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EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Divider Title: ______________________________

Department of Education

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Fiscal Year 2001 Budget Request

CONTENTS

EDUCATION, RESEARCH, STATISTICS, AND IMPROVEMENT

[For carrying out activities authorized by the Educational Research, Development, Dissemination, and Improvement Act of 1994, including part E; the National Education Statistics Act of 1994, including sections 411 and 412; section 2102 of title II, and parts A, B, and K and section 10102, section 10105, and 10601 of title X, and part C of title XIII of the Elementary and Secondary Education Act of 1965, as amended, and title VI of Public Law 103-227, $596,892,000: *Provided,* That $50,000,000 shall be available to demonstrate effective approaches to comprehensive school reform, to be allocated and expended in accordance with the instructions relating to this activity in the statement of managers on the conference report accompanying Public Law 105-78 and in the statement of the managers on the conference report accompanying Public Law 105-277:[1] *Provided further,* That the funds made available for comprehensive school reform shall become available on July 1, 2000, and remain available through September 30, 2001, and in carrying out this initiative, the Secretary and the States shall support only approaches that show the most promise of enabling children to meet challenging State content standards and challenging State student performance standards based on reliable research and effective practices, and include an emphasis on basic academics and parental involvement:[2] *Provided further,* That $30,000,000 of the funds provided for the national education research institutes shall be allocated notwithstanding section 912(m)(1)(B-F) and subparagraphs (B) and (C) of section 931(c)(2) of Public Law 103-227:[3] *Provided further,* That of the funds appropriated under section 10601 of title X of the Elementary and Secondary Education Act of 1965, as amended, $1,500,000 shall be used to conduct a violence prevention demonstration program:[4] *Provided further,* That $45,000,000 shall be available to support activities under section 10105 of part A of title X of the Elementary and Secondary Education Act of 1965, of which up to $2,250,000 may be available for evaluation, technical assistance, and school networking activities:[5] *Provided further,* That funds made available to local educational agencies under this section shall be used only for activities related to establishing smaller learning communities in high schools:[6] *Provided further,* That funds made available for section 10105 of part A of title X of the Elementary and Secondary Education Act of 1965 shall become available on July 1, 2000, and remain available through September 30, 2001:[7] *Provided further,* That of the funds available for part A of title X of the Elementary and Secondary Education Act of 1965, $10,000,000 shall be awarded to the National Constitution Center, established by Public Law 100-433, for exhibition design, program planning and operation of the center, $10,000,000 shall be provided to continue a demonstration of public school facilities to the Iowa Department of Education, $1,000,000 shall be made available to the New Mexico Department of Education for school performance improvement and drop-out prevention, $300,000 shall be made available to Semos Unlimited, Inc., in New Mexico to support bilingual education and literacy programs, $700,000 shall be awarded to Loyola University Chicago for recruitment and preparation of new teacher candidates for employment in rural and inner-city schools, $500,000 shall be awarded to Shedd Aquarium/Brookfield Zoo for science education/exposure programs for local elementary school students, $3,000,000 shall be awarded to Big Brothers/Big Sisters of America to expand school-based mentoring, $2,500,000 shall be awarded to the Chicago Public School System to support a substance abuse pilot program in conjunction with Elgin and East Aurora School Systems, $1,000,000 shall be awarded to the University of Virginia Center for Governmental Studies for the Youth Leadership Initiative, $800,000 shall be awarded to the Institute for Student Achievement at Holmes Middle School and Annandale High School in Virginia for academic enrichment programs, $100,000 shall be awarded to the Mountain Arts Center for educational programming, $1,500,000 shall be awarded to the University of Louisville for research in the area of academic readiness, $500,000 shall be awarded to the West Ed Regional Educational Laboratory for the 24 Challenge and Jumping Levels Math Demonstration Project, $1,000,000 shall be awarded to Central Michigan University for a charter schools development and performance institute, $950,000 shall be awarded to the Living Science Interactive Learning Model partnership in Indian River, Florida for a science education program, $825,000 shall be awarded to the North Babylon Community Youth Services for an educational program, $1,000,000 shall be awarded to the Los Angeles County Office of Education/Educational Telecommunications and Technology for a pilot program for teachers, $650,000 shall be awarded to the University of Northern Iowa for an institute of technology for inclusive education, $500,000 shall be awarded to Youth Crime Watch of America to expand a program to prevent crime, drugs and violence in schools, $892,000 shall be awarded to Muhlenberg College in Pennsylvania for an environmental science program, $560,000 shall be awarded to the Western Suffolk St. Johns-LaSalle Academy Science and Technology Mentoring Program, $4,000,000 shall be awarded to the National Teaching Academy of Chicago for a model teacher recruitment, preparation and professional development program, $2,000,000 shall be awarded to the University of West Florida for a teacher enhancement program, $1,000,000 shall be awarded to Delta State University in Mississippi for innovative teacher training, $1,000,000 shall be awarded to the Alaska Humanities Forum, Inc., in Anchorage, Alaska, $250,000 shall be awarded to An Achievable Dream in Newport News, Virginia to improve academic performance of at-risk youths, $250,000 shall be awarded to the Rock School of Ballet in Philadelphia, Pennsylvania, to expand its community-outreach programs for inner-city children and underprivileged youth in Camden, New Jersey and southern New Jersey, $1,000,000 shall be awarded to the University of Maryland Center for Quality and Productivity to provide a link for the Blue Ribbon Schools, $1,000,000 shall be awarded to the Continuing Education Center and Teachers' Institute in South Boston, Virginia to promote participation among youth in the United States democratic process, $1,000,000 shall be for the National Museum of Women in the Arts to expand its "Discovering Art" program to elementary and secondary schools and other educational organizations, $400,000 shall be awarded to the Alaska Department of Education's summer reading program, $400,000 shall be awarded to the Partners in Education, Inc., to foster successful business-school partnerships, $250,000 shall be for the Kodiak Island Borough School District for development of an environmental education program, $2,000,000 shall be for the Reach Out and Read Program to expand literacy and health awareness for at-risk families, $1,000,000 shall be for the Virginia Living Museum in Newport News, Virginia for an educational program, $450,000 shall be for the Challenger Learning Center in Hardin County, Kentucky for technology assistance and teacher training, $250,000 shall be for the Crawford County School System in Georgia for technology and curriculum support, $500,000 shall be for the Berrien County School System in Georgia for technology development, $35,000 shall be for the Louisville Salvation Army Boys and Girls Club Diversion Enhancement Program, $100,000 shall be awarded to the Philadelphia Orchestra's Philly Pops to operate the Jazz in the Schools program in the Philadelphia school district, $500,000 for the Mississippi Delta Education for a teacher incentive program initiative, $500,000 shall be for A Community of Agile Partners in Education and the Pennsylvania Telecommunications Exchange Network for a technology resource sharing initiative, $500,000 shall be for enhanced teacher training in reading in the District of Columbia, $100,000 shall be awarded to the Project 2000 D.C. mentoring project, and $1,250,000 shall be awarded to Helen Keller World Wide to expand the ChildSight vision screening program and provide eyeglasses to additional children whose educational performance may be hindered by poor vision, $750,000 shall be awarded to the Explornet Technology Learning Project in North Carolina, $1,750,000 shall be awarded to the Connecticut Early Reading Success Institute to broaden the training of professionals in best practices in reading instruction, $400,000 shall be awarded to the National Academy of Recording Artists and Sciences Foundation for the GRAMMY in the Schools program to provide music education to high school students, $1,000,000 shall be awarded to the Rosa and Raymond Parks Institute for Self-Development for the Pathways to Freedom program for civil rights education for young people and for community learning centers, $500,000 shall be awarded to the Milton S. Eisenhower Foundation to replicate and scientifically evaluate full-service community schools, $500,000 shall be awarded to the Henry Abbott Technical High

School in Danbury, Connecticut for workforce education and training activities, $1,000,000 shall be awarded to the Educational Performance Foundation, CPI music education program called "From the Top", $250,000 shall be awarded to the Mount Vernon School District in Mount Vernon, New York for the Institute of Student Achievement program, $2,000,000 shall be awarded to the National Council of La Raza for a project to improve educational outcomes and opportunities for Hispanic children, $250,000 shall be awarded to the Oakland Unified School District in California for an African American Literacy and Culture Project, $300,000 shall be awarded to the Vasona Center Youth Science Institute, $750,000 shall be awarded to the Life Learning Academy Charter School in San Francisco, California, $250,000 shall be awarded to the National Urban Coalition Say YES To A Youngster's Future Program to provide math and science education, $750,000 shall be awarded to the Wisconsin Academy Staff Development Initiative in Chippewa Falls, Wisconsin to provide math, science, and technology teacher training, $500,000 shall be awarded to the University of Missouri-St. Louis to develop a plan to improve the education system in the City of St. Louis, Missouri, $313,000 shall be awarded to the City of Houston for the ASPIRE after-school program, $900,000 shall be awarded to the Boston Music Education Collaborative comprehensive interdisciplinary music program and teacher resource center in Boston, Massachusetts, $250,000 shall be awarded to the Baltimore Reads after-school tutoring program in Baltimore, Maryland, $300,000 shall be awarded to the School of International Training in Brattleboro, Vermont to develop an education curriculum addressing child labor issues in collaboration with the Brattleboro Union High School, $750,000 shall be awarded to the University of Puerto Rico for the continuation and expansion of the Hispanic Educational Linkages Program in New York City, including the South Bronx, New York, $250,000 shall be awarded to the Community Service Society of New York for mentoring, tutoring and technology activities in New York City public schools, including schools in the South Bronx, $250,000 shall be awarded to the Smithsonian Institution for a jazz music education program in Washington, D.C., $500,000 shall be awarded to Johnson Elementary School in

Cedar Rapids, Iowa, to develop an innovative arts education model which could be replicated in other schools, $2,000,000 shall be awarded to the Boys and Girls Clubs of America for after-school programs, $500,000 shall be for the University of New Orleans for a teacher preparation and educational technology initiative, and $250,000 shall be for the Florida Department of Education for an Internet-based teacher recruitment model, $250,000 shall be awarded to the Kennedy Center for the Performing Arts for the "Make a Ballet" arts education program in the New York City area:[8] *Provided further,* That of the funds available for section 10601 of title X of such Act, $2,000,000 shall be awarded to the Center for Educational Technologies for production and distribution of an effective CD-ROM product that would complement the "We the People: The Citizen and the Constitution" curriculum:[9] *Provided further,* That, in addition to the funds for title VI of Public Law 103-227 and notwithstanding the provisions of section 601(c)(1)(C) of that Act, $1,000,000 shall be available to the Center for Civic Education to conduct a civic education program with Northern Ireland and the Republic of Ireland and, consistent with the civics and Government activities authorized in section 601(c)(3) of Public Law 103-227, to provide civic education assistance to democracies in developing countries. The term "developing countries" shall have the same meaning as the term "developing country" in the Education for the Deaf Act.[10]] *(Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriations Act, 2000 (P.L. 106-113).)*

Note—The above language is deleted because FY 2001 funds for programs in this account are requested under proposed legislation. No FY 2001 appropriation language is provided because the requested resources are proposed for later transmittal upon enactment of proposed legislation to revise and reauthorize programs currently authorized under the Elementary and Secondary Education Act; the Educational Research, Development, Dissemination, and Improvement Act of 1994; the National Education Statistics Act of 1994; and the Goals 2000: Educate America Act.

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

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Analysis of Language Provisions and Changes

Language Provision	Explanation
[1][*Provided,* That $50,000,000 shall be available to demonstrate effective approaches to comprehensive school reform, to be allocated and expended in accordance with the instructions relating to this activity in the statement of managers on the conference report accompanying Public Law 105-78 and in the statement of the managers on the conference report accompanying Public Law 105-277:]	This language establishes a specific funding level for Demonstrations of Comprehensive School Reform and requires that program continue to be operated in accordance with instructions in the 1998 Appropriations Act and the accompanying conference report.
[2][*Provided further,* That the funds made available for comprehensive school reform shall become available on July 1, 2000, and remain available through September 30, 2001, and in carrying out this initiative, the Secretary and the States shall support only approaches that show the most promise of enabling children to meet challenging State content standards and challenging State student performance standards based on reliable research and effective practices, and include an emphasis on basic academics and parental involvement:]	This language forward funds Demonstrations of Comprehensive School Reform, makes the funds available for 15 months, and requires the Secretary and States to support only projects that meet the specified criteria.
[3][*Provided further,* That $30,000,000 of the funds provided for the national education research institutes shall be allocated notwithstanding section 912(m)(1)(B-F) and subparagraphs (B) and (C) of section 931(c)(2) of Public Law 103-227:]	This language would allow the Department to use the specified amount for the national education institutes without regard to the set-asides contained in those sections of the authorizing statute.
[4][*Provided further,* That of the funds appropriated under section 10601 of title X of the Elementary and Secondary Education Act of 1965, as amended, $1,500,000 shall be used to conduct a violence prevention demonstration program:]	This language earmarks funds for conducting a violence prevention demonstration program.

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Analysis of Language Provisions and Changes

Language Provision	Explanation
[5][*Provided further,* That $45,000,000 shall be available to support activities under section 10105 of part A of title X of the Elementary and Secondary Education Act of 1965, of which up to $2,250,000 may be available for evaluation, technical assistance, and school networking activities:]	This language earmarks funds for grants in support of smaller learning communities and for related evaluation, technical assistance, and school networking activities.
[6][*Provided further,* That funds made available to local educational agencies under this section shall be used only for activities related to establishing smaller learning communities in high schools:]	This language limits the funds for smaller learning communities to activities in high schools.
[7][*Provided further,* That funds made available for section 10105 of part A of title X of the Elementary and Secondary Education Act of 1965 shall become available on July 1, 2000, and remain available through September 30, 2001:]	This language provides forward funding and 15-month availability for the funds for smaller learning communities.
[8][*Provided further,* That of the funds available for part A of title X of the Elementary and Secondary Education Act of 1965, $10,000,000 shall be awarded to the National Constitution Center, established by Public Law 100-433, for exhibition design, program planning and operation of the center,...$250,000 shall be awarded to the Kennedy Center for the Performing Arts for the "Make a Ballet" arts education program in the New York City area:]	This language earmarks funds for specific projects under the Fund for the Improvement of Education.

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Analysis of Language Provisions and Changes

Language Provision	Explanation
[9]*[Provided further,* That of the funds available for section 10601 of title X of such Act, $2,000,000 shall be awarded to the Center for Educational Technologies for production and distribution of an effective CD-ROM product that would complement the "We the People: The Citizen and the Constitution" curriculum:]	This language directs the Department to make an award directly to the specified entity.
[10]*[Provided further,* That, in addition to the funds for title VI of Public Law 103-227 and notwithstanding the provisions of section 601(c)(1)(C) of that Act, $1,000,000 shall be available to the Center for Civic Education to conduct a civic education program with Northern Ireland and the Republic of Ireland and, consistent with the civics and Government activities authorized in section 601(c)(3) of Public Law 103-227, to provide civic education assistance to democracies in developing countries. The term "developing countries" shall have the same meaning as the term "developing country" in the Education for the Deaf Act.]	This language earmarks funds for the specified project and authorizes the provision of civic education assistance to democracies in developing countries.

