent).

For fiscal year 2009, appropriations language authorizes the Department to award the greater of either an institution's non-competing continuation grant or the amount the institution would receive under the new funding formula specified in Section 316(d) of the HEA. The beneficiaries of this provision are required to spend the funds in accordance with the terms of their multi-year grant. The Administration proposes the same policy in fiscal year 2010.

- The request also includes \$12.2 million for Part A, Section 317 *Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNH)* program, an increase of \$0.6 million or 5 percent over the fiscal year 2009 level. Like TCCUs, these institutions are typically located in remote areas not served by other postsecondary educational institutions. Between 1976 and 2007, American Indian/Alaska Native enrollment at institutions of higher education increased from 76,100 students to 190,000 students.
- The request includes \$2.6 million in discretionary funds for Part A, Section 319 *Native American-serving, Nontribal Institutions (NASNTI)* program. This is a newly authorized program in the HEA. This funding level would support institutions serving Native American students that are not designated as TCCUs. The Department would be able to award grants averaging \$521,000 to 5 eligible institutions.
- The request includes \$2.6 million in discretionary funds for Part A, Section 320 *Asian American and Native American Pacific Islander-serving Institutions (AANAPISI)* program, an increase of \$0.1 million or 5 percent over the fiscal year 2009 discretionary appropriation level. This funding level would continue support for institutions serving Asian American and Native American Pacific Islanders.
- The Administration requests \$250 million for the *Strengthening HBCUs program* under Part B, Section 323, an increase of \$11.9 million, or 5 percent over the 2009 level. In addition, the Administration requests \$61.4 million for the *Strengthening HBGLs program* under Part B Section 326, an increase of \$2.9 million or 5 percent over the 2009 level. The fiscal year 2010 request demonstrates the Administration's continued support of these institutions that play a unique and vital role in providing higher education opportunity to minority and disadvantaged students. While the 105 designated HBCUs make up nearly 3 percent of our Nation's colleges and universities, they have produced 18 percent of the African Americans who currently hold undergraduate degrees. HBCUs enroll nearly 11 percent of all African American students in higher education. Figures compiled by the National Center for Education Statistics indicate that an estimated 255,100 African American students were enrolled at HBCUs in 2006.

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African American enrollment at institutions of higher education more than doubled between 1976 and 2007 from about 1.03 million students to 2.38 million students. Despite the increases in college enrollment and degree attainment, African American students continue to lag behind their white cohorts in overall educational attainment. In 2006-2007, African Americans earned only 9.6 percent of the bachelor's degrees, 10.3 percent of the master's degrees, and 6.1 percent of PhDs awarded in the United States, though African Americans comprise 13 percent of the population. Further, African American student participation in and completion of advanced programs in the physical and natural sciences, engineering, and mathematics continues to be low. African American students need greater access to scientific and technological academic programs at both the undergraduate and graduate levels to address this problem. Part B funding increases the capacity of HBCUs and HBGLs to provide such programs. Grants provided under the Title III, Part B programs enable the HBCUs and HBGLs to continue serving a growing population of students, and to encourage and prepare more of these students to pursue advanced study by enabling these institutions to improve their academic quality, institutional management, and fiscal stability.

- The request includes \$7.9 million for the newly authorized Part A, Section 318 *Predominantly Black Institutions (PBIs)* program. This funding level would provide grants averaging \$523,000 to approximately 15 eligible PBIs.
- The Administration requests \$9 million for *the Minority Science and Engineering Improvement Program*, an increase of \$0.4 million or 5 percent over the 2009 level. This proposal would maintain support for the improvement of mathematics, science, and engineering programs at institutions of higher education enrolling large numbers of minority students and would further the Administration's efforts to increase access to a quality higher education for individuals from underrepresented minority groups. African Americans, Hispanics, and American Indians accounted for only 11 percent of all employed science and engineering doctorate holders in 2003. This program increases opportunities for minority graduates, particularly in the fields of science and engineering.

The Administration is not requesting any additional mandatory funds for the Title III minority-serving institutions programs. Funds for these programs were made available in fiscal years 2008 and 2009. However, the Higher Education Opportunity Act, which amended and reauthorized the Higher Education Act, permits unobligated fiscal year 2008 funds to be carried over into fiscal year 2009. In fiscal year 2008, the Department was unable to obligate \$2.8 million in the Predominantly Black Institutions program (Section 371(b)(2)(C)(ii)) and \$5.9 million in the Alaska Native and Native Hawaiian-serving institutions program (Section 371(b)(2)(D)(ii)) because the program did not receive a sufficient number of fundable applications. These funds were transferred into fiscal year 2009. However, in fiscal year 2010, funds can only be used to award non-competing continuation grants; authority to award new grants expires at the end of fiscal year 2009.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Strengthening Institutions:			
Number of new development awards	61	51 ¹	46
Average new development award	\$392	\$412	\$408
Total new development award funding	\$23,927	\$20,993	\$18,755
Number of NCC development awards	151	159	166
Average NCC development award	\$358	\$371	\$388
Total NCC development award funding	\$53,983	\$59,007	\$64,445
Peer review of new award applications	\$236	0	\$800
Total award funding (Section 311)	\$78,146	\$80,000	\$84,000
Total number of awards	212	210	212
Strengthening TCCUs:			
Discretionary funding:			
Number of new development awards	3	0	0
Average new development award	\$472	0	0
Total new development award funding	\$1,417	0	0
Number of construction awards	6	0	0
Average construction award	\$1,525	0	0
Total construction award funding	\$9,148	0	0
Number of NCC development awards	29	0	0
Average NCC development award	\$433	0	0
Total NCC development award funding	\$12,543	0	0
Number of development awards (formula)	0	32 ²	32 ²
Average development award (formula)	0	\$724	\$760
Total development award funding (formula)	0	\$23,158	\$24,316
Peer review of new award applications	\$41	0	0
Returned to Treasury	\$9	0	0

¹ Instead of conducting a new competition in fiscal year 2009, the Department funded down the fiscal year 2008 grant slate to make new awards in fiscal year 2009 because a significant number of high-quality applicants remained on the fiscal year 2008 slate.

² An institution will receive an award that is either the amount calculated according to the formula or the amount of its fiscal year 2009 or 2010 non-competing continuation (NCC) award if the institution was previously awarded a multi-year grant with 2009 or 2010 continuation costs, whichever is greater. In fiscal year 2009, NCC costs amount to \$12,700 thousand. In fiscal year 2010, NCC costs amount to \$7,286 thousand.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Strengthening TCCUs (cont'd):			
Mandatory funding:			
Number of new construction awards	15	7	0
Average new construction award	\$2,000	\$1,025	0
Total new construction award funding	\$30,000	\$7,172	0
Number of NCC construction awards	0	13	0
Average NCC construction award	0	\$1,756	0
Total NCC construction award funding	0	\$22,828	0
Total award funding	\$53,158	\$53,158	\$24,316
Discretionary (Section 316)	\$23,158	\$23,158	\$24,316
Mandatory (Section 371)	\$30,000	\$30,000	0
Total number of awards	53 ¹	52 ¹	32
Strengthening Alaska Native and Native Hawaiian-serving Institutions:			
Discretionary funding:			
Number of new development awards	3	7	3
Average new development award	\$496	\$611	\$500
Total new development award funding	\$1,489	\$4,276	\$1,500
Number of renovation awards	0	0	5
Average renovation award	0	0	\$698
Total renovation award funding	0	0	\$3,490
Number of NCC development awards	19	17	13
Average NCC development award	\$489	\$427	\$548
Total NCC development award funding	\$9,286	\$7,253	\$7,118
Peer review of new award applications	\$12	\$50	\$50
Returned to Treasury	\$792	0	0

¹ The total number of awards appears higher than the actual number of award recipients because the total includes both discretionary grants authorized under Title III, Part A of the HEA and mandatory grants authorized under Title III, Part F of the HEA.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Strengthening Alaska-Native and Native Hawaiian-serving Institutions (cont'd):			
Mandatory funding:			
Number of new renovation awards	9	5	0
Average new renovation award	\$1,005	\$2,014	0
Total new renovation award funding	\$9,041	\$10,069 ¹	0
Number of NCC renovation awards	0	9	0
Average NCC renovation award	0	\$1,210	0
Total NCC renovation award funding	0	\$10,889	0
End of year unobligated funding	\$5,958	0	0
Total award funding	\$26,579	\$32,537	\$12,158
Discretionary (Section 317)	\$11,579	\$11,579	\$12,158
Mandatory (Section 371)	\$15,000	\$20,958	0
Total number of awards	31 ²	38 ²	21
Strengthening Native American-serving Nontribal institutions:			
Discretionary funding:			
Number of new development awards	0	0	5
Average new development award	0	0	\$521
Total new development award funding	0	0	\$2,605
Peer review of new award applications	0	0	\$20
Mandatory funding:			
Number of new development awards	6	0	0
Average new development award	\$831	0	0
Total new development award funding	\$4,984	0	0
Number of NCC development awards	0	6	0
Average NCC development award	0	\$833	0
Total NCC development award funding	0	\$5,000	0
Peer review of new award applications	\$16	0	0

¹ Includes \$5,958 thousand that was carried over from fiscal year 2008 pursuant to Title III, Part F, Section 371 of the Higher Education Act of 1965, as amended.

² The total number of awards appears higher than the actual number of award recipients because the total includes both discretionary grants authorized under Title III, Part A of the HEA and mandatory grants authorized under Title III, Part F of the HEA.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Strengthening Native American-serving Nontribal institutions (cont'd):			
Total award funding	\$5,000	\$5,000	\$2,625
Discretionary (Section 319)	0	0	\$2,625
Mandatory (Section 371)	\$5,000	\$5,000	0
Total number of awards	6	6	5
Strengthening Asian American and Native American Pacific Islander-serving Institutions:			
Discretionary funding:			
Number of new development awards	0	5	0
Average new development award	0	\$499	0
Total new development award funding	0	\$2,497	0
Number of NCC development awards	0	0	5
Average NCC development award	0	0	\$525
Total NCC development award funding	0	0	\$2,625
Peer review of new award applications	0	\$3	0
Mandatory funding:			
Number of new development awards	6	0	0
Average new development award	\$831	0	0
Total new development award funding	\$4,984	0	0
Number of NCC development awards	0	6	0
Average NCC development award	0	\$833	0
Total NCC development award funding	0	\$5,000	0
Peer review of new award applications	\$16	0	0
Total award funding	\$5,000	\$7,500	\$2,625
Discretionary (Section 320)	0	\$2,500	\$2,625
Mandatory (Section 371)	\$5,000	\$5,000	0
Total number of awards	6	11 ¹	5

¹ The total number of awards appears higher than the actual number of award recipients because the total includes both discretionary grants authorized under Title III, Part A of the HEA and mandatory grants authorized under Title III, Part F of the HEA.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Strengthening HBCUs:			
Discretionary funding:			
Number of NCC awards	96 ¹	96 ¹	96 ¹
Average NCC award	\$2,480	\$2,480	\$2,604
Total NCC award funding	\$238,095	\$238,095	\$250,000
Mandatory funding:			
Number of new awards	96	0	0
Average new award	\$885	0	0
Total new award funding	\$85,000	0	0
Number of NCC awards	0	96	0
Average NCC award	0	\$885	0
Total NCC award funding	0	\$85,000	0
Total award funding	\$323,095	\$323,095	\$250,000
Discretionary (Section 323)	\$238,095	\$238,095	\$250,000
Mandatory (Section 371)	\$85,000	\$85,000	0
Total number of awards	192 ²	192 ²	96
Strengthening HBGIs:			
Number of new awards	0	19	0
Average new award	0	\$2,247	0
Total new award funding	0	\$42,695	0
Number of NCC awards	18	5	24
Average NCC award	\$3,161	\$3,161	\$2,559
Total NCC award funding	\$56,903	\$15,805	\$61,425
Total award funding (Section 326)	\$56,903	\$58,500	\$61,425
Total number of awards	18	24	24

¹ Excludes Lewis College of Business located in Detroit, Michigan. In August 2007, the Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Schools, determined that Lewis College of Business no longer met their criteria for accreditation.

² The total number of awards appears higher than the actual number of award recipients because the total includes both discretionary grants authorized under Title III, Part B of the HEA and mandatory grants authorized under Title III, Part F of the HEA.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Strengthening Predominantly Black Institutions:			
Discretionary funding:			
Number of new development awards	0	0	15
Average new development award	0	0	\$523
Total new development award funding	0	0	\$7,840
Peer review of new award applications	0	0	\$35
Mandatory funding:			
Number of new awards	21	7	0
Average new award	\$579	\$793	0
Total new award funding	\$12,153	\$5,553 ¹	0
Number of NCC awards	0	21	0
Average NCC award	0	\$579	0
Total NCC award funding	0	\$12,153	0
End of year unobligated funding	\$2,800	0	0
Peer review of new award applications	\$47	\$47	0
Total award funding	\$15,000	\$17,753	0
Discretionary (Section 318)	0	0	\$7,785
Mandatory (Section 371)	\$15,000	\$17,753	0
Total number of awards	21	28	15
Minority Science and Engineering Improvement Program:			
Number of new awards	16	17	19
Average new award	\$174	\$171	\$175
Total new award funding	\$2,784	\$2,899	\$3,334
Number of NCC awards	51	38	33
Average NCC award	\$112	\$147	\$169
Total NCC award funding	\$5,708	\$5,593	\$5,582
Peer review of new award applications	\$85	\$85	\$90
Total award funding	\$8,577	\$8,577	\$9,006
Total number of awards	67	55	52

¹ Includes \$2,800 thousand in funds carried over from fiscal year 2008.

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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 FY 2010 and future years, and the resources and efforts invested by those served by this program.

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

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

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolled at Strengthening Institutions Program (SIP) institutions.		
Year	Target	Actual
2005		2.2
2006		2.8
2007		3.4
2008		5.1
2013	6.4	

Persistence Measure (combined 4-year/2-year): The percentage of first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same SIP institution.						
Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year SIP institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same SIP institution.						
Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year SIP institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same SIP institution.						
Year	Target			Actual		
	4-year/2-year	4-year	2-year	4-year/2-year	4-year	2-year
2005				61		
2006	68			61		
2007	68			60		
2008	68			65	71	61
2009	61	72	61			
2010	65	72	62			

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Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year SIPs graduating within 6 years of enrollment.

Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year SIPs graduating within 3 years of enrollment.

Year	Target		Actual	
	4-year	2-year	4-year	2-year
2005			45	22
2006	47.0	25	49	22
2007	47.0	26	47	19
2008	48.0	26		
2009	48.5	22		
2010	49.5	22		

Assessment of progress: The Department has recast the measure of long-term enrollment to focus on changes in enrollment rather than the absolute numbers of students enrolled. The new measure uses the same NCES/IPEDS fall enrollment data for all full-time degree-seeking undergraduate students used by the former measure except that the new measure tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. Data from the 2004-2007 cohort was used to determine the target for 2013. The target for 2013 is for the 2008-2012 cohort and was developed in November 2008, using fiscal year 2008 enrollment data. This closes out the performance assessment for the 2003 cohort. The enrollment data presented here takes into account student enrollment for the full set of SIP institutions receiving continuation grants.

In the past, the Department combined persistence data for 4-year and 2-year institutions. This combined data threatens the validity of the aggregate measure. The Department recognizes that performance measure levels differ for 4-year and 2-year institutions, and as a result, beginning in fiscal year 2008 separated the persistence measure data for these institutions in reporting and analysis. For the third year in a row, the program did not meet the target set for student persistence in the aggregate 4-year/2-year institutions persistence measure. Student persistence at SIP institutions has declined slightly in recent years, as has student persistence nationally. The Department has revised targets for the aggregate 4-year/2-year persistence measure and established targets for the separate measures. Persistence data for 2009 will be available December 2009.

Program performance on the 4-year graduation measure met the target set in 2007, while program performance on the 2-year graduation measure fell short of the program's goal. Failure to meet the 2-year graduation rate is consistent for all types of institutions served under the Aid for Institutional Development programs and for Developing Hispanic-serving Institutions. Graduation data for 2007-2008 will be available in December 2009.

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Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduate students enrolled at TCCUs.		
Year	Target	Actual
2005		23.6
2006		16.2
2007		19.5
2008		24.3
2013	24	

Persistence Measure (combined 4-year/2-year): The percentage of first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same TCCU institution.

Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year TCCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same TCCU institution.

Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year TCCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same TCCU institution.

Year	Target			Actual		
	4-year/2-year	4-year	2-year	4-year/2-year	4-year	2-year
2005				48		
2006	41			44		
2007	42			43		
2008	43			55	47	59
2009	44					
2010	49	48	50			

Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year TCCUs graduating within 6 years of enrollment.

Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year TCCUs graduating within 3 years of enrollment.

Year	Target		Actual	
	4-year	2-year	4-year	2-year
2005			36	26
2006	32	29	36	21
2007	32	29	42	28
2008	32	29		
2009	37	23		
2010	37	27		

Assessment of progress: The Department has recast the measure of long-term enrollment to focus on changes in enrollment rather than the absolute numbers of students enrolled. The new measure uses the same NCES/IPEDS fall enrollment data for all full-time degree-seeking undergraduate students used by the former measure except that the new measure tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. Data from the 2003-2007 cohort was used to determine the target for 2013. The target for 2013 is for the 2008-2012 cohort and was developed in November 2008, using fiscal year 2008 enrollment data. This will close out the performance assessment for the 2003 cohort.

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In the past, the Department combined persistence data for 4-year and 2-year institutions. This combined data threatens the validity of the aggregate measure. The Department recognizes that performance measure levels differ for 4-year and 2-year institutions, and as a result, beginning in fiscal year 2008 separated the persistence measure data for these institutions in reporting and analysis. Program performance on the persistence measure exceeded the target for the second year in a row in the aggregate 4-year/2-year persistence measure. The Department has revised targets for the aggregate 4-year/2-year persistence measure and established targets for the separate measures. Persistence data for 2009 will be available December 2009.

Program performance on the 4-year graduation measure exceeds the target set for 2007. The 2-year graduation rate fell short of the target set for 2007. Graduation data for 2007-2008 will be available in December 2009. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduate students enrolled at ANNH institutions.		
Year	Target	Actual
2005		0.6
2006		0.4
2007		-0.8
2008		-1.7
2013	TBD (summer 2009)	

Persistence Measure (combined 4-year/2-year): The percentage of first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same ANNH institution.		
Year	Target 4-year/2-year	Actual 4-year/2-year
2005		62
2006	46	63
2007	62	61
2008	62	63
2009	63	
2010	63	

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Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year ANNH institutions who graduate within 6 years of enrollment.				
Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year ANNH institutions who graduate within 3 years of enrollment.				
Year	Target		Actual	
	4-year	2-year	4-year	2-year
2005			29	16
2006	27	16	33	14
2007	28	16	38	13
2008	28	16		
2009	29	16		
2010	29	16		

Assessment of progress: The Department has recast the measure of long-term enrollment to focus on changes in enrollment rather than the absolute numbers of students enrolled. The new measure uses the same NCES/IPEDS fall enrollment data for all full-time degree-seeking undergraduate students used by the former measure except that the new measure tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. Data from the 2003-2007 cohort was used to determine the target for 2013. The target for 2013 was for the 2008-2012 cohort and was developed in November 2008, using fiscal year 2008 enrollment data. This will close out the performance assessment for the 2003 cohort.

Persistence rates for this program will continue to be measured with an aggregate 4-year/2-year performance measure. Given the very small number of institutions currently receiving grants under this program, the Department believes further splitting persistence rates between 4-year and 2-year institutions would generate data lacking any meaning. There are a total of seven institutions in the data pool—three 4-year and four 2-year institutions. Program performance in 2008 for persistence exceeds target set for 2008. Persistence data for 2009 will be available December 2009.

Program performance on the 4-year graduation measure exceeded the target set in 2007, while program performance on the 2-year graduation measure continues to decline. The 2007 graduation rates in this program are lower than the rates for all types of institutions served under the Title III programs. Graduation data for 2007-2008 will be available in December 2009. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolled at HBCUs.		
Year	Target	Actual
2005		10.1
2006		9.5
2007		8.2
2008		8.0
2013	8.0	

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Persistence Measure (combined 4-year/2-year): The percentage of first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HBCU.

Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year HBCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HBCU.

Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year HBCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HBCU.

Year	Target			Actual		
	4-year/2-year	4-year	2-year	4-year/2-year	4-year	2-year
2005				65		
2006	65			64		
2007	66			62		
2008	66			65	66	56
2009	63	67	56			
2010	63	67.5	56.5			

Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year HBCUs graduating within 6 years of enrollment.

Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year HBCUs graduating within 3 years of enrollment.

Year	Target		Actual	
	4-year	2-year	4-year	2-year
2005			38	
2006	37		38	
2007	39		35	13
2008	39			
2009	40	14		
2010	40	14.5		

Assessment of progress: The Department has recast the measure of long-term enrollment to focus on changes in enrollment rather than the absolute numbers of students enrolled. The new measure uses the same NCES/IPEDS fall enrollment data for all full-time degree-seeking undergraduate students used by the former measure except that the new measure tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. Data from the 2003-2007 cohort was used to determine the target for 2013. The target for 2013 was for the 2008-2012 cohort and was developed in November 2008, using fiscal year 2008 enrollment data. This will close out the performance assessment for the 2003 cohort.

In the past, the Department combined persistence data for 4-year and 2-year institutions. This combined data threatens the validity of the aggregate measure. The Department recognizes that performance measure levels differ for 4-year and 2-year institutions, and as a result, beginning in fiscal year 2008 separated the persistence measure data for these institutions in reporting and analysis. For the third year in a row, the program did not meet the target set for student persistence. Student persistence at HBCUs has declined slightly in recent years, as has student persistence nationally. The persistence rate compares favorably with the rate at Title V HSIs. The Department has revised targets for the aggregate 4-year/2-year persistence

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measure and established targets for the separate measures. Persistence data for 2009 will be available December 2009.

The graduation rate reported for 2007 for 4-year institutions failed to meet the target. The Department added a new 2-year graduation measure since there are twelve 2-year HBCUs. Graduation data for 2007-2008 will be available in December 2009. Performance data for these measures are derived from electronic annual performance reports from grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time graduate students enrolled at HBGIs.		
Year	Target	Actual
2005		6.2
2006		4.8
2007		13.0
2008		13.0
2013	13.0	

Degree Completion Measure: The number of PhDs, first professional, and master's degrees awarded at HBGIs.		
Year	Target	Actual
2005		4,410
2006	4,178	4,542
2007	4,498	4,535
2008	4,588	
2009	4,680	
2010	4,774	

Assessment of progress: The Department has recast the measure of long-term enrollment to focus on changes in enrollment rather than the absolute numbers of students enrolled. The new measure uses the same NCES/IPEDS fall enrollment data for all full-time graduate students as the former measure except that the new measure tracks program enrollment at the beginning and 1 year after the end of each 5-year grant period. The percentage change is calculated against the base year. Data from the 2003-2007 cohort was used to determine the target for 2013. The target for 2013 was for the 2008-2012 cohort and was developed in November 2008, after determining fiscal year 2008 enrollment. This will close out the performance assessment for the 2003 cohort.

The number of degrees awarded for 2007 exceeds the target set. Graduation data for 2008 will be available in December 2009. Beginning in 2007, targets for graduation have been changed to reflect the higher than expected levels. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

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Enrollment Measure: The percentage change in the number of full-time, degree-seeking minority undergraduate students at MSEIP grantee institutions enrolled in the fields of engineering or physical or biological sciences, compared to the average minority enrollment in the same fields in the three-year period immediately prior to the beginning of the current grant.

Year	Target	Actual
2005		5
2007		4.3
2009	5	

Graduation Measure: The percentage of minority students enrolled at 4-year minority-serving institutions in the fields of engineering or physical or biological sciences who graduate within 6 years of enrollment.

Year	Target	Actual
2006		44.5
2007		41.4
2009	45	
2010	46	

Assessment of progress: For enrollment, the fiscal year 2007 percentage change of 4.3 percent was calculated by comparing the average of enrollment in field in fiscal year 2003 and fiscal year 2005 to enrollment in field in fiscal year 2007. There were no data for fiscal year 2006 and no data will be available for fiscal year 2008 and fiscal year 2010 because enrollment data by field of study is provided only biennially in IPEDS. Data for fiscal year 2009 will be available in September 2010.

Data are pending for the persistence measure of the percentage of full-time degree-seeking undergraduate minority students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution in the fields of engineering or physical or biological sciences. Fiscal year 2007 baseline data will be used to calculate the fiscal year 2009 target and will be available September 2010. Performance data for this measure will be derived from electronic annual performance reports from grantees.

For 4-year graduation, fiscal year 2006 data serves as the baseline and was used to set the target for fiscal year 2009. The fiscal year 2007 4-year completion rate was calculated by dividing fiscal year 2007 completions for each of 40 agreed upon IPEDS Classification of Instructional Program (CIP) Codes by Fall 2002 enrollments (for 4-year schools) at these same schools for the four basic IPEDS fields provided for enrollments—math, engineering, biological sciences, and physical sciences. Data for the 2-year graduation measure are pending.

Measures—enrollment, persistence, and graduation—have also been established for the Asian American and Native American Pacific Islander-serving Institutions (AANAPISI) program, the Native American-serving Nontribal institutions (NASNTI) program, and the Predominantly Black Institutions (PBIs) program resulting in consistent measurement across Department programs that focus on strengthening institutions that serve large minority populations. Targets for these

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measures will be developed as soon as baseline data become available. More specifically, the effectiveness of the programs will be measured as follows:

- AANAPISI and NASNTI (measured separately): (1) the percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduate students enrolled at AANAPISI and NASNTI; (2) the percentage of first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same AANAPISI and NASNTI institution; (3) the percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year AANAPISI and NASNTI who graduate within 6 years of enrollment; and (4) the percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year AANAPISI and NASNTI who graduate within 3 years of enrollment.
- PBIs: (1) the number of full-time degree-seeking undergraduates enrolling at PBIs; and (2) the increase in the persistence rate for students enrolled at PBIs.

Efficiency Measures

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

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at SIP institutions.		
Year	Target	Actual
2005		\$447
2006		491
2007		341
2009	\$350	
2010	350	

Measure: Cost per successful outcome: Federal cost per undergraduate degree at Tribally Controlled Colleges and Universities.		
Year	Target	Actual
2005		\$14,046
2006		12,665
2007		13,546
2009	\$12,500	
2010	12,500	

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Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at Alaska Native and Native Hawaiian-serving Institutions.

Year	Target	Actual
2005		\$2,672
2006		2,831
2007		2,772
2009	\$2,775	
2010	2,775	

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at HBCUs.

Year	Target	Actual
2005		\$6,069
2006		5,337
2007		5,425
2009	\$5,400	
2010	5,400	

Measure: Cost per successful outcome: Federal cost per graduate degree at HBGIs.

2005		\$13,159
2006		12,571
2007		12,771
2009	\$12,700	
2010	12,700	

Assessment of progress: These measures are calculated as the appropriation for the program divided by the number of undergraduate and graduate degrees awarded. The average cost per successful outcome for the Strengthening TCCUs program is higher, in part, because the majority of funds appropriated are used for construction-related activities. The efficiency measure data, along with data for other performance measures, will be used as part of grantee-level analyses. The Department completed a grantee-level analysis of the SIP program's 2004-2005 performance data and posted grantee performance data on the Department's website at www.ed.gov/programs/idue3a/performance.html. The Department expects to complete grantee-level analysis for the remaining Title III programs and post it to the Department's website during 2009. Grantee-level data analyses will be used to identify institutions that may benefit from technical training in areas such as data collection and reporting, as well as to identify exemplary practices for improving program performance outcomes. Targets for these programs were developed in November 2008. A similar efficiency measure has been established for the Developing HSIs program and for Howard University. In addition, a similar efficiency measure will be established for Asian American and Native American Pacific Islander-serving institutions, Native American-serving Nontribal institutions, and Predominantly Black Institutions. This metric may enable the Department to assess program performance across institutions with similar types of missions.

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Program Improvement Efforts

The Department is undertaking the following improvement efforts for the Strengthening Institutions, Strengthening HBCUs, and Strengthening HBGIs programs:

- *Complete the study on the financial health of minority-serving institutions of higher education and utilize the results to validate program performance measures and improve program performance.* The Department continues to monitor the implementation of the *Assessment of the Financial Health of Institutions Supported by Title III and Title V of the Higher Education Act*. One purpose of the analysis is to determine whether the financial status of the institutions is improving or becoming worse and to identify what drivers are affecting the financial health of institutions, including whether enrollment, persistence, and graduation—the newly established measures for the Title III/V programs—are drivers of financial health. In addition, the analysis is expected to show whether the programs authorized by the HEA are positively affecting the institutions' financial health. The study is expected to be published in June 2009.
- *Develop strategies to use efficiency and performance data for program improvement purposes.* The Department is conducting grantee-level analysis of available data and expects to identify options that might lead to program improvement for the Strengthening Institutions program by April 2009, by June 2009 for the Strengthening HBCUs program, and by May 2009 for the Strengthening HBGIs programs.
- *Make grantee performance data available to the public in a transparent and meaningful manner.* The SIP grantee performance for 2004-2005 is available on the Department's website at www.ed.gov/programs/iduestitle3a/performance.html. The Performance Assessment Report provides a narrative description of program performance for cohorts of SIP grants. The Grantee Performance Analysis presents data reported by individual grantees on program outcomes and cost effectiveness. The Strengthening HBCUs and Strengthening HBGIs performance assessment reports will be posted on the Department's website in May 2009 and April 2009, respectively.
- *Review the persistence and graduation rates at two-year institutions and, in collaboration with the Department's Office of Vocational and Adult Education, identify other options for tracking successful outcomes.* The Department has developed a draft briefing paper and is looking for ways to explore measurement alternatives further.
- *Explore the feasibility of requiring grantees to collect data on student transfers.* The Department has developed a draft briefing paper and is looking for ways to explore student transfers further.

