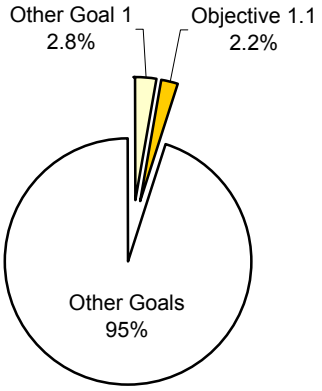
Performance Detail

Objective 1.1: Link Federal Education Funding to Accountability for Results

To create a culture of accountability, the Department supported accountability systems for state education systems, as well as measures to determine effective programs and to link program costs and value.

Inputs: Allocating Funds



- Of ED's total FY 2002 appropriation, $1.2 billion supported Objective 1.1 activities. This is about 2 percent of ED's appropriation and 43 percent of the allocation for Goal 1.
- Programs that support this objective include:
  - Title I.
  - Vocational Education.
  - State assessments and enhanced assessment instruments.
- $36 million of ED salaries and expenses funds contributed to the $1.2 billion supporting Objective 1.1.

Implementation: Checking Progress

To address Objective 1.1, the Department developed 4 strategies:

- Provide technical assistance.
- Publish a national education performance report.
- Create performance-based grants.
- Support Department programs that work.

Action Step Progress

G	20
Y	1
R	0

Within these strategies, the Department developed 21 action steps to be completed across FY 2002 and FY 2003, which made up about 30 percent of the action steps for Goal 1. At the end of FY 2002, 20 steps were on track for timely completion (green); 1 more was progressing but merited monitoring (yellow). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

Indicator Status

Green	Yellow	Red
1	0	1

(1 Incomplete)

The Department identified 3 indicators to measure FY 2002 success in meeting Objective 1.1. We exceeded our target for 1 indicator (green), and we did not meet the target for 1 indicator (red). One indicator is incomplete (data are not expected).

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Issue regulations for complete accountability systems.
- Refine program-specific performance indicators to improve our capacity to show program effectiveness on OMB's Program Assessment Rating Tool (PART).
- Produce a national education report.

- Redesign discretionary grant applications to focus on applicants' potential to produce results.

Objective 1.1: Link Federal Education Funding to Accountability for Results

Linking federal education funding to meaningful results and outcomes is essential to the creation of a culture of achievement in America's education system. The identification of effective federal education spending allows policymakers to identify success and failure and to take corrective action when necessary. To link education funding to results, the Department has focused on evaluating programs for effectiveness and on creating rules for the accountability provisions of No Child Left Behind.

No Child Left Behind, the President's key legislative initiative guiding funding for schools, contains accountability provisions designed to inform educators, parents, and Department officials of school performance. Key accountability provisions in No Child Left Behind mandate the release of school performance information to parents, continuous improvement in schools, and the creation of accountability systems to monitor yearly progress of schools.

To monitor the effectiveness of federal education programs' spending, the Department is expanding an initiative to evaluate its programs for effectiveness. In identifying the link between results and funding, the Department seeks to change the way that it works with states and grantees by working to fund effective programs and schools that use effective practices to educate children.

Inputs: Allocating Funds

Title I grants to states are the Department's primary vehicle for focusing on accountability in state and local school systems. States' immediate reception of the No Child Left Behind law reflects an increased national focus on accountability and performance.

The most recent reauthorization of the Perkins Vocational and Technical Education Act mandated data accountability systems so that states and local education systems would establish a baseline for increased performance and thereafter document achievements. We expect that the upcoming reauthorization of the Perkins Vocational and Technical Education Act will have a continued focus on effective national data systems.

Assessment of all our nation's students is the driver behind the Department's ongoing focus on accountability systems. These assessments provide the data that allows us to determine national progress. Continued progress is the underlying foundation of No Child Left Behind.

Implementation: Checking Progress

During FY 2002 the Department issued instructions to program offices to incorporate performance data in the FY 2004 budget request. This reflects an increasing emphasis on determining the effectiveness of Department spending through linking performance data to future budget proposals and advocating changes in the evaluation of grantees.

In conjunction with the Office of Management and Budget (OMB), the Department conducted reviews of 17 programs and 1 administrative function using the Program Assessment Rating Tool (PART). These 17 programs collectively represent more than 39 percent of our budget. Reviews were conducted through a collaborative process that included OMB, our Budget Service, our Strategic Accountability Service, and representatives of the affected program office. We provided adequate opportunity for all parties to contribute to and to react to draft versions of the results. Our work was part of a government-wide effort to establish a systematic, structured process to rate programs for internal management and

budgetary considerations. (See Appendix D for an overview of the PART process and the Department programs that were reviewed.)

To help parents and education agencies understand the new provisions of No Child Left Behind, the Department distributed guidance and technical assistance through guides, publications, public meetings, and Internet resources. To reach parents, the Department held four three-day meetings in FY 2002 on the new provisions of Title I in No Child Left Behind; these were in Denver, Colorado; Hartford, Connecticut; Orlando, Florida; and Chicago, Illinois. Additionally, the Department developed and finalized Title I regulations governing assessments, report cards, and various other provisions.

To reach state education officials with responsibility for serving limited English proficient students, the Department met with 85 percent of Title III directors in workshops on new Title III requirements. Twenty-two states participated in one of four follow-up teleconferences to address any questions or concerns about the new law.

To more effectively monitor the spending of funds, the Department issued guidance to offices and programs recommending the incorporation of performance data for the FY 2004 budget proposal. and began drafting legislative proposals to make past performance a key factor in awarding grants.

The Department developed the plan and gathered the data for the first annual National Education Performance Report covering state progress on 11 indicators.

Impact: Measuring Status

In an effort to link spending to results, the Department established indicators related to the percentage of effective programs and the percentage of states with accountability systems that meet the criteria of No Child Left Behind.

Owing to the complexity of the provisions for state accountability systems, the Department was unable in FY 2002 to complete the regulations clarifying the statutory definition of Adequate Yearly Progress, a key factor in implementing the accountability provisions of No Child Left Behind. Thus we were unable to determine how many states have accountability systems that meet the requirements. We expect to be able to measure this in FY 2003. We do note that historical data on approvals under the predecessor legislation show a positive trend. However, because of the complexity of the requirements of No Child Left Behind, we anticipate that fewer states will have complete systems in FY 2003 under No Child Left Behind than had complete systems in FY 2002 under the predecessor legislation.

For the percentage of effective programs and the percentage of program dollars in effective programs, we include in our analysis programs with funding of at least $20 million, but we exclude programs under that amount ("small programs"). Beginning in FY 2002, we implemented a procedure to identify effective programs based on Section IV "Program Results" of the PART reviews. We compared the number of programs with documented effectiveness to the number of programs we administer (excluding small programs). No conclusion should be drawn that programs not identified as effective are necessarily ineffective. Of the 17 programs reviewed, 5 met our criteria for showing effectiveness. These effective programs represent 5 percent of our programs (excluding small programs), which fell short of our target of 9 percent. However, these effective programs represent 26 percent of the amount appropriated for our programs (excluding small programs); thus we far exceeded our target of 13 percent.

Improvements: Making Changes

The Department will issue regulations for Title I accountability systems early in FY 2003. Once these regulations are final, we will implement the process for determining which states have accountability systems that meet No Child Left Behind, and thus we will be able to collect the data and report on the measure regarding state accountability systems.

To increase the percentage of programs that are shown to be effective, the Department needs more complete information on program results. In FY 2003 we will improve the quality of our program-specific GPRA performance indicators and related data. Our Strategic Accountability Service will provide assistance to program managers in this process. To support improved indicators, we will begin to develop common performance measures for programs with similar goals. This endeavor will build upon OMB's efforts to develop uniform evaluation metrics for programs in the job training area, a program area where we have a large role.

In FY 2003 the Department will issue the first National Education Performance Report, which will report on a number of performance indicators. The report will contain high-quality data from a variety of sources that the Department collects on K–16 public education. Data will be compiled, analyzed, and presented in an accessible report format that allows a state-by-state comparison of each indicator and will serve as a baseline for subsequent reports examining the implementation of No Child Left Behind requirements.

Indicators for Objective 1.1

Indicator 1.1.1: The percentage of states with complete school accountability systems in place as required by the No Child Left Behind Act.

Data for this indicator are incomplete and not expected.

Indicator Status

I

Incomplete

Fiscal Year	Percentage of States With Complete Accountability Systems Under No Child Left Behind		
	Historical	Actual	Target
1999	NA	NA	
2000	21 (under IASA)	NA	
2001	30 (under IASA)	NA	
2002	40 (under IASA)		30

NA – not applicable

Source

Department of Education. Program files from the Office of Elementary and Secondary Education.

Data Quality

The historical figures shown above reflect the percentage of states with assessment systems in reading and mathematics fully approved by the Department under provisions of the Improving America's Schools Act of 1994 (IASA); they are shown here to reflect assessment system approval trends. To determine whether a state's system meets the requirements, the Department appoints a panel of peer reviewers to conduct an in-depth analysis of materials that the state submits. This analysis is based on a Peer Reviewer Guide developed by the Department. Department experts review the results of the peer panel, and senior management makes a final determination. The Student Achievement and School Accountability Programs office, which administers the Title I program, maintains records of the peer reviews and final determinations.

The No Child Left Behind Act of 2001, whose assessment and accountability provisions are more extensive and complex, will inform the future assessment of accountability systems. The Department will develop a similar process for review and approval of state systems of accountability.

Related Information

Final Rules for Consolidated State Applications to the U.S. Department of Education is available at http://www.ed.gov/legislation/FedRegister/finrule/2002-2/052202a.html or http://www.ed.gov/legislation/FedRegister/finrule/2002-2/052202a.pdf.

Additional Information

Under No Child Left Behind, states are required to have assessment systems by school year 2005–2006. However, we expect that many states will complete the requirement in advance of the deadline; thus, our targets show a gradual increase from FY 2002 to FY 2006.

The No Child Left Behind Act establishes the framework for a school accountability system for all states, the District of Columbia, and Puerto Rico. Because of the complexity of the state accountability systems

required by No Child Left Behind, the Department has determined that regulation is necessary. Until regulations are final, the details of what comprises a "complete school accountability system" are not determined. Without final definitions, it is not possible to determine which states have such a system.

Historical data represent states that met requirements under the Elementary and Secondary Education Act as reauthorized by the Improving America's Schools Act (IASA). Requirements under No Child Left Behind are more extensive, so states that met prior requirements may not yet meet new requirements.

Indicator 1.1.2 and 1.1.3: The percentage of Department programs that demonstrate effectiveness in terms of outcomes, either on performance indicators or through rigorous evaluations, and the percentage of Department program dollars that are in those effective programs.

The Department did not meet its target for Indicator 1.1.2. The Department exceeded its target for Indicator 1.1.3.

Fiscal Year	1.1.2 Percentage of Effective Programs		1.1.3 Percentage of Dollars in Effective Programs	
	Actual	Target	Actual	Target
1999	NA		NA	
2000	NA		NA	
2001	4		3	
2002	5	9 (BL + 5 PP)	26	13 (BL + 10 PP)
G	Indicator Status Red		Indicator Status Green	

BL = baseline (2001) PP = percentage points

Source

U.S. Department of Education. Program Assessment Rating Tool (PART), Preliminary Results for Programs Assessed in FY 2002.

Data Quality

The Department based these indicators on programs with appropriations of at least $20 million.

In FY 2002 we implemented a procedure to identify effective programs based on the PART reviews conducted by the Office of Management and Budget (OMB). (See Appendix D for a description of the PART review process.) We believe there are several advantages to basing this indicator on PART reviews. PART reviews focus on program results, and results are the critical attribute of an effective program. Additionally, PART reviews were conducted through a collaborative process that included OMB, our Budget Service, our Strategic Accountability Service, and representatives of the affected program office, with adequate opportunity for all parties to contribute to and to react to draft versions of the review. Finally, using the PART opens the possibility of government-wide comparisons.

One limitation of this approach is that only programs that participated in the PART review process were eligible to be identified as effective. We compared programs with documented effectiveness to all

programs. No conclusion should be drawn that programs not identified as effective are necessarily ineffective.

For the purpose of determining program effectiveness, we analyzed the results of Section IV of the PART instrument, which specifically evaluates program results. We rated a program effective if its score on section IV was 50 percent or greater. The five questions in this section are:

- Has the program demonstrated adequate progress in achieving its long-term outcome goal(s)?
- Does the program (including program partners) achieve its annual performance goals?
- Were program goals achieved within budgeted costs and established schedules?
- Does the performance of this program compare favorably to other programs with similar purpose and goals?
- Do comprehensive, independent, quality evaluations of this program indicate that the program is effective and achieving results?

OMB conducted PART reviews on 17 Department programs, which are listed in Appendix D. Using the rubric described above, we identified the following programs as effective:

- Comprehensive School Reform
- National Assessment of Educational Progress
- National Center for Education Statistics
- Pell Grants
- Vocational Rehabilitation State Grants

For Indicator 1.1.2, we compared the number of effective programs with the number of programs that had an appropriation of at least $20 million. In FY 2002, we administered a total of 175 programs; 99 of these had an appropriation of at least $20 million; 5 of these were identified as effective, as listed above.

For Indicator 1.1.3, we compared the appropriation total for the 5 effective programs with the appropriation total for the 99 programs that had an appropriation of at least $20 million. These 5 programs accounted for $14,221 million of the $55,576 million appropriated for programs of at least $20 million.

Our FY 2001 baseline figures were based on the alignment of GPRA performance measures to program goals, general quality of GPRA performance measures, and quality of data for those measures. Here, too, we limited the analysis to programs of at least $20 million.

Related Information

Information about the OMB PART process is available at http://www.whitehouse.gov/omb/budintegration/part_assessing2004.html.

Results from program studies conducted by the Department's Planning and Evaluation Service are available at http://www.ed.gov/offices/OUS/PES/evalpub_resources.html.

Additional Information

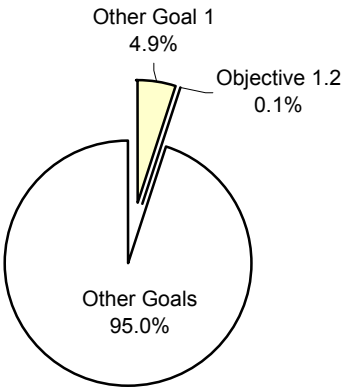
See appendix D for a description of the PART process and a list of the Department programs that were reviewed in FY 2002.

Objective 1.2: Increase Flexibility and Local Control

In FY 2002 the Department worked to give states and local education agencies flexibility over the use of federal funds while increasing accountability for results. This flexibility was implemented in grant programs for flexibility under No Child Left Behind and in customer service and data collection burden reduction initiatives.

Inputs: Allocating Funds

- Of ED's total FY 2002 appropriation, $67.4 million supported Objective 1.2 activities. This is about 0.1 percent of ED's appropriation and 2 percent of the allocation for Goal 1.
- Programs that support this objective include:
  - Charter Schools.
  - Magnet Schools.
- $7 million of ED salaries and expenses funds contributed to the $67.4 million supporting Objective 1.2.



Implementation: Checking Progress

To address Objective 1.2, the Department developed 5 strategies:

- Publicize flexibility provisions to the states.
- Publicize flexibility provisions to local districts.
- Foster a customer service orientation at the Department.
- Increase flexibility within other federal programs.
- Reduce data collection and reporting burden while increasing the usefulness of data.

Action Step Progress

G	15
Y	1
R	2

Within these strategies, the Department developed 18 action steps to be completed across FY 2002 and FY 2003, which made up about 25 percent of the action steps for Goal 1. At the end of FY 2002, 15 steps were on track for timely completion (green); 1 more was progressing but merited monitoring (yellow); and 2 needed intervention by senior management to ensure completion (red). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

The Department identified 4 indicators to measure FY 2002 success in meeting Objective 1.2. We met or exceeded the target for 1 indicator (green), and we did not meet the target for 1 indicator (red). One is incomplete (data are not expected). We also set a baseline for 1 indicator.

Indicator Status

Green	Yellow	Red
1	0	1

(1 Incomplete)
(1 Baseline)

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Collect data on state and local participation in flexibility programs and waivers.
- Create strategies to promote and encourage the use of Local-Flex and Ed-Flex.
- Improve customer service orientation and provide better technical assistance for flexibility and local control provisions.

Objective 1.2: Increase Flexibility and Local Control

To promote the unprecedented flexibility provisions of No Child Left Behind, the Department worked to increase the availability of information about flexibility to states, develop guidance on flexibility provisions, reduce regulatory burdens on Department customers, and publicize flexibility provisions targeted to state and local education agencies.

To facilitate these changes, the Department increased its service orientation and identified ways to reduce data collection. Revising regulations, consolidating data collections, and reducing the data collection burden upon states will mean that educators use less time on federal paperwork requirements and more time on improving schools.

Inputs: Allocating Funds

To increase local control in the spending of federal education funds, the Department promoted flexibility provisions to state and local education agencies. The Department also promoted charter and magnet schools to give parents options to traditional geography-based school assignments. This approach gives state and local education officials more control over the use of federal education funding and gives parents increased flexibility in choosing better schools.

Flexibility provisions allow state and local education agencies to focus federal funding to target specific areas of need in schools. These provisions permit local and state school officials to effectively use federal funds for demonstrating Annual Yearly Progress, a key factor used by the Department to determine the quality of schools.

Magnet school grants assist in the desegregation of public schools by supporting the elimination, reduction, and prevention of minority group isolation in elementary and secondary schools. To meet the statutory purposes of the program, projects must support the development and implementation of magnet schools that assist in the achievement of systemic reform and that challenge students with high academic achievement standards.

The Public Charter Schools program provides financial assistance for the planning, design, or initial implementation of charter schools. The program also evaluates charter school effectiveness and promotes the expansion of high-quality charter schools across the nation. Through these programs, the Department works to expand parental school choice options and to give states the flexibility to use Department funding and local control to improve student achievement.

Implementation: Checking Progress

In FY 2002 the Department introduced changes intended to foster cooperation between the states and the Department; these are key to the success of the implementation of No Child Left Behind flexibility provisions.

To promote flexibility provisions, the Department identified eligible state and local education agencies, distributed guidance, and provided technical assistance to encourage their participation. To help state education officials implement Rural Education Achievement Program provisions, we worked to identify eligible local education agencies. In conjunction with the American Association of School Administrators, we publicized Ed-Flex waiver eligibility and application information to 5,000 eligible school districts. We provided technical assistance and briefings to help state and local finance officers manage federal funds targeted by flexibility provisions. In addition to these efforts, Department staff

worked across programs to include information on the flexibility provisions in program guidance for programs related to the Department's flexibility provisions and programs.

The Department conducted a Customer Satisfaction Survey of Chief State School Officers to assess the effectiveness of our technical assistance provision, customer service, and guidance distribution. Given the recent changes to accountability provisions and new flexibility and local control provisions under No Child Left Behind, providing good technical assistance and customer service is critical to the implementation of the new law. Thus, measuring our success in providing services and products to customers is expected to give the Department the information needed to expand effective practices and to make improvements in providing services and products to educators and the public. Chief State School Officers who administer the school systems of the states, the District of Columbia, and Puerto Rico were asked to respond to a questionnaire about the effectiveness and quality of the Department's services and products in the following areas: technical assistance, specific products and services, the Department's use of the Web, and the documentation we make available. A summary question probed the Chief's overall satisfaction with the Department's products and services

To reduce the time that education administrators devote to submitting data and completing paperwork, the Department made progress in several initiatives designed to streamline data collections and reduce regulatory burdens. In FY 2002 the Department continued to reduce its burden hour estimate for data collections. Through the FED-UP project, the Department published new regulations designed to streamline and reduce data collection on institutions of higher learning. The Performance Based Data Management Initiative identified common data elements collected from states from different Department programs in an effort to reduce duplicate data collections.

Impact: Measuring Status

To measure the increase of flexibility and local control, the Department used four indicators. The first two measure the participation of state and local educational agencies in key flexibility grant programs—Ed-Flex and Local-Flex. The third indicator measures the burden of data collection; the fourth assesses customer satisfaction of our grantees.

In FY 2002 the Department granted the Ed-Flex waiver authority to 10 states. To be eligible for Ed-Flex, states must have an approved accountability system in place. A key component of these requirements, Adequate Yearly Progress (AYP), was amended in Title I of the No Child Left Behind Act of 2001 and was not finalized in FY 2002 owing to the complexity of the law and the lengthy rule-making process required to implement it. Because Title I requirements were not published in FY 2002, states could not apply for Ed-Flex. The 10 current Ed-Flex states received the waiver authority under the Improving America's Schools Act.

The local flexibility indicator includes three distinct provisions—the Rural Education Achievement Program (REAP), the Local Flexibility Demonstration Program (Local-Flex), and Local Transferability Provisions. REAP, which serves approximately 4,700 school districts, operated for one year under the Improving America's Schools Act. However, the Department chose not to collect data on that year because provisions were modified in No Child Left Behind. Since Local-Flex provisions go into effect in school year 2002–2003, no states participated in FY 2002. The Department expects to report on flexibility participation in FY 2003. In FY 2002 the Department did not create any guidance on transferability provisions.

The Department worked diligently in FY 2002 to reduce the burden of data collection, and we exceeded our target by reducing the estimated burden hours by more than 4 million hours.

Forty-nine of 52 Chief State School Officers responded to the FY 2002 Customer Satisfaction Survey administered by the Department. In response to a single summary question, 63 percent of the 49 Chiefs

were satisfied overall with the quality of the Department's products and services. Other responses to questionnaire items revealed that 92 percent of the Chiefs agreed with the statement "The movement toward collecting data from the states over the Web is a helpful improvement " and 75 percent of respondents agreed that "The information sent by ED on Title I accountability provisions was helpful." When asked about technical assistance, 37 percent agreed that "Overall, I am not satisfied with the quality of the Department's technical assistance" and 63 percent disagreed with the statement. A table in the Additional Information section of Indicator 1.2.4 shows the results for each questionnaire item.

Improvements: Making Changes

To encourage states to apply for an Ed-Flex waiver, the Department is developing technical assistance to help states understand and meet state accountability requirements in order to make more states eligible to apply for Ed-Flex.

To inform state and local education agencies of transferability provisions, the Department is creating guidance for the implementation of the Transferability program.

Indicators for Objective 1.2

Indicator 1.2.1: The percentage of school districts utilizing transferability or rural flexibility provisions.

Data for this indicator are incomplete and not expected.

Indicator Status

Incomplete

Fiscal Year	Percentage of School Districts Utilizing Transferability or Rural Flexibility Provisions	
	Actual	Target
1999	NA	
2000	NA	
2001		
2002		BL + 5 PP

NA – not applicable

Source

Department of Education. Program Files of the Office of Elementary and Secondary Education.

Related Information

More information on Local-Flex is available at http://www.ed.gov/flexibility/#prog. More information on REAP is available at http://www.ed.gov/flexibility/#reap.

Additional Information

The measures in this indicator are based on the provisions for the Rural Education Achievement Program (REAP), the Local Flexibility Demonstration Program (Local-Flex), and Local Transferability Provisions. Although REAP was initially implemented in July 2001, its provisions were modified under the No Child Left Behind Act of 2001. Under No Child Left Behind, eligibility for REAP was expanded to include multiple formulas to encourage states and local education agencies to apply for REAP. Thus, in FY 2002 the REAP program operated for a single year under provisions set forth in the Improving America's Schools Act (IASA). Since FY 2002 REAP activity was based on IASA provisions, the Department decided not to collect data until FY 2003, when regulations under No Child Left Behind will be fully implemented.

The Local-Flex program was not in effect for FY 2002. In FY 2003 the Secretary intends to select local education agencies with which to enter into Local-Flex agreements during the initial grant competition. Information on this program is expected to be available for FY 2003. The Department did not create guidance for Local Transferability Provisions in FY 2002.

Indicator 1.2.2: The number of states approved for Ed-Flex.

The Department did not meet its target for this indicator.

Indicator Status

Red

Fiscal Year	Number of States Approved for Ed-Flex	
	Actual	Target
1999	12	
2000	13	
2001	9	
2002	10	15

Source

Department of Education. Program Files of the Office of Elementary and Secondary Education

Data Quality

Data are validated by the count of successful Ed-Flex applications. No data limitations have been noted.

Related Information

Information on Ed-Flex Partnership Act Resources is available at http://www.ed.gov/offices/OESE/EDFLEX/EDFLEXTBLS2.html - application.

Additional Information

States are eligible for the Ed-Flex waiver if Title I standards and accountability requirements such as Adequate Yearly Progress and approved accountability systems are met. Because Title I accountability requirements as amended by No Child Left Behind are more stringent than those under its predecessor statute, it is expected that more states will consider Ed-Flex upon meeting Title I requirements.

Ed-Flex was first enacted in 1994 as a demonstration program in the Goals 2000: Educate America Act, limited to 12 states. By statute, states receive Ed-Flex authority for up to five years. The Education Flexibility Partnership Act of 1999 allowed any state educational agency that met the eligibility criteria to receive Ed-Flex authority. In 1999 states participating in the demonstration program lost the Ed-Flex waiver if the stronger accountability provisions of the Education Flexibility Partnership Act were not met.

Indicator 1.2.3: The OMB burden hour estimates of Department program data collections per year.

The Department exceeded its target for this indicator.

Indicator Status

Green

Fiscal Year	Data Collection Burden Hours	
	Actual	Target
1999	42.07 M	
2000	40.93 M	
2001	40.65 M	
2002	36.26 M	40.5 M

Source

Department of Education. Program Files of the Office of the Chief Information Officer

Data Quality

Data are validated by internal review procedures of the Regulatory Information Management Group (RIMG) of the Office of the Chief Information Officer (OCIO). Data are estimated for all of the Department's data collections from the public. The Department makes initial estimates, and OMB later provides revised estimates. In the table above, FY 1999–2001 figures are OMB estimates, whereas FY 2002 is a Department estimate, pending OMB review. We have, however, found that OMB revisions do not result in significant changes.

Related Information

The information collection document sets of all OMB-approved collection efforts, as well as those collections waiting for OMB approval (pending), are available at http://edicsweb.ed.gov.

Indicator 1.2.4: The percentage of Department grantees that express satisfaction with ED customer service.

The Department set a baseline for this indicator.

Indicator Status

B

Baseline

Fiscal Year	Department Grantees Satisfied With ED Customer Service	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002	63%	Set Baseline

Source

U.S. Department of Education. Survey on Satisfaction of Chief State School Officers.

Data Quality

The Department collected data for this indicator from a questionnaire distributed to 52 Chief State School Officers. Chief State School Officers anonymously answered the questionnaire, which asked about satisfaction with customer service, technical assistance, Web utilization, and documentation. The survey was developed and results were tabulated and processed by a contracted service with expertise in survey development and analysis.

Additional Information

Satisfaction of Chief State School Officers on all questionnaire items (percentages): United States, 2002

Survey question	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply/ don't know
	(Percentage of state officers)				
Technical assistance					
I feel that I have a personal relationship with a senior ED officer who can help answer my questions about the law	14	51	22	8	4
When I seek technical assistance from ED, I have difficulty reaching someone knowledgeable who can help me	6	27	61	4	2
ED staff are very responsive in working with me to find an answer to the issues I present to them	8	57	29	4	2
My requests for technical assistance from ED are **not** answered in a timely manner	4	39	37	6	14
ED's guidance and technical assistance for all programs have been updated to reflect research-based instruction	4	20	47	8	20
Overall, I am **not** satisfied with the quality of ED's technical assistance	6	31	55	8	0
Specific products and services					
The information sent by ED on Title I accountability provisions	10	65	14	6	4

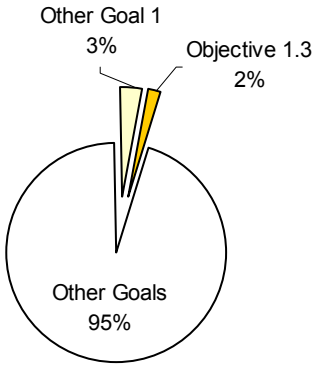
was helpful					
ED provided helpful assistance in using technology to improve instruction	2	33	22	6	37
The application process for ED's No Child Left Behind programs is easy to use	4	37	33	12	14
ED's use of the Web					
I can **not** find the materials I need through ED's online resources	2	14	57	8	18
The movement toward collecting data from the states over the Web is a helpful improvement	27	65	0	0	8
ED's documentation					
ED's documents are clearly written	4	57	31	2	6
ED's documents are **not** well organized so I can find what I need	0	29	59	6	6
ED's documents are comprehensive and provide everything I need to resolve the questions that I face	0	20	67	10	2
Overall satisfaction					
Overall, when I think of **all** of ED's products and services (and not just those listed above), I am satisfied with their quality	2	61	33	0	4

Objective 1.3: Increase Information and Options for Parents

During FY 2002 the Department sought to increase parental options, information about schools, and the expansion of supplemental education services through the implementation of No Child Left Behind provisions.

Inputs: Allocating Funds

- Of ED's total FY 2002 appropriation, $875 million supported Objective 1.3 activities. This is about 2 percent of ED's appropriation and 31 percent of the allocation for Goal 1.
- Programs that support this objective include:
  - IDEA Grants to States.
  - IDEA Grants for Infants and Families.
  - Charter Schools.
- $15 million of ED salaries and expenses funds contributed to the $875 million supporting Objective 1.3.



Implementation: Checking Progress

To address Objective 1.3, the Department developed 4 strategies:

- Require school report cards.
- Support charter schools.
- Provide choices to children trapped in failing or unsafe schools.
- Expand choice in other federal programs.

Within these strategies, the Department developed 24 action steps to be completed across FY 2002 and FY 2003, which made up about 34 percent of the action steps for Goal 1. At the end of FY 2002, 16 steps were on track for timely completion (green); 2 more were progressing but merited monitoring (yellow); and 6 needed intervention by senior management to ensure completion (red). We anticipate that we will fully implement all action steps by the end of FY 2003.

Action Step Progress

G	16
Y	2
R	6

Impact: Measuring Status

The Department identified 3 indicators to measure FY 2002 success in meeting Objective 1.3. We did not meet the target for 1 indicator (red), and 2 indicators are incomplete (data are not expected).

Indicator Status

Green	Yellow	Red
0	0	1

(2 Incomplete)

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Measure the percentage of parents who obtain enough information to determine school effectiveness.
- Promote charters school in an effort to boost charter schools enrollment.

- Measure the percentage of students in schools chosen by their parents.

Objective 1.3: Increase Information and Options for Parents

To successfully implement new No Child Left Behind flexibility and school choice provisions, the Department must inform parents and educators of the changes and new options available under the new law. Information about school performance is a very important resource that parents can use to evaluate school effectiveness. This information also allows school administrators to assess and monitor school quality on the basis of systemic measures applied to other local schools. With the provision of adequate information about parental options and school performance, parents will be able to hold schools accountable for performance in addition to having the information they need to get the best public education for their children.

In FY 2002 the Department focused on outreach efforts across the country to inform parents of these new options. Key to this effort has been the formulation of guidance in print and on the Internet explaining, in plain language, relevant information about No Child Left Behind provisions.

Inputs: Allocating Funds

During FY 2002 the Department worked to inform parents of school choice options and Department programs to help parents of children in failing schools get the best possible education during and after school. New choice options and expanded supplemental services under Title I of the Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind and the Public Charter Schools program give parents the opportunity to transfer children to a better performing public school in the school district or to a high-quality charter school in the area.

Eligibility for choice and supplemental services provisions is determined by school performance as measured by State Accountability Systems required under Title I of the ESEA by the Department. Parents of students attending schools identified by the Department as schools in need of improvement or as unsafe schools are eligible for services under school choice and supplemental services provisions.

The Public School Choice Provisions of No Child Left Behind allow parents of children in poorly performing and unsafe schools to choose a school within the local district with higher academic performance. Supplemental Services Provisions of the ESEA as amended by No Child Left Behind give parents access to after-school tutoring and instruction for children in schools that fail to meet accountability targets for three consecutive years. These services are designed to increase academic achievement, particularly in reading, mathematics, and the arts. Supplemental Services Provisions also allow parents to choose tutoring and instruction providers. Supplemental Services can be provided by schools; institutions of higher learning; and non-profit, for-profit, and faith-based organizations.

Charter schools provide parents with an alternative to traditional neighborhood schools. Charter schools generally offer alternative educational frameworks and teaching styles so that parents can find the best educational opportunities for their children.

Implementation: Checking Progress

In FY 2002 initiatives to increase information and options for parents have involved developing guidance and conducting workshops and in-service training sessions. The Department provided sessions for parents, local and state education officials, and members of the private school community. These sessions were designed to explain new rules and regulations to educators and to provide information so that parents would be aware of the school choice and supplemental services provisions of No Child Left

Behind. We published guidance to parents on public school choice requirements and supplemental services options in addition to issuing guidance to states on publishing report cards that provide performance information, as required by No Child Left Behind.

To expand our work with charter schools, we funded projects to conduct research on charter schools and students with disabilities. This research is expected to inform future technical assistance to charter schools serving children with disabilities. We also distributed guidance to parents about charter schools.

Impact: Measuring Status

To measure increased information and options for parents in FY 2002, the Department defined indicators measuring charter school enrollment, the extent to which parents have the information needed to make choices, and the prevalence of parents making a choice of the school their child would attend.

In FY 2002 charter school enrollment increased over prior years, but fell short of the target the Department had set.

The Department did not collect data in FY 2002 regarding parents having information and making school choices, but expects to collect this information in FY 2003.

Improvements: Making Changes

Through the National Household Education Survey, the Department expects to collect data in FY 2003 on the percentage of students attending a school their parents have chosen.

We are distributing guidance and information to encourage parents to consider charter schools. We are using both publications and our Web site to promote charter school enrollment. Since No Child Left Behind is relatively new, the effort to distribute guidance on charter school programs and provisions is important so that parents are aware of new school choice options. The Department sponsors a charter schools Web site, http://www.uscharterschools.org, where information on federal assistance for charter schools can be found.

As legislative proposals are considered for the re-authorization of other Department programs, the Department will consider provisions that support providing parents with more information and choices about their children's education.

Indicators for Objective 1.3

Indicator 1.3.1: The percentage of parents who report having the information they need to determine the effectiveness of their child's school.

Data for this indicator are incomplete and not expected.

Indicator Status

Incomplete

Fiscal Year	Percentage of Parents Who Report Having the Information to Determine School Effectiveness	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002		Set Baseline

NA = not applicable

Additional Information

The Department did not develop a measurement tool for this indicator in FY 2002. We expect to report on this indicator in FY 2003; those results will serve as the baseline.

Indicator 1.3.2: The percentage of students in grades K–12 that are attending a school (public or private) that their parents have chosen.

Data for this indicator are incomplete and not expected.

Indicator Status

Incomplete

Fiscal Year	Percentage of Students in Grades K–12 That Are Attending a School (Public Or Private) That Their Parents Have Chosen	
	Actual	Target
1999	15	
2000	NA	
2001	NA	
2002		18

Source

National Household Education Survey

Related Information

The National Household Education Survey Web site is available at http://nces.ed.gov/nhes/.

Information on parental involvement gleaned from this and other sources is available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001076.