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Amounts Available for Obligation
($000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	$658,367	$596,892	$502,567
Enacted mandated reduction	0	-5,811	
Real transfer to Higher Education for strengthening Historically Black Colleges and Universities	-1,500	0	0
Subtotal, appropriation	656,867	591,081	502,567
Comparative transfer to Education Reform for: 21st century community learning centers	-200,000	0	0
Comparative transfer to School Improvement for:			
Eisenhower regional mathematics and science education consortia	-15,000	-15,000	0
Eisenhower professional development Federal activities	-23,300	-23,300	0
Subtotal, net comparable budget authority	418,567	552,781	502,567
Spending authority from offsetting collections from Federal sources	6,944	6,944	6,944
Subtotal, gross budget authority	425,511	559,725	509,511
Unobligated balance, start of year	12,360	331	0
Unobligated balance expiring	-1,214	0	0
Unobligated balance, end of year	-331	0	0
Subtotal, obligations	436,326	560,056	509,511
Reimbursable obligations	-6,944	-6,944	-6,944
Total, direct obligations	429,382	553,112	502,567

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Obligations by Object Classification
($000s)

	1999	2000	2001
Personal services and benefits:			
Personnel compensation:			
Full-time permanent	$427	$450	$450
Other than full-time permanent	701	720	720
Other personnel compensation	30	35	35
Civilian personnel benefits	230	250	250
Subtotal	1,388	1,455	1,455
Travel	323	345	350
Rent	300	300	300
Communications, utilities and misc.	92	100	100
Printing and reproduction	2,550	2,600	2,600
Contractual services and supplies:			
Advisory and assistance services	3,905	4,000	4,000
Peer review	240	992	716
Other services	114,537	119,550	137,800
Purchase of goods and services from Government accounts	15,500	15,500	15,500
Research and development contracts	29,000	30,723	29,699
Operations/maintenance of equipment	4,210	4,210	4,210
Subtotal	167,392	174,975	191,925
Supplies and materials	91	91	91
Equipment	240	240	240
Interest and dividends	6	6	6
Grants, subsidies, and contributions	257,000	373,000	305,500
Total direct obligations	429,382	553,112	502,567

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Summary of Changes
($000s)

2000	$552,781
2001	502,567
Net change	-50,214

	2000 base	Change from base
Increases:		
Built-in:		
Increase in the National Assessment Governing Board for personnel compensation and benefits for annualization of the 2000 4.8 percent pay raise, the proposed 3.7 percent 2001 pay raise, and the increase in the cost of benefits to the government.	$1,310	+$80
Program:		
Increase in Research, Development and Dissemination to support the first year of the program. Funds from this program would support research, development, and dissemination activities designed to improve education at all levels, including research centers, field-initiated research, regional education laboratories, interagency research initiatives, school reform model design, and dissemination of research-based information.	0	+198,567
Increase in Statistics to implement the redesign of the postsecondary education data systems and to support a national study of higher education expenditures (activities mandated by the Higher Education Act), as well as to support important data collections that will provide longitudinal information on the cognitive development and educational experiences of young children and on high school students.	68,000	+16,000

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Summary of Changes--continued
($000s)

	2000 base	Change from base
Increases:		
Program:		
Increase in National Assessment to support implementation of several major redesign elements--annual national assessments; State-level assessments every 2 years; periodic comprehensive assessments; and additional support for States and schools in analyzing and using NAEP data	$36,000	+$2,000
Increase for the National Assessment Governing Board primarily for administrative costs of the voluntary national testing program.	2,690	+420
Increase for proposed America's Tests to support continued development including a pilot test of test items.	0	+5,000
Increase in Javits Gifted and Talented Education to improve the identification and teaching of gifted students.	6,500	+1,000
Increase in the National Writing Project to expand the number of writing project sites and enhance the capacity of existing sites.	9,000	+1,000
Increase in International Education Exchange to increase support for the civic education program in the Republic of Ireland and Northern Ireland.	7,000	+1,000
Subtotal, increases		+225,067

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Summary of Changes--continued
($000s)

	2000 base	Change from base
Decreases:		
Program:		
Decrease in the Fund for the Improvement of Education to reflect elimination of funds for earmarked awards and to reflect that Small Schools activities would be superceded by the proposed Small, Safe and Successful High Schools program funded under the School Improvement Programs account.	$243,864	-$106,714
Decrease in Research to reflect that such activities would be funded under the proposed Research, development and dissemination authority.	84,782	-84,782
Decrease in Regional Laboratories to reflect that such activities would be funded under the proposed Research, development and dissemination authority.	65,000	-65,000
Decrease in Dissemination to reflect that such activities would be funded under the proposed Research, development and dissemination authority.	18,785	-18,785
Subtotal, decreases		-275,281
Net change		-50,214

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Authorizing Legislation
($000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Research, development, and dissemination (Proposed legislation)	0	0	To be determined	$198,567
National education research institutes *(ERDDIA, Part C)*	Indefinite [1]	$84,782	0 [2]	0
Regional educational laboratories *(ERDDIA, section 941(h))*	Indefinite [1]	65,000	0 [2]	0
National dissemination activities *(ERDDIA, section 941(a)-(g) and parts B and E)*	Indefinite [1]	18,785	0 [2]	0
Statistics *(NESA)*	Indefinite	68,000	To be determined [3]	84,000
Assessment				
National assessment *(NESA, section 411)*	0 [4]	36,000	To be determined [4]	38,000
National Assessment Governing Board *(NESA, section 412)*	0 [4]	4,000	To be determined [4]	4,500
America's tests (Proposed legislation)	0	0	To be determined	5,000
Fund for the improvement of education *(ESEA, X-A)*	Indefinite	243,864	To be determined [3]	137,150
Javits gifted and talented education *(ESEA, X-B)*	Indefinite	6,500	To be determined [3]	7,500
National writing project *(ESEA, X-K)*	Indefinite	9,000	To be determined [3]	10,000
Civic education *(ESEA, section 10601)*	Indefinite [5]	9,850	To be determined [3]	9,850
International education exchange *(Goals 2000: EAA, VI)*	Indefinite	7,000	To be determined [3]	8,000
Unfunded authorizations:				
Goals 2000 community partnerships program *(ERDDIA, part D, section 941(i))*	Indefinite	0	0 [2]	0
Teacher research dissemination program *(ERDDIA, part D, section 941(j))*	Indefinite	0	0 [2]	0
National teacher training project *(ESEA, section 2103)*	Indefinite [6]	0	0 [2]	0

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Authorizing Legislation
($000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Professional development demonstration project *(ESEA, II-C)*	Indefinite [6]	0	0 [2]	0
de Lugo territorial education improvement program *(ESEA, X-H)*	$3,000	0	0 [2]	0
Extended time for learning and longer school year *(ESEA, X-L)*	Indefinite	0	0 [2]	0
National diffusion network *(ESEA, XIII-B)*	Indefinite	0	0 [2]	0
Minority-focused civics education *(Goals 2000: EAA, VIII)*	Indefinite	0	0 [2]	0
Total, definite authorization	3,000		--	
Total, appropriation		$552,781		$502,567

[1] From the amounts appropriated for any fiscal year for the National Research Institutes and the National Education Dissemination System, the Secretary must make available the lesser of 2 percent or $1 million for the expenses and activities of the National Educational Research Policy and Priorities Board, and from the amounts appropriated for any fiscal year for certain activities of the National Education Dissemination System, the Secretary must make available at least $8 million for clearinghouses of the Educational Resources Information Center.

[2] The GEPA extension expires September 30, 2000; no new authorizing legislation is proposed.

[3] The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

[4] The GEPA extension expired September 30, 1998. The program was authorized through appropriations language in fiscal year 2000; new authorizing legislation is proposed.

[5] Of the total appropriated for part F, 40 percent is to be reserved for Instruction on the History and Principles of Democracy in the United States under section 10601 and 60 percent is to be reserved for Instruction in Civics, Government, and the Law under section 10602, provided that each of these programs is funded at not less than the amount provided in 1994 under prior legislation.

[6] Of the total amount appropriated for ESEA, title II, 5 percent is to be reserved for Federal activities under part A (of which 5 percent is to be reserved for the National Teacher Training Project), and 1 percent is to be reserved for the Professional Development Demonstration Project under part C, except that such 1 percent shall not exceed $3.2 million in any fiscal year. The remainder is to be available for State grants under part B.

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Appropriations History
($000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	$298,951	$233,879	$261,267	$263,564
1992 Rescission	0	0	0	-5
1993	415,396	279,844	281,549	280,109
1994	352,579	277,244	301,398	292,592
1995	368,199	318,775	371,586	354,892
1995 Rescission	-750	0	0	0
1996	433,064	328,268	328,268	350,646
Delayed obligations to FY 1997	0	0	10,000	0
1997	634,750	317,264	350,788 [1]	598,126
1998	510,693	508,252	362,225 [2]	431,438 [2]
1999	689,367	447,667	479,338	664,867
1999 Rescission	0	-6,800	-8,000	-8,000 [3]
2000	540,282 [4]	390,867	368,867	596,892
2000 Rescission	0	0	0	-5,811
2001	502,567			

[1] Reflects Senate Committee action.
[2] Funds for educational technology programs were provided in the Education Reform account.
[3] Includes a rescission of $6,500 and $1,500 transferred to the Higher Education account to provide funding for the University of the District of Columbia under the Strengthening Historically Black Colleges and Universities program.
[4] Funds for 21st Century Community Learning Centers were requested in the Education Reform account.

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Significant Items in FY 2000 Appropriations Reports

Research, Dissemination, Technical Assistance and Evaluation Plan

House: The Committee expects the Department to comply with a directive in the fiscal year 1999 House Report (105-635) to provide the Committee with an overall research, demonstration, dissemination, technical assistance and evaluation plan by March 31, 2000. This plan should include the Departmental priorities for these activities, coordination mechanisms that are, or will be, in place for the activities, and the single official responsible for the quality and relevance of each of these activities. The plan should provide assurance that Government Performance and Results Act programmatic indicators have been developed and focus on the quality, utility and acceptance of the information or techniques developed. Finally, the plan should indicate how the research and other activities funded by OERI are coordinated with other research institutions such as NIH.

Response: The Department has begun work on the plan and will submit it to Congress by the March 31, 2000 deadline.

Research—5-year plan

House: The Committee directs the OERI, in consultation with the NSF and NICHD, to develop a 5-year plan for an expanded research program of large-scale, systematic experimentation and demonstration focused on strategic education issues and has included $1 million for this purpose. This 5-year plan shall be developed in collaboration with the National Research Council and shall identify the highest priority research studies needed to improve teaching and learning in the classroom and shall be grounded in the concerns of education practitioners and policymakers. The Committee directs that this 5-year plan be submitted to the House and Senate Committees on Appropriations no later than May 31, 2000.

Response: The Department has begun to work on this plan and will submit it by the May 31, 2000 deadline.

FIE - Projects

Conference: The conference agreement provides funds for the continuation of Project Jump Start and provides funds for the continuation and expansion of the Youth Safety Corps.

Response: The Department will make funds available for these projects. If the Department receives applications for these projects, it will review them in accordance with the authorizing law and governing regulations.

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Significant Items in FY 2000 Appropriations Reports

Conference: Within the amount provided, $20,000,000 is to be used for the Elementary School Counseling Demonstration Program to establish or expand counseling programs in elementary schools.

Senate: Within the amount recommended, the Committee includes sufficient funds for the Elementary School Counseling Demonstration Program to establish or expand counseling programs in elementary schools as part of the Youth Violence Prevention Initiative.

Response: The Department has set aside $20,000,000 for this program.

Conference: The conference agreement includes $45,000,000 for a Small Schools initiative under section 10105 of Part A of title X of the Elementary and Secondary Education Act....Within the amount for the Small Schools initiative, not less than $42,750,000 is for competitive grants to local educational agencies to plan, develop and implement smaller learning communities where students receive individual attention and support--with a goal of not more than 600 students in each learning community. The conference agreement directs that each grantee shall use funds only for activities related to high school redesign and that up to $2,250,000 may be used by the Secretary for evaluation, technical assistance, and school networking activities. The conference agreement affirms that the management of this initiative would benefit from a team effort within the Department and directs that the program shall be jointly managed by the Office of Elementary and Secondary Education and the Office of Vocational and Adult Education. Finally, the Department shall provide a letter by March 31, 2000 to the House and Senate Committees on Appropriations outlining its plan for implementing this initiative.

Response: The Department is developing plans for this initiative and will provide a letter to the Congress by the March 31, 2000 deadline.

FIE—Student Mock Election Program

Conference: The conference agreement also includes $400,000 for the National Student and Parent Mock Elections.

House: The bill provides sufficient funding to expand the activities of the National Student/Parent Mock Election to state coordinators in fiscal year 2000.

Senate: The Committee has included sufficient funds to continue and expand the Student/Parent Mock Election, a national, nonpartisan organization noted for its achievements in promoting voter education activities for students and their parents. In 1996, 6 million students and parents participated in the Presidential Mock Election, and with more than 70 million youths in our country today, the Mock Election of 2000 has the potential to engage more youth in the political process than any time in the program's history.

Response: The Department will make $400,000 available for this project. The Department anticipates receiving an application and will review it in accordance with the authorizing law and governing regulations.

FIE Initiatives/Funding Changes to Be Treated as Reprogrammings; Project List Required

House: The Committee remains concerned that major initiatives are being established within the fund for the improvement of education with no Congressional involvement. It is particularly concerned that these major initiatives are not being disclosed in the Congressional justifications submitted by the Department as part of the President's budget submission. In addition, the Committee is concerned that funding levels displayed in the justifications and other submissions to the Committee during the consideration of the President's request are unilaterally changed by the Department without notification of the Committee.

The Committee therefore continues the policy of last year which directs the Department to treat these changes as reprogrammings and to employ the usual reprogramming rules, for any significant change in funding for programs or activities within FIE from the levels provided to the Committee during the appropriations process. The Committee also directs the Department to consider any new activities, not mandated by Congress, to be reprogrammings and to follow the usual reprogramming rules prior to any public notification or obligation of funds for these new activities. The Committee further directs the Department to provide a complete and final listing of activities within FIE in the annual operating plan required by this bill.

Response: The Department is not undertaking any major new initiatives in fiscal year 2000 that were not mandated by Congress. Further, the Department will provide a complete listing of activities within FIE in the annual operating plan.