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Master's degree programs at Historically Black Colleges and Universities and Predominantly Black Institutions

(Higher Education Act of 1965, Title VIII, Part AA, Section 897)

FY 2010 Authorization (\$000s): \$11,500¹

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
Master's degree programs at HBCUs (mandatory)	\$9,000	\$9,000	0
Master's degree programs at PBIs (mandatory)	<u>2,500</u>	<u>2,500</u>	<u>0</u>
Total	11,500	11,500 ²	0

¹ The authorization for mandatory funding will expire September 30, 2014.

² These mandatory funds are not part of the Administration's fiscal year 2010 budget request.

PROGRAM DESCRIPTION

The Higher Education Opportunity Act (HEOA) amended Part A of Title VII of the Higher Education Act (HEA) to add a new Subpart 4 authorizing two new master's degree programs to further advance educational opportunities for African Americans: Master's Degree Programs at Historically Black Colleges and Universities (Section 723) and Master's Degree Programs at Predominantly Black Institutions (Section 724). Section 897 of the HEA authorizes and appropriates mandatory funding totaling \$11.5 million annually to provide grants to eligible institutions in these programs for fiscal years 2009 through 2014.

The program authorizes grants of up to 6 years in duration to specified eligible institutions determined to be making a substantial contribution to graduate education opportunities for Black Americans at the master's level in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines. The statute provides for a \$500,000 minimum grant for each eligible institution.

An institution must provide assurances that 50 percent of the cost of the purposes for which the grant is made will be paid from non-Federal sources to receive a grant in excess of \$1 million. However, the institution is not required to match any portion of the first \$1 million of the institution's award. After funds are made available to each eligible institution under the program funding rules, the Department is required to distribute, on a pro rata basis, any amounts which an institution cannot use due to the failure to meet the matching requirements to those institutions complying with the matching requirement.

An institution may use up to 10 percent of their grant for the development of a new qualified master's degree program defined as a master's degree program in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines in which African Americans are underrepresented and has students enrolled in such program of instruction at the time of application for a grant.

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An eligible institution that receives a grant under this program in fiscal year 2009 (and that is eligible to receive a grant after fiscal year 2009) may not receive a grant in subsequent fiscal years that is less than the grant amount received in fiscal year 2009, unless either the appropriation is not sufficient to provide such grant amounts to all institutions and programs that received program grants, or the institution cannot provide sufficient matching funds to meet program requirements. No institution may receive more than one grant under this program in any fiscal year.

An institution that is eligible for and receives an award under HEA's Title III Historically Black Graduate Institutions program (Section 326), Title V Promoting Postbaccalaureate Opportunities for Hispanic Americans (Section 512), or Title VII Master's Degree Programs for HBCUs and PBIs (Sections 723 and 724) for a fiscal year is not eligible to apply for a grant or receive grant funding under Section 897—Master's Degree Programs for HBCUs and PBIs—for the same fiscal year.

Master's Degree Programs at Historically Black Colleges and Universities authorizes 6-year grants to the following specified eligible institutions: Albany State University; Alcorn State University; Claflin University; Coppin State University; Elizabeth City State University; Fayetteville State University; Fisk University; Fort Valley State University; Grambling State University; Kentucky State University; Mississippi Valley State University; Savannah State University; South Carolina State University; University of Arkansas, Pine Bluff; Virginia State University; West Virginia State University; Wilberforce University; and Winston-Salem State University.

Institutions may use their funds to plan, develop, and implement activities that support: purchase, rental, or lease of scientific or laboratory equipment for educational purposes; construction, maintenance, renovation, and improvement in classroom, library, laboratory, and other instructional facilities; purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials; scholarships, fellowships, and other financial assistance for needy graduate students to permit the enrollment of the students in, and completion of, a master's degree in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines in which African Americans are underrepresented; establishment or maintenance of an institutional endowment; funds and administrative management; acquisition of real property that is adjacent to the campus in connection with the construction, renovation, or improvement of, or an addition to, campus facilities; education or financial information designed to improve the financial literacy and economic literacy of students or the students' families; tutoring, counseling, and student service programs; and faculty professional development, faculty exchanges, and faculty participation in professional conferences and meetings.

From the amount appropriated to carry out the Master's Degree Program at HBCUs for any fiscal year: the first \$9 million (or any lesser amount appropriated) must be used to make minimum grant awards of \$500,000 to each eligible institution. Any appropriated amount in excess of \$9 million must be made available to each of the eligible institutions identified in the statute based on: the ability of the institution to match Federal funds with non-Federal funds; the number of students enrolled in the qualified master's degree program at the eligible institution in the previous academic year; the average cost of attendance per student, for all

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full-time students enrolled in the qualified master's degree program at such institution; the number of students in the previous year who received a degree in the qualified master's degree program at such institution; and the contribution, on a percent basis, of the programs for which the institution is eligible to receive funds under this program to the total number of African Americans receiving master's degrees in the disciplines related to the programs for the previous year.

Master's Degree Programs at Predominantly Black Institutions authorizes 6-year grants to the following specified eligible institutions: Chicago State University; Columbia Union College; Long Island University, Brooklyn campus; Robert Morris College; and York College (The City University of New York).

Institutions may use their funds to plan, develop, and implement activities that support: purchase, rental, or lease of scientific or laboratory equipment for educational purposes; construction, maintenance, renovation, and improvement in classroom, library, laboratory, and other instructional facilities; purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials; scholarships, fellowships, and other financial assistance for needy graduate students to permit the enrollment of the students in, and completion of, a master's degree in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines in which African Americans are underrepresented; establishment or maintenance of an institutional endowment; funds and administrative management; acquisition of real property that is adjacent to the campus in connection with the construction, renovation, or improvement of, or an addition to, campus facilities; education or financial information designed to improve the financial literacy and economic literacy of students or the students' families; tutoring, counseling, and student service programs; and faculty professional development, faculty exchanges, and faculty participation in professional conferences and meetings.

From the amount appropriated to carry out the Master's Degree Program at PBIs for any fiscal year: the first \$2.5 million (or any lesser amount appropriated) must be used to make minimum grant awards of \$500,000 to each eligible institution. Any appropriated amount in excess of \$2.5 million must be made available to each of the eligible institutions identified in the statute based on: the ability of the institution to match Federal funds with non-Federal funds; the number of students enrolled in the qualified master's degree program at the eligible institution in the previous academic year; the average cost of attendance per student, for all full-time students enrolled in the qualified master's degree program at such institution; the number of students in the previous year who received a degree in the qualified master's degree program at such institution; and the contribution, on a percent basis, of the programs for which the institution is eligible to receive funds under this program to the total number of African Americans receiving master's degrees in the disciplines related to the programs for the previous year.

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Masters degree programs at HBCUs and PBIs

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	0 ¹
2006.....	0 ¹
2007.....	0 ¹
2008.....	0 ¹
2009.....	\$11,500

¹ The program was not authorized prior to 2009.

FY 2010 BUDGET REQUEST

The Administration is not requesting any funding for these programs. Mandatory funds totaling \$11.5 million for these programs are available in fiscal year 2010.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>
Master's Degree Programs at HBCUs:		
Number of new awards	18	0
Average new award	\$500	0
Total new award funding	\$9,000	0
Number of NCC awards	0	18
Average NCC award	0	\$500
Total NCC award funding	0	\$9,000
Total award funding	\$9,000	\$9,000
Total number of awards	18	18
Master's Degree Programs at PBIs:		
Number of new development awards	5	0
Average new development award	\$500	0
Total new development award funding	\$2,500	0
Number of NCC development awards	0	5
Average NCC development award	0	\$500
Total NCC development award funding	0	\$2,500
Total award funding	\$2,500	\$2,500
Total number of awards	5	5
Total Master's Degree Programs funding	\$11,500	\$11,500
Total Master's Degree Programs awards	23	23

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Masters degree programs at HBCUs and PBIs

PROGRAM PERFORMANCE INFORMATION

Performance Measures

No program performance-related information is available for these programs at this time. However, the Department is considering measures that will focus on graduate school enrollment and degrees awarded in the fields of science, technology, engineering, or mathematics that are the focus of this program. The Department is considering collecting data from the program's annual performance reports for these measures because only limited data are available through the National Center for Education Statistics Integrated Postsecondary Education Data System for the areas to be measured.

Efficiency Measures

The Department is considering a measure of the cost of a successful outcome, where success will be defined as master's degrees earned by African American/and or low-income students, in the academic programs supported by the project during the period of the grant award.

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(Higher Education Act of 1965, Title III, Part F, Section 371(b)(2)(B); Title V-A; and Title VIII, Part AA, Section 898)

FY 2010 Authorization (\$000s): Indefinite (discretionary); \$0¹ (mandatory); \$11,500 (mandatory)²

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
Developing Hispanic-serving Institutions (discretionary) (HEA V-A)	\$93,256	\$97,919	+\$4,663
HSI STEM and Articulation Programs (mandatory) (HEA III-F, Section 371(b)(2)(B))	100,000 ¹	0	-100,000
Promoting Postbaccalaureate Opportunities for Hispanic Americans (mandatory) (HEA VIII-AA, Section 898)	<u>11,500</u>	<u>11,500</u> ²	<u>0</u>
Total	204,756	109,419	-95,337
Discretionary	93,256	97,919	+4,663
Mandatory	111,500	11,500 ²	-100,000

¹ The authorization for mandatory funding for HSI STEM and Articulation Programs expires September 30, 2009.

² The authorization for mandatory funding for the Promoting Postbaccalaureate Opportunities for Hispanic Americans program is \$11,500 thousand. The authorization for funding for this program will expire September 30, 2014. These funds are not part of the Administration's fiscal year 2010 budget request.

PROGRAM DESCRIPTION

The Aid for Hispanic-serving Institutions programs support institutions of higher education (IHEs) enrolling high percentages of Hispanic American students. Grants are given directly to Hispanic-serving Institutions (HSIs) to help improve the educational offerings and financial stability of institutions that educate a disproportionate share of Hispanic Americans. An HSI is defined as an institution that has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic. The Developing Hispanic-serving Institutions program, authorized under Title V of HEA, is designed to expand and enhance the academic offerings, program quality, and institutional stability of the colleges and universities that are educating a large percentage of Hispanic college students.

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

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

HSIs may use their funds to plan, develop, and implement activities that encourage: faculty and academic program development; better management of funds and administration; construction and maintenance of instructional facilities; student services; the establishment of a program of teacher education designed to qualify students to teach in public schools; establishment of community outreach programs that encourage elementary and secondary school students to develop the academic skills and the interest to pursue postsecondary education; and creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment and services. Also, HSIs may use no more than 20 percent of the grant funds to establish or increase an institution's endowment fund. The endowment funds must be matched at a rate of one non-Federal dollar for each Federal dollar. If an institution receives funding under this program, it cannot receive funding under Part A or Part B of Title III.

The HSI STEM and Articulation Program was designed to increase the number of Hispanic and other low-income students attaining degrees in fields of science, technology, engineering, and mathematics (STEM) and to develop model transfer and articulation agreements between the 2-year and 4-year HSIs in such fields. The College Cost Reduction and Access Act (CCRAA) authorized and appropriated \$100 million in mandatory funding for fiscal years 2008 and 2009 for this program. In fiscal year 2008, competitive grants of 2 years in duration were awarded to 100 HSIs.

Promoting Postbaccalaureate Opportunities for Hispanic Americans program, authorized under Title V of HEA, seeks to help Hispanic Americans gain entry into and succeed in graduate study, a level of education in which they are underrepresented. To be eligible to apply, an institution of higher education must be an HSI that offers a postbaccalaureate certificate or postbaccalaureate degree-granting program.

The Higher Education Opportunity Act authorized and appropriated \$11.5 million in mandatory funding for this program for 5 years beginning in fiscal year 2009. HSIs may apply for competitive 5-year grants, which are to be used to improve postbaccalaureate offerings. Institutions receiving grants under this program may also receive funds under Title V, Part A.

Authorized activities include: purchasing, renting, or leasing scientific or laboratory equipment used for educational purposes; construction, maintenance, renovation and facilities improvement, including telecommunications; purchasing library books, periodicals, journals, and other educational materials, including telecommunications program materials; supporting low-income postbaccalaureate students through outreach programs, academic support services, mentoring, and direct financial assistance designed to permit enrollment to the funded program; supporting faculty exchanges, development, and research, as well as curricular development and academic instruction; the creation or improvement of facilities for Internet or other distance education technologies; and collaboration with other IHEs to expand postbaccalaureate offerings. Other activities germane to the promotion of postbaccalaureate study at HSIs are

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permissible, provided that they contribute to the overall purpose of the program and are approved by the Department upon the submission of application.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$95,106
2006.....	94,914
2007.....	94,914
2008.....	193,256 ¹
2009.....	204,756 ^{1,2}

¹ Includes \$100,000 thousand in mandatory funds provided under the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008.

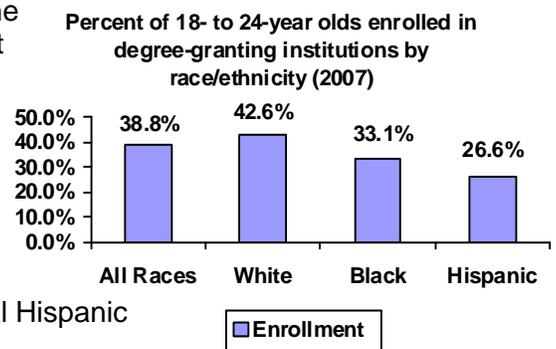
² Includes \$11,500 thousand in mandatory funds provided under the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008.

FY 2010 BUDGET REQUEST

The Administration requests \$97.9 million for the Developing Hispanic-serving Institutions program, an increase of \$4.7 million, or 5 percent, over the 2009 level. In addition, mandatory funding totaling \$11.5 million is provided for the Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) program under Title VIII, Part AA of the Higher Education Act of 1965, as amended. These mandatory funds are not part of the Administration’s fiscal year 2010 request.

In 1976, about 383,800 Hispanic Americans attended degree-granting institutions of higher education. Since then, Hispanic enrollment has grown steadily and in 2007 reached 2.1 million. Hispanics constitute the largest minority group in the Nation, fully 15.1 percent of the total U.S. population. As of 2007, the United States was home to 45.5 million Hispanic people. The Census Bureau projects that the Hispanic American population will triple between 2008 and 2050, reaching 132.8 million and 30 percent of the overall population.

Hispanics have made significant gains in education over the last several decades. This increase in Hispanic enrollment is being driven by population growth and by increasing proportions of the population enrolling in colleges and universities. In 1976, Hispanics represented 3.5 percent of students enrolled in colleges and universities and 3.7 percent of the undergraduate enrollment; in 2007, they represented 11.4 percent of the total enrollment and 12.3 percent of the undergraduate enrollment. Hispanic enrollment in HSIs accounted for more than half of the total Hispanic enrollment in colleges and universities in 2006.



While Hispanics have made significant gains in education over the last several decades, their enrollment rates and degree attainment remain lower than those of their non-Hispanic peers.

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In 2007, only 26.6 percent of all Hispanics in the age group 18-24 years were enrolled in degree-granting institutions, versus 42.6 percent of all non-Hispanic White peers and 33.1 percent of Black peers (see graph). In 2006-2007, Hispanics earned 7.5 percent of bachelor's degrees, 5.8 percent of master's degrees, and 3.4 percent of PhDs awarded in the United States despite constituting over 15 percent of the total national population.

The 2010 request, combined with the mandatory funding available through Title VIII, Part AA of the Higher Education Act of 1965, as amended, is intended to help close the achievement gap between HSI and non-HSI students by supporting approximately 52 new Title V awards, 114 non-competing Title V continuation projects at HSIs, and 23 existing PPOHA awards.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Developing Hispanic-serving Institutions			
Discretionary Funding:			
Individual Development awards:			
Number of new awards	23 ¹	18	36
Average new award	\$563	\$556	\$557
Total new award funding	\$12,951	\$10,000	\$20,000
Number of NCC awards	80	89	83
Average NCC award	\$517	\$522	\$556
Total NCC award funding	\$41,377	\$46,494	\$45,368
Cooperative Arrangement awards:			
Number of new awards	0	9	16
Average new award	0	\$669	\$669
Total new award funding	0	\$6,027	\$10,572
Number of NCC awards	59	44	31
Average NCC award	\$660	\$677	\$670
Total NCC award funding	\$38,928	\$29,802	\$21,000
Peer review of new award applications	0	\$933	\$979
Total award funding	\$93,256	\$93,256	\$97,919
Total number of awards	162	160	166

¹ Instead of conducting a new competition in fiscal year 2008 the Department funded down the fiscal year 2007 grant slate to make new awards in fiscal year 2008 because a significant number of high-quality applicants remained on the fiscal year 2007 slate.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
HSI STEM and Articulation Programs			
Mandatory Funding:			
Number of new awards	100	0	0
Average new award	\$999	0	0
Total new award funding	\$99,900	0	0
Number of NCC awards	0	100	0
Average NCC award	0	\$1,000	0
Total NCC award funding	0	\$100,000	0
Peer review of new award applications	\$100	0	0
Total award funding	\$100,000	\$100,000	0
Total number of awards	100	100	
Promoting Postbaccalaureate Opportunities for Hispanic Americans			
Mandatory Funding:			
Number of new awards	0	22	0
Average new award	0	\$518	0
Total new award funding	0	\$11,385	0
Number of NCC awards	0	0	23
Average NCC award	0	0	\$500
Total NCC award funding	0	0	\$11,500
Peer review of new applications		\$115	0
Total award funding	0	\$11,500	\$11,500
Total number of awards	0	22	23
Total HSI award funding	\$193,256	\$204,756	\$109,419
Discretionary	\$93,256	\$93,256	\$97,919
Mandatory	\$100,000	\$111,500	\$11,500
Total number of HSI awards	262	282	189

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

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

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

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolling at HSIs.		
Year	Target	Actual
2005		9.2
2006		9.9
2007		10.7
2008		11.2
2013	11.2	

Persistence Measure (combined 4-year/2-year): The percentage of first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI.

Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year HSIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI.

Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year HSIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI.

Year	Target			Actual		
	4-year/2-year	4-year	2-year	4-year/2-year	4-year	2-year
2005				66		
2006	67			64		
2007	68			64		
2008	68			69	77	63
2009	64	77	64			
2010	64	78	64			

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Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduates students enrolled at 4-year HSIs graduating within 6 years of enrollment.

Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduates students enrolled at 2-year HSIs graduating within 3 years of enrollment.

Year	Target		Actual	
	4-year	2-year	4-year	2-year
2005			35	21
2006	34	36	35	21
2007	37	22	44	16
2008	37	22		
2009	36	22		
2010	36	22		

Assessment of progress: The Department recast the measure of long-term enrollment to focus on changes in enrollment rather than the absolute numbers of students enrolled. The new measure uses the same National Center for Education Statistics (NCES)/Integrated Postsecondary Education Data Systems (IPEDS) fall enrollment data for all full-time degree-seeking undergraduate students used by the former measure except that the new measure tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. Data from the 2003-2007 cohort has been used to determine the target for 2013. The target for 2013 is for the 2008-2012 cohort and was developed in late 2008, using fiscal year 2008 enrollment data. Because the measure covers a 5-year grant period, a target was set for 2013, the final year of funding for 2008 grant recipients, with no targets set for the intermediate years. This will close out the performance assessment for the 2003 cohort. Also, persistence at 2- and 4-year institutions will now be measured separately, with corresponding targets.

After not meeting the target set for student persistence for 2 consecutive years, the program exceeded its 2008 target. No 2008 graduation data are available, but 2007 data show that the 4-year graduation target was met, while the 2-year graduation measure did not meet the program's goal. The performance data are derived from electronic annual performance reports from program grantees and the National Center for Education Statistics/Integrated Postsecondary Education Data Systems. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Objective: *Improve the year-to-year increase in enrollment and graduation rates in postbaccalaureate programs at Hispanic-serving institutions.*

Enrollment Change Measure: The percentage change, over the 5-year grant period, of the number of graduate and professional students enrolled at HSI institutions.

Year	Target	Actual
2007		11
2008		0.3
2013	9	

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Degree Change Measure: The percentage change, over the 5-year grant period, of the number of master's, doctoral and first-professional degrees and post baccalaureate certificates awarded at HSI institutions.

Year	Target	Actual
2007		22
2008		16
2010	19	

Assessment of progress: The actual enrollment change and degree change data for 2007 and 2008 is based on 117 potentially eligible institutions. These institutions are 4-year Title IV institutions, which have at least 25 percent undergraduate Hispanic full-time equivalent enrollment and offer postbaccalaureate certificates or degrees.

The 2007 enrollment change data represents the percentage change from 2002 to 2007. The 2008 data represents the percentage change from 2003 to 2008. The enrollment in 2008 was lower than 2007 enrollment, explaining the drop in enrollment change. The 2013 target is the change from 2008 to 2013.

Because graduation change data are not available for a 5-year period, the 2007 data represents the change from 2004 to 2007, and the 2008 data represents the change from 2005 to 2008. The 2010 target is the average of the change reported for 2007 and 2008. Data from fiscal year 2009 will be available in December 2009.

The HSI STEM and Articulation program was funded by the College Cost Reduction and Access Act (CCRAA), which expires at the end of fiscal year 2009. Because funding was made available for only 2 years, the Department has not established any performance measures for this program.

Efficiency measures

The Department measures cost per successful outcome for the Developing Hispanic-serving Institutions and the Promoting Postbaccalaureate Opportunities for Hispanic Americans programs.

Developing HSIs: Cost per successful outcome: Federal cost per undergraduate and graduate degree at HSIs.

Year	Target	Actual
2005		\$1,015
2006		962
2007		929
2009	\$950	
2010	950	

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Promoting Postbaccalaureate Opportunities for Hispanic Americans: Cost per successful outcome: federal cost per master's, doctoral and first-professional degree and postbaccalaureate certificate at HSI institutions.		
Year	Target	Actual
2007		\$2,259
2008		2,181
2010	\$2,215	

Assessment of progress: The Developing Hispanic-serving Institutions efficiency measure is calculated as the appropriation for the Developing HSIs program divided by the number of undergraduate and graduate degrees awarded. Targets for fiscal years 2009 and 2010 have been set at \$950. Grantee-level data analyses will be used to identify institutions that may benefit from technical training in areas such as data collection and reporting, as well as to identify promising practices for improving program performance outcomes. The efficiency measure can be used to measure overall program performance over time. A similar efficiency measure has been established for the Title III Aid for Institutional Development programs as well as for Howard University. This metric may enable the Department to assess program performance across institutions with similar types of missions. Efficiency data for fiscal year 2008 will be available in December 2009.

For the Promoting Postbaccalaureate Opportunities for Hispanic Americans measure, the actual data for 2007 and 2008 is based on 117 potentially eligible institutions. These institutions are 4-year Title IV institutions that have at least 25 percent undergraduate Hispanic full-time equivalent enrollment and offer postbaccalaureate certificates or degrees. Actual 2007 and 2008 data are calculated using the 2009 appropriation of \$100 million and the number of postbaccalaureate certificates and degrees awarded in 2007 (44,270) and 2008 (46,066). The 2010 target is based on the average of 2007 and 2008 data. Efficiency data for fiscal year 2009 will be available in December 2009.

Program Improvement Efforts

The Department is undertaking the following activities to improve program performance:

- *Complete the study on the financial health of minority-serving institutions of higher education and utilize the results to validate program performance measures and improve program performance.* The Department continues to monitor the implementation of the *Assessment of the Financial Health of Institutions Supported by Title III and Title V of the Higher Education Act*. One purpose of the analysis is to determine whether the financial status of the institutions is improving or becoming worse and to identify what drivers are affecting the financial health of institutions, including whether enrollment, persistence, and graduation—the newly established measures for the Title III/V programs—are drivers of financial health. In addition, the analysis is expected to show whether the programs authorized by the HEA are positively affecting the institutions' financial health. The study is expected to be published in June 2009.

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- *Develop strategies to use efficiency and performance data for program improvement purposes.* The Department is conducting grantee-level analysis of available data and expects to identify options that might lead to program improvement by June 2009.
- *Make grantee performance data available to the public in a transparent and meaningful manner.* The Developing HSIs program profile report was sent to program grantees. Efforts are underway to analyze the most recent performance data for future reports and to increase the timeliness of making the data available to the public. The Developing HSIs performance assessment report will be posted on the Department's website in May 2009.

HIGHER EDUCATION

International education and foreign language studies: Domestic programs

(Higher Education Act of 1965, Title VI, Parts A and B)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
	\$102,335	\$102,335	0

PROGRAM DESCRIPTION

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

Discretionary grants and contracts are awarded for nine Domestic Programs supporting a broad range of activities. Grants are awarded to support centers, programs, and fellowships in institutions of higher education in order to produce increased numbers of trained personnel and research in foreign languages and in area and international studies, as well as to develop a pool of international experts to meet national needs. Prior to the beginning of each grant cycle, the Department must consult with and receive recommendations from the head officials of a wide range of Federal agencies to determine the areas of national need for expertise in foreign languages and world regions and make this list available to grant applicants. In addition, the Department must work with a variety of Federal agency heads to submit a biennial report to Congress and the public identifying areas of national need in foreign language, area, and international studies as such studies relate to government, education, business, and nonprofit needs, and a plan to address those needs. In awarding grants, the Department is required to take into account the degree to which applicants' activities address national needs and inform the public; the applicants' records of placing students into postgraduate employment, education, or training in areas of national need; and the applicants' plans to increase this number.

The Department must aid grantees in developing a survey for students who have completed programs under Title VI to determine postgraduate employment, education, or training. Grantees, where applicable, must administer the survey once every 2 years and report the results to the Department. Up to 1 percent of Title VI funds may be used to carry out program evaluation, national outreach, and information dissemination activities relating to the Title VI programs.

Program legislation requires that institutions that receive funding under Title VI and that meet the following criteria must report to the Department, as consistent with the requirements of Section 117 of the HEA: (1) the amount of the contribution (including cash and the fair market value of any property) received from any foreign government or from a foreign private sector

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corporation or foundation during any fiscal year that exceeds \$250,000 in the aggregate; and (2) the aggregate contribution, or a significant part of the aggregate contribution, that is to be used by a center or program receiving funds under Title VI.

National Resource Centers support institutions of higher education (IHEs) or consortia of such institutions in establishing, operating, and strengthening advanced centers to train students, specialists, and other scholars; maintaining important library collections and related training and research facilities; conducting advanced research and development activities; establishing linkages between IHEs and other academic, governmental, and media entities; operating summer institutes in the United States or abroad; and providing outreach and consultative services at the national, regional, and local levels. Funds also support faculty, staff, and student travel in foreign areas, regions, or countries; the development and implementation of educational programs abroad for students; and projects that support students in the science, technology, engineering, and mathematics fields to achieve foreign language proficiency. National Resource Centers are funded for up to 4 years, with funds allocated on an annual basis pending satisfactory performance by the Centers and availability of funds.

Foreign Language and Area Studies Fellowships Program supports academic year and summer fellowships for graduate- and undergraduate-level training at IHEs having nationally recognized programs of excellence. Students apply to IHEs that have received fellowship allocations from the Department of Education. Students receiving fellowships must be individuals who are engaged:

- In an instructional program with stated performance goals for functional foreign language use or in a program developing such performance goals, in combination with area studies, international studies, or the international aspects of a professional studies program;
- In the case of an undergraduate student, in the intermediate or advanced study of a less commonly taught language; or
- In the case of a graduate student, in graduate study in connection with a program described above, including predissertation level study, preparation for dissertation research, dissertation research abroad, or dissertation writing.

Before awarding a fellowship for use outside the United States, an institution must obtain approval from the Department of Education. A fellowship may be approved for use outside the United States if (1) the student is enrolled in an advanced overseas modern foreign language program approved by the institution where the student is enrolled in the United States; or (2) the student is engaged in research that cannot be effectively done in the United States and is affiliated with an IHE or other appropriate organization in the host country. Institutions are funded for up to 4 years and, in turn, award fellowships annually to individual students on a competitive basis. Applications for awards must include an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and a description of how the applicant will encourage government service in areas of national need, as well as in areas of need in the education, business, and nonprofit sectors.

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Undergraduate International Studies and Foreign Language Program supports IHEs or consortia of IHEs in establishing, operating, and strengthening instructional programs in international studies and foreign language at the undergraduate level. Eligible activities may include but are not limited to the development of a global or international studies program that is interdisciplinary in design; development of a program that focuses on issues or topics, such as international business or international health; development of an area studies program and programs in corresponding foreign languages; creation of innovative curricula that combine the teaching of international studies with professional and pre-professional studies, such as engineering; research for and development of specialized teaching materials, including language instruction, i.e., business French; establishment of internship opportunities for faculty and students in domestic and overseas settings; and development of study abroad programs.

Grantees must provide matching funds in either of the following ways: (1) cash contributions from the private sector equal to one-third of the total project costs; or (2) a combination of institutional and non-institutional cash or in-kind contributions equal to one-half of the total project costs. Applications for awards must include a description of how the applicant will provide information to students regarding federally funded scholarship programs in related areas; an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs, where applicable; and a description of how the applicant will encourage service in areas of national need, as identified by the Department of Education.

The Department may waive or reduce the required matching share for institutions that are eligible to receive assistance under Part A or Part B of Title III or under Title V of the Higher Education Act of 1965. Grant awards are normally made for 2 years. However, organizations, associations, and institutional consortia are eligible for up to 3 years of support.