Information about the Before and After School Survey is available at http://nces.ed.gov/nhes/Main/aspa.asp.

Additional Information

This indicator will be measured by a question in the National Household Education Survey (NHES) in early 2003. The NHES was last conducted in 1999.

In 2002 the National Center for Education Statistics asked the same questions to parents of children in

Indicator 1.3.3: The number of children attending charter schools.

kindergarten through eighth grade in the "Before and After School Programs and Activities" survey. NCES is currently examining raw survey data and expects to release it to the public in the fall of 2003.

The Department did not meet its target for this indicator.

Fiscal Year	Number of Children Attending Charter Schools (in Thousands)	
	Actual	Target
1999	252,009	
2000	478,000	
2001	546,000	
2002	575,000	690,000

Source

Department of Education. *State of Charter Schools 2000: Fourth-Year Report.*

Center for Education Reform. *National Charter School Directory 2001-2002*

Data Quality

The Department collected charter school enrollment data through a four-year national study of charter schools. The 1999 data were taken from the last such study titled State of Charter Schools 2000: Fourth-Year Report. For FY 2000 and FY 2001, the Department used data that are collected, validated, and reported by the states and requested data by telephone. States have varying methods for collection and

varying standards for defining charter schools and enrollment. FY 2002 data have been taken from the work of the Center for Education Reform, which collected data by a telephone survey using methods similar to those used by the Department in FY 2000 and FY 2001.

Related Information

The Center for Education Reform's statistics and highlights page offers current year enrollment figures. It is available at http://www.edreform.com/pubs/chglance.htm#Charter%20Schools%20in%20Operation,%20Fall%202002.

The Department sponsors an independent Web site that has information about charter schools. It is available at http://www.uscharterschools.org/.

The "State of Charter Schools 2000: Fourth Year" is available at http://www.ed.gov/pubs/charter4thyear/.

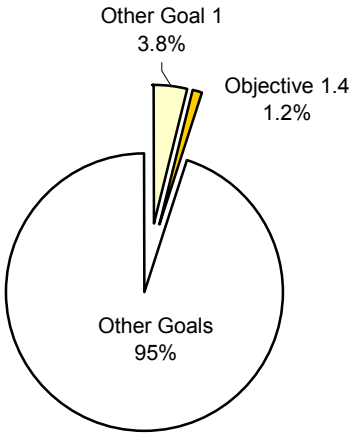
Additional Information

The Center for Education Reform counts enrollment at the beginning of the school year. FY 2002 data for this indicator are taken from the Center for Education Reform's statistics for the 2001–2002 school year (SY). SY 2001–2002 data are used because they measure actual enrollment in FY 2002, which covers October 2001 to September 2002. The Center published enrollment statistics for SY 2002–2003 in November 2002; the total enrolment count for SY 2002–2003 is 675,000, which will be our data for FY 2003.

Objective 1.4: Encourage the Use of Scientifically Based Methods within Federal Education Programs

One of the key tenets of No Child Left Behind is that federal funds should support research and instruction grounded in scientifically based research principles. During FY 2002 the Department worked to implement this change by adopting these methods in its publications and programs.

Inputs: Allocating Funds



- Of ED's total FY 2002 appropriation, $650 million supported Objective 1.4 activities. This is about 1.2 percent of ED's appropriation and 23 percent of the allocation for Goal 1.
- Programs that support this objective include:
  - IDEA Grants to States and Grants for Infants and Families.
  - 21st Century Community Learning Centers.
  - Title I
  - Reading First
  - Teacher Quality
  - National Institute on Disability and Rehabilitation Research (NIDRR)
- None of ED salaries and expenses funds contributed to the $650 million supporting Objective 1.4.

Implementation: Checking Progress

To address Objective 1.4, the Department developed 3 strategies:

- Develop "what works" guides for each Department program.
- Revise guidance documents to reflect scientifically based research.
- Work with Congress to embed scientifically based research in all federal programs.

Action Step Progress

G	7
Y	1
R	0

Within these strategies, the Department developed 8 action steps to be completed across FY 2002 and FY 2003, which made up about 11 percent of the action steps for Goal 1. At the end of FY 2002, 7 steps were on track for timely completion (green); 1 more was progressing but merited monitoring (yellow). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

The Department identified 2 indicators to measure FY 2002 success in meeting Objective 1.4. We did not meet the target for 2 indicators (red).

Indicator Status

Green	Yellow	Red
0	0	2

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Further develop the What Works Clearinghouse and evidence-based education research.
- Develop systems to improve the quality of NIDRR data and evaluation for use in making future funding decisions and allocations, including integrating GPRA-based concepts of outcomes and impacts.

Objective 1.4: Encourage the Use of Scientifically Based Methods within Federal Education Programs

The use of scientifically based methods is critical to successfully implementing legislative and policy goals and to providing clear evidence of effective practices to educators and other decision-makers. By working to include scientifically based standards and information in new publications and products and in performance-oriented management systems, the Department seeks to improve education research and operational efficiency. The focus on evidence, results, and scientific methodology also increases the relevance of Department research and products and their usefulness to the public, educators, and other partners.

This focus is an important part of the implementation of Education and Rehabilitation legislation under the Department's authority. One of the key tenets of No Child Left Behind is that federal funds should support research and instruction to identify effective teaching practices. This will provide teachers tools for teaching, such as scientifically proven methods, lessons, materials, and professional development. The emphasis on high-quality research is also inherent in Title II of the Rehabilitation Act, as amended in 1998. The Department is currently working with other federal agencies to implement the goals of the Administration's New Freedom Initiative for People with Disabilities, which seeks to improve the lives of people with disabilities of all ages by increasing access to technology, improving educational opportunities and employment outcomes, and promoting full participation in community life.

The intent of Objective 1.4 is integrally related to Goal 4, which calls for raising the quality and relevance of research funded or conducted by the Department to better meet the needs of our customers. Together, producing rigorous and relevant research and utilizing scientifically based methods to guide decision-making contributes to a culture of achievement that is vital to improving all federal education programs, as well as to those pertaining to disability and rehabilitation research.

Inputs: Allocating Funds

The National Institute on Disability and Rehabilitation Research (NIDRR) encourages the active involvement of persons with disabilities and the public in knowledge development, production, and utilization activities. NIDRR funds the following three broad types of research programs or inputs: Rehabilitation Research and Training Centers (RRTCs), Rehabilitation Engineering Research Centers (RERCs), and Model Systems.

Grantees funded under the RERC program produce new knowledge in the substantive disability area deemed technology for access and function. RERC grantees focus on technology to lessen the effects of sensory loss, mobility impairment, chronic pain, and communications difficulties. They also work to eliminate barriers to fully accessible transportation, communications, and housing for individuals with disabilities.

Grantees funded under the RRTC program produce new knowledge and offer training and information in the following substantive disability areas: health and function; community integration and independent living; and employment and associated areas. Health and function RRTC research addresses problems in individual care and in services and supports for people with disabilities.

Grantees funded under NIDRR's Model Systems program establish innovative projects for the delivery, demonstration, and evaluation of comprehensive medical, vocational, and other rehabilitation services in the subject areas of spinal cord injury, traumatic brain injury, and burn rehabilitation. The work of the Model Systems begins at the point of injury and ends with successful re-entry into full community life. Thus, the model systems have made significant research contributions in the area of health and function.

NIDRR recognizes that this grantee-produced knowledge is the building block in the foundation of the house of what works. But what works cannot be determined until new knowledge and products are disseminated and used by the various stakeholders and until end-user feedback about the usefulness of resources and materials is received. To reach diverse and changing populations, NIDRR funds Knowledge Dissemination and Utilization Centers (KDUs), which present research results in many different and accessible formats and use technology appropriately.

Implementation: Checking Progress

To encourage the use of scientifically based methods in Department programs, the Department plans to begin incorporating standards for rigor, relevance, and performance measurement in research sponsored or published by the Department. Several actions were taken to develop standards for research publications and to improve program review.

NIDRR's Program Review System (PRS) is the vehicle for conducting grantee process and outcomes evaluation. To conduct both types of evaluation, NIDRR convenes an external panel of expert reviewers representing different stakeholder groups. These expert reviewers identify strengths and weaknesses and provide advisory feedback to grantees and NIDRR on what is working and what is not working.

In FY 2002 the following major changes were made to the evaluation component of the PRS: re-orientating the program review system to incorporate the new Government Performance Results Act–based definitions of performance components and measuring and reporting outcomes as well as outputs. NIDRR re-designed and implemented a user-friendly Web site serving as the "one-stop shop" for program review information for grantees, reviewers, and NIDRR staff. NIDRR also produced numerous technical assistance materials and conducted teleconferences to help grantees, reviewers, and staff understand the complex interdependent relationships among standards for research rigor, relevance, and performance measurement. Surveys used by reviewers and grantees to evaluate performance and evaluation effectiveness were revised. NIDRR also developed a data-entry and analysis system that expedites the production of high-quality reports and created an in-house Web-based online program review document library to store these reports. These reports contain information that is incorporated into NIDRR's planning and evaluation systems and used to raise the standards associated with an ever-improving culture of achievement.

In FY 2002 the Department began developing standards and processes for creating "what works" guides. This effort was led by the Office of Educational Research and Improvement (OERI) and involved many program offices. OERI awarded an $18.5 million contract for the What Works Clearinghouse, which will assess and report evidence relating to what works in education in multiple topic areas.

Impact: Measuring Status

To measure this objective, the Department established indicators for both the number of guides produced and for how many of them met standards of high quality, as determined by an independent panel.

Although the Department made progress on laying the groundwork for "what works" guides, we were not yet able to finalize the criteria for judging "what works" and did not produce any such guides for publication.

Improvements: Making Changes

In FY 2002 NIDRR refined its evaluation and reporting systems and evaluation products to improve the quality of performance data and analyses and increase the use of scientifically based methods in assessing the results of disability and rehabilitation research. Recent actions taken by NIDRR to implement the new GPRA-based definitions of performance measurement also reflect theoretical developments in the evaluation and accountability literature that shift the focus from compliance and productivity to a greater emphasis on outcomes evaluation and a demonstration of the relevance of research results for end-users. Taken together, these refinements and innovations lay the groundwork for producing evidenced-based guidelines of "what works," while strengthening the link between performance and budgetary decision-making.

Examples of planned improvement activities include refinements in data collection systems, performance measurement tools, and the "centers of excellence" evaluation criteria. An additional improvement activity will involve developing more effective technical assistance tools to build capacity among grantees and program staff in utilizing scientifically based methods and research to make evidenced-based management and strategic planning decisions. This will better align NIDRR's data collection and evaluation systems. As a result of this alignment, NIDRR will have evidence to improve the scientific basis on which it evaluates performance and makes funding decisions.

These improvements have already produced evidence that recently implemented changes are contributing to improvements in constituent satisfaction with evaluation systems and the quality of research conducted by grantees. An analysis of process evaluation data reviewed from December of 2001 to September of 2002 indicates an increase in satisfaction ratings on the effectiveness of the design and the usefulness of the information.

Similarly, quantitative data from constituent reviewers' ratings of grantees' performance based on the "centers of excellence" criteria indicate that 68 percent of centers undergoing review in FY 2002 achieved the benchmark for the GPRA indicator applying to research quality and usefulness to customers by receiving an average score of "good to excellent" in both the conduct of scientific research and the "relevance" of findings. This represents a substantial increase over the 53 percent of centers meeting the GRPA standard for scientific excellence based on data from Formative Program Reviews conducted in FY 2001. Numerous additional analyses are planned for FY 2003 to further evaluate the effects of changes and anticipated improvements in NIDRR's evaluation and reporting systems.

Indicators for Objective 1.4

Indicator 1.4.1: The percentage of Department programs that have developed and disseminated research-based "what works" guides to their grantees.

The Department did not meet its target for this indicator.

Indicator Status

R

Red

Fiscal Year	Percentage of Programs With "What Works" Guides	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002	0	10

NA = not applicable

Source

Information from the Office of English Language Acquisition, Office of Special Education and Rehabilitative Services, Office of Educational Research and Improvement, and Office of Elementary and Secondary Education.

Additional Information

The Department has worked on developing standards for research-based "what works" guides and expects to develop and disseminate these guides in FY 2003. In some cases, contracts are already in place to assist in the development of these guides.

Indicator 1.4.2: The percentage of "what works" guides that are deemed to be of high quality by and independent review panel of qualified scientists.

The Department did not meet its target for this indicator.

Indicator Status

R

Red

Fiscal Year	Percentage of "What Works" Guides That Are High Quality	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002	0 out of 0	90

Source

Information from the Office of English Language Acquisition, Office of Special Education and Rehabilitative Services, Office of Educational Research and Improvement, and Office of Elementary and Secondary Education.

Additional Information

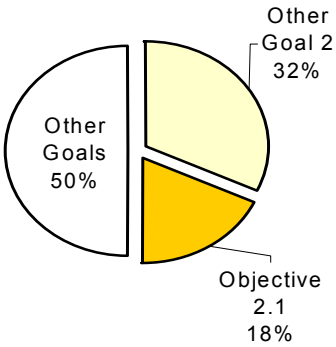
Because no guides were completed, the Department did not convene a review panel for "what works" guides in FY 2002. We expect to have publication review criteria and a scientific review panel in place during FY 2003.

Objective 2.1: Ensure That All Students Read on Grade Level by the Third Grade

Overall reading scores for fourth graders on the National Assessment of Educational Progress (NAEP) did not improve from 1992 to 2000. To challenge this reality, the No Child Left Behind Act puts reading first and sets a goal that all children will read on grade level by third grade.

Inputs: Allocating Funds

- Of ED's total FY 2002 appropriation, $9.9 billion supported Objective 2.1 activities. This is about 18 percent of ED's appropriation and 35 percent of the allocation for Goal 2.
- Programs that support this objective include:
  - Title I.
  - IDEA Grants to States.
  - Reading First and Early Reading First.
  - Even Start
- $25 million of ED salaries and expenses funds contributed to the $9.9 billion supporting Objective 2.1.



Implementation: Checking Progress

To address Objective 2.1, the Department developed 5 strategies:

- Promote early cognitive development.
- Publicize the rigorous research on reading instruction.
- Encourage early identification and intervention of reading difficulties.
- Include special education students in state reading assessments.
- Ensure that English language learners meet rigorous standards.

Action Step Progress

G	20
Y	0
R	3

Within these strategies, the Department developed 23 action steps to be completed across FY 2002 and FY 2003, which made up about 32 percent of the action steps for Goal 2. At the end of FY 2002, 20 steps were on track for timely completion (green), and 3 needed intervention by senior management to ensure completion (red). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

The Department identified 12 indicators to measure FY 2002 success in meeting Objective 2.1. Twelve indicators are pending (data are not yet available).

Indicator Status

Green	Yellow	Red
0	0	0

(12 Pending)

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Provide states with technical assistance and monitoring to ensure that all subgroups of students, especially migrant students and students with limited English proficiency, are not exempted from state assessments.
- Promote the use of reading instruction based on scientifically based research.
- Track reading achievement data for students in grades K–3.

Objective 2.1: Ensure That All Students Read on Grade Level by the Third Grade

Teaching young children to read is among the most critical educational priorities facing this country. Fortunately, this area has some of the best and most rigorous research. The Department is helping states and districts apply this research to teach all children to read. By teaching all children to read well by the end of third grade, we will ensure that all students advance to later grades well prepared to achieve their full academic potential. The Department is focused on improving student achievement for all students, especially children in the nation's most disadvantaged schools and communities.

To ensure that no child is left behind, the Department is implementing programs and strategies nationwide with the goal of having every child reading by grade level or above by the end of third grade. A strong focus on early reading instruction is the academic cornerstone of No Child Left Behind, which recognizes the importance of both improving student reading achievement and implementing programs and strategies scientifically proven to be effective. Scientifically based reading research has identified the essential components of reading instruction. When children receive explicit and systematic instruction in these areas, virtually every child can be taught to read well. Taken together, the complementary research-based programs, practices, and tools required by No Child Left Behind will give teachers across the nation the skills and support they need to teach all children to read fluently by the end of third grade.

Inputs: Allocating Funds

The $900 million state formula Reading First grants for FY 2000, along with the Early Reading First and Even Start funds, clearly establish reading as the Department's first priority for improving student achievement. The new Reading First initiative provides significant funding for scientifically based reading instruction. Six-year grants made to the states are then competed to the local districts. Local recipients implement scientifically based reading programs and administer screening, diagnostic, and monitoring assessments to identify and overcome reading barriers. Grantees also provide professional development for K–3 teachers in the essential components of reading instruction. The Early Reading First program makes competitive awards to entities to support early language, literacy, and prereading development of preschool-age children, particularly those from low-income families. Recipients will use instructional strategies and professional development drawn from scientifically based reading research to help young children attain the fundamental prereading and language skills they will need for optimal reading development in kindergarten and beyond. The Even Start Family Literacy program provides low-income families with integrated literacy services for parents and their young children (birth through age 7).

Major funding for "putting reading first" also comes from Title I Grants to local educational agencies (LEAs). Funds from these formula grants to the states provide supplemental education funding to LEAs and schools, especially those in high-poverty, high-need areas. The primary purpose of Title I is to ensure equal educational opportunity for all children regardless of socioeconomic background and to close the achievement gap between poor and affluent children by providing additional resources for schools serving disadvantaged students.

Part B of the Individuals with Disabilities Education Act (IDEA) provides IDEA Grants to States on a formula basis to assist in meeting the excess costs of providing special education and related services to children with disabilities. Most funds provided to the states must be passed on to local educational agencies. Although IDEA funds are targeted to a group of students (those with disabilities) rather than to a particular subject, resources from IDEA grants support reading instruction (as well as other

instructional purposes) for these students. The No Child Left Behind Act makes states accountable for the academic success of students with disabilities; these students are required to participate in the National Assessment of Educational Progress (NAEP) and state reading assessments. IDEA grants help provide resources to meet state accountability standards.

Because no child is to be left behind in the reading initiative, English Language Acquisition Grants were made available in FY 2002 to all states for the purpose of providing language instruction to limited English proficient (LEP) and immigrant students. Local entities, funded through these grants, have the flexibility to choose the method of instruction to be used in teaching LEP children, but states are held accountable for the success of the curricula. No Child Left Behind requires states to test LEP students for reading and language arts in English after they have attended school in the United States for three consecutive years.

Additional funding for the implementation of activities supporting improved student achievement comes from the 21st Century Community Learning Centers (21st CCLC) program. The 21st CCLC program directs funds to after-school learning opportunities at neighborhood centers. One important activity housed in these centers is after-school tutoring in mathematics and reading.

Implementation: Checking Progress

Department actions to ensure that all students read on grade level by third grade include the awarding of Reading First grants to states. The Office of Elementary and Secondary Education convened an expert panel to review and approve state applications for Reading First funds. Eleven states have been approved for funding as of September 30, 2002; the expert panel will continue to review proposals on a rolling basis until September 2003 or until all states have been awarded Reading First funds. The Department provides technical assistance to teams from nearly every state and territory through a series of ongoing workshops, starting with the four nationwide Secretary's Reading Leadership Academies and continuing through various single-issue workshops across the nation. Other activities completed in the reading improvement effort include printing several reading guides for parents: *Helping Your Child Become a Reader, Helping Your Child with Homework,* and *Helping Your Preschool Child,* all of which were available for distribution in September 2002. The Department also published *Putting Reading First: The Research Building Blocks for Teaching Children to Read.*

The Office for Civil Rights (OCR), as owners of several action steps related to reading improvement, completed activities with two school districts in the area of minorities and special education. Discussions with these districts emphasized the importance of using scientifically based reading and instructional materials. OCR also worked with two state educational agencies on program evaluations related to English Language Learning (ELL) as well as monitoring 49 ELL resolution agreements. During the fourth quarter of 2002, OCR Enforcement Offices conducted six outreach efforts specifically focused on ELL parents. ELL parents received assistance from the Office of Intergovernmental and Interagency Affairs (OIIA), which prepared a Spanish language translation of the ELL Guide.

The Office of Educational Research and Improvement (OERI) held four meetings with the Interagency Coordinating Committee on Early Childhood (ICECC). OERI and ICECC continue to cooperate on specific research plans and activities to launch a public information campaign about preschool curricula that promote early cognitive development of children.

Impact: Measuring Status

The National Assessment of Educational Progress (NAEP) fourth-grade reading assessments are used by the Department as an indicator of student achievement in reading. Targets for fourth-grade students were set for FY 2002. Reports on the Department's success in meeting the FY 2002 targets for all fourth-

grade students and for disaggregated groups of students will be available in April 2003. The subgroups for which targets have been set include African American and Hispanic students, limited English proficient students, students with disabilities, and low-income students. The Department will report these data in our *FY 2003 Performance and Accountability Report* and compare results with the targets set for FY 2002.

The Even Start Family Literacy Program, one of the programs that support early reading readiness, was evaluated by the Office of Management and Budget (OMB) in 2002. The OMB Program Assessment Rating Tool (PART) found that Even Start was unable to document effectiveness. However, results from three states that have conducted their own evaluations are more positive than the national results.

Two IDEA grants programs that contribute to the funding for improving reading achievement, Grants for Infants and Families and Preschool Grants, were evaluated in 2002 with the PART. The Grants for Infants and Families program was rated very high in the Program Purpose & Design category. The Program Purpose & Design are very conducive to reading readiness because these grants focus on the developmental needs of infants and toddlers with disabilities and provide improved access to services for these children. The Program Results rating was less positive because no data are available for this program related to outcome measures for children with disabilities. A longitudinal study related to this program is under way and should provide some information on short and long-term outcomes for children served through this program. The second IDEA grant program evaluated with a PART is the Preschool Grant program. The Preschool Grant program, in the Program Purpose & Design category, was identified as serving a specific need—providing services that help ensure that all preschool children with disabilities enter school ready to learn. Because the Preschool Grant program does not have quantifiable long-term performance goals related to child outcomes, the PART ranked it low in the Strategic Planning and Program Results categories.

Improvements: Making Changes

The Department's reading initiative boldly transforms the focus of reading instruction. Old systems of evaluating the success of new educational interventions often result in long waits for outcome data. The Department wants to know immediately whether a new reading program is having an impact. We are currently working toward doing a rigorous field trial of specific interventions related to reading instruction.

In addition to using fast-response data collection mechanisms, the Department will engage in a longer-term descriptive study of the reading programs implementation. The Reading First program's success in helping state and local educational agencies deliver research-based, high-quality reading instruction will be evaluated through an independent organization as authorized in No Child Left Behind. The five-year evaluation will assess student performance, assessments, state reading standards, targeted assistance subgrants, instructional materials, professional development, teacher preparation, and student motivation. The Early Reading First initiative will be evaluated, and a final report is due September 30, 2006.

Additionally, because of the requirements of No Child Left Behind, NAEP data will be released six months after the assessment. The Department's National Center for Education Statistics (NCES), which administers the NAEP, will strive for a shorter turnaround of scores, while maintaining the same high standards for data quality.

Indicators for Objective 2.1

For this objective, our Strategic Plan included some indicators of provisions that do not go into effect until a subsequent year, such as the number of states that meet their targets for third-grade reading achievement. These measures were shown in our Annual Plan (without targets) to provide continuity. However, they are not indicators for FY 2002 and are not included in this report.

Indicators 2.1.1 and 2.1.2: Reading Achievement. The percentage of all fourth-grade students scoring at or above the basic and proficient level on the NAEP.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

	NAEP Reading: All 4th-Grade Students			
	2.1.1 Percentage at or above Proficient		2.1.2 Percentage at or above Basic	
Fiscal Year	Actual	Target	Actual	Target
1999	NA		NA	
2000	29		59	
2001	NA		NA	
2002		30		60
	Indicator Status P Pending		Indicator Status P Pending	

NA = not applicable

Indicators 2.1.3 and 2.1.4: Reading Achievement. The percentage of low-income fourth-grade students scoring at or above the basic and proficient levels on the NAEP.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

	NAEP Reading: Low Income 4th-Grade Students			
	2.1.3 Percentage at or above Proficient		2.1.4 Percentage at or above Basic	
Fiscal Year	**Actual**	**Target**	**Actual**	**Target**
1999	NA		NA	
2000	13		39	
2001	NA		NA	
2002		14		40
	Indicator Status P Pending		Indicator Status P Pending	

Indicators 2.1.5 and 2.1.6: Reading Achievement. The percentage of African-American fourth-grade students scoring at or above the basic and proficient levels on the NAEP.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

	NAEP Reading: African American 4th-Grade Students			
	2.1.5 Percentage at or above Proficient		2.1.6 Percentage at or above Basic	
Fiscal Year	Actual	Target	Actual	Target
1999	NA		NA	
2000	10		35	
2001	NA		NA	
2002		11		36
	Indicator Status P Pending		Indicator Status P Pending	

Indicators 2.1.7 and 2.1.8: Reading Achievement. The percentage of Hispanic fourth-grade students scoring at or above the basic and proficient levels on the NAEP.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

	NAEP Reading: Hispanic 4th-Grade Students			
	2.1.7 Percentage at or above Proficient		2.1.8 Percentage at or above Basic	
Fiscal Year	Actual	Target	Actual	Target
1999	NA		NA	
2000	13		36	
2001	NA		NA	
2002		14		37
	Indicator Status P Pending		Indicator Status P Pending	

Indicators 2.1.9 and 2.1.10: Reading Achievement. The percentage of fourth-grade students with disabilities scoring at or above the basic and proficient levels on the NAEP.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

	NAEP Reading. 4th-Grade Students With Disabilities			
	2.1.9 Percentage at or Above Proficient		2.1.10 Percentage at or Above Basic	
Fiscal Year	Actual	Target	Actual	Target
1999	NA		NA	
2000	8		23	
2001	NA		NA	
2002		9		24
	Indicator Status P Pending		Indicator Status P Pending	

Indicators 2.1.11 and 2.1.12: Reading Achievement. The percentage of fourth-grade limited-English proficient students scoring at or above the basic and proficient levels on the NAEP.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

	NAEP Reading: 4th-Grade Limited-English Students			
	2.1.11 Percentage at or above Proficient		2.1.12 Percentage at or above Basic	
Fiscal Year	Actual	Target	Actual	Target
1999	NA		NA	
2000	3		18	
2001	NA		NA	
2002		4		19
	Indicator Status P Pending		Indicator Status P Pending	

Source

U.S. Department of Education, National Center for Education Statistics, National Assessment for Educational Progress (NAEP). *2000 Reading Assessment*.

Data Quality

NAEP data, except for those data in *Reading: 4th-Grade Students with Disabilities*, are validated using rigorous NCES statistical standards.

NAEP scores are based on samples, and a margin of error is associated with each score. When NCES compares the percentages of students at the various achievement levels, it tests the differences to see whether they are larger than the margin of error involved. NCES discusses only significant differences. About 6,000 public school fourth graders participated in the 2000 assessment.

Student reading performance is reported in two ways: 1) average scale scores and 2) achievement levels. NCES reports achievement levels as below basic, above basic, proficient, and advanced. Our strategic and annual performance indicators report at or above proficient and at or above basic and include the achievement of both accommodated and nonaccommodated public school students.

NAEP fourth-grade reading data tables, published on the NCES Web site under The Nation's Report Card, show percentages of students who achieved at the various achievement levels that appear to be different from the percentages in the data tables published in this report. The Department of Education uses the data tables on the Web site and customizes them to include both accommodated and nonaccommodated students, but only public school students. Percentages in the tables on the NCES Web site represent a sample that includes only nonaccommodated students from both public and nonpublic schools. Because of the variations in the two samples, the reading achievement tables of

NCES and the Department differ in what is reported but are not inconsistent with each other. To reconstruct the data tables in this report, go to http://nces.ed.gov.nationsreportcard and select NAEP data. Use the search options to select the following factors: reading, grade 4, national (public), all students, achievement tables, accommodations permitted.

Related Information

2000 Reading Assessment, the full report along with additional information including sample questions and student answers, is available at http://nces.ed.gov.nationsreportcard.

Additional Information

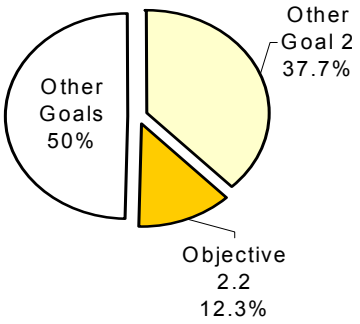
The NAEP data for fourth-grade reading achievement are collected biannually and are analyzed and released in the spring of the year after collection. Data from the NAEP tests administered in January–March 2002 will be released in April 2003. With the No Child Left Behind Act of 2001, NAEP reading and mathematics results will be released six months after the assessment; the Act also requires a 2003 assessment, which will alter the NAEP fourth-grade reading assessment schedule and put it on a 2003, 2005, 2007 schedule.

Achievement for All Students

The lack of mathematics and science proficiency demonstrated by the nation's middle and high school students on the most recent NAEP tests challenges the Department of Education and all of our partners to launch a new effort for better mathematics and science teaching and learning.

Inputs: Allocating Funds

- Of ED's total FY 2002 appropriation, $6.9 billion supported Objective 2.2 activities. This is about 12.3 percent of ED's appropriation and 25 percent of the allocation for Goal 2.
- Programs that support this objective include:
  - Title I.
  - IDEA Grants to States.
  - Impact Aid Basic Support Payment.
- $17 million of ED salaries and expenses funds contributed to the $6.9 billion supporting Objective 2.2.



Implementation: Checking Progress

To address Objective 2.2, the Department developed 5 strategies:

- Use data to inform instruction.
- Develop mathematics and science partnerships.
- Include special education students and English language learners in state mathematics assessments.
- Support high-quality professional development.
- Strengthen the research on mathematics and science instruction.

Action Step Progress

G	9
Y	0
R	2

Within these strategies, the Department developed 11 action steps to be completed across FY 2002 and FY 2003, which made up about 15 percent of the action steps for Goal 2. At the end of FY 2002, 9 steps were on track for timely completion (green), and 2 needed intervention by senior management to ensure completion (red). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

No indicators were identified to measure FY 2002 success in meeting Objective 2.2.

Indicator Status

Green	Yellow	Red
0	0	0

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Continue to coordinate efforts to research mathematics and science instruction as a significant part of the newly authorized Institute of Education Sciences (IES).
- Fund intensive summer institutes to improve teacher content knowledge in mathematics and science.
- Coordinate a government-wide initiative to promote and improve mathematics and science learning.

Objective 2.2: Improve Mathematics and Science Achievement for All Students

A direct route to improving mathematics and science achievement for all students is providing all students with teachers who possess strong mathematics and science content knowledge as well as effective strategies for teaching these subjects.

The Department considers the following characteristics essential to improved mathematics and science instruction: 1) new instructional strategies that are research based and implemented according to students' needs as those needs are identified in data acquired from student assessments and 2) course content that is enriched by the shared expertise and collaboration of school districts, colleges and universities, research institutions, and business organizations. The Department has chosen to be a catalyst for the creation of partnerships that will develop high-quality professional development programs in mathematics and science.

The Department is coordinating our efforts with those of other Departments and agencies, including the National Science Foundation, NASA, and the National Institutes of Health.

Educational technology, when effectively incorporated into the curriculum, can significantly improve science and mathematics teaching and learning. The Department is leading the way in encouraging the creation of professional development activities for science and mathematics teachers that teach teachers how to integrate technology into the curriculum. Problem-solving skills, increased resources for the content of science, and added interest in classroom activities are some of the positive impacts of educational technology on student achievement in mathematics and science.

Inputs: Allocating Funds

Programs that provide the most funding support for improving mathematics and science achievement for all students are Title I Grants to Local Educational Agencies, IDEA Grants to States, and the Educational Technology State Grants. Although all are grants programs and, therefore, states have broad discretion in their use, the accountability provisions of No Child Left Behind combined with the results from such programs as the Mathematics and Science Partnerships (MSP) and the new What Works Clearinghouse are intended to provide valuable information to assist states in making wise use of the relatively substantial resources provided by Title I, IDEA, and Impact Aid.

Title I Grants to Local Educational Agencies and IDEA Grants to States give major formula grant funds to the states. Title I grants target students in schools with high concentrations of children in poverty, and IDEA funds serve students with disabilities. In both cases, although funds are not targeted to specific education interventions for mathematics and science instruction, they are flexible in purpose and important in supporting instruction in all disciplines, including mathematics and science. Therefore, they may be used for programs that are effective with students like those served by a given state or local educational agency.

The Educational Technology State Grants require that 25 percent of funds provided through this program be targeted to professional development, with a specific design for professional development that includes research-based interventions in incorporating technology into instruction.

The Mathematics and Science Partnerships program (MSP), although not a major supplier of funds, is significant as a model for the Department's goals for improving mathematics and science instruction. Its funds are supplemented by a larger pool from the National Science Foundation (NSF). The program operates on the premise that improving teaching in mathematics and science will improve student

achievement; consequently, program funds go to supporting professional development and teacher materials.

Implementation: Checking Progress

The Department published final regulations on Title I standards and assessments. The regulations specify that state assessment systems must include high-quality, yearly student academic assessments in mathematics and must provide for the participation of all students in the grades assessed, specifically including children with disabilities and limited-English proficient students with appropriate use of accommodations. By 2005, every state must have rigorous standards in science; and by 2007–2008, student achievement of those standards must be assessed at least once in elementary, middle, and high school.

The MSP program targets improved science and mathematics teaching with a grant awarded directly to eligible partnerships. These partnerships consist of, at minimum, 1) an engineering, mathematics or science department at an institution of higher education; 2) a high-need local education agency; and 3) for those funded by the Department, a state educational agency.

In collaboration with the NSF, 24 MSP grants were awarded to partnerships of institutions of higher education and local school districts to improve the mathematics and science knowledge of teachers and the instruction offered to students. In addition, 12 planning grants were awarded for technical assistance, evaluation studies, and research related to the mathematics and science partnerships.

Another MSP grant was awarded to a group of mathematicians to craft recommendations on the preparation of elementary and middle school teachers to teach mathematics and, on the basis of these recommendations, to create undergraduate courses that can be offered to teachers by mathematics departments.

Other partnerships the Department facilitates through federal program funds are with business and scientific organizations. Through these partnerships, mathematics and science teachers collaborate with scientists, mathematicians, and engineers to expand their subject-matter knowledge and their awareness of the current research being done in science and mathematics. In addition to providing research-based professional development, some of these partnerships use federal funds to recruit mathematics, engineering, and science majors to teaching through signing and performance incentives. Other partnerships access grant funds to give teachers stipends that they can use to help them certify for teaching through traditional or alternative routes. Some provide scholarships for teachers to pursue advanced course work.

The Department's Office of Special Education and Rehabilitative Services (OSERS) took action to improve mathematics and science instruction for K–12 students by awarding a grant to Appalachian State University to research instructional interventions and results in teaching algebra to students with disabilities.

A coordinating group representing government agencies with a role in mathematics and science education was established to define how they can support President Bush's No Child Left Behind education agenda.

Awards were also made to a variety of organizations to begin training states and districts in using data to inform instruction. Briefings to states about effective data management systems were held; coordination with NSF and the National Institute of Child Health and Human Development (NICHD) was well under way on research, public engagement, and teacher quality—including planning for a new Mathematics and Science Initiative. Contact has been made, through the White House Office of Science and Technology Policy (OSTP), with other branches of government to begin a fresh effort to coordinate and energize federal support for mathematics and science education consistent with No Child Left Behind.