(in thousands of dollars) Office, Account, Program and Activity	Category Code	1999 Appropriation	2000 Appropriation	2001 President's Request	President's Request Compared to FY 2000 Appropriation Amount	Percent
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (OERI)						
Education Research, Statistics, and Improvement						
1. Research, development and dissemination:						
(a) Research, development and dissemination (proposed legislation)	D	0	0	198,567	198,567	---
(b) National education research institutes (ERDDIA Part C)	D	63,782	84,782	0	(84,782)	-100.0%
(c) Regional educational laboratories (ERDDIA section 941(h))	D	61,000	65,000	0	(65,000)	-100.0%
(d) National dissemination activities (ERDDIA section 941(a)-(g) and Part E)	D	18,785	18,785	0	(18,785)	-100.0%
Subtotal		143,567	168,567	198,567	30,000	17.8%
2. Statistics (NESA)	D	68,000	68,000	84,000	16,000	23.5%
3. Assessment:						
(a) National assessment (NESA section 411)	D	36,000	36,000	38,000	2,000	5.6%
(b) National Assessment Governing Board (NESA section 412)	D	4,000	4,000	4,500	500	12.5%
Subtotal		40,000	40,000	42,500	2,500	6.3%
4. America's tests (proposed legislation)	D	0	0	5,000	5,000	---
5. Fund for the Improvement of Education (ESEA X-A)	D	139,000	243,864	137,150	(106,714)	-43.8%
6. Javits gifted and talented education (ESEA X-B)	D	6,500	6,500	7,500	1,000	15.4%
7. National writing project (ESEA X-K)	D	7,000	9,000	10,000	1,000	11.1%
8. Civic education (ESEA section 10601)	D	7,500	9,850	9,850	0	0.0%
9. International education exchange (Goals 2000 EAA title VI)	D	7,000	7,000	8,000	1,000	14.3%
Total		418,567 [1]	552,781 [1]	502,567	(50,214)	-9.1%
Outlays		*478,532*	*690,768*	*603,297*	*(87,471)*	*-12.7%*
TOTAL, OERI		418,567	552,781	502,567	(50,214)	-9.1%

[1] *Adjusted for comparability. Excludes $200,000 thousand in fiscal year 1999 for 21st Century Community Learning Centers, which was appropriated in the Education Reform account in fiscal year 2000, and $23,300 thousand in fiscal year 1999 and fiscal year 2000 for Eisenhower Professional Development Federal Activities, which is included under High Standards in the Classroom in the School Improvement Programs account.*

NOTE: All activities in this account for which funds are proposed in fiscal year 2001 are requested under proposed legislation.

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Summary of Request

The activities funded under the Education Research, Statistics, and Improvement account support the seven leadership priorities of the Department, as well as the accomplishment of the goals and objectives outlined in the Strategic Plan. This support is provided through research, data collection and analysis activities, technical assistance and information sharing, model development, and other improvement activities. The Administration is requesting a total of $502.567 million for this account, a decrease of $50.214 million from the 2000 appropriation.

Federal investment in research and development aimed at accelerating learning, particularly for at-risk students, has the potential to make a dramatic difference in the effectiveness of the educational system. An increase of $30 million for new research activities will help meet the growing demand by parents, teachers, and administrators for specific, evidence-based guidance. These research projects will combine rigorous methodology with sustained and multidisciplinary partnerships. Such a strategy–which endeavors to bring knowledge from research to the forefront of education reform–holds great promise for helping large numbers of children meet new and challenging standards. An important component of the research strategy is the interagency education research initiative, a collaborative effort between the Department of Education, the National Science Foundation, and the National Institute of Child Health and Human Development. The initiative will fund research, including large-scale studies, to better understand what works and to design more effective practices for schools and classrooms. Department of Education support for this project is proposed to reach $20 million in 2001, double the Department's 2000 investment. In addition, a Department of Education and National Institute of Child Health and Human Development interagency initiative on improving schooling for language-minority students is supporting research designed to identify critical factors that influence the development of English-language literacy competencies among children whose first language is Spanish. The request includes $10 million to continue support for this project and to fund other related activities. Smaller increases for the field-initiated studies program ($2.3 million) and for identifying and disseminating effective strategies ($4.1 million) will support the development of new strategies for identifying effective educational programs and practices, as well as dissemination efforts that enable educators to make the best use of information and methods available as a result of educational research and development.

The request includes funds for a Statistics program that provides information about trends in education, collects data to monitor reform and progress toward the National Education Goals, and informs the research agenda of OERI. The requested increase of $16 million would support costs for redesigning the *Integrated Postsecondary Education Data System (IPEDS),* as required by the re-authorization of the Higher Education Act, as well as provide support for the HEA-mandated national study of expenditures at institutions of higher education. In addition, the increase would provide support for data collection and related activities for *the Early Childhood Longitudinal Study* and for the *Education Longitudinal Study of 2002,* the fourth in a series of major secondary school longitudinal studies sponsored by the Department.

The request for Assessment would increase support for the National Assessment of Educational Progress (NAEP), the only nationally representative and continuing assessment of what American students know and can do.

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Summary of Request

The request includes $5 million for America's Tests to support continued development and a pilot test of test items. America's Tests will provide information on 4th grade reading and 8th grade mathematics achievement and will allow teachers and parents to know how the performance of individual students compares with a common set of challenging academic standards in those subjects and grades. The tests will also help States and localities ensure high-quality instruction in reading and mathematics.

Additionally, the request includes $10 million, within the Fund for the Improvement of Education program, for a new initiative that would support the Department's objectives in the area of ensuring equal access to higher education. The College Test Preparation for Low-Income Students initiative will provide funding to pay the costs of rigorous preparation programs, including on-site programs, online programs, PC-based systems, and course materials for low-income students. In addition, a $2 million increase is requested for character education awards, which would provide State educational agencies, local educational agencies, or consortia of educational agencies grants to ensure that students learn values and ethics as part of their lessons, and an additional $1.9 million is requested for disseminating the results of comprehensive school reform efforts and for designing and implementing new research-based models.

The request includes a $1 million increase for the Javits Gifted and Talented education program, a $1 million increase for the National Writing Project, a $1 million increase for the International Education Exchange program, and level funding for the Civic Education program.

Research, development, and dissemination
(Proposed legislation)

FY 2001 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

	2000	2001	Change
Research, development, and dissemination	0	$198,567	+$198,567
National education research institutes	$84,782	0	-84,782
Regional educational laboratories	65,000	0	-65,000
National dissemination activities	18,785	0	-18,785
Total	168,567	198,567	+30,000
FTE[2]	1	1	0

[1] The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

[2] FTE associated with the National Educational Research Policy and Priorities Board in FY 2000 is financed by the National Dissemination activities program; FTE associated with the proposed National Education Research Board in FY 2001 will be financed by the Research, Development, and Dissemination activity.

PROGRAM DESCRIPTION

Research, development, and dissemination (proposed legislation)

This program would support research, development, and dissemination activities designed to improve education at all levels. The Administration's proposed legislation places these activities in a new National Institute for Education Research (the Institute). The mission of the Institute would be to promote excellence and equity in education by providing the information needed to ensure that all students meet or exceed challenging academic standards and master the skills they will need throughout their lives. The proposal consolidates funding from three prior programs: the national education research institutes, the regional educational laboratories, and the national dissemination activities.

Resources would be concentrated on a limited number of key education research and development needs identified through consultation with the public, advice provided by study panels, and recommendations from the National Education Research Board. The Institute would conduct and support both small- and large-scale experiments, longitudinal studies, controlled demonstrations, and evaluations that respond to specific problems faced by practitioners in the field. These activities would be conducted directly or through grants, contracts, and cooperative agreements with institutions of higher education, public and private organizations, and individuals.

Research, development, and dissemination

The Institute would, among its activities, support up to 10 national research and development centers. Centers would carry out coherent, long-term research to advance theory and practice related to core issues and concerns within a particular mission area. Each center would have a mission area that is directly related to specific priorities of the Institute. Awards to centers would be made on a competitive basis for 5 years, with a possible renewal for an additional 5 years. The Institute also would support research conducted through other mechanisms, including interagency initiatives, field-initiated studies, and directed studies.

The Regional Educational Laboratories would continue to play a vital role in the Institute. The Institute would support up to 10 laboratories to conduct applied research; develop strategies, programs, and materials; and provide technical assistance in response to the specific needs of schools, districts, and State educational agencies. The laboratories test theory, develop ideas, and apply new knowledge to practice. Using the knowledge base generated by centers and others in the field of education research, they would generate sound solutions to the immediate problems of customers in their regions.

The laboratories also would continue to serve an important dissemination and technical assistance role, helping schools, districts, and States to implement strategies and programs. They would give priority to providing intensive, ongoing services to high-poverty school districts and schools that are most in need of raising student achievement. The laboratories would also help practitioners to become better consumers of education research by assisting them in the evaluation of research quality and helping them to apply research findings to school-based problems.

Dissemination would continue to be an integral part of all of the Institute's activities. The Institute would continue to support and maintain the Educational Resources Information Center (ERIC) and the National Library of Education. ERIC is a system of information clearinghouses that use the World Wide Web and other advanced telecommunications technologies to make research-based information related to education available to teachers, administrators, parents, and the public. The National Library makes information related to education available to Departmental employees, contractors and grantees, other Federal agencies and employees, and the public.

National education research institutes (current legislation)

Funding for this program supports the activities of the five National Education Research Institutes, which are the organizational units within the Office of Educational Research and Improvement (OERI) currently responsible for administering the office's support for education research. The mission of the institutes is to expand knowledge and understanding of education and contribute to the improvement of education policy and practice. They support research, development, and evaluation activities through grants, contracts, and cooperative agreements with institutions of higher education, public and private organizations, and individuals:

- The *National Institute on Student Achievement, Curriculum, and Assessment* (http://www.ed.gov/offices/OERI/SAI/) supports work to identify, develop, and evaluate innovative and exemplary methods for improving achievement. It also supports research in the areas of cognition, learning, and performance, including research and development in the assessment of student performance.

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Research, development, and dissemination

- The *National Institute on the Education of At-Risk Students* (http://www.ed.gov/offices/OERI/At-Risk/) supports work to identify, develop, evaluate, and assist others to replicate and adapt interventions, programs, and models that promote greater educational success by at-risk students. It also supports research regarding instructional methods and practices, training and professional development approaches, and means by which parents and communities can support and improve the achievement of at-risk students.

- The *National Institute on Educational Governance, Finance, Policymaking, and Management* (http://www.ed.gov/offices/OERI/GFI/) supports work to identify, develop, and evaluate approaches in elementary and secondary school governance, finance, policymaking, and management at State, local, school, and classroom levels that promise to improve educational equity and excellence.

- The *National Institute on Early Childhood Development and Education* (http://www.ed.gov/offices/OERI/ECI/) supports work to identify, develop, evaluate, and assist others to replicate methods and approaches that promise to improve children's early development and education. It supports research regarding the social and educational development of infants, toddlers, and preschool children, and the preparation of personnel for early childhood programs.

- The *National Institute on Postsecondary Education, Libraries, and Lifelong Learning* (http://www.ed.gov/offices/OERI/PLLI/) supports research activities investigating how adults best learn, including learning in formal educational institutions and work settings as well as in informal settings, such as libraries, museums, and communities.

The institutes support 11 university-based research and development centers, which conduct long-term research and development on core issues and concerns; field-initiated studies in which the topics and methods of study are determined by the individual investigators; and a variety of other research and related projects that address issues specified by the institutes. The institutes also support fellowships to bring outside scholars to the institutes for 12- to 18-month periods.

The current statute requires that at least 33 percent of the annual appropriation for institutes be devoted to research and development centers and at least 25 percent to field-initiated research. Up to 10 percent of the total amount appropriated may be reserved for synthesis activities or for investigations that cut across the topic areas of two or more institutes, except that no more than 33 percent of the funds of an individual institute may be used for this purpose. There is a single authorization of appropriations for the Achievement and At-Risk Institutes, and they must share the annual appropriation equally. Funds for the other three institutes are separately authorized.

Research, development, and dissemination

Regional educational laboratories (current legislation)

Funding supports a network of 10 regional educational laboratories (http://www.ed.gov/prog_info/Labs/) responsible for promoting the use of broad-based systemic strategies to improve student achievement. The regional laboratory network is designed to assist local, State, and regional reform efforts by ensuring that educators, policymakers, and communities have access to the best available research and knowledge from practice. Laboratories conduct applied research and development, disseminate research-based materials and strategies, and provide training and technical assistance. Laboratory contracts are made with public or private nonprofit entities for a five-year period.

To assist it in carrying out its responsibilities, each regional laboratory has established a governing board composed of teachers, education researchers, and policymakers who represent a balance of concerns and interests across States in its region. Each board is responsible for surveying the educational needs, strengths, and weaknesses of its region, determining the regional agenda of the laboratory, and ensuring the high quality of laboratory activities and products. Governing boards also ensure that laboratory priorities assist States in achieving the National Education Goals and the reform of schools.

Regional laboratories collaborate and coordinate services with other technical assistance providers and dissemination activities funded by the Department of Education. In addition, laboratories are encouraged to coordinate activities, collaborate, and regularly exchange information with the National Education Research Institutes to ensure the maximum use of research findings.

National dissemination activities (current legislation)

The Office of Educational Research and Improvement (OERI) supports a variety of dissemination activities that make available to educators, parents, and policymakers the best research-based information on educational practice. Within OERI, dissemination activities are administered by the Office of Reform Assistance and Dissemination (ORAD) (http://www.ed.gov/offices/OERI/ORAD/ and the National Library of Education (http://www.ed.gov/NLE/). ORAD is responsible for creating a process for identifying exemplary and promising programs and practices and for disseminating information about those programs and practices to schools, educators, parents, and policymakers.

The National Library serves as a central location within the Federal Government for information about education. It provides comprehensive reference services on education-related matters to members of the public, as well as to Federal employees, grantees, and contractors. Other dissemination activities, including the Education Resources Information Center (ERIC) and activities that use electronic networking and other technologies, are administered by the Library.

These funds also support the National Educational Research Policy and Priorities Board (http://www.ed.gov/offices/OERI/NERPPB/), which provides advice and guidance to OERI. The Board consists of researchers, practitioners, policymakers, and others. Its responsibilities include working with the Assistant Secretary to develop a research plan to guide OERI's investments and standards to govern OERI's work. Both the plan and the standards must be approved by the Board before they are published and used.

Funding levels for the antecedent programs for the past 5 fiscal years were:

($000s)

National education research institutes

1996	$43,000
1997	54,000
1998	53,782
1999	63,782
2000	84,782

Regional educational laboratories

1996	$51,000
1997	51,000
1998	56,000
1999	61,000
2000	65,000

National dissemination activities

1996	$13,021
1997	18,567
1998	18,785
1999	18,785
2000	18,785

FY 2001 BUDGET REQUEST

The Administration proposes a fiscal year 2001 budget of $198.6 million for the Research, Development, and Dissemination program, exclusive of amounts for salaries and expenses. This is an increase of $30 million over the 2000 appropriation level for the three antecedent programs, the Research Institutes, Regional Laboratories, and National Dissemination Activities. The request would support national research and development centers, regional laboratories, field-initiated research projects, a variety of other research and development efforts, and dissemination and technical assistance activities, including the Educational Resources Information Center and the National Library of Education.

Grantees and contractors currently receiving funding under the antecedent programs would continue to receive funding until the awards expire.

EDUCATION RESEARCH, STATISTICS, AND IMPROVEMENT

Research, development, and dissemination

Key activities would include:

Research and Development Centers

The research and development centers (http://www.ed.gov/offices/OERI/ResCtr.html) address nationally significant problems and issues in education through programs of sustained, focused research. The centers address specific topics such as early childhood development and learning, student learning and achievement, cultural and linguistic diversity and second language learning, postsecondary improvement, adult learning, and education policy. Centers would receive $36 million in FY 2001, an increase of nearly $3 million from FY 2000. Centers provide high-quality research on problems whose solutions make a difference to students, parents, and the education community. Continued funding would provide support for a core component of the research program and allow researchers to conduct long-term research on complex problems. Solutions to many of the critical issues in American education – such as ensuring that all children, irrespective of their family and personal backgrounds, learn to high standards – are developed over time, as ideas are tried out, refined, and tested, and center funding allows for such sustained activity.