International Research and Studies Program supports projects carried out by IHEs, public and private nonprofit organizations, and individuals that are designed to: determine the need for improved or increased instruction in foreign language and area and international studies; develop more effective teaching methods and standardized measures of competency; develop specialized curriculum materials; evaluate the extent to which programs that address national needs would not otherwise be offered; study and survey the uses of technology in foreign language and area and international studies programs; and determine through studies and evaluations effective practices in the dissemination of international information throughout the education community, including elementary and secondary schools. Funds also include support for evaluation of the extent to which programs funded under Title VI reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; the systematic collection, analysis, and dissemination of data that contribute to achieving the purposes of Title VI; and support for programs or activities to make data collected, analyzed, or disseminated publicly available and easily understood.

The Department funds participants through grants and contracts for up to 3 years. A Small Business Innovation Research (SBIR) project may also be funded under this program.

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Business and International Education (BIE) Projects support IHEs in designing 2-year projects both to enhance international academic programs and to promote linkages between the IHEs and the international business community engaged in international economic activity. Eligible activities include but are not limited to: improving the business and international education curriculum of institutions to serve the needs of the business community, including the development of new programs for mid-career or part-time students; developing programs to inform the public of increasing international economic interdependence and the role of U.S. businesses within the international economic system; internationalizing curricula at the junior and community college level and at undergraduate and graduate schools of business; developing area studies and interdisciplinary international programs; establishing export education programs; conducting research and develop specialized teaching materials appropriate to business-oriented students; establishing student and faculty fellowships and internships or other training or research opportunities; creating opportunities for business and professional faculty to strengthen international skills; developing research programs on issues of common interest to IHEs and private sector organizations and associations engaged in or promoting international economic activity; establishing internships overseas to enable foreign language students to develop their foreign language skills and knowledge of foreign cultures and societies; establishing links overseas with IHEs and organizations that contribute to the education objectives of the BIE program; and establishing summer institutes in international business, foreign areas, and other international studies designed to carry out the purposes of the BIE program.

Each application must include an assurance that, where applicable, the activities funded will reflect diverse perspectives and a wide range of views on world regions and international affairs. The Federal share of the projects cannot exceed 50 percent of the total cost.

Centers for International Business Education support IHEs or consortia of IHEs by paying the Federal share of the cost of planning, establishing, and operating centers that provide a comprehensive university approach to improving international business education by bringing together faculty from numerous disciplines. The Centers serve as national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted; provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of U.S. trading partners; provide research and training in the international aspects of trade, commerce, and other fields of study; provide training to students enrolled in the institution or institutions in which a center is located; serve as regional resources to local businesses by offering programs and providing research designed to meet the international training needs of such businesses; and serve other faculty, students, and institutions of higher education located within their respective regions. Grants are made for 4 years. The Federal share of the cost of planning, establishing, and operating the Centers cannot exceed 90 percent, 70 percent, or 50 percent in the first, second, third and following years, respectively.

Language Resource Centers support IHEs or consortia of IHEs in improving the teaching and learning of foreign languages. The activities carried out by the Centers must include effective dissemination efforts, whenever appropriate, and may include: the conduct and dissemination of research on new and improved teaching methods (including the use of advanced educational technology) to the education community; the development, application, and dissemination of

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performance testing appropriate to an educational setting for use as a standard and comparable measurement of skill levels in all languages; the training of teachers in the administration and interpretation of the performance tests; a significant focus on the teaching and learning needs of the less commonly taught languages and the publication and dissemination of instructional materials in those languages; the development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and secondary school levels; and the operation of intensive summer language institutes. Language Resource Centers are eligible for up to 4 years of support.

American Overseas Research Centers Program makes grants to consortia of IHEs to promote postgraduate research, faculty and student exchanges, and area studies. Funds may be used to pay for all or a portion of the cost of establishing or operating a center or program. Costs may include faculty and staff stipends and salaries; faculty, staff, and student travel; operation and maintenance of overseas facilities; teaching and research materials; the acquisition, maintenance, and preservation of library collections; travel for visiting scholars and faculty members who are teaching or conducting research; preparation for and management of conferences; and the publication and dissemination of material for the scholars and general public. Centers are eligible for 4 years of support.

Technological Innovation and Cooperation for Foreign Information Access supports IHEs, public or nonprofit private libraries, or a partnership of an IHE and one or more IHE, library or nonprofit educational organization in developing innovative techniques or programs using electronic technologies to collect, organize, preserve, and widely disseminate information from foreign sources on world regions that address our Nation's teaching and research needs in international education and foreign languages.

Grants may be used to acquire, facilitate access to, or preserve foreign information resources in print or electronic forms; develop new means of immediate, full-text document delivery for information and scholarship from abroad; develop new means of or standards for shared electronic access to international data; support collaborative projects for indexing, cataloging, and providing other means of bibliographic access for scholars to important research materials published or distributed outside the United States; develop methods for the wide dissemination of resources written in non-Roman language alphabets; assist teachers of less commonly taught languages in acquiring, via electronic and other means, materials suitable for classroom use; promote collaborative technology-based projects in foreign languages, area studies, and international studies among grant recipients under Title VI; and creation of linkages to facilitate carrying out activities between the institutions receiving grants and other institutions of higher education, nonprofit educational organizations, and libraries overseas. The Federal share of the projects cannot exceed two-thirds of the total cost. Awards are made for 4 years.

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Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$92,466
2006.....	91,541
2007.....	91,541
2008.....	93,941
2009.....	102,335

FY 2010 BUDGET REQUEST

The Administration requests a total of \$102.3 million for the Domestic Programs, the same as the 2009 level. The Domestic Programs have helped to develop and maintain American expertise in world cultures and economies, and foreign languages. It is critical for our Nation to have a readily available pool of international area and language experts for economic, foreign affairs, and defense purposes. Dramatic changes in the world's geopolitical and economic landscapes, the events surrounding the September 2001 terrorist attacks on the United States, and the war on terrorism underscore the importance of maintaining and expanding this expertise. The Title VI programs are key to the teaching and learning of languages vital to the national interest and the programs serve as a national resource.

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

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

IEFLS programs provide "seed money" that is matched by institutions, associations, and private sector firms. Federal funding provided by the IEFLS programs leverages a large amount of non-Federal funding. Thus, the Administration is able to have a more substantial impact on the field of international education for its investment of taxpayer dollars. Since some of the IEFLS programs focus on training teachers, they create a significant educational "ripple effect." Each

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teacher or faculty member trained under an IEFLS program takes the experience back to the classroom, in training the next generation of language and area studies experts.

In fiscal year 2009, the Department expects to announce the following priorities for its grant competitions:

- Undergraduate International Studies and Foreign Language Program

Competitive preference priorities for applications that (a) require entering students to have successfully completed at least 2 years of secondary school foreign language instruction; (b) require each graduating student to earn 2 years of postsecondary credit in a foreign language or to have demonstrated equivalent competence in the foreign language; or (c) in the case of a 2-year degree granting institution, offer 2 years of postsecondary credit in a foreign language.

Invitational priorities for applications that propose (1) projects that provide in-service training for K-12 teachers in foreign languages and international studies and that strengthen instruction in foreign languages and international studies in teacher education programs; (2) projects that include a plan for assessment of student foreign language competency. A plan of assessment should include clearly defined student-learning outcomes and externally validated assessment approaches. The applicant should describe procedures for utilizing the assessment data to improve foreign language program effectiveness; (3) projects that support an increase in the number of underrepresented minorities who are studying foreign languages and area and international studies; and (4) applications that focus on any of the 78 priority languages that were selected from the Department of Education's list of Less Commonly Taught Languages (LCTLs). These include: Akan (Twi-Fante), Albanian, Amharic, Arabic (all dialects), Armenian, Azeri (Azerbaijani), Balochi, Bamanakan (Bamana), Bambara, Mandikan, Mandingo, Maninka, Dyula), Belarusian, Bengali (Bangla), Berber (all languages), Bosnian, Bulgarian, Burmese, Cebuano (Visayan), Chechen, Chinese (Cantonese), Chinese (Gan), Chinese (Mandarin), Chinese (Min), Chinese (Wu), Croatian, Dari, Dinka, Georgian, Gujarati, Hausa, Hebrew (Modern), Hindi, Igbo, Indonesian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Korean, Kurdish (Kurmanji), Kurdish (Sorani), Lao, Malay (Bahasa Melayu or Malaysian), Malayalam, Marathi, Mongolian, Nepali, Oromo, Panjabi, Pashto, Persian (Farsi), Polish, Portuguese (all varieties), Quechua, Romanian, Russian, Serbian, Sinhala (Sinhalese), Somali, Swahili, Tagalog, Tajik, Tamil, Telugu, Thai, Tibetan, Tigrigna, Turkish, Turkmen, Ukrainian, Urdu, Uyghur/Uigur, Uzbek, Vietnamese, Wolof, Xhosa, Yoruba, and Zulu.

- International Research and Studies

Competitive preference priorities for (1) the development of specialized instructional or assessment materials focused on any of the 78 priority languages selected from the Department's list of LCTLs indicated above; (2) research, surveys, assessments, or studies focus on any of the 78 priority languages selected from the Department's LCTLs indicated above.

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- Business and International Education Projects

Competitive preference priority for the establishment of internships overseas to enable foreign language students to develop their foreign language skills and their knowledge of foreign cultures and societies.

Invitational priorities for (1) projects that focus on any of the 78 priority languages that were selected from the Department's list of LCTLs; (2) applications that focus on developing, improving, and disseminating best practices of international business training programs, teaching, and curriculum development to increase American competitiveness; and (3) projects that focus on increasing the numbers of underrepresented minorities in foreign languages and area and international studies.

- Technological Innovation and Cooperation for Foreign Information Access

Invitational priority for projects that focus on any of the 78 priority languages on the Department's list of LCTLs.

Grants awarded under these competitions would be continued in fiscal year 2010.

In fiscal year 2010, \$86.8 million, or 85 percent, of the budget request for the Domestic Programs will be used to conduct competitions for new awards. Every program except American Overseas Research Centers and Technological Innovation for Foreign Information Access will conduct a competition for new awards in fiscal year 2010.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
National Resource Centers:			
Number of new awards	0	0	125
Average new award	0	0	\$255
Total new award funding	0	0	\$31,919
Number of NCC awards	125	125	0
Average NCC award	\$237	\$255	0
Total NCC award funding	\$29,624	\$31,919	0
Total award funding	\$29,624	\$31,919	\$31,919
Total number of awards	125	125	125

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Foreign Language and Area Studies Fellowships:			
Academic year fellowships	950	1,050	1,050
Average academic year fellowship	\$27	\$27	\$27
Summer fellowships	659	729	729
Average summer year fellowship	\$7	\$7	\$7
Number of new awards	0	0	124
Average new awards	0	0	\$267
Total new award funding	0	0	\$33,089
Number of NCC awards	124	124	0
Average NCC award	\$242	\$267	0
Total NCC award funding	\$29,934	\$33,089	0
Total award funding	\$29,934	\$33,089	\$33,089
Total number of awards	124	124	124
Undergraduate International Studies and Foreign Language Program:			
Number of new awards	22	27	25
Average new award	\$85	\$95	\$95
Total new award funding	\$1,868	\$2,565	\$2,363
Number of NCC awards	30	24	27
Average NCC award	\$81	\$85	\$83
Total NCC award funding	\$2,428	\$2,040	\$2,242
Total award funding	\$4,296	\$4,605	\$4,605
Total number of awards	52	51	52
International Research and Studies:			
Number of new awards	11	21	9
Average new award	\$146	\$155	\$152
Total new award funding	\$1,606	\$3,255	\$1,372
Number of NCC awards	32	22	32
Average NCC award	\$136	\$140	\$155
Total NCC award funding	\$4,337	\$3,089	\$4,972
Total award funding	\$5,943	\$6,344	\$6,344
Total number of awards	43	43	41

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Business and International Education Projects:			
Number of new awards	23	28	23
Average new award	\$84	\$95	\$84
Total new award funding	\$1,930	\$2,660	\$1,932
Number of NCC awards	26	23	28
Average NCC award	\$87	\$84	\$95
Total NCC award funding	\$2,261	\$1,932	\$2,660
Total award funding	\$4,191	\$4,592	\$4,592
Total number of awards	49	51	51
Centers for International Business Education:			
Number of new awards	0	0	31
Average new award	0	0	\$359
Total new award funding	0	0	\$11,115
Number of NCC awards	31	31	0
Average NCC award	\$354	\$359	0
Total NCC award funding	\$10,960	\$11,115	0
Total award funding	\$10,960	\$11,115	\$11,115
Total number of awards	31	31	31
Language Resource Centers:			
Number of new awards	0	0	15
Average new award	0	0	\$335
Total new award funding	0	0	\$5,025
Number of NCC awards	15	15	0
Average NCC award	\$330	\$335	0
Total NCC award funding	\$4,950	\$5,025	0
Total award funding	\$4,950	\$5,025	\$5,025
Total number of awards	15	15	15

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
American Overseas Research Centers:			
Number of new awards	0	0	0
Average new award	0	0	0
Total new award funding	0	0	0
Number of NCC awards	11	11	\$11
Average NCC award	\$109	\$109	\$109
Total NCC award funding	\$1,197	\$1,200	\$1,200
Total award funding	\$1,197	\$1,200	\$1,200
Total number of awards	11	11	11
Technological Innovation and Cooperation for Foreign Information Access:			
Number of new awards	0	13	0
Average new award	0	\$185	0
Total new award funding	0	\$2,400	0
Number of NCC awards	10	0	13
Average NCC award	\$170	0	\$185
Total NCC award funding	\$1,700	0	\$2,400
Total award funding	\$1,700	\$2,400	\$2,400
Total number of awards	10	13	13
Program evaluation, national outreach, and information dissemination	\$903	\$1,023	\$1,023
Peer review of new award applications	\$243	\$1,023	\$1,023
Total Domestic funding	\$93,941	\$102,335	\$102,335
Total Domestic awards	460	464	463

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

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FY 2010 and future years, and the resources and efforts invested by those served by this program.

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

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

Measure: The average competency score of Title VI FLAS fellowship recipients at the end of 1 full year of instruction minus the average score at the beginning of the year.		
Year	Target	Actual
2005	1.20	1.22
2006	1.20	1.20
2007	1.20	1.14
2008	1.20	
2009	1.20	
2010	1.20	

Assessment of progress: Overall change in the language competency self-assessment reflects a mix of different levels of improvement at all stages (beginner, intermediate, advanced) and for the three modalities of language acquisition (reading, writing, listening/speaking). The average competency score of FLAS fellowship recipients rate fell short of the target set for 2007. Beginning language students may be expected to make larger advances over a given time period (and therefore have larger change scores) than more advanced students. A target value of 1.2 for change over the year reflects an ambitious overall goal for the program. Grantees are required to submit annual performance reports via the International Resource Information System (IRIS). Data for 2008 will be available in December 2009.

The Department established additional new annual and long-term performance measures for the two largest Title VI Domestic programs—National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships. Fiscal year 2008 data will be used to establish a baseline for the new measures and will be available in December 2009. Targets are expected to be set beginning in 2010.

The new NRC measures track the:

- Percentage of less and least commonly taught languages, as defined by the Department of Education, that are taught at our Nation's Title VI NRCs.
- Percentage of priority languages (formerly referred to as critical need languages), as defined by the Department of Education, taught at NRCs. These languages were selected by the Department, in consultation with foreign language professionals representing government agencies, associations, and the academy, from the list of less commonly taught languages as languages for which there is a critical need for instruction in foreign language and area and international studies.

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- Percentage of NRC grantees teaching intermediate or advanced courses in priority languages (formerly referred to as critical need languages), as defined by the Department of Education.

The new FLAS measures track the:

- Percentage of FLAS masters' and doctoral graduates who studied priority languages (formerly referred to as critical need languages), as defined by the Department of Education, and
- Percentage of FLAS participants who report that they found employment that utilizes their language and area skills.

The Department replaced the prior measure of employment for NRC graduates, which focused on higher education, government, and national security (military) with another measure that will track FLAS participants who report that they found employment that utilizes their language and area skills against established targets. The Department intends to report data by employment sector, as IRIS tracks placement at the BA, MA, and PhD for the following sectors—elementary/secondary, Federal Government, foreign government, graduate study, higher education, international organizations (in the U.S. and abroad), private sector (profit and non-profit), military service, State and local government, unemployed, and unknown. The Department will make data by employment sector available on its website. Data for these performance measures will be derived from IRIS. The Department expects to collect baseline data and develop targets for these measures by summer 2009.

Efficiency Measures

The efficiency measure tracks cost per successful outcome.

Measure: Cost per Foreign Language and Area Studies Fellowship fellow increasing average language competency by at least one level.			
Year	Funding	Number of Fellows	Actual
2005	\$27.0 million	1,546	\$17,439
2006	28.2 million	1,647	17,124
2007	29.1 million	1,434	20,313

Assessment of progress: The calculation for the efficiency measure is the annual funding for the program divided by the number of FLAS fellows increasing their average language competency by at least one point from pre- to post-test. Grantee-level data will be used to establish targets, improve performance, identify opportunities for technical assistance, provide early warning that a project may need more intensive oversight, and identify best practices. The Department expects to establish targets by summer 2009.

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Other Performance Information

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

- In 2007, the National Research Council of the National Academies completed its review of Title VI International Education programs supported under the Higher Education Act as well as Section 102(b)(6) Fulbright-Hays International Education programs in a study entitled *International Education and Foreign Languages: Keys to Securing America's Future*. The National Research Council reviewed the adequacy and effectiveness of Title VI and Fulbright-Hays programs in addressing their statutory missions and in building the Nation's international and foreign language expertise—particularly as needed for economic, foreign affairs, and national security purposes. Despite its many recommendations for improvement, the Council recognizes that the Title VI/Fulbright-Hays programs have served as a foundation in the internationalization of higher education and should continue to do so. In addition, the Council:
 - Found that within the Title VI/Fulbright-Hays programs there was a need for better and more reliable data and for greater coordination within the Department and across other Federal agencies.
 - Commented on the lack of rigorous, reliable information available on Title VI program performance and made recommendations for better program transparency and evaluation. Specifically, it found that the performance measures used by the Department and annual aggregate data reported by grantees provided insufficient information to appropriately judge program performance;
 - Found that the language proficiency of Foreign Language and Area Studies fellowship recipients is not being adequately assessed, as the Department uses a self-evaluation approach to collect information about improvement in language proficiency;
 - Concluded that the Department of Education does not have strategic coordination of foreign language and international programs within the Department or with other Federal agencies. They recommended creating a Senate confirmed position within the Department to better coordinate programs within the Department and with other agencies;
 - Commented that a key hindrance to establishing a pipeline of students who can eventually reach a high level of proficiency is the significant lack of K-12 teachers with foreign language and international expertise; and
 - Stated that international education programs appear to have had little effect so far on the number of underrepresented minorities in international service. The Institute for International Public Policy Fellowship Program doesn't reach many students and has significant costs.
- A study of the Department's graduate fellowship programs was published in September 2008. The study was designed to provide information on academic and employment

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outcomes (as of 2006) of graduate students who received financial support through the Department's graduate fellowship programs between 1997 and 1999, including the Foreign Language and Area Studies (FLAS) fellowship program. The results of the study confirmed the validity of performance report data on employment outcomes and improvement in language competency. Data from the study indicates:

- FLAS fellows studied a wide variety of languages. South Asia and East Asian languages were among the most common, being the language studied in about one-third of FLAS fellowships, and 35 percent of fellowships supported the study of a language spoken in central Asia, the Middle East, or Africa. About 70 percent of fellowships supported the study of a critical foreign language as defined by the Department of Education.
- Students who received FLAS fellowships were highly likely to complete their degrees. Master's and first-professional degree students were far more likely (95-96 percent) than doctoral students (72 percent) to have completed their degrees at the time of the survey.
- Regardless of their degree completion status, FLAS fellows reported that their oral and written language skills improved over the course of their FLAS-supported study. At the time of the survey, FLAS fellows rated their abilities to speak, write, and read the languages they studied with FLAS support both at the time they began FLAS-supported study and at the time they completed that study at a variety of levels. They rated their speaking and listening ability on a 5-level scale, and their reading and writing abilities on 6-level scales. On average, FLAS fellows reported a level 2 ability with respect to each of these skills at the time they began each FLAS-supported language study, and reported level 3 or 4 ability at the close of that study. FLAS fellowship recipients averaged a one-level gain in proficiency. This data compares favorably to data collected through IRIS on Title VI FLAS fellowship recipients.
- Nearly all fellows (92 percent) worked after completing their fellowships, and a majority of fellows (71 percent) worked in jobs that involved expertise they had gained through their FLAS-supported study. Nearly all fellows who reported working in a related job considered that job to be part of a career they were pursuing.
- Among fellows who had held at least one job related to the field they had studied with FLAS support, three-quarters of fellows worked in education, one-fifth in a U.S. private sector job, and one-fifth in foreign or international jobs. About one in nine worked for the military or other Government positions.
- Of fellows who had worked for pay since completing the fellowship, 68 percent worked in a job in which teaching was a major responsibility. These fellows had taught for an average of 3 years at the time of the survey, and 86 percent of them had taught in a field related to the FLAS-supported study.
- FLAS fellows believed that FLAS was very helpful in their degree completion and at least somewhat helpful in obtaining employment in a desired field. Over one-half reported that receiving a FLAS fellowship influenced their occupation and career choices.

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International education and foreign language studies: Domestic programs

While these findings are encouraging, it should be noted that the overall response rate—the proportion of fellowships for which a survey was completed—was less than 50 percent. In addition, the study does not offer data on outcomes for an appropriate comparison group due to limitations in the Department's data sources. Despite these reservations and limitations, the data indicate positive outcomes.

Program Improvement Efforts

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

- *Develop and implement a strategy to use efficiency measures to improve cost effectiveness in achieving the program goals.* The Department has developed efficiency measures for eight of the nine Domestic programs for which baseline data are available. The efficiency measures for the:
 - International Research and Studies program, Undergraduate International Studies and Foreign Language program, Business and International Education projects, Language Resource Centers program, Technological Innovation and Cooperation for Foreign Information Access program, and American Overseas Research Centers program is the Federal cost per high quality, successfully-completed project;
 - Centers for International Business Education program is the Federal cost per graduate employed in business-related fields; and
 - Foreign Language and Area Studies fellowships program is the Federal cost per fellow increasing average language competency by at least one level.

ED expects to conduct grantee-level analysis of available data, and use it for identifying program improvement options and for developing targets by June 2009.

- *Complete the graduate fellowship programs study and utilize the results to validate program performance measures and improve program performance.* A comprehensive evaluation of the Department's graduate fellowship programs was published in September 2008—including the Foreign Language and Area Studies fellowships program and the Overseas Doctoral Dissertation and Research Abroad program. The results of the study confirmed the validity of performance report data on employment outcomes and improvement in language competency. Students who received fellowships participated in the labor force in large proportions, and did so in work that was related to their fellowship-gained expertise and was part of the career they were pursuing.
- *Develop a list of less and least commonly taught languages from which the Secretary of Education would select certain languages as priority languages (formerly referred to as critical need languages).* The Domestic Programs have a clear niche in supporting the preparation of the next generation of foreign language experts and maintaining a national presence in most languages. These programs are the most significant Federal investment in supporting language and area studies at our institutions of higher education. The Department collaborates with other Federal and non-governmental entities in managing the

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International education and foreign language studies: Domestic programs

IEFLS programs to ensure that funding supports languages considered vital to the national interest. A complementary list of less and least commonly taught languages has been developed, of which 78 priority languages have been selected for use as competitive or invitational priorities in notices inviting applications for new awards for the Domestic Programs.

- *Collect baseline data and set targets for the newly developed annual and long-term performance measures.* New annual and long-term measures have been created to assess the number of critical languages taught and student employment outcomes. The new measures focus on the programs' mission of maintaining national capacity in a broad range of foreign languages while also capturing how well the programs respond to new and unanticipated language challenges. The Department began modifications to the IRIS data collection system in order to collect data on Foreign Language and Area Studies fellows who find employment utilizing their language and area skills and the National Resource Centers that are teaching intermediate or advanced courses in priority languages (formerly referred to as critical need languages).
- *Develop and implement a strategy for conducting independent rigorous, periodic, meaningful evaluations of the outcomes and impact of the Domestic Programs.* In March 2007, the National Research Council of the National Academy of Sciences reported that the programs lack meaningful evaluations and recommended independent outcome and impact evaluations be done every 4 to 5 years. The Department recognizes the need for independent outcome and impact evaluations and several independent studies have been published over the years that evaluated different elements of the IEFLS programs. However, most are not rigorous enough to fully determine impact. The Department recently awarded a contract to evaluate the Language Resource Centers program; results are expected in late 2009. In addition, plans are underway to evaluate the National Resource Centers program in 2009.
- *Develop a measure to track language skill changes through the use of reliable assessment tools.* The Department met with the National Academy of Sciences in September 2007 to explore this issue and develop guidelines for model measurement tools that assess various competencies (written communication, conversational fluency, etc.) at varying cost levels (web based assessments, electronic assessments, etc.). It is expected that a measure will be available for consideration by summer 2009.
- *Make grantee performance data available to the public in a transparent and meaningful manner.* The Department has made historical data, dating back to 2000, at the grantee level available on its website as of July 2007 for: American Overseas Research Centers, Centers for International Business Education, Language Resource Centers, and National Resource Centers; and data for International Research and Studies, Business and International Education, Undergraduate International Studies and Foreign Language, and Technological Innovation and Cooperation for Foreign Information Access dating back to 2007 available as of summer 2008. Data for Foreign Language and Area Studies fellowships may be downloaded from IRIS at <http://iris.ed.gov/iris/ieps/irishome.cfm>. Examples of data elements include publications, outreach activities, programs/courses

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created/enhanced, and collaboration. In addition, the Department expects to conduct grantee-level analysis of data on select programs, and post it on its website by June 2009.

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International education and foreign language studies: Overseas programs

(Mutual Educational and Cultural Exchange Act of 1961, Section 102(b)(6))

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
	\$14,709	\$14,709	0

PROGRAM DESCRIPTION

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

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

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

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

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

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

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International education and foreign language studies: Overseas programs

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

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

- Research;
- Area, language, and international studies training;
- Professional growth including faculty development and teacher-training;
- Networking with counterparts in the U.S. and abroad;
- Curriculum and instructional materials development; and
- Overseas experience.

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

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005	\$12,737
2006.....	12,610
2007	12,610
2008.....	13,372
2009	14,709

FY 2010 BUDGET REQUEST

The Administration requests \$14.7 million for the Overseas Programs, the same as the 2009 level. This request will continue to help meet the increasing need for international expertise by providing first-hand exposure to the cultures and languages of other countries. The Overseas Programs strengthen American international expertise in world areas and foreign languages that can be tapped into directly as needed for economic, foreign affairs, and defense purposes. More than ever, our country must be aware of other countries and their cultures. The events surrounding the September 2001 terrorist attacks on the United States and the war on terrorism underscore this point. To address this urgent need, in the appropriations language for fiscal years 2002 through 2009, Congress expanded the Overseas Programs by targeting certain world areas and permitting use of funds in fields outside of teaching, including government,

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International education and foreign language studies: Overseas programs

professional fields, and international development. The Administration proposes the same policy for fiscal year 2010.

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

In the fiscal year 2009 competitions, the Department established an absolute priority to limit awards to projects that focus on one or more of the following areas: Africa, East Asia, Southeast Asia and Pacific Islands, South Asia, the Near East, East Central Europe and Eurasia, and the Western Hemisphere (excluding the United States and its territories). In addition, the Department set the following competitive preference priority for all four Overseas programs:

- Projects that focus on any of the seventy-eight (78) priority languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs). These languages are: Akan (Twi-Fante), Albanian, Amharic, Arabic (all dialects), Armenian, Azeri (Azerbaijani), Balochi, Bamanakan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula), Belarusian, Bengali (Bangla), Berber (all languages), Bosnian, Bulgarian, Burmese, Cebuano (Visayan), Chechen, Chinese (Cantonese), Chinese (Gan), Chinese (Mandarin), Chinese (Min), Chinese (Wu), Croatian, Dari, Dinka, Georgian, Gujarati, Hausa, Hebrew (Modern), Hindi, Igbo, Indonesian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Korean, Kurdish (Kurmanji), Kurdish (Sorani), Lao, Malay (Bahasa Melayu or Malaysian), Malayalam, Marathi, Mongolian, Nepali, Oromo, Panjabi, Pashto, Persian (Farsi), Polish, Portuguese (all varieties), Quechua, Romanian, Russian, Serbian, Sinhala (Sinhalese), Somali, Swahili, Tagalog, Tajik, Tamil, Telugu, Thai, Tibetan, Tigrigna, Turkish, Turkmen, Ukrainian, Urdu, Uyghur/Uigur, Uzbek, Vietnamese, Wolof, Xhosa, Yoruba, and Zulu.
- The Group Projects Abroad Program also has the following competitive preference priority: Short-term seminars that develop and improve foreign language and area studies at elementary and secondary schools.

Similar priorities are expected for the fiscal year 2010 competitions.