Impact: Measuring Status

The Department did not set FY 2002 targets for its strategic plan indicators for this objective. The first year that indicators for this objective are to be measured is FY 2003, when targets are set for state mathematics assessments and eighth-grade NAEP mathematics. Targets are set for NAEP science for FY 2005. The phase-in of state assessments aligns with the time line for implementing No Child Left Behind; NAEP targets are set to accommodate the NAEP test schedule, which is not annual.

Improvements: Making Changes

The Department will continue to coordinate research on mathematics and science instruction; improve teacher quality-particularly the content knowledge of elementary and middle school teachers; and engage the public on the importance of mathematics and science learning. In 2003 the Department will be instrumental in creating a federal mathematics and science initiative that will also involve universities, professional organizations, and business and industry in efforts focused on these three themes.

The Institute of Education Sciences (IES) has targeted funding resources to research and evaluate mathematics teaching and learning. IES is establishing mathematics as a priority research area.

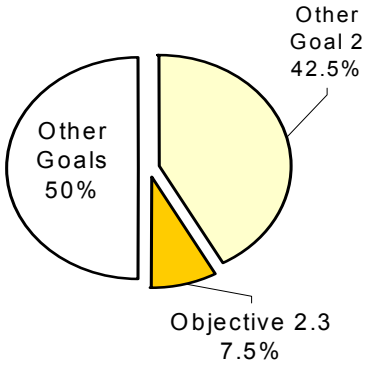
Indicators for Objective 2.2

For this objective, our Strategic Plan included some indicators of provisions that do not go into effect until a subsequent year, such as the number of states that meet their targets for eighth-grade mathematics achievement. Additional indicators, eighth-grade achievement on NAEP mathematics assessments, were not measured in 2002 because the NAEP for eighth-grade mathematics was not administered in FY 2002. These indicators were shown in our Annual Plan (without targets) to provide continuity. However, they are not indicators for FY 2002 and are not included in this report.

Objective 2.3: Improve the Performance of All High School Students

To decrease the number of students who leave high school each year without successfully completing a high school program, federal program dollars are supporting research into what makes a model high school and a model curriculum. The goal is to customize learning opportunities so that all secondary students will make a successful transition to college and careers.

Inputs: Allocating Funds



- Of ED's total FY 2002 appropriation, $4.2 billion supported Objective 2.3 activities. This is about 7.5 percent of ED's appropriation and 15 percent of the allocation for Goal 2.
- Programs that support this objective include:
  - IDEA Grants to States.
  - Title I.
  - Vocational Education State Grants.
- $22 million of ED salaries and expenses funds contributed to the $4.2 billion supporting Objective 2.3.

Implementation: Checking Progress

To address Objective 2.3, the Department developed 4 strategies:

- Hold schools accountable for student achievement.
- Improve the rigor of the high school curriculum.
- Strengthen research and development efforts focused on high schools.
- Increase learning options for students.

Action Step Progress

G	10
Y	0
R	2

Within these strategies, the Department developed 12 action steps to be completed across FY 2002 and FY 2003, which made up about 17 percent of the action steps for Goal 2. At the end of FY 2002, 10 steps were on track for timely completion (green), and 2 needed intervention by senior management to ensure completion (red). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

Indicator Status

Green	Yellow	Red
2	1	4

(13 Pending)

The Department identified 20 indicators to measure FY 2002 success in meeting Objective 2.3. We met or exceeded the target for 2 indicators (green); we almost met the target for 1 indicator (yellow); and we did not meet the target for 4 indicators (red). Thirteen indicators are pending (data are not yet available).

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Use the National Assessment of Vocational Education to help identify the most effective forms of integration of academic and vocational instruction.
- Continue to support high school students' participation and achievement in Advanced Placement

courses.

Objective 2.3: Improve the Performance of All High School Students

High school students leaving the adolescent world for the adult world of postsecondary education or high-skill, high-wage careers are well served by a quality education that prepares them for either choice. To support quality high school education for all students, the Department is working collaboratively with state educational agencies, research institutions, institutions of higher education, and business and civic agencies. The goal is to increase the rigor of the high school curriculum; customize learning opportunities to meet diverse student needs and interests; and promote research into effective interventions especially for low-income, high-risk students.

The Department's strategy for improving the rigor of the high school curricula and students' readiness for college includes increasing Advanced Placement (AP) course participation and test completion. AP courses challenge students to master college-level work while in high school. The tests, which are designed, administered, and scored by the College Board, provide objective measures of skills that colleges value. Students often receive college credit for passing the exams with scores of 3, 4, or 5 (based on a 5-point scoring system).

For some students, a major mark of high school success is not taking an AP course, but making a strong commitment to staying in school. Over the past decade, national dropout rates of about 11 percent have plagued our educational system. The Department is committed to initiatives that will reduce the number of high school dropouts.

Inputs: Allocating Funds

Under the Carl D. Perkins Vocational and Technical Education Act, federal funds are made available to help provide vocational-technical education programs and services to secondary and postsecondary students. These grant funds go to state educational agencies according to formula.

Title I Grants to Local Educational Agencies and the IDEA Grants to States are also major sources of funding for programs to increase the number of students who complete high school.

Other initiatives funded by the Department to help states and local school districts keep students in school until they have completed their high school education include the National Centers for Research and Dissemination in Career and Technical Education, which disseminate the findings of the research done to understand and improve the academic performance of students in career and technical education; professional development targeted to prospective and current teachers who will teach academic and technical course work in the context of real-life applications and careers; and the Career Resource Network, which provides technical assistance and career development resources.

Implementation: Checking Progress

Department actions that support improving the performance of all high school students include funding projects that make high school curricula more rigorous and that promote a less traditional high school classroom configuration. The Advanced Placement Test Fee Program, for example, has awarded 17 new awards and 55 continuation awards to applicants (state educational agencies, local educational agencies, and non-profit organizations) to pay test fees for low-income students enrolled in AP courses.

The No Child Left Behind Act increases the options for classroom learning situations by allowing local educational agencies to use Innovative Programs State Grants funds to support same-gender schools and classrooms consistent with applicable law. In May 2002 the Department issued guidelines for school districts that describe and explain what types of single-sex instruction are permissible under the current statutory and regulatory requirements.

The Department also wants to support districts that wish to offer public school choice options, consistent with applicable law, to provide the most innovative solutions to addressing the educational needs of their students. Therefore, in May 2002 the Department invited public comment on the feasibility of adding additional flexibility to the regulations implementing Title IX so that educators may establish single-sex classes and schools at the elementary and secondary levels while ensuring that recipients do not discriminate on the basis of sex. The Department is currently reviewing the approximately 170 comments received. After completing our review and assessment of all comments, the Department will decide whether amendments to the Title IX regulations are warranted.

Activity on research into identifying effective high school educational interventions was completed by the Department's Office of Education Research and Improvement (OERI). OERI reviewed funded research on comprehensive school reform models and established a scientific advisory group of distinguished methodologists to provide guidance for implementing and assessing such models. Other efforts to rigorously evaluate high school interventions to improve student achievement are in the planning stages. OERI and our Office of Vocational and Adult Education (OVAE) are clarifying the evaluation objectives and identifying high-priority potential strategies. Awarding a design task to a contractor is in the offing.

Progress on the eagerly awaited National Assessment of Vocational Education was marked by the delivery of the Interim Report to Congress on October 8, 2002.

Impact: Measuring Status

High school achievement indicators have been created to show the results of the Department's efforts to improve the performance of all high school students. We include indicators related to the NAEP 12th-grade reading test, participation and achievement in the College Board's Advanced Placement (AP) program, and high school graduation rates. In each area, we set targets for all students and for various subgroups of students, such as African American students, Hispanic students, students with disabilities, and students who are limited English proficient.

The first indicator for high school achievement is the 12th-grade NAEP reading test. These results will be available in April 2003. Test results for 12th-grade subgroups (students with disabilities and limited English proficiency, African American and Hispanic students) will also be included in these results. NAEP 12th-grade reading tests are given every four years; the infrequency of the NAEP test and the time lag between the test taking and the test data reporting result in a pending status for this indicator.

The Department is tracking AP participation and achievement for the percentage of 12th-grade students and subgroups of these students who take at least one AP exam and who achieve a score of 3 or higher. AP results for 2002 have been tested against set targets. Of the three AP participation indicators, we met or exceeded two targets for increasing high school student (including African American and Hispanic) participation in AP, and we almost met the third. We did not meet our targets for increasing achievement on the AP tests, but we showed progress on all three indicators.

Targets for 2002 high school completion rates are in place. In March 2003 the Department will be able to determine whether we met our 2001 target, and in November 2003 we will be able to determine whether we met the 2002 target, when these results are reported by our National Center for Education Statistics.

The Secretary of Education was directed in the Carl D Perkins Vocational and Technical Education Act (Perkins III) to conduct an "independent assessment of vocational and technical education programs." The interim report from this assessment, released in October 2002, is called the National Assessment of Vocational Education: Interim Report to Congress (NAVE). The final document summarizing all studies and analyses related to the assessment will be available in early 2003 before Congressional debate begins on the reauthorization of the Perkins Act.

The interim report provides information on participation in vocational and technical education courses at the secondary and postsecondary levels and on the changing national context where vocational and technical education are being implemented. This report suggests that any revisions to the Perkins III should consider the contemporary context as a background for debate. That context, as it relates to Goal 2's vision of improving high school achievement, is one where the high school reform effort, focused on all students' meeting high academic standards for graduation, has raised questions about the role of high school courses that lack a clear academic focus. Vocational education's share of the overall high school curriculum has declined as students earned more academic credits; yet vocational participation rates have been relatively stable during the last decade. The consistent level of participation in vocational education is partially explained by the report's statement that "two-thirds of American's young people do not obtain a four-year college degree and at least 25 percent go to work directly after high school."

The NAVE interim report is the first part of the evaluation of vocational and technical education and provides information for the debate on how vocational education will continue to contribute to high school completion, entry into postsecondary education and training, postsecondary degree completion, and employment. It does not, however, report on program effectiveness.

Improvements: Making Changes

The Department will continue to support increasing AP participation and achievement through the Advanced Placement Incentives program.

The reauthorization of the Carl D. Perkins Vocational and Technical Education Act in 2003 will take into consideration the changes to vocational and technical education that have been suggested by the data collected for the NAVE. The final report will address these questions: What strategies improve the performance of vocational students? Does vocational education contribute to improving students' academic and occupational skills, access to postsecondary education, and earnings? What are the pathways by which sub-baccalaureate students prepare for careers, and what is the contribution of workforce reform efforts to improving their training? Is the policy shift from set-asides and legislative prescription to flexibility and accountability likely to improve program quality and student outcomes? How do special populations fare? The answers to these questions and related questions will be provided in the NAVE Final Report.

Indicators for Objective 2.3

For this objective our Strategic Plan included some indicators of provisions that do not go into effect until a subsequent year, such as the number of states that meet their targets for high school reading and mathematics achievement. Other measures, including NAEP 12th-grade mathematics achievement scores, are collected every four years, not annually. These measures were shown in our Annual Plan to provide continuity. However, they are not indicators for FY 2002 and are not included in this report.

Indicators 2.3.1 and 2.3.2: High School Achievement. The percentage of all 12th-grade students scoring at or above the basic and proficient levels on the NAEP Reading test.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

	NAEP Reading: All 12th-Grade Students			
	2.3.1 Percentage at or above Proficient		2.3.2 Percentage at or above Basic	
Fiscal Year	**Actual**	**Target**	**Actual**	**Target**
1998	38		75	
1999	NA		NA	
2000	NA		NA	
2001				
2002		39		76
	Indicator Status P Pending		Indicator Status P Pending	

NA = not applicable

Indicators 2.3.3 and 2.3.4: High School Achievement. The percentage of African American 12th-grade students scoring at or above the basic and proficient levels on the NAEP Reading test.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

	NAEP Reading: African American 12th-Grade Students			
	2.3.3 Percentage at or above Proficient		2.3.4 Percentage at or above Basic	
Fiscal Year	**Actual**	**Target**	**Actual**	**Target**
1998	16		56	
1999	NA		NA	
2000	NA		NA	
2001	NA		NA	
2002		17		57
	Indicator Status P Pending		Indicator Status P Pending	

Indicators 2.3.5 and 2.3.6: High School Achievement. The percentage of Hispanic 12th-grade students scoring at or above the basic and proficient levels on the NAEP Reading test.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

	NAEP Reading: Hispanic 12th-Grade Students			
	2.3.5 Percentage at or above Proficient		2.3.6 Percentage at or above Basic	
Fiscal Year	**Actual**	**Target**	**Actual**	**Target**
1998	23		60	
1999	NA		NA	
2000	NA		NA	
2001	NA		NA	
2002		24		61
	Indicator Status Pending		Indicator Status P Pending	

Indicators 2.3.7 and 2.3.8: High School Achievement. The percentage of 12th-grade students with disabilities scoring at or above the basic and proficient levels on the NAEP Reading test.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

	NAEP Reading: Students With Disabilities			
	2.3.7 Percentage at or above Proficient		2.3.8 Percentage at or above Basic	
Fiscal Year	**Actual**	**Target**	**Actual**	**Target**
1998	7		27	
1999	NA		NA	
2000	NA		NA	
2001	NA		NA	
2002		8		31

Indicators 2.3.9 and 2.3.10: High School Achievement. The percentage of 12th-grade students with limited-English proficiency scoring at or above the basic and proficient levels on the NAEP Reading test.

	Indicator Status	Indicator Status
	P Pending	P Pending

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

	NAEP Reading: Limited English Proficient Students			
	2.3.9 Percentage at or above Proficient		2.3.10 Percentage at or above Basic	
Fiscal Year	**Actual**	**Target**	**Actual**	**Target**
1998	8		27	
1999	NA		NA	
2000	NA		NA	
2001	NA		NA	
2002		9		28

	Indicator Status	Indicator Status
	P Pending	P Pending

Source

U.S. Department of Education. National Center for Education Statistics, National Assessment for Educational Progress (NAEP). The Nation's Report Card, Reading.

Data Quality

NAEP data are validated using rigorous NCES statistical standards.

Related Information

The 1998 12th-grade reading assessment report is available at http://nces.ed.gov.nationsreportcard.

Indicators 2.3.11 to 2.3.13: Advanced Placement Participation. The percentage of all 12th-grade students, all 12th-grade African American students and all 12th-grade Hispanic students who took at least one AP exam.

Additional Information

The 12th-grade national NAEP reading assessment is scheduled to be given every four years; the most recent assessment was in 2002. Data for 2002 will be reported in April 2003. The next assessment of 12th-grade reading will be in 2005, a change in the every-four-years schedule caused by No Child Left Behind requirements.

The Department exceeded its target for two indicators. For the third indicator, we almost met the target and the shortfall was not significant or material.

	Advanced Placement Participation (in Percent)					
	2.3.11 All Students		2.3.12 African American Students		2.3.13 Hispanic Students	
Fiscal Year	Actual	Target	Actual	Target	Actual	Target
1999	11.7		3.4		6.4	
2000	12.4		3.9		7.4	
2001	13.2		4.1		8.1	
2002	14.2	14.0	4.5	4.0	8.9	9.0

Indicators 2.3.14 to 2.3.17: Advanced Placement Achievement. The percentage of all 12th-grade students who scored 3 or higher on at least one AP English exam, on the AP American history exam, on at least one AP calculus exam, and on at least one AP science exams.

	Indicator Status	Indicator Status	Indicator Status
	G Green	G Green	Y Yellow

The Department made progress on these indicators but did not meet its targets.

	Advanced Placement Achievement (in Percent)							
	2.3.14 English		2.3.15 American History		2.3.16 Calculus		2.3.17 Science	
Fiscal Year	Actual	Target	Actual	Target	Actual	Target	Actual	Target
1999	4.2		.2		2.8		2.1	
2000	4.5		.27		2.9		2.3	
2001	4.4		.25		3.1		2.3	
2002	4.8	5.4	.29	.35[1]	3.4	3.9	2.6	3.1
	Indicator Status R Red		Indicator Status R Red		Indicator Status R Red		Indicator Status R Red	

Source

College Board. Advanced Placement Program National Summary Reports for 1999, 2000 and 2001.

U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2001. (See Table 38. Enrollment in public elementary and secondary schools, by grade and state.)

U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey: 1999–2000. (See Table 10. Number and percentage distribution of private schools students, by grade level and NCES typology.)

U.S. Department of Education, National Center for Education Statistics, Projections of Education Statistics to 2012. (See Table 3. Enrollment in public elementary and secondary schools by grade.)

[1] The FY 2002 target for American History was erroneously listed in the 2002 – 2003 Annual Plan as 3.5.

Data Quality

The College Board publishes *Advanced Placement Program National Summary Reports* that are validated according to its statistical standards. NCES data are validated according to its statistical standards.

Advanced Placement (AP) participation indicators (indicators 2.3.11 to 2.3.13) and achievement indicators (indicators 2.3. 14 to 2.3.17) are calculated by using data from the *Advanced Placement Program National Summary Reports, 12th-grade candidates;* the *Digest of Education Statistics, 2001*; and *Private School Universe Survey: 1999–2000.*

The numerator for determining the percentage of all 12th-grade U.S. students who took at least one AP exam (indicator 2.3.11) is the total of all 12th-grade U.S. students, both public and private, who took at least one AP exam. The denominator is the total of all public and private U.S. students enrolled in 12th grade for the year of the AP test.

The numerator for determining the percentage of all 12th-grade U.S. African American and Hispanic students who took at least one AP exam (indicators 2.3.12 and 2.3.13) is the total of all 12th-grade U.S. African American students and Hispanic students, respectively, both public and private, who took at least one AP exam. The denominator is the total of all public and private U.S. African American and Hispanic students, respectively, enrolled in 12th grade for the year of the AP test.

The formula for determining the percentage of all 12th-grade U.S. students who scored 3 or higher on the AP exams (those represented in indicators 2.3.14 to 2.3.17) is the total number of the 12th-grade U.S. candidates who scored 3, 4 or 5 on the particular test divided by the U.S. enrollment for 12th-grade public and private students during the school year of the test.

The numerator for both sets of indicators is obtained from the *Advanced Placement Program National Summary Reports, 12th Grade Candidates* (available on the College Board Web site). For the denominator, 12th-grade public school enrollment is obtained from the *Digest of Education Statistics, 2001* and 12th-grade private school enrollment is obtained from the *Private School Universe Survey: 1999-2000* (both available on the NCES Web site).

Public and private school enrollment figures for the 1999–2000 school year are actual counts. Public school enrollment figures for the 1998–1999 and 2000–2001 school years are projected on the basis of actual counts, using data from *Projections of Education Statistics to 2012* (NCES). Private school enrollment figures for 1998–1999 and 2000–2001 are imputed by using the annual projected counts for the public schools and the ratio of actual public/private school enrollment (10.1:1) from the 1999–2000 school year (we assume here that this ratio is constant). The annual projected count for the private school enrollment is given by

$$\text{Private enrollment projection} = 1/9.9 \times \text{Public enrollment projection}$$
$$= 0.101 \times \text{Public enrollment projection.}$$

African American and Hispanic student enrollment figures for the 1999–2000 school year are actual counts. We estimated the 1998–1999, 2000–2001, and 2001–2002 public school enrollments for these subgroups on the basis of the percent distribution in 1999–2000, which was 17.2 percent African American and 15.6 percent Hispanic. We estimated the 1998–1999, 2000–2001, and 2001–2002 private school enrollments on the basis of the percent distribution of African American and Hispanic students to total private school student enrollment in 1999–2000, which was 9.4 percent and 8.3 percent, respectively. In calculating the 1998–1999, 2000–2001, and 2001–2001 figures, we assume the percentages are constant.

The Department has chosen to calculate the Advanced Placement performance measures by using College Board AP reports as they are available on the College Board Web site and NCES enrollment data as they are available on the NCES Web site. Working from the publicly available data, the

Department provides transparency in these data and allows them to be easily replicated. The baseline percentages provided in the *FY 2002-2003 Annual Plan* resulted from a series of special analyses done by the College Board for the Department.

Related Information

College Board National Summary Reports are available at http://apcentral.collegeboard.com.

The *Digest of Education Statistics* is available at http://nces.ed.gov/pubsearch. (Publication #2002-130. See table 38 for enrollment statistics.)

The *Projections of Education Statistics to 2012* is available at http://nces.ed.gov/pubsearch. (Publication #2002-030. See table 3 for enrollment projections.)

The *Private School Universe Survey: 1999-2000* is available at http://nces.ed.gov/pubsearch. (Publication #2001-330. See table 10 for enrollment statistics.)

Indicators 2.3.18 to 2.3.20: The percentage of all 18–24 year-olds, of 18–24 year-old African-Americans and of 18–24 year-old Hispanic Americans who have completed high school.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

Fiscal Year	High School Completion (in Percent)					
	2.3.18 Total[2]		2.3.19 African American		2.3.20 Hispanic American	
	Actual	Target	Actual	Target	Actual	Target
1999	85.9		83.5		63.4	
2000[3]	86.5		83.7		64.1	
2001						
2002		86.5		84.5		66.0
	Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending	

Source

Bureau of the Census. Current Population Survey, October (1999–2000).

Data Quality

Data validated by Bureau of the Census review procedures.

[2] Due to small sample sizes, American Indians/Alaska Natives and Asians/Pacific Islanders are not shown separately, but they are included in the total.
[3] Although the Annual Plan indicated 2000 as the baseline year, 1999 was actually the baseline year for this indicator.

Related Information

Bureau of the Census high school completion data are compiled in the National Center for Education Statistics (NCES) report, *Dropout Rates in the United States.* The report is available at http://www.ed.gov/pubs/edpubs.html.

The Common Core of Data (CCD) survey system of the NCES annually collects information about public school dropouts and completers from states that report dropouts. *Public High School Dropouts and Completers from the Common Core of Data: 2000* is available at http://nces.ed.gov/pubsearch.

Additional Information

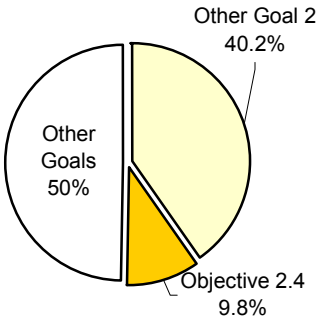
Data for 2001 will be available in March 2003, and data for 2002 will be available in November 2003.

High school completion rates represent the proportion of 18–24 year-olds, not currently enrolled in high school or below, who have completed a high school diploma or an equivalent credential, including a General Educational Development (GED) credential. Completion rates rose slightly from the early 1970s to the late 1980s but have remained fairly constant during the 1990s.

Objective 2.4: Improve Teacher and Principal Quality

President Bush has called for a quality teacher in every classroom. We are working to achieve this objective by recruiting new, highly qualified teachers and by giving current teachers access to rigorous professional development. And we are working to strengthen the leadership corps because we know that strong principals are essential to improving student achievement.

Inputs: Allocating Funds



- Of ED's total FY 2002 appropriation, $5.5 billion supported Objective 2.4 activities. This is about 9.8 percent of ED's appropriation and 20 percent of the allocation for Goal 2.
- Programs that support this objective include:
  - Improving Teacher Quality State Grants.
  - IDEA Grants to States.
  - Title I.
- $7 million of ED salaries and expenses funds contributed to the $5.5 billion supporting Objective 2.4.

Implementation: Checking Progress

To address Objective 2.4, the Department developed 6 strategies:

Action Step Progress

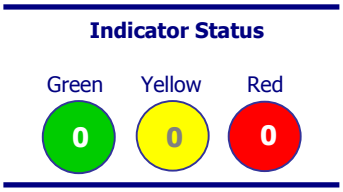
G	20
Y	0
R	5

- Reduce barriers to teaching for highly qualified individuals.
- Support professional development in research-based instruction.
- Improve the quality of teacher preparation programs.
- Encourage innovative teacher compensation and accountability systems.
- Develop new leadership training models.
- Strengthen the research base.

Within these strategies, the Department developed 25 action steps to be completed across FY 2002 and FY 2003, which made up about 35 percent of the action steps for Goal 2.

At the end of FY 2002, 20 steps were on track for timely completion (green), and 5 needed intervention by senior management to ensure completion (red). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status



The best performance measure for this objective is student achievement, as expressed in the indicators for Objectives 2.1, 2.2, and 2.3. No other indicators were identified to measure FY 2002 success.

Improvements: Making Changes

To enhance future performance, the Department plans this action:

- Support rigorous evaluations that are experimental and quasi-experimental designs to determine the impact of specific models of professional development, alternative routes to certification, and school-based performance awards on student achievement.

Objective 2.4: Improve Teacher and Principal Quality

To improve student academic achievement, schools must recruit, support, and retain quality teachers and principals. The No Child Left Behind Act requires that each state educational agency develop a plan to ensure that all teachers are "highly qualified" no later than the end of the 2005–2006 school year. In general, a "highly qualified teacher" is a teacher with full certification, a bachelor's degree, and demonstrated competence in subject knowledge. To guide this cadre of highly qualified teachers, effective principal leadership is essential. One attribute common to all high-performing schools, according to studies cited by Education Research Service, is a dedicated and dynamic principal.

The creative recruitment of talented and capable individuals from other professions and academic fields helps ensure a diverse and talented teacher corps. Alternate routes to teacher certification have proved promising as a streamlined means of placing qualified teachers in the classroom.

Teacher retention is best accomplished through the assistance and support provided in effective induction and mentoring programs and in useful professional development. Teachers who see themselves as successful in the classroom are more likely to stay in the profession; consequently, research-based instructional practices and "what works" guidance must be disseminated far and wide to promote teacher success in turning children into eager learners. New leadership training models, new incentives, and ongoing collaboration with institutions of higher education to design teacher preparation programs are essential to guarantee a steady source of quality teachers for all schools.

Inputs: Allocating Funds

The new Title II Improving Teacher Quality State Grants program helps improve teacher quality and cultivate strong educational leadership. The requirements of this program highlight the new directions for the design of professional development. All professional development activities supported with Title II funds must be based on a review of scientifically based research that shows how such interventions are expected to improve student achievement. For example, if a state decides to fund interventions such as professional development in mathematics, the state must be able to show how the particular activities are grounded in a review of activities that have been correlated with increases in student achievement. The legislation providing these grants also mandates that districts and school offices maintain a public record available to parents that attests to whether a school's teachers are in compliance with the highly qualified teacher requirement. Requirements that accompany grant funds are balanced with flexibility because

each state and school district may tailor its interventions to meet the state's or district's unique challenges with respect to teacher quality. These funds can also be used for a wide range of recruitment, induction and retention activities, including those associated with alternate routes to certification.

IDEA Grants to States and Title I Grants to Local Educational Agencies also supply major funding for improving teacher and principal quality. Other important initiatives in this area include Transition to Teaching and Troops to Teachers.

Implementation: Checking Progress

In FY 2002, the Department made major progress in implementing the No Child Left Behind Act and particularly in implementing the Teacher Quality State Grants program. Draft guidance on the program was released in June and was accompanied by an energetic, well-reviewed national conference on teacher quality.

The Department showed further leadership by releasing Secretary Paige's first annual report on teacher quality, "Meeting the Highly Qualified Teachers Challenge." This report provided data from a reporting system on the performance of schools of education, as well as on state efforts to boost teacher quality. It also issued a bold challenge to states to raise their academic standards for new teachers while lowering barriers to entry to the profession.

The Department took action to recruit teachers through alternate routes to certification. The Transition to Teaching Program awarded 95 grants: 7 national regional projects, 27 statewide projects, and 61 local projects. All projects funded through these grants will help recruit, prepare, and support a wide range of talented career-changing professionals as teachers, particularly in high-poverty areas.

The Department also partnered with the Department of Defense to attract former military personnel into teaching through the Troops to Teachers program. As of September 2002, 4,000 application packets had been forwarded to applicants who qualified for financial assistance. The Department has received 1,883 registrations for the Troops to Teachers program.

Through the Fund for the Improvement of Education, the Department supported the Teach for America program, allowing it to expand its program to place more than 1,700 outstanding college graduates in high-need schools throughout the nation. It also continued its support for the American Board for the Certification of Teacher Excellence to create a national "passport" that would allow highly qualified individuals to enter the teaching profession through alternate routes and be hired in communities throughout the nation.

The National Professional Development Program in the Office of English Language Acquisition (OELA) awarded 130 new discretionary grants. Each grantee proposed projects in its application that addressed research-based instructional practices.

The Department also acted to strengthen the research base for professional development. OERI created an editorial review process that will contribute to raising the quality of research in Department publications, including the scientific rigor for technical assistance materials on professional development. OELA designed and held a summit with topics on literacy instruction, English Language Learning instructional practices, approaches to measurement, assessment and evaluation for Title III programs, using data to inform classroom instruction and to align state standards and curricula. The research base on professional development will be supplemented by several Title II evaluations for which a contract was awarded in late FY 2002. The task is to inform future evaluation work that will look at the relative impacts on student achievement of teachers who have pursued traditional and alternate routes of teacher training, as well as evaluations that will consider the impact of professional development on student achievement.

Impact: Measuring Status

Research has established that teacher and principal quality is related to student achievement, though measuring teacher quality and principal quality is very difficult. Although research has shown that measurable attributes such as a master's degree in mathematics or science or a teacher's verbal ability relate to student achievement, more study is needed to identify other teacher attributes that have a positive impact on student academic achievement. So the best performance measure we currently have for this objective is student achievement, as expressed in the indicators for Objectives 2.1, 2.2, and 2.3 (achievement on national and state assessments in reading, mathematics, and science, disaggregated by subgroups). For FY 2002, we did not identify indicators specifically to measure success in meeting Objective 2.4.

Improvements: Making Changes

Although the Department currently relies on student achievement indicators to measure teacher quality, we intend to establish a new measure for teacher quality. The Consolidated State Application for No Child Left Behind formula funds asked states to adopt a goal of having all students taught by highly qualified teachers by 2005–2006. Indicators for that goal include the percentage of teachers receiving high-quality professional development, the percentage of classes being taught by highly qualified teachers, and the percentage of paraprofessionals who are qualified. No Child Left Behind provides definitions for the terms *highly qualified teachers* and *qualified paraprofessionals*; it also defines *professional development*. The definition of professional development in Department guidance serves as a definition for *high quality professional development.* The new teacher-quality measure will align with the teacher-quality indicator from the Consolidated State Application and the state performance report that will be based on the Application.

The Department will also redouble its efforts to provide leadership in evaluating the impact of specific models of professional development, alternate certification, and school-based performance awards. Each of these initiatives promises to bolster teacher and principal quality.

Indicators for Objective 2.4

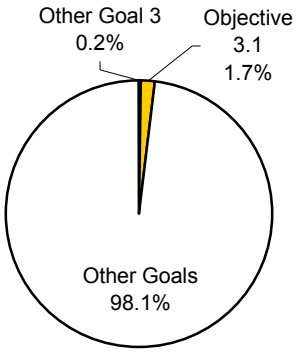
For FY 2002, the Department chose to use student achievement indicators as expressed in Objectives 2.1, 2.2, and 2.3 to measure teacher quality. Our new teacher quality measure, mentioned above, will become the focus for the collection of data on teacher quality and will be reported in subsequent performance and accountability reports.

Objective 3.1: Ensure That Our Nation's Schools Are Safe and Drug-Free and That Students Are Free of Alcohol, Tobacco and Other Drugs

Teaching and learning to high standards require that our nation's school be safe and that our students abstain from the use of alcohol, tobacco, and other drugs. The Department is focusing of four major areas: best practices, data collection and dissemination, coordination with state and local agencies, and coordination within the Department and with other federal agencies.

Inputs: Allocating Funds

- Of ED's total FY 2002 appropriation, $934 million supported Objective 3.1 activities. This is about 1.7 percent of ED's appropriation and 89 percent of the allocation for Goal 3.
- Programs that support this objective include:
  - Safe & Drug-Free Schools.
  - 21st Century Community Learning Centers.
  - FIE/Programs of National Significance.
- $10 million of ED salaries and expenses funds contributed to the $934 million supporting Objective 3.1.



Implementation: Checking Progress

To address Objective 3.1, the Department developed 4 strategies:

Action Step Progress

G	11
Y	0
R	0

- Focus on results and progress.
- Disseminate information on best practices.
- Encourage the revision of school safety plans to reflect new threats.
- Ensure that Department activities are coordinated.

Within these strategies, the Department developed 11 action steps to be completed across FY 2002 and FY 2003, which made up about 69 percent of the action steps for Goal 3. At the end of FY 2002, all 11 steps were on track for timely completion (green). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

The Department identified 7 indicators to measure FY 2002 success in meeting Objective 3.1. Seven indicators are pending (data are not yet available).

Measuring Status

Green	Yellow	Red
0	0	0

(7 Pending)

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Implement the internal reorganization that creates the Office of Safe and Drug-Free Schools.
- Disseminate information about model school safety plans and offer grants to local educational agencies to support the development and implementation of school crisis response plans..

Objective 3.1: Ensure That Our Nation's Schools Are Safe and Drug Free and That Students Are Free of Alcohol, Tobacco, and Other Drugs

The recent tide of events demands greater preparedness from our schools. School shootings; terrorist attacks; and drug, alcohol and tobacco use by our children send a clear message that schools must be prepared to deal with a wide range of emerging threats. Our teachers and principals are the ultimate first responders. To ensure that no child is left behind, we must first ensure that each child is safe and that our schools are drug and alcohol free. To achieve this objective, The No Child Left Behind Act focuses significant resources to support school districts in their efforts to prevent violence and the use of alcohol, tobacco and drugs in and around our nation's schools. The Department of Education implements the federal government's largest program designed to combat these problems.

Inputs: Allocating Funds

The Department's estimated contribution to combat drugs, alcohol, and violence in our nation's schools is more than $934 million. The largest federal program dedicated to achieving this objective is the Safe and Drug-Free Schools and Communities Program (SDFSC), with a FY 2002 appropriation of more than $747 million. Funding for this program goes to prevent violence and alcohol and substance use by our nation's children. SDFSC has two main components: the state grants program and national programs. National Programs include mentoring programs, grants to reduce alcohol abuse, school and youth safety, and community service grants. The Department has established Principles of Effectiveness to ensure that our funded grantees develop their programs around research-based prevention strategies, respond to local needs, establish performance measures, and involve parents. The latest reauthorization of the SDFSC program, as part of the No Child Left Behind Act, incorporates the Principles of Effectiveness.

Another program supporting this objective is 21st Century Community Learning Centers (CCLC). CCLC is a state-administered discretionary grant program that focuses on improving students' academic achievement, drug prevention, youth development, and other activities. CCLC helps communities establish learning centers that provide extended after-school learning opportunities and related services to students and their families.

The Fund for the Improvement of Education's Programs of National Significance support a variety of programs that meet challenging state academic content and student achievement standards and provide strategies for effective parent and community involvement, including drug-prevention education.