Center Research: *Success for All*

The highly-regarded program *Success for All* (http://www.successforall.net/), which was supported with research center funds from the U.S. Department of Education, was not an overnight development. The program, which began in 1986 as a challenge made to researchers at Johns Hopkins University by the Baltimore, Maryland superintendent of schools, the Baltimore school-board president, and a former Maryland Secretary of Human Resources, was developed using research findings on effective programs for students at risk, and has been continually refined over time. *Success for All* emphasizes prevention and early intervention, and it provides schools with research-based curriculum materials; extensive professional development in proven strategies for instruction, assessment, and classroom management; one-to-one tutoring for children who need it; and active family support. For example, *Reading Roots*, the beginning reading program used in *Success for All*, emphasizes a balance between phonics and meaning, a strategy endorsed by the National Academy of Sciences in *Preventing Reading Difficulties in Young Children*. *Success for All* is the most widely adopted model in the Comprehensive School Reform Demonstration program.

Success for All is now in more than 1,500 elementary schools across the country. The developers have continued to draw upon research-proven and field-tested knowledge to expand into math and science (*Roots & Wings*) and have developed a Spanish language version of the program, *Lee Conmigo* ("Read with Me"). In addition, they are developing model programs for middle and high schools. Funding for these projects continues to be provided through the Department-funded Center for Research on the Education of Students Placed At-Risk (CRESPAR). CRESPAR is receiving $6.6 million in FY 2000.

Research, development, and dissemination

Field-initiated Studies

The field-initiated studies (FIS) program will continue to be one of the most important components of OERI's portfolio in FY 2001. FIS provides grants for education research projects that are proposed by researchers and practitioners in universities, schools, and other institutions around the country, reflecting their sense of what is important and constructive to study. The purpose of this grant program is to encourage and support ideas about new research from the field. Investigators are encouraged to disseminate information on their work through a wide variety of means, including research and practitioner journals, conference presentations, newspapers and magazines, and newsletters, as appropriate.

OERI awarded 20 Field-Initiated Educational Research Grants in its FY 1999 competition (http:// http://www.ed.gov/offices/OERI/FIS/fy99abs.html). These projects address a broad range of topics, including early learning and development, cognitive development, language and literacy, science and mathematics, the use of technology in education, English as a second language, students at risk of educational failure, teacher quality, safe schools, school reform, assessment, education finance, and adult learning. The recipients included institutions of higher education, corporations, and a hospital research center. ED anticipates funding a similar range of projects in FY 2000 and 2001.

Interagency Education Research Initiative

The Interagency Education Research Initiative (http://www.ed.gov/offices/OERI/IERI/index.html) is a joint activity of the Department of Education, the National Science Foundation, and the National Institute of Child Health and Human Development. Capitalizing on the expertise of the partner agencies, the Initiative was launched in FY 1999 to accelerate the translation of research findings into concrete lessons and tools for raising pre-K–12 student achievement.

The goal of the Initiative is to improve pre-K–12 student learning and achievement in reading, math, and science by supporting rigorous, interdisciplinary research on large-scale implementations of promising educational practices and technologies in complex and varied learning environments. Focus areas were determined through careful planning involving a wide range of participants. The work is intended to benefit both students who are, early on, deemed to be at risk for school failure and those who fail to acquire the higher level skills needed to compete in the technology-driven workplaces of the 21st century. Initiative projects share several characteristics designed to enhance their likelihood of success. First, funded projects are typically conducted on a large scale, based on rigorous designs that attend to *why* instructional approaches work or don't work, under what conditions, and for what populations of students. Explicitly accounting for why and under what conditions approaches work will significantly improve the likelihood that results can be scaled up and sustained in other locations where conditions may differ. Second, the projects are interdisciplinary, featuring teams of researchers from a variety of disciplines carrying out their research in collaboration with educators. Finally, the projects are focused on key problems in our schools, especially those that can be improved by the effective use of information and computer technologies.

In the FY 1999 competition, 14 awards of the kind described above were made. They focused on three substantive areas: school readiness for learning reading and mathematics; K-3 learning in reading, mathematics, and science; and the training and professional development of pre-K-12 mathematics, reading, and science teachers. The FY 2000 and FY 2001 competitions will solicit projects that focus on two areas: early learning of foundational skills; and transition to increasingly complex science and mathematics learning. Proposed Department of Education funding in FY 2001 is $20 million, an increase of $10 million from FY 2000. Total FY 2001 funding, taking into account funds from the National Science Foundation and the National Institutes for Health, will be $50 million. FY 2001 funds will support continuation costs and new grants. Planning grants will allow applicants to form cross-disciplinary teams and build relationships with schools and districts prior to submitting full-scale grant applications.

Initiative on Improving Schooling for Language-Minority Students

Demographic shifts and changes in immigration are resulting in increasing numbers of children in America's schools whose first language is not English. Many of these children come from low-income homes, and often their parents have low levels of formal education. The National Research Council, in its comprehensive report *Improving Schooling for Language-Minority Children*, recommended priorities for research that will guide Department of Education activities in the coming years.

Numerous activities are planned, and one major interagency grant competition is underway. The Department of Education and the National Institute of Child Health and Human Development (NICHD) are supporting research designed to identify critical factors that influence the development of English-language literacy (reading and writing) competencies among children whose first language is Spanish (http://www.ed.gov/offices/OERI/delssc.html). Specifically, NICHD and ED seek to stimulate systematic, programmatic multidisciplinary research to increase understanding of the specific cognitive, sociocultural, and instructional factors, and the complex interactions among these factors, that promote or impede the acquisition of English reading and writing abilities for Spanish-speaking children. Such research is critical: It is it now estimated that 59 percent of fourth grade students and 51 percent of eighth grade students whose primary language is Spanish cannot read and comprehend English-language text materials at a basic level.

The research studies and programs supported by this initiative in FY 2000 will contribute scientific data that bear directly on a number of public policy issues and instructional practices that include, but are not limited to, these overarching questions: Are there conditions under which English language literacy skills (reading and writing) are best acquired after oral language, reading, and writing capabilities are first developed in Spanish? If so, when and how is the transition from Spanish to English best accomplished? Are there conditions under which Spanish-speaking children best acquire English language literacy skills through immersion in English oral and written language? Are there specific linguistic and cultural advantages that accrue with instructional approaches that develop oral language and literacy skills in both Spanish and English simultaneously (dual language-literacy approaches)? ED and NIH, together, plan to support two or three multidisciplinary program project grants and 10 to 15 individual research grants in FY 2000. Support for these projects will continue in FY 2001.

Selected other initiatives specifically designed to improve research on schooling for language minority students will be identified and initiated during FY 2001. ED also will support a fellowship program designed to increase diversity and to build the Institute's capacity for conducting multi-disciplinary research.

Comprehensive School Reform Model Design

The Comprehensive School Reform Demonstration (CSRD) program (http://www.ed.gov/offices/OERI/csrrdp.html), begun in 1998, aims to raise student achievement by helping public schools across the country implement successful, comprehensive school reforms that are based on reliable research and effective practices, and that include an emphasis on basic academics and parental involvement. In establishing the program, Congress and the President recognized the potential for the wider use of proven, research-based models for comprehensive school reform.

Funds from the research program provide support for the development and evaluation of new school reform models. At present, OERI is supporting the design, development, evaluation, and scaling-up of models for middle and high school that incorporate the best research-based components and practices available. This strategy will be strengthened in fiscal year 2000 with additional awards to assess the effectiveness of comprehensive models on improving student achievement and other significant outcomes. In FY 2001, resources also will support such activities as analyzing the true costs of implementation of different models, examining how LEAs can play a more effective role in CSR, and examining the best ways to adapt models to local contexts.

Other Research Activities

A small portion of the FY 2001 funds in this account will support other activities designed to strengthen the research portfolio. These include continuation funding for High Performance Learning Communities (http://www.rppintl.com/hplc/; http://www.lrdc.pitt.edu/hplc/HPLC.html); visiting fellows, with scientific and research backgrounds, who would enhance the Institute's internal capacity for research; and small focused projects that respond to emerging needs. In addition, in FY 2000 and FY 2001 OERI will provide support for the National Research Council's (NRC) oversight of a year-long experiment to establish a Strategic Education Research Program, as outlined in NRC's Improving Student Learning report. This initiative will shape future research priorities and improve the overall quality of education research.

Regional Educational Laboratories

In addition to the research and development centers, field-initiated studies, and large-scale research projects mentioned above, FY 2001 funds would be used to continue support for the 10 regional laboratories. FY 2001 will be the first year the laboratories will be operating under new awards following a recompetition of the laboratory program scheduled for completion by December 2000. The recompetition will allow OERI to establish research, development and technical assistance goals and priorities designed to create an appropriate balance between regionally driven work and activities that address common problems existing across the country.

OERI has been soliciting public opinion to inform the competition and will make the draft competition announcement available for public comment.

Level funding of $65 million is needed to ensure that the regional laboratories can continue to serve the States and localities in their efforts to understand and improve our schools. The laboratories are one of OERI's significant investments in supporting long-term educational research and improvement efforts across the country, and the laboratories form an excellent link between research and practice, keeping the work of OERI relevant to the pressing concerns of the field. In FY 2001, the laboratories will continue to play a critical role in linking research and ideas to local efforts.

The National Library of Education, ERIC, and other dissemination activities

The dissemination activities give educators across the Nation ready access to the best information and methods drawn from educational research and development. Major activities include the National Library of Education (NLE), the Educational Resources Information Center (ERIC), the Department's INet and World Wide Web services, and special projects to improve the dissemination of research-based information.

FY 2001 funds will help ensure that the National Library of Education (NLE) and the programs that it administers will provide timely and accurate dissemination of useable information. As electronic networks become the preferred mode of transmitting information, and as the Internet and other advanced technologies become more prevalent in the workplace, the classroom, and the home, the NLE must upgrade its capacity to keep States, schools, parents, and other customers informed. Funds also would be used to support the Institutional Communications Network (INet), which is responsible for supporting the Department's World Wide Web presence. In addition, funds would support the Department's reference center and staff library, including a Visitor Center, as well as a comprehensive reference service, including a toll-free call center, as mandated by statute.

FY 2001 funds also would support the Educational Resources Information Center (ERIC) (http://www.accesseric.org/), a nationwide network of subject-matter clearinghouses and support contractors maintaining the world's largest and most frequently used education database and providing extensive services and products to educators, students, and parents. The request would support the improvement of the ERIC database and support research and development on increasing ERIC's service quality in areas such as full text document storage, document retrieval, and document delivery; methods of handling non-print information formats; and improving electronic question/answer and referral services.

The request includes funding for the National Clearinghouse on Educational Facilities (http://www.edfacilities.org/), which serves as an adjunct ERIC clearinghouse and is critical to the Department's efforts to address the need for school construction and repair across the country. Funds will allow the facilities clearinghouse to supplement the collection and dissemination of information on the planning, design, financing, construction, and maintenance of educational facilities with timely special projects. These could include a national conference on school design and construction, evaluation of the success of community school designs, and initiatives to work with States and localities to evaluate existing buildings and develop models and standards for new facilities.

Finally, the request will support a variety of activities designed to develop new strategies for identifying effective educational programs and practices, including developing standards for what constitutes evidence of effectiveness, establishing an organized program for producing research syntheses in key areas, and developing new strategies for sharing information with parents, teachers, and policymakers through the use of technology.

The National Education Research Board

Under the legislative proposal, the National Education Research Board replaces the National Education Research Policy and Priorities Board. The two Boards are similar in their intent, but the Board's political independence is strengthened in the proposed legislation. The Board members would still be broadly representative of the public, but there would be no quotas regarding the source of their nomination and appointment. The Board members would be appointed by the President with the advice of the Senate, rather than by the Secretary.

The proposed legislation is far less prescriptive than current law regarding requirements for nomination to the Board, Board duties, and powers of the Board. The proposed Board would have specified key functions, including establishing policy guidelines for the Institute, approving priorities and standards to guide and govern the work of the Institute, reviewing and approving peer review procedures adopted by the Institute, and advising the Director of the Institute on the development of activities to be supported by the Institute. The proposed Board would submit an annual report to the President and the Congress on the activities, management, and performance of the Institute and on education and education research in general.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance indicators and strategies for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance Goal: Conduct high quality research and development that contribute to educational improvement.

Objective: The findings and products of education research are useful to policy makers and practitioners in addressing their high priority needs.

Research, development, and dissemination

Indicator	1999	2000	2001	2002
Education policy makers and practitioners find OERI supported research products to be useful in addressing their high priority needs. *Baseline data will be established in 2000.*				

One of the key principles underlying the research priorities established within the Department's proposed legislation is that research must be highly focused on the specific problems facing practitioners in the field. Beginning this year, a representative group of education policy makers and practitioners will judge a sample of OERI supported research products on their responsiveness and usefulness. Baseline data and performance goals will be established by the end of 2000.

Objective: Education research reflects accepted standards of technical merit and evidence.

Indicator	1999	2000	2001	2002
Review panels find a sample of OERI supported research products to reflect research of a fully acceptable scientific quality. *Baseline data will be established by the end of 2000.*				

For research to be valuable, one must be able to have confidence in its findings. Therefore, research must not only address the needs of practitioners, but it must also be of sufficiently high quality. Only if both these conditions are met will it be useful and relevant. Beginning this year, a panel of researchers will judge a sample of OERI supported research products on the scientific quality. Targets will be established for future years after the baseline is determined.

While OERI does not have data that directly address this indicator, it does have a long-standing commitment to ensuring quality through peer review. All grant applications are reviewed by external panels, and only high quality applications receive competitive funding. In addition, OERI ensures the quality of its Center research through intensive mid-term progress reviews. External reviewers have, in general, found that the Centers are conducting high quality research on important issues. When problems have been found, OERI has worked with the Centers to improve the quality of the work.

Research, development, and dissemination

Performance Goal: To promote knowledge-based educational improvement to help all students meet high standards through development, applied research, dissemination, and technical assistance conducted with local, State, and intermediate agencies.

Objective: Provide products and services and develop networks and partnerships in support of State and local reform.

Indicator	1999	2000	2001	2002
More than 90% of clients sampled will report laboratory products and services to be of high quality. *Baseline: In 1997, 90% of clients sampled rated quality of products and services to be excellent or good.*	90%	90%	90%	

Data for this indicator are collected from client surveys and an external evaluation. Results for 1999 will be available early in 2000. In 1998, 90 percent of clients sampled rated quality of products and services to be excellent or good. According to the 1998 annual report, the laboratories disseminated nearly 2,000 distinct products (including research syntheses, policy briefs, and information about resources) to over 400,000 clients and counted nearly 12 million website "hits". Laboratories also provided over 1,200 distinct services to nearly 150,000 clients. The most prevalent services were training, technical assistance, and shared development work; teachers were the most frequent client group.

Performance Goal: To provide educators, policymakers, researchers, parents, and the public with awareness of, access to, and assistance in adapting and adopting useful products and services designed to improve American education.