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International education and foreign language studies: Overseas programs

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Group Projects Abroad:			
Number of new projects	47	31	31
Average new project	\$98	\$81	\$81
Total new project funding	\$4,613	\$2,524	\$2,498
Number of NCC projects	0	18	18
Average NCC project	0	\$147	\$149
Total NCC project funding	0	\$2,647	\$2,673
Total project funding	\$4,613	\$5,171	\$5,171
Total number of projects	47	49	49
Total number of participants	768	747	747
Faculty Research Abroad:			
Number of new fellows	20	20	20
Average new fellowship	\$71	\$73	\$73
Number of new awards	17	18	18
Average new award	\$83	\$80	\$80
Total new award funding	\$1,418	\$1,454	\$1,454
Doctoral Dissertation Research Abroad:			
Number of new fellows	142	142	142
Average new fellowship	\$35	\$40	\$40
Number of new awards	43	49	49
Average new award	\$115	\$116	\$116
Total new award funding	\$4,925	\$5,680	\$5,680
Seminars Abroad—Special Bilateral Projects:			
Number of new projects	6	6	6
Average new project	\$317	\$310	\$310
Total new project funding	\$1,900	\$1,860	\$1,860
Total number of participants	96	96	96
Department of State administrative costs	\$250	\$250	\$250
Program evaluation, national outreach, and information dissemination	\$133	\$147	\$147
Peer review of new award applications	\$133	\$147	\$147
Total Overseas funding	\$13,372	\$14,709	\$14,709
Total Overseas participants	1,026	1,005	1,005

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International education and foreign language studies: Overseas programs

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

Objective: *Provide grants to colleges and universities to fund individual doctoral students to conduct research in other countries in modern foreign languages and areas studies (DDRA), to fund faculty to maintain and improve their area studies and language skills by conducting research abroad (FRA), and to support overseas projects in training, research, and curriculum development in modern foreign languages and area studies by teachers, students, and faculty engaged in a common endeavor (GPA).*

Measure: The average language competency score of Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) fellowship recipients at the end of their period of instruction minus their average score at the beginning of the period.		
Year	Target	Actual
2006		0.49
2007	0.75	
2008	0.75	
2009	0.75	
2010	0.75	

Measure: The average language competency score of Fulbright-Hays Faculty Research Abroad program recipients at the end of their period of instruction minus their average language competency at the beginning of the period.		
Year	Target	Actual
2004		0.38
2006	0.38	0.72
2007	0.5	
2008	0.5	
2009	0.5	
2010	0.5	

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International education and foreign language studies: Overseas programs

Measure: The difference between the average language competency of Fulbright-Hays Group Projects Abroad program recipients at the end of their period of instruction and their average competency at the beginning of the period.

Year	Target	Actual
2006		1.2
2007	0.5	
2008	0.5	
2009	0.5	
2010	1.0	

Assessment of progress: In 2008, the Department established new measures for the Fulbright-Hays Faculty Research Abroad, Doctoral Dissertation Research Abroad, and Group Projects Abroad programs that focus on improving the average language competency score of program recipients in any of the three components of the proficiency self-assessment (listening/speaking, reading, and writing). Baseline data for these measures was made available March 2008 and was derived from the International Resource Information System (IRIS), a web-based performance reporting system for the IEFLS programs. All grantees will be expected to provide documentation of the improved language competency of fellows through IRIS for the purposes of assessing individual projects and the program overall.

Because the performance measures account for language gains rather than language proficiency, targets were set with the expectation that beginning language learners would show greater rates of improvement than advanced speakers (such as DDRA, FRA, and second-year GPA grantees). The Department plans to re-evaluate the performance targets for these programs as more actual performance data becomes available.

Efficiency Measures

Measure: Cost per participant increasing language competency by at least one level in one (or all three) area.

	Doctoral Dissertation Research Abroad		Faculty Research Abroad		Group Projects Abroad	
Year	Target	Actual	Target	Actual	Target	Actual
2007		\$111,122		\$465,000		\$27,968

Measure: Cost per high-quality, successfully completed Seminars Abroad program project.

Year	Target	Actual
2007		\$403,387

Assessment of progress: The efficiency measure for these programs is the cost of a successful outcome, where success is defined as program recipients who increase their language competency by at least one level in any of the three components of the language competency assessment at the end of their period of instruction, except for the Seminars Abroad—Special Bilateral Projects program, where success is defined as a high-quality, successfully completed seminar. The data used to calculate the efficiency measure will come from IRIS. The measure is calculated by dividing the annual funding for the program by the number of program recipients who increase their language competency appropriately. Baseline data, which will be used to establish targets, became available in 2008.

HIGHER EDUCATION

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

(Higher Education Act of 1965, Title VI, Part C)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$1,837	\$1,837	0

PROGRAM DESCRIPTION

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

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

Each application must include a description of how the activities funded by the grant reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs. The Institute is required to prepare a report to the Secretary of Education and the Secretary of State once every 2 years on the activities of the Institute.

The Institute of International Public Policy may grant summer stipends to low-income students to facilitate their participation in Institute programs. A summer stipend awarded to a student, which is to be used to defray costs of travel, living, and educational expenses, may not exceed \$3,000 per summer. The Institute also may award Ralph Bunche scholarships, given to a full-time student at an institution of higher education who is accepted into a program funded under an Institute program. Scholarships must be used to pay costs related to the cost of attendance, as defined in Section 472 of the Higher Education Act. The scholarship award may not exceed \$5,000 per academic year.

The Institute supports a variety of activities, including:

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

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

- A Study Abroad program for students entering their third year of study at institutions of higher education serving significant numbers of minority students. The institution enters into an agreement with the Institute whereby the institution agrees to pay one-third of the cost of each student it nominates for participation in the Study Abroad program;
- A Senior Year Language Institute for students that consists of an intensive summer language course of study;
- A program leading to an advanced degree in international relations. The Institute may also offer fellowships at the same level of support as those offered by the National Science Foundation. Fellows must agree to enter into international service upon graduation; and
- Agreements with HBCUs, other minority-serving institutions, and institutions with programs in training foreign service professionals, to offer academic year, summer, and postbaccalaureate internships in government agencies or other international organizations.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$1,616
2006.....	1,600
2007.....	1,600
2008.....	1,670
2009.....	1,837

FY 2010 BUDGET REQUEST

The Administration requests \$1.8 million for the Institute for International Public Policy, the same as the 2009 level. The funds requested would support the sequence of pipeline activities provided for in the authorizing statute for participating students. The requested level also would enable the Institute to continue to subgrant to HBCUs, HSIs, TCCUs, ANNH-serving and other institutions serving minority students.

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

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

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of new awards	0	1	0
Number of NCC awards	1	0	1
Peer review of new award applications	0	\$2	0
Total award funding	\$1,670	\$1,837	\$1,837
Total number of students	100	100	100
Average cost per student (whole \$)	\$16,700	\$18,370	\$18,370

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department developed two new measures for the program—the percentage of Institute for International Public Policy graduates employed in government or international service and the percentage of Institute for International Public Policy program participants who complete a master's degree within 6 years of enrolling in the program. Data for 2006 will be available in May 2009. Once the Department receives these baseline data, targets will be established to maintain or improve the level of performance for these measures. Data for these measures will be derived from the International Resource Information System (IRIS) performance reporting system.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as program graduates employed in government or international service. The data used to calculate the efficiency measure will be derived from the IRIS. The measure is calculated by dividing the annual appropriation for the program by the number of program graduates who become employed in government or international service within a year of graduation as reported annually by the grantee. Targets for this measure are under development. Data for 2006 will be available in May 2009.

HIGHER EDUCATION

Fund for the Improvement of Postsecondary Education

(Higher Education Act of 1965, Title VII, Part B)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
	\$133,667	\$47,424	-\$86,243

PROGRAM DESCRIPTION

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

FIPSE currently supports the following discretionary grant programs:

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

In fiscal year 2009, the Department will be seeking applications that address the following three priorities: (1) innovative efforts that increase opportunities for postsecondary students to rent college course materials; (2) innovative efforts that expand graduate-level academic offerings at colleges that enroll a significant number of Hispanic students; and (3) innovative strategies to benefit working adults and displaced workers who are pursuing degrees or credentials in community colleges, through activities that improve: academic remediation; tutoring; academic and personal counseling; registration processes; students' course selection and scheduling; instructional delivery; student support services related to childcare, transportation, or educational costs, such as textbook rental; and career counseling. Under this priority, projects are expected to meet the unique needs of community college students and adult learners and prepare them for high-growth occupations and to meet employer-based needs.

International Consortia Programs—These programs include the U.S./European Community (Atlantis) Program, the North American Mobility Program, the U.S./Brazil Program, and the US/Russia program. Each program provides funds to support the formation of educational

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Fund for the improvement of postsecondary education

consortia comprised of institutions from different countries to facilitate the exchange of students and faculty and to develop integrated curricula.

Erma Byrd Scholarships—In fiscal year 2009, Congress included \$1 million (to be available for obligation until expended) in FIPSE to carry out the Erma Byrd Scholarship program. This program will provide scholarships to individuals planning to pursue a course of study that will lead to a career in industrial health and safety occupations, including mine safety. Scholarship recipients will be required to work in a position directly related to industrial health and safety for the period of at least 1 year after completing their studies. Scholarship amounts will be based upon the level of the degree program: Scholarships at the associates degree level will be \$2,500; scholarships at the baccalaureate degree level will be \$5,000; and scholarships at the graduate degree level will be \$10,000. Awards will be made for 2 years.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$162,108 ¹
2006.....	21,989
2007.....	21,989
2008.....	120,333 ²
2009.....	133,667 ³

¹ Includes \$144,700 thousand for Congressionally directed awards.

² Includes \$98,742 thousand for Congressionally directed awards.

³ Includes \$91,243 thousand for Congressionally directed awards.

FY 2010 BUDGET REQUEST

The Administration requests \$47.4 million for the Fund for the Improvement of Postsecondary Education (FIPSE) for fiscal year 2010, a decrease of \$86.2 million overall but a \$5 million increase over the amount available in fiscal year 2009 for competitive grants. This request is based largely on FIPSE's demonstrated success. Performance data suggest that the program is achieving its goals and projects are highly successful at being replicated—i.e., adopted or adapted by others—and institutionalized for continuation beyond grant funding. These are general indicators of the overall value and effectiveness of the FIPSE program. The reduction in the overall request level reflects the elimination of funding for Congressionally earmarked projects.

The Comprehensive Program is FIPSE's primary mechanism for supporting innovative projects to reform and improve higher education. The majority of requested funds, \$34.8 million, would be allocated for the Comprehensive Program, including \$17.3 million for 69 new grants. These competitions typically generate a large number of applicants and a wide range of proposed projects, many of which target improvements and reforms in areas of higher education that the Department deems to be of highest priority. The fiscal year 2010 request includes \$5 million for an initiative that would fund innovative projects that integrate basic education and English as a second language instruction with professional or technical instruction, bridging the gap between

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Fund for the improvement of postsecondary education

basic education and workforce training for adult learners. Such instructional models can help ensure that the education students receive is aligned with career pathways and addresses the full continuum of their educational needs. For example, skills integration models have been implemented at 32 community and technical colleges across Washington State. Research on these initiatives indicate that students received five times more college credits and were 15 times more likely to complete a workforce education program than comparable students with the same goals. Additional research also seems to indicate that students report higher rates of retention and completion, and earn higher grades than other comparable students.

Funds would also be used for new grants that would provide incentives for consortia of States to work together to develop new mechanisms to facilitate transfer of credits from one institution of higher education to another. While some work has been done by States to address the issue of within-State transfers, much work remains regarding credit transfers between States. This initiative will encourage innovative strategies to tackle this issue, including approaches such as common course numbering systems or articulation databases.

Another new priority would focus on increasing college access through partnerships between high schools and community colleges. This initiative would support competitive awards to provide incentives to States and partnerships to promote “dual-enrollment” and articulation partnerships. Such partnerships facilitate smooth transition between high school, community college, and 4-year colleges by allowing high school students to take college-level courses through community colleges and receive both high school and postsecondary credit.

The request would maintain funding for Erma Byrd Scholarships at the 2009 level of \$1 million. The fiscal year 2010 budget request also would continue support for FIPSE’s international consortia programs, increasing the number of partnerships between U.S. institutions of higher education and institutions in Canada, Mexico, the European Community, Russia, and Brazil. Combined, a total of \$10.8 million would support 145 academic consortia. These programs are designed to foster multilateral and bilateral partnerships so that students have increased opportunities to enhance their education by studying abroad. Members of consortia coordinate curricular areas and allow for the transfer of credits to facilitate on-time degree completion.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Comprehensive Program:			
Number of new awards	6	108	69
Average new award	\$431	\$250	\$251
Total new award funding	\$2,585	\$27,000	\$17,305
Number of NCC awards	60	17	105
Average NCC award	\$187	\$208	\$167
Total NCC award funding	\$11,222	\$3,541	\$17,500

HIGHER EDUCATION

Fund for the improvement of postsecondary education

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Comprehensive Program (cont'd):			
Number of supplements	3	0	0
Average supplement award	\$39	0	0
Total supplement funding	\$116	0	0
Total award funding	\$13,923	\$30,541	\$34,805
Total number of awards	69	125	174
International Consortia Programs:			
EU/U.S. Atlantis Program:			
Number of new awards	16	20	20
Average new award	\$80	\$100	\$100
Total new award funding	\$1,280	\$2,000	\$2,000
Number of NCC awards	15	29	36
Average NCC award	\$119	\$100	\$97
Total NCC award funding	\$1,781	\$2,914	\$3,499
Number of supplements	2	0	0
Average supplement award	\$31	0	0
Total supplement funding	\$62	0	0
Total award funding	\$3,123	\$4,914	\$5,499
Total number of awards	33	49	56
North American Mobility Program:			
Number of new awards	9	0	10
Average new award	\$29	0	\$30
Total new award funding	\$265	0	\$300
Number of NCC awards	19	29	18
Average NCC award	\$59	\$55	\$52
Total NCC award funding	\$1,124	\$1,528	\$928
Total award funding	\$1,389	\$1,528	\$1,228
Total number of awards	28	29	28
U.S./Brazilian Program:			
Number of new awards	13	14	14
Average new award	\$28	\$35	\$35
Total new award funding	\$365	\$490	\$490

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Fund for the improvement of postsecondary education

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
U.S./Brazilian Program (cont'd):			
Number of NCC awards	22	35	38
Average NCC award	\$54	\$61	\$63
Total NCC award funding	\$1, 187	\$2,124	\$2,380
Total award funding	\$1,552	\$2,614	\$2,870
Total number of awards	35	49	52
U.S./Russian Program:			
Number of new awards	3	3	6
Average new award	\$200	\$133	\$133
Total new award funding	\$599	\$400	\$798
Number of NCC awards	3	3	3
Average NCC award	\$200	\$201	\$133
Total NCC award funding	\$599	\$603	\$400
Total award funding	\$1,198	\$1,003	\$1,198
Total number of awards	6	6	9
Erma Byrd Scholarship Program:			
Number of scholarships	0	130	130
Total new award funding	0	\$1,000	\$1,000
Congressional Earmarks:			
Number of awards	332	323	0
Average award	\$297	\$282	0
Total award funding	\$98,742	\$91,243	0
Contracts	\$200	\$400	\$400
Peer review of new award applications	\$206	\$424	\$424
Total FIPSE funding	\$120,333	\$133,667	\$47,424
Total number of awards	503	710	449

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

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Fund for the improvement of postsecondary education

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

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

Measure: The percentage of FIPSE grantees reporting project dissemination to others.		
Year	Target	Actual
2005	95	96
2006	90	98
2007	90	96
2008	91	
2009	91	
2010	92	

Assessment of progress: Practical limitations prevent FIPSE from measuring project replication on an annual basis. Therefore, data on project dissemination efforts are used as a proxy to track progress toward achieving the larger program goal. In 2005, the Department implemented a new on-line data collection instrument and revised scoring system, which allow for a more accurate calculation of data for this measure. The 2007 data demonstrate that the program is successful in achieving its performance goal. It is expected that the 2008 data will be available in spring 2009.

Measure: The percentage of projects reporting institutionalization on their home campuses.		
Year	Target	Actual
2005	95	94
2006	91	93
2007	92	94
2008	92	
2009	93	
2010	93	

Assessment of progress: FIPSE places a strong emphasis on institutional contributions to projects and the development of long-term continuation plans. The result is an exceptionally high rate of institutionalization. The FIPSE study determined that 93 percent of projects continued in some capacity after Federal funding expired, while 81 percent of projects continued with most or all of their key aspects. The 2007 data demonstrate that the program is successful in achieving its performance goal. It is expected that the 2008 data will be available in spring 2009.

Other Performance Information

No independent review of FIPSE performance has been conducted since 2004 when the American Institute for Research found that FIPSE was successfully achieving its goals. The

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study examined the performance of 60 randomly selected projects funded under the Comprehensive Program from 1996 to 1998. It also convened subject-matter experts to assess project effectiveness in a wider context. Overall, the study confirmed that FIPSE funds a wide range of innovative and reform projects that tend to continue after Federal funding expires, share their work with others in the higher education community, and influence postsecondary education.

HIGHER EDUCATION

Demonstration projects to support postsecondary faculty, staff, and administrators in educating students with disabilities

(Higher Education Act of 1965, Title VII, Part D, Subpart 1)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$6,755	\$6,755	0

PROGRAM DESCRIPTION

The Demonstration Projects to Support Postsecondary Faculty, Staff, and Administrators in Educating Students with Disabilities program supports model projects that enhance the quality of higher education for students with disabilities. This program provides discretionary grants of up to 3 years in duration to institutions of higher education to provide technical assistance and professional development for faculty and administrators.

Projects receiving funds must carry out one or more of the following activities: developing innovative, effective, and efficient teaching methods and strategies; developing means to ensure the successful transition of students with disabilities from secondary to postsecondary education; synthesizing research and information; developing the ability to provide accessible distance programs or classes; provide for information, training, and technical assistance related to disability-related fields; conducting professional development and training sessions for faculty and administrators from other institutions of higher education; and improving accessibility through curriculum development. Projects funded under the program must be distributed equitably across geographic regions and ensure that the activities supported are developed for a range of types and sizes of institutions of higher education.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$6,944
2006.....	6,875
2007.....	6,875
2008.....	6,755
2009.....	6,755

FY 2010 BUDGET REQUEST

The Administration requests \$6.8 million for Demonstration Projects to Support Postsecondary Faculty, Staff, and Administrators in Educating Students with Disabilities for fiscal year 2010, the same as the fiscal year 2009 appropriation. All funds would be used for continuation awards.

HIGHER EDUCATION

Demonstration projects to support postsecondary faculty, staff, and administrators in educating students with disabilities

There is a significant disparity in educational attainment between individuals with and without disabilities. In 2006, 24.5 percent of non-disabled Americans aged 18 to 34 were enrolled in college or graduate school, as compared to 15.4 percent of that population with disabilities. Of the population of individuals aged 18 to 34 with disabilities not currently enrolled in any educational setting, 22.3 percent had less than a high school education and only 5.6 percent had a Bachelor's degree or higher; of the non-disabled, not enrolled population aged 18 to 34, 11.5 percent had less than a high school education and 17.1 percent had a Bachelor's degree or better (Census Bureau, 2006 American Community Survey).

When students with disabilities do enroll in higher education, they are less likely to succeed than their non-disabled peers. For students enrolling in higher education in 2003, 51.7 percent of non-disabled students were still enrolled in some institution of higher education in 2006 with no degree, while only 42.5 percent of students with disabilities remained in school without having received a degree. In addition, 42.2 percent of students with disabilities enrolling in 2003 were not enrolled as of 2006 and had not completed a degree, as compared to 32.5 percent of non-disabled students (National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study).

The Demonstration Projects program seeks to address these attainment gaps by developing innovative instructional models designed to assist educators in improving outcomes for students with disabilities. Such projects may include the development of guidance on how best to support transition into higher education, teaching methods and strategies, and strategies for implementing distance education technologies, among others. These projects focus on promoting and honing methods that incorporate the most current research and respond to the ever-changing needs of the population. The demonstration projects supported in this program may also serve as examples upon which other institutions of higher education can model their own instructional practices.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of new awards	23	0	0
Average new award	\$292	0	0
Total new award funding	\$6,708	0	0
Number of NCC awards	0	23	23
Average NCC award	0	\$294	\$294
Total NCC award funding	0	\$6,755	\$6,755
Peer review of new award applications	\$67	0	0
Total program funding	\$6,755	\$6,755	\$6,755

HIGHER EDUCATION

Demonstration projects to support postsecondary faculty, staff, and administrators in educating students with disabilities

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 improve the quality of higher education for students with disabilities.

Objective: *Ensure that faculty and administrators in institutions of higher education increase their capacity to provide a high-quality education to students with disabilities.*

Measure: The percentage of faculty trained through project activities who incorporate elements of their training into their classroom teaching.

Year	Target	Actual
2006		87.3
2007	88.0	
2008	88.5	
2009	89.0	
2010	89.5	

Assessment of progress: The program's goal is to improve the quality of postsecondary education for students with disabilities. Progress toward the achievement of this goal is measured through newly developed performance measures. This indicator measures the percentage of faculty trained in project activities that incorporate elements of the training into their classroom teaching. These data are collected by grant recipients and reported in the annual performance reports.

Measure: The difference between the rate at which students with documented disabilities complete courses by faculty trained through project activities and the rate at which other students complete the same courses.

Year	Target	Actual
2006		5.3
2007	5.1	
2008	5.0	
2009	5.0	
2010	5.0	

Assessment of progress: The program's goal is to improve the quality of postsecondary education for students with disabilities. Progress toward the achievement of this goal is measured through newly developed performance measures. Research shows that overall

HIGHER EDUCATION

Demonstration projects to support postsecondary faculty, staff, and administrators in educating students with disabilities

students with disabilities are less likely to enroll in and complete postsecondary degrees than those without disabilities. The National Education Longitudinal Study found that approximately 63 percent of students with disabilities had enrolled in some form of postsecondary education 2 years after completing high school, compared with about 72 percent of students without disabilities. Furthermore, the Beginning Postsecondary Students Longitudinal Study found that among students enrolled in public 4-year institutions, 33 percent of students with disabilities completed bachelor's degrees, compared with 48 percent of students without disabilities. Within this context, this indicator measures the difference between the rate at which students with documented disabilities complete courses taught by faculty trained in project activities and the rate at which students without documented disabilities complete those same courses. These data are collected by grant recipients and reported in the annual performance reports.

Without being able to compare the completion rate of similar students with disabilities in classes taught by faculty trained in project activities to the completion rate of similar students in classes taught by faculty who had not been trained in project activities, the data from the measure are difficult to interpret.

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

(Carl D. Perkins Career and Technical Education Act of 2006, Section 117)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$7,773	\$7,773	0

PROGRAM DESCRIPTION

This program makes grants to tribally controlled postsecondary career and technical institutions to provide career and technical education to Indian students. In order to be eligible for a grant, a tribally controlled postsecondary career and technical institution must:

- Be formally controlled (or have been formally sanctioned or chartered) by a governing body of an Indian tribe or tribes;
- Offer a technical degree- or certificate-granting program;
- Demonstrate that it adheres to a philosophy or plan of operation that fosters individual Indian economic opportunity and self-sufficiency by providing, among other things, programs that relate to stated tribal goals of developing individual entrepreneurship and self-sustaining economic infrastructures on reservations;
- Have been operational for at least 3 years;
- Be accredited, or be a candidate for accreditation, by a nationally recognized accrediting authority for postsecondary career and technical education; and
- Enroll at least 100 full-time equivalent students, the majority of whom are Indians.
- Receive no funds under the Tribally Controlled College or University Assistance Act of 1978 or the Navajo Community College Act.

Funds may be used by a grantee to train teachers; purchase equipment; and provide instructional services, child-care and other family support services, and student stipends; and for institutional support.

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Tribally controlled postsecondary career and technical institutions

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

	(\$000s)
2005.....	\$7,440
2006.....	7,366
2007.....	7,366
2008.....	7,546
2009.....	7,773

FY 2010 BUDGET REQUEST

For fiscal year 2010, the Administration requests \$7.8 million for the Tribally Controlled Postsecondary Career and Technical Institutions program, the same amount as the 2009 level. The request would provide funding for tribally controlled postsecondary career and technical institutions that receive no funds under either the Tribally Controlled College or University Assistance Act of 1978 or the Navajo Community College Act. To date, only two institutions, Navajo Technical College (Navajo Tech, formerly Crownpoint Institute of Technology) and United Tribes Technical College (UTTC), have been able to demonstrate that they meet the statutory eligibility requirements for this program.

Although the two institutions are very different in many ways (for example, UTTC is located in an urban setting and serves a diverse Indian student population, while Navajo Tech is located in a rural setting and serves a homogeneous group of students), both struggle with similar institutional and academic challenges. Both institutions serve an especially economically disadvantaged population and have difficulties providing sufficient financial aid to students. The institutions receive limited support from the tribes they serve because they are not the primary postsecondary institutions for those tribes. In addition, each school serves a number of students who lack preparation for postsecondary school and need academic and support services to help them develop academic and technical skills adequate for postsecondary work. At the same time, both institutions are working to upgrade their programs to ensure that they are able to provide students with the skills they need to work in a 21st century economy. Both schools are gearing up for re-accreditation between 2010 and 2011, and both have begun development of 4-year degrees for a limited number of programs.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Range of awards	\$2,737-4,809	\$2,819-4,954	\$2,819-4,954
Number of awards	2	2	2

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

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.

In 2007, the Department adopted new performance measures for the program in order to align its program objectives with the purpose of the reauthorized Perkins Act. The new measures address student mastery of academic knowledge as measured by the percentage of students who receive degrees, certificates or credentials; student attainment of State-established or program-established industry-validated career and technical skills standards; student retention and completion of postsecondary career and technical education programs; and student placement in jobs, military service, or higher-level continuing education programs. Another measure addresses the availability of programs offering skill competencies, related assessments, and postsecondary industry-recognized skills certificates.

The Department collected baseline data for these indicators in 2008. Because the baseline data showed large differences in performance between the two grantees, the Department set individual grantee targets for most of the indicators.

The Department worked with both grantees to help ensure that they collect performance data consistently, but both grantees have acknowledged weaknesses in the data pertaining to post-program outcomes (such as placement in jobs or continuing education). Grantees have noted it is difficult to track students after they leave the institutions and that they need to develop strategies for collecting better data on this indicator. At this time, the Department does not validate the data for these indicators, which are obtained from grantee performance reports.

Goal: To increase access to and improve career education that will strengthen workforce preparation, employment opportunities, and lifelong learning in the Indian community.

Objective: *Ensure that career and technical education (CTE) students in tribally controlled postsecondary career and technical institutions make successful transitions to work or continuing education.*

Measure: The percentage of CTE students who receive a degree, certificate, or credential.				
	Navajo Technical College		United Tribes Technical College	
Year	Target	Actual	Target	Actual
2008	Baseline	65	Baseline	26
2009	70		30	
2010	75		40	

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Tribally controlled postsecondary career and technical institutions

Measure: The percentage of students who are retained in, and complete postsecondary CTE programs.

Year	Navajo Technical College		United Tribes Technical College	
	Target	Actual	Target	Actual
2008	Baseline	58	Baseline	41
2009	63		45	
2010	70		55	

Measure: The percentage of students who meet State-established or program-established industry-validated CTE skills standards.

Year	Navajo Technical College		United Tribes Technical College	
	Target	Actual	Target	Actual
2008	Baseline	80	Baseline	67
2009	83		70	
2010	86		75	

Objective: *Ensure that CTE students in the tribally controlled postsecondary career and technical institutions are placed in jobs or continuing education or complete postsecondary CTE programs.*

Measure: The percentage of students placed in jobs, military services, or higher-level continuing education programs upon graduation or completion of the postsecondary career and technical education programs.

Year	Navajo Technical College		United Tribes Technical College	
	Target	Actual	Target	Actual
2008	Baseline	22	Baseline	20
2009	32		30	
2010	42		40	

Objective: *Ensure that CTE students served in the tribally controlled postsecondary career and technical institutions have access to industry-recognized and validated technical skills programs.*

Measure: The percentage of programs offering skill competencies, related assessments, and industry-recognized skills certificates in postsecondary programs.

Year	Target	Actual
2008	Baseline	100
2009	100	
2010	100	

Efficiency Measures

The Department adopted cost per participant as the efficiency measure for this program. Although the Department can also calculate the cost per successful outcome, the recipients do not use the same methodology to determine degree completion, making these data unreliable. The Department developed guidance to help grantees improve the comparability of the data

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Tribally controlled postsecondary career and technical institutions

provided in their performance reports and expects to be able to calculate the cost per successful outcome more reliably in the future.

The following table shows total costs per participant for fiscal years 2003 through 2007. The 2006 Perkins Act reauthorization changed the procedures for calculating Indian student counts. The old process required the recipients to count the number of full-time Indian students registered as of October 1st, plus the full-time equivalents for part-time students, students enrolled during the preceding summer term, and continuing education students. The new process requires recipients to count the number of credit hours for which Indian students were enrolled during the summer, fall, and spring terms and the number of credit hours for which continuing education Indian students were enrolled, then divide the total number of credit hours by 12 to arrive at the number of full-time equivalent Indian students. In other words, the new process counts both the number of students enrolled in the fall and spring terms, instead of just the number of students enrolled in the fall term.

In order to maintain comparability across years, the Department will calculate the cost per participant starting with fiscal year 2006 data by dividing the reported number of full-time equivalent Indian students by two. Data for fiscal year 2008 will be available by the end of calendar year 2009.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Cost per participant	\$8,705	\$8,297	\$6,782	\$6,453	\$6,659

Note: The validity of the student count data provided by the recipients is unknown. The institutions sometimes submit multiple sets of data counts within the same year.

Program Improvement Efforts

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

- *Pursue strategies to improve the quality and consistency of grantee performance data.* The Department established reporting guidance to assist grantees in collecting consistent and reliable data. The Department is also working with a contractor to provide technical assistance and includes grantees in its Perkins Data Quality Institutes. In addition, the Department conducted site visits in October 2008.
- *Adopt the Department's common measures for minority-serving postsecondary institutions and collecting baseline data for these common measures.* The Department adopted new measures for the program in 2007 that are consistent with the measures applied to other grantees under the 2006 Perkins Act. Two of those (persistence and graduation) are also consistent with the common measures for the Department's minority-serving postsecondary institutions. The third common measure, enrollment, is not appropriate for the small tribal institutions supported by this program. The reporting guidance the Department developed addressing these two measures is consistent with the way these data are defined and collected in the Department's Integrated Postsecondary Education Data System (IPEDS); IPEDS data are used to report performance for these common measures. However, the

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Tribally controlled postsecondary career and technical institutions

IPEDS data are based on a cohort-model, while the data the recipients collect for this program are not cohort-based.