Implementation: Checking Progress

The Department has initiated a number of actions to ensure that our nation's schools are safe and drug free and that students are free of alcohol, tobacco and other drugs. In collaboration with the U.S. Department of Justice, we are developing an annual report on school safety. The report will assemble information from a number of data sources that will help the public monitor progress on issues related to school safety. The Department also disseminated information to states on a model protocol for the collection of data related to school safety issues as states work to develop and implement the new Uniform Management and Information and Reporting System provisions of the No Child Left Behind Act.

The Department implemented several activities designed to disseminate information on best practices. In conjunction with the U.S. Secret Service, we trained more than 3,000 educators and law-enforcement professionals about the findings from the Safe Schools Initiative. That project focused on strategies for assessing threats of significant school violence, based on the findings of a study of school shootings. The Department hosted a conference for more than 800 of its grantees that featured information about the implementation of research-based programs supporting drug prevention and school safety. More than 2400 people at 435 downlink sites participated in a teleconference highlighting best practices in providing mental health services with an emphasis on services designed to help students deal with crises.

The Department, together with the Department of Health and Human Services and the Department of Justice, provided support for 46 grants under the Safe Schools/Healthy Students initiative. The initiative emphasizes the implementation of evidence-based strategies that support the efforts of school law enforcement, and mental health service professionals to create safe and healthy learning environments for students. The Department also supported more than 40 grants for the implementation of research-based strategies for preventing alcohol use among secondary school students. Jointly with the Department of Health and Human Services we will provide support to these grantees in effective implementation of proven programs.

As a first step in encouraging the revision of school safety plans, the Department awarded a contract to develop a model school safety plan that will incorporate strategies for responding to the variety of challenges and threats being faced by schools today. We also disseminated a threat assessment guide and a publication, *Exemplary and Promising Practices*. Emergency and crisis response models are under development.

The Department's Office for Civil Rights provided technical assistance to 17 school districts and postsecondary institutions on harassment in schools. As a direct consequence of this technical assistance, the District of Columbia Public Schools (DCPS) is considering revising its policy on harassment. We will continue to support the efforts of DCPS as it develops a plan to implement the revised policy.

Impact: Measuring Status

The Department developed indicators to measure the number of violent and serious violent crimes at school and the percentages of youth using alcohol, tobacco, marijuana, cocaine and heroine in the past 30 days.

For indicators measuring the number of violent crimes experienced at school and the number of serious violent crimes experienced at school, data are based on the *Indicators of School Crime and Safety Report*. This report, jointly produced by the Department and the Department of Justice, is based in part on a special analysis of the *National Crime Victimization Survey (NCVS)*. These data are collected annually and are analyzed and released two years after collection. "Serious violent crime" is a subset of "violent crime" and includes rape, sexual assault, robbery, and aggravated assault. FY 2002 data for these indicators will be available in the fall of 2004.

The National Household Survey on Drug Use provides data for the indicators measuring the percentage of youth ages 12–17 who reported using alcohol, cigarettes, marijuana, cocaine or heroine in the past 30 days. Data will be available in late 2003.

SDFSC was reviewed by the Office of Management and Budget (OMB) in 2002 using OMB's Program Assessment Rating Tool (PART) (See Appendix D). The joint review panel identified significant challenges in assessing the program's effectiveness and concluded that at the current time the program cannot demonstrate results.

In 2001, the RAND Drug Policy Research Center published a study, "Options for Restructuring the Safe and Drug-Free Schools and Communities Act," that described structural problems within the legislation that may contribute to its inability to demonstrate program effectiveness. The study, funded by SDFSC, indicated that the program structure is fundamentally flawed. Given the small per-pupil funding level and the high degree of state and local flexibility in the use of funds, it is difficult to isolate the effects of the program. In addition, the statute is written to address multiple purposes, including drug prevention, alcohol prevention, and violence prevention, which dilutes the focus of program dollars and reduces the likelihood of observable results for any single component.

In the "Report on the National Study of Local Education Agency Activities under the Safe and Drug-Free Schools and Communities Act," findings based on a sample of 600 school districts demonstrated that many districts experienced problems developing measurable goals and objectives on which to base outcome measures. At the time of the study (1998), only a small proportion of prevention activities were research based; and, although school districts collected information on problem behaviors in schools, the uneven quality of the information limited its usefulness. This study provided baseline data that reflect the quality of programs being implemented prior to the implementation of the Department's Principles of Effectiveness initiative.

The report "Wide Scope, Questionable Quality: Three Reports from the Study on School Violence Prevention" highlighted the need to improve the quality of prevention programming through attention to needs assessment, planning, increased use of research-based approaches, and the monitoring of implementation.

The "Study of Safe and Drug-Free Schools Program Quality and Outcomes Feasibility Report," prepared by Westat, gauges the availability of data nationwide in school or districts on school crimes and student substance abuse and will attempt to identify and assess evaluation designs that measure the quality and implementation of activities funded by SDFSC. This report builds on the previous studies, "National Study of School Violence and Prevention" and "School-Based Drug Prevention Programs: A Longitudinal Study in Selected School Districts."

Improvements: Making Changes

In FY 2003, the Department will implement a reorganization that will enhance our overall approach to ensuring that our schools are safe, drug- and substance-free. Programs supporting this objective will be administered by a new Office of Safe and Drug-Free Schools, headed by a Deputy Under Secretary. This change in organizational structure will heighten the national visibility and prominence of our work in this area.

The Department is developing plans to modify its data collection activities to better focus on effectiveness and performance of the Safe and Drug-Free Schools and Communities Act programs. We will also disseminate information about model school safety plans and offer grants to local educational agencies to support the development and implementation of school crisis response plans.

Additionally, the Department will review the SDFSC program for modifications in the next reauthorization and provide additional technical assistance on best practices and what works in preventing violence and drug and alcohol use by our nation's children.

Indicators for Objective 3.1

For this objective, our Strategic Plan included some indicators of provisions that do not go into effect until a subsequent year. These measures were shown in the Annual Plan (without targets) to provide continuity. However, they are not indicators for FY 2002 and are not included in this report.

Indicators 3.1.1 and 3.3.2: The number of violent crimes and serious violent crimes experienced at school by students ages 12-18.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

Fiscal Year	3.1.1 Violent Crimes At School		3.1.2 Serious Violent Crimes at School	
	Actual	Target	Actual	Target
1999	884,000[4]		185,600[1]	
2000	699,800		128,400	
2001				
2002		876,700		184,000
	Indicator Status P Pending		Indicator Status P Pending	

Source

U.S. Departments of Education and Justice, *Indicators of School Crime and Safety, 2002*.

Data Quality

The primary source of new data that provide information on the experiences of victimization at school is the *Indicators of School Crime and Safety* report, which is released annually and includes a special analysis of the *National Crime Victimization Survey (NCVS)*. The *Indicators of School Crime and Safety* report uses a variety of independent data sources from federal departments and agencies including the Census Bureau, the National Center of Education Statistics (NCES), the Bureau of Justice Statistics (BJS), and the Centers for Disease Control and Prevention (CDCP). Each agency uses its statistical procedures to validate the data. Survey estimates are derived from a stratified, multi-stage cluster sample.

[4] Baseline data provided in our Annual Plan were reported as 2000, but actually reflected crime statistics for 1999.

Related Information

Data from the school crime supplement to the National Crime Victimization Survey is available at http://nces.ed.gov/pubs2002/quarterly/winter01/q3-4.asp. The Indicators of School Crime and Safety are available at http://nces.ed.gov/pubs2003/schoolcrime.

Additional Information

Violent crime includes serious violent crime and simple assault. Serious violent crime includes rape, sexual assault, robbery, and aggravated assault. Most NCVS data are reported the year after collection, but in-school victimization data is a special analysis with a delayed release. The most recent available data are for 2000, released in November 2002. Data for 2001 are expected in the fall of 2003 and data for 2002 are expected in the fall of 2004.

When we set our FY 2002 target, the most recent data available were for 1999, and we set our target for an approximate one percent decrease. Recently released data for 2000 showed a dramatic decrease, surpassing our 2002 target. Future targets will be adjusted.

Indicators 3.1.3 to 3.1.7: The percentage of youth ages 12–17 who reported using alcohol, cigarettes, marijuana, cocaine, or heroin in the past 30 days.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

Fiscal Year	3.1.3 Percentage Using Alcohol		3.1.4 Percentage Using Cigarettes		3.1.5 Percentage Using Marijuana		3.1.6 Percentage Using Cocaine		3.1.7 Percentage Using Heroin	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
1999	16.5		14.9		7.2		0.5		0.2	
2000	16.4		13.4		7.2		0.6		0.1	
2001	17.3		13.0		8.0		0.4		0.0	
2002		13.2		11.2		5.8		0.4		0.16
	Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending	

Source

The National Household Survey on Drug Abuse, The Substance Abuse and Mental Health Services Administration, 2002.

Data Quality

National Household Survey on Drug Abuse (NHSDA) data are validated by the Substance Abuse and Mental Health Services Administration. Data are updated annually. The NHSDA interviews approximately 70,000 people age 12 years or older, in every state, over a 12-month period. Because of the size of the sample, it is possible to make relatively precise estimates of many variables of major interest.

Related Information

Data from the National Household Survey on Drug Abuse are available on the Web at http://www.samhsa.gov/OAS/nhsda.

Additional Information

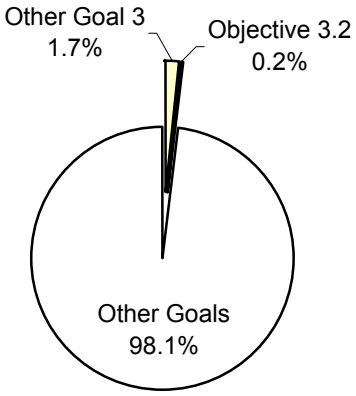
Data are expected in September 2003.

Objective 3.2: Promote Strong Character and Citizenship Among Our Nation's Youth

We need to ensure that we teach our children to be responsible citizens who have good values and ethics. Character education should unify our communities by building consensus based on common values. The Department will launch a national campaign and work with community organizations to highlight programs that demonstrate the development of character in our nation's students.

Inputs: Allocating Funds

- Of ED's total FY 2002 appropriation, $101 million supported Objective 3.2 activities. This is about 0.2 percent of ED's appropriation and 10 percent of the allocation for Goal 3.
- Programs that support this objective include:
  - 21st Century Community Learning Centers.
  - FIE/Character Education.
  - Cooperative Education Exchange.
- $0.7 million of ED salaries and expenses funds contributed to the $101 million supporting Objective 3.2.



Implementation: Checking Progress

To address Objective 3.2, the Department developed 3 strategies:

- Launch a campaign for character.
- Partner with faith-based and community organizations.
- Support and evaluate character education pilots.

Action Step Progress

G	5
Y	0
R	0

Within those strategies, the Department developed 5 action steps to be completed across FY 2002 and FY 2003, which made up about 31 percent of the action steps for Goal 3. At the end of FY 2002, 5 steps were on track for timely completion (green). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

The Department identified 2 indicators to measure FY 2002 success in meeting Objective 3.2. Two indicators are incomplete (data are not expected).

Measuring Status

Green	Yellow	Red
0	0	0

(2 Incomplete)

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Provide technical assistance to new and continuing award grantees on evidence based education and evaluation methodologies.
- Increase number of grant awards to Community and Faith-Based organizations.

Objective 3.2: Promote Strong Character and Citizenship Among Our Nation's Youth

Our country will flourish only if we are committed to good character and an unyielding dedication to liberty and justice. We must teach our children to be responsible citizens who have good values and ethics. Character education focuses on caring, civic virtue and citizenship, justice and fairness, respect, responsibility and trustworthiness. Character education should build community consensus on common values, involve parents, and be fully integrated into a school's curriculum.

> *Intelligence is not enough. Intelligence plus character—that is the goal of true education.*
> —Martin Luther King, Jr.

Inputs: Allocating Funds

The Department spends more than $100 million to achieve its objective to promote strong character and citizenship among our nation's youth. Character and citizenship education, although part of several programs in past reauthorizations, is a relatively new major emphasis for the Department. The Fund for the Improvement of Education's Character Education program and the Close-Up Fellowship Program support the promotion of character and citizenship.

The Close-Up Fellowship Program provides funding for fellowships for civic education to economically disadvantaged middle- and secondary-school students and professional development in civic education for teachers.

The Civic Education Program consists of two parts: We the People and the Cooperative Education Exchange. The Center for Civic Education receives a noncompetitive award to administer We the People, a program to enhance students' attainment of challenging academic content standards in civics. Competitive awards through the Cooperative Education Exchange support exchange activities designed to improve the quality of civic and economic education in emerging democracies through exemplary curriculum and teacher training programs for educators.

Programs that round out the Department's emphasis on this objective are the 21st Century Learning Centers, Ready-to-Learn Television, and the Fund for the Improvement of Education's Exchanges with Historic Whaling and Trading Partners Program.

Implementation: Checking Progress

To emphasize the importance of character and character education for America's children, the Department has created the Office of Faith-Based Initiatives. This office ensures that religious and faith-based organizations are made fully aware of funding opportunities within the Department. The Office of Faith-Based Initiatives works closely with the White House to ensure that these organizations receive the necessary information and support from federal agencies on an equal basis with nonreligion-based entities.

The Department obligated 39 awards to support and evaluate character education pilot programs. Thirty-four awards went to local education agencies and the remaining five went to state education agencies—a total of $16.7 million to help schools provide students with lesson plans that promote high moral character.

Department staff provided technical assistance to new and continuing award recipients at the Character Education Partnership's 9th National Forum and gave a presentation on evidence-based education and the evaluation studies proposed for Character Education grants.

Impact: Measuring Status

Character is intrinsically difficult to measure. The Department selected indicators for two traits generally associated with character. Indicators for this objective include the percentage of students in grades 6 – 12 who participated in community service and the percentage of 14 – 18-year-olds who believe that cheating occurs by half or most students.

The indicator measuring the percentage of students who participated in community service has a baseline established in 1999. The source, the National Center for Education Statistics "Youth Service-Learning and Community Service Among Sixth through Twelfth-Grade Students in the United States: 1996 – 1999" (NCES 2000-028), will not include this question in future surveys. Therefore, the indicator status is reported as incomplete and data are not expected. We will identify a new source of information or replace this indicator.

For the percentage of 14-18 year olds who believe cheating occurs by "half" or "most" students, a baseline was established for the year 2000. The source for this indicator is the "State of America's Youth Survey" by the Horatio Alger Association. This question was not included in the 2001 or 2002 surveys, but will be asked again in the 2003 survey. Therefore, data do not exist to compare with 2002 targets, but data will be available in 2003. The indicator status is reported as incomplete and data are not expected.

Improvements: Making Changes

The Department's Office of Faith-Based Initiatives will continue to identify opportunities for community and faith-based organizations to participate in programs that we sponsor or fund. We will endeavor to ensure that information from all its funding programs is disseminated to faith-based and community organizations to ensure their equitable participation in the grant award process.

Additionally, regional conferences will feature faith-based and community partners to highlight and disseminate information related to effective practices in character education. We will also provide support to evaluate several pilot sites for initiating character education programs.

The Department intends to strengthen its performance indicators for this objective because current indicators have incomplete data and do not permit an evaluation of the established performance targets. For the indicator on community service, whose data source is no longer including the relevant question in its survey, we will seek a new source, possibly the Independent Sector biennial survey. We will revise or replace the current indicator if needed. For the indicator on the cheating, we will work with the Horatio Alger Association to ensure that the question is included in all future annual surveys. This will enable us to have targets for which we have valid and reliable information for determining progress in improving character and citizenship qualities in our nation's youth.

In FY 2003, the Department will implement a reorganization that will enhance coordination of programs devoted to character education. Programs supporting this objective will be administered by a new Office of Safe and Drug-Free Schools headed by a Deputy Under Secretary. This restructuring will maximize the Department's resources along several initiatives enabling a more effective and aligned approach to these issues at the national level.

Indicators for Objective 3.2

Indicator 3.2.1: The percentage of students in grades 6–12 who participated in community service.

Data for this indicator are incomplete and not expected.

Indicator Status

I

Incomplete

Fiscal Year	Percentage Participating in Community Service	
	Actual	Target
1999	52	
2000	NA	
2001	NA	
2002		55

NA = not applicable

Source

U.S. Department of Education, National Center for Education Statistics, Youth Service Learning and Community Service Among Sixth through Twelfth-grade Students in the United States: 1996 and 1999 (NCES 2000-028), 2000.

Data Quality

This survey included nationally representative data on student reports of school practices, community service, and service-learning experiences at school, as well as data on student and school characteristics. In 1999, telephone interviews were conducted with 7,913 students in grades 6 through 12. Student reports of school practice indicate that a higher percentage of students were in schools that required community service in 1999 than in 1996. Information from this survey is self-reported, which limits its statistical reliability.

Related Information

Information about the Youth Service Learning and Community Service Survey is available at http://www.nces.ed.gov/index.html. Information on service and giving among teenagers from Independent Sector is available at http://www.indepsec.org/.

Additional Information

The question on community service has been dropped from the questionnaire. A new data source will be identified to measure this indicator.

Indicator 3.2.2: The percentage of 14 to 18 years olds who believe cheating occurs by half or most students.

Data for this indicator are incomplete and not expected.

Indicator Status

I

Incomplete

Fiscal Year	Percentage Who Believe That Cheating Occurs	
	Actual	Target
1999	43	
2000	41	
2001	NA	
2002		40

Source

State of America's Youth, the Horatio Alger Association, 2000.

Data Quality

On the basis of a telephone survey of 1,003 students across the country, 505 geographic points were selected randomly and proportionate to the population of each region and, within each region, by size of place. Individuals were selected in accordance with a probability sample design that gives all telephone numbers an equal chance to be included. The data's statistical margin of sampling error is +/–3.1 percentage points. Minimal weights were applied to sex and year in school.

Related Information

Information on this survey may be obtained from the Horatio Alger Association at (703) 684-9444 or is available at http://www.horatioalger.com/.

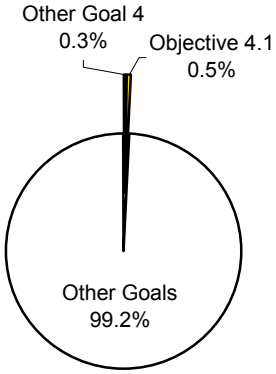
Additional Information

The survey question on cheating was not asked in 2001 or 2002. The question will be asked again in 2003. Therefore, no data were available on which to evaluate a 2002 target.

Objective 4.1: Raise the Quality of Research Funded or Conducted by the Department

The country faces significant challenges in its efforts to provide high-quality education to all children. Research funded or conducted by the Department must contribute to the solution of these problems. Toward this end, the Department engaged in efforts to change the structure and nature of its educational research office and improved the scientific peer process by which proposals are selected for funding and publications are approved for release by the Department.

Inputs: Allocating Funds



- Of ED's total FY 2002 appropriation, $256 million supported Objective 4.1 activities. This is about 0.5 percent of ED's appropriation and 59 percent of the allocation for Goal 4.
- Programs that support this objective include:
  - National Institute on Disability and Rehabilitation Research.
  - Research and dissemination.
  - Statistics.
- $61 million of ED salaries and expenses funds contributed to the $256 million supporting Objective 4.1.

Implementation: Checking Progress

To address Objective 4.1, the Department developed 4 strategies:

Action Step Progress

G	9
Y	0
R	2

- Develop rigorous standards.
- Enforce rigorous standards.
- Improve peer review of research proposals.
- Develop editorial review.

Within these strategies, the Department developed 11 action steps to be completed across FY 2002 and FY 2003, which made up about 58 percent of the action steps for Goal 4. At the end of FY 2002, 9 steps were on track for timely completion (green), and 2 needed intervention by senior management to ensure completion (red). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

The Department identified 4 indicators to measure FY 2002 success in meeting Objective 4.1. We exceeded our target for three indicators (green), and we did not meet the target for 1 indicator (red).

Measuring Status

Green	Yellow	Red
3	0	1

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Establish the National Center for Education Research and the National Center for Education Evaluation
- Continue efforts to improve the scientific peer review process
- Build a portfolio of focused research initiatives targeting critical education problems.

Objective 4.1: Raise the Quality of Research Funded or Conducted by the Department

Scientifically based research is a major focus of the No Child Left Behind Act (No Child Left Behind). Congress determined that funding decisions and practice should be based on high quality, scientifically grounded research. The Department has begun to elevate education to the level of credible and quantifiable methods on which such disciplines as medicine are based.

Inputs: Allocating Funds

Approximately $256 million of FY 2002 funding supported the Department's efforts to improve the quality of its research products and activities. The Department's research efforts were primarily administered by the Office of Educational Research and Improvement (OERI)[5], the National Center for Education Statistics (NCES), and the Office of Special Education and Rehabilitative Services (OSERS).

In FY 2002, OERI's research and dissemination arm conducted a variety of activities that supported this objective. The Educational Resources Information Center (ERIC), a national information system, provided users with ready access to an extensive body of high quality education related research. The Field Initiated Education Research Grant Program supported high quality basic and applied research and development projects. OERI's Interagency Educational Research Initiative supported improving the rigor and focus of educational research in mathematics, reading, and the sciences. OERI supported five research institutes, each with a different topical area, focused on improving the quality of education. Its National Center for Education Statistics provided statistics about trends in education, collected data to monitor reform and measured educational progress to inform the research agenda of OERI and to assist in implementing high quality standards. OERI's National Assessment of Educational Progress measured and reported on the status and trends in student learning over time, and makes objective, quality information available to policymakers, educators, and parents.

The Department's Office of Special Education and Rehabilitative Services (OSERS) contributed to improving the quality of the Department's research products and activities through the activities of National Institute on Disability and Rehabilitation Research (NIDRR), Special Education Research and Innovation programs and the Technology and Media Services program.

Implementation: Checking Progress

In FY 2002, the Department proposed major restructuring of the OERI to focus on rigorous research methodologies. This new approach required high standards for education research and created the flexibility that will enable the Department to fund scientifically rigorous, high quality research products and activities. The Department worked with Congress to reauthorize OERI into the new Institute of Education Sciences to focus solely on education research, evaluation, and dissemination.

As part of the Department's effort to improve its quality of research, OERI implemented new rigorous standards for the submission of quality research proposals and for the conduct of peer review panels convened to evaluate research applications. Using this and other tools, OERI funded only high quality

[5] On November 6, 2002, the President signed the Education Sciences Reform Act of 2002 that replaces the Office of Educational Research and Improvement (OERI) with a new Institute of Education Sciences. However, this report will refer to the Office of Educational Research and Improvement, which was the existing nomenclature throughout FY 2002.

applications under each of its research competitions and applicants were given guidance for cutting-edge research that could be used as a model for high standards. And to independently confirm the quality of our research, OERI implemented high standards for rigorous review of new research projects modeled on those used at the National Institutes of Health.

OERI developed a new editorial review process that will contribute to improving the quality of research in the Department's publications, including the scientific rigor of all its technical assistance materials on research-based professional development. The purpose of the editorial review function is to evaluate the accuracy of research claims and findings contained in publications intended for general distribution to the education community.

OERI staff prepared announcements for three new grant competitions: Preschool Curriculum Evaluation; Reading Comprehension; and Cognition and Student Learning. The Department provided guidance to applicants on research methodology, desired outcomes, and the nature of scientific questions that would provide useful answers to important national challenges in education. The Department held pre-application meetings that featured distinguished senior researchers who provided examples of high quality that could be used as models for the desired standards. Applications were received from some of the mostly highly accomplished educational scientists in the nation.

Impact: Measuring Status

The Department established performance measures to assess the percentage of new Department-funded research and evaluation projects and publications that are deemed to be of high quality by an independent review panel of qualified scientists. The Department also established measures to assess the percentage of new Department-funded research and evaluation projects and publications addressing causal factors that use randomized experimental designs. Excluding statistics, projects and publications to be assessed included all research and evaluation studies funded or conducted by two Departmental entities—OERI and the Office of Special Education Programs within OSERS. Where possible, baseline data from FY 2001 were collected.

In FY 2002, the research office implemented an unprecedented quality control review of newly funded research and evaluation proposals by an external panel of distinguished scientists in education and an external panel of distinguished researchers in special education. Comparison of FY 2001 and FY 2002 data reveal significant improvement in the quality of newly funded research in FY 2002. The Department exceeded its target on this indicator with fifty-three percent of the newly funded research proposals judged to be of high quality. A third external panel of eminent scientists evaluated the quality of research and evaluation publications. Those that were reviewed were judged to be of high quality.

The use of independent panels to review the past year's projects and publications to determine those of high quality is a new initiative in the Department, established by the *FY 2002-2007 Strategic Plan*. Panels were composed of senior scientists who are distinguished professors in their institutions, editors of premier research journals, and leading researchers in education. All of the newly funded proposals and publications in FY 2001 and FY 2002 were reviewed based on their use of randomized experimental studies, which provide the most rigorous tests of causal relationships. The Department exceeded its targets on these indicators. Seventy-eight percent of the newly funded research projects that addressed causal questions employed randomized experimental designs. The new publications addressed causal questions and employed randomized experimental designs. Researchers who analyzed the extent of use of randomized experimental designs in causal studies were qualified in both content areas and research methodology. The overall quality of data produced by the research and dissemination and statistical and assessment offices meets the statistical standards of the Department's Data Quality Guidelines.

Programs rated by OMB's PART process (see appendix C) that impact this objective included the National Center for Education Statistics (NCES) and the National Assessment of Educational Progress (NAEP). While these programs received a generally positive score, the panel recommended that NCES and NAEP consider conducting evaluations to determine how data are used and the effectiveness of data in informing educational decision-making. Additionally, NCES conducts evaluations of individual projects to ensure high quality, comprehensiveness, timeliness, and utility to practitioners.

An evaluation of NAEP in 1999, performed by the Board on Testing and Assessment (BOTA), an arm of the National Academies Research Council, concluded that NAEP is a useful and valid assessment but should be used in concert with other measures. They also suggested that NAGB reexamine its achievement-level setting process.

Improvements: Making Changes

Initiatives to reorganize the Department's primary research functions should have significant positive impact on the ability to focus resources on improving the quality of research for practitioners and policymakers. To support the emphasis on evidence-based research, our FY 2003 budget request is considerably larger than our FY 2002 appropriation. Together with the Coalition for Evidence-Based Policy, the Department has proposed to build the knowledge base of quality educational interventions proven effective through randomized controlled trials in large scale replications and to provide strong incentives for the widespread use of proven interventions by recipients of education funds.

The Department will continue to implement its plan to ensure a more focused approach on high quality in research design and research products. In FY 2003 the restructuring moved programs that focus on innovation rather than true research from the former OERI to the new Office of Innovation and Improvement. The new Institute of Education Sciences will take an invigorated approach to carrying out a coordinated, focused agenda of high-quality research, statistics, and evaluation. The new organization will undertake to apply credible and valid scientific methodology to improving learning and teaching.

To further its efforts to improve the quality of its research, the new IES will create and implement the National Center for Educational Research and the National Center for Education Evaluation and is currently recruiting distinguished scientists to lead the Centers.

In FY 2003, the research office will implement an electronic submission process and a scientific peer review process for research grant competitions and will provide grant applicants with specific guidance on the format and level of detail needed to write high quality scientific research proposals.

A new NAEP Decision Maker Survey will provide information showing long-term trends and thus improve the quality of research activities over time.

The Department will support new fellowship programs at universities and institutions of higher education to improve the preparation of educational researchers through well-designed training programs and by attracting scientists and scholars from various programs sponsored by the Rehabilitation Services Administration (RSA) and the National Institute on Disability and Rehabilitation Research (NIDRR). The Department will continue to conduct on-site program evaluations and provide feedback to grantees to improve overall performance.

Indicators for Objective 4.1

Indicators 4.1.1 and 4.1.2: The percentage of new research and evaluation projects funded by the Department and the percentage of new Department research and evaluation publications that are deemed to be high quality by an independent review panel of qualified scientists.

The Department did not meet its target for Indicator 4.1.1, but exceeded its target for Indicator 4.1.2.

Fiscal Year	4.1.1 Percentage of Projects		4.1.2 Percentage of Publications	
	Actual	Target	Actual	Target
1999	NA		NA	
2000	NA		NA	
2001	40		0	
2002	53	65 (BL+25 PP)	100	25 (BL + 25 PP)
	Indicator Status R Red		Indicator Status G Green	

NA = not applicable PP = percentage points

Source

Independent external review panels composed of senior scientists with expertise in various content areas evaluated a random sample of newly funded proposals.

Data Quality

Senior scientists reviewed a random sample of newly funded proposals. Inclusion of only eminent senior scientists who are distinguished professors in their institutions, editors of premier research journals, and leading researchers in education and special education ensures the quality of the data.

Related Information

In FY 2001 there were 76 new research proposals; in FY 2002 there were 61 new research proposals. A randomly selected sample of approximately one-third of the newly funded proposals in FY 2001 and FY 2002 was reviewed by each panel. Two scientists evaluated the quality of each proposal.

In FY 2001 40 percent of the proposals were rated as high quality with an average rating across proposals equal to 5.9 (good quality). In FY 2002 53 percent of the proposals were judged to be high quality with an average rating across proposals equal to 6.2 (good quality).

There were no new research and evaluation publications in FY 2001 that met the use of randomized experimental designs and only two new evaluation publications in FY 2002.

Each publication was read by two eminent scientists. The average rating of the two publications was 8.3 (where 7 = high quality; 9 = very high quality).

Additional Information

This independent review panel convened by the Department for this purpose is distinct from the peer review panels that oversee the selection of projects. This panel is convened after the close of the fiscal year to review projects and publications of the prior year, as a way to judge the effectiveness of the Department's quality control mechanisms.

Indicators 4.1.3 and 4.1.4: Of new research and evaluation projects and publications funded by the Department that address causal questions, the percentage of projects that employ randomized experimental designs and the percentage of publications that describe studies that employ randomized experimental designs.

The Department exceeded its targets for these indicators.

Fiscal Year	4.1.3 Percentage of Projects		4.1.4 Percentage of Publications	
	Actual	Target		
1999	NA		NA	
2000	NA		NA	
2001	46		0	
2002	78	56 (BL+10 PP)	100	10 (BL + 10 PP)
	Indicator Status G Green		Indicator Status G Green	

Source

OERI researchers evaluated all newly funded research proposals awarded in 2001 and 2002.

Data Quality

Each product and proposal was reviewed by two experts in order to achieve comparability of scores throughout the process. Research projects will receive on-site monitoring by the Department and are validated by OERI staff. Evaluators are external experts qualified in research and content areas. An inter-rater reliability check is done in which two researchers independently evaluate a subset of proposals and products to ensure validity and reliability of data. An agreement factor of 96 percent minimizes threats to the validity and reliability of data.

Related Information

In FY 2001 there were 76 new education research proposals, with 37 of the proposals addressing causal questions. In FY 2002 61 new research proposals were funded, with 46 proposals addressing causal questions.

There were no new research and evaluation publications in FY 2001 that employed randomized experimental designs and only two evaluation publications in FY 2002.

Additional Information

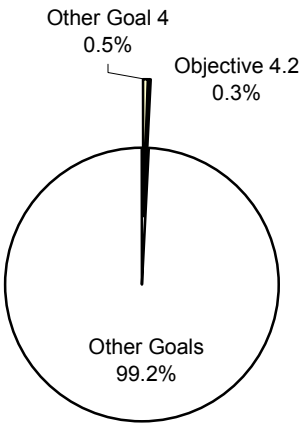
Presence of a causal question was defined as that in which one variable was seen to affect a second variable. A causal question would be expressed as one variable influencing, affecting, or changing another variable.

A randomized experimental design was defined as instances in which there was an experimental treatment group and one or more comparison groups and by the random assignment of participants to treatment or comparison conditions. If a proposal or publication included a design in which two or more groups of participants were compared but did not explicitly indicate that random assignment procedures would be used, the proposal was recorded as not using a randomized experimental design.

Objective 4.2: Increase the Relevance of Our Research in Order to Meet the Needs of Our Customers

The Department must ensure that the research we fund contributes to solving the educational problems in our country and that trustworthy information on the effectiveness of educational curricula, practices, and programs is disseminated in a timely and easily accessible fashion.

Inputs: Allocating Funds



- Of ED's total FY 2002 appropriation, $178 million supported Objective 4.2 activities. This is about 0.3 percent of ED's appropriation and 41percent of the allocation for Goal 4.
- Programs that support this objective include:
  - Research and dissemination.
  - National Institute on Disability and Rehabilitation Research.
  - Statistics.
- $61 million of ED salaries and expenses funds contributed to the $178 million supporting Objective 4.2.

Implementation: Checking Progress

To address Objective 4.2, the Department developed 5 strategies:

Action Step Progress

G	8
Y	0
R	0

- Survey decision makers.
- Create and maintain the What Works Clearinghouse.
- Translate research results so they are applicable to the classroom.
- Develop guides for evidence-based education.
- Increase focus and allocate resources in response to needs.

Within these strategies, the Department developed 8 action steps to be completed across FY 2002 and FY 2003, which made up about 42 percent of the action steps for Goal 4. At the end of FY 2002, 8 steps were on track for timely completion (green). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

The Department identified 4 indicators to measure FY 2002 success in meeting Objective 4.2. We exceeded our target for 1 indicator (green). One indicator is incomplete (data are not expected), and we set baselines for 2 indicators.

Measuring Status

Green	Yellow	Red
1	0	0

(1 Incomplete)
(2 Baseline)

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Build a portfolio of focused research initiatives that contribute to the solution of specific education problems.
- Conduct high-quality evaluations of major educational programs and funding streams.
- Conduct an ongoing dialogue among all Department offices on research initiatives and activities to engage in future joint research efforts.

Objective 4.2: Increase the Relevance of Our Research in Order to Meet the Needs of Our Customers

Research that no one knows or uses has little value to the practitioners and policy-makers who are our primary customers. Our research must be relevant to pressing problems in education and must be used by educators and education decision makers. We must identify ways to promote broad public awareness of the importance of sound scientific evidence in making education decisions.

Inputs: Allocating Funds

Approximately $178 million in overall FY 2002 Department funding supported the Department objective of relevancy in its research projects and products for its customers. In FY 2002 the Department's research efforts were primarily administered by the Office of Educational Research and Improvement (OERI), recently reauthorized as the Institute of Education Sciences, and by the Office of Special Education and Rehabilitative Services (OSERS).

OERI's research and dissemination arm supported research activities and the large-scale implementation of promising educational research-based practices and technologies. The National Center for Education Statistics (NCES) is the statistical arm of OERI. This office administers the Department's statistics programs to provide information about trends in education and its data are used to inform and measure the relevancy of research products. This office also researches specific topics that have been identified by other Department offices as needing statistical information to inform their own particular research endeavors based on determinations of what is currently relevant to their customers. The National Assessment of Educational Progress (NAEP) is that part of NCES that deals primarily with measuring nationally what American children know and can do in core subject matter at particular grade levels.

Another important Department program that supports the relevancy of educational research is the Office of Special Education and Rehabilitative Services' Office of Special Education Programs. Through its Research and Innovation program, Technology and Media Services program, and Demonstration Grants for Students with Disabilities, it is a major contributor to the Department's research efforts.