Objective: Identify, develop, produce, and distribute high-quality products that meet customer needs and address Department priorities.

Indicator	1999	2000	2001	2002
At least 90% of teachers, administrators, federal, state, and local policy makers, researchers, parents and the public sampled will report Department products accessed through OERI to be of high quality.		90%	90%	

Data for this indicator come from customer surveys. Results are generally positive. A 1997 NCES Customer Satisfaction Survey (published in January 1999) found that 90 percent of users (based on the 2,465 responding to the survey) reported being "very satisfied" or "satisfied" with the overall quality of NCES reports. An EDPub survey for 1999 showed that over 90 percent of the 34 customers sampled rated OERI products to be of high quality. OERI's Publication Survey for 1999 found that over 90 percent of customers responding were "very satisfied" with OERI products.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
National Centers			
New	0	0	0[1]
Continuations	$32,689	$33,137	$36,000
Subtotal, Centers	32,689	33,137	36,000
Field-initiated Studies			
New	9,231	10,536	10,000
Continuations	4,031	3,160	6,000
Subtotal, Field-initiated	13,262	13,696	16,000
Interagency Education Research Initiative	3,000	10,000	20,000
Comprehensive School Reform Model Design			
Evaluation / research	0	9,300	9,300
Model development	10,000	10,700	11,820
Subtotal, Comprehensive Reform	10,000	20,000	21,120
Initiative on language-minority students	0	0	10,000[2]
Small Business Innovation Research	1,475	2,000	2,500
Other Research Projects			
New			
Technology studies	0	400	0
Fellowships	0	1,500	3,000
Research planning	0	1,000	1,000
Subtotal, new	0	2,900	4,000

[1] Distribution between new and continuation awards in FY2001 will depend upon decisions to extend or re-compete existing Centers.

[2] Includes $4,500,000 for continuation costs of research projects funded in FY 2000 pursuant to an interagency agreement with NICHD. First year costs were financed by the Fund for the Improvement of Education.

PROGRAM OUTPUT MEASURES – continued
($000s)

	1999	2000	2001
Continuations			
High Performance Learning Communities	$2,499	$2,492	$1,203
National Partnership for Excellence and Accountability in Teaching	0	650	0
Other	674	200	0
Subtotal, Continuations	3,173	3,342	1,203
Subtotal, Other projects	3,173	6,242	5,203
Regional Educational Laboratories	61,000	65,000[1]	65,000
National Library of Education, Operations	1,000	1,000	1,000
ERIC	9,996	10,500	10,500
School facilities clearinghouse	1,035	1,035	1,035
Identifying and disseminating effective strategies	1,875	875	5,000
Electronic dissemination (INET)	3,375	3,375	3,375
Printing	500	500	500
National Education Research Board	1,000	1,000	1,000
Peer review of applications for new awards	187	207	334
TOTAL	143,567	168,567	198,567

[1] Includes $250,000 for peer review.

Statistics
(National Education Statistics Act of 1994)

FY 2001 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

2000	2001	Change
$68,000	$84,000	+$16,000

[1]The GEPA extension expires September 30, 2000; new authorizing legislation will be proposed.

PROGRAM DESCRIPTION

The National Center for Education Statistics (NCES) is the chief Federal entity engaged in collecting, analyzing, and reporting data related to education in the United States. Its responsibilities are to collect, acquire, compile, and disseminate full and complete statistics on the condition and progress of education in the United States; conduct and publish reports and analyses on the meaning and significance of such statistics; assist public and private educational agencies and organizations to improve their statistical systems; and acquire and disseminate data on education activities and student achievement in the United States compared with foreign nations.

The reauthorization proposal for NCES continues current responsibilities for collecting, analyzing, and reporting data and strengthens the commitment to high quality and customer service. The proposal also authorizes the use of funds for salaries and expenses as well as for program activities.

The Center sponsors regular and special data collections, universe and sample surveys, and longitudinal as well as cross-sectional studies. Data collection and analyses are done by contractors and Center staff. The Commissioner of Education Statistics publishes three comprehensive annual reports and issues other regular and special reports on selected topics.

Six programs, each with a set of specific activities, make up the statistics budget:

- *Institutional Census Surveys* are the Center's key data collections for fulfilling its mandate to collect and report statistics on the condition and progress of education at the preschool, elementary, secondary, and postsecondary levels. The surveys provide basic information on students, teachers, schools, and libraries in the United States. They also provide information on the amount of money spent on education in this country.

Statistics

- *Special Purpose Cross-Sectional Surveys* are nationally representative sample-based data collections from education service providers and consumers. They allow the Center to efficiently monitor critical sectors of the educational enterprise including the nature of the Nation's teacher workforce, how schools are organized and managed, instances of school disruption and violence, the presence of information technology in the schools, attendance in preschool, parental support for education, the beneficiaries of student financial aid, and adult literacy levels. Depending on the topic area, the frequency of the collections range from annually to once a decade.

- *Longitudinal Surveys* are designed to collect in-depth information on the same students as they progress over time. This provides analysts with an invaluable tool for understanding the processes by which education leads individuals to develop their abilities, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education.

- *International Studies* provide information about education in other countries such as achievement, enrollment rates, educational attainment, education expenditures, and teacher characteristics. Interest in these studies has grown with the increasing concern about global economic competition and the role education plays in ensuring economic growth. These studies often provide unique insight on the nature and appropriateness of educational practices in the United States. NCES's *Third International Mathematics and Science Study* (TIMSS) has led to unprecedented attention to the reform of mathematics and science education.

- *Statistical Standards and Reporting.* NCES supports a variety of activities designed to enhance the quality and usefulness of its statistical data collections. This includes cross-cutting publications, the development of standards, and activities aimed at improving the quality and dissemination of the Center's data.

- *Training, Technical Assistance, and Dissemination* are activities designed to assist education agencies, organizations, and institutions in working with Center data, as well as improving their own statistical collections, analyses, and reports.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$46,227
1997	50,000
1998	59,000
1999	68,000
2000	68,000

FY 2001 BUDGET REQUEST

The Aministration requests $84 million for Statistics, an increase of $16 million, or approximately 24 percent, over the 2000 appropriation. Four of the Center's six main program areas would receive increases.

The largest increase is for the *Institutional Census Surveys* program, which would receive $20.7 million, an increase of $7.3 million, or 55 percent, over the FY 2000 level. The largest portion of this increase is associated with the *Integrated Postsecondary Education Data System (IPEDS)* and would continue redesign activities necessitated by the re-authorization of the Higher Education Act as well as provide support for the HEA-mandated national study of expenditures at institutions of higher education. The remainder would be used for a variety of activities, including improving the timeliness of the Common Core of Data (CCD), expanding finance data collection and reporting activities, and cyclical data collection increases associated with the CCD and the Library Surveys.

The IPEDS is a comprehensive collection system that encompasses approximately 11,000 postsecondary institutions. Components of the survey include institutional characteristics, fall enrollment, completions, salaries, finance (including current fund revenues by source; current fund expenditures by function, assets and indebtedness; and endowment investments), libraries, and staff. Policymakers and researchers at the Federal, State, and local levels, as well as the media, use information from IPEDS. As part of the 1998 amendments to the Higher Education Act, Congress called for a redesign and enhancement of data elements for IPEDS, and the FY 2000 funds will be used to begin designing, collecting, processing, and reporting additional data. In FY 2001, funds will continue to support the redesign effort as well as to maintain the old system during the transition to the new system. The additional data elements are: student budgets; rates of receipt and average amounts received for Federal, State, and institutional grants and loans; expenditures by institutions for salaries and benefits; expenditures for academic support services and research; and data to estimate the cost of institutions' provision of education to students. In addition, several reports and statistical analyses will need to be completed to improve the quality of the data.

The second largest increase is slated for the *Longitudinal Surveys* program, which would receive an additional $6.3 million, for a total of $20 million, bringing its share of the FY 2001 Statistics budget to 24 percent. Two major data surveys, the *Birth Cohort of the Early Childhood Longitudinal Study (ECLS-B)* (http://nces.ed.gov/ecls/Birth/Birth.htm) and the Kindergarten Cohort of the *Early Childhood Longitudinal Study* (http://nces.ed.gov/ecls/kindergarten/kinder.htm), will receive the largest proportions of program funds. Funding for *ECLS-B* will increase from $3 million to nearly $6.5 million, reflecting costs associated with data collection and analysis. This study will chronicle the physical, cognitive, and socio-emotional development of a sample of children born in 2000, following them from birth to age 6. Data from the survey will inform child development practices and policies regarding child care and early learning programs.

Funding for the *Education Longitudinal Study of 2002* also will increase substantially in FY 2001, reflecting costs associated with preparing for data collection in 2002. This study is the fourth in a series of major secondary school longitudinal studies sponsored by the Department (i.e., one each in the decades of the 1970s, 1980s, 1990s, and, now, in the first decade of the 21st century). Data from this study will be used to examine cognitive growth; high school completion; and postsecondary education choice, access, and persistence; and the study will provide comparisons with cohorts of youth attending school in the earlier decades.

A total of $11.7 million, an increase of $3.1 million, is requested for *Statistical Standards and Reporting*. This program supports a variety of activities designed to enhance the quality and usefulness of NCES's statistical data collections. Activities include an analysis and publication program that includes the annual publication of three major statistical compilations of critical education indicators (*The Condition of Education*, the *Digest of Education Statistics*, and *Projections of Education Statistics*); a standards and methodology program that includes statistical and methodological enhancements, improved analytic applications, and software development; technology programs to enhance data collection and dissemination, including effective use of the Internet; and special studies to improve the quality and utility of assessments. The largest portion of funds for this program would support analysis and publication activities associated with publication of the three education indicators documents mentioned above. The next largest portion would support the Education Statistics Support Institute (ESSI) activities deferred due to level funding for the Statistics program in FY 2000. ESSI provides support for activities directed at improving all aspects of NCES work, including enhancements of survey methodology, assessment development, data analysis, and dissemination, as well as quality control procedures for NCES products. Technology projects designed to broaden access to NCES data; the Census mapping project, which will "map" 2000 Census data to school districts and allow for school district analyses on a variety of characteristics, including socio-economic condition; and the standards and methodology program will account for the bulk of the additional request for this program.

The *Special Purpose Cross-Sectional Surveys* program would receive $16 million, a 6 percent decrease. Due to the different phases of survey life cycles, these surveys will either show cost decreases or increases based upon what survey phase they are in and whether or not they are in a data collection phase.

The *International Studies* program would receive $7.9 million, a 5 percent decrease, in FY 2001. Funds would provide support for a variety of activities, including U.S. participation in *the Programme for International Student Assessment (PISA)* (http://www.pisa.oecd.org/index.htm), an international survey of students' skills and knowledge as they approach the end of compulsory education. PISA brings together scientific expertise from over 30 participating countries and will provide information on reading, mathematics, and science. The first survey, in 2000, will focus on reading literacy. FY 2001 funds also would be used for analysis and reporting of a Spring 2000 replication of the *Third International Mathematics and Science Study (TIMSS)* (http://nces.ed.gov/timss/); continued work on the

International Lifeskills Study (an extension of the International Adult Literacy Study); and production of indicator and special study reports.

Finally, the *Training, Technical Assistance, and Dissemination* program would receive $7.7 million to enable NCES to continue work on standardizing data collection formats for State reporting and to maintain its services to NCES customers. Standardized reporting will ensure comparability of data across States.

Statistical information contributes to the identification of needs; the development of policy priorities; and the formulation, evaluation, and refinement of programs. Over the last few years, information from NCES-sponsored studies has influenced the policy debate surrounding issues such as academic standards, literacy, teacher shortages, dropouts, changing test scores, student financial aid, and U.S. achievement compared with that of other nations.

One of the best indicators of the effectiveness of a Federal statistics program is the extent to which information provided serves the needs of different data users. Staff at NCES and the National Library of Education handle well over 1,000 requests for information per month. The NCES databases provide responses for most of the requests from such diverse audiences as school district personnel and parent advocacy groups requesting information on children with disabilities; major newspapers wanting data on minority teachers, minority students, and teacher supply and attrition; State legislative and governors' offices seeking information on early childhood education programs; and State departments of education seeking information on numbers of teachers by teaching assignment field.

Systematic customer feedback and focus groups have revealed a generally high regard for the quality of NCES data and statistical analyses. The 1997 customer survey showed that a clear majority of users reported that NCES electronic data files were relevant to their needs, that the publications were comprehensive, and that the information provided was accurate and clearly presented.

NCES has consistently instituted practices that help ensure relevance, quality, and utility. Before embarking on a new data collection, NCES solicits advice from both providers and users of the data and includes in each contract a requirement for a review panel to monitor the technical and programmatic aspects of the collection activities. Prior to the release of data or publications, the products must meet rigorous statistical standards, as well as undergo reviews by experts within and outside of the Department.

The activities of the National Center for Education Statistics are a vital component of the Department's strategy for providing an up-to-date knowledge base from education research to support education reform and equity. Providing this knowledge base is one of the objectives set out in the Department's Strategic Plan for 1998 - 2002. An excellent and highly visible example of how NCES has contributed to the knowledge base for education reform and equity is the *Third International Mathematics and Science Study.* Because the achievement comparisons of this study were accompanied by analyses of curriculum and teaching practices, it has galvanized the attention of educators, policymakers, and many in the public and, in particular, has created a groundswell of interest in improving middle school mathematics learning and achievement.

The NCES data collections also will continue to play a major role in assessing whether the Department of Education is making progress towards the goals in its Strategic Plan. For example, NCES data provide information that can be used to determine whether high school attendance and graduation rates increase, teachers are trained in the subjects they teach, and new teachers remain in the profession (Goal 1); whether children enter school ready to learn, teachers receive appropriate professional development, and new teachers enter the workforce adequately prepared to teach mathematics (Goal 2); and whether low-income students receive adequate financial aid, the gap in college participation between low- and high-income students decreases over time, and more adults perform at higher literacy levels (Goal 3).

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

The Department has developed a single performance plan for the Statistics and Assessment programs, which are both operated by the National Center on Education Statistics. Identical program performance information is presented for both activities. Other performance indicators and strategies for these programs are included in the Department's Annual Program Performance Plan.

Performance goal: To collect, analyze, and disseminate information on the condition of education in the United States and to provide comparative international statistics.

Objective: Provide timely, useful, and comprehensive data that are relevant to policy and educational improvement.

NCES conducted a customer survey in 1997 which collected data from several groups of definable customers, including Federal, State, and local policymakers and researchers. The 1997 survey response rate was 84 percent, which is considered excellent for a survey of this type, and the findings are very positive. The FY 1999 customer survey was administered in July 1999; the report based on the analysis of customer responses is scheduled for release in the spring of 2000. Preliminary draft information from that report is presented below.

Indicator	1999	2000	2001	2002
At least 85% of surveyed customers in FY 1999 and 90% in FY 2001 will agree that National Center for Education Statistics data are timely, relevant, and comprehensive. *FY 1997 baseline, percentage satisfied or very satisfied:* *Timeliness – Publications, 72%; Data files, 52%; Services, 89%* *Utility (publications only) – 86%* *Comprehensiveness – Publications, 88%, Data files, 82%*	85%		90%	

The findings thus far indicate overall high levels of customer satisfaction with NCES products and services. The 1997 survey provides baseline data for comparisons and tracking in the future, and results show that NCES has already met its target of 85 percent satisfaction on measures of timeliness, comprehensiveness, and relevance for some of its products and services. Preliminary data from the 1999 survey, suggest improvements, with ratings for timeliness of 67 percent for data files, 77 percent for publications, and 93 percent for services; for utility of publications, 89 percent; and for comprehensiveness, 87 percent for data files and 91 percent for publications.