- *Develop a new measure to gauge cost-effectiveness based on successful outcomes.* The Department collected baseline persistence and graduation data in December 2008, and will explore approaches to calculate cost per successful outcome in 2009.

HIGHER EDUCATION

Federal TRIO programs

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

FY 2010 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
Discretionary	\$848,089	\$848,089	0
Mandatory	<u>57,000</u> ²	<u>57,000</u> ²	<u>0</u>
Total	905,089	905,089	0

¹The authorization for mandatory funding is \$57,000 thousand and will expire on September 30, 2011.

² Mandatory funds are made available by Section 402C(g) of the Higher Education Act of 1965, as amended. These funds are not part of the Administration's fiscal year 2010 budget request.

PROGRAM DESCRIPTION

The Federal TRIO Programs consist primarily of five discretionary grant programs—Talent Search, Upward Bound, Student Support Services, Educational Opportunity Centers, and McNair Postbaccalaureate Achievement—that fund postsecondary education outreach and student support services designed to encourage individuals from disadvantaged backgrounds to enter and complete college and postgraduate education. Competitive grants are awarded for 5 years to eligible applicants, which include institutions of higher education; public and private agencies, including community-based organizations with experience in serving disadvantaged youth; and, as appropriate to the purposes of the program, secondary schools. At least two-thirds of the program participants must be low-income, first-generation college students (or individuals with disabilities for the Student Support Services program).

Talent Search encourages disadvantaged youth who are between 11 and 27 years of age, and who have the potential for postsecondary education, to graduate from high school or return to school (for those who have dropped out) and to enroll in a postsecondary education program. Projects must provide connections to academic tutoring services, advice on and assistance in selecting secondary and college courses, assistance in preparing for college entrance exams and in completing college applications, information on student financial aid and assistance in completing financial aid applications, connections to services designed to improve financial and economic literacy, and guidance and assistance in re-entering and completing secondary school. Projects also may provide academic tutoring; personal and career counseling; information on career options; exposure to college campuses; and services specially designed for students with disabilities or limited English proficiency, homeless children and youth, and students in foster care.

Upward Bound provides services to high school students that are designed to generate the skills and motivation needed to pursue and complete a postsecondary education. Projects provide the same services as Talent Search projects, except that Upward Bound projects must provide academic tutoring and services to improve financial and economic literacy, and they

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Federal TRIO programs

may provide an on-campus residential summer component and work-study positions that provide exposure to careers requiring a postsecondary degree. Upward Bound includes, besides the regular projects, Upward Bound Math/Science and Veterans projects. The *Upward Bound Math/Science* program establishes mathematics and science centers that encourage students to pursue postsecondary degrees in those fields specifically. The *Veterans Upward Bound* projects are designed to assist veterans in preparing for a program of postsecondary education.

The Educational Opportunity Centers provide counseling and information on college admissions to adults who are at least 19 years old and who are seeking a postsecondary education degree. Services include disseminating information on higher education opportunities in the community; academic advice, personal counseling, and career workshops; help in completing applications for college admissions, testing, and financial aid; tutoring; mentoring; and services to improve financial and economic literacy.

The Student Support Services program offers a broad range of support services to postsecondary students to increase their retention and graduation rates and to increase their transfer rates from 2-year to 4-year institutions. All projects must provide academic tutoring, advice on postsecondary course selection, financial aid counseling, services to improve financial and economic literacy, assistance in applying for graduate and professional programs, and activities to help students in 2-year institutions enroll in 4-year programs. Projects may also provide personal and career counseling; exposure to cultural events; mentoring; services to secure temporary housing during academic breaks for students who are homeless; activities for students with disabilities or limited English proficiency, homeless students, and students in foster care; and grant aid (not to exceed 20 percent of a project's funds). Projects providing grant aid also must provide a match equal to 33 percent of the total funds used for that purpose, unless they are eligible to receive funds under Title III, Part A or B, or Title V of the Higher Education Act.

The McNair Postbaccalaureate Achievement program prepares disadvantaged undergraduate students for doctoral study to help them succeed in obtaining doctoral degrees. Projects must provide opportunities for research and other scholarly activities at the recipient institution or graduate center, summer internships, seminars, tutoring, academic counseling, and activities to help students enroll in graduate programs. Projects may also provide services to improve financial and economic literacy, mentoring, and exposure to cultural events and academic programs not usually available to disadvantaged students.

The two largest programs, in terms of funding, are the Upward Bound programs and Student Support Services, which together accounted for over 70 percent of TRIO funding in 2008. The programs vary greatly in the intensity of services, with per participant annual costs ranging from a high for the McNair Postgraduate Achievement program of \$8,819 per participant to a low of \$253 for the Educational Opportunity Centers. The Upward Bound projects, on average, spend just under \$5,000 per year per participant except for the Veterans projects, which do not have the residential summer component, and which had an average per participant annual cost of \$2,400 in 2008. Most projects are located at colleges, although non-profit organizations operate a substantial number of Talent Search and Educational Opportunity Center projects.

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Federal TRIO programs

Number of Awards, Total Funding, and Award Amounts, FY 2008

Award Type	Number of awards	Funding (in millions)	Average project award	Range in annual grant amount
Talent Search	466	\$142.7	\$306,317	\$214,322 - \$681,210
Upward Bound	782	\$258.9 ¹	\$331,430 ¹	\$220,000 - \$852,958 ¹
Upward Bound Veterans	41	\$11.9	\$296,296	\$219,806 - \$542,529
Upward Bound Math/Science	116	\$31.2	\$268,847	\$226,600 - \$354,042
Upward Bound Earmarks	183 ¹	\$54.5 ¹	\$297,285 ¹	\$220,063 - \$710,700 ¹
Educational Opportunity Centers	125	\$47.1	\$376,455	\$216,424 - \$1,172,518
Student Support Services	948	\$284.4	\$300,971	\$130,247 - \$1,389,934
McNair	185	\$44.8	\$239,604	\$219,288 - \$367,750

¹ In 2007, Congress amended the TRIO legislation to provide \$57 million in mandatory funding for awards to unsuccessful Upward Bound applicants for the fiscal year 2007 competition who scored above an average peer review score of 70 out of 115 points.

Number of Awards, Number of Participants, and Cost per Participant, FY 2008

Award Type	Number of participants	Average number of participants per project	Average grantee cost per participant	Range in grantee costs per participant
Talent Search	363,300	780	\$402	\$189 - \$798
Upward Bound	53,690	69	\$4,865	\$3,030 - \$6,794
Upward Bound Veterans	5,060	124	\$2,400	\$1,832 - \$3,108
Upward Bound Math/Science	6,250	54	\$4,999	\$3,333 - \$6,809
Upward Bound Earmarks	11,489	63	\$4,787	\$3,333 - \$6,612
Educational Opportunity Centers	195,795	1,566	\$253	\$138 - \$485
Student Support Services	198,940 ¹	210 ¹	\$1,488 ¹	\$579 - \$3,526 ¹
McNair	5,067	27	\$8,819	\$5,333 - \$9,349

¹ Twenty-five Student Support Services projects exclusively serve students with disabilities. These projects tend to have somewhat higher average costs per participant, with an average cost per participant of \$1,895 and a range of \$841 to \$3,526.

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Federal TRIO programs

Percentage of 2008 Funds by Institution Type, for Key Programs

Institution Type	Talent Search	Upward Bound	Educational Opportunity Centers	Student Support Services	McNair
Postsecondary Institutions					
Public, 4-year	39.0	44.1 ¹	39.8	38.4	75.4
Public, 2-year	31.7	28.6 ¹	28.1	46.5	0.0
Private, 4-year	10.4	18.7 ¹	6.2	14.3	24.6
Private, 2-year	<u>0.8</u>	<u>0.5¹</u>	<u>0.0</u>	<u>0.8</u>	<u>0.0</u>
Total, Postsecondary	81.8	91.9 ¹	74.1	100.0	100.0
Non-profit organizations					
Other	15.6	6.4 ¹	23.7	0.0	0.0
	<u>2.6²</u>	<u>1.7^{1,2}</u>	<u>2.2²</u>	<u>0.0²</u>	<u>0.0²</u>
Total	100.0	100.0	100.0	100.0	100.0

¹ Includes regular Upward Bound, Upward Bound Math and Science, Upward Bound Veterans, and Mandatory Upward Bound.

² Other includes State agencies, local education agencies, county and city governments, private profit-making organizations, Indian Tribes, and private elementary and secondary schools.

Percentage of 2008 Participants by Institution Type, for Key Programs

Institution Type	Talent Search	Upward Bound	Educational Opportunity Centers	Student Support Services	McNair
Postsecondary Institutions					
Public, 4-year	38.0	43.9 ¹	36.5	39.8	24.5
Public, 2-year	31.4	29.0 ¹	28.3	45.6	0.0
Private, 4-year	10.7	18.5 ¹	6.5	13.9	75.5
Private, 2-year	<u>0.7</u>	<u>0.5¹</u>	<u>0.0</u>	<u>0.7</u>	<u>0.0</u>
Total, Postsecondary	80.8	91.9	71.3	100.0	100.0
Non-profit organizations					
Other	16.7	6.5 ¹	26.2	0.0	0.0
	<u>2.5</u>	<u>1.6^{1,2}</u>	<u>2.5</u>	<u>0.0</u>	<u>0.0</u>
Total	100.0	100.0	100.0	100.0	100.0

¹ Includes regular Upward Bound, Upward Bound Math and Science, Upward Bound Veterans, and Mandatory Upward Bound.

² Other includes State agencies, local education agencies, county and city governments, private profit-making organizations, Indian Tribes, and private elementary and secondary schools.

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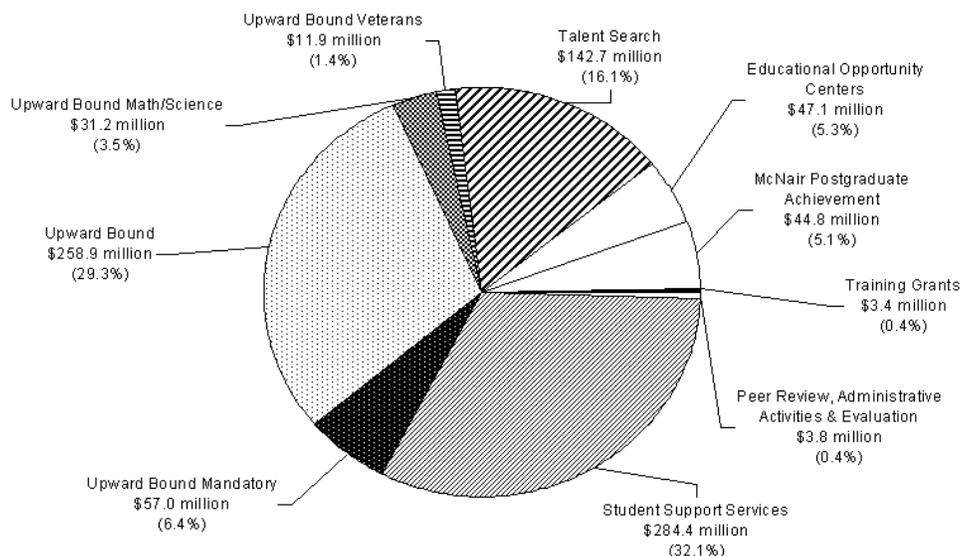
In addition, TRIO funding supports training for project staff members, dissemination of best practices, evaluation activities, and administrative expenses.

Funding for Staff Training grants supports professional development activities and opportunities to improve the competency of project directors and staff members. Training is offered on such topics as: legislative and regulatory requirements for operating funded projects; assisting students in receiving adequate financial aid; the design and operation of model programs; the use of appropriate educational technology in the operations of funded projects; and strategies for recruiting and serving students with limited-English proficiency or with disabilities; homeless children and youth; foster care youth; or other disconnected students. In 2008, the Department funded 10 staff training grants to serve 3,125 participants, including 2 projects funded with mandatory money that provide services only to Upward Bound grantees. The grants ranged from \$399,994 to \$450,000 for 1 year of funding.

Funding for Evaluation activities help to improve the effectiveness of TRIO programs and projects. The statute requires rigorous evaluation of TRIO programs and projects and requires that the Department undertake an evaluation of the Upward Bound program by June 30, 2010. The evaluation must examine the characteristics of the programs and projects that most benefit students; use of a randomized control trial design is prohibited.

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

Distribution of TRIO Funding, FY 2008



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In 2007, Congress amended the TRIO legislation to provide \$57 million in mandatory funding to make 4-year awards to 186 unsuccessful Upward Bound applicants for the fiscal year 2007 competition who scored above an average peer review score of 70 out of 115 points. This funding is available in 2008 through 2011, and any funds not needed for grants may be used for technical assistance and administration costs for the Upward Bound program.

The Higher Education Opportunity Act of 2008 (HEOA) reauthorized the Higher Education Act and made a number of changes to the programs, including the following:

- All new Talent Search, Upward Bound, Educational Opportunity Centers, Student Support Services, and McNair grant awards will be for 5 years, whereas in the past awards were for 4 years, except for the highest-scoring grantees, which received 5-year awards. The statute also authorized the Department to make one-time, limited extensions to awards, which will help the Department to align the grant periods of awardees that now, because of the differing prior award periods, have different start years.
- The statute mandates that all projects provide certain services to participants, whereas previously the applicants had flexibility in determining which services were provided. In addition, projects now must provide services or connections to services to improve the financial and economic literacy of students or their parents. The statute also explicitly states that projects may provide services specifically designed for students who have disabilities, are limited-English proficient, are homeless, or are in foster care or are aging out of foster care.
- The Department must submit an annual report to the authorizing committees that documents the performance of all TRIO programs on specific outcome criteria provided in the statute and that provides information on the number of applications that receive a second peer review due to errors in the peer review process.
- The statute rescinded the priority used in the last Upward Bound competition that required projects to ensure that at least 30 percent of the students served by the program have a high need for academic services and that mandated participation in a randomized control trial evaluation.
- The statute requires the Department to conduct evaluations of TRIO programs, but prohibits the use of rigorous evaluation designs by forbidding the use of control groups.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$836,543
2006.....	828,178
2007.....	828,178
2008.....	885,178 ¹
2009.....	905,089 ¹

¹ Includes \$57,000 thousand in mandatory funds provided under Section 402C(g) of the Higher Education Act of 1965, as amended.

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FY 2010 BUDGET REQUEST

The Administration is requesting \$848.1 million in discretionary funding for TRIO programs in 2010, level with the 2009 appropriation. Another \$57 million in mandatory funding is also available for TRIO in 2010 to cover the costs of awards to certain applicants who were initially unsuccessful in the 2007 Upward Bound competition. The TRIO programs are the Department's oldest college preparation and student support programs. Dating back to the 1960s, they have a long history of providing low-income students and students whose parents never completed college with support and preparation to enter and complete postsecondary education programs.

At the request level:

- *Talent Search* would receive \$142.7 million in 2010 to support approximately 466 projects.
- *Upward Bound* (UB) would receive \$307.1 million in discretionary money to support approximately 958 grants. Included in these figures are:
 - Approximately \$258.2 million to support 779 *regular Upward Bound* projects.
 - Approximately \$14.0 million to support 48 *Veteran's Upward Bound* projects, including projects begun in 2009 by high-ranking applicants from the 2007 competition, as indicated in the conference report accompanying the 2009 appropriations act.
 - Approximately \$35.0 million to support 131 *Upward Bound Math/Science (UBMS)* projects, including projects begun in 2009 by applicants from the 2007 competition, as indicated in the 2009 conference report. The Upward Bound Math/Science program establishes mathematics and science centers that encourage students to pursue postsecondary degrees in those fields specifically.

In addition, the 2010 mandatory appropriation of \$57 million for Upward Bound will provide support for 185 projects that were not funded in the 2007 competition because they received scores below the cut-off point for new awards.

- *Educational Opportunity Centers* would receive \$46.8 million in 2010, level with 2009, which would support 124 projects.
- *Student Support Services* would receive \$295.5 million in 2010, which would allow the Department to support approximately 948 projects. The Student Support Services program was originally scheduled to be re-competed in 2009, but the competition was delayed to allow time to implement changes required by the HEOA, and new awards will be made in 2010. The 2010 request includes \$5 million for grant aid, the same amount Congress indicated should be expended in 2009.
- *McNair Postbaccalaureate Achievement* would receive \$47.2 million, the same amount as the 2009 level, to support 198 projects helping disadvantaged college students prepare for graduate education, including additional projects begun in 2009 by high-ranking applicants from the 2007 competition, as specified in the 2009 conference report.

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- Finally, the budget includes \$3.4 million for *Staff Training*, which would help provide TRIO professionals with the skills necessary to run effective projects; \$1.5 million for *Evaluations*, including a mandated evaluation of Upward Bound; and \$3.8 million to maintain *Administrative support* for the TRIO programs, including support for running competitions, peer reviewer honoraria, project monitoring, and the costs of collecting and analyzing grantee performance data.

PROGRAM OUTPUT MEASURES

	Funding (\$000s)			Number of Awards		
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Talent Search						
New Awards	\$9,228	\$700	\$48,806	26	2	160
Continuation Awards	<u>133,516</u>	<u>142,044</u>	<u>93,938</u>	<u>440</u>	<u>464</u>	<u>306</u>
<i>Total</i>	<u>142,744</u>	<u>142,744</u>	<u>142,744</u>	<u>466</u>	<u>466</u>	<u>466</u>
Upward Bound						
New Awards	65,283	12,528	1,652	187	30	5
Continuation Awards	<u>193,658</u>	<u>245,652</u>	<u>256,528</u>	<u>595</u>	<u>750</u>	<u>774</u>
<i>Total</i>	<u>258,941</u> ¹	<u>258,180</u> ¹	<u>258,180</u> ¹	<u>782</u> ¹	<u>780</u> ¹	<u>779</u> ¹
Veterans Upward Bound						
New Awards	2,772	3,404	0	9	12	0
Continuation awards	<u>9,138</u>	<u>10,569</u>	<u>13,973</u>	<u>32</u>	<u>36</u>	<u>48</u>
<i>Total</i>	<u>11,910</u>	<u>13,973</u>	<u>13,973</u>	<u>41</u>	<u>48</u>	<u>48</u>
Upward Bound Math-Science						
New Awards	9,110	4,943	0	34	19	0
Continuation awards	<u>22,076</u>	<u>30,037</u>	<u>34,980</u>	<u>82</u>	<u>112</u>	<u>131</u>
<i>Total</i>	<u>31,186</u>	<u>34,980</u>	<u>34,980</u>	<u>116</u>	<u>131</u>	<u>131</u>
Educational Opportunity Centers						
New Awards	4,521	2,704	8,581	11	5	17
Continuation awards	<u>42,536</u>	<u>44,103</u>	<u>38,226</u>	<u>114</u>	<u>119</u>	<u>107</u>
<i>Total</i>	<u>47,057</u>	<u>46,807</u>	<u>46,807</u>	<u>125</u>	<u>124</u>	<u>124</u>
Student Support Services						
New Awards	293	0	269,656	1	0	871
Continuation awards	<u>284,072</u>	<u>297,122</u>	<u>25,892</u>	<u>947</u>	<u>948</u>	<u>77</u>
<i>Total</i>	<u>284,365</u>	<u>297,122</u>	<u>295,548</u>	<u>948</u>	<u>948</u>	<u>948</u>

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PROGRAM OUTPUT MEASURES

	Funding (\$000s)			Number of Awards		
	2008	2009	2010	2008	2009	2010
McNair Postbaccalaureate						
New Awards	\$10,995	\$3,861	\$239	43	17	1
Continuation awards	<u>33,823</u>	<u>43,311</u>	<u>46,933</u>	<u>142</u>	<u>181</u>	<u>197</u>
<i>Total</i>	<i>44,778</i>	<i>47,172</i>	<i>47,172</i>	<i>185</i>	<i>198</i>	<i>198</i>
Staff Training						
New Awards	3,425	0	3,425	8	0	8
Continuation awards	<u>0</u>	<u>3,425</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>0</u>
<i>Total</i>	<i>3,425</i>	<i>3,425</i>	<i>3,425</i>	<i>8</i>	<i>8</i>	<i>8</i>
<i>Subtotal for discretionary grants</i>	<i>824,406</i>	<i>844,403</i>	<i>842,829</i>	<i>2,671</i>	<i>2,726</i>	<i>2,725</i>
Evaluation	428	0	1,500			
Administrative expenses:						
Peer review of new award applications	2,130	2,000	2,000			
Other expenses	<u>1,214</u>	<u>1,686</u>	<u>1,760</u>			
<i>Total</i>	<i>3,344</i>	<i>3,686</i>	<i>3,760</i>			
Total, discretionary funding	828,178	848,089	848,089			
Upward Bound Mandatory Funding						
Earmark grant awards	54,510	55,057	55,389	183	184	185
Staff training grants	850	850	0	2	2	0
Other	<u>1,640²</u>	<u>1,093²</u>	<u>1,611²</u>	<u>—</u>	<u>—</u>	<u>—</u>
<i>Subtotal for mandatory funding</i>	<i>57,000</i>	<i>57,000</i>	<i>57,000</i>	<i>185</i>	<i>186</i>	<i>185</i>
Total	885,178	905,089	905,089	2,856	2,889	2,887

¹ Does not include grants supported with mandatory funding.

² Funds support technical assistance and administration as well as grant supplements to Upward Bound grantees for training activities.

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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 FY 2010 and future years, and the resources and efforts invested by those served by this program.

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

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

Measure: The percentage of participants enrolling in college.						
Year	Talent Search		Upward Bound		Ed Opportunity Centers	
	Target	Actual	Target	Actual	Target	Actual
2005	74.0	77.8	65.0	78.4	57.5	56.9
2006	78.5	77.8	65.0	79.0	58.0	58.4
2007	79.0	77.1	65.0		58.5	54.2
2008	79.0		70.0		59.0	
2009	79.5		75.0		59.5	
2010	79.5		75.0		60.0	

Assessment of progress: This measure looks at the percentage of participants who enroll in college. Targets are set and data are calculated independently for each of the three programs for which this measure is relevant. Data are provided by the grantees in their annual performance reports. Note that the percentages include only those students who are considered to be ready to apply to college.

- For Talent Search, the measure looks at the percentage of “college ready” participants who enrolled in programs of postsecondary education by the fall term following the reporting period. (“College ready” participants are those who are high school seniors or are enrolled in an alternative education program at an academic level equivalent to a high school senior, who graduated from high school in the previous year, who received a high school equivalency diploma in the previous year, postsecondary dropouts, and potential postsecondary transfers.) The measure does not show the percentage of all students ever served by Talent Search who ultimately are admitted to college.) Data for this indicator show that over three-quarters (77.1 percent) of “college ready” Talent Search participants, just short of the goal of 79 percent, enrolled in postsecondary education by the start of the fall term following high school completion. The Department has established a long-term target of 80 percent by 2011. The Department revised the definition of “college ready” for 2006-07 reporting to include postsecondary dropouts and potential postsecondary transfers, so data are not strictly comparable to prior years.

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- For Upward Bound, including the Math and Science projects, the measure looks at the percentage of Upward Bound participants who subsequently enroll in postsecondary education. The Department exceeded its target of 65 percent for this program in 2006, with nearly 4 out of every 5 such participants (79 percent) enrolling in postsecondary institutions. As more performance data become available for the Upward Bound Math/Science program, the Department may decide to track the performance of the two programs separately. (Data for participants expected to graduate in 2005-06 show that 77.7 percent of Upward Bound participants enrolled in college compared to 87.8 percent of Upward Bound Math/Science participants).
- Data for the Educational Opportunity Centers show that the program met its target of 58 percent for 2006. The Department continues to work to ensure program improvement and has set a long-term target of a 61 percent enrollment rate by 2012.

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

Measure: The percentage of Student Support Services participants completing an Associates degree at their original institution or transferring to a 4-year institution within 3 years.

Year	Target	Actual
2005		24.5
2006	27.0	24.6
2007	27.5	25.1
2008	27.5	
2009	28.0	
2010	28.0	

Measure: The percentage of Student Support Services first-year students completing a Bachelor's degree at their original institution within 6 years.

Year	Target	Actual
2005	30.5	29.4
2006	28.0	33.5
2007	29.0	32.3
2008	29.0	
2009	29.5	
2010	29.5	

Assessment of progress: Grantees provide data on college completion in their annual performance reports. During a review of program measures, the Department determined that the previous performance measure for college completion, which tracked the combined completion rates of participants in 2-year and 4-year institutions, should be divided into separate indicators. Based on evaluation data, a long-term target had been previously set at 31 percent for the combined college completion rate of all program participants. Although performance was falling somewhat short of this target, the combined data masked improvement in certain areas; the college completion (or transfer) rate at 2-year institutions is lower than that at 4-year institutions, causing the appearance of a decrease in performance as the proportion of 2-year institutions in Student Support Services increased. For the separated measures, new long-term completion targets were established for 2012, with revised annual targets beginning in 2006.

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The program met the target for the percentage of students completing a Bachelor's degree within 6 years, but not for the percentage completing an Associate's degree or transferring to a 4-year college within three years. A continuing shortcoming of these measures is that they only measure degree completion of participants who remain at the grantee institution and do not include students who have completed degrees at other institutions, because the Department is unable to track the students across institutions. It is likely that some students complete their education at a different institution, and that the measures, therefore, understate performance.

Measure: The percentages of TRIO McNair participants enrolling and persisting in graduate school.				
	Enrolling		Persisting	
Year	Target	Actual	Target	Actual
2005	36.0	56.8	70.0	80.0
2006	37.0	56.2	79.0	80.6
2007	39.0	51.8	79.0	81.1
2008	39.5		79.5	
2009	39.5		79.5	
2010	40.0		80.0	

Assessment of progress: Data from annual performance reports reveal that McNair Postbaccalaureate Achievement continues to achieve its targets for graduate school enrollment and persistence. Although performance levels fluctuate from year-to-year, the data appear to reflect a general trend of improvement, and the program met its targets for 2005 through 2007. Long-term targets were set at 40 percent enrollment and 80 percent persistence by 2012. The Department will re-examine the targets to determine whether the targets are insufficiently ambitious.

Efficiency Measures

The Department developed a common efficiency measure for the TRIO Student Support Services, Upward Bound, and Talent Search programs to track the average annual cost per successful annual outcome. The actual measure used is the difference between the cost per student served, which is the annual funding for the program divided by the number of participants, and the cost per successful outcome. A successful annual outcome is defined as a student who persists toward or achieves the primary program goal—for example, a college student who remains in school or graduates.

For the Student Support Services program, the efficiency data and recently established target are included below. The efficiency data for Upward Bound and Talent Search also are included below, but targets for those programs have not yet been established.

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Measure: The gap between cost per successful outcome and cost per participant.						
Year	Talent Search		Upward Bound		Student Support Services	
	Target	Actual	Target	Actual	Target	Actual
2005		\$2		\$279		\$245
2006		2		233		209
2007				278	\$239	214
2008					236	
2009					233	
2010					223	

NOTE: In 2007, the Upward Bound data were re-calculated using an improved methodology that uses data from a longitudinal file, instead of a one-year snapshot file. As a consequence, the data presented here will not match figures reported in past years.

Assessment of progress: The measures for these indicators are calculated using data from annual performance reports. The data suggest that efficiency improved for Upward Bound and Student Support Services but remained unchanged for Talent Search. However, because the Department is still in the early stages of implementing efficiency measures for the TRIO programs, it is too early to draw conclusions about their efficiency. As more trend data become available, additional data analyses are completed, and feedback is received from the TRIO community, the Department will work to ensure that efficiency measure data are informative and useful, and to ensure that efficiency measure targets are sufficiently ambitious yet reasonable.

For the McNair program, the measure is the Federal cost of each McNair program baccalaureate recipient who enrolls in graduate school within 3 years. The measure uses the Federal funding for the fiscal year in which the cohort of baccalaureate recipients was established, adjusted for those projects that were not funded in any one of the subsequent three years. The funding is divided by the number of students in the cohort of baccalaureate recipients who have enrolled in graduate school at any time during the subsequent 3 years.

Measure: The Federal cost of each McNair program baccalaureate recipient who enrolls in graduate school within 3 years.		
Year	Target	Actual
2005		\$40,623
2006		41,777
2007		28,297
2008	\$39,000	
2009	39,000	
2010	38,000	

In 2006, the cost per successful participant was \$41,777, which exceeds the targets set for 2008 through 2010. In 2007, the cost per McNair baccalaureate recipient enrolling in graduate school within 3 years of graduation was \$28,300. The Department is examining the data to identify whether the 2007 change is related to changes in the data collection procedures, which could have resulted in more accurate reporting of graduate school enrollment, or whether other factors may have influenced the results.

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Other Performance Information

The Department has invested significant resources in evaluations and studies of the Federal TRIO Programs. Each TRIO evaluation and study was conducted independently; i.e., the projects were conducted by outside contractors that reported to the Departments evaluation offices, and not to OPE.

- *Talent Search*: The national evaluation of the implementation of the Talent Search program, completed in 2004, provided descriptive information for 1999-2000 projects and reported that nearly three-quarters of participants were reported to be both from low-income families and potential first-generation college students, two-thirds were members of racial/ethnic minority groups, and nearly 70 percent were in the traditional age range for high school students. (See <http://www.ed.gov/rschstat/eval/highered/talentsearch/index.html>)

An additional study, initiated in 1998 and completed in 2006, examined outcomes in three States—Florida, Indiana, and Texas—that were selected because of the availability of data in their administrative records. Twenty-two of the 31 Talent Search projects in these three States that were operating in 1995-96 were included in the study. The study relied on quasi-experimental matching techniques using administrative data; thus, it is not possible to attribute differences in outcomes to participation in the Talent Search program. In addition, the results are not representative of the nation or the States, and participants with data may have been less disadvantaged, on average, than typical Talent Search students. (Less than half of the participants in the Texas sample were economically disadvantaged, as were participants in two of the five Florida projects.) However, the data do provide limited information on the outcomes of students who participated in Talent Search compared to outcomes for similar students who did not participate in the program.