Implementation: Checking Progress

The Department has undertaken a number of actions to ensure that it meets its objective of relevance in research. OERI conducted a customer survey of education decision makers. This survey provided information about the research needs of chief state school officers, governors' aides, Congressional staff, state higher education officers, state legislators, and other education decision makers. Using information from this survey, the Department will be able to take into consideration the concerns that local and state education decision makers and state and national policymakers express about education as the Department sets its research and evaluation agenda.

The Department's Interoffice Coordinating Committee initiated a dialogue among Department offices on research initiatives and activities of common interest in order to plan a number of joint efforts that will be undertaken in FY 2003.

To increase the relevance of its research and evaluation activities, the Department has funded research in focused areas that will significantly advance solutions to major national challenges in education. The research office held focused grant competitions on areas in which a sustained research program was

needed and which offered the potential of solutions to specific problems in education. For FY 2002, competitions were held in preschool curriculum to identify curricula that best prepare children for kindergarten; reading comprehension; and cognition and learning in the classroom to understand how research on basic learning processes can be brought to bear on instruction. This change in focus will support research that answers questions about what works, for whom, and under what conditions in ways that make the Department's products of immediate relevance to practitioners.

Understanding what research is currently relevant in the field of education is imperative but equally important is disseminating this knowledge base to the field for use by educators. Information must be disseminated in clear, user-friendly, and easily accessible formats. To this end, the Department created the What Works Clearinghouse to deliver solid research into the hands of educators, policymakers, and the public. The Clearinghouse will evaluate research studies to identify those that provide trustworthy information on the effectiveness of programs, products, and practices that are intended to enhance student outcomes. A group of distinguished scientists has agreed to serve as the Technical Advisory Group for the Clearinghouse. This group is developing the standards of evidence that will be used to evaluate the quality of the empirical evidence on specific education programs, products, and practices.

Impact: Measuring Status

To evaluate this objective, the Department established indicators that employed expert panel reviews, Web site hits, and a survey of policymakers and administrators.

To assess the relevance of research funded by the Department, we asked a panel of experienced practitioners and administrators to evaluate the relevance of a random sample of newly funded research and evaluation projects. The Department exceeded its target with 78 percent of the FY 2002 projects deemed to be of highly relevant.

Assessing the number of Web hits on the What Works Clearinghouse will show what is relevant by measuring what practitioners access. The Clearinghouse will begin its evaluations of existing studies on the effectiveness of education programs, practices, and products in FY 2003.

The remaining two indicators for this objective assessed relevance as perceived by policymakers and administrators in the field. The Decision Maker Survey asked K–16 policymakers and administrators to report whether they routinely consider evidence of effectiveness prior to adopting educational products and approaches and whether they use research products of the Department in policy-making decisions. The survey was conducted for the first time in FY 2002. It yielded data for the first issue but, during the survey, it became apparent that the policymakers and school administrators did not know the origin of their research products. Of the district and state level administrators and decision makers, 42 percent reported that they regularly consider research when they are making decisions to adopt particular programs or practices. Forty-one percent of the state and national policymakers indicated that they regularly consider research when they are making policy decisions; however, they were generally unaware of the origins of the research.

Improvements: Making Changes

Initiatives begun in FY 2002 to reorganize Department research functions should better focus resources on improving both the quality and the relevance of research for practitioners and policymakers. This will substantially strengthen the scientific basis for the Department's continuing efforts to help families, schools, and state and local governments with the education of America's children. Additionally, the Department's evaluation component has been moved from the former Planning and Evaluation Service in

the Office of the Under Secretary to the Department's new Institute of Education Sciences to permit a more coordinated, effective, and comprehensive approach to its research and evaluation activities.

The What Works Clearinghouse will become fully operational in FY 2003 and will serve to disseminate the results of scientifically based educational research. Such information will be particularly useful as states implement the No Child Left Behind Act, which prioritizes scientifically based methods geared toward improving educational achievement.

In FY 2003, the Department will launch three new research initiatives that contribute to the solution of specific education problems. The Research on Effective Mathematics Education program (REME) will support research on instruction, curriculum and assessment enabling a successful transition to algebra. The Social and Character Development research program will fund research that evaluates the effectiveness of interventions and curricula designed to promote positive social and character development; increase positive behaviors; and reduce aggression, violence, and other antisocial behaviors among elementary school children. The Teacher Quality Research program will support research by examining the effectiveness of alternative approaches to professional development for teachers.

Indicators for Objective 4.2

Indicator 4.2.1: The percentage of new research projects funded by the Department that are deemed to be of high relevance to educational practice as determined by an independent review panel of qualified practitioners.

The Department exceeded its target for this indicator.

Indicator Status

G

Green

Fiscal Year	New Research Projects That Are Relevant to Educational Practice (percent)	
	Actual	Target
1999	NA	
2000	NA	
2001	24	
2002	73	44 (BL+20 PP)

NA = not applicable PP = percentage points

Source

Department of Education, Office of Educational Research and Improvement. An external panel of qualified practitioners evaluated the relevance of a random sample of newly funded research proposals from 2001 and 2002.

Data Quality

The composition of the review panel, selection criteria, and a nine-point scale to be used in assigning values were published in the Federal Register as proposed standards. Five people evaluated the relevance of each proposal. The inclusion of only experienced practitioners and administrators in education and special education ensures the quality of the data. The average rating across proposals was 5.7 for FY 2001 and 6.5 for FY 2002 on a 9-point scale in which 5 = adequate relevance and 7 = high relevance.

Additional Information

The independent review panel referenced here is different from the peer review panels that oversee the selection of projects. This panel was convened at the close of the fiscal year to review projects and publications as a way to judge the effectiveness of the Department's quality control mechanisms.

Indicator 4.2.2: The number of hits on the What Works Clearinghouse Web site.

Data for this indicator are incomplete and not expected.

Indicator Status

I

Incomplete

	Number of Web Hits	
	Actual	**Target**
1999	NA	
2000	NA	
2001	NA	
2002		Set baseline

Source

Department of Education, Institute of Education Sciences. What Works Clearinghouse Web site.

Data Quality

Automated Web software will enable an accurate count of Web hits, exact items receiving the greatest number of hits, and time intervals of Web visits.

Related information

Additional information on the What Works Clearinghouse is available at http://w-w-c.org/ or call (301) 519-5444.

Additional Information

The What Works Clearinghouse was created in October 2002. Guidelines for inclusion of evaluations in the Clearinghouse database are currently being established. Baseline data will be gathered in FY 2003.

Indicator 4.2.3: The percentage of K–16 policy makers and administrators who report routinely considering evidence of effectiveness before adopting educational products and approaches.

Indicator 4.2.4: The percentage of K–16 policy makers and administrators who report that they use research products of the Department in policy-making decisions.

The Department set baselines for these indicators.

Fiscal Year	4.2.3 Policymakers and Administrators Considering Evidence of Effectiveness (percent)		4.2.4 Policymakers and Administrators Using ED Research Products (percent)	
	Actual	Target	Actual	Target
1999	NA		NA	
2000	NA		NA	
2001	NA		NA	
2002	42	Set baseline	41	Set baseline
	Indicator Status B Baseline		Indicator Status B Baseline	

Source

Department of Education, Office of Educational Research and Improvement. The Decision Maker Survey.

Data Quality

Data are valid to the extent that the sample is representative of all education decision-makers and policymakers in the United States. The sample included individuals across levels in the decision and policy-making process—district and state level decision-makers for K–12 and higher education, state and national policymakers, and leaders of national associations of education. The decision-makers were distributed across high-, low-, and average-achieving districts and states, across urban and rural areas, and across all regions of the country.

For Indicator 4.2.3, the data are limited, however, in that only 48 individuals were sampled. Given the limited sample, the percentages are likely to vary considerably just by chance.

For Indicator 4.2.4, the current sample is limited because only 22 policymakers and policy advisors were sampled. Furthermore, in collecting the data, it became clear that the individuals surveyed could indicate whether they used research products in their policy-making decisions but did not know whether the Department was the source of those research products.

Additional Information

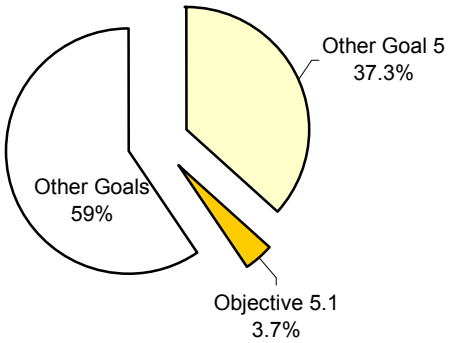
In response to this survey question for Indicator 4.2.3, 31 percent of the individuals indicated that they consider research on the effectiveness of programs or practices only some of the time or never. Another 27 percent reported that they consider evidence of effectiveness most of the time.

For Indicator 4.2.4, of the 22 policymakers and policy advisors, 27 percent indicated that they referred to research only some of the time, and another 27 percent reported that they relied on research most of the time.

Objective 5.1: Reduce the Gaps in College Access and Completion among Student Populations Differing by Race/Ethnicity, Socioeconomic Status and Disability While Increasing the Educational Attainment of All

Although progress has been made over the years to increase participation and graduation levels for all individuals, large gaps still exist between low-income and middle- and high-income students, between minority and non-minority students, and between students with disabilities and their non-disabled peers.

Inputs: Allocating Funds



- Of ED's total FY 2002 appropriation, $2.1 billion supported Objective 5.1 activities. This is about 3.7 percent of ED's appropriation and 9 percent of the allocation for Goal 5.
- Programs that support this objective include:
  - TRIO Programs.
  - Vocational Education State Grants.
  - GEAR UP.
  - Pell Grants
  - Direct Student Loans
- $22 million of ED salaries and expenses funds contributed to the $2.1 billion supporting Objective 5.1.

Implementation: Checking Progress

To address Objective 5.1, the Department developed 4 strategies:

- Enhance efforts to prepare low-income and minority youth for college.
- Increase communication about postsecondary opportunities.
- Highlight effective strategies and action steps for nontraditional students.
- Provide support to students with disabilities.

Action Step Progress

G	11
Y	0
R	0

Within these strategies, the Department developed 11 action steps to be completed across FY 2002 and FY 2003, which made up about 26 percent of the action steps for Goal 5. At the end of FY 2002, 11 steps were on track for timely completion (green). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

The Department identified 21 indicators to measure FY 2002 success in meeting Objective 5.1. Twenty-one indicators are pending (data are not yet available).

Measuring Status

Green	Yellow	Red
0	0	0

(21 Pending)

Improvements: Making Changes

To enhance future performance, the Department plans this action:

- Address the lack of disaggregated data for graduation rates.

Objective 5.1: Reduce the Gaps in College Access and Completion among Student Populations Differing by Race/Ethnicity, Socioeconomic Status and Disability While Increasing the Educational Attainment of All

According to recent NCES data, a significant gap still exists in college enrollment among student subpopulations—in 2001, 64.2 percent of white youth aged 16 to 24 enrolled in college the fall following high school graduation, whereas only 54.6 percent of their African American peers and 51.7 percent of their Hispanic peers were similarly enrolled. Graduation rates show similar gaps.[6] The Department will work to close these gaps through our student financial aid and institutional aid programs. In addition, the Department will continue our efforts to enhance preparation for college, increase knowledge about college preparation and financial aid availability, and improve college support services for students from all economic and social backgrounds.

Inputs: Allocating Funds

Support for Objective 5.1 activities came from TRIO Programs, Vocational Education State Grants, and GEAR UP. In addition to these programs, the Department provides about $16 billion—or almost 30 percent of the Department's FY 2002 funding—as financial assistance to students through Pell Grants, the Federal Family Education Loan Program, Federal Direct Loans, and Federal Work Study. These programs make higher education more accessible by providing targeted financial support to students who need it. These funding supports are discussed under Objective 5.3, "Establish Effective Funding Mechanisms for Postsecondary Education."

The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes six outreach and support programs targeted to assist low-income, first-generation college, and disabled students to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects and a dissemination partnership program to encourage the replication or adaptation of successful practices of TRIO projects at institutions and agencies that do not have TRIO grants.

The Department's Vocational Education program provides states with support for state leadership activities, administration of the state plan for vocational and technical education, and subgrants to eligible recipients to improve vocational and technical education programs.

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) assist low-income middle school students to aspire to, plan for, and prepare for college attendance. This program promotes and supports community-based efforts to encourage more young people to have high expectations, stay in school, study hard, and take the right courses to go to college.

[6] Census Bureau. Current Population Study, 2001.

Implementation: Checking Progress

The Department prepared for the publication of new final regulations regarding institutional eligibility under the Higher Education Act (HEA). The new regulations were intended to reduce administrative burden for program participants and to provide institutions with greater flexibility to serve students and borrowers. Specifically, the regulations eliminate the 12-hour rule for nonstandard and non-term educational institutions that measure progress in credit hours and instead adopt the one-day rule for all types of education programs. They also establish incentive compensation by allowing "safe harbors" that institutions can use to make incentive payments to recruiters without violating the restrictions in the HEA.

Impact: Measuring Status

To determine whether access to college and overall educational attainment have increased, the Department tracks the percentage of students by demographic group who enroll in college immediately after high school and the number who then graduate with a degree.

The Department is not yet able to determine whether we met our targets for increasing postsecondary enrollment. Judging by the trends since the baseline year of 1998, we expect that the percentage of Hispanic students and the percentage of high-income students enrolling met or exceeded the Department's 2002 targets. FY 2002 enrollment data are expected by September 2003.

The Department is likewise unable to judge progress toward meeting our targets for postsecondary graduation rates. Data will be available in December 2003.

Improvements: Making Changes

TRIO is implementing a plan for responding to concerns from the Office of the Inspector General (OIG)[7] that includes addressing insufficient grantee monitoring, unclear reporting requirements and the monitoring of expenditures.

GEAR UP is also implementing a plan for responding to OIG concerns.[8] These concerns include such issues as inadequate grantee budget review and grant monitoring. Consequently, the program office has trained staff to perform site visits and other monitoring activities.

The Department is also planning in FY 2003 to improve technical assistance by identifying effective practices for using Web-based distance learning, requisite skills and knowledge for successful transition between high school and community colleges, and factors for youth with disabilities that contribute to positive results; by conducting rigorous evaluations of educational supports that contribute to the successful completion of postsecondary programs and workplace success for students with disabilities; and by developing a practical guide on transitioning students with disabilities from high school to postsecondary education and employment.

[7] OIG (ED) #A07-90034 Department Controls over TRIO Grantee Monitoring 01/04/02.
[8] OIG (ED) #A07-A0033 Audit of Gaining Early Awareness and Readiness for Undergraduate Programs FINAL AUDIT REPORT 06/02.

Indicators for Objective 5.1

The indicators on awareness of financial aid and of academic requirements are not reported here[9] because their assessment is completed only in odd years (2001, 2003). The next assessment will be in 2003. We did not set FY 2002 targets for these indicators.

Indicators 5.1.1 to 5.1.9: Percentage of 16–24-year-old high school graduates enrolled in college the October following graduation.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

Fiscal Year	Percentage of High-School Graduates Enrolled in College the October Following Graduation: Overall, Black, White, Black-White Gap							
	5.1.1 Overall		5.1.2 White		5.1.3 Black		5.1.4 White-Black Gap	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target
1998	65.6		68.5		61.9		6.6	
1999	62.9		66.3		58.9		7.4	
2000	63.3		65.7		54.9		10.8	
2001	61.7		64.2		54.6		9.6	
2002		63.8		66.9		59.6		7.3
	Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending	

[9] Our Strategic Plan correctly notes that the targets are for odd years, but our annual Plan mistakenly had the targets listed as 2002 instead of 2003.

Fiscal Year	Percentage of High School Graduates Enrolled in College the October Following Graduation: Hispanic, Hispanic-White Gap			
	5.1.5 Hispanic		5.1.6 White-Hispanic Gap	
	Actual	Target	Actual	Target
1998	47.4		21.1	
1999	42.2		24.1	
2000	52.9		12.8	
2001	51.7		12.5	
2002		50		16.9
	Indicator Status P Pending		Indicator Status P Pending	

Fiscal Year	Percentage of High School Graduates Enrolled in College the October Following Graduation: Low Income, High Income, and Income Gap					
	5.1.7 Low Income		5.1.8 High Income		5.1.9 Income Gap	
	Actual	Target	Actual	Target	Actual	Target
1998	46.4		77.3		30.9	
1999	49.4		76.0		26.6	
2000	49.7		77.1		27.4	
2001	43.8		79.8		36.0	
2002		51.5		76.9		25.4
	Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending	

Source

October Current Population Survey (CPS) conducted by the U.S. Census Bureau.

Data Quality

Information includes those ages 16–24 completing high school in a given year. Actual values are one-year averages calculated from the Current Population Survey (CPS). Data are subject to both Census and NCES validation procedures.

Related Information

Department of Education's Condition of Education is available at http://nces.ed.gov/pubsearch/majorpub.asp#condition.

Indicator 5.1.10 to 5.1.15: The national percentage of full-time, bachelor degree-seeking students who graduate within six years.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

Fiscal Year	Percentage of Those Who Graduate 4-Year Institutions within Six Years: Overall, White, Black, White-Black Gap							
	5.1.10 Overall		5.1.11 White		5.1.12 Black		5.1.13 White-Black Gap	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target
1998	52.6		55.8		34.5		21.3	
1999	53.0		56.0		35.4		20.6	
2000	52.4		55.4		35.7		19.7	
2001								
2002		52.7		56		37		19
	Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending	

Fiscal Year	Percentage of Those Who Graduate 4-Year Institutions Within Six Years: Hispanic, White-Hispanic Gap			
	5.1.14 Hispanic		5.1.15 White-Hispanic Gap	
	Actual	Target	Actual	Target
1998	39.1		16.7	
1999	40.9		15.1	
2000	41.5		13.9	
2001				
2002		41		15
	Indicator Status P Pending		Indicator Status P Pending	

Source

Graduation Rate Survey (GRS) conducted by NCES as a part of the Integrated Postsecondary Education Data System (IPEDS).

Data Quality

Data are subject to NCES validation procedures. Years represent rates of graduation for graduating cohort. For example, the percentage of the 1994 cohort that graduated from a four-year institution by 2000 is reported in 2000.

Related Information

NCES's postsecondary survey site (including IPEDS) is available at http://nces.ed.gov/surveys/SurveyGroups.asp?Group=2.

Additional Information

FY 2002 data are expected in December 2003.

Additional validating data may be available through NCES's Beginning Postsecondary Students Longitudinal Study (BPS). The BPS has collected data from two cohorts of first-time beginners (FTBs). NCES has 1994 data for a sample of students who began their postsecondary education (PSE) in 1989–90 and 1998 data for a sample of students who began PSE in 1995–96. Additional data on the FTB's of 1995–96 were collected in 2001; those data will be released in December of 2002.

Indicators 5.1.16 to 5.1.21: The percentage of full-time, degree or certificate-seeking students at two-year institutions who graduate, earn a certificate, or transfer to a four-year school within three years.

The Department is not yet able to determine whether it met its target for these indicators because data are not yet available.

Fiscal Year	Percentage of Those Who Graduate, Earn a Certificate or Transfer from Two-Year Institutions within Three Years: Overall, Black, White, White-Black Gap							
	5.1.16 Overall		5.1.17 White		5.1.18 Black		5.1.19 White-Black Gap	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target
1998	32.2		33.8		25.1		8.7	
1999	34.4		35.3		29.5		5.8	
2000	32.7		34.0		26.5		7.5	
2001								
2002		32.5		34		26.3		7.7
	Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending	

Fiscal Year	Percentage of Those Who Graduate, Earn a Certificate or Transfer from Two-Year Institutions within Three Years: Hispanic, White-Hispanic Gap			
	5.1.20 Hispanic		5.1.21 White-Hispanic Gap	
	Actual	Target	Actual	Target
1998	29.9		3.9	
1999	32.5		2.8	
2000	30.1		3.9	
2001				
2002		30.5		3.5
	Indicator Status P Pending		Indicator Status P Pending	

Source

Graduation Rate Survey (GRS) conducted by NCES as a part of the Integrated Postsecondary Education Data System (IPEDS).

Data Quality

The surveys do not collect information about where the student transferred. Although the indicator specifies that the students transferred to a four-year school, the data do not distinguish the students who transferred to a four-year school from those who transferred to another two-year school. The reported numbers reflect any student who successfully transferred out of the school within three years.

Years represent rates of graduation for graduating cohort. For example, the percent of the 1997 cohort that graduated, earned a certificate or transferred by 2000 is reported in 2000.

Data are subject to NCES validation procedures.

Related Information

NCES's postsecondary survey site (including IPEDS) is available at http://nces.ed.gov/surveys/SurveyGroups.asp?Group=2.

Additional Information

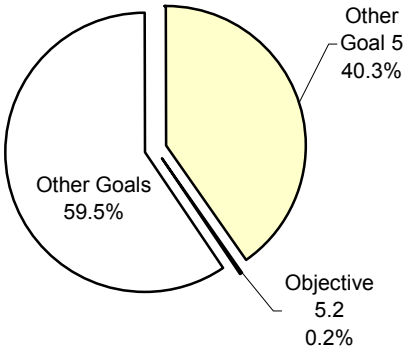
FY 2002 data are expected in December 2003.

Objective 5.2: Strengthen Accountability of Postsecondary Institutions

Although American institutions of higher education are among the best in the world, the public and many policymakers are especially concerned about the effectiveness of postsecondary institutions in two areas: preparing high-quality teachers and completing the education of students within a reasonable time.

Inputs: Allocating Funds

- Of ED's total FY 2002 appropriation, $99 million supported Objective 5.2 activities. This is about 0.2 percent of ED's appropriation and 0.4 percent of the allocation for Goal 5.
- Programs that support this objective include:
  - Postsecondary Teacher Quality Enhancement.
- $21 million of ED salaries and expenses funds contributed to the $99 million supporting Objective 5.2.



Implementation: Checking Progress

To address Objective 5.2, the Department developed 2 strategies:

- Refine the Title II accountability system.
- Create a reporting system on retention and completion that is useful for state accountability systems.

Action Step Progress

G	5
Y	0
R	0

Within these strategies, the Department developed 5 action steps to be completed across FY 2002 and FY 2003, which made up about 12 percent of the action steps for Goal 5. At the end of FY 2002, all 5 steps were on track for timely completion (green). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

The Department identified 2 indicators to measure FY 2002 success in meeting Objective 5.2. We met or exceeded the target for 1 indicator (green), and we did not meet the target for 1 indicator (red).

Measuring Status

Green	Yellow	Red
1	0	1

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Give priority to closing the unintended gaps in the Higher Education Act (HEA) Title II reporting system to ensure fairness and accountability.
- Align relevant HEA Title II definitions with those in the No Child Left Behind Act (No Child Left Behind) to lessen reporting burden on respondents.
- Address unintended gaps in Title II reporting systems.

Objective 5.2: Strengthen Accountability of Postsecondary Institutions

American institutions of higher education are among the best in the world. Despite this fact, the public and many policymakers are especially concerned about the effectiveness of postsecondary institutions in two areas: preparing high-quality teachers and completing the education of students within a reasonable time. An effective strategy for ensuring that institutions are held accountable for results is to make information on student achievement and attainment available to the public. Addressing widespread concern about the quality of new teachers, Congress established an accountability system for teacher preparation programs in Title II when reauthorizing the Higher Education Act (HEA) in 1998. This system provides, for the first time, basic information on the quality of teacher program completers.

Inputs: Allocating Funds

In October 1998 Title II of the Higher Education Act was enacted to address the concern of Congress and others about the quality of teacher preparation. Title II authorized new federal grant programs that support the effort of states, institutions of higher education, and their school district partners to improve the recruitment, preparation, and support of new teachers. For example, the Teacher Quality Enhancement program provides grants to state education agencies, local education agencies (LEAs), state agencies for higher education, and partnerships of an institution of higher education and its teacher preparation program and schools of arts and sciences, and high-need LEAs to increase student academic achievement through such strategies as improving teacher and principal quality and increasing the number of highly qualified teachers, principals, and assistant principals in schools.

The Department's vocational education program provides states with support for state leadership activities, administration of the state plan for vocational and technical education, and subgrants to eligible recipients to improve vocational and technical education programs. To be eligible for a subgrant, for example, a recipient must operate a vocational and technical education program that strengthens the academic, and vocational and technical skills of participating students and links secondary vocational and technical education, including Tech-Prep programs, with postsecondary vocational and technical education programs.

Implementation: Checking Progress

In FY 2002 the Department's Office of Postsecondary Education (OPE) and Office of Elementary and Secondary Education (OESE) started a discussion about aligning HEA Title II and No Child Left Behind Title II. The key area concerned the definition in No Child Left Behind of highly qualified teacher and its implications for the definition of a teacher on a waiver (on a temporary, emergency, or provisional certificate, rather than a standard certificate or license) in the HEA Title II data collection. The results of the collaboration will have an impact on future HEA Title II data collections.

Another major effort was to improve data quality. For example, the Department produced a report on the Title II reporting process that identified problems with the data collection system and possible solutions (administrative or legislative). The report has been sent to the Deputy Assistant Secretary for review and further direction. Also, OPE is participating in a series of panel meetings at which Integrated Postsecondary Education Data System (IPEDS) issues are being discussed. As a part of this process, the Department examined data issues with the panel to get their advice and input. OPE is participating in a

National Postsecondary Education Cooperative (NPEC) process that is looking into definitional issues related to persistence, degree completion, and job placement to further refine the appropriate approaches to consider for supporting state-level efforts.

Impact: Measuring Status

To assess progress in strengthening the accountability of postsecondary institutions, the Department tracks the extent to which states are collecting high-quality data on postsecondary teacher preparation, retention and graduation.

Since the Department gets much of our data from the states, it is essential that states use the same definitions for data terms when collecting those data; common definitions allow the Department to compare states and aggregate the data to report to Congress. Title II of the HEA includes new accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing. The Department achieved the FY 2002 target of 80 percent compliance with these new reporting requirements. However, a recent review of state reports suggests that states continue to have problems using the federal definition of waivers in reporting on teacher characteristics. Therefore, the Department may have difficulty achieving our FY 2003 target of 100 percent.

Although there has been progress in the Title II state reporting, no progress was made toward improving the data on timely completion of college. OPE is holding panel discussions and other meetings to initiate the cooperation needed to make these data available.

Both indicators are aimed at improving data quality. As noted above, a study showed that states are still having problems, for example, defining the term *teacher on a waiver* used in the reporting forms. The Department is also targeting graduation rate data as needing improvement. The State Higher Education Executive Officers' (SHEEO) Communication Network reports that 21 states are using the IPEDS Graduation Rate Data as their only source of information, 27 states use their own unit record systems for completions information, and the other states use neither (and it is unclear what these others do use). The most important finding is that only 7 states use any graduation rate information in relation to performance funding. The routine use is for an annual report, but not for funding, which means that making changes to IPEDS may be problematic. If data are not used for funding, most states (44) will oppose any increase in IPEDS burden.

Improvements: Making Changes

The Department is addressing the data quality issues, as mentioned above. Since it appears that states are unable to make the modifications necessary to report persistence and completion data disaggregated as required by the indicator, the Department will convene an interoffice team to address the data gap and find alternatives.

Priority will be given to addressing some unintended gaps in the HEA Title II reporting system to ensure fairness and accountability while aligning relevant HEA Title II definitions with those in the No Child Left Behind Act to lessen reporting burden on respondents. Also, through the potential reauthorization of the HEA, the Department will encourage states and institutions to improve the quality of data by improving the questionnaire they use in annual reports.

Finally, the Department will prepare a report on the current IPEDS graduation rate survey to determine the extent to which the data required to support state accountability systems are collected and will consult with states to determine what additional information is needed in a postsecondary accountability system and to make appropriate changes.

Indicators for Objective 5.2

Indicator 5.2.1: The percentage of states and territories submitting Title II reports with all data reported using federally required definitions.

The Department met its target for this indicator.

Indicator Status

G

Green

Fiscal Year	States Submitting Complete Reports	
	Actual	Target
1999	NA	
2000	NA	
2001	63	
2002	80	80

NA = not applicable

Source

Title II Data System, National Center for Education Statistics (NCES).

Data Quality

Data reported by the institutions. Subject to NCES verification and validation.

Additional Information

In anticipation of the reauthorization of HEA, OPE prepared a report that identified weaknesses in Title II reporting and proposed possible changes to address them. A review of state reports suggests that states continue to have problems using the federal definition of waivers in reporting on teacher characteristics. Therefore, the Department may have difficulty in achieving our FY 2003 target of 100 percent.

Indicator 5.2.2: The percentage of states with comprehensive reporting systems for colleges and universities that include student retention data and graduation rates for 4-year degree seekers after 4, 5, and 6 years; graduation rates for 2-year degree and certificate seekers after 2 and 3 years; and transfer rates for students at 2-year and 4-year institutions, disaggregated by student demographic factors such as race, gender, ethnicity, disability, and federal aid versus non-federal aid recipient.

The Department did not meet its target for this indicator.

Indicator Status

Red

Fiscal Year	Reporting Systems	
	Actual	Target
1999	NA	
2000	NA	
2001	0%	
2002	0%	50%

Source

National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Data Quality

Data reported by the institutions and is validated by NCES.

Related Information

Integrated Postsecondary Education Data System is available at http://nces.ed.gov/ipeds.

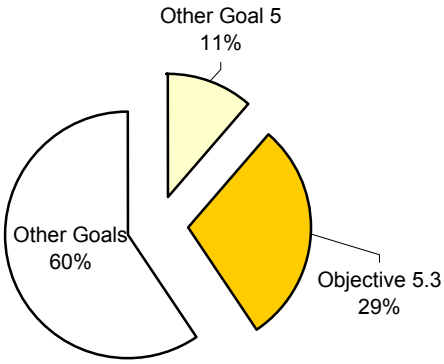
Additional Information

Successfully meeting this objective will require the cooperation of the postsecondary community, the states, and the Congress. OPE is participating in a series of panel meetings to discuss the institutional reporting system. We are seeking the advice and input of the panel about the additional reporting requirements needed to achieve the objective of this performance measure. Also, OPE and NPEC are looking into definitional issues related to persistence, degree completion, and job placement to further refine the appropriate approaches for supporting state-level efforts. However, to date, states have not modified their data collection and reporting systems to be able to report student persistence and completion with the necessary levels of disaggregation and with the required multiple time frames. It is unclear when a significant number of states will make the necessary changes to comply with the requirements of this indicator.

Objective 5.3: Establish Effective Funding Mechanism for Postsecondary Education

The financing of postsecondary education continues to be a challenge for many students and their families; and, with tuitions rising faster than inflation, students are borrowing more money than in the past to attend college.

Inputs: Allocating Funds



- Of ED's total FY 2002 appropriation, $16.2 billion supported Objective 5.3 activities. This is about 29 percent of ED's appropriation and 72 percent of the allocation for Goal 5.
- Programs that support this objective include:
  - Federal Pell Grants.
  - Loan Subsidies.
  - Federal Work Study.
- ED salaries and expenses funds did not specifically contribute to the $16.2 billion allocated to Objective 5.3.

Implementation: Checking Progress

To address Objective 5.3, the Department developed 2 strategies:

- Investigate postsecondary funding strategies.
- Improve the efficiency of the Title IV aid process.

Action Step Progress

G	5
Y	0
R	0

Within these strategies, the Department developed 5 action steps to be completed across FY 2002 and FY 2003, which made up about 12 percent of the action steps for Goal 5. At the end of FY 2002, all 5 steps were on track for timely completion (green). We anticipate that we will fully implement all action steps by the end of FY 2003.

Measuring Status

Green	Yellow	Red
0	0	1

(1 Pending)
(3 Incomplete)

Impact: Measuring Status

The Department identified 5 indicators to measure FY 2002 success in meeting Objective 5.3. We did not meet the target for 1 indicator. One indicator is pending (data are not yet available), and 3 indicators are incomplete (data are not expected).

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Publish and widely disseminate a study group's recommendation for achieving cost efficiencies and cost reductions at postsecondary institutions.

- Develop suggestions for a potential reauthorization of the Higher Education Act.

Objective 5.3: Establish Effective Funding Mechanisms for Postsecondary Education

Financing postsecondary education continues to be a challenge for many students and their families. According to the College Board, the average costs of attendance for 2001–2002 are $17,123 for four-year private institutions (up 5.5 percent from the previous year); $3,754 in four-year public institutions (up 7.7 percent from the previous year); and $1,738 for two-year public institutions (up 5.8 percent from the previous year).[10] With tuitions rising faster than inflation, students are borrowing more money than in the past to attend college. The median student federal loan amount almost tripled between 1990 and 1999, rising from $4,000 to $11,199, and students are increasingly turning to non-federal sources of loans, including credit cards, to pay college expenses. These trends are occurring even though funding for Pell Grants continues to grow.

Inputs: Allocating Funds

Three programs account for $16 billion, or almost 30 percent, of the Department's FY 2002 funding: Pell Grants, Loan Subsidies, and Federal Work Study. These programs and others, such as the Federal Family Education Loan Program and the William D. Ford Federal Direct Loan Program, are designed to make higher education more accessible to all by providing targeted financial support to students who need it.

The Federal Pell Grant Program alone makes up 20 percent of the Department's appropriation. The Pell Grant program provides need-based grants to low-income undergraduate and certain postbaccalaureate students to promote access to postsecondary education. Students may use their grants at approximately 6,000 participating postsecondary institutions. Financial need is determined by the Department, which uses a standard formula established by Congress, to evaluate the financial information reported on the Free Application for Federal Student Aid (FAFSA) and determine the family expected financial contribution (EFC).

The Perkins Loan Program provides low-interest loans to help needy students finance the costs of postsecondary education. Students can receive Perkins loans at approximately 2,000 participating postsecondary institutions. Institutional financial aid administrators at participating institutions have substantial flexibility in determining the amount of Perkins loans to award to students who are enrolled or accepted for enrollment. Borrowers who undertake certain public, military, or teaching service employment are eligible to have all or part of their loans canceled. In general, schools are reimbursed for 100 percent of the principal amount of the loan canceled, and the reimbursement must be reinvested in the school's revolving loan fund. These institutional reimbursements for loan cancellations are an entitlement.

The Federal Work Study (FWS) Program provides funds that students earn through part-time employment to help them finance their postsecondary education. Students can receive FWS funds at more than 3,300 participating postsecondary institutions. Institutional financial aid administrators at participating institutions have substantial flexibility in determining the amount of FWS awards to provide to students who are enrolled or accepted for enrollment. Hourly wages must not be less than the federal minimum wage. Most employers of FWS recipients must contribute 25 percent of the funding; however, private, for-profit organizations must match 50 percent; in some cases there are established criteria under which the matching requirement is waived. The Department encourages colleges and universities to use

[10] http://www.collegeboard.com/press/cost02/html/cost02a.html

FWS Program funds to promote community service activities. Institutions must use at least 7 percent of their work-study allocation to support students working in community service jobs, including reading tutors for preschool age or elementary school children; mathematics tutors for students enrolled in elementary school through ninth grade; or literacy tutors in a family literacy project performing family literacy activities.