As a follow up to the survey, NCES conducted focus group discussions with teachers from across the Nation. The teachers provided advice on teachers' information needs and the appropriateness of various dissemination methods. NCES will implement changes based on these recommendations.

Objective: Collect high-quality data.

Indicator	1999	2000	2001	2002
At least 85% of surveyed customers in FY 1999 and 90% in FY 2001 will agree that NCES data are of high quality in terms of accuracy, reliability, validity, and comprehensiveness. *FY 1997 baseline, percentage satisfied or very satisfied:* *Accuracy of NCES data files – 74%.* *Overall quality of NCES publications – 90%*	85%		90%	

To be truly useful, data must go beyond timeliness and relevance. Again, preliminary 1999 customer survey results indicate that this goal has been partially met. In 1999, 93 percent of customers were satisfied or very satisfied with the overall quality of NCES publications, 87 percent were satisfied or very satisfied with the overall quality of NCES data files, 84 percent were satisfied or very satisfied with the accuracy of NCES publications, and 82 percent were satisfied or very satisfied with the accuracy of NCES data files. In addition to the survey, NCES receives biennial input from its advisory council on data quality issues. The Center will also continue to implement recommendations recently developed by a task force on quality comprised of NCES and contractor staff. The focus groups and customer surveys mentioned above will also be used to provide the Center with feedback on data quality.

Objective: Develop publications that are easy to read, useful, and of high overall quality.

Indicator	1999	2000	2001	2002
At least 85% of surveyed customers in FY 1999 and 90% in FY 2001 will express satisfaction with the overall quality of NCES publications. *FY 1997 baseline, percentage satisfied or very satisfied:* *Overall quality of NCES publications– 90%*	85%		90%	

This third objective is the logical extension of the first two. Relevant data of the highest quality can still be rendered useless if not presented correctly. The preliminary results from the 1999 customer satisfaction survey suggest that, overall, NCES continues to meet this goal. Most customers, 93 percent, are satisfied or very satisfied with the overall high quality of NCES publications and reports.

PROGRAM OUTPUT MEASURES
($000)

Program funding

	1999	2000	2001
Institutional census collections	$10,605	$13,360	$20,708
Cross-sectional surveys	16,370	16,950	15,992
Longitudinal surveys	11,905	13,725	20,010
International studies	8,760	8,370	7,910
Statistical standards and reporting	12,960	8,600	11,665
Training, technical assistance and dissemination	7,400	6,995	7,715
Total, Statistics	68,000	68,000	84,000

Assessment
(National Education Statistics Act of 1994)

FY 2001 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

	2000	2001	Change
National Assessment of Educational Progress	$36,000	$38,000	+$2,000
National Assessment Governing Board	4,000	4,500	+500
Total	40,000	42,500	+2,500
FTE[2]	14	14	0

[1] The GEPA extension expired on September 30, 1998; new authorizing legislation will be proposed.
[2] FTE associated with the National Assessment Governing Board is financed by this activity.

PROGRAM DESCRIPTION

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what American students know and can do. Also known as *The Nation's Report Card*, NAEP collects and analyzes data, measures, and reports on the status and trends in student learning over time, subject-by-subject. By making objective information on student performance available to policymakers, educators, parents, and others, NAEP has become an integral part of the Nation's evaluation of the condition and progress of education.

Nationally representative assessment data must be collected and reported at least once every 2 years on students in grades 4, 8, and 12 in public and private schools. Beginning in 2000, NAEP will conduct national assessments annually. State-representative assessments are also authorized and regularly conducted in States wishing to participate. States bear the costs of administering State-level assessments. Ongoing evaluation of the NAEP program is required. The reauthorization proposal would mandate annual national assessments; ensure long-term trend assessments every 4 years; and establish State-level assessments as a regular, as opposed to a developmental, component of NAEP.

The National Assessment Governing Board (NAGB) is responsible for formulating policy for NAEP. NAGB is composed of 25 voting members including Governors, State legislators, chief State school officers, superintendents, State and local board of education members, testing and measurement experts, curriculum specialists, teachers, and parents. Using a national consensus approach, NAGB develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed.

Assessment

The assessment budget supports the following five major program components:

- *National NAEP.* The main NAEP assessments report results for the Nation and are designed to follow the forward-looking curriculum frameworks developed by NAGB. They periodically measure student achievement in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects;

- *Long-term NAEP.* In its long-term trend program, NAEP administers identical instruments from one assessment year to the next, measuring student achievement in four basic subjects – math, science, reading, and writing. These assessments do not evolve based on changes in curricular or educational practices;

- *State NAEP.* Voluntary assessments address the needs of State-level policymakers for reliable data concerning student achievement in their States. A total of 44 States and jurisdictions participated in the 1998 NAEP. The goal for NAEP 2000 is for participation by all States and jurisdictions; as of July 1999, 44 States and jurisdictions had signed participation agreements, and decisions were pending in an additional 10;

- *Secondary analysis grants and special studies.* The secondary analysis grants program funds six user-proposed projects annually. These projects stimulate new approaches in the analysis and reporting of NAEP data. Complementing this effort are special studies which allow NAEP program staff to identify critical methodological and operational components of NAEP that merit in-depth investigation; and

- *Evaluation and validation studies.* Congress mandates that the Secretary provide for continuing review of the National and State assessments and student performance levels by one or more nationally recognized evaluation organizations. In 1999, the National Research Council of the National Academies completed an evaluation of NAEP entitled *Grading the Nation's Report Card.* NAEP staff also initiates a series of studies to examine critical validity issues confronting NAEP design, interpretation, and operations.

Each of these program components will continue under the Administration's reauthorization proposal.

In order to inform the American public about the performance of our students, NAEP produces a series of public audience and technical reports. Major publications include *National and State Report Cards* and *Trends in Academic Progress.* All NAEP reports and accompanying elements are available through the Internet (http://nces.ed.gov/nationsreportcard/site/home.asp).

Funding levels for both NAEP and NAGB for the past 5 fiscal years were:

	($000s)
1996	$32,623
1997	32,617
1998	35,471
1999	40,000
2000	40,000

FY 2001 BUDGET REQUEST

The Administration requests $42.5 million for Assessment, an increase of $2.5 million over FY 2000. Of this amount, $38 million would be used for the National Assessment of Educational Progress (NAEP) and $4.5 million would provide resources to the National Assessment Governing Board (NAGB).

In 1999, the NRC report *Grading the Nation's Report Card* was released. The report provides recommendations for redesigning NAEP to report more effectively and efficiently on what students know and can do in the upcoming decade. The proposed budget request reflects a planned, phased implementation of the redesign elements over the next decade. Major elements of the redesign include:

- *Conducting national assessments each year.* Assessments in 2000 will include mathematics, science, and grade 4 reading; assessments in U.S. history and geography are planned for 2001; and assessments in reading and writing are scheduled for 2002;

- *Conducting State level assessments every 2 years.* State level mathematics and science assessments are planned for 2000; reading and writing are scheduled for 2002;

- *Conducting periodic comprehensive assessments.* These assessments include the full development cycle of a full-scale pilot in one year, a field test with a nationally representative sample in the next year, and scoring and analysis of the field test results. A comprehensive assessment establishes the prototype for future assessments in the content area and is used for national and State NAEP;

- *The development of shorter more easily implemented NAEP-like tests* for States, school districts, and other jurisdictions to monitor student performance in non-NAEP years, for direct comparisons to NAEP scales and standards. These shorter tests are referred to as "market basket" assessments; and

- *The inclusion of cognitive labs* in the development and field testing stages of assessments to provide a richer understanding of the content and processes of individual items and to assist in the interpretation of results.

Assessment

The funds requested for NAEP in fiscal year 2001 will be used for activities under all five main program components. Under the National NAEP, the Department will conclude reporting the 1999 Long Term Trend Assessments; continue reporting 2000 national and State NAEP in mathematics and science; conduct the U.S. history and geography assessments at grades 4, 8, and 12; conduct analyses of the 2000 short form and market basket field test; conduct analyses of merges of the NAEP and Schools and Staffing Survey data sets; complete refinement of the 2002 reading and writing assessments; enhance the background questionnaires for the 2002 and 2003 assessments; and develop and field test the 2003 grade 12 foreign language assessments. Activities for State NAEP would include concluding reporting the 1998 State NAEP in reading and writing at grades 4 and 8 and developing and field testing new items for the 2002 State NAEP in reading and writing.

NAEP 2000 will produce critical decennial benchmarks in mathematics and science for participating States and the Nation. NAEP 2001 will include the first national assessments in U.S. history and geography in the decade and will provide the baseline for necessary progress in these two content areas.

At the requested funding level, NAEP would be able to implement activities to address major challenges that will influence the future of the assessment and the use of assessment results, including:

- An increase in State testing programs is competing for State and local resources, staff time, and instructional time that were once available to NAEP. The change in the State assessment environment threatens State participation in State NAEP: States already have dropped out of the NAEP 2000 assessment because they were unable to recruit schools for participation. Ensuring that States continue to participate in State NAEP is critical, however, because State NAEP, unlike the State assessments, provides a common benchmark for comparing the performance of students across the country. One approach to ensuring continued State and school participation is to provide more "value" to States and local schools that participate in NAEP. The increase in funding will allow NCES to provide additional support for States and schools in analyzing and using NAEP data for improving instructional programs, benchmarking NAEP with State assessments, and developing new products and services for schools using NAEP findings. In addition, NCES could support development of NAEP reporting formats that provide information that can be more easily used by teachers and schools.

- The emerging uses of technology for instruction and by individual students both in and outside of school require changes in NAEP. Today, students are using more technology-based applications in the classroom and at home. School personnel, too, are integrating technology into their lives, using computers for assessment and administrative functions. In addition, technology permits the assessment of skills that cannot be tested with paper and pencil. For NAEP to continue to be useful in this new era, state-of-the-art technology will need to be used for both assessment of students and reporting of results. Additional funding would allow for greater activity in these areas.

- Increased understanding of the need to ensure that students with disabilities and limited-English proficient students are appropriately included in assessment programs places new demands on NAEP. Additional funding will allow continued examination of the participation of students with disabilities and limited-English-proficient students.

The request also includes additional funding for NAGB, to support the operational, programmatic, and advisory functions of NAGB and its staff. This includes compensation and benefits for staff, as well as funds for contractors to develop content framework specifications for future assessments, set achievement levels for reporting assessment results, and print and distribute occasional papers and bulletins on NAEP assessment objectives prior to the conduct of assessments. The request for NAGB includes funds to support NAGB's policy and oversight role in the development of voluntary national tests in fourth grade reading and eighth grade mathematics based on the corresponding NAEP tests. The Department will ensure that NAGB has continuing responsibility for all policy, direction, and guidelines related to voluntary national tests, and the additional funding also will help to support these activities.

SELECTED PROGRAM PERFORMANCE INFORMATION

The Department has developed a single performance plan for the Statistics and Assessment programs, which are both operated by the National Center on Education Statistics. Because identical program performance information is presented for both activities, the information is included only in the Statistics justification. When conducting additional analyses of the 1999 customer survey, however, NCES will examine results for NAEP data and products separately.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
NAEP	$36,000	$36,000	$38,000
NAGB			
Board operations	3,497	3,497	3,997
New framework development	500	500	500
Peer review of new award applications	3	3	3
Subtotal, NAGB	4,000	4,000	4,500
Total, Assessment	40,000	40,000	42,500

America's tests
(Proposed legislation)

FY 2001 Authorization ($000s): To be determined

Budget Authority ($000s):

2000[1]	2001	Change
0	$5,000	+$5,000

[1] Approximately $2 million will be expended from the Fund for the Improvement of Education account for test activities in FY 2000.

PROGRAM DESCRIPTION

America's Tests are being designed to provide information regarding student achievement in fourth grade reading and eighth grade mathematics. These tests would provide teachers and parents the opportunity to know how the performance of individual students compares with a common set of challenging academic standards in those subjects and grades. The tests would also assist States and localities in improving and ensuring high-quality instruction in reading and mathematics in all elementary and middle schools.

The tests are to be based on, and be at least as rigorous as, the content frameworks and performance levels used for the National Assessment of Educational Progress (NAEP). Test results would be reported to parents, students, and authorized educators using NAEP performance levels. The tests would be available for use by States and local school districts, as well as private schools, on a strictly voluntary basis. This means that the Federal government would not require participation by any State, local educational agency, or other educational entity, nor make participation in the tests a specified condition for receiving Federal funds. Further, test participants would not be required to report test results to the Federal government.

The Department first provided funding for the development of voluntary national tests in fiscal year 1997, using funds from the Fund for the Improvement of Education (FIE). Since fiscal year 1998, the National Assessment Governing Board (NAGB) has set all policies and guidelines for the development of the tests.

America's tests

Funding levels for the past 5 fiscal years were: [1]

	($000s)
1996	0
1997	$15,293[1]
1998	6,699[1]
1999	1,849[1]
2000	2,000[1]

[1] Funding for fiscal years 1997 through 2000 was provided under the Fund for the Improvement of Education. Dollar amounts shown for fiscal years 1997 through 1999 represent obligations rather than budget authority.

FY 2001 BUDGET REQUEST

The Administration requests $5 million for this program to complete test item development and move forward with plans for pilot testing, field testing, and administration. The Department plans to use FY 2000 funds from the Fund for the Improvement of Education (FIE) to continue test development activities and assessment research. FY 2001 funds for America's Tests would support continued development and a pilot test of test items. Funds also will support an ongoing evaluation of the test development effort. FIE funds paid for this evaluation in prior years.

America's Tests are being designed to measure individual achievement in two key areas and at two decisive points in students' academic development. Recent studies have indicated that it is critically important for all students to be able to read independently by fourth grade and to have mastered analytical problem solving, as well as the fundamentals in mathematics needed to understand algebraic and geometric concepts and applications, by the eighth grade. With this in mind, it is becoming increasingly important that parents, educators, and students be aware of individual academic performance in order to help identify each student's strengths and weaknesses.

Today, many States have developed their own standards and assessments, but there is no way of knowing whether individual students who meet standards in one State are performing well enough against expectations that represent a national consensus of what students should know and be able to do. Nor can it be determined how well students in one jurisdiction perform compared to students in other jurisdictions when measured against common standards. This information is especially important given the high rates of geographic mobility in American society.

America's Tests would respond to these information needs by affording a unique opportunity to measure whether individual students can meet NAEP standards. This should provide insight regarding individual student performance levels which can be used to improve the chances that all children will receive high quality instruction in reading and mathematics. The features of these tests will enable parents and teachers to use them as tools at the grassroots level to improve education, providing them with vital and reliable information regarding the educational progress of individual students.