- In Texas, 86 percent of Talent Search participants, compared with 77 percent of comparison group students, completed high school; 62 percent, compared with 35 percent of the comparison students, applied for student aid; and 58 percent, compared with 40 percent of comparison students, enrolled in a public postsecondary institution in Texas. (Information was not available on enrollment in other postsecondary institutions, so probably understates total postsecondary enrollment.)
- In Indiana, 69 percent of participants, compared with 56 percent of comparison students, applied for any financial aid and 56 percent, compared with 52 percent, enrolled in an Indiana postsecondary institution. However, there was no difference in postsecondary persistence (31 percent compared to 30 percent) over 2 years.
- In Florida, 84 percent of participants, compared with 70 percent of comparison group students, completed high school; 52 percent, compared with 33 percent, applied for financial aid; and 51 percent, compared with 36 percent, enrolled in public postsecondary institutions in Florida. (Information was not available on enrollment in other postsecondary institutions.) More Talent Search participants than comparison students persisted in college: 23 percent, compared with 15 percent, attended a 2-year school for two consecutive years, and 14 percent, compared with 10 percent, attended a 4-year school for 2 consecutive years.

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- *Upward Bound:* The evaluation of Upward Bound, based on a random assignment design in a sample of 67 Upward Bound projects, was initiated in 1991. The final report, which was released in January 2009, does not provide evidence that Upward Bound has effects on most key outcome measures for the typical participant. In general, Upward Bound attracts able, motivated students who are more likely to succeed than the average disadvantaged student. Approximately 81 percent of Upward Bound participants and 79 percent of students who applied to participate in Upward Bound but who did not receive either Upward Bound or Upward Bound Math-Science services enrolled in some type of postsecondary institution, compared to less than 60 percent of students whose parents had a similar level or education or income as Upward Bound participants, but who did not apply to the Upward Bound program. (The difference between the 81 percent of participants and the 79 percent of applicants who enroll in postsecondary education is not statistically significant.) The study also did not find that program participation increased the chances of completing a postsecondary program (38 percent of participants, compared to 35 percent of nonparticipants, completed any type of degree, certificate, or license) or completing a 4-year college program (21 percent of Upward Bound participants compared to 22 percent of nonparticipants completed a bachelor's degree.)

Given the age of the data—the students in the study participated in Upward Bound in the early 1990's—the Department began a new evaluation of Upward Bound, which was being conducted by an independent contractor under the auspices of the Institute of Education Sciences, in September 2006. However, Congress cancelled the evaluation due to concerns over the use of a randomized control design. The Department is required, however, to begin a new evaluation of the program by June 30, 2010.

- *Upward Bound/Math/Science:* The study of Upward Bound Math/Science is examining the extent to which participants pursue college majors in math and science fields. The study includes descriptive data gathered from a 1998 survey of project directors and outcome information for students who participated in the program in 1993 - 1995. These students were compared with a matched comparison group of students with similar demographic characteristics. The study found that the projects, which were primarily hosted by 4-year colleges, hired staff with strong math and science qualifications, and who often provided students with same-race role models. Approximately 60 percent of the students were female and over three-quarters were members of racial/ethnic minority groups. To assess program impact, students were compared with matched samples of students from the regular Upward Bound evaluation who had not participated in an Upward Bound Math-Science project. The interim report, which was published in 2007, indicates that participation in Upward Bound Math/Science projects does not influence the chances a student will take advanced math classes in high school, but it does increase the likelihood of taking chemistry and physics, as well as the chances of attending a 4-year college. The final report from the study, which will provide information on college attendance and completion through 2004, should be released in the summer of 2009.
- *Student Support Services:* The national evaluation of Student Support Services, which was initiated in 1990, indicates that participation in supplemental services is related to improved student outcomes. The quasi-experimental study was based on a random cross-section of

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projects, so the findings are reflective of the Student Support Services program as a whole. The Department anticipates releasing the final evaluation report in the spring of 2009.

- *McNair Postbaccalaureate Achievement*: The study of McNair Postbaccalaureate Achievement is a descriptive analysis of McNair participants' educational and employment outcomes. The study, which was released in March 2008, found that approximately 6 percent of participants served from 1989 to 1998 had earned a doctoral degree by 2003, with the largest number of degrees in the life sciences (26 percent), followed by the social sciences (24 percent). Another 6 percent of participants earned professional degrees, e.g., degrees in law, medicine, or pharmacy. More of the students included in the analyses may have completed degrees later: approximately 14 percent of students participating from 1989 through 1993, who thus had more years to complete their degrees before the 2003 data collection, completed doctorates.
- The *TRIO Promising and Innovative Practices Studies* are conducting site visits and on-line discussions to help identify promising and innovative practices. The contractor has completed the data collection for both the Student Support Services and the Upward Bound programs. The Department expects to release reports from the studies in the summer of 2009.

The Department of Education's Office of the Inspector General (OIG) issued two reports on TRIO programs during 2008. On July 3, 2008, the OIG issued an audit report on one TRIO Upward Bound grantee that questioned whether the grantee served the appropriate number of students and maintained effective control over grant funds. While the Office of Postsecondary Education monitors all of its grantees, it is not possible to guarantee that all grantees will always follow appropriate procedures. However, OPE provides guidance on appropriate uses for grant funds and in 2008 made awards for 10 new staff training grants, 2 more than were funded in prior years. The two additional grants will focus entirely on Upward Bound projects. On September 8, 2008, OIG issued a report summarizing findings from a review of how OPE awarded prior experience points in the 2006 Educational Opportunity Center and Talent Search grant competitions. The report recommended that OPE cease awarding prior experience points for grantees that do not meet certain minimum program requirements and cease awarding partial prior experience points. These issues are being addressed in the Department's negotiated rulemaking process, which will regulate newly established requirements authorized under the Higher Education Opportunity Act, which amended the Higher Education Act. Also, the OIG report recommended improving quality control and the use of clearly documented data to support the calculation of prior experience points; the Department agrees that a more transparent process is warranted and is taking steps to improve its processes.

Program Improvement Efforts

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

- *Taking steps to better link rewards for grantees' past performance with demonstrated achievement of key program goals*. Through the rulemaking process, the Department anticipates implementing the reauthorization of the Higher Education Act regarding calculation of prior experience points and has taken steps to ensure that past performance is fairly and consistently assessed when assigning priority points for prior experience.

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- *Implement a strategy to use efficiency measures to improve cost effectiveness in achieving the program goals of the Talent Search, Upward Bound, and Student Support Services programs.* For Talent Search, the Department will analyze efficiency data for each project and anticipates completing grantee-level analyses and posting the results on the web by the end of September 2009. For Upward Bound, the Department has calculated overall efficiency data, posted 2005-06 grantee-level efficiency analyses on the web, and is developing strategies for setting outyear targets. For Student Support Services, the Department calculated efficiency measure data at the project level and shared the information with the TRIO community. The 2003-04, 2004-05, and 2005-06 data are available on the public website. The Department will analyze a fourth year of data and develop plans to use the data to improve program efficiency. For EOC, the Department will have 2006-07 grantee-level efficiency data in the spring of 2009.
- *Make disaggregated grantee-level performance data for the Talent Search and Educational Opportunity Centers programs available to the public.* The Department will place 2006-07 grantee-level enrollment and efficiency data for Talent Search and the Educational Opportunity Centers on the web by June 30, 2009.
- *Calculate a third year of McNair Postbaccalaureate Achievement grantee-level performance data and program level efficiency data, make the data available to the public, and examine whether revising the graduate enrollment measure is warranted.* Department staff will publish the data for the 2006-07 school year on the program website by the end of May 2009. The Department also will calculate graduate school persistence rates for the McNair program and make grantee-level tables for 2007-08 available by the end of April 2010.
- *Complete the final reports from the evaluations of the Upward Bound and Upward Bound Math-Science programs.* The Department's Policy and Program Studies Service (PPSS) released the National Evaluation of Upward Bound Final Report in the January 2009. This random assignment longitudinal study examines the impact of Upward Bound on college enrollment and completion. A parallel study, due to be released in the summer of 2009, evaluates the effect of Upward Bound Math/Science. PPSS also plans to release a Student Support Services report, which examines the effects participating in the program has on postsecondary outcomes such as persistence and completion, by June 2009. Department staff will examine the reports to identify possible strategies for program improvement.
- *Report on findings from studies on promising practices in the Student Support Services and Upward Bound programs.* The studies are underway with a target completion date of the summer of 2009.

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Gaining early awareness and readiness for undergraduate programs

(Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 2)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$313,212	\$313,212	0

PROGRAM DESCRIPTION

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provides 6-year grants to States and partnerships to support early college preparation and awareness activities at the State and local levels to ensure low-income elementary and secondary school students are prepared for and pursue postsecondary education. Applicants may also apply for an optional seventh year of funding to provide services at an institution of higher education to follow students through their first year of college attendance.

GEAR UP has two major service components. First, projects provide a comprehensive set of early intervention services including mentoring, tutoring, academic and career counseling, parental involvement, and other college preparation activities like exposure to college campuses and financial aid information and assistance. Second, projects provide college scholarships to participating students. In making awards, the Department must give priority to funding entities that have carried out successful GEAR UP programs prior to enactment of the Higher Education Opportunity Act, have a prior, demonstrated commitment to early intervention programs, and ensure that students previously served by GEAR UP programs receive services through the completion of secondary school. States and partnerships must provide matching funds of at least 50 percent of the project costs with cash or in-kind contributions from non-Federal sources accrued over the full duration of the grant award. The Department may authorize a reduction in the match provision under certain circumstances.

GEAR UP supports two types of grants:

State Grants—States receiving funds are required to provide both an early intervention and a scholarship component, targeted to low-income students in grades K-12. At least 50 percent, but not more than 75 percent, of the grant funds must be used to provide scholarships to participating students. Conversely, at least 25 percent, but not more than 50 percent, of the funds must be used for early intervention services. State grantees must hold in reserve funds for scholarships equivalent to the minimum Pell grant amount (\$976 in fiscal year 2009) multiplied by the number of students that the State estimates will enroll in an eligible institution of higher education. The State must make these funds available to eligible students who meet certain benchmarks. These scholarships are portable and may be used outside the State in which the GEAR UP program is located. States must provide all students served by the program with a personalized 21st Century Scholar Certificate to indicate the amount of Federal financial aid that they may be eligible to receive for college.

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Partnership Grants—Partnerships receiving funds are required to provide an early intervention component to at least one cohort or grade level of students beginning no later than the 7th grade, in a school that has a 7th grade and in which at least 50 percent of the students enrolled are eligible for free or reduced-price lunch—or to an entire grade level of students, not later than the 7th grade, who reside in public housing. Partnerships must ensure that services will continue to be provided through the 12th grade. Partnerships may also provide scholarships. Partnerships must provide all students served by the program with a personalized 21st Century Scholar Certificate to indicate the amount of Federal financial aid that they may be eligible to receive for college. Partnerships must include one or more degree granting institutions of higher education, one or more local educational agency, and at least two community organizations or entities such as businesses, professional associations, State agencies, or other public or private organizations.

Of the amount appropriated for GEAR UP, not less than 33 percent must be used to fund State grants and not less than 33 percent must be used to fund Partnership grants, with the remainder being awarded at the Department’s discretion, taking into consideration the number, quality, and promise of applications and, to the extent practicable, the geographic distribution of grants and the distribution of grants between urban and rural applicants. Additionally, up to 0.75 percent must be used to conduct a national evaluation of the GEAR UP program.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$306,488
2006.....	303,423
2007.....	303,423
2008.....	303,423
2009.....	313,212

FY 2010 BUDGET REQUEST

The Administration requests \$313.2 million for GEAR UP in fiscal year 2010, the same as the fiscal year 2009 appropriation. By targeting entire grades of students no later than the 7th grade, serving them throughout middle and high school, and providing them with significant scholarship funding, GEAR UP offers a unique approach to ensuring that low-income students have the skills and resources to attend college.

The Administration’s budget request for GEAR UP is based on the demonstrated promise of the program’s approach with early indications suggesting that GEAR UP is having some success. GEAR UP supports State efforts and builds partnerships within communities, targets entire cohorts of students early in high-poverty middle schools, provides students with a full range of services through the 12th grade, and in some cases through the first year of college, and offers a financial guarantee to attend college. Early evaluation findings and performance data show that GEAR UP has positive impacts through the 8th grade, has a positive impact on student achievement on standardized tests, and has achieved its early performance targets. At the level requested, 42 States and 154 partnerships would receive funding to serve approximately 765,000 students.

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Significantly, several features of GEAR UP, including targeting entire grades of students, partnering with local organizations, and matching local contributions, allow projects to serve increasing numbers of students at a decreasing cost to the Federal Government. Furthermore, the substantial State and local investments it requires through both the creation of partnerships and matching contributions suggest that it is well designed to have a significant impact on the educational outcomes of low-income middle and high school students.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
State Grants:			
Number of new awards	6	2 ¹	0
Average new award	\$2,992	\$2,203	0
Total new award funding	\$17,950	\$4,405	0
Number of NCC awards	34	40	42
Average NCC award	\$3,056	\$3,046	\$2,960
Total NCC award funding	\$103,887	\$121,837	\$124,308
Total award funding	\$121,837	\$126,242	\$124,308
Total number of awards	40	42	42
Total number of students	437,320	455,590	448,765
Federal cost per student (whole \$)	\$279	\$277	\$277
Partnership Grants:			
Number of new awards	20	2 ¹	0
Average new award	\$951	\$2,692	0
Total new award funding	\$19,022	\$5,434	0
Number of NCC awards	132	152	154
Average NCC award	\$1,216	\$1,184	\$1,217
Total NCC award funding	\$160,514	\$180,036	\$187,404
Total award funding	\$179,536	\$185,470	\$187,404
Total number of awards	152	154	154
Total number of students	301,648	312,452	316,561
Federal cost per student (whole \$)	\$595	\$592	\$592
21 st Century Scholar Certificates	\$50	0 ²	0
Evaluation	\$1,500	\$1,500	\$1,500

¹ Instead of conducting new competitions in fiscal year 2009, the Department funded down fiscal year 2008 grant slates to make new awards in fiscal year 2009 because a significant number of high-quality applicants remained on the fiscal year 2008 slate.

² Prior to passage of HEOA, the Department was responsible for funding and producing the 21st Century Scholar Certificates. HEOA amended HEA so that individual grantees are now responsible for providing these certificates out of grant funds.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Peer review of new award applications	\$500	0	0
Total program funding	\$303,423	\$313,212	\$313,212
Total number of awards	192	196	196
Total number of students	738,968	768,042	765,326

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

Objective: Increase the rate of high school graduation and enrollment in postsecondary education of GEAR UP students.

Measure: The percentage of GEAR UP students who graduated from high school.		
Year	Target	Actual
2006		84.4
2007	73.0	85.5
2008	73.5	
2009	74.0	
2010	74.5	

Assessment of progress: The primary goals of the GEAR UP program are to increase the high school completion and college enrollment rates of low-income students. In 2007, 85.5 percent of GEAR UP students who were high school seniors graduated. According to the National Center for Education Statistics (NCES), the national averaged freshman graduation rate, that is the rate of public school students who graduated 4 years after starting 9th grade, was 74.3 percent for 2004-05, the latest year for which there are data. While these data are not directly comparable to data from this performance measure, it does provide some context for the GEAR UP performance data on this measure. The Department is currently considering changing the calculation methodology of this measure, either to match the NCES methodology or to capture the graduation for the total cohort of GEAR UP students who started with the program in 7th grade. Additionally, the Department is considering the efficacy of utilizing the

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adjusted cohort graduation rate methodology, recently established as the standard for Elementary and Secondary Education Act Title I program, for this performance measure. As part of this process, the Department will also consider the appropriateness of the current targets. The targets were initially developed using data from NCES with the goal of closing the gap between low-income students and their peers in high school completion. It is expected that data for 2008 will be available in spring 2009.

Measure: The percentage of former GEAR UP students who are enrolled in college.		
Year	Target	Actual
2006		55.2
2007	65.0	60.2
2008	65.5	
2009	66.0	
2010	66.5	

Assessment of progress: The primary goals of the GEAR UP program are to increase the high school completion and college enrollment rates of low-income students. In 2007, 60.2 percent of GEAR UP students who graduated from high school were enrolled in postsecondary education. While the program missed the target for 2007, the change from 2006 showed an improvement of almost 5 percent. Targets were developed using data from NCES with the goal of closing the gap between low-income students and their peers in college enrollment. According to NCES, 68.6 percent of all high school completers enrolled in postsecondary education immediately following high school graduation in 2005. In that same year, 53.5 percent of low-income students enrolled in postsecondary education immediately following high school graduation, according to the same NCES research. It is expected that data for 2008 will be available in spring 2009.

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

Measure: The percentage of GEAR UP students who passed pre-algebra by the end of the 7 th grade and the percentage of GEAR UP students who passed Algebra I by the end of the 9 th grade.				
Year	Target		Actual	
	Pre-algebra	Algebra I	Pre-algebra	Algebra I
2005	25	50	38	52
2006	30	50	30	50
2007	35	50	32	43
2008	35	50	25	53
2009	35	50		
2010	35	50		

Assessment of progress: This measure tracks completion rates for two middle-school mathematics classes that research has shown are key indicators of college readiness. Data for this measure, collected through annual performance reports, reflect student completion levels from the prior year. In 2007, the program did not meet its target for either measure and while the 2008 data for the 9th grade measure rebounded, the data for the 7th grade declined even further. Future data will indicate whether the 2007-2008 data are an aberration or part of a larger pattern. It should be noted that, as the measure tracks only the percent of those students

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who are enrolled that pass the class, the percentage of the entire cohort who are on track to college-readiness is likely to be considerably lower.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as enrollment in postsecondary education by GEAR UP students immediately following high school graduation. This measure will be calculated by dividing funding by the number of GEAR UP students who are enrolled in postsecondary education immediately following high school graduation. The Department is considering several methods for calculating the measure, such as determining total funding for a cohort over the 6-year period during which they are served. The Department expects to report data for this measure by spring 2009. Data from this measure will allow program managers to identify grantees that are performing at different levels and will be used to focus technical assistance efforts where they could be most effective, as well as to identify exemplary practices for improving program performance outcomes. Efficiency measure data will also be used to track and make program and project-level improvements over time.

Other Performance Information

In 2001, the Department initiated an evaluation on the early effects of the GEAR UP program. The final report of this evaluation was released in 2008. This study reports on the program's impact on participants attending middle schools, their parents, the effects of GEAR UP on middle schools, and on the sustainability of the program's activities after Federal funds are no longer available. Overall, the study found that GEAR UP has had significant impacts on students' and parents' knowledge and behavior, and on the academic offerings at GEAR UP schools. Regarding GEAR UP students and their parents, the study made the following findings:

- Students in GEAR UP middle schools were offered and took more rigorous academic courses than students in the non-GEAR UP schools, particularly above-grade-level science and algebra courses.
- GEAR UP especially affected the overall academic rigor of courses taken by African American students, who took more high-level classes than their non-GEAR UP peers.
- GEAR UP had a positive effect on students' knowledge concerning the postsecondary education opportunities available to them. This was particularly true for African American students. GEAR UP students were more likely to visit college campuses and receive information about getting ready for college.
- GEAR UP had a positive effect on improving parents' knowledge about postsecondary education opportunities and benefits for their children and on parents' involvement in their children's education. GEAR UP increased parents' expectations about college for their child.

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- GEAR UP schools provided more and a wider variety of services than non-GEAR UP schools. Tutoring and academic activities, to individuals or in small groups, remained at the core of GEAR UP services. GEAR UP increased the amount of guidance counseling that students received.

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

The study noted that GEAR UP middle schools are more likely than non-GEAR UP middle schools to offer honors and above grade level classes. This finding is significant because the study also found that enrolling in higher level classes is usually not the student's decision, but a function of the availability of such courses and decisions made by guidance counselors using teacher recommendations, standardized test scores or class grades.

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

Program Improvement Efforts

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

- *Develop and implement a strategy to use efficiency measures to improve cost effectiveness in achieving the program goals.* The Department is developing a grantee level data analysis using data from the program's efficiency measure. This analysis will be used to develop targets for the program's efficiency measures. It is expected that the grantee level analysis and targets will be completed by the end of summer 2009. The grantee level analysis will form the basis for the development of specific strategies to improve cost effectiveness in achieving the program goals.
- *Utilize newly available information on the program's college participation performance measure to assess program progress and target technical support to GEAR UP grantees.* The Department is working to develop appropriate strategies to utilize newly available data to assess program progress and target technical support to GEAR UP grantees. It is expected that this process will be complete by summer 2009.

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- *Utilize findings from the recently released Early Outcomes evaluation report to make program improvements.* The evaluation noted that the statutory requirement for grantees to conduct self-evaluations was implemented in an inconsistent manner, especially regarding the rigor and usefulness of those evaluations. As a result of this finding, the Department has decided to implement specific strategies to improve the quality and usefulness of the self-evaluations, including incorporating into the pre-application workshops technical assistance and training on designing evaluations to meet the project's needs and incorporating into the Project Director's Meetings technical assistance and training on improving implementation of evaluations to increase the rigor and usefulness of those evaluations. The Department is also considering additionally strategies for program improvement arising out of the evaluation report's findings.

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Byrd honors scholarships

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

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
	\$40,642	\$40,642	0

PROGRAM DESCRIPTION

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

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

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$40,672
2006.....	40,590
2007.....	40,590
2008.....	40,284
2009.....	40,642

FY 2010 BUDGET REQUEST

For fiscal year 2010, the Administration is requesting \$40.6 million for the Byrd Honors Scholarships program, the same as the fiscal year 2009 appropriation. The program provides scholarships to students who have demonstrated outstanding academic achievement and who show promise of continued academic achievement. At the requested level, the funds would provide scholarships to 27,094 students. The Administration's request for this program, along with the other Federal student financial assistance programs, demonstrates its commitment to ensuring that all Americans have access to and financial assistance for postsecondary education.

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Byrd honors scholarships

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of new scholarships	6,731	7,373	6,442
Total new scholarship funding	\$10,098	\$11,060	\$9,664
Number of NCC scholarships	20,124	19,721	20,652
Total NCC scholarship funding	\$30,186	\$29,582	\$30,978
Total program funding	\$40,284	\$40,642	\$40,642
Total number of scholarships	26,855	27,094	27,094
Scholarship amount (whole \$)	\$1,500	\$1,500	\$1,500

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

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

Measure: The percentage of Byrd scholars graduating within 4 years.		
Year	Target	Actual
2005		90
2006	93	96
2007	93	93
2008	93	
2009	94	
2010	94	

Assessment of progress: Data for this measure are collected through annual performance reports. In 2007, performance on this measure was 93 percent. A recently published study produced by the National Center for Education Statistics found that the 5-year degree completion rate among undergraduate students was 47 percent. While these data may not be directly comparable to data from this performance measure, it does provide some context for the Byrd performance data on this measure. Performance on this measure should also be understood within the context that students who receive Byrd scholarships are top-ranked

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Byrd honors scholarships

students who would be expected to have a higher graduation rate than the student population as a whole. It is expected that the 2008 data will be available in December 2009.

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

Measure: The percentage of Byrd Scholars remaining in school after 3 years of study.		
Year	Target	Actual
2005	98	98.0
2006	98	99.7
2007	98	98.0
2008	98	
2009	98	
2010	98	

Assessment of progress: Data for this measure are collected through annual performance reports. The data are based on the number of scholars who persist to the end of their third year of study. In 2007, 98 percent of Byrd scholars successfully persisted from one school year to the next. A recently published study produced by the National Center for Education Statistics found that the 5-year persistence rate among undergraduate students was 65 percent. While these data may not be directly comparable to data from this performance measure, they do provide some context for the Byrd performance data on this measure. Performance on this measure should also be understood within the context that students who receive Byrd scholarships are top-ranked students who would therefore be expected to have a higher persistence rate than the student population as a whole. It is expected that the 2008 data will be available in December 2009.

Efficiency Measures

Measure: The cost of a successful outcome: the Federal cost per Byrd recipient student who successfully persists or graduates.		
Year	Target	Actual
2005		\$2,121
2006		1,651
2007		1,626
2008	\$1,650	
2009	1,650	
2010	1,650	

The efficiency measure for this program is the cost of a successful outcome, where success is defined as persistence or graduation. This measure ties in directly with the program's performance measures. This measure is calculated by dividing the appropriation by the number of students persisting and completing during the school year. For 2007, the measure ranges from approximately \$1,500 to \$2,158 for the 52 States and territories for which the Department has sufficient data to calculate the measure. The Department is planning to use efficiency measure data, along with other performance information, to produce a program performance report that includes a grantee-level analysis and expects the report to be completed by summer 2009. The grantee-level analysis will form the basis for efficiency measure targets.

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Byrd honors scholarships

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

Program Improvement Efforts

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

- *Implement a strategy for making program performance data accessible to the public in a transparent way.* The Department is working to complete the grantee-level analysis and make it, along with annual report and performance data, available to the public through the Department's website. It is expected that these will be published on the Department website by summer 2009.
- *Develop independent program evaluations of sufficient scope and quality to support program improvements and evaluate program effectiveness and relevance to the problem, interest, and need.* The Department is currently developing an evaluation plan for the program and may use funds from the GPRA Data/HEA Program Evaluation program to assess the program.

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Javits fellowships

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

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$9,687	\$9,687	0

PROGRAM DESCRIPTION

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

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

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$9,797
2006.....	9,699
2007.....	9,699
2008.....	9,530
2009.....	9,687

FY 2010 BUDGET REQUEST

The Administration requests \$9.7 million for the Javits Fellowships program for fiscal year 2010, the same as the fiscal year 2009 appropriation. The Administration's request would provide support for 218 fellowships in fiscal year 2010. The Javits Fellowships program is the primary means of Federal support for graduate study in the arts, humanities, and social sciences. The Javits Fellowships program reduces the gaps in access to postsecondary education for low-

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

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of new fellowships	61	63	29
Average new fellowship	\$43	\$44	\$44
Total new fellowship funding	\$2,615	\$2,754	\$1,272
Number of NCC fellowships	159	159	189
Average NCC fellowship	\$43	\$43	\$44
Total NCC fellowship funding	\$6,820	\$6,837	\$8,319
Average institution payment	\$13	\$13	\$14
Average stipend	<u>\$30</u>	<u>\$30</u>	<u>\$30</u>
Total average fellowship	\$43	\$43	\$44
Peer review of new award applications	\$95	\$96	\$96
Total program funding	\$9,530	\$9,687	\$9,687
Total number of fellowships	220	222	218

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

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

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Measure: The percentage of Javits fellows who complete a terminal degree within 7 years.		
Year	Target	Actual
2005	31	38
2006	31	45
2007	32	39
2008	32	
2009	33	
2010	39	

Assessment of progress: Data collected through annual performance reports for this measure is cohort specific, so that data for 2007 performance comes from the cohort of students that first received a fellowship in the 2000-2001 academic year. These performance data show that the program had a 7-year graduation rate of 39 percent in 2007. National data compiled by the National Opinion Research Council's Survey of Earned Doctorates indicates that the 7-year graduation rate for doctoral degree recipients during the 2001 to 2002 academic year in the humanities and social sciences was 29 percent. Likewise, a recent study by the Council of Graduate Schools found that 30 percent of humanities students and 40 percent of social science students had completed their doctoral studies after 7 years. The Javits Fellowships program makes its awards to students with high financial need and superior ability. Research shows that these students have a lower graduation rate than the national student body as a whole. As such, achieving a level of performance that is higher than the national average for graduate students in comparable subjects demonstrates that the program is successfully meeting its performance goal. In light of the fact that performance data have consistently over performed the established targets, the Department re-examined the program's performance targets, adjusting them to be more ambitious in 2010.

The Department recently completed a comprehensive evaluation of all of the Department's graduate fellowship programs, including the Javits Fellowships program. The study found that the overall graduation rate for Javits fellows (66 percent) compares favorably with the graduation rate for the field as a whole (30 – 50 percent). As such, the study's findings seem to confirm the validity of the annual performance report data.

Measure: Average time to degree completion for Javits fellows (in years).		
Year	Target	Actual
2005	6.3	6.0
2006	6.3	5.6
2007	6.2	4.3
2008	6.2	
2009	6.1	
2010	5.6	

Assessment of progress: This measure tracks the median number of years it has taken Javits fellows who have completed their degrees to do so. This measure, along with the measure on the percent completing, shows that the program supports fellows who have a high likelihood of successfully completing their degree in a relatively short period of time. Data collected through annual performance reports show that the program had an average time to completion of 4.3 years in 2007. Javits fellows pursuing a Masters in Fine Art (MFA) are excluded from this calculation, as MFA programs traditionally take a significantly shorter time to complete and this

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would significantly skew the results. According to national data provided by the National Opinion Research Council's annual Survey of Earned Doctorates, in 2005, the median time to complete a doctoral degree in the United States was 9.7 years in the humanities and 8 years in the social sciences. The overall median time for all doctorates was 8.2 years. While these data are not directly comparable to the data for the Javits Fellowship program, they do provide some context for those data. The Javits Fellowships program makes its awards to students with high financial need. Research shows that these students take longer to complete terminal graduate degrees than the national student body as a whole. As such, achieving a level of performance that is better than the national average for graduate students demonstrates that the program is successfully meeting its performance goal. In light of the fact that performance data have consistently over performed the established targets, the Department re-examined the program's performance targets, increasing them significantly starting in 2010.