Implementation: Checking Progress

In FY 2002 the Department improved our monitoring of programs and how the programs were allocating funds. Technical assistance was provided to Student Support Services grantees on methods they might adopt to reallocate up to 20 percent of their federal grants for grant aid. As a direct consequence, we have received revised budgets from 90 percent of federal TRIO grantees requesting approval to reallocate their funds.

Impact: Measuring Status

The Department assesses progress toward establishing effective funding mechanisms for postsecondary education by tracking the rate of tuition increases, the amount of unmet need to cover those tuition costs, and the average amount of debt carried by students.

The Department did not meet its target for reductions in tuition increases. Department data show an increase in tuition, rising 6.4 percent in 2002. Tuition costs have steadily risen, but at a slower rate this past decade than in the decade before. The College Board recently reported that from the 2001–2002 school year to the 2002–2003 school year, tuition and fees increased by 5.8 percent at four-year private institutions (average $18,273) and by 9.6 percent at four-year public institutions (average $4,081). Although that is the largest annual increase in a decade, the College Board report stressed that over the last decade, tuition growth at four-year colleges and universities was less than 40 percent, after adjusting for changes in consumer prices—much lower than the increase of about 60 percent during the preceding decade. (See the College Boards Web site for additional information, http://www.collegeboard.com/press/cost02/html/cost02a.html.)

The National Postsecondary Student Aid Study (NSPAS), which gives the Department estimates of unmet need, is administered only every four years. Rather than report estimates, we will use only the 2004 target, when actual data are again available.

The current average amount of debt that students carry (borrower indebtedness and payments as a percentage of income) will be available in December 2004.

The primary issue of data quality is timeliness of the data. Infrequent data collection and delayed reporting make program management difficult. New integrated data collection systems (e.g., the Performance-Based Data Management Initiative, PBDMI) may improve the timeliness of data.

Improvements: Making Changes

To reduce the costs of attending college, the Department is attempting to help colleges reduce their costs, especially by improving cost efficiency. We will publish a study group's recommendations for achieving cost efficiencies and cost reductions at postsecondary institutions and disseminate the report widely to postsecondary institutions, states, and others. We will encourage Student Support Services grantees to use the maximum amount of federal grant funds (up to 20 percent) for grant aid by providing examples of how they might reallocate funds. Additionally, we will consult with the higher education community

on ways to improve the efficiency of the Title IV aid process in preparation for the Administration's HEA reauthorization proposal.

The Department will also explore ways to improve the availability of postsecondary data to measure this objective.

Indicators for Objective 5.3

Indicator 5.3.1: Average national increases in college tuition, adjusted for inflation.

The Department did not meet its target for this indicator.

Indicator Status

R

Red

Fiscal Year	Average National Increases in College Tuition	
	Actual	Target
1999	5.4%	
2000	4.5%	
2001	3.1%	
2002	6.4%	3.1%

NA = not applicable

Source

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" and "Institutional Characteristics" surveys.

Data Quality

Data for 2002 are preliminary. Data are for the entire academic year and are average charges paid by students. Tuition and fees were weighted by the number of full-time-equivalent undergraduates but were not adjusted to reflect student residency. The data have not been adjusted for changes in the purchasing power of the dollar over time.

Related Information

College Board statistics on increases in tuition costs is available at http://www.collegeboard.com/press/cost02/html/cost02a.html.

Additional Information

The College Board recently reported that from the 2001–2002 school year to the 2002–2003 school year, tuition and fees increased by 5.8 percent at four-year private institutions (average $18,273) and by 9.6 percent at four-year public institutions (average $4,081), the largest increase in a decade (see additional information on the Web site for the College Board report). Despite the rising tuition and fees, the College Board report stressed that over the last decade, tuition growth at four-year colleges and universities was less than 40 percent, after adjusting for changes in consumer prices—much lower than the increase of about 60 percent during the preceding decade.

Indicators 5.3.2 to 5.3.4: Unmet need as percentage of cost of attendance for low-income dependent students; low-income independent students with children; and for low-income independent students without children.

Data for these indicators are incomplete and not expected.

Fiscal Year	Unmet Need as Percentage of Cost of Attendance					
	5.3.2 Low-Income Dependent Students		5.3.3 Low-Income Independent Students with Children		5.3.4 Low-Income Independent Students without Children	
	Actual	Target	Actual	Target	Actual	Target
1999	NA		NA		NA	
2000	43.1		60.6		46.2	
2001						
2002		42		59		45
	Indicator Status I Incomplete		Indicator Status I Incomplete		Indicator Status I Incomplete	

Related Information

National Postsecondary Student Aid Study (NPSAS) information is available at http://nces.ed.gov/surveys/npsas/.

Additional Information

For these indicators, our Annual Plan included targets for FY 2002 even though actual data would not be available. The National Postsecondary Student Aid Study (NPSAS) is administered only every four years. The next available data, which will be for academic year 2003–2004, will be released in late FY 2005 or early FY 2006. Rather than report estimates, the Department will use only the 2004 target, when actual data are again available.

Indicator 5.3.5: Borrower indebtedness and average borrower payments (for federal student loans) as a percentage of borrower income.

The Department is not yet able to determine whether it met its target for this indicator because data are not yet available.

Indicator Status

P

Pending

Fiscal Year	Borrower Indebtedness and Average Borrower Payments as a Percentage of Borrower Income	
	Actual	Target
1998	7.1	
1999	6.5	
2000	6.4	
2001		
2002		Less than 10 in first year of repayment

Related Information

National Student Loan Data System (NSLDS) merged with income data from the Internal Revenue Service.

Related Information

Information on student aid as compiled by the College Board is available at http://www.collegeboard.com/press/cost02/html/cost02b.html.

Additional Information

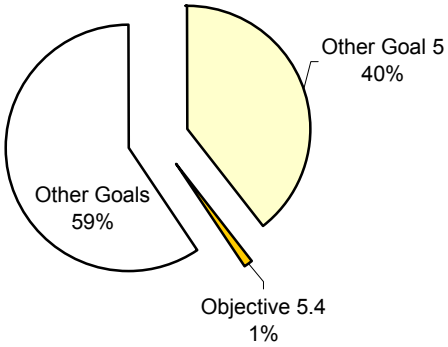
Data will be available in December 2004.

The College Board's *Trends in Student Aid 2002* reports that student aid reached more than $90 billion in 2001–2002, an increase of 11.5 percent over the preceding year (or 10 percent after adjusting for inflation). Over the past decade, total aid has increased by 117 percent in constant dollars. Although Pell Grants increased by 23 percent in inflation-adjusted dollars in 2001–2002, the maximum Pell Grant still covers only 42 percent of average public four-year institution fixed costs (tuition and fees, room and board) compared with 84 percent 20 years ago.

Objective 5.4: Strengthen Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities

An important step 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.

Inputs: Allocating Funds



- Of ED's total FY 2002 appropriation, $535 million supported Objective 5.4 activities. This is about 1 percent of ED's appropriation and 2 percent of the allocation for Goal 5.
- Programs that support this objective include:
  - Howard University.
  - Strengthening HBCUs.
  - Developing Hispanic-serving Institutions.
- $2 million of ED salaries and expenses funds contributed to the $535 million supporting Objective 5.4.

Implementation: Checking Progress

To address Objective 5.4, the Department developed 3 strategies:

Action Step Progress

G	8
Y	0
R	0

- Offer technical assistance for planning, implementation and evaluation.
- Assist in promoting the technology infrastructure of institutions serving low-income and minority students.
- Collaborate with Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities on K–12 improvement efforts.

Within these strategies, the Department developed 8 action steps, which made up about 16 percent of the action steps for Goal 5. At the end of FY 2002, 8 steps were on track for timely completion (green). We anticipate that we will fully implement all action steps by the end of 2003.

Impact: Measuring Status

The Department identified 2 indicators to measure FY 2002 success in meeting Objective 5.4. Two indicators are pending (data are not yet available).

Measuring Status

Green	Yellow	Red
0	0	0

(2 Pending)

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Design and implement a grantee-monitoring program.
- Convene groups on planning, implementation and evaluation of HEA Title III and Title V grantees.
- Provide outreach to HBCUs, HSIs, and TCUs to encourage them to apply under the Transition to Teaching program to improve teacher preparation and professional development.

Objective 5.4: Strengthen Historically Black Colleges and Universities, Hispanic Serving Institutions and Tribal Colleges and Universities

An important step 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. The Department can do much to offer access to information, training and technical assistance opportunities that contribute to the fiscal soundness of these institutions.

Inputs: Allocating Funds

About $535 million supported Objective 5.4 activities in FY 2002. Four Department programs primarily support Objective 5.4: Howard University, Strengthening Historically Black Colleges and Universities (HBCU), Developing Hispanic Serving Institutions (HSI), and Tribal Colleges and Universities (TCU).

Howard University was created by Congress in 1867 to be a national university serving a national need. Howard University is the largest producer of African American graduates at all degree levels. It has awarded 93,033 degrees since its inception. For 134 years, it has been a major avenue of postsecondary access and opportunity for many Americans. Howard alumni reside in all 50 states; 18 states have more than 500 Howard alumni, 13 have more than 1,000, and 6 have more than 2,000.

The HBCU program provides financial assistance to eligible HBCUs to establish or strengthen physical plants, financial management, academic resources, and endowments. Currently, the HBCU program supports 99 of the 107 HBCUs. Of the funds supporting HBCUs, $49 million is specifically supporting 18 HBCUs with graduate or professional programs in the legal, medical, dental, veterinary, mathematics, engineering, or physical or natural sciences fields.

The Developing Hispanic Serving Institutions (HSI) and Tribal Colleges and Universities (TCUs) programs help eligible institutions of higher education increase their self-sufficiency by providing funds to improve and strengthen their academic quality, institutional management, and fiscal stability. Currently, the HSI program supports 172 of the approximately 219 HSIs, and the TCU program supports 27 of the 31 TCUs.

Implementation: Checking Progress

The Department has held six nationwide regional meetings with more than 500 institutions including most HBCUs, HSIs, and TCUs that are funded under Title III and Title V to discuss planning, implementation, evaluation, and technology. These meetings have gathered extensive information on the issues and barriers facing many institutions in these areas. In addition, during the meetings, the institutions recommended to the Department specific technical assistance and programs in these areas.

The Department has made particular efforts to link HBCUs and other institutions to the Transition to Teaching program, which seeks to recruit and retain highly qualified mid-career professionals (including highly qualified paraprofessionals) and recent college graduates as teachers in high-need schools. A Transition to Teaching program application package and cover letter (including contact information) were mailed to HBCUs, HSIs, and TCUs in a special mailing on June 12, 2002, the date of the Federal Register public notice. Information was also published on e-mail list serves throughout the Department and provided to professional membership organizations and associations. Meetings were held with

White House Initiatives staffs to announce the Transition to Teaching program and to invite White House Initiative colleges and universities to apply for funding. Technical assistance in preparing the application was also available and provided by the School Improvement Program. More than 35 HBCUs, HSIs, and TCUs contacted the Transition to Teaching Program Specialist to express interest in submitting applications to the program. Approximately 12 applications were submitted by White House Initiatives colleges and universities.

Impact: Measuring Status

To measure our efforts to strengthen HBCUs, HSIs, and TCUs, the Department set indicators related to financial well-being and technological capacity.

To assess the financial well-being of HBCUs, HSIs, and TCUs, the Department collects information about the proportion of these institutions with positive fiscal balances. This information is available for all these institutions through NCES's Integrated Postsecondary Education Data System (IPEDS) Financial Survey. Data are available for all HBCUs and TCUs because these institutions are legislatively determined and specifically identified in the IPEDS database. Data for HSIs is based on an approximate list of HSIs because status as an HSI depends on Hispanic and low-income student full-time equivalent enrollment and may fluctuate from year to year. Data for FY 2002 will be available in November 2003.

Another important measure of these institutions' health in our information economy is the extent to which the institutions are building their technological infrastructure and capacity. The Department's new annual performance report will collect information on the use of HEA Title III and Title V program funds for increasing technological capacity, but these expenditures do not represent the only source of technology-related improvements that could occur at the institutions. Additionally, the information will represent only grantees, not the entire universe of HBCUs, HSIs, and TCUs. Currently IPEDS covers all institutions but does not collect data on institutional technology capacity. The Department will report information from the grantee performance reports until better information can be made available. These data will be available in March 2003. Additionally, Department staff held six regional meetings with HBCUs, HSIs, and TCUs in which technology capacity was a specific topic. General information on technology needs and issues is available from those meetings.

Improvements: Making Changes

In the area of increasing technological infrastructure, the Department has sponsored technology discussion groups among Title III and Title V grantee institutions, which includes HBCUs, HSIs, and TCUs, to identify the current areas of greatest institutional need and solutions to resolve technology barriers. In addition, the Department is providing technical assistance and outreach to HBCUs, HSIs, and TCUs to encourage them to submit applications under the Transition to Teaching program to improve teacher preparation and professional development.

Further, the Department will work to improve Title III and Title V project success at HBCUs, HSIs, and TCUs. To this end, the Department is focusing on technical assistance in the areas of planning, implementation, evaluation, and technology for all Title III and Title V grantees. Also, the Department will incorporate planning, implementation, evaluation, and technology components into project directors' meetings.

Indicators for Objective 5.4

Indicator 5.4.1: The percentage of HBCUs, HSIs, and TCUs with a positive fiscal balance.

The Department is not yet able to determine whether it met its target for this indicator because data are not yet available.

Indicator Status

P

Pending

Fiscal Year	Percentage of HBCUs, HSIs, and TCUs with a Positive Fiscal Balance	
	Actual	Target
1999	NA	
2000	67	
2001	71	
2002		74

NA = not applicable

Source

The Integrated Postsecondary Education Data System (IPEDS).

Data Quality

Data are self-reported from institutions and estimate the total universe in this indicator. Nearly all HBCUs, HSIs, and TCUs participate in the IPEDS Financial Report and are, therefore, represented by the data. An institution's status as an HSI is determined by Hispanic and low-income student enrollment, which can fluctuate from year to year and cannot be exactly determined from IPEDS enrollment data. However, a reasonable approximation can be based on the IPEDS enrollment data.

Related Information

The White House Initiative on Historically Black Colleges and Universities' information on HBCUs is available at http://www.ed.gov/offices/OPE/hbcu/.

The White House Initiative on Educational Excellence for Hispanic Americans is available at http://www.ed.gov/offices/OIIA/Hispanic/index.html.

The NCES report Hispanic Serving Institutions Statistical Trends 1990–1999 is available at http://nces.ed.gov/pubs2002/2002051.pdf.

The White House Initiative on Tribal Colleges and Universities is available at http://www.ed.gov/offices/OPE/TribalColleges/index.html.

A press release for the new White House Advisory Board on Tribal Colleges and Universities is available at http://www.ed.gov/news/pressreleases/2002/10/10292002.html

The Integrated Postsecondary Education Data System (IPEDS) description and data is available at http://nces.ed.gov/ipeds/.

Additional Information

Data from IPEDS is collected annually by NCES. Data for FY 2002 will be available in November 2003.

Indicator 5.4.2: The percentage of HBCUs, HSIs, and TCUs with evidence of increased technological capacity (such as wireless systems, high speed Internet connections, distance learning programs, or other evidence of technological innovation).

The Department is not yet able to set a baseline for this indicator because data are not yet available.

Indicator Status

P

Pending

Fiscal Year	The Percentage of HBCUs, HSIs and TCUs with Evidence of Increased Technological Capacity	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002		Set baseline

Source

Department of Education, Office of Postsecondary Education. *Annual Performance Report.*

Related Information

The White House Initiative on Historically Black Colleges and Universities' information on HBCUs is available at http://www.ed.gov/offices/OPE/hbcu/.

The White House Initiative on Educational Excellence for Hispanic Americans is available at http://www.ed.gov/offices/OIIA/Hispanic/index.html.

The NCES report Hispanic Serving Institutions Statistical Trends 1990–1999 is available at http://nces.ed.gov/pubs2002/2002051.pdf.

The White House Initiative on Tribal Colleges and Universities is available at http://www.ed.gov/offices/OPE/TribalColleges/index.html.

Press release for the new White House Advisory Board on Tribal Colleges and Universities is available at http://www.ed.gov/news/pressreleases/2002/10/10292002.html

Additional Information

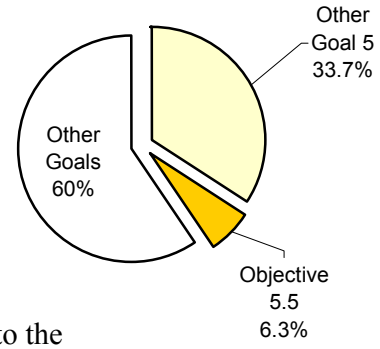
Program managers recently implemented a new annual performance report that will gather data on technology improvements at HBCUs, HSIs, and TCUs that are a result of Title III and Title V funds. It does not provide information for all HBCUs, HSIs, and TCUs and does not represent the only source of technology-related improvements at the institution. Data from the Annual Performance Report will be available in March 2003.

Objective 5.5: Enhance the Literacy and Employment Skills of American Adults

Current classroom-based adult basic education and English literacy services reach only about 3 million of an estimated 70 to 90 million individuals who need such services.

Inputs: Allocating Funds

- Of ED's total FY 2002 appropriation, $3.5 billion supported Objective 5.5 activities. This is about 6.3 percent of ED's appropriation and 16 percent of the allocation for Goal 5.
- Programs that support this objective include:
  - Vocational Rehabilitation State Grants.
  - Adult Education State Grants.
  - Independent Living.
- $45.3 million of ED salaries and expenses funds contributed to the $3.5 billion supporting Objective 5.5.



Implementation: Checking Progress

To address Objective 5.5, the Department developed 5 strategies:

- Invest in research on adult literacy and English acquisition.
- Develop high-quality community- and faith-based models.
- Develop technology solutions.
- Implement performance standards.
- Fund demonstration projects.

Action Step Progress

G	15
Y	0
R	0

Within these strategies, the Department developed 15 action steps to be completed across FY 2002 and FY 2003, which made up about 35 percent of the action steps for Goal 5. At the end of FY 2002, all 15 steps were on track for timely completion (green). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

The Department identified 2 indicators to measure FY 2002 success in meeting Objective 5.5. One indicator is pending (data are not yet available), and 1 is incomplete (data are not expected).

Measuring Status

Green	Yellow	Red
0	0	0

(1 Incomplete)
(1 Pending)

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Improve accountability systems in Vocational Rehabilitation (VR) and Adult Education programs by developing better performance measures for management.
- Address some of the planning and measures issues through the reauthorization proposal.

Objective 5.5: Enhance the Literacy and Employment Skills of American Adults

National surveys indicate that between 70 and 90 million adults in the United States have limited English literacy skills that inhibit their ability to support their families and exercise other important social responsibilities. Shockingly, this includes an estimated 10 million high school graduates and 1.5 million college graduates.[11] Current classroom-based basic education and English literacy services reach only about 3 million adults. Even when classroom services are combined with education services delivered through other social services for adults, only a fraction of the need for enhanced literacy is being addressed. The Department supports programs that focus on improving adult literacy and transitions into the workforce, such as our vocational rehabilitation programs.

Inputs: Allocating Funds

Three programs account for 91 percent of the FY 2002 funding that supports Objective 5.5: Vocational Rehabilitation State Grants, Adult Education State Grants, and Independent Living programs.

The Vocational Rehabilitation State Grants program provides grants to states to support a wide range of services to help individuals with disabilities prepare for and engage in gainful employment consistent with their strengths, resources, priorities, concerns, abilities, and capabilities. Individuals with a physical or mental impairment that results in a substantial impediment to employment who can benefit in terms of an employment outcome and require vocational rehabilitation (VR) services are eligible for assistance. Priority must be given to individuals with the most significant disabilities if a state is unable to serve all eligible individuals. Funds are distributed to states and territories on the basis of a formula. The state matching requirement is 21.3 percent, except that the state share is 50 percent for the cost of constructing a facility for community rehabilitation program purposes.

The Adult Education program provides grants to states to fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and English literacy programs. Participants in these programs are adults and out-of-school youths at least 16 years of age.

Implementation: Checking Progress

The Department pushed forward with its Developing English Literacy in Spanish-Speaking Children (DELSS) projects, which enhance bilingual adults' access to postsecondary education by specifying how to improve English literacy skills among bilingual children. The most recent activity in this program's collaboration between the Department's Office of Educational Research and Improvement (OERI) and the Health and Human Services Department's National Institute of Child Health and Human Development (NICHD) consists of the continued funding for the third year of all DELSS projects. To date, the DELSS researchers have completed studies, enrolled participants for other studies, and validated English and Spanish language skills tests to address issues such as (but not limited to) the following: finding predictors of English and Spanish literacy skills that identify emergent literacy early, testing whether providing intensive home language support for English skills enhances achievement of English literacy, and discovering which components of Spanish reading predict English literacy achievement. These projects and several others will contribute to our knowledge of how early

[11] NCES (ED), National Assessment of Adult Literacy, 1992.

interventions can enhance adult English literacy and access to postsecondary education. OERI and NICHD representatives met in September 2002 to share and highlight accomplishments of each project.

In other efforts to improve literacy, the Department initiated six awards for research projects to develop an adult literacy research network. The awards were for Research on Reading Instruction for Low-Literacy Adults; Testing the Impact of Health Literacy in Adult Literacy and Integrated Family Approach Programs; Improving Literacy Instruction for Adults; Relative Effectiveness of Reading Programs for Adults; Young Adult Literacy Problems, Prevalence and Treatment; and Building a Knowledge Base for Teaching Adult Decoding.

Impact: Measuring Status

To measure the literacy and employment skills of American adults, the Department established indicators to assess the proportion of adults at low literacy levels and the employment of adults served by our vocational rehabilitation program.

To accurately assess literacy skills across the country, the Department conducts the National Assessment of Adult Literacy (NAAL), which samples Americans across geographic and demographic groups. The assessments are given in person and are based on structured sampling, which causes the assessment to take a long time and a large expense to administer. For these reasons, the Department conducts NAAL only every 10 years. The assessment was due to occur in FY 2002, but has been delayed to 2003, with data estimated to be available in September of 2004.

To assess the extent to which persons with disabilities are prepared for and engage in gainful employment, the Department collects data on the outcomes (i.e., employment) of Vocational Rehabilitation program participants. The data have been collected and are currently being checked and validated. Final data should be available no later than June 2003. However, as the next section describes, evaluations show positive outcomes for program participants.

A multiyear Longitudinal Study of the Vocational Rehabilitation (VR) State Grants program, first initiated in 1992, was recently completed. This study, which tracked 8,500 VR consumers at 37 locations in the United States for three years each, provides comprehensive information on the VR program including types of persons served, services provided, costs, resources available, local environments, and short- and long-term outcomes. Data from the Longitudinal Study show benefits to participants in the VR program, particularly in terms of improvements in employment and earning status. The study also found that VR consumers had excellent job retention over time. Final reports from the Longitudinal Study are currently undergoing agency and Departmental clearance, but copies of draft reports are available upon request.

For Adult Education, research and evaluation funds support efforts to measure the distribution of literacy in the United States and identify effective methods and types of instruction.

Both measures, literacy and VR outcomes, under Objective 5.5 have data quality issues. The assessment of literacy relies on a data collection (NAAL) that occurs at most every 10 years. Additional sources on which to base interim decisions are being sought, but because of the expense of getting a representative sample of Americans to take the assessment, finding an alternative data source is unlikely. The information on outcome indicators for participants of the Vocational Rehabilitation program may be deemed less reliable because the information comes from self-reported program data in the program's annual performance reports. However, the PART reviewers cited VR data as credible, but "not timely, which makes it more difficult to use it to manage the program." The Department is currently developing new, cross-cutting reporting systems (PBDMI) that should allow enhanced data quality (verification, validation and timeliness) in such collections.

Improvements: Making Changes

Vocational Rehabilitation has worked to improve the performance measures for the program. In VR's PART evaluation, the reviewers noted that the program is working to improve its strategic planning and to develop common performance measures for job training programs, and standards and indicators for VR performance. In addition, the Department may seek to address some of the deficiencies in this area as a part of the upcoming reauthorization.

To improve literacy services, the Department is developing partnerships that involve community- and faith-based organizations in providing adult literacy programs; supporting NICHD in the development of a new strand of research on effective practices in adult education and family literacy programs; and developing online curriculum resources to support technology-based instruction in adult education.

For individuals with special needs, the Department is developing a series of strategies. We are developing a new loan program that will help individuals with disabilities purchase technology that will allow them to work from home; supporting demonstration literary skills projects that enhance employment outcomes for individuals with disabilities; identifying vocational rehabilitation state agencies that are at risk of not meeting the established performance levels for Standard I (employment outcomes) and providing targeted technical assistance; convening a conference for state vocational rehabilitation agencies to highlight effective practices for improving agency performance, especially employment outcomes; and making state vocational rehabilitation agency performance data available to the public on the Department's Web site.

Indicators for Objective 5.5

Indicator 5.5.1: The percentage of adults reading at the lowest level of literacy in national adult literacy assessments.

Data for this indicator are incomplete and not expected.

Indicator Status

I

Incomplete

Fiscal Year	The Percentage of Adults Reading at the Lowest Level of Literacy	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002		19

NA = not applicable

Related Information

National Assessment of Adult Literacy 2002 Web site is available at http://nces.ed.gov/naal/design/about02.asp.

Additional Information

The Department of Education's National Assessment of Adult Literacy (NAAL) is the only nationally representative and continuing assessment of English language literacy skills of American adults. The last assessment was in 1992, which established the baseline for this indicator at 21 percent. The next nationally representative sample of adults was planned for 2002 but has been delayed to December 2003 with data available in late 2004.

Indicator 5.5.2: The percentage of all persons served by state vocational rehabilitation (VR) agencies who obtain employment.

The Department is not yet able to determine whether it met its target for this indicator because data are not yet available.

Indicator Status

P

Pending

Fiscal Year	The Percentage of All Persons Served by State Vocational Rehabilitation Agencies Who Obtain Employment	
	Actual	Target
1999	NA	
2000	62.5	
2001	62.5	
2002		63

Source

U.S. Department of Education, RSA 113 Quarterly Cumulative Caseload Report

Data Quality

Data for this indicator are derived from the RSA-113, the Quarterly Cumulative Caseload Report. This report is submitted by the 80 state vocational rehabilitation agencies to the Rehabilitation Services Administration (RSA) on a quarterly basis, with the fourth-quarter report containing cumulative data for the entire year. Data are validated first by RSA Regional Office staff for accuracy and reasonableness and then by Department staff at headquarters who perform additional edits. RSA's management information system, when fully implemented, will automate much of this editing process. This information is cross-checked against information that state VR agencies provide to RSA from the RSA-911, a report on individuals closed out of the VR program in a given fiscal year. The agreement between the summary report (the RSA-113) and the individual case report (RSA-911) is determined and resolved before databases are considered final. If RSA identifies systematic problems through the edit process, state agencies are required to correct any data submission problems.

Related Information

Vocational Rehabilitation publications and reports are available at http://www.ed.gov/offices/OSERS/RSA/Products/.

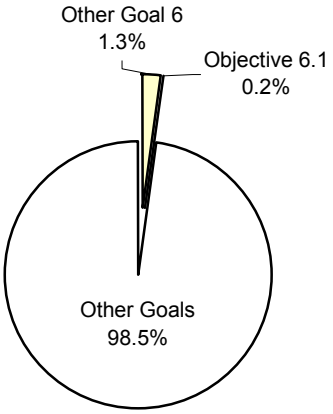
Additional Information

This indicator is a measure of the rate at which individuals with disabilities benefit from VR services in terms of employment. In recent years, because of a statutory mandate, the program has been refocused to serve increasingly larger numbers of individuals with significant disabilities who require more extensive services over an extended period of time. Also, as a result of a statutory mandate, the eligibility requirements have become flexible and less restrictive. Because of these factors, our performance for this measure is not expected to increase significantly. Data are expected in June 2003.

Objective 6.1: Develop and Maintain Financial Integrity and Management and Internal Controls

The Department now has a general ledger that meets federal accounting standards. The Department will transfer the financial systems in calendar year 2003 to a permanent disaster recovery facility.

Inputs: Allocating Funds



- Of ED's total FY 2002 appropriation, $102 million supported Objective 6.1 activities. This is about 0.2 percent of ED's appropriation and 12 percent of the allocation for Goal 6.
- $96 million of ED salaries and expenses funds contributed to the $102 million supporting Objective 6.1.

Implementation: Checking Progress

To address Objective 6.1, the Department developed 5 strategies:

- Update and integrate financial systems.
- Prepare financial statements to provide leading data on Department performance.
- Analyze data to reduce fraud.
- Review existing internal controls and implement changes where necessary.
- Increase the use of performance-based contracting.

Action Step Progress

G	18
Y	13
R	0

(8 closed)

Within these strategies, the Department developed 39 action steps to be completed across FY 2002 and FY 2003, which made up about 24 percent of the action steps for Goal 6. At the end of FY 2002, 18 steps were completed or on track for timely completion (green), 13 were progressing but merited monitoring (yellow), and 8 were closed by merging into other action steps.

Impact: Measuring Status

The Department identified 7 indicators to measure FY 2002 success in meeting Objective 6.1. We met or exceeded the target for 3 indicators (green). One indicator is pending (data are not yet available), and 3 indicators are incomplete (data are not expected).

Measuring Status

Green	Yellow	Red
3	0	0

(1 Pending)
(3 Incomplete)

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Devise methodologies and procedures for reporting erroneous payments.
- Determine a method for arriving at a administrative cost per grant transaction.

Objective 6.1: Develop and Maintain Financial Integrity and Management and Internal Controls

The Department has implemented numerous improvements designed to improve its financial management. By reducing, eliminating, and preventing weaknesses, we are assured better quality financial data. The first step to management excellence is to provide managers and external stakeholders with timely financial information to aid them when making programmatic and asset-related decisions. Financial integrity means the Department will be ensured of accurate and relevant financial reporting systems and processes to provide managers and stakeholders with timely and accurate financial information and reports. It means revenues and expenditures are properly accounted for and reported on. It means that the reports and data produced by these systems and processes will aid managers and stakeholders when making programmatic and asset- related decisions. Financial integrity will result in the Department's auditors concluding that the Department's financial reporting systems produce accurate and reliable data. Financial integrity also means that we maintain effective internal controls to reduce the risk of errors and permit effective monitoring of programs and processes. As a result of our actions, the Department received an unqualified opinion in the FY 2002 Financial Statement Audit.

Implementation: Checking Progress

The Department updated its financial systems. The Department's new general ledger, Oracle Federal Financials, was successfully deployed in January 2002. This project represented the first fully operational Department-wide implementation of Oracle for a cabinet level agency. The new system provides enhanced financial integrity with more timely, accurate and reliable information for managing the Department's programs. The system meets federal accounting standards and strengthens and enforces Department internal controls and policies.

Working with the EMT, the Office of Inspector General (OIG), Federal Student Aid (FSA), the Budget Service, and the Ernst and Young auditors, the Office of the Chief Financial Officer (OCFO) produced the Department's financial statements. These financial statements are incorporated into this present report, the FY 2002 Performance and Accountability Report, which documents the integration of the annual plan and financial reports to demonstrate to the public the relationship of financial and performance data. Our FY 2002 Performance and Accountability Report will be submitted to the Association of Government Accountants for review under the Certificate of Excellence in Accountability Reporting program.

The Department has made tremendous progress, both in terms of resolution and closure of recommendations involving matters of financial integrity as well as management and internal controls that are contained in the audit reports. As of September 30, 2002, 71 percent (468 recommendations) of the 658 total recommendations from all open internal audits have been closed, 9 percent (62 recommendations) remain unresolved, and 20 percent (128 recommendations) are resolved but awaiting corrective action completions and ED-OIG concurrence.

In FY 2002 the Department began an effort to build a single database system that will track the post-audit activity for all audits, internal and external. This database will be the Department's tool to track, monitor, and report on the post-audit status of GAO audits, ED-OIG-issued internal audits, ED-OIG-issued external audits, ED-OIG-issued alternative products, and single audits. This development is a continuation of previous efforts to automate and streamline the Department's audit-related processes with a focus on enhancing financial integrity and strengthening management and internal controls. This new system will replace two current systems, the Common Audit Resolution System (CARS) and the Internal Audit Electronic Corrective Action Plan System (IAeCAPS).

Guided by the General Accounting Office's (GAO) audits and work done by the OIG, the Department implemented new policies and procedures for the purpose of reducing the Department's vulnerability to future improper use of purchase cards. We issued a revised procedures directive in January 2002, which provided instructions to cardholders and to Approving Officials who are responsible for reviewing and approving purchase card transactions. With the Department's new electronic reconciliation and payment approval process, the cardholder is required to provide reports to the Approving Official that document the cardholder's transaction activity for the billing period along with the hard copy receipts for all purchases.

The Department completely re-engineered its receipt and inventory functions to increase accountability. New controls and procedures were implemented to ensure that purchases and inventory are tracked more carefully and are better controlled.

Impact: Measuring Status

The Department has made substantial progress in this objective, and we are committed to resolving our remaining fiscal integrity issues.

The Department received an unqualified opinion in the FY 2002 Financial Statement Audit, and the related Report Card grade will be available in March 2003. We exceeded our target for performance-based contract actions, and we met our target for closing open audit recommendations.

We were unable to compute erroneous payments or administrative cost per grant transaction. This resulted in incomplete information for three indicators. These areas require operational definitions to be vetted within the Department, and consensus has not yet been reached. This will be addressed in the coming fiscal year.

In March 2002 GAO issued a report about the Department's financial systems: *Education Financial Management: Weak Internal Controls Led to Instances of Fraud and Other Improper Payments (GAO-02-406)*. GAO's report, based on data collected in 2000 and 2001, found inconsistent and inadequate authorization and review processes for purchase cards, which combined with a lack of monitoring meant that improper purchases were unlikely to be detected. Inadequate control over these expenditures led to fraudulent, improper, and questionable purchases. Poor internal controls over computers acquired with purchase cards and third-party drafts led to 241 missing personal computers and other equipment. The study reported that the Department's policy changes intended to improve internal controls and program integrity had not been effectively implemented. Since the GAO report was issued, the Department has completed corrective actions to close 11 of the 13 recommendations made by GAO.

Improvements: Making Changes

The Department is implementing the President's Management Agenda to ensure, among other goals, that our financial systems produce accurate and timely information to support operating, budget, and policy decisions. We will work with OMB to:

- Improve timeliness by:
  - Re-engineering reporting processes and expanding use of Web-based technologies.
  - Instituting quarterly financial statements.
  - Accelerating end-of-year reporting.
  - Measuring systems compliance with agencies' ability to meet OMB and Treasury requirements accurately and timely.

- Enhance usefulness by:
    - Requiring comparative financial reporting.
    - Reporting specific financial performance measurements.
    - Integrating financial and performance information.

What are the benefits? The Department will be able to increase the accuracy of payments, reduce errors, and reduce program costs. Additionally, we will increase our accountability to the American people with financial systems that routinely produce information that is:

- Timely, to measure and effect performance immediately.
- Useful, to make more informed operational and investing decisions.
- Reliable, to ensure consistent and comparable trend analysis over time and to facilitate better performance measurement and decision making.