The National Academy of Sciences has been conducting an evaluation of the development of America's Tests. The Academy's recent interim report included the following findings:

- The quality of the completed test questions is as good as a comparison set of released test questions from the National Assessment of Educational Progress (NAEP). Test question quality is significantly improved compared to 1 year ago.
- The completed test questions are ready for pilot testing, after minor editing.
- NAGB should accelerate its pilot test and field test plans as well as its schedule for inclusion and accommodation of students with disabilities and limited English proficient students in order to increase their participation.

The test question development effort has resulted in a pool test questions for mathematics and reading that appear to be of high caliber. However, until these test questions are tried on a sample of students, they are unproven, and some may be flawed. It is imperative, therefore, that pilot testing move forward in order for NAGB to determine the psychometric properties of test items and make improvements as necessary. It is the Department's intention that, when test administration begins, the tests will be valid measures of achievement that will be free from any bias against a particular race or gender, and that they will be appropriate for use by students with disabilities and limited English proficiency.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made towards achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Performance Goal: Provide parents, students, and educators with the information they need about student achievement in order to help students meet challenging standards.

Objective: To develop tests in reading and mathematics that can be adopted by States and school districts as part of assessment systems.

America's tests

Indicator	1999	2000	2001	2002
Each year, America's Tests will be administered in more States and school districts. *Baseline to be determined.*				

Under the current schedule, the first administration of America's Tests would take place in 2003. It is anticipated that as a result of the efforts leading up to this first administration, a significant number of States and localities will volunteer to administer the Tests.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Test development (administered by NAGB)	0	$2,000	$4,500
Test evaluation contract (administered by OERI)	$1,849	0	500
Total	1,849[1]	2,000[1]	5,000

[1] Funding for fiscal years 1997 through 2000 was provided under the Fund for the Improvement of Education.

Fund for the improvement of education
(Elementary and Secondary Education Act, title X, part A)

FY 2001 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

2000	2001	Change
$243,864	$137,150	-$106,714

[1]The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The Fund for the Improvement of Education (FIE) provides authority for the Secretary to support nationally significant programs and projects to improve the quality of education, help all students meet challenging standards, and contribute to achievement of the National Education Goals. Activities may be carried out directly or through grants or contracts to State and local educational agencies, institutions of higher education, and other public and private agencies, organizations, and institutions. The Secretary may make awards under this program on the basis of announced competitions or funds may support meritorious unsolicited proposals.

Several programs receive ongoing funding under FIE, including the non-Title I Comprehensive School Reform Demonstration effort, Character Education, the Partnership for Family Involvement in Education, the Blue Ribbon Schools recognition program, and the Christa McAuliffe fellowships. In addition, two new major competitive grant programs will be launched in FY 2000. The Elementary Counseling Demonstration program supports grants to local educational agencies to initiate or expand counseling programs that address the personal, social, emotional, and educational needs of their students. The Smaller Learning Communities program supports grants designed to undertake research-based strategies to create smaller learning communities within large high schools.

FY 2000 funds for the Comprehensive School Reform Demonstration and the Smaller Learning Communities programs become available on July 1, 2000, and remain available until September 30, 2001.

The proposed reauthorization of the Elementary and Secondary Education Act (ESEA) will reauthorize and improve FIE. Changes proposed to ESEA by the Administration would strengthen the requirement under FIE for evaluation and dissemination of the results of funded projects. By finding out what works and what doesn't, researchers, policymakers, and practitioners can better make the kinds of decisions that will ultimately lead to improvements in the educational attainment of all students.

Fund for the improvement of education

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$37,611
1997	40,000
1998	108,100
1999	139,000
2000	243,864

FY 2001 BUDGET REQUEST

For FY 2001, the Administration requests $137.15 million for the Fund for the Improvement of Education, $106.7 million less than the FY 2000 appropriation. These funds would support continuation grants from projects first funded in earlier years, ongoing programs, and a limited number of new projects. The Fund for the Improvement of Education represents the broadest, most flexible authority available to the Secretary for activities and initiatives in the area of K-12 education. FIE is an important source for developing models, testing innovations, and providing assistance in a variety of areas of national significance.

Ongoing initiatives and activities include:

Demonstrations of Comprehensive School Reform. The request for FY 2001 includes $50 million to continue support for comprehensive school reform demonstrations. The Comprehensive School Reform Demonstration (CSRD) program aims to raise student achievement by helping public schools across the country implement successful, comprehensive school reforms that are based on reliable research and effective practices and that include an emphasis on basic academics and parental involvement. Comprehensive School Reform funds are not intended to support separate projects that are "added on" to existing programs or projects in a school. Rather, the program helps schools improve their entire educational operation, through, for example, curriculum changes, sustained professional development, and enhanced involvement of parents, based on a careful identification of local needs. The Comprehensive School Reform Demonstration Program is primarily supported with Title I funds. The additional FIE funding permits, but does not require, the inclusion of a small number of non-Title I schools in the program activity. The FIE portion is distributed to States based on the 5-17 school-age population. States award funds competitively to school districts, which in turn use the funds to provide programs in high-need schools that will implement high-quality, research-based comprehensive reform programs. Schools supported under the program receive a minimum of $50,000 per year for 3 years.

The Administration also requests $16.9 million in FY 2001 to continue work begun in 1999 to disseminate the results of comprehensive school reform efforts and to design and implement new research-based models. Projects include a national clearinghouse on comprehensive school reform; the development of new models for schoolwide reform in middle and high schools that include strategies, procedures, materials and teacher professional development; and support for developers and schools as they implement comprehensive school reform models.

Elementary School Counseling Program. The Administration requests $20 million to continue the Elementary School Counseling Program. This program was first funded in FY 2000 and provides grants of up to 3 years to local educational agencies to establish or expand counseling programs in elementary schools. The program was funded in response to concerns about the unavailability of school counselors for young children, many of whom face pressures from social and academic demands. Early intervention can help promote healthy child development and prevent youth violence.

Character Education Partnership Grants. Character Education Partnership Grants provide State educational agencies (SEAs) with funding to work with local school districts and communities to ensure that students learn values and ethics as part of their lessons. The funds allow States to work with school districts to develop curriculum materials, provide teacher training, involve parents in character education and integrate character education into the curriculum. In addition, each State receiving a grant has been required to establish a clearinghouse that will collect and disseminate information on model programs and materials to all other districts within the State. Local districts participating in the partnership have had the responsibility of ensuring that parents, students, and other members of the community are involved in the design and implementation of any program.

Under the Administration's proposed reauthorization of the Elementary and Secondary Education Act, the Character Education program would gain considerable flexibility. In addition to SEAs, local educational agencies and consortia of educational agencies would be eligible to participate in the program. The proposed legislation also removes two limitations that are part of current law - a limit of 10 awards per year and a $1 million lifetime cap on the amount of funding received under this program. State and local grantees also will have more flexibility in determining which elements of character are to be the focus of their program. Together, these changes will provide a broader base of projects and will encourage increased local decisionmaking.

Approximately $9.3 million would be used to support grants to State and local educational agencies under the Character Education program in FY 2001. Of this amount, approximately $4.1 million would support new grants and $5.15 million would be used to meet continuation costs of existing grants. As of the end of FY 1999, 28 States had received Character Education grants.

In addition, the Administration proposes to set aside a small amount of funds to support national dissemination, evaluation, and technical assistance efforts in the area of character education. Currently, each State receiving a grant must establish a clearinghouse of information regarding best practices in curriculum, training, and the like. Creating a national clearinghouse will more efficiently put information into the hands of practitioners and will free resources at the State and local level for additional program development activities. A national evaluation will provide a sharper picture of the effectiveness of character education programs in improving the achievement and behavior of our Nation's youth.

District of Columbia Public Schools Initiative. The Department provides funds to the District of Columbia Public Schools to support its system-wide and school-based academic and management reform efforts. Funds were first awarded in FY 1998 and again in FY 1999 and FY 2000. The Administration proposes providing an additional $10 million in FY 2001.

Funds are being used for a number of projects designed to reduce the number of students being retained in their current grade and improve reading and math competencies. These activities have included school-based summer and extended day programs, Saturday academies for students who score below basic levels in reading and mathematics, hiring additional reading and math specialists to work in many DC schools, and other projects that assist schools in their comprehensive reform efforts and support professional development and parent involvement initiatives.

With FIE funds in FY 2001, the DC school system will be able to continue and expand its program of management and academic reforms, creating effective learning programs to increase students' knowledge and academic performance and to enhance teachers' effectiveness. One strategy that will be expanded is the provision of a broad range of extended learning opportunities. By extending the school day, school week, and school year, the schools will provide extra support for students who have not met grade level standards and enrichment activities for those who are performing at the proficient or advanced level. DC schools will also continue efforts to enhance the capacity of teachers to consistently use effective teaching practices.

Partnership for Family Involvement in Education. Started in 1994, this effort joins together employers, educators, families, religious groups, and community organizations to improve schools and raise student achievement. Thousands of organizations are currently members of the Partnership, representing every State in the country. FIE funds have helped to support this program since FY 1999. The Administration proposes continued support of the partnership through its production of written materials, the sponsorship of national conferences, seed money for local communities, and the development of a website.

Recognition Programs and Activities. The proposed budget includes $4 million to continue ongoing recognition activities. These include Blue Ribbon Schools, Christa McAuliffe Fellowships, professional development awards, and the annual Teacher Forum. The Blue Ribbon Schools program honors elementary and secondary schools in alternate years, spotlighting outstanding leadership, school organization, teaching, curricula, and parental involvement in the recognized schools. The Christa McAuliffe Fellowship program, administered by the Council of Chief State School Officers, provides each State with funds to recognize an excellent teacher and support his or her continued professional development. The professional development awards include two programs: awards for model professional development at the school level and awards for model teacher preparation programs. The Teacher Forum is held annually and brings together the teachers recognized as State teachers of the year, along with other outstanding teachers, to provide them and Department staff an opportunity to explore issues of common interest. These recognition programs not only recognize excellence, they are intended to motivate others to seek it.

ED Pubs. The Education Publications Center (ED Pubs) is responsible for disseminating the Department's information products, such as publications, videos, CD-ROMs, posters, bookmarks, and other products free of charge to the public. ED Pubs is an easily accessible resource for teachers, parents, students, librarians, and others. Response to this program in its first year has been striking, with many more requests for Department information products than had been anticipated. For FY 2001, funds from FIE would continue to help support this public service program.

National Constitution Center. The request includes $2.5 million to support the design, planning, and operation of the Constitution Center (http://www.constitutioncenter.org/). The Constitution Center was established by Congress in 1988 and has been incorporated by the National Park Service into its master plan for Independence National Historical Park.

Other Continuations. The FY 2001 budget would also support the continuation costs for grants not specifically mentioned above. This includes grants awarded in 1999 in response to Congressional report directives and as well as other continuing projects. Approximately $6.7 million is expected to be needed in FY 2001 for these continuation awards.

New activities proposed for FIE include:

College Test Preparation for Low-Income Students. Ensuring equal access to higher education is essential in today's economy, when postsecondary education is so often the key to economic success. For many low-income students, however, admissions tests remain a stumbling block. Low-income students tend to score lower on admissions tests like the SAT and ACT, and many could benefit from high quality test preparation programs. The College Test Preparation for Low-Income Students initiative will provide funding to pay the costs of rigorous preparation programs, including on-site programs, on-line programs, PC-based systems, and course materials for low-income students. Competitive grants would be given to local educational agencies or schools (including consortia of local educational agencies or schools), which would be expected to establish partnerships with test preparation companies, colleges, or community-based organizations with proven track records, including an established curriculum, for preparation services. Students would be eligible for the program if they had a family income no greater than 200 percent of the poverty line and had demonstrated a commitment and level of achievement necessary for college entrance. For example, applicants could require students to have satisfied minimum college entrance requirements. A competitive priority would be given to applicants that couple test preparation with other relevant services such as college counseling, application assistance, and financial aid counseling. The request for FY 2001 is $10 million.

Other new activities. The requested funding level does not allow for the initiation of other major new activities in FY 2001. However, the Department receives a number of excellent applications each year for innovative research, demonstration, and evaluation projects, and $3.5 million is requested to provide support for high quality proposals. For example, FIE funds may be used to provide additional support to enable local programs to evaluate the effects of reform programs. Today, many school reform programs do not have solid evidence of their effectiveness in improving student outcomes, or on the conditions under which they are effective. Support for high-quality evaluations will help remedy this situation.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based in the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: Contribute to achievement of the National Education Goals by supporting nationally significant and innovative projects for improving K-12 education.

Objective: Support the Department's strategic priorities in elementary and secondary education through nationally significant projects of high quality.

Indicator	1999	2000	2001	2002
80% of projects will be judged to have successfully implemented strategies or yielded results that can contribute to improving education. *Baseline to be determined in 2000.*		80%	80%	80%

While projects funded under the FIE program are quite varied, this indicator will be used to set standards of excellence for all projects and to hold them accountable for the quality, significance, and success of their activities. The indicator will be measured through reviews of final project reports by external peer review panels. The Department adopted this indicator this year in order to ensure that more rigorous information was available on FIE. Baseline data will be available in 2000.

Fund for the improvement of education

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Comprehensive school reform demonstrations	$25,000	$50,000	$50,000
Capacity-building for school reform	15,000	15,000	16,886
Elementary school counseling	0	20,000	20,000
Smaller learning communities[1]			
Awards to school districts	0	42,750	0
National activities	0	2,250	0
Subtotal, Smaller learning communities	0	45,000	0
Character education			
New awards	2,360	2,000	4,114
Continuation awards	4,384	5,262	5,148
Total, Character education	6,744	7,262	9,262
Recognition programs and activities	3,803	4,072	4,000
Assessment development activities	1,849	2,000	0
D.C. schools initiative	10,000	1,000	10,000
Initiative on language-minority students	0	4,500	0[2]
College test preparation	0	0	10,000
ED Pubs	1,500	2,000	2,000
National Constitution Center	0	9,250	2,500
Partnership for family involvement in education	1,355	1,400	1,400
Joint project on improving measures of discrimination	0	500	500

[1] This activity will be succeeded by the proposed Small, Safe and Successful High Schools program. The FY 2001 request for Small, Safe and Successful High Schools is $120,000 thousand and is requested under the School Improvement Programs account.

[2] This initiative will be funded under the research, development, and dissemination activity in FY 2001.

PROGRAM OUTPUT MEASURES - continued

($000s)	1999	2000	2001
Other FIE awards			
New	$14,500	0	$3,536
Continuations	10,938	$14,285	4,674
Subtotal, Other FIE Awards	25,438	14,285	8,210
FY 1999 Earmarked awards	24,700	0	0
FY 2000 Earmarked awards[3]	0	60,564	0
FY 1998 Report Directives	5,561	1,699	0
FY 1999 Report Directives	18,000	3,912	1,610
FY 2000 Report Directives	0	950	400
Peer review for new awards	50	470	382
Total, FIE:	139,000	243,864	137,150

[3] Excludes the National Constitution Center, shown above.

Javits gifted and talented education
(Elementary and Secondary Education Act of 1965, Title X, part B)

FY 2001 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

2000	2001	Change
$6,500	$7,500	+$1,000

[1] The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The purpose of this program is to build nationwide capability to meet the special educational needs of gifted and talented students through support for research, demonstration projects, teacher training, and other activities, and to encourage the development of rich and challenging curricula for all students through support for the appropriate adaptation of materials and instructional methods developed for gifted and talented students. Competitive grants for up to 3 years are awarded to State and local educational agencies, institutions of higher education, and other public and private agencies and organizations. Between 1992 and 1999, the Javits program funded approximately 125 grants that supported model programs and practices for educating the gifted nationwide.