The Department recently completed a comprehensive evaluation of all of the Department's graduate fellowship programs, including the Javits Fellowships program. The study found that Javits fellows completed their degrees in considerably less time than did all doctoral recipients in the humanities and social sciences during the period studied, the late 1990s and early 2000s. As such, the study's findings seem to confirm the validity of the annual performance report data.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as completion of a terminal graduate degree program. This measure is tied directly to the program's performance measures.

Measure: The Federal cost for each terminal degree.		
Year	Targets	Actual
2005		\$203,994
2006		192,049
2007		231,983
2008	\$209,000	
2009	209,000	
2010	209,000	

The data used to calculate the efficiency measure come from the program's annual performance report, the Department's Grants and Payments database, and the Javits Fellowships program database. As Javits funding is provided for a maximum of 4 years and the average time to completion for students in the Javits fellowship program is more than 6 years, there will always be a time lag of 3 fiscal years between when data are reported and the year for which the data are being reported, so that data for the 2007 measure comes from the cohort of students that first received a fellowship in the 2000-2001 academic year. The efficiency measure is calculated by dividing the total dollars allocated to all of the fellows in a particular cohort, during the 4-year funding period, by the number of fellowship recipients from that cohort reported as successfully completing their degree program within 7 years. The efficiency measure for 2007 was \$231,983, which represents a significant increase over the previous years' data. The fact that the cohorts of students are relatively small, may contribute to the variability of the data from year to year.

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

Other Performance Information

A study of the Department's graduate fellowship programs was initiated in 2004. The study was designed to provide information on educational and employment outcomes of participants in the Department's graduate fellowship programs, including the Javits Fellowships program. The final report was published in September 2008. In order to be able to examine completion and employment outcomes for Javits fellows, the study tracked the characteristics and progress of three cohorts of Javits fellows, from the years 1997-1999. The study noted the following characteristics of Javits fellows:

- About 60 percent of Javits fellows were men and 40 percent women. This corresponds to national data for students in the humanities and social sciences for the period that the study examined;
- The majority (82 percent) of fellows were White, 8 percent were Asian, 4 percent were Hispanic or Latino, and the remainder were of multiple or other racial or ethnic backgrounds. This indicates that Javits fellows were slightly more diverse than national data for students in the humanities and social sciences for the period that the study examined;
- Most Javits fellows studied the humanities, 38 percent in history and 34 percent in other humanities fields, with an additional 23 percent studying social science fields;
- Nearly all fellows (99 percent) were enrolled full-time compared to 53 percent of doctoral students nationwide at the period that the study examined;
- The vast majority (94 percent) of fellows first received Javits funding in their first year of graduate study, and for three-quarters of fellows funding ended in their fourth year or after;
- About three-quarters of fellows received additional support from their institutions, 59 percent in equal or lower amounts and 16 percent in amounts greater than the Javits funding; and
- A majority (89 percent) of all fellows received support from at least one source other than the Javits funding, and most (70 percent) received other fellowships or scholarships.

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

- More than two-thirds (68 percent) had completed the degree supported by the Javits fellowship, whereas 19 percent were still enrolled, and 13 percent had stopped working on

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their degree. According to research by the Council of Graduate Schools cited in the report, nationally graduate students in the humanities and social sciences had completion rates of approximately 30–50 percent;

- Slightly over one-half (54 percent) completed their degree in 6 years or more, while 46 percent took 5 years or less. The study found that Javits fellows completed their degrees in considerably less time than the national average of 10 years among social sciences doctorate recipients and 11 to 12 years among humanities doctorate recipients in the comparable time-frame;
- In terms of post-degree employment, three-quarters of fellows had worked in jobs involving the expertise they had gained from the Javits fellowship funding. Of these fellows, 94 percent considered that work to be part of a long-term career they were pursuing;
- A majority (83 percent) of fellows reported that at least one of their related jobs was in education; and
- Most Javits fellows anticipated that they would continue to use their fellowship-gained expertise in the labor market in the near term. Three-quarters of Javits fellows expected that in 3 years they would be working in a job that involved the expertise they had gained through their fellowship-supported study.

These data indicate that Javits fellows have higher graduation rates and complete their studies in less time than the national average for comparable academic fields. Furthermore, the study found that the overwhelming majority of Javits fellows complete their studies and go on to find employment in areas that correspond to their field of studies.

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

- Nearly all fellows (85 percent) learned of the Javits fellowship after they had chosen a major field of study to pursue in graduate school;
- About two-thirds of fellows reported that the fellowship had little or no influence on their choice of field of study; and
- The majority (90 percent) of fellows believed the Javits fellowship had been very helpful in finishing their degrees and about one-half believed the fellowship had been very helpful in obtaining employment in their desired fields.

These data highlight the fact that fellowship recipients do not perceive that the program influenced their course of studies, but do believe that it was helpful in ensuring that they completed their course of studies and found employment in areas that correspond to their field of studies. A recent national survey by the Council of Graduate Schools found that 80 percent of doctoral completers credited financial support, such as fellowships and grants, as one of the main factors that contributed to their doctoral completion.

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Javits fellowships

Program Improvement Efforts

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

- *Complete the study of the Department's graduate fellowship programs and utilize the results to validate program performance measures and improve program performance.* The study of the Department's graduate fellowship programs has been completed and data are discussed above. The Department is working to utilize the results to develop strategies to improve program performance. It is expected that these strategies will be implemented by summer 2009.
- *Develop strategies to use efficiency and performance data for program improvement purposes.* The Department is currently analyzing efficiency and performance data in order to develop program improvement strategies. The Department expects to complete this work by summer 2009.

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Graduate assistance in areas of national need

(Higher Education Act of 1965, Title VII, Part A, Subpart 2)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$31,030	\$31,030	0

PROGRAM DESCRIPTION

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

After consultation with appropriate agencies and organizations, such as the National Science Foundation, the Department of Defense, and the Department of Homeland Security, the Department designates those fields of study that are considered "areas of national need" by taking into account the extent to which those areas fulfill a compelling national interest, the extent to which other Federal programs support post-baccalaureate studies in those areas, and the most significant impact that can be made with available resources. The designated areas of national need for fiscal year 2009 were: biology, chemistry, computer and information sciences, engineering, mathematics, nursing, physics, and educational assessment, evaluation, and research.

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

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

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Graduate assistance in areas of national need

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$30,371
2006.....	30,067
2007.....	30,067
2008.....	29,542
2009.....	31,030

FY 2010 BUDGET REQUEST

The Administration requests \$31 million for the GAANN program for fiscal year 2010, the same as the fiscal year 2009 appropriation. The Administration's request would provide support for 700 fellowships in fiscal year 2010. Through its support of study in key disciplines, GAANN helps address the problem of insufficient numbers of students pursuing education in critical scientific and technical fields. GAANN provides students with exceptional promise and high financial need with the resources that they need to pursue post-graduate studies. This request recognizes the role that graduate education plays in contributing to the advancement of national prosperity, particularly in areas of national need, and demonstrates the Administration's commitment to outstanding achievement and a high quality education.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of new awards	0	100	42
Number of new fellowships	0	495	205
Average new award	0	\$212	\$212
Total new award funding	0	\$21,309	\$9,000
Number of NCC awards	165	62	100
Number of NCC fellowships	702	218	495
Average NCC award	\$169	\$152	\$212
Total NCC funding	\$29,542	\$9,426	\$21,780
Average institution payment	\$13	\$13	\$14
Average stipend	<u>\$30</u>	<u>\$30</u>	<u>\$30</u>
Total average fellowship	\$43	\$43	\$44
Peer review of new award applications	0	\$295	\$250
Total program funding	\$29,542	\$31,030	\$31,030
Total number of awards	178	162	142
Total number of fellowships	702	713	700

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Graduate assistance in areas of national need

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 increase the number of persons trained at the highest academic level

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

Measure: The percentage of GAANN fellows completing the terminal degree in the designated areas of national need.

Year	Target	Actual
2005		49.0
2006	45	49.6
2007	46	58.2
2008	47	
2009	48	
2010	49	

Assessment of progress: The data used to calculate this performance measure come from the program's final performance reports, the Department's Grants and Payments database, and the GAANN program database. The measure is calculated by dividing the number of GAANN fellows in the last year of their fellowships who have successfully completed their doctoral studies by the total number of GAANN fellows who are in the last year of their fellowships. However, as grant funding only lasts 3 years and most doctoral students take 6-7 years to complete their doctoral programs, advancing to candidacy is used as a proxy for degree completion where appropriate. For example, in 2007, 38.2 percent of the fellows who were considered successful had advanced to candidacy and 20 percent had completed degrees. Use of such proxy data may inflate the performance data, as not all doctoral candidates who advance to candidacy actually complete their doctoral degrees.

The National Research Council's (NRC) most recent annual Survey of Earned Doctorates shows the national average graduation rate for doctoral recipients in the sciences at 28 percent. While the GAANN data are not directly comparable to the data collected for this performance measure because the Department does not have actual graduation data for the GAANN program, the NRC data do provide some context. In addition, research shows that students with high financial need, such as those served by the GAANN program, have a lower graduation rate than the national student body as a whole. It is expected that the 2008 data will be available in June 2009.

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The Department recently completed a comprehensive evaluation of all of the Department's graduate fellowship programs, including the GAANN program. The study found that the graduation rate for GAANN fellows was 78 percent. In contrast, the study cited national data from the Baccalaureate and Beyond Longitudinal Study indicating that 62 percent of students who enrolled in a graduate degree program completed that degree program. As such, the study's findings seem to confirm the validity of the annual performance report data.

Measure: Median time to degree completion.		
Year	Target	Actual
2005	6.5	5.3
2006	7.0	5.2
2007	5.9	5.0
2008	5.9	
2009	5.9	
2010	5.9	

Assessment of progress: This measure tracks the median number of years it has taken GAANN fellows who have completed their degrees to do so. This measure, along with the measure on the percent completing, shows that the program supports fellows who have a high likelihood of successfully completing their degree in a relatively short period of time. Data collected through annual performance reports show that the program had median time to completion of 5 years in 2007. According to the most recent national data provided by the NRC's annual Survey of Earned Doctorates, the median time to degree completion for all graduate programs in the United States was 8.2 years in 2005. In 2005, the average time to completion was 6.7 years for the physical sciences, 7.2 years for engineering, and 7.1 years for life sciences. Research shows that students with high financial need, such as those served by the GAANN program, take longer to complete terminal graduate degrees than the national student body as a whole. As such, achieving a level of performance that is better than the national average for graduate students demonstrates that the program is successfully meeting its performance goal. It is expected that the 2008 data will be available in June 2009.

The Department recently completed a comprehensive evaluation of all of the Department's graduate fellowship programs, including the GAANN program. The study found that overall GAANN fellows pursuing a doctoral degree completed their degrees in an average of 6 years. The study found that GAANN doctoral fellows completed their degrees in less time than the averages of 8 to 9 years reported by doctorate recipients in the 1990s and early 2000s on the Survey of Earned Doctorates. As such, the study's findings seem to confirm the validity of the annual performance report data.

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Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as terminal graduate program completion. This measure is directly tied in with the program's performance measures.

Measure: Cost per PhDs and those who pass preliminary exams.		
Year	Target	Actual
2003		\$127,514
2005		70,359
2006	\$127,500	70,894
2008	92,000	
2009	91,000	
2011	89,000	

The data used to calculate the efficiency measure come from the program's final performance reports, the Department's Grants and Payments database, and the GAANN program database. The efficiency measure is calculated by dividing the total amount of Federal funds provided to support a cohort of fellows for the 3 years of the grant period by the number of GAANN fellows who complete their degree or successfully advance to candidacy during the 5-year grant project period. For example, the cost reported for 2006 was derived by dividing the total Federal funding for the 2001 cohort, which is \$38,566,582, by the total number of fellows who either completed their degree or pass preliminary exams by 2006, which is 544, for an efficiency measure of \$70,894. Under the program's funding structure, no new awards are made every third year, which is why there are no data or targets for 2007 and 2010. As the efficiency measure is based on data from a relatively small number of students, significant year-to-year fluctuations may be expected. This may reduce the usefulness of the measure at the program level.

The efficiency measure data, along with data from other performance measures, were part of grantee-level analyses that the Department posted to its website in 2008. Grantee-level data analyses will be used to identify institutions that may benefit from technical training in areas such as data collection and reporting. It may also be used to identify high performers that other grantees may look to as examples for improving program performance outcomes. Additionally, data from the grantee-level analyses may be used to compare the relative efficiency of the GAANN program over time, as well as in relation to other programs that provide graduate fellowships.

Other Performance Information

A study of the Department's graduate fellowship programs was initiated in 2004. The study was designed to provide information on educational and employment outcomes of participants in the Department's graduate fellowship programs, including the GAANN program. The final report was published in September 2008. In order to be able to examine completion and employment

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outcomes for GAANN fellows, the study tracked the characteristics and progress of two cohorts of GAANN fellows, from the years 1997-1998. The study noted the following characteristics of GAANN fellows:

- GAANN awards are concentrated in a relatively small number of institutions of higher education. For example, of the approximately 2,000 institutions that granted a master's degree or higher in 2004, only about 4 percent had enrolled a GAANN fellow between 1997 and 1999;
- GAANN fellows included relatively more women (40 percent), more white students (80 percent), more black students (7 percent), and fewer Asian students (8 percent) than all graduate students in comparable fields in the years that the study examined;
- About 19 percent of fellows studied in biological sciences, 19 percent in physics, 18 percent in engineering, 18 percent in mathematics, 14 percent in chemistry, 8 percent in computer and information science, and about 3 percent in other fields;
- Three quarters of fellows first received GAANN funding during their first year of graduate study. Twenty-one percent reported that their funding ended their first year of graduate study, 22 percent their second year, 24 percent their third year, and 34 percent in the fourth year or after; and
- Slightly over three-quarters of fellows received additional funding from their institutions; 45 percent in equal or lower amounts and the remaining in amounts greater than the GAANN funding.

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

- About three-quarters (78 percent) had completed the degree supported by the GAANN fellowship by the time the study was conducted. In addition, another 9 percent were still pursuing these degrees, and 13 percent had stopped working on them. In contrast, national data from the Baccalaureate and Beyond Longitudinal Study show that 10 years after completing their bachelor's degrees, 62 percent of U.S. students who enrolled in a graduate degree program completed that degree, 15 percent were still enrolled, and 23 percent had dropped out;
- The average time to degree completion among GAANN doctoral fellows was 6 years and 66 percent of fellows who completed their degree did so within 7 years. The study found that GAANN doctoral fellows completed their degrees in less time than the averages of 8 to 9 years reported by doctorate recipients in comparable fields in the period that the study examined, according to the Survey of Earned Doctorates;
- A majority of fellows (88 percent) had worked in jobs in which they used the expertise they had gained through the GAANN-supported study. Of these fellows, 97 percent considered that work to be part of a long-term career they were pursuing; and

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- When fellows were asked what they expected to be doing in the next 3 years, the majority (88 percent) reported they planned to be working in a job related to the expertise they gained with fellowship support.

These data indicate that GAANN fellows have higher graduation rates and complete their studies in less time than the national average for comparable academic fields. Furthermore, the study found that the overwhelming majority of GAANN fellows complete their studies and go on to find employment in areas that correspond to their field of studies.

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

- Nearly all fellows (93 percent) first learned of the GAANN fellowship after they had chosen a major field of study to pursue in graduate school;
- Nearly all fellows (96 percent) believed that the GAANN fellowship had been somewhat or very helpful in finishing their degree, and 76 percent believed it was somewhat or very helpful in obtaining employment in their desired field.

These data highlight the fact that fellowship recipients do not perceive that the program influenced their choice of studies, but do believe that it was helpful in ensuring that they completed their course of studies and found employment in areas that correspond to their field of studies. A recent national survey by the Council of Graduate Schools found that 80 percent of doctoral completers credited financial support, such as fellowships and grants, as one of the main factors that contributed to their doctoral completion.

Program Improvement Efforts

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

- *Complete the study of the Department's graduate fellowship programs and utilize the results to validate program performance measures and improve program performance.* The study of the Department's graduate fellowship programs has been completed and data from that study are discussed above. The Department is working to utilize the results to develop strategies to improve program performance. It is expected that these strategies will be implemented by summer 2009.
- *Establish a strategy to track program performance after expiration of the grant period.* The Department is currently developing a strategy to track program performance after the expiration of the grant period. It is expected that this process will be completed by summer 2009.

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Thurgood Marshall legal educational opportunity program

(Higher Education Act of 1965, Title VII, Part A, Subpart 3)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$3,000	\$3,000	0

PROGRAM DESCRIPTION

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

The authorizing legislation earmarks funds to the Council on Legal Education Opportunity (CLEO) for a period of not less than 5 years to administer this program. CLEO's responsibility is to identify secondary school and college students who are from low-income families, are minorities, or are from disadvantaged backgrounds; prepare these students for successful completion of a baccalaureate degree and for study at accredited law schools, and assist students with the development of analytical skills, writing skills, and study methods to enhance their success in, and promote their admission to and completion of, law school; assist students to select an appropriate law school and make application for entry into law school, and provide financial assistance for their study; and provide support services to students who are first-year law students to improve retention and success in law school studies.

In addition, CLEO provides support to motivate and prepare students for law school studies and practice in low-income communities, and to provide legal services to low-income individuals and families; and awards Thurgood Marshall Fellowships to eligible law school students who (1) participated in eligible summer institutes and who are enrolled in an accredited law school; or (2) who have successfully completed a comparable summer institute program that is certified by the Council on Legal Education Opportunity.

Funding for this program may be used to pay for services such as: information and counseling, summer academic programs for secondary school students who have expressed interest in a career in the law, tutorial services, pre-law mentoring programs, assistance and counseling on admission to accredited law schools, a 6-week summer law institute for Thurgood Marshall Fellows and Associates to prepare for legal studies, and mid-year seminars and other educational activities. These services may be provided prior to the period of law school study, including before and during undergraduate study; during the period of law school study; and during the period following law school study and prior to taking a bar examination.

Funds may also pay student fellowships and stipends. The Department is required to establish annually the maximum fellowship to be awarded and the maximum stipend to be paid, including

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Thurgood Marshall legal educational opportunity program

allowances for travel for participants and for their dependents for participation in summer institutes, midyear seminars, and bar preparation seminars. A Fellow or Associate is eligible for a fellowship or stipend only if the Fellow or Associate maintains satisfactory academic progress toward the Juris Doctor or Bachelor of Laws degree, as determined by the respective institutions, except with respect to a law school graduate enrolled in a bar preparation course.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$2,976
2006.....	2,946
2007.....	2,946
2008.....	2,895
2009.....	3,000

FY 2010 BUDGET REQUEST

The Administration requests \$3 million for the Thurgood Marshall Program, the same as the 2009 level. This request supports the Administration's goal to increase access to postsecondary education, particularly for low-income students. Over the past 37 years, more than 7,500 students have participated in CLEO's pre-law and law school academic support programs, successfully matriculated through law school, passed the bar exam, and joined the legal profession.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of Thurgood Marshall Fellows	166	166	166
Number of mid-year seminar participants	927	1,000	1,000
Total program funding	\$2,895	\$3,000	\$3,000

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department developed four performance measures for this program—(1) the percentage of pre-law program participants that enroll in law school; (2) the percentage of Fellows and Associates who graduate from law school within four years; (3) the percentage of Fellows and Associates who pass the Bar exam within one year of law school graduation; and (4) the Federal cost per prior Thurgood Marshall Fellow/Associate who pass the Bar in a given year. Once the Department receives baseline data for these measures, targets will be established. Data for these measures will be derived from the Thurgood Marshall annual performance report.

HIGHER EDUCATION

Thurgood Marshall legal educational opportunity program

Other Performance Information

In fiscal year 2008, CLEO's program performance report cited the following accomplishments:

- Identified 2,433 college students (freshman, sophomores, or juniors) interested in receiving more information about programs that facilitate admission into and success once entering law school, 433 more than its projected goal of 2,000. Students were identified through a combination of college campus visits by the CLEO Pre-Law Coordinator, responses to promotional materials distributed by CLEO, on-campus marketing campaigns, public service announcements, information provided in the *CLEO Edge* magazine, visits to the CLEO website—<http://cleoscholars.com>, and the distribution of CLEO paraphernalia which advertised the College Scholars program.
- Provided 434 College Scholars with assistance in identifying preparatory courses and materials for the law school admission test (LSAT), 134 more than its goal of 300. College Scholars benefit from various pre-law seminars such as the Road to Law School, Sophomore Super Saturdays, and Junior Jumpstart the LSAT.
- Identified and enrolled 65 College Scholars in the Sophomore Summer Institute, a 4-week comprehensive sophomore summer program. The program fell short of its projected goal of 75 College Scholars. At the Sophomore Summer Institute, scholars are introduced to the rigors and requirements of law school, increasing their chances of being admitted to law school.
- Selected and prepared 85 qualified participants for successful law school study by enrolling them in an intensive 6-week, pre-law Summer Institute that emphasizes abstract thinking, legal analysis, and writing, 5 more than its goal of 80 participants. Summer Institute participants must be graduating seniors or graduates who plan to attend law school. Of the 85 students, 83 went on to successfully complete the CLEO Summer Institute program and were certified as CLEO/Thurgood Marshall Fellows. This makes them eligible to receive law school placement assistance and enroll in law school at the conclusion of the program. Of the 83 students who successfully completed the CLEO Summer Institute program, 81 students are enrolled in ABA-accredited law schools and 73 students applied for and received financial assistance awards. All of the 81 students have been extended academic support and counseling services.
- Certified 176 second- and third-year Thurgood Marshall Fellows for eligibility for financial assistance and other support services to gain access to and complete law school study, 10 more than its goal of 166 Fellows. To be re-certified as a Thurgood Marshall Fellow, each year a student must provide proof of good standing at his respective law school, re-submit financial assistance forms, and attend Thurgood Marshall Program's mandatory seminars and workshops.
- Provided financial assistance of up to \$5,000 and other law school support services for 177 CLEO/Thurgood Marshall Fellows, 11 more than its goal of 166. These services help CLEO/Thurgood Marshall Fellows gain access to and successfully matriculate through law school.

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Thurgood Marshall legal educational opportunity program

- Certified 664 Thurgood Marshall Attitude is Essential Program participants (Thurgood Marshall Associates) for eligibility to participate in and receive continuing academic support services throughout law school study, 41 more than its goal of 623. Thurgood Marshall Associates are graduates who successfully complete the Attitude is Essential seminars and enroll in a law school that has been accredited by the American Bar Association.
- Conducted a Mid-Winter Academic Seminar, a Mid-Summer Professional Development Seminar, and other educational activities for Thurgood Marshall Fellows and Associates during their period of law school study to improve retention, graduation, and bar passage rates that was attended by 927 Fellows and Associates. Performance in 2008 fell short of the program's goal of 1,000 participants.

HIGHER EDUCATION

B.J. Stupak Olympic scholarships

(Higher Education Amendments of 1992, Section 1543)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$977	\$977	0

PROGRAM DESCRIPTION

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

The program is managed by the U.S. Olympic Committee, which started making scholarships in fiscal year 2002. In academic year 2007-2008, the program provided scholarships to 96 undergraduate students, of which 68 were male and 28 female. The number of scholarship recipients decreased from the previous year, when 122 were awarded, as a result of the increased cost of postsecondary education as well as the specific levels financial need of the students enrolled in the program in that year. In academic year 2007-2008, scholarship recipients were enrolled at 12 different institutions of higher education, of which 9 were 4-year institutions. In spite of the fact that the program is relatively new, a large number of scholarship recipients have competed in recent Olympic competitions. In 2008, 22 scholarship recipients competed in the Summer Olympics in Beijing, in the Olympic sports of boxing, shooting, cycling, wrestling, weightlifting, kayaking, judo, and modern pentathlon. In addition, 20 Stupak athletes competed in the 2004 Summer Olympics and 9 Stupak athletes competed in the 2006 Winter Olympics.

HIGHER EDUCATION

B.J. Stupak Olympic scholarships

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$980
2006.....	970
2007.....	970
2008.....	953
2009.....	977

FY 2010 BUDGET REQUEST

For fiscal year 2010, the Administration is requesting \$977,000 for the B.J. Stupak Olympic Scholarships program, the same as the fiscal year 2009 appropriation. The program provides scholarships to aspiring Olympic athletes to fund their postsecondary education. At the requested level, the funds would provide scholarships to 90 student athletes. The Administration's budget request for this program, along with the other Federal student financial assistance programs, demonstrates its commitment to ensuring that all Americans have access to and financial assistance for postsecondary education.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of awards	1	1	1
Total program funding	\$953	\$977	\$977
Total number of scholarships	96	90	90

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 support Olympic athletes who are pursuing a postsecondary education at an institution of higher education.

Objective: *Olympic athletes will successfully complete postsecondary education programs.*

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B.J. Stupak Olympic scholarships

Measure: The percentage of Stupak scholarship recipients in their senior year of study that graduate.		
Year	Target	Actual
2006		53.0
2007		76.0
2009	75	
2010	75	

Assessment of progress: The Department worked with the grantee to modify the annual performance report to support the new measure. The program established targets for this measure in 2009. With very small cohorts of scholarship recipients, it is thought that performance on this measure may be volatile, with significant fluctuations reflecting the actions of a small number of students. It is expected that the 2008 data will be available in spring 2009.

Objective: *Olympic athletes will successfully persist from one school year to the next.*

Measure: The percentage of Stupak scholarship recipients who persist in their postsecondary institution.		
Year	Target	Actual
2005		71.0
2006		52.0
2007	72.0	58.0
2008	72.5	
2009	73.0	
2010	73.5	

Assessment of progress: Data from the annual performance report shows a persistence rate of 58 percent for fiscal year 2007, which is below the established performance target. This represents a slight increase over the 2006 rate, but a significant decrease from the rate for 2005. With very small cohorts of scholarship recipients, it is thought that performance on this measure may be volatile, with significant fluctuations reflecting the actions of a small number of students. It should be noted that students who retire from their sport or no longer qualify as a resident athlete at an Olympic Training Center would be tracked as not persisting according to this measure, even though they may continue postsecondary education at a different institution. Future data will indicate whether the 2006-2007 data are an aberration or part of a larger pattern.

Efficiency Measures

The cost of a successful outcome: the Federal cost for each Stupak scholarship recipient that persists in school or graduates.		
Year	Target	Actual
2005		\$12,668
2006		10,770
2007		11,152
2009	\$11,000	
2010	11,000	

This measure is tied directly to the program's performance measures. The data used to calculate the efficiency measure come from the program's annual performance report. The

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B.J. Stupak Olympic scholarships

efficiency measure is calculated by dividing the annual appropriation for that year by the number of scholarship recipients that either graduate or persist in that year. These data will assist program management to assess the relative efficiency of the program over time and eventually may also allow program managers to compare relative efficiency among the four Olympic training centers. As such, these data could assist in program management and in improving program oversight and could be used to focus technical assistance efforts where they can be most effective.

Program Improvement Efforts

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

- *Develop and implement a strategy for making program performance data accessible to the public in a transparent way.* The Department is working to make performance data from the annual report available to the public through the Department's website and it is expected that this work will be completed by summer 2009.

HIGHER EDUCATION

Child care access means parents in school

(Higher Education Act of 1965, Title IV, Part A, Subpart 7)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
	\$16,034	\$16,034	0

PROGRAM DESCRIPTION

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

Institutions may use the funding to support or establish a campus-based child care program primarily serving the needs of low-income students enrolled at the institution. Grants may also be used to provide before and after school services. The authorizing statute defines a "low income student" as a student eligible to receive a Pell Grant during the year of enrollment at the institution or who would otherwise be eligible to receive a Pell Grant, except that the student fails to meet the requirements of: (1) Section 401(c)(1) of the Higher Education Act (HEA) because the student is enrolled in a graduate or first professional course of study or (2) Section 484(a)(5) of the HEA because the student is in the United States for a temporary purpose. Grants are only to be used to supplement existing child care services or start a new program. Funds may not be used for grants that supplant funds for current child care services.

An institution is eligible to receive a grant for a fiscal year if the total amount of Pell Grant funds awarded to students at the institution for the preceding fiscal year equals or exceeds \$350,000. When the appropriation for the program reaches \$20 million, this amount decreases to \$250,000. The maximum grant award cannot exceed 1 percent of the total amount of all Pell Grant funds awarded to students enrolled at the institution during the preceding fiscal year. The minimum grant amount is \$10,000. This amount increases to \$30,000 when the program's appropriation reaches \$20 million.

Grantees must submit annual reports to the Department regarding their activities. The reports must contain data on the population served by the grant; information on campus and community resources and funding used to help low-income students access child care services; information on progress made toward accreditation of any child care facility; and information on the impact of the grant on the quality, availability, and affordability of campus-based child care services. An institution receives a continuation award only if the Department determines, on the basis of the annual reports, that the institution is making a good faith effort to ensure that low-income students have access to affordable, quality child care services.

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Child care access means parents in school

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$15,970
2006.....	15,810
2007.....	15,810
2008.....	15,534
2009.....	16,034

FY 2010 BUDGET REQUEST

The Administration requests \$16 million for the CCAMPIS program, the same as the 2009 level. Funding this program continues to address the needs of low-income parents in postsecondary education for campus-based child care services. Obtaining postsecondary education is critical to meeting the needs of an increasingly technical workplace. However, a lack of convenient and affordable quality child care services may prevent low-income parents from pursuing postsecondary education. The CCAMPIS program helps to ensure that low-income student parents have access to postsecondary education and affordable and convenient child care.