The Department will act on the auditors' recommendations included in the FY 2002 Financial Statement Audit.

The Department will determine definitions and devise methodologies and procedures for calculating and reporting erroneous payments and for the administrative cost per grant transaction so that we can report on these indicators in future performance reports.

The Department will hire contractors for full-time support of the asset management operation and will select and purchase a new asset management software/hardware system.

The Department will continue to reduce the number of audit recommendations from prior year financial statement audits that remain open.

Indicators for Objective 6.1

Indicator 6.1.1: The achievement of an unqualified audit opinion.

The Department met its target for this indicator.

Indicator Status

Green

Fiscal Year	Audit Opinion	
	Actual	**Target**
1999	Qualified	
2000	Qualified	
2001	Qualified	
2002	Unqualified	Unqualified

Source

Independent Auditors' FY 2002 Financial Statement and Audit Report.

Data Quality

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

Related Information

The FY 2001 Accountability Report is available at http://www.ed.gov/offices/OCFO/FY2001AccountabilityRpt.pdf.

Additional Information

The Department continues to implement improvements to financial processes. These improvements will increase the quality and timeliness of data for decision-making.

An annual audit by an independent audit firm is an indicator of the quality of the Department's financial information. If the auditor is confident that the financial statements are a fair representation of the Department's financial position, then an unqualified opinion is issued. Achieving this target is a significant accomplishment; the Department has not had an unqualified opinion since FY 1997.

Indicator 6.1.2: The financial management grade received on "report card" by the Subcommittee on Government Efficiency, Financial Management and Intergovernmental Relations.

The Department is not yet able to determine whether it met its target for this indicator because data are not yet available.

Indicator Status

P

Pending

Fiscal Year	"Report Card" Grade	
	Actual	Target
1999	D-	
2000	D-	
2001	D-	
2002		C

Source

Subcommittee on Government Efficiency, Financial Management and Intergovernmental Relations of the House Committee on Government Operations.

Data Quality

The Subcommittee on Government Efficiency, Financial Management and Intergovernmental Relations issues its "Report Card" grade based on published criteria. There are no data limitations.

Related Information

Information about the subcommittee's reports on government financial management is available at http://www.house.gov/reform/gefmir/.

Additional Information

The Subcommittee's "Report Card" grade for FY 2002 will be available in March 2003. However, a significant improvement is anticipated as a result of continued improvement to financial systems and reconciliation procedures.

Indicator 6.1.3: The number of audit recommendations from prior year financial statement audits remaining open.

The Department met its target for this indicator.

Indicator Status

Green

End of Fiscal Year	Open Recommendations from Prior Years' Audits	
	Actual	Target
1999	48	
2000	18	
2001	19	
2002	8	8

Source

Department of Education. Internal Audit Electronic Corrective Action Plan System.

Data Quality

Data are drawn from the electronic system identified above. Managers with responsibility for the affected areas provide updates to the status of all open audit recommendations in this system. When the corrective actions have been implemented and the manager determines that the recommendation has been completed, the Office of Inspector General makes a final determination that the recommendation can be closed.

Additional Information

The Department has made a concerted effort over the last several years to implement audit recommendations from prior year financial statement audits in order to improve financial management and obtain a clean audit opinion. Through the end of FY 2002, the Department has closed 166 of the 174 prior year audit recommendations dating back to the FY 1995 audit. Examples of significant results include:

- Implemented new general ledger software that meets the Department's financial reporting needs, including an automated closing process and interim reporting capabilities, thereby facilitating the preparation of financial statements by reporting group and at the consolidated level.
- Developed, implemented and tested disaster recovery plans for the EDCAPS applications.
- Improved internal controls over payments, property, and EDCAPS system security.

Indicator 6.1.4: The percentage of performance-based contract actions.

The Department met its target for this indicator.

Indicator Status

G

Green

Fiscal Year	Performance-Based Contract Actions	
	Actual	Target
1999	72 contract actions 20% total contract dollars	
2000	110 contract actions 43% total contract dollars	
2001	414 contract actions 52% total contract dollars	
2002	44% of contract actions 59% of eligible service contract dollars	20% actions 48% dollars

Source

Education Department's Central Automated Processing System (EDCAPS) and Federal Procurement Data Source (FPDS).

Data Quality

Data are drawn from Department systems. Contract dollars include only new contracts and modifications to existing Performance-Based Service Contracting (PBSC) contracts awarded in a year identified.

Indicator 6.1.5: The amount of erroneous payments.

Data for this indicator are incomplete and not expected.

Indicator Status

I

Incomplete

Fiscal Year	Amount of Erroneous Payments	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002		Set and validate the baseline

NA = not applicable

Indicator 6.1.6: The number of erroneous payments.

Data for this indicator are incomplete and not expected.

Indicator Status

Incomplete

Fiscal Year	Number of Erroneous Payments	
	Actual	Target
1999	NA	
2000	NA	
2001		
2002		Baseline minus 10 percentage points

Data Quality

Data definition is not complete.

Additional Information

The Department is unable to determine erroneous payments in FY 2002; the Department was not able to collect Department-wide data for setting a valid baseline. Additionally, we have determined that numbers and dollars do not reflect progress accurately; therefore, we will set a baseline rate (percentage) in FY 2003. We have computed the dollar amount of the erroneous payments for FSA ($428 million) as required under OMB Circular A-11, Section 57. However, we are still in the risk assessment phase for most of the Department's programmatic areas. We will obtain erroneous payment data for all Department expenditure categories in FY 2003.

Indicator 6.1.7: The federal administrative cost per grant transaction.

Data for this indicator are incomplete and not expected.

Indicator Status

Incomplete

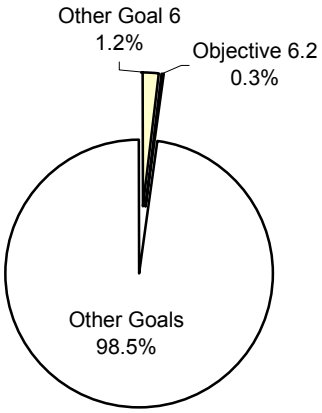
Fiscal Year	Federal [ED] Administrative Cost Per Grant Transaction	
	Actual	**Target**
1999	NA	
2000	NA	
2001		
2002		Baseline minus 10 percentage points

Additional Information

The Department has not yet calculated an administrative cost per grant transaction. The Office of the Chief Financial Officer will establish a preliminary administrative cost per grant transaction in FY 2003. The Department must first finalize definitions for grant transactions and for administrative costs.

Objective 6.2: Improve the Strategic Management of the Department's Human Capital

A key element of creating a Department-wide culture of performance excellence and accountability is the strategic investment in human capital. The Department has developed and is carrying out One-ED, our plan for human capital management.



Inputs: Allocating Funds

- Of ED's total FY 2002 appropriation, $175 million supported Objective 6.2 activities. This is about 0.3 percent of ED's appropriation and 20.5 percent of the allocation for Goal 6.
- $175 million of ED salaries and expenses funds contributed to the $175 million supporting Objective 6.2.

Implementation: Checking Progress

To address Objective 6.2, the Department developed 5 strategies:

- Develop a 5-year human capital plan.
- Identify and obtain needed skills.
- Improve employee performance and accountability.
- Improve core processes related to human capital management.
- Improve the use of competitive sourcing.

Action Step Progress

G 30
Y 1
R 0

(7 closed)

Within these strategies, the Department developed 38 action steps to be completed across FY 2002 and FY 2003, which made up about 23 percent of the action steps for Goal 6. At the end of FY 2002, 30 steps were completed or on track for timely completion (green), 1 was progressing but merited monitoring (yellow), and 7 were closed by merging into other action steps.

Impact: Measuring Status

The Department identified 7 indicators to measure FY 2002 success in meeting Objective 6.2. Four indicators are pending (data are not yet available), and 1 is incomplete (data are not expected). We also set a baseline for 1 indicator.

Measuring Status

Green	Yellow	Red
0	0	0

(4 Pending)
(1 Incomplete)
(1 Baseline)

Improvements: Making Changes

To enhance future performance, the Department plans this action:

- Develop data systems to collect and report on its performance for new indicators related to human capital.
- Implement the new performance appraisal system, which links individual performance to the Strategic Plan.

Objective 6.2: Improve the Strategic Management of the Department's Human Capital

To meet the objectives in the President's Management Agenda, which require all federal agencies to develop Competitive Sourcing, Restructuring and Human Capital Plans, the Department has developed and is implementing its One-ED plan. The One-ED plan seeks to define a new way of doing business by analyzing all primary work processes to determine the best way to accomplish work, regardless of how it was accomplished in the past. The One-ED teams, made up of career employees, are chartered to create a future vision of reengineered business processes that takes advantage of modern best practices, information technology, and performance enhancements. These selected business processes will be subject to the competitive sourcing decision process in accord with the President's Management Agenda.

Once the new, more efficient business processes are defined, we will structure the organization in a manner that best supports the new process. The form and structure of the organization will follow the function of the reengineered business processes. The Human Capital Plan addresses the human capital needs required to best implement and sustain the new processes. Learning tracks will lead employees through progressive levels of responsibilities and skill development to meet the needs of our work processes. One-ED seeks to address systemic work and organizational issues by focusing on work processes rather than just changing organization structure.

Implementation: Checking Progress

The One-ED plan was approved in June 2002. After a brief planning cycle, Phase I of One-ED kicked off with three components, the Strategic Investment Process, Human Capital Development, and Strategic Alignment. Each of these components was designed to individually yield needed short-term improvements, while at the same time support Department-wide performance improvement.

Phase I of the Strategic Investment Process (SIP) continues into 2003, encompassing a total of nine teams working on 27 primary business processes. These teams are tasked with asking the most basic questions of how do we do our work, why we do our work in the current way, and whether the current way is the best way. To help our teams answer these questions the SIP lays out specific activities. The teams begin by process mapping each step in a particular process. Roles and responsibilities are defined and recorded for each action owner in the process map. Quality, service, cost and risk metrics are defined for each process map, and an Activity Based Costing Model is created for the process. These steps allow the team members to identify weaknesses in the current process. Team members then identify and conduct best practice visits to organizations, both inside and outside the government, that are recognized for their expertise in the areas where we have weaknesses.

Using the best practice visits as an idea generator and proof that our problems can be overcome, the team creates a future vision of how they would execute the process if they were the business owner. The team members then create and present a business case to the Executive Management Team (EMT). This business case articulates a need for immediate action, a compelling solution that yields tangible quality, service, cost, and risk benefits, and defines the investment requirements necessary to implement the reengineered process. The EMT may decide to competitively source the business process, subject to the business case, or it may decide to seek a waiver and not compete the business process and proceed directly to reengineering.

An integral part of One-ED is the development of the Human Capital Plan for the Department of Education. The SIP will yield efficient processes focused on outcomes. We must have employees with

the knowledge, skills and abilities to execute these processes. Like the SIP, we must determine our weaknesses before we can effectively improve. Initially we must identify skill deficiencies. We will then develop Learning Tracks, which seek to define the required skills in different functional areas for employees with different levels of responsibility. Once these skills are defined, we will create self-assessment tools for employees and their supervisors to utilize for identifying employees' strengths and weaknesses. Employees and their supervisors will then be able to create Individual Development Plans that allow employees to close their skills gaps and achieve their potential.

The implementation of the SIP coupled with our Human Capital plan will allow the Department of Education to efficiently execute our mission. However, to become a high performance work organization we must align our efforts with the strategy of the Department. Our One-ED plan allows us to do this in two ways. First, our Human Resources function must be integrated into the executive management decision-making process as an enabler and problem solver. The Human Resources function and our human capital needs cannot be an afterthought of our planning and decision-making. Our goal is for the Human Resources Director to work with the Deputy Secretary and other senior staff to align the human capital of the organization with the strategic direction of the organization. To meet this goal we will make the Human Resource Director a permanent member of the Executive Management Team.

Second, we must develop a culture where performance and results are expectations of our daily work. We must link each employee's daily work with the President's Management Agenda. Specifically, the Secretary of Education has created a strategic plan that supports the PMA. Each Assistant Secretary has a performance agreement and Action Steps that support the Strategic Plan. Each Deputy Assistant Secretary, SES, and employee has performance expectations that link their daily work to the Action Steps of their Assistant Secretary. This linkage is supported by a change in our performance evaluation system. We must change the performance evaluation system from a pass-fail system to a tiered system that rewards good performance and reduces poor performance. Our new evaluation system will raise the performance expectations for the Department. Employees' pay and job assignments will be tied to their performance appraisal. All employees at the Department of Education will be evaluated on their ability to support the President's Management Agenda, the Secretary's Strategic Plan and the other strategic and management initiatives of the Department.

Two One-ED teams, working on eleven primary processes, began work in FY 2002. These teams are in the process of implementing the SIP steps described above. In FY 2002 we created learning tracks in the general categories of Business and Communication, and Leadership and Management. We also developed learning tracks in the technical areas of Grants Management, Financial Management, and Research and Evaluation

Impact: Measuring Status

To assess strategic management of the Department's human capital, we established indicators related to employee attitudes, skill gap reduction, and manager satisfaction with hiring.

The Department established four indicators related to employee attitudes. These indicators measure the extent to which employees focus on results, hold leaders in high regard, believe that the organization sets high but realistic expectations, and believe that the organization supports their individual development. To obtain this information, we participated in a government-wide survey conducted by OPM. When OPM releases those survey results, we will be able to determine if we met our targets.

Our Office of Management conducted a survey of managers regarding their satisfaction with hiring practices. The results showed that approximately half of our managers who hired staff in FY 2002 were satisfied with the process. To further improve our hiring process we have implemented EdHires (an automated hiring tool) that has reduced the cycle time for issuing certificates by 55 percent.

We have developed a detailed innovative framework for developing competencies and learning tracks, by staff level, for all our mission critical occupations and major business functions To date, we have developed learning tracks framework for seven core competencies—business, communication, financial management, grants management, research and evaluation, student loan administration, supervision and management. This process will assess staff skills and ensure that the right staff is trained in the right skill areas. However, due to the scope and time needed to implement this framework, we were unable to identify specific skill gaps in FY 2002 or set baselines and targets for their reduction.

In addition to measuring employee attitudes, skill gap reductions, and manager satisfaction with hiring, the Department has tracked our progress in other areas that will assist us in making a fundamental cultural and operational change in the Department. Specifically, we have:

- Approved a revised performance appraisal system to convert from a pass/fail system to a five-tier system tied to the Strategic Plan and the President's Management Agenda, as well as program responsibilities. Implementation will begin January 1, 2003.
- Tied 100 percent of senior officer, SES, and GS staff performance agreements to Strategic Plan goals and objectives.
- Provided training to 501 rating officials (81 percent) on developing performance standards—provided instruction on linking performance measures to Strategic Plan goals.
- Issued staff retirement eligibility profiles to 100 percent of program offices to facilitate succession planning at the program office level.

Improvements: Making Changes

In FY 2003 we will launch nine One-ED teams working on 20 primary business processes. Four teams, including the two launched in FY 2002, will complete their business cases analysis by the end of January 2003. Five teams will complete their business cases on a staggered basis throughout FY 2003. The remaining teams will complete their work in FY 2004. We are on track to meet our PMA requirement of competing 15 percent of our Fair Act Inventory by the end of 2003.

In FY 2003 we will improve our ability to integrate Human Resource planning in our daily work by appointing our career Human Resources Director to the Executive Management Team. We will also begin to develop learning tracks for each One-ED Phase I and II functional area. Additionally, we will create a self-assessment tool that will allow employees and their superiors to evaluate their capabilities around Learning Tracks.

The Department of Education, like other Federal Agencies, is facing the retirement eligibility of many key leaders and employees. From an organizational perspective, the Department is exposed to knowledge flight risk as employees who have managed programs for decades and hold the historical knowledge of the Department prepare to retire. We will mitigate this risk by institutionalizing this process knowledge as we take processes through the SIP. By creating process maps detailing every step of the process and Roles and Responsibilities for each participant, we are capturing the lessons learned and rediscovering why we operate a process in a particular way. We believe this is profoundly important for the Department of Education in order to continue to provide the services expected of our organization. We will implement this knowledge capture mechanism for all Phase I, II, III, and IV processes.

In order for One-ED to be successful, we must continue to demonstrate resolve in executing the Strategic Investment Process of the One-ED plan. It is common for employees invested in the status quo to believe that this initiative will pass. Our challenge in FY 2003 will be to ensure that we implement Phase I of the One-ED plan without deviation. Our actions will speak louder than any words. This

execution will demonstrate our resolve in implementing the PMA and the Secretary's Strategic Plan, and achieving tangible change at the Department of Education.

As with implementation of any project, lessons are learned around what works best during the first round of implementation. We have learned a great deal about the best way to implement the One-ED process. These lessons include how we organize and develop teams, how we structure specific deliverables, how we sequence activities for the best use of time, and how we frame solutions in internal and external communication. As we move forward with Phase I and begin Phase II of One-ED, we will implement these best practices.

In driving our process forward, the Department will take the following actions:

- Further develop and track human capital performance metrics. This will include completing baseline efficiency metrics and completing the development of activity based costing models for key human resource processes.
- Enhance the human capital management and accountability model and identify measures for success. We will include the Office of Personnel Management's standards for accountability.
- Continue to develop succession plans.
- Continue to develop a high-level ED-wide strategic recruitment plan and incorporates human resource flexibilities into an interim strategic recruitment plan.
- Begin to identify skill gap deficiencies. Using the self evaluation tool we are currently developing, we will assess skill gap deficiencies for processes reviewed under Phase I of One-ED. We will also assess skill gap deficiencies for mission critical occupations.
- Initiate Phase II of One-ED.

Indicators for Objective 6.2

Our Strategic Plan includes an indicator on competitive sourcing of positions. Initially, we set a FY 2002 target for this indicator, based on OMB formulas. Subsequently, OMB revised its formulas and modified the requirement to align with the President's Management Agenda, which sets targets for FY 2003. Thus we will first report on this indicator in FY 2003 and it is not included in this report.

Indicator 6.2.1: ED employees are focused on results and show interest in improving the services of their organization.

Indicator 6.2.2: ED employees hold their leaders in high regard.

Indicator 6.2.3: ED employees believe that their organization has set high but realistic results-oriented work expectations for them.

Indicator 6.2.4: ED employees believe that their organization supports their development and expects them to improve their skills and learn new skills to do their jobs better.

The Department is not yet able to determine whether it met its targets for these indicators because data are not yet available.

Fiscal Year	Percentage of ED Employees Who Are Focused on Results		Percentage of ED Employees Who Hold Leaders in High Regard		Percentage of ED Employees with High but Realistic Expectations		Percentage of ED Employees: Organizational Support	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target
1999	NA		NA		NA		NA	
2000	52		56		62		71	
2001	NA		NA		NA		NA	
2002		52		56		62		71
	Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending		Indicator Status P Pending	

NA = not applicable

Source

Office of Personnel Management. Organizational Assessment Survey. [2000 data]

Office of Personnel Management. Government-wide Survey. [2002]

Data Quality

The indicator items were developed based on language in the government-wide survey, which will be our data source for 2002 and future periods. The baseline data (2000) were developed using the Organizational Assessment Survey, and therefore the questions are worded differently. The baseline data represent respondents who:

- 6.2.1: agreed that "employees have a feeling of personal empowerment and ownership of work processes."
- 6.2.2: favorably responded to the question "Overall, how good a job do you feel is being done by your immediate supervisor/team leader?"
- 6.2.3: agreed that "managers set challenging and attainable performance goals."
- 6.2.4: agreed that "employees receive the training they need to perform their jobs."

Although the wording of the questions on the two survey instruments differs, the underlying concepts are similar. No other limitations are known.

Additional Information

We anticipate OPM's release of FY 2002 data in December 2002.

Although the underlying concepts of our 2000 survey questions and the new OPM survey questions are similar, the Department believes that the OPM questions may set a higher level of expectation for satisfactory responses. Thus we set our FY 2002 targets the same as our FY 2002 results—not with an intent of a maintenance level of employee beliefs, but in an effort to transition to the new survey. Targets may be reconsidered based on FY 2002 results.

Government-wide high scores from similar surveys in 2001 were 71 percent for Indicator 6.2.2, and 75 percent for Indicator 6.2.4. These scores from a survey sponsored by the National Performance Review using OPM's Organizational Assessment Survey, serve as benchmarks.

Indicator 6.2.5: The Department meets skill gap reduction targets included in its human capital management plan.

Data for this indicator are incomplete and not expected.

Indicator Status

I

Incomplete

Fiscal Year	Skill Gap Reduction	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002		Set baseline

Additional Information

The Department is in the midst of defining this indictor in quantifiable terms. Since we did not complete the definition in FY 2002, we were unable to set a baseline.

Indicator 6.2.6: The percentage of managers satisfied with services received from OM when hiring staff.

The Department established a baseline for this indicator.

Indicator Status

B

Baseline

Fiscal Year	Percentage of Managers Satisfied with OM Services Related to Hiring Staff	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002	52	Set baseline

Source

Department of Education. Managers' Survey, 2002.

Data Quality

The overall response rate for the Managers' Survey was 22 percent. Of the 22 percent who responded, 38 percent reported hiring at least one person in FY 2002. This does not include details, reassignments, personnel actions underway but not completed in FY 2002, or hiring actions that were subsequently cancelled. Of the 38 percent who reported hiring in FY 2002, over half (52 percent) agreed or strongly agreed with the statement "Overall, I am satisfied with the services received from OM/HRS when hiring staff for my positions."

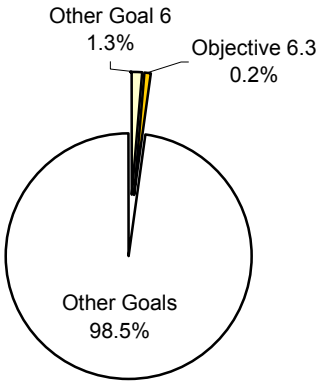
Additional Information

The Department's Office of Management sent the HRS Satisfaction Survey to 589 managers in the Department.

Objective 6.3: Manage Information Technology Resources, Using E-Gov, to Improve Services for Our Customers and Partners

Improved Department accountability requires that we effectively manage information technology (IT) investments, protect data integrity and confidentiality, improve data management, and increase our effectiveness in the use of technology in customer service.

Inputs: Allocating Funds



- Of ED's total FY 2002 appropriation, $100 million supported Objective 6.3 activities. This is about 0.2 percent of ED's appropriation and 11.7 percent of the allocation for Goal 6.
- $82 million of ED salaries and expenses funds contributed to the $100 million allocated to Objective 6.3.

Implementation: Checking Progress

To address Objective 6.3, the Department developed 4 strategies:

Action Step Progress

G	28
Y	5
R	0

- Encourage customers to conduct business with the Department on-line.
- Ensure security of the IT infrastructure.
- Reduce our partners' data reporting burden.
- Complete enterprise architecture.

Within these strategies, the Department developed 33 action steps to be completed across FY 2002 and FY 2003, which made up about 20 percent of the action steps for Goal 6. At the end of FY 2002, 28 steps were completed or on track for timely completion (green), and 5 more were progressing but merited monitoring (yellow).

Impact: Measuring Status

The Department identified 3 indicators to measure FY 2002 success in meeting Objective 6.3. We met or exceeded the target for 1 indicator (green), and 1 indicator is pending (data are not yet available). We also set a baseline for 1 indicator.

Measuring Status

Green	Yellow	Red
1	0	0

(1 Pending)
(1 Set Baseline)

Improvements: Making Changes

To enhance future performance, the Department plans this action:

- Improve capacity to measure and report IT project variances from cost and schedule goals.
- Further reduce the paperwork burden imposed on the education community.

Objective 6.3: Manage Information Technology Resources, Using E-Gov, to Improve Services for Our Customers

Improved Department accountability requires that we effectively manage information technology (IT) investments, protect data integrity and confidentiality, improve data management, and increase our effectiveness in the use of technology in customer service. We will prioritize IT investments across program offices on the basis of our prioritization of the Department's business needs. Reengineered business processes will ensure that state and local educational institutions and institutions of higher education can communicate effectively with the Department without undue burden. We will ensure confidentiality and accessibility.

Implementation: Checking Progress

Over the past two years the Department of Education has taken aggressive steps to develop a fully integrated Government Information Security Reform Act (GISRA)–compliant IT security program modeled directly on business best practices and guidance from the Office of Management and Budget (OMB) and the National Institute of Standards and Technology (NIST). The Department has addressed many of the weaknesses identified in the FY 2001 GISRA self-assessment and OIG audit by enhancing most of the elements of our IT security program. In FY 2002, the Department focused on strengthening its IT security in the areas of management, technical, and operational policy and procedural controls. The Department now has a full suite of documented policies, procedures, and guidance that provide the framework for the IT security program. NIST has posted several Department IT security guide documents on its "best practices" Web site, namely, our Systems Inventory Guide, Risk Assessments template, and Certification and Accreditation documentation template. In addition, NIST and OMB have made positive comments about our IT security metrics program, our guide for security integration into the System Development Life Cycle (which is already being used as a model by six other Federal agencies), and our IT Security Cost Estimation Guide.

Both OMB and NIST have commended the Department for our thorough reporting and aggressive approach to correcting IT security deficiencies identified in the Department's annual GISRA reports and action plan documents. Earlier this year, the Department completed independent, NIST-compliant risk assessments on all 94 of the Department's general support systems and major applications. This critical first step in the certification and accreditation of the Department's systems identified numerous vulnerabilities and areas of risk, the correction of which has been incorporated into the agency's GISRA action plan for FY 2003.

The Department developed improved data collection strategies and instruments in several areas including: the development of an enterprise data dictionary, the articulation of the data elements required for the No Child Left Behind (No Child Left Behind) legislation, the development of data quality standards for the agency, and the support of an intra-agency working group to oversee and coordinate these activities.

The initial stages in the development of an enterprise data dictionary have included the identification of data elements in the numerous program collection instruments that have similar data definitions and code sets. A group of program representatives have agreed on an initial set of definitions and code sets and a process to continue to evaluate and adopt additional data elements.

Impact: Measuring Status

For this objective, the Department set indicators related to keeping IT projects on schedule and within cost projections, providing quality IT customer service, and reducing the data collection burden we impose on our grantees.

We exceeded our target for reduction of burden. We set the baseline for customer satisfaction with IT services, as we were scheduled to do for FY 2002. Data related to keeping IT projects on schedule and within cost projections are available for the first half of FY 2002 and indicate that the Department is doing well. Full data will be available Spring 2003.

Improvements: Making Changes

By the end of FY 2003 we expect to have an official data dictionary that contains most of the data elements required to report education information. This is a major step toward reducing the burden we impose upon our partners. This will, in part, support the development of the transmission of education information between the states and the Department under the Performance Based Data Management Initiative (PBDMI). Upon completion of a demonstration project, a contract will be competed in FY 2003 for version one of PBDMI.

Indicators for Objective 6.3

Indicator 6.3.1: The percentage of significant IT investments that achieve less than a 10% variance of cost and schedule goals.

The Department is not yet able to determine whether it met its target for this indicator because data are not yet available.

Indicator Status

P

Pending

Fiscal Year	Percentage of IT Investments with Less than 10 Percent Variance from Goals	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002		50

NA = not applicable

Source

Department of Education. Files from the Office of the Chief Information Officer.

Data Quality

The data shown below reflect the first six months of fiscal year 2002. The Department collected the data during the Select Phase. At that time, many of the IT investments were reviewed at the enterprise level for the first time.

Additional Information

For the first half of the fiscal year the Department is substantially exceeding the target.
For the first six months of FY 2002 the percentage of significant IT investments that achieve less than a 10 percent variance of cost and schedule goals was greater than 90 percent. The Department will have data for the complete fiscal year by March 2003.

Indicator 6.3.2: Percent customer ratings of ED IT services "good" or "better."

The Department set the baseline for this indicator.

Indicator Status

B

Baseline

Fiscal Year	Percent Customer Service Ratings of "Good" or "Better"	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002	90	Set baseline

Source

Department of Education. Information derived from Customer Service help desk survey results.

Data Quality

Data are system generated from an automated survey system. Survey is administered by e-mail. There are no data limitations.

Indicator 6.3.3: The OMB burden hour estimates of Department program data collections per year.

The Department exceeded its target for this indicator.

Indicator Status

G

Green

Fiscal Year	Data Collection Burden Hours (in millions)	
	Actual	Target
1999	42.07	
2000	40.93	
2001	40.65	
2002	38.40	40.5

Source

Department of Education. Program Files of the Office of the Chief Information Officer. Office of Management and Budget Burden calculations.

Data Quality

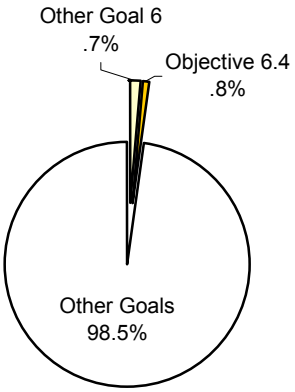
Data are validated by internal review procedures of the Regulatory Information Management Group (RIMG) of the Office of the Chief Information Officer (OCIO). Data are estimated for all of the Department's data collections from the public. The Department makes initial estimates and OMB later provides revised estimates. In the table above, all actual data are final OMB values, including the 2001 value, for which our Annual Plan reported initial Department estimates.

Related Information

The information collection document sets of all OMB approved collection efforts, as well as those collections waiting for OMB approval (pending), are available at http://edicsweb.ed.gov.

Objective 6.4: Modernize the Federal Student Assistance Programs and Reduce Their High-Risk Status

Student Financial Assistance programs remain on the General Accounting Office's high-risk program list. It is also the only Department program identified for corrective action by the President's Management Agenda.



Inputs: Allocating Funds

- Of ED's total FY 2002 appropriation, $467 million supported Objective 6.4 activities. This is about 8 percent of ED's appropriation and 54.8 percent of the allocation for Goal 6.
- $467 million of ED salaries and expenses funds contributed to the $467 million allocated to Objective 6.4.

Implementation: Checking Progress

To address Objective 6.4, the Department developed 2 strategies:

- Create an efficient and integrated delivery system.
- Improve Program Monitoring.

Action Step Progress

G	24
Y	4
R	0

Within these strategies, the Department developed 28 action steps to be completed across FY 2002 and FY 2003, which made up about 17 percent of the action steps for Goal 6. At the end of FY 2002, 24 steps were completed or on track for timely completion (green), and 4 were progressing but merited monitoring (yellow).

Impact: Measuring Status

The Department identified 6 indicators to measure FY 2002 success in meeting Objective 6.4. We met or exceeded the target for 4 indicators (green); we almost met the target for 1 indicator (yellow); and 1 indicator is incomplete (data are not expected).

Measuring Status

Green	Yellow	Red
4	1	0

(1 Incomplete)

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Address the issues that need to be resolved so that GAO can remove Federal Student Aid from GAO's list of High Risk Programs.
- Improve our measurement techniques to assess the accuracy of Pell Grant payments and improve its data verification procedures to ensure that awards are based upon correct information.
- Continue to improve timeliness of reconciliation between FSA's major systems and the Department's general ledger.

Objective 6.4: Modernize the Student Financial Assistance Programs and Reduce Their High-Risk Status

The Department will continue to improve and integrate its financial and management information systems to manage the student aid programs effectively and reduce their vulnerability to fraud, waste, error and mismanagement. To assess how the Department is progressing in this regard, outcome measures that directly address key objectives of this goal were selected. Although the Office of Federal Student Aid (FSA) has made progress in recent years in modernizing its systems, the Student Financial Assistance (SFA) programs remain on the General Accounting Office's (GAO) high-risk program list. They are also identified for corrective action in the President's Management Agenda and are the only Department programs to be specifically so identified.

Secretary Paige made it very clear that one of his specific goals was to remove the SFA programs from GAO's high-risk list. Deputy Secretary Hansen met with GAO Comptroller General David Walker about this issue. On August 1, 2001, GAO sent a letter to the Department with a specific list of issues that they believed needed to be addressed to remove SFA programs' high-risk designation. The primary reason that student aid programs continue to be at high risk for fraud, waste, error, and mismanagement is that the Department lacked the financial and information system controls needed to ensure the integrity of our operations. The letter noted that FSA must 1) integrate its systems while providing high-quality related services to students, colleges and universities, and financial institutions and 2) maintain a balanced management approach that seeks to minimize noncompliance and default rates while still promoting the widespread use of the program.

The SFA Program High Risk Plan and the supporting FSA Performance Plan are addressing the issues that GAO identified to remove the SFA programs' high-risk designation. The Department has made significant progress in improving our financial systems and the validity of the data in these systems. Processes and procedures of the new financial management system in support of the FY 2002 audit are on track. In addition, FSA is meeting the overall modernization goals laid out in the FSA Performance Plan and has significant accomplishments in the area of student loan default management and prevention. However, there is still work to be done to demonstrate that student aid programs are monitored appropriately. The High Risk Plan will be updated and followed in FY 2003 to remedy the items that continue to prevent SFA from being removed from GAO's high-risk list.

By legislation and design, the SFA programs are inherently riskier than most programs, but the Department believes we are managing them in a manner that ensures broad access to postsecondary education while reducing the vulnerability of the programs to fraud, waste, error, and mismanagement. There simply is not another major federal lending program that provides billions of dollars to young people and families with no credit history or co-signers. We provide this assistance because the federal government is willing to accept the risk and probability of defaults in return for enabling a greater number of low-income students to obtain higher education. Also, the sheer numbers of participants delivering and receiving funds cause the programs to be inherently riskier than smaller programs. The Pell Grant Program provides approximately $10 billion to more than 4 million students attending more than 5,000 different institutions of higher education. The Department is committed to demonstrating to GAO and others that it is managing high-risk programs effectively; and, therefore, the SFA programs should be removed from GAO's high-risk list.

Implementation: Checking Progress

The Department made progress toward creating an efficient and integrated delivery system and meeting the modernization goals in the FSA Performance Plan. FSA achieved significant accomplishments in the area of student loan default management and prevention. FSA completed the five planned integration projects in FY 2002. FSA converted the Title IV Wide Area Network to a Web-based network (December 18, 2001); implemented Common Origination and Disbursement (April 29, 2002); re-platformed the Campus-Based System to the new e-Campus-Based System (June 1, 2002); retired FARS (July 31, 2002); and implemented the Lender Reporting System (LaRS) (September 30, 2002).

To improve program monitoring and to reduce the SFA programs' erroneous payments, the Departments of Education and Treasury, joined by OMB, jointly proposed new Internal Revenue Service (IRS) Tax Code legislation. This legislation would improve the student eligibility verification process by permitting an IRS match with tax-return information. If implemented, this legislation has the potential for eliminating hundreds of millions of dollars of erroneous payments to students each year. In addition, to address many of the nonmaterial erroneous payment issues reported in recent GAO audits, FSA has improved its monitoring of schools. FSA is now using data mining to help identify schools where problems may exist and has made internal control improvements in SFA programs' delivery systems to ensure that widespread abuse is averted.

Recently, FSA began using a software approach known as middleware to give users a more complete and integrated view of information in its many databases. In selecting middleware, FSA adopted a viable, industry-accepted means for integrating and using its existing data on student loans and grants.

Impact: Measuring Status

The Department established six indicators to measure our progress in modernizing federal student assistance programs: the removal of SFA programs from GAO's high-risk list, the default recovery rate, Pell grant overpayments, timeliness of FSA reconciliations to the general ledger, customer satisfaction, and the integration of IT systems. We met or exceeded our FY 2002 targets for four of these.

Our default recovery rate of 7.6 percent exceeded our target of 7.2 percent. We made considerable progress in the area of timeliness of reconciliations to the general ledger—in July 2002 we met the target of reconciliation within 45 days and in August we exceeded it by reconciling within 30 days—and the process is now in place to continue timely reconciliation. Five system integration projects were targeted for FY 2002, and we accomplished all five, as described in the previous section.

For Pell grant overpayments, our target was not to exceed the FY 2001 baseline year. In our *FY 2002 Annual Plan*, we stated that target in dollars, based on preliminary estimates of Pell grant overpayments in FY 2001. As we increased our ability to accurately measure our overpayments and underpayments, we learned that the numeric value we listed for FY 2001 was not accurate; the actual value for FY 2001 was $272 million. Further, by exploring best practices in this area, we found that targets would be better expressed as a percentage rather than as a dollar amount. Using our more accurate calculations for FY 2001, and converting our target to a percentage, we recognized our corrected FY 2002 target as 3.4 percent. Our FY 2002 overpayment, calculated with our now more accurate procedures, was 3.3 percent. Thus we met this target.

We also made good progress in implementing our plan for addressing the issues that have been keeping SFA programs on GAO's high-risk list. Although we did not fully complete the plan, it should be possible to do so soon.

Although FSA has for several years conducted a valid and reliable survey of its customers, the Department intends to modify the approach to eliminate comparisons to the private sector because they are less applicable to our work. During this transition, no survey was conducted in FY 2002, so we have no data for this indicator.

GAO released a report titled *Student Financial Aid: Use of Middleware for Systems Integration Holds Promise* (GAO-02-7) in FY 2002. GAO found that although the Department of Education spent millions of dollars to modernize and integrate its non-integrated financial aid systems in the 10 years prior to the creation of the Performance Based Organization, these efforts met with limited success.

Improvements: Making Changes

The High Risk Plan will be updated and completed in FY 2003 to remedy the remaining items that continue to prevent SFA programs from being removed from GAO's High-Risk list.

The Department's customer satisfaction survey will be implemented to establish a new baseline to assess customer satisfaction with FSA services.

We will modify the measure for Pell grant overpayments to allow improved longitudinal tracking to align with OMB guidance and good business practices.

We will continue the newly implemented practices related to reconciliations to the general ledger, which resulted in meeting our target for the last months of FY 2002; we believe those practices will result in our meeting the target throughout FY 2003.

Indicators for Objective 6.4

Indicator 6.4.1: By 2003, Federal Student Aid will leave the GAO high-risk list and will not return.

The Department almost met its target for this indicator and the shortfall was not significant or material.

Indicator Status

Y

Yellow

Fiscal Year	Actual Performance	Target
1999	NA	
2000	NA	
2001	NA	
2002	94% of Plan	Accomplish High Risk Plan

NA = not applicable

Source

U.S. Department of Education. FSA High Risk Plan and Progress Reports.

Data Quality

Internal quality control procedures are followed to ensure that the data are correct.

Indicator 6.4.2: Default recovery rate.

The Department exceeded its target for this indicator.

Indicator Status

G

Green

Fiscal Year	Default Recovery Rate (Percent)	
	Actual	Target
1999	8.0	
2000	7.5	
2001	7.8	
2002	7.6	7.2

Source

U.S. Department of Education. Debt Collection Management Systems (DCMS) MIS reports.

Data Quality

Internal quality control and auditing procedures are followed to ensure that the data are correct.

Additional Information

Improving the recovery of defaulted student loans is a key component to managing student loan risk and eliminating the SFA programs' high-risk designation. As of September 30, 2002, we had collected

Indicator 6.4.3: Pell grants overpayments.

$966.6 million, or 7.61 percent, of the $12.7 billion portfolio held by the Department.

The Department met its target for this indicator.[12]

Indicator Status

G

Green

Fiscal Year	Pell Overpayments	
	Actual Percent (Dollars in Millions)	Target Percent (Dollars in Millions)
1999	NA	
2000	NA	
2001	3.4 ($272)	
2002	3.3 ($330)	3.4 ($272)

Source

Analysis of sampled IRS income data to data reported on the Department of Education's Free Application for Federal Student Aid reported by FSA and Recipient Financial Management System

Data Quality

Internal quality control procedures are followed to ensure that the data are correct.

Additional Information

Our FY 2002 target for Pell grant overpayments was not to exceed the FY 2001 baseline. Accurately measuring erroneous payments by comparing sample IRS tax return data with student aid applicant data reported to the Department is necessary for establishing an appropriate baseline from which to measure improvement.

The initial Pell overpayment estimate of $138 million for the 2000–2001 award year, provided in our Strategic Plan as the FY 2001 performance measure baseline for Indicator 6.4.3, was based on early applicant data for award year 2000–2001 and required numerous assumptions. Since this estimate was released, FSA has developed a more accurate estimate that is based upon actual Pell payment data and more current information from the IRS. Using this new approach, we determined that the corrected overpayment estimate for that award year (2000–2001) was $272 million (and $64 million for underpayments).

Furthermore, we found that measuring error rate—defined as the amount of erroneous payments divided by the total amount awarded (expressed in percentage)—is consistent with commonly accepted business practice across government. This would allow comparisons across years even when the parameters of

[12] The initial Pell overpayment estimate of $138 million, provided in our Strategic Plan as a performance measure baseline for Indicator 6.4.3, was based on preliminary estimates of recipient payments. We have improved our methodology and re-estimated the baseline year overpayments to establish a more accurate target for FY 2002. We have also converted from a target expressed in a dollar amount to a target expressed as a percentage, based on best practice and OMB guidance.

the program change, such as the amount available, participant increase, and the maximum award amount. It would also facilitate comparisons to similar programs of other agencies.

Using our more accurate calculations for 2000–2001 and converting our target to a percentage, we recognized our corrected FY 2002 target as 3.4 percent. Our 3.4 percent result for FY 2002 met this target. We will continue to improve our targeting of the eligibility verification process aimed at reducing the erroneous payment percentage until a full match of IRS data to aid applicant data is legislated by the Congress.

Indicator 6.4.4: Timeliness of FSA major system reconciliations to the general ledger.

The Department met its target for this indicator.

Indicator Status

G

Green

Fiscal Year	Days for Reconciliation to Be Completed	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002	45 (last quarter of FY 2002)	45

Source

Internal System Reports.

Data Quality

Internal quality control and auditing procedures are followed to ensure that the data are correct.

Additional Information

By the end of FY 2002, FSA was reconciling its operating systems to the Department's general ledger within the specified time period, although for a good portion of the year, the data could not be reconciled in a timely manner. June reconciliations were completed within 60 days; we improved to 45 days for July and to 30 days for August. The resulting average for the last quarter was 45 days.

Indicator 6.4.5: Customer Service (measure of service levels of targeted FSA transactions with public).

Data for this indicator are incomplete and not expected.

Indicator Status

I

Incomplete

Fiscal Year	Customer Satisfaction	Target
1999	NA	
2000	NA	
2001	NA	
2002		TBD

Additional Information

The previous FSA customer service survey, which had been conducted for several years, was discontinued. It will be replaced with a survey that is more outcomes based. Because of the change in focus, data for the prior survey are not reported because they will not be comparable.

Indicator 6.4.6 : Integration of FSA systems.

The Department met its target for this indicator.

Indicator Status

G

Green

Year	Percentage of Annual Integration Targets Met*	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002	100	100

Source

Internal FSA Progress Reports.

Data Quality

Internal quality control and auditing procedures are followed to ensure that the data are correct.

Additional Information

The modernization and integration of FSA systems are key to improving the accuracy and integrity of student aid information and the management of aid programs.

*FSA completed the following planned integration projects in FY 2002:

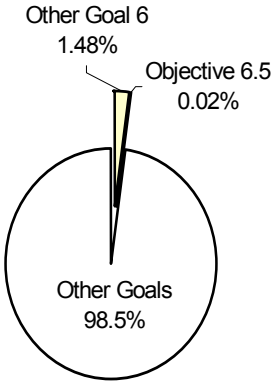
- Converted Title IV Wide Area Network to Web-based network 12/18/01.
- Completed the initial implementation of Common Origination and Disbursement 4/29/02.
- Re-platformed Campus-based system to new eCampus-based system 6/01/02.
- Retired FARS 7/31/02.
- Implemented Lender Reporting System (LaRS) on 9/30/02.

Objective 6.5: Achieve Budget and Performance Integration to Link Funding Decisions to Results

The Department will seek funding for programs that work and will seek to reform or eliminate programs that do not. The budget execution process will be linked to the Secretary's strategic plan to ensure that high-priority activities are funded.

Inputs: Allocating Funds

- Of ED's total FY 2002 appropriation, $10 million supported Objective 6.5 activities. This is about 0.02 percent of ED's appropriation and 1.2 percent of the allocation for Goal 6.
- $10 million of ED salaries and expenses funds contributed to the $10 million allocated to Objective 6.5.



Implementation: Checking Progress

To address Objective 6.5, the Department developed 2 strategies:

Action Step Progress

G	6
Y	0
R	0

- Align Budget and Planning Processes.
- Document program effectiveness.

Within these strategies, the Department developed 6 action steps to be completed across FY 2002 and FY 2003, which made up about 4 percent of the action steps for Goal 6. At the end of FY 2002, 6 steps were completed or on track for timely completion (green).

Measuring Status

Green	Yellow	Red
1	0	1

Impact: Measuring Status

The Department identified 2 indicators to measure FY 2002 success in meeting Objective 6.5. We exceeded our target for 1 indicator (green) and did not meet our target for 1 indicator (red).

Improvements: Making Changes

To enhance future performance, the Department plans these actions:

- Prepare for both internal and joint reviews with OMB of ED's programs to determine and document program effectiveness.
- Continue to integrate our budget and performance measurement systems.
- Develop annual and long-term performance measures and targets for programs where such measures and targets are lacking.

Objective 6.5: Achieve Budget and Performance Integration to Link Funding Decisions to Results

One of five government-wide management initiatives, the Budget and Performance Integration Initiative builds on the Government Performance and Results Act of 1993 (GPRA) and earlier efforts to identify program goals and performance measures and to link them to the budget process. The FY 2003 President's Budget was the first to include explicit assessments of program performance.

The President formed the President's Management Council (PMC), comprising the departmental and agency chief operating officers—generally the Deputy Secretary or Deputy Administrator—with agency-wide authority on behalf of the Secretary or agency head. The Department of Education's Deputy Secretary William Hansen chairs the PMC team on Budget and Performance Integration.

The Department will seek funding for programs that work and will seek to reform or eliminate programs that do not work. The budget execution process will be linked to the Secretary's strategic plan to ensure that high-priority activities are funded. The Department will have standard, integrated budgeting, performance, and accounting information systems at the program level that will provide timely feedback for management that will be consolidated at the agency and government levels.

Implementation: Checking Progress

To link funding decisions to results, the Department has integrated program performance information with budget documents, including our Congressional Justifications. This is coupled with revisions to program performance measures and targets to make them more meaningful and useful to policymakers. Additionally, the Department developed a complete evaluation plan to produce rigorous information on the effectiveness of interventions supported by our funding.

In conjunction with the Office of Management and Budget (OMB), the Department conducted reviews of 17 programs and 1 administrative function by using the Program Assessment Rating Tool (PART). These 17 programs collectively represent more than 39 percent of our budget. Reviews were conducted through a collaborative process that included OMB, our Budget Service, our Strategic Accountability Service, and representatives of the affected program office. We provided adequate opportunity for all parties to contribute and to react to draft versions of the results. This was the first systematic structured evaluation of multiple programs using the same evaluation criteria. (See Appendix D for an overview of the PART process and the Department programs that were reviewed.)

Impact: Measuring Status

The percentage of effective programs and the percentage of program dollars in effective programs serve as indicators for this objective. We include in our analysis all programs with funding of at least $20 million, but exclude programs under that amount ("small programs"). Beginning in FY 2002, we implemented a procedure to identify effective programs based on Section IV "Program Results" of the PART reviews. We compared the number of programs with demonstrated effectiveness to the number of programs we administer (excluding small programs). No conclusion should be drawn that programs not identified as effective are necessarily ineffective. Of the 17 programs reviewed, 5 met our criteria for showing effectiveness. These effective programs represent 5 percent of our programs (excluding small programs), which fell short of our target of 9 percent. However, these effective programs represent 26

percent of the amount appropriated for our programs (excluding small programs); thus we far exceeded our target of 13 percent.

Improvements: Making Changes

To increase the percentage of programs that are shown to be effective, the Department needs more complete information on program results. In FY 2003 we will improve the quality of our program-specific GPRA performance indicators and related data. Our Strategic Accountability Service will provide assistance to program managers in this process. To support improved indicators, we will begin to develop common performance measures for programs with similar goals. This endeavor will build on OMB's efforts to develop uniform evaluation metrics for programs in the job training area, a program area where we have a large role.

As a multiyear strategy, we will develop the Performance-Based Data Management Initiative, which will allow the collection of better data and a stronger analysis of the impact of various federal programs. Program evaluation studies will be dramatically improved through the use of rigorous methods. Plus, randomized field trials of education interventions will be supported to build the knowledge base of what is working at the local level.

Indicators for Objective 6.5

Indicators 6.5.1 and 6.5.2: The percentage of Department programs that demonstrate effectiveness in terms of outcomes, either on performance indicators or through rigorous evaluations, and the percentage of Department program dollars that are in those effective programs.

The Department did not meet its target for Indicator 6.5.1. The Department exceeded its target for Indicator 6.5.2.

Fiscal Year	6.5.1 Percentage of Effective Programs		6.5.2 Percentage of Dollars in Effective Programs	
	Actual	Target	Actual	Target
1999	NA		NA	
2000	NA		NA	
2001	4		3	
2002	5	9 (BL + 5 PP)	26	13 (BL + 10 PP)
	Indicator Status R Red		Indicator Status G Green	

NA = not applicable BL = baseline (2001) PP = percentage points

Source

U.S. Department of Education. Program Assessment Rating Tool (PART), Preliminary Results for Programs Assessed in FY 2002.

Data Quality

The Department based these indicators on programs with appropriations of at least $20 million.

In FY 2002 we implemented a procedure to identify effective programs on the basis of the PART reviews conducted by the Office of Management and Budget (OMB). (See Appendix D for a description of the PART review process.) We believe that there are several advantages to basing this indicator on PART reviews. PART review focus on program results, and results are the critical attribute of an effective program. Additionally, PART reviews were conducted through a collaborative process that included OMB, our Budget Service, our Strategic Accountability Service, and representatives of the affected program office, with adequate opportunity for all parties to contribute to and to react to draft versions of the review. Finally, using the PART opens the possibility of government-wide comparisons.

One limitation of this approach is that only programs that participated in the PART review process were eligible to be identified as effective. We compared programs with documented effectiveness to all programs. No conclusion should be drawn that programs not identified as effective are necessarily ineffective.

For the purpose of determining program effectiveness, we analyzed the results of Section IV of the PART instrument, which specifically evaluates program results. We rated a program effective if its score on section IV was 50 percent or greater. The five questions in this section are:

- Has the program demonstrated adequate progress in achieving its long-term outcome goal(s)?
- Does the program (including program partners) achieve its annual performance goals?
- Were program goals achieved within budgeted costs and established schedules?
- Does the performance of this program compare favorably to other programs with similar purpose and goals?
- Do comprehensive, independent, quality evaluations of this program indicate that the program is effective and achieving results?

OMB conducted PART reviews on 17 Department programs, which are listed in Appendix D. Using the rubric described above, we identified the following programs as effective:

- Comprehensive School Reform
- National Assessment of Educational Progress
- National Center for Education Statistics
- Pell Grants
- Vocational Rehabilitation State Grants

For Indicator 6.5.1, we compared the number of effective programs with the number of programs that had an appropriation of at least $20 million. In FY 2002, we administered a total of 175 programs; 99 of these had an appropriation of at least $20 million; and 5 of these were identified as effective, as listed above.

For Indicator 6.5.2, we compared the appropriation total for the 5 effective programs with the appropriation total for the 99 programs that had an appropriation of at least $20 million. These 5 programs composed $14,221 million of the $55,576 million appropriated for programs of at least $20 million.

Our FY 2001 baseline figures were based on the alignment of GPRA performance measures to program goals, general quality of GPRA performance measures, and quality of data for those measures. Here, too, we limited the analysis to programs of at least $20 million.

Related Information

Information about the OMB PART process is available at http://www.whitehouse.gov/omb/budintegration/part_assessing2004.html.

Results from program studies conducted by the Department's Planning and Evaluation Service is available at http://www.ed.gov/offices/OUS/PES/evalpub_resources.html.

Additional Information

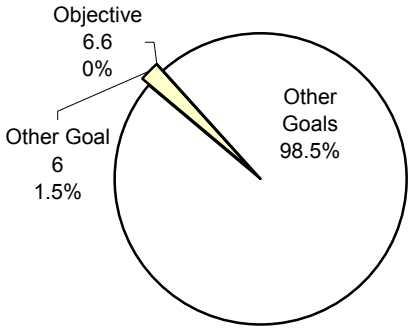
See Appendix D for a description of the PART process and a list of the Department programs that were reviewed.

Objective 6.6: Leverage the Contributions of Community- and Faith-Based Organizations to Increase the Effectiveness of Department Programs

America is richly blessed by the diversity and vigor of neighborhood heroes: civic, social, charitable and religious groups. The Department will encourage their active participation in its programs.

Inputs: Allocating Funds

- ED's FY 2002 appropriation did not specifically provide for Objective 6.6 activities.
- Programs that support Objective 6.6 include:
  - Title I.
  - 21st Century Community Learning Centers.



Implementation: Checking Progress

To address Objective 6.6, the Department developed 2 strategies:

Action Step Progress

G	17
Y	0
R	0

- Provide technical assistance and outreach and implement novice applicant procedures.
- Remove barriers to the full participation of community- and faith-based organizations.

Within these strategies, the Department developed 17 action steps to be completed across FY 2002 and FY 2003, which made up about 10 percent of the action steps for Goal 6. At the end of FY 2002, 17 steps were completed or on track for timely completion (green). We anticipate that we will fully implement all action steps by the end of FY 2003.

Impact: Measuring Status

The Department identified 2 indicators to measure FY 2002 success in meeting Objective 6.6. We met or exceeded the target for 2 indicators (green).

Measuring Status

Green	Yellow	Red
2	0	0

Improvements: Making Changes

To enhance future performance, the Department plans this action:

- Expand technical assistance for community- and faith-based organizations.

Objective 6.6: Leverage the Contributions of Community- and Faith-Based Organizations to Increase Effectiveness of Department Programs

America is richly blessed by the diversity and vigor of neighborhood heroes: civic, social, charitable and religious groups. These quiet champions lift people's lives in ways that are beyond government's know-how, usually on shoestring budgets; and they heal our nation's ills one heart and one act of kindness at a time. The indispensable and transforming work of charitable service groups—including faith-based groups—must be encouraged. These organizations bring the spirit of compassion, volunteerism, and close connection to communities to their work. The Department will encourage their active participation in its programs.

Inputs: Allocating Funds

Several discretionary grant programs were open to community- and faith-based organization participation in FY 2002. The Department was able to implement the novice applicant procedure into certain grant programs that conducted competitions in the 2002 grant cycle. These programs are:

- Safe and Drug-Free Schools
- Early Reading First
- Migrant Education Even Start
- Carol M. White Physical Education Program
- Community Technology Centers

Implementation: Checking Progress

The Department made significant accomplishments in providing outreach and technical assistance to community- and faith-based organizations.

The Department has partnered with Historically Black Colleges and Universities (HBCUs) and successfully participated in outreach efforts to establish a connection between our Department leaders and various HBCU leaders. We conducted a conference with Livingstone College on its campus in June 2002. Through that event we were able to provide materials on grants open to community- and faith-based organization participation, an overview of the Department's grant process, and a grant-writing workshop to all attendees. We have also created a database of contact information for HBCU leaders. This database is continuously being updated as more contacts are made. A representative from the Department has participated in HBCU events by presenting and providing materials to attendees. The Department made presentations at a January 2002 meeting of HBCU presidents, a March 2002 National Alliance for Equal Opportunity in Higher Education conference, and an event held during HBCU week.

The Department has developed an extensive set of materials that explains the Faith-Based and Community Initiative and the programs open to community- and faith-based organization participation. Materials also include information on funding resources outside of the government and examples of partnerships. This information has been available on the Department's Web site since April 2002. The

site also provides links to other centers for community- and faith-based initiatives, competitions, and information on how to become a peer reviewer.

A statement of eligibility for community- and faith-based organizations was developed by the Office of the General Counsel and was included in the Federal Register with all the grant announcements. The statement of eligibility contains a positive statement of how faith-based and community organizations can use federal funds to run programs. This language was also included in the nonregulatory guidance for the 21st Century Community Learning Centers and Supplemental Educational Services.

Impact: Measuring Status

The Department established two indicators for this objective and exceeded the target in both cases. We removed 60 percent of the barriers to participation of community- and faith-based organizations that had been identified in the 2001 *Report on Findings*. We also implemented novice applicant procedures for 62 percent of appropriate programs although our target was to do so for 25 percent of such programs.

Improvements: Making Changes

The focus for FY 2003 will continue to be on outreach and technical assistance. Program officials will provide technical assistance on Upward Bound and other discretionary grant programs as permitted by statute. In addition, community- and faith-based organizations will be encouraged to apply to become eligible providers of supplemental educational services under Title I and grantees under the 21st Century Community Learning Centers program. Officials will also encourage community partnerships, improve coordination with equivalent state initiated efforts, and seek new liaisons with key national and regional organizations.

Indicators for Objective 6.6

Indicator 6.6.1: The percentage of non-statutory barriers relating to technical assistance and outreach identified in the *Report on Findings* that are removed.

The Department exceeded its target for this indicator.

Indicator Status

Green

Fiscal Year	Percentage of Barriers Removed	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002	60	50

NA = not applicable

Indicator 6.6.2: The percentage of appropriate programs in which the novice applicant procedures are implemented.

The Department exceeded its target for this indicator.

Indicator Status

Green

Fiscal Year	Percentage of Programs with Novice Applicant Procedures	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002	62	25

Source

Report on Findings. 2001.

Annual Report to the White House Office of Faith Based and Community Initiatives 2002 (awaiting clearance for release).

Related Information

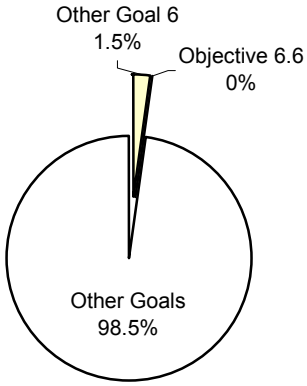
Initiatives of the Center for Faith-Based and Community Initiatives at the U.S. Department of Education is available at http://www.ed.gov/faithandcommunity/.

Data Quality

Report on Findings was based on surveys completed by program officers. *The Annual Report* (2002) states the activities completed by the Center based on the barriers recognized in the *Report on Findings*.

Objective 6.7: By Becoming a High Performance, Customer-Focused Organization, Earn the President's Quality Award

As a result of implementing the Administration's priorities, the Department will be in a position to compete for, and win, the President's Quality Award.



Inputs: Allocating Funds

- ED's FY 2002 appropriation did not specifically provide for Objective 6.7 activities.

Implementation: Checking Progress

To address Objective 6.7, the Department developed 1 strategy:

Action Step Progress

G	1
Y	0
R	0

- Earn the President's Quality Award.

Within this strategy, the Department developed 1 action step to be completed across FY 2002 and FY 2003, which made up less than 1 percent of the action steps for Goal 6. At the end of FY 2002, this step was completed or on track for timely completion (green).

Impact: Measuring Status

The Department identified 1 indicator to measure FY 2002 success in meeting Objective 6.7. We exceeded the target for 1 indicator (green).

Measuring Status

Green	Yellow	Red
1	0	0

Improvements: Making Changes

To enhance future performance, the Department plans this action:

- Reapply for the President's Quality Award and improve and expand the application to reflect our successes in implementing the President's Management Agenda.

Objective 6.7: By Becoming a High Performance, Customer-Focused Organization, Earn the President's Quality Award

As a result of implementing the Blueprint for Management Excellence, the President's Management Agenda, the recommendations of the Culture of Accountability team and this Strategic Plan, the Department will be in a position to win the President's Quality Award.

Implementation: Checking Progress

The Department put structures in place and applied for the award.

Impact: Measuring Status

The Department exceeded its target for the single indicator in this objective by applying for the award in FY 2002, one year ahead of schedule. The application process was informative, and we benefited from the experience.

Improvements: Making Changes

We will submit an improved application for the President's Quality Award based on lessons learned from our 2002 application and review experiences.

Indicators for Objective 6.7

Indicator 6.7.1: The President's Quality Award.

The Department exceeded its target for this indicator.

Indicator Status

Green

Fiscal Year	President's Quality Award	
	Actual	Target
1999	NA	
2000	NA	
2001	NA	
2002	ED applied for the award and gained insight	Put structure and process in place to apply for award

NA = not applicable

Source

Department of Education, Office of Management. Application materials.

Office of Personnel Management (OPM).

Data Quality

Award status was reported by the U.S. Office of Personnel Management (OPM).

Additional Information

The Department submitted an application for the President's Quality Award, but did not receive the award. A meeting with OPM officials is being scheduled to debrief the application process.

Program-Specific Performance Indicators

The 6 strategic goals and 24 objectives set forth in our *FY 2002-2007 Strategic Plan* form an overarching context of broad outcomes that we believe should characterize American education. We believe that if we are successful, as a whole, we will see increases in the related measures—measures in most cases, for all children, whether or not they are individually served by our programs. We believe that our success as an agency can be measured in the results of better education for *all*.

However, this kind of information does not always provide us with the tools necessary to determine the success of each of our programs or the relationship between program-specific funding and results. For that, we need measures that are more specific to the provisions of each particular program and to the audience it serves. This, too, is part of GPRA. Thus, in addition to the 210 indicators specified in our *FY 2002-2007 Strategic Plan*, we have established indictors and targets for all of our major programs and many of our smaller programs. In some cases, we have set indictors for a particular program individually. In other cases, we have grouped similar programs and set indicators for that cluster of programs.

A list of the clusters and specific programs for which we will report indicators can be found below. A full report of their indicators and FY 2002 results is located on our Web site at www.ed.gov/pubs/planrpts.html and is considered to be an online component of this *FY 2002 Performance and Accountability Report*.

	Program Cluster	Specific Programs as Listed in the Catalog of Federal Domestic Assistance (CFDA)
1.	21st Century Community Learning Centers	287: Twenty-first Century Community Learning Centers
2.	Adult Education—State Grants and Knowledge Development	002: Adult Education State Grant Program
3.	Advanced Placement Incentives Program	330: Advanced Placement Program
4.	Aid for Institutional Development, Title III	031: Strengthening Institutions Programs: 031T: Strengthening American Tribally Controlled Colleges and Universities 031N: Strengthening Alaska Native and Native Hawaiian-Serving Institutions 031B: Strengthening Historically Black Colleges and Universities and Strengthening Historically Black Graduate Institutions Programs 031S: Strengthening Hispanic-Serving Institutions 120A: Minority Science and Engineering Improvement
5.	Alaska Native Education Program	320: Alaska Native Educational Planning, Curriculum Development, Teacher Training, and Recruitment Program 321: Alaska Native Home Based Education for Preschool Children 322: Alaska Native Student Enrichment Program 356: Alaska Native Educational Programs
6.	American Indian Vocational Rehabilitation Services	250: Rehabilitation Services—American Indians with Disabilities
7.	Arts Education	351: Arts in Education
8.	Assistive Technology Program	224: Assistive Technology

	Program Cluster	Specific Programs as Listed in the Catalog of Federal Domestic Assistance (CFDA)
9.	Bilingual Education Instructional Services Program	288: Enhancement Grants 289: Program Development and Improvement Grants 290: Comprehensive School Grants 291: Systemwide Improvement Grants
10	Byrd Honors Scholarships Program	185: Byrd Honors Scholarships
11	Child Care Access Means Parents in School Program	335: Child Care Access Means Parents in School
12	Civic Education	929: We the People (not in cfda.gov) 304: Cooperative Education Exchange Program
13	Comprehensive Centers Program	283: Comprehensive Regional Assistance Centers
14	Demonstration and Training Programs	235: Rehabilitation Services Demonstration and Training—Special Demonstration Programs
15	Demonstration of Comprehensive School Reform	332: Comprehensive School Reform Demonstration
16	Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education	333: Demonstration Projects to Ensure Students with Disabilities Receive a Higher Education
17	Developing Hispanic-Serving Institutions, Title V	031S: Strengthening Hispanic-Serving Institutions
18	Eisenhower Federal Activities	168: Eisenhower Professional Development Federal Activities
19	Eisenhower Professional Development Program	281: Eisenhower Professional Development State Grants
20	Eisenhower Regional Mathematics and Science Education Consortia	319: Eisenhower Regional Mathematics and Science Education Consortia
21	Even Start Family Literacy Program	314: Even Start Statewide Family Literacy Program
22	Fund for the Improvement of Education	215: Fund for the Improvement of Education
23	Fund for the Improvement of Postsecondary Education	116: Fund for the Improvement of Postsecondary Education
24	Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	334: Gaining Early Awareness and Readiness for Undergraduate Programs
25	Gallaudet University	994k: Gallaudet University Programs, Elementary and Secondary Education Programs, Pre-College Programs, Endowment Grant
26	Graduate Assistance in Areas of National Need (GAANN) and Javits Fellowships	200: Graduate Assistance in Areas of National Need
27	Grants to States and Preschool Grants Programs-IDEA Part B	027: Special Education Grants to States 173: Special Education Preschool Grants
28	Helen Keller National Center (HKNC) for Deaf-Blind Youth and Adults	904A: Helen Keller National Center
29	High School Equivalency Program and College Assistance Migrant Program	141: Migrant Education High School Equivalency Program 149: Migrant Education College Assistance Migrant Program
30	Howard University	No CFDA number
31	Impact Aid	040: Impact Aid Facilities Maintenance 041: Impact Aid
32	Independent Living Services Program	169: Independent Living State Grants
33	Indian Education	060: Indian Education Grants to Local Educational Agencies
34	Infants and Toddlers with Disabilities—IDEA Part C	181:Special Education Grants for Infants and Families with Disabilities

	Program Cluster	Specific Programs as Listed in the Catalog of Federal Domestic Assistance (CFDA)
35	International Education and Foreign Language Studies Program	015: National Resource Centers and Fellowships Program for Language and Area or Language and International Studies 016: Undergraduate International Studies and Foreign Language Program 017: International Research and Studies 018: International—Overseas Seminars Abroad—Bilateral Projects 019: International: Overseas—Faculty Research Abroad 021: International: Overseas—Group Projects Abroad 022: International: Overseas—Doctoral Dissertation 153: Business and International Education Projects 220: Centers for International Business Education 229: Language Resource Centers 269: Institute for International Public Policy 274: America Overseas Research Centers 337: Technological Innovation and Cooperation for Foreign Information Access
36	Magnet Schools Assistance Program	165: Magnet Schools Assistance
37	McKinney-Vento Homeless Assistance Program	196: Education for Homeless Children and Youth
38	Migrant Education	011: Migrant Education State Grant Program
39	National Activities-IDEA Part D	323: Special Education State Program Improvement Grants for Children with Disabilities 324: Special Education Research and Innovation to Improve Services and Results for Children with Disabilities 325: Special Education Personnel Preparation to Improve Services and Results for Children with Disabilities 326: Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities 327:Special Education Technology and Media Services for Individuals with Disabilities 328: Special Education Parent Information Centers
40	National Center for Education Statistics (NCES) Statistics and Assessment	830: Statistics 902: Assessments
41	National Institute on Disability and Rehabilitation Research (NIDRR)	133: National Institute on Disability and Rehabilitation Research
42	National Technical Institute for the Deaf	998: National Technical Institute for the Deaf: Operations, Construction, and Endowment Grant
43	Native Hawaiian Education Program	209: Native Hawaiian Family Based Education Centers 210: Native Hawaiian Gifted and Talented 221: Native Hawaiian Special Education 296: Native Hawaiian Community Based Education Learning Centers 297: Native Hawaiian Curriculum Development, Teacher Training and Recruitment 316: Native Hawaiian Higher Education Program 362: Native Hawaiian Education and Island Councils
44	Perkins Vocational and Technology Education (State Grants and Tech-Prep Indicators)	048: Vocational Education—Basic Grants to States 243: Tech-Prep Education 353: Tech-Prep Demonstration Grants
45	Preparing Tomorrow's Teachers to Use Technology	342: Preparing Tomorrow's Teachers to Use Technology

	Program Cluster	Specific Programs as Listed in the Catalog of Federal Domestic Assistance (CFDA)
46	Programs for Children and Youth Who Are Neglected or Delinquent	013: Title I Program for Neglected and Delinquent Children
47	Projects with Industry Program (PWI)	234: Projects with Industry
48	Public Charter Schools Program	282: Charter Schools
49	Regional Educational Laboratories	No CFDA number
50	Safe and Drug-Free Schools Program—State Grants Program and National Programs	184: Safe and Drug-Free Schools and Communities National Programs 186: Safe and Drug-Free Schools and Communities State Grants
51	Smaller Learning Communities	215L: FIE/Smaller Learning Communities
52	Star Schools Program	203: Star Schools
53	State Vocational Rehabilitation Services (Including Supported Employment)	126: Rehabilitation Services—Vocational Rehabilitation Grants to States 187: Supported Employment Services for Individuals with Severe Disabilities
54	Student Financial Assistance Policy	Not a grant program; no CDFA number
55	Student Financial Assistance Programs	007: Federal Supplemental Educational Opportunity Grants 032: Federal Family Education Loans 033: Federal Work-Study Programs 037: Loan Cancellations 038: Federal Perkins Loan Program Federal Capital Contributions 063: Federal Pell Grant Program 069: Leveraging Educational Assistance Partnerships 268: Federal Direct Student Loans
56	Teacher Quality Enhancement Grants	336: Teacher Quality Enhancement Grants
57	Technology Literacy Challenge Programs: (1) Technology Literacy Challenge Fund, (2) Technology Innovation Challenge Grants, and (3) National Activities (CTC's)	318: Technology Literacy Challenge Fund Grants 303: Technology Innovation Challenge Grants 341: Community Technology Centers
58	Title I Grants for Schools Serving At-Risk Children	010: Title I Grants to Local Educational Agencies
59	Training Program	129: Rehabilitation Long-Term Training
60	TRIO Programs	042: TRIO Student Support Services 044: TRIO Talent Search 047: TRIO Upward Bound 066: TRIO Educational Opportunity Centers 217: TRIO McNair Post-Baccalaureate Achievement 344: TRIO Dissemination Partnership Grants