Not more than 30 percent of available funds may be used for research, evaluation, and the collection and analysis of information related to program purposes. The research may focus on examining the methods and techniques for identifying and teaching gifted and talented students, and for using gifted and talented programs and methods to serve all students. These funds include support for a National Center for Research and Development in the Education of Gifted and Talented Children and Youth. A re-competition for the Center will be held in fiscal year 2000.

Priority must be given to projects identifying and serving gifted and talented students who may not be identified and served through traditional assessment methods, and to those developing or improving the capacity of schools in an entire State or region of the Nation to identify and serve gifted and talented students. At least one-half of the applications approved for funding each year must address the priority of serving students not identified through traditional means.

The proposed legislation would reauthorize and make minor improvements to the program, including requiring the National Center for Research and Development in the Education of Gifted and Talented Children to focus the dissemination of the results of its activities to schools with high percentages of economically disadvantaged students. This modification would help to overcome the Center's current lack of targeting on low-income schools and school districts.

Javits gifted and talented education

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$3,000
1997	5,000
1998	6,500
1999	6,500
2000	6,500

FY 2001 BUDGET REQUEST

The Administration requests $7.5 million for this program in fiscal year 2001, $1 million over the 2000 appropriation. Funding at this level is needed not only to improve the way we identify and teach gifted students, but also to improve education standards and curricula for all students and to look at specific strategies that school staff need to consider and implement to best serve gifted students. The Javits program is the only Federal program that provides research and development support for this population of students. Previously funded Javits grants have been credited with creating an environment that recognizes talents in students whose educational needs might otherwise not have been addressed. All of the currently funded Javits projects serve students living in Empowerment Zones or Enterprise Communities.

In fiscal year 2001, funding will support 15 continuation awards and approximately 9 new awards for demonstration projects that develop high-level learning opportunities in schools serving low-income and minority students. These projects must incorporate challenging academic standards, employ innovative instructional strategies, and provide ongoing professional development opportunities for teachers. This level of funding will also provide an increase in funding for the National Research Center on Gifted and Talented Education, as well as funding for dissemination, technical assistance, and leadership activities.

Demonstration Projects

The demonstration projects help talented students in elementary and secondary schools develop their abilities and reach high levels of achievement. These model projects focus on curriculum development, professional development that incorporates innovative teaching strategies, and training for parents so that they can support their children's educational progress. All projects also include a comprehensive evaluation component. A recent study of the demonstration projects reveals positive outcomes in the following areas:

- <u>Identification of non-traditional students as gifted</u>: In most projects, a primary goal is training teachers to broaden notions of giftedness and place more emphasis on talent development, resulting in the increased identification of non-traditional students. In some cases, project activities led to reforms in the identification of students for special education, shifting the focus from remediating student weaknesses to recognizing and enhancing learning abilities.

- <u>Classroom practices</u>: Teachers demonstrated increased use of open-ended, inquiry-based teaching, and provided more time for student exploration, group problem-solving, and independent learning. Project teachers have also reported increased use of authentic assessment strategies; for example, a project administered by Hunter College reported reforming the curriculum to reflect higher standards.

- Student achievement and self-esteem: Numerous projects have documented significant gains in student achievement over non-project comparison groups. In addition, the projects developed strong links among participation, self-esteem, and performance. Many projects implemented mentoring components resulting in students reporting higher self-esteem and optimism about future academic plans.

- Parental and community involvement: Projects emphasize the importance of parental communication with their children and schools, particularly for low-income families. Some projects work with parents to develop new strategies for developing the academic abilities of their children and for becoming participants in their children's education. Parents in a project in San Diego reported greater participation in school conferences, homework, taking their children to the library, encouraging school achievement, and planning for college.

A primary goal of all of the projects is to help schools improve programs serving gifted students, and to promote education to higher standards for all students. This is accomplished through collaborative efforts and networking among local and State educational agencies, institutions of higher education, and other public and private organizations.

One example is the Urban Scholars Program in Boston, which addresses two needs: 1) the talent potential of low-income youth who are often overlooked by gifted programs, and 2) the improvement of the quality of education for all students at targeted schools. The program currently serves 75 high school students and 40 middle school students. Most of these students come from low-income families and are from minority groups. In addition to providing direct academic enrichment to these students, the program has an on-site component, in which program staff work collaboratively with partner high schools in three primary areas: strengthening and enhancing curriculum and instruction through staff development; developing a peer and school culture which values achievement through recognition and other incentives; and strengthening guidance support for higher education through "higher education awareness days".

Dissemination, Technical Assistance, and Leadership activities

The Javits program leadership funds will continue to support national, State, and local collaborations to develop a national research and development agenda, disseminate products, and implement effective research-based gifted and talented policies. Program funds also support technical assistance activities with State educational agencies to strengthen their capacity to provide leadership and assistance to local schools. For example, an annual meeting is held with State-level staff responsible for gifted and talented education to communicate the latest work of the Javits program and to promote practices that could be used to upgrade and improve educational opportunities for all children, especially those who are at risk of educational failure.

Javits gifted and talented education

Some recent highlights of these activities include the production of a 12-minute video intended for distribution to State and local educational policymakers. This video highlights key recommendations regarding how best to serve gifted and talented students, and illustrates their implementation by featuring two Javits-funded demonstration projects. Additionally, a series of meetings held in 1997 led to the publication of "What Works," which outlines the practices that research tells us are effective in working with students with outstanding talents. This publication was written for practitioners, as well as the general public. Another publication, written with input from experts in the areas of gifted and talented and limited English proficient education, has been designed to assist educators with the identification of, and program planning for, limited English proficient students with outstanding talent.

National Research Center on Gifted and Talented Education

The 2001 budget request will increase support for the National Research Center on Gifted and Talented Education, which is carrying out research on new ways of thinking about intelligence and educating all students to higher standards.

The Center plans and conducts theory-driven quantitative and qualitative research that is problem-based, practice-relevant, and consumer-oriented. The Center also serves a broad-based dissemination function, and provides the foundation for a nationwide cooperative of researchers, practitioners, policymakers, and other persons and groups having a stake in the psychology and education of high-potential youth. Emphasis is placed on identifying the research needs of economically disadvantaged youth, individuals of limited English proficiency, individuals with disabilities, and other special populations that traditionally have been underserved in programs for gifted and talented students. The Center carries out projects in three key areas:

- Research: The Center has research sites located in five universities, focused on different topic areas and different student populations. A 1997 Progress Report indicates that the Center's research has received favorable attention from practitioners worldwide. For example, in a 1996 Special Issue of the *Journal for the Education of the Gifted*, seven studies conducted by the Center were noted. Papers on grouping practices, gifted and talented mathematics education, and cooperative learning are frequently requested.

- Evaluation: The Center is responsible for conducting evaluations of the Javits demonstration projects. The Department will measure whether these evaluations meet high standards of quality and whether the results are appropriately disseminated and used to improve gifted and talented education and promote total school improvement.

- Dissemination: The Center's research is disseminated through publications, newsletters, presentations, and the Internet (www.gifted.uconn.edu/nrcgt.html). The Center's director and associate directors have made presentations before thousands of practitioners at such conferences as the National Symposium on Learning and the Arts, the Association for Supervision and Curriculum Development, and the Third Annual New England Conference on Gifted and Talented Education.

Javits gifted and talented education

The Research Center and the Demonstration projects work together closely, serving to efficiently test theories in school settings and providing a feedback loop regarding what works. There are a number of cutting-edge topics that are currently being investigated and tested in the field of gifted education. Research has demonstrated that achievement levels vary among ethnic groups even when controlling for socio-economic status. The Javits program is supporting investigations into this phenomenon. Work is also being done to develop talent in children, as opposed to simply working with those children who have already demonstrated talent. For example, Javits-supported research is looking at how educators can develop expertise in the use of curricula grounded in theories of multiple intelligences. Research and development such as this can have a significant impact on poor and minority children who may have untapped, but high intelligence in one or more areas.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance Goal: To improve the teaching and learning of gifted and talented students through research, demonstration projects, personnel training, and other activities of national significance.

Objective: Conduct research and evaluation on gifted and talented education that will improve the identification and teaching of gifted and talented students.

Indicator	1999	2000	2001	2002
At least 80 percent of recipients will report that the National Research Center on the Gifted and Talented research products and evaluation results help them to improve the identification and teaching of gifted and talented students. *Baseline data will be available in 2000.*	80%	80%	80%	80%

In 1999, 89 percent of participants in National Research Center workshops reported that the information they received improved their understanding of high quality gifted and talented education for traditionally underserved populations of gifted students. About 76 percent reported that the Center provided information useful in implementing educational methods for gifted students.

Javits gifted and talented education

The activities and accomplishments of the research sites indicate progress in carrying out the Center's mission, and the Center has had positive impacts on research and practice in gifted education at the local, state or regional, national, and international levels.

The 1999 customer survey did not include specific questions on improving the identification and teaching of gifted and talented students. Therefore, we are unable to judge the status of progress toward the target. However, the data listed above on related topics is positive, so progress toward the target is likely.

Objective: Develop models for developing the talents of students who are economically disadvantaged, limited English proficient, and/or have disabilities.

Indicator	1999	2000	2001	2002
At least 80 percent of Javits-supported projects will develop and implement model programs that increase the diversity of students identified as gifted and talented in their service region by at least 15% by the end of the project period and that meet the needs of identified gifted students. *FY 1999 preliminary baseline: 57% of projects had some positive increase in diversity, although none achieved 15%.*	No target set	80%	80%	80%

Preliminary baseline data from a 1999 national evaluation indicates that seven projects reported changes ranging from +14 percent to –14 percent in the diversity of students identified as gifted and talented in their project region. Although none of the projects met the diversity target, four out of seven projects (57 percent) reported positive movement toward the target.

An average of 78 percent of teachers who received Javits services reported that they implemented 28 strategies with their gifted and talented students at least once a month, and 79 percent of teachers reported that the students exhibit greater independence in learning. Because this data on meeting the needs of identified gifted students is positive, we estimate that progress toward the diversity target is likely.

In addition to data on student diversity, some projects supported by the Javits program collect information on the perceptions of students, teachers, and parents. A limited number of projects also collect student outcome data. The Department is conducting a national evaluation, through the National Research Center, to carry out a cross-project synthesis of quantitative data collected by the Javits projects that will provide additional information on the program.

Javits gifted and talented education

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
New grants	$1,745	$1,075	$1,935
Number of new grants	9	6	9
Continuation grants	$2,757	$3,355	$3,136
Number of continuations	15	16	15
Average award	$200	$200	$200
Research and development center	1,500	1,500	2,000
Evaluation	250	250	250
Leadership, conferences, dissemination	248	255	179
Peer review of applications for new awards	0	65	0

National writing project
(Elementary and Secondary Education Act of 1965, Title X, part K)

FY 2001 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

2000	2001	Change
$9,000	$10,000	+$1,000

[1] The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Funds are provided to the National Writing Project (NWP), a nonprofit educational organization that supports K-16 teacher training programs in the effective teaching of writing. The National Writing Project also supports classroom-level research on the teaching of writing that documents the effectiveness of the NWP in terms of student performance. To provide these services, the National Writing Project contracts with numerous institutions of higher education and nonprofit education providers to operate small ($40,000 or less) teacher training programs. Federal funds support 50 percent of the costs of these programs, and recipients must contribute an equal amount. A National Advisory Board provides advice and support and reviews the Project's programs and activities. The NWP served 181,402 teachers and administrators in 1998, and has served over 2 million teachers and administrators since its inception in 1973.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$2,955
1997	3,100
1998	5,000
1999	7,000
2000	9,000

The proposed legislation would reauthorize and make minor improvements to the program. The authority to make grants to classroom teachers would be repealed, and evaluation of the program would be authorized, rather than mandated.

FY 2001 BUDGET REQUEST

The Administration requests $10 million, an increase of $1 million, for the National Writing Project (NWP), a nationwide program aimed at improving the writing abilities of students by improving the teaching of writing in the Nation's schools. For over 25 years, the NWP has proven to be an effective "teachers-teaching-teachers" model for identifying successful practices and promoting exemplary writing instruction across the disciplines. Federal funding for the NWP supports the development of teacher leaders through contracts with local sites, ensures the consistency and quality of the NWP model across these sites, and leverages substantial amounts of State and local funding. In 1999, the Federal cost per training hour was only $0.75, while each Federal dollar leveraged $6.75 of matching funds.

The NWP currently supports 161 sites at higher education and nonprofit educational entities in 47 States, Washington DC, and Puerto Rico. Furthermore, the demand for new sites has remained strong, with 17 applicants in 1998 for only 7 openings.

To help teachers teach reading and writing more effectively, the NWP provides a model for scrutinizing best practices, discovering the most powerful points of intervention, and developing strategies to meet the literacy needs of individual students. The program has focused its efforts on developing models that include rigorous research components in the areas of parent and community involvement in literacy education, while also tailoring services to the specific needs of Title I schools. Teachers are actively involved at every level of a Writing Project site, developing and conducting inservice and summer programs, preparing project materials, directing research, and serving on advisory committees.

At each site, teachers design programs that best meet the needs of the local teacher and student population. These sites also enlist their best classroom teachers to participate in 5-week Summer Institutes, where these teachers study research, examine classroom approaches, and write extensively. The demand for these quality summer programs is quite high, as evidenced by the over 4,800 candidates who applied for approximately 2,600 spaces in the 1998 Summer Institutes. Teachers who participate in Summer Institutes then lead similar programs for their colleagues and participate in a wide range of reform efforts. These teachers conduct an average of 24 programs at each local site. Some of these teachers become Teacher Consultants and are often invited to participate in national and international conferences, workshops, and editorial boards.

In addition to the Summer Institutes, the NWP offers in-service programs at schools. These are not one-time programs; most are conducted as a series of workshops with 10 sessions of 3 hours each. These series generally have an experienced Teacher Consultant as coordinator, with assistance from other Teacher Consultants in different sessions. In 1998 alone, 388 conferences and workshops were held to acquaint teachers and administrators with best practices in writing, technology, literacy and other issues. In addition, 91 teacher research programs were implemented during 1998 to encourage classroom-level studies that identify best practices.

The NWP also serves as a key source for disseminating research findings and information on best practices to teachers. The aim of these dissemination efforts is to introduce teachers to the growing body of literature on the subject of writing, in the hopes that teachers will continue to remain informed about this research throughout their careers. Several publications assist the NWP in meeting this goal: *The Quarterly,* a forum for educational issues related to literacy; *The Voice*, a newsletter that contains articles written by teachers, tips on resources available to writing teachers, and NWP-related news and events; and a number of book-length works on the teaching of writing. The NWP also promotes research *by* teachers, with the goal of increasing teacher effectiveness and contributing to the general body of knowledge on writing instruction.

Besides acting as the coordinating entity on these program-specific activities, the NWP partners with other programs and education organizations to enhance services provided to disadvantaged children. For example, the NWP is an America Reads partner, providing special programs on emergent literacy for both teachers and parents. The NWP