Fiscal year 2010 funding maintains support to enable institutions to continue to support or establish campus-based child care programs; establish emergency back-up care and provide summer child care and before and after school services; provide child care tuition assistance and set sliding fee scales for the cost of child care services; and establish programs serving the needs of student parents.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of new awards	0	119	55
Average new award	0	\$90	\$94
Total new award funding	0	\$10,714	\$5,165
Number of NCC awards	170	55	119
Average NCC award	\$91	\$94	\$90
Total NCC award funding	\$15,534	\$5,165	\$10,714
Peer review of new award applications	0	\$155	\$155
Total award funding	\$15,534	\$16,034	\$16,034
Total number of awards	170	174	174

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Child care access means parents in school

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Higher Education Opportunity Act reauthorized and amended the Higher Education Act of 1965 and changed the reporting requirements for the CCAMPIS program from 18- and 36-month performance reports to annual performance reports. The Department is changing the data collection instrument and program performance measures to reflect this annual data collection. The Department expects to use the same measures as indicated below except that the data will be collected and reported on an annual basis. Once the Department receives baseline data, targets will be established to maintain or improve the level of performance for this measure. Data will be derived from the annual performance report.

Other Performance Information

Previous program performance measures collected and reported data at 18- and 36-month intervals revealed the following data:

Measure: The percentage of CCAMPIS program participants receiving child care services who remain in postsecondary education at the end of the academic year as reported in the program performance report.				
Year	Target		Actual	
	18-month report	36-month report	18-month report	36-month report
2004	64.0	79.5	66.0	74.0
2005		80.0		67.0
2007	65.0		74.0	
2008	65.5	81.0	73.0	

Measure: The graduation rate of CCAMPIS program participants in postsecondary education, in other than 4-year schools, as reported in the program performance report.				
Year	Target		Actual	
	18-month report	36-month report	18-month report	36-month report
2004	17.5	22.5	18.0	30.0
2005		23.0		24.0
2007	18.0		17.0	
2008	18.5	23.5	17.0	

Assessment of progress: Performance data for these measures were collected through 18- and 36-month Performance Reports. Although data from the 36-month report are more meaningful for reporting persistence, data are also presented from 18-month reports. This enabled regular annual reporting on program activity. Targets were not established for 2006 because the Department did not receive data in that year due, in large part, to the statute-driven cycle of 18- and 36-month performance reports. The Department did not conduct competitions for new awards in fiscal years 2003 and 2004; those years would have yielded 2006 data. Due to the timing of the data collection for completion—at 18- and 36-months—students attending 4-year institutions and those who enter the program in the later years of the grant would not be able to complete their education before data are collected for the final 36-month report. Therefore, to improve the quality and interpretability of the data used to measure completion, data were collected only from grantees with 2-year programs.

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Child care access means parents in school

The Department revised the grant application and the data collection tool to incorporate new performance measures in March 2007. The new performance report was used by grantees who received an award in fiscal year 2005 and 2006. Analysis of the 18-month performance reports on program participants from the 2006 grant competition indicated that 73 percent, or 2,223, out of 3,061 student parents, persisted or remained enrolled for at least 1 year at their institution. The program exceeded the target set for 2008. For completion, of the 46 respondents, 26 were 2-year schools serving 1,351 student parents. Data show that 17 percent completed their program of study. Performance in 2008 fell short of the program's goal for completion.

The 36-month performance reports received in 2005 provide data on program participants from the 2002 grant competition. The 84 respondents (out of an initial 122 grantees) that reported data on persistence indicated that 67 percent, or 4,289 out of 6,401 student parents, persisted, or remained enrolled for at least 1 year at their institution. For completion, of the 84 respondents, 51 were 2-year schools serving 4,402 student parents. Data show that 24 percent, or 1,038 student parents, completed their program of study, exceeding the target of 23 percent set for 2005.

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

The Department is conducting a study to assess the availability of and need for child care services at institutions of higher education. The main objectives of the study are to describe and document the types and amounts of child care services being provided; to compare child care programs at institutions with CCAMPIS grants and eligible institutions without CCAMPIS grants; and to determine institutional perceptions of how child care services on these campuses contribute to student outcomes. The pre-test for the study's institutional survey revealed that, in the majority of institutions surveyed, the CCAMPIS child care center could not provide data on the number of Pell Grant recipients using child care services and recipients' persistence or graduation status; therefore, the Department is exploring other options, including using NCES/IPEDS data to examine persistence rates among recipients. The first draft of the report is expected June 2009 with the final report scheduled for publication September 2009.

Efficiency Measures

Measure: Federal cost per CCAMPIS student who persists in or graduates from an institution of higher education as reported in the 36-month performance report.		
Year	Target	Actual
2004		\$1,821
2005		2,105
2008	\$2,055	
2009	2,049	
2011	2,045	

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Child care access means parents in school

Assessment of progress: The efficiency measure tracks student cost per successful outcome. This is achieved by dividing the funding amount by the number of students receiving CCAMPIS services who persist in or graduate from a CCAMPIS grantee institution during that specific school year for those grantees that submitted complete annual performance reports. The 36-month performance reports received in 2004 provide data on program participants who received a grant in 2001 and the new and continuation funding associated with the grant. Data for fiscal year 2008 based on 36-month reports from fiscal year 2005 grantees will be available in July 2009. Data will not be available for fiscal years 2006 and 2007 as there were no competitions in 2003 and 2004. The targets were established by increasing the cost per student by 1 percent for each reporting period and increasing the success rate by 1 percentage point for each reporting period. Grantee-level data will be used to identify ways to achieve improved program performance outcomes and efficiencies.

The Department expects to develop a new efficiency measure, consistent with annual program performance reporting—Federal cost per CCAMPIS student who persists in or graduates from an institution of higher education. Data for 2010 will be available in December 2010. Once the Department receives baseline data, targets will be established to maintain or improve the level of performance for this measure. Data will be derived from the annual performance report.

Program Improvement Efforts

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

- *Ensure the reliability of data and use it to improve program effectiveness.* Data are supplied by grantee institutions that attest to the accuracy of the data. The Department revised the grant application and the data collection tool to incorporate the new performance measures in March 2007. The program performance report has been tailored to collect retention and graduation rates by academic term and includes instructions on how to complete the cohort tables to reflect the most accurate information. The Department will continue to improve program effectiveness by further improving data reliability. The Department made additional revisions to the grant application and the data collection tool to address questions raised by grantees on performance measurement in March 2009.
- *Use the findings of an upcoming study and efficiency measure data to target technical assistance.* The Department defined the study details and the contract was awarded in September 2005. The pre-test for the institutional survey revealed that, in the majority of institutions surveyed, the CCAMPIS child care center could not provide data on the number of Pell Grant recipients using child care services and recipients' persistence or graduation status. The Department is exploring other options, including using NCES/IPEDS data. The first draft of the report is expected June 2009 with the final report scheduled for publication September 2009.
- *Develop revised program performance measures consistent with annual data collection reporting requirements.* As a result of recent changes to the CCAMPIS program, the Department is developing revised performance measures consistent with annual data collection reporting requirements.

HIGHER EDUCATION

Teachers for a competitive tomorrow

(America COMPETES Act of 2007, Title VI, Subtitle A, Part I)

FY 2010 Authorization (\$000s): \$151,200 (Section 6113)

\$125,000 (Section 6114)

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
Baccalaureate STEM and foreign language teacher training (Section 6113)	\$1,092	\$1,092	0
Master's STEM and foreign language teacher training (Section 6114)	<u>1,092</u>	<u>1,092</u>	<u>0</u>
	2,184	2,184	0

PROGRAM DESCRIPTION

The Teachers for a Competitive Tomorrow program is designed to enhance and improve teachers' content knowledge by funding the development of master's and baccalaureate level degree programs that provide integrated courses of study in science, technology, engineering, mathematics (STEM), or critical foreign languages (CFL), and teacher education. The program requires that grantees put particular emphasis on encouraging members of groups that are underrepresented in the teaching of STEM or CFL subjects to participate in the program. In addition, the program gives priority to grantees whose primary focus is on placing participants in high-need local educational agencies. Partnerships are eligible to receive grants for up to 5 years each. Partnerships must match 50 percent of the grant amount in cash or in kind.

The program supports two types of activities:

Baccalaureate Degrees in STEM and CFL: The program provides competitive grants to enable partnerships to develop and implement programs that provide courses of study in STEM or CFL subjects that are integrated with teacher education and would lead to a baccalaureate degree in the primary subject matter with a concurrent teacher certification.

Master's Degrees in STEM and CFL: The program provides competitive grants to enable partnerships to develop and implement programs that provide 2- or 3-year part-time master's degree programs in STEM or CFL subject-matter education for teachers in order to enhance the teacher's content knowledge and teaching skills; or programs for professionals in STEM or CFL subjects that lead to a 1-year master's degree in teaching that results in teacher certification.

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Teachers for a competitive tomorrow

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	0 ¹
2006.....	0 ¹
2007.....	0 ¹
2008.....	\$1,966
2009.....	2,184

¹ This program was not authorized prior to fiscal year 2007.

FY 2010 BUDGET REQUEST

The Administration requests \$2.2 million for the Teachers for a Competitive Tomorrow program in fiscal year 2010, the same as the fiscal year 2009 appropriation, of which half would be for the Baccalaureate program and half for the Master's program. The Administration's request would continue funding for the five existing awards through the Baccalaureate program and would allow funding for five new awards through the Master's program. Despite some recent gains, many students—and in particular, those in high-poverty and rural schools—still lack access to a highly-trained teacher in key academic disciplines, such as mathematics, science, and critical foreign languages. This is critical as research shows that students learn more from teachers who are highly qualified in the subject that they teach. This program demonstrates the Administration's commitment to improving student achievement by increasing the number of highly qualified teachers teaching in the STEM of CFL fields in high need schools and school districts.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Baccalaureate Program:			
Number of new awards	5	0	0
Average new award	\$196	0	0
Total new award funding	\$978	0	0
Number of NCC awards	0	5	5
Average NCC award	0	\$197	\$197
Total NCC award funding	0	\$983	\$983
Total award funding	\$978	\$983	\$983
Total number of awards	5	5	5

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Master's Program:			
Number of new awards	2 ¹	0	5
Average new award	\$240	0	\$209
Total new award funding	\$978	0	\$1,045
Number of NCC awards	0	2 ¹	0
Average NCC award	0	\$240	0
Total NCC award funding	0	\$1,055	0
Total award funding	\$978	\$1,055	\$1,045
Total number of awards	2	2	5
Evaluation	0	\$146	\$146
Peer review of new award applications	\$10	0	\$10
Total program funding	\$1,966	\$2,184	\$2,184
Total number of awards	7	7	10

¹ Only two fundable applications were received in fiscal year 2008. Therefore, fiscal year 2008 funds were used to cover the continuation costs for fiscal year 2009 and part of fiscal year 2010 for these grants. Fiscal year 2009 funds will be used to complete funding of these awards, allowing the Masters program to conduct a new competition in fiscal year 2010.

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.

This is a new program and three performance measures have been established. The first measure is the percentage of program participants earning Bachelor's or Master's degree and certification or licensure in a STEM or CFL area. The second performance measure is the percentage of program participants who become a teacher of record in a high-need school. The final performance measure is the percentage of program participants who remain teaching in the STEM or CFL area in a high-need school for 3 or more years. It is expected that data supporting the new measures will be available in the spring of 2010. Once the Department receives these baseline data, targets will be established for the measures. Data from these measures will allow the Department to track the rate at which program participants successfully

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complete the program, as well as employment outcomes for the program. This will allow the Department to track the progress of the program against key legislative and programmatic goals and will provide program managers with important tools to improve program management and performance.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as a program participant who remains in teaching in the STEM or CFL area in a high need school for 3 or more years. This is a new measure and it ties in with program's new performance measures.

The data used to calculate the efficiency measure will come from the program's annual performance report. It is expected that data supporting this measure will be available in the spring of 2010. These data will allow program management to assess the relative efficiency of the program over time and eventually may also allow program managers to compare relative efficiency among programs with similar goals.

HIGHER EDUCATION

GPRA data/HEA program evaluation

(Department of Education Appropriations Act, 2009)

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$609	\$609	0

¹ The program was authorized in fiscal year 2009 through appropriations language. The Administration proposes to continue funding this program in fiscal year 2010 through appropriations language.

PROGRAM DESCRIPTION

The GPRA Data/HEA Program Evaluation program, first funded in fiscal year 2000, enables the Department to obtain data on performance measures needed to measure progress and to carry out evaluations of performance for Higher Education Act (HEA) programs that do not have funds available for such activities. The Department makes a determination each year about the specific kinds of data that are needed to assess the performance of individual programs and gives priority to those that are most critical. In the last 5 years, the majority of funds have been used to help the Department collect data that would otherwise not be available to assess the short- and long-term impacts of programs, and, thereby, to meet the requirements of the Government Performance and Results Act (GPRA). Historically, funds for this program have also supported the State teacher quality accountability reports required by Title II of the HEA, for which data are collected and reported annually. However, because of changes to HEA made by the Higher Education Opportunity Act, it will no longer be necessary to fund this data collection effort through this program.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$980
2006.....	970
2007.....	970
2008.....	609
2009.....	609

FY 2010 BUDGET REQUEST

The Administration requests funding of \$609,000 for GPRA Data/HEA Program Evaluation activities in fiscal year 2010, the same as the fiscal year 2009 appropriation. These funds are necessary to collect and analyze performance data and to conduct program evaluations for those higher education programs that lack funding set-asides to do so. GPRA Data/HEA Program Evaluation funds are a critical source of funding for data for program improvement activities. Continued funding will ensure that higher education programs have access to the

HIGHER EDUCATION

GPRA data/HEA program evaluation

performance information necessary to comply with reporting requirements, assess program effectiveness, make program improvements, and inform budgetary decisions.

Fiscal year 2010 funds will be used to initiate a program evaluation of the TEACH grant program that was created in 2007 by the College Cost Reduction and Access Act. The Department will use remaining funds to initiate additional program evaluations that will provide critical performance data regarding these programs' outcomes and effectiveness and will allow the Department to address program management and implementation issues. The Department is considering initiating studies of programs such as the Minority Science and Engineering Improvement Program, the Fund for the Improvement of Postsecondary Education, and the National Resource Centers that are funded as part of the International Education and Foreign Language Studies Domestic Program. Funds will also used to support the study of the Academic Competitiveness and SMART grants. This ongoing study is designed to examine the effectiveness of these programs in encouraging students to pursue more rigorous coursework in high school, to examine the relationship between rigorous coursework and college outcomes, and to understand the impact that need-based aid may have on student choice of major.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Accountability Data Collection			
State teacher quality accountability report	\$250	0	0
Program Evaluations			
Academic competitiveness and SMART grants study	305	\$609	\$106
Minority Institutions study	50	0	0
FIPSE study	4 ¹	0	0
TEACH study	0	0	250
Other Program Evaluations	0	0	253
Total program funding	609	609	609

¹ Final settlement of indirect rates for the 2002 FIPSE study.

PROGRAM PERFORMANCE INFORMATION

Since fiscal year 2000, GPRA Data/HEA Program Evaluation program funds have been used for data collection, analysis, or evaluation studies for 16 of the 21 programs authorized under HEA that do not have statutory authority to use program funds for such activities. These activities have played an important role in reporting performance data, making program improvements, informing budgetary decisions, and conducting program assessments. In addition, program funds have been used to support the State teacher quality accountability reports required by Title II of the HEA and an evaluation of the Academic competitiveness and SMART grants.

HIGHER EDUCATION

Underground railroad program

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

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

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

PROGRAM DESCRIPTION

The Underground Railroad program provides discretionary grants to one or more non-profit educational organizations that are established to house, display, interpret, and communicate information regarding artifacts and other materials relating to the history of the Underground Railroad, including the lessons to be drawn from such history. These grants are used to establish facilities that house, display, and interpret artifacts, and to make the interpretive efforts available to elementary and secondary schools, institutions of higher education, and the general public.

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

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$2,204
2006.....	1,980
2007.....	1,980
2008.....	1,945
2009.....	1,945

FY 2010 BUDGET REQUEST

The Administration proposes \$1.9 million for the Underground Railroad program, the same as the 2009 level. The Administration believes that the Underground Railroad is an important part of American history. It recognizes the sacrifices made by those who used the Underground

HIGHER EDUCATION

Underground railroad program

Railroad in search of freedom from tyranny and oppression and the sacrifices made by the people who helped them.

The story and significance of the Underground Railroad can best engage the American people through the establishment of facilities to house, display, interpret, and communicate information regarding artifacts and other materials relating to this part of our history. The Underground Railroad Program recognizes the Underground Railroad's significance as a crucial element in the evolution of the national civil rights movement and its relevance in fostering the spirit of racial harmony and national reconciliation.

Federal funds help offset substantial start-up costs associated with establishing museum facilities, and assist nonprofit educational organizations in building public-private partnerships and creating endowment funds to support ongoing operations.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of new awards	2	2	2
Average new award	\$972	\$972	\$972
Total program funding	\$1,944	\$1,944	\$1,944
Peer review of new award applications	\$1	\$1	\$1
Total award funding	\$1,945	\$1,945	\$1,945

PROGRAM PERFORMANCE INFORMATION

Other Performance Information

Grants made in prior fiscal years have succeeded in spreading the story of the Underground Railroad to the American people. One grantee, the National Underground Railroad Freedom Center (NURFC), located on the banks of the Ohio River in downtown Cincinnati, Ohio, opened in August 2004. The NURFC made considerable progress (regionally and nationally) in increasing understanding and awareness of the Underground Railroad. The grantee expanded Underground Railroad sites to 60 locations and will increase that number as a result of revisions to the network hardware for the Freedom Station Program; published a quarterly newsletter; added a library that has one of the largest collections in the world on slavery and slavery resistance; organized and led numerous meetings nationally with various organizations to advance appreciation of the Underground Railroad through increased collaborative programs and activities; and continued work on network software development to produce tutorials and other activities that use technology to promote awareness of the Underground Railroad. Between fiscal years 1999 and 2008, the NURFC received 60 percent, or just under \$12 million, of the \$19.8 million appropriated in the history of the Underground Railroad program.

HIGHER EDUCATION

Underground railroad program

The Freedom Center's first summer camp—Summer Freedom Journeys UGRR Camp—served nearly 5,000 youth during the months of July and August 2005; the Family Search Genealogy Center served more than 1,000 family research visitors each month in 2005 and provided Saturday genealogy workshops for the public; more than 67,000 school children toured the Freedom Center by the end of June 2005; two new Freedom Stations were confirmed—they include the California African American Museum and the West Charter Historical Society; four Teacher Institutes were successfully launched; “Race Divides the Seminoles” Web Quest was completed and made available online and “The North Star: Harriet Tubman” website was completed; and the Freedom Center unveiled its first “Race Relations in Cincinnati Report.”

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

HIGHER EDUCATION

College access challenge grants

(Higher Education Act of 1965, Title VII, Part E)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
College Access Challenge Grants (mandatory)	\$66,000 ¹	0	-\$66,000

¹ Mandatory funds were made available in fiscal years 2008 and 2009 by the College Cost Reduction and Access Act, P.L. 110-84 (September 27, 2007; 121 Stat. 784).

PROGRAM DESCRIPTION

The College Access Challenge Grant program is designed to foster partnerships among Federal, State and local government entities and philanthropic organizations through matching challenge grants aimed at increasing the number of underrepresented students who enter and remain in postsecondary education. Program funds are awarded as 2-year formula grants to States (or to philanthropic organizations if a State does not meet program requirements) based on the relative number of persons between the ages of 5 and 17 and 15 and 44 living below the poverty line with no State receiving less than a half of 1 percent of the funds appropriated for a fiscal year. Poverty status data for participating States are obtained from the Census Bureau.

Funds awarded under the College Access Challenge Grant program may be used for a variety of activities, including providing information to students and families on postsecondary education planning, benefits, opportunities, financing options and career preparation; assisting students in completing the Free Application for Federal Student Aid (FAFSA); engaging in outreach activities; offering professional development for middle and secondary guidance counselors and college student financial aid and admissions administrators; providing need-based grant aid; repaying student loans or subsidizing lower interest rates; and offering tutoring/mentoring services, and other support services. Grantees must give students in families with incomes below the poverty line priority for activities and services supported through this program. States receiving grants under the College Access Challenge Grant program may award subgrants to one or more nonprofit organizations or a partnership of such organizations to carry out these activities.

States are guaranteed a minimum allocation of no less than 0.5 percent of the total amount appropriated for the program in each fiscal year. The statute requires a non-Federal matching contribution of not less than 1/3 of the costs of the project activities and services, which may be provided through in-kind and/or cash contributions. States may use no more than 6 percent of sum of the Federal grant and the required non-Federal share amount for administrative purposes.

HIGHER EDUCATION

College access challenge grants

The Higher Education Opportunity Act amended the Higher Education Act by making each State's receipt of funds under this program contingent upon maintaining its support for higher education at a level equivalent to the average for the previous 5 academic years. For this calculation, State support for higher education includes State expenditures for non-capital and non-direct research and development activities at public institutions of higher education in the State as well as State provisions for student financial aid at private institutions within the State. The Department does not currently have the data available to calculate the required maintenance of effort levels for States. Until such data are available, the Department has asked States to certify that they are meeting the maintenance of effort requirement in their applications for funding.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	0 ¹
2006.....	0 ¹
2007.....	0 ¹
2008.....	\$66,000
2009.....	66,000

¹ This program was not authorized prior to 2008.

FY 2010 BUDGET REQUEST

The Administration requests no funding for the College Access Challenge Grant program in 2010. Instead, the Administration is requesting \$2.5 billion in mandatory funding over 5 years for a new College Access and Completion Fund in the Student Financial Assistance Account, which focuses on the twin goals of access and completion and strongly encourages States to experiment and learn from their research.

The Administration believes the College Access and Completion Fund would offer a more comprehensive and focused approach to increasing college access and completion rates among low-income students than existing efforts like the College Access Challenge Grant program that are less focused and are not well targeted. The College Access and Completion Fund would give States considerable resources and flexibility to develop and implement programs that would improve college attainment for the neediest students. While there are a number of programs that are focused on increasing access and success in college for low-income students, there has been little national focus on college completion as a goal or as part of a coordinated strategy on access and completion. The intent of the proposed College Access and Completion Fund program is to engage States in the challenge of improving college attainment among the neediest students by challenging States to expand the knowledge about what works in this area by testing, evaluating, and bringing to scale experimental approaches in improving college completion.

HIGHER EDUCATION

College access challenge grants

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of formula grants	56	57 ¹	0
Average award	\$1,173	\$1,158	0
Total award funding	\$65,667	\$66,000	0

¹ Fifty-seven entities are eligible for awards under this program. In 2008, Palau did not apply for a grant. The Department expects Palau to apply in 2009.

HIGHER EDUCATION

Byrd Honors Scholarships

State or Other Area	2008 Actual	Recovery Act Estimate	2009 Estimate	2010 Estimate	Change from 2009 Estimate
Alabama	603,000	0	610,500	610,500	0
Alaska	97,500	0	97,500	97,500	0
Arizona	849,000	0	877,500	877,500	0
Arkansas	369,000	0	376,500	376,500	0
California	5,067,000	0	5,037,000	5,037,000	0
Colorado	612,000	0	631,500	631,500	0
Connecticut	454,500	0	456,000	456,000	0
Delaware	108,000	0	109,500	109,500	0
District of Columbia	58,500	0	60,000	60,000	0
Florida	2,143,500	0	2,169,000	2,169,000	0
Georgia	1,296,000	0	1,344,000	1,344,000	0
Hawaii	156,000	0	148,500	148,500	0
Idaho	208,500	0	216,000	216,000	0
Illinois	1,720,500	0	1,729,500	1,729,500	0
Indiana	847,500	0	861,000	861,000	0
Iowa	382,500	0	385,500	385,500	0
Kansas	370,500	0	375,000	375,000	0
Kentucky	535,500	0	543,000	543,000	0
Louisiana	583,500	0	585,000	585,000	0
Maine	156,000	0	156,000	156,000	0
Maryland	733,500	0	735,000	735,000	0
Massachusetts	784,500	0	790,500	790,500	0
Michigan	1,360,500	0	1,359,000	1,359,000	0
Minnesota	673,500	0	679,500	679,500	0
Mississippi	406,500	0	411,000	411,000	0
Missouri	762,000	0	772,500	772,500	0
Montana	118,500	0	120,000	120,000	0
Nebraska	234,000	0	237,000	237,000	0
Nevada	333,000	0	348,000	348,000	0
New Hampshire	165,000	0	166,500	166,500	0
New Jersey	1,131,000	0	1,129,500	1,129,500	0
New Mexico	271,500	0	265,500	265,500	0
New York	2,434,500	0	2,410,500	2,410,500	0
North Carolina	1,141,500	0	1,183,500	1,183,500	0
North Dakota	78,000	0	76,500	76,500	0
Ohio	1,504,500	0	1,510,500	1,510,500	0
Oklahoma	472,500	0	478,500	478,500	0
Oregon	462,000	0	469,500	469,500	0
Pennsylvania	1,537,500	0	1,540,500	1,540,500	0
Rhode Island	129,000	0	129,000	129,000	0
South Carolina	559,500	0	571,500	571,500	0
South Dakota	103,500	0	105,000	105,000	0
Tennessee	772,500	0	795,000	795,000	0
Texas	3,378,000	0	3,472,500	3,472,500	0
Utah	402,000	0	420,000	420,000	0
Vermont	75,000	0	73,500	73,500	0
Virginia	960,000	0	979,500	979,500	0
Washington	826,500	0	834,000	834,000	0
West Virginia	210,000	0	211,500	211,500	0
Wisconsin	712,500	0	723,000	723,000	0
Wyoming	64,500	0	67,500	67,500	0
American Samoa	60,000	0	60,000	60,000	0
Guam	60,000	0	60,000	60,000	0
Northern Mariana Islands	60,000	0	60,000	60,000	0
Puerto Rico	567,000	0	567,000	567,000	0
Virgin Islands	60,000	0	60,000	60,000	0
Freely Associated States	60,000	0	0	0	0
Indian set-aside	0	0	0	0	0
Undistributed (non-State allocations)	1,230	0	1,000	1,000	0
Total	40,283,730	0	40,642,000	40,642,000	0

HIGHER EDUCATION

College Access Challenge Grants

State or Other Area	2008 Actual	Recovery Act Estimate	2009 Estimate	2010 Estimate	Change from 2009 Estimate
Alabama	1,128,810	0	1,128,810	0	(1,128,810)
Alaska	330,000	0	330,000	0	(330,000)
Arizona	1,348,705	0	1,348,705	0	(1,348,705)
Arkansas	706,129	0	706,129	0	(706,129)
California	7,678,868	0	7,678,868	0	(7,678,868)
Colorado	852,698	0	852,698	0	(852,698)
Connecticut	419,179	0	419,180	0	(419,180)
Delaware	330,000	0	330,000	0	(330,000)
District of Columbia	330,000	0	330,000	0	(330,000)
Florida	3,116,708	0	3,116,708	0	(3,116,708)
Georgia	2,089,027	0	2,089,027	0	(2,089,027)
Hawaii	330,000	0	330,000	0	(330,000)
Idaho	330,000	0	330,000	0	(330,000)
Illinois	2,411,050	0	2,411,050	0	(2,411,050)
Indiana	1,223,581	0	1,223,581	0	(1,223,581)
Iowa	474,145	0	474,145	0	(474,145)
Kansas	501,000	0	501,584	0	(501,584)
Kentucky	1,019,425	0	1,019,425	0	(1,019,425)
Louisiana	1,239,533	0	1,239,533	0	(1,239,533)
Maine	330,000	0	330,000	0	(330,000)
Maryland	615,592	0	615,592	0	(615,592)
Massachusetts	879,879	0	879,879	0	(879,879)
Michigan	2,092,786	0	2,092,786	0	(2,092,786)
Minnesota	735,025	0	735,025	0	(735,025)
Mississippi	932,499	0	932,499	0	(932,499)
Missouri	1,148,535	0	1,148,535	0	(1,148,535)
Montana	330,000	0	330,000	0	(330,000)
Nebraska	330,000	0	330,000	0	(330,000)
Nevada	383,809	0	383,809	0	(383,809)
New Hampshire	330,000	0	330,000	0	(330,000)
New Jersey	1,097,047	0	1,097,047	0	(1,097,047)
New Mexico	556,798	0	556,798	0	(556,798)
New York	4,017,131	0	4,017,131	0	(4,017,131)
North Carolina	1,898,667	0	1,898,671	0	(1,898,671)
North Dakota	330,000	0	330,000	0	(330,000)
Ohio	2,268,044	0	2,268,044	0	(2,268,044)
Oklahoma	915,418	0	915,434	0	(915,434)
Oregon	697,006	0	697,006	0	(697,006)
Pennsylvania	2,105,061	0	2,105,061	0	(2,105,061)
Rhode Island	330,000	0	330,000	0	(330,000)
South Carolina	989,701	0	989,701	0	(989,701)
South Dakota	330,000	0	330,000	0	(330,000)
Tennessee	1,410,814	0	1,410,814	0	(1,410,814)
Texas	6,262,491	0	6,262,491	0	(6,262,491)
Utah	433,354	0	433,354	0	(433,354)
Vermont	330,000	0	330,000	0	(330,000)
Virginia	1,010,007	0	1,010,008	0	(1,010,008)
Washington	1,116,302	0	1,116,302	0	(1,116,302)
West Virginia	448,769	0	448,769	0	(448,769)
Wisconsin	911,111	0	911,111	0	(911,111)
Wyoming	330,000	0	330,000	0	(330,000)
American Samoa	330,000	0	330,000	0	(330,000)
Guam	330,000	0	330,000	0	(330,000)
Northern Mariana Islands	330,000	0	330,000	0	(330,000)
Puerto Rico	2,592,042	0	2,594,690	0	(2,594,690)
Virgin Islands	330,000	0	330,000	0	(330,000)
Freely Associated States	0	0	330,000	0	(330,000)
Indian set-aside	0	0	0	0	0
Other (non-State allocations)	0	0	0	0	0
Total	65,666,746	0	66,000,000	0	(66,000,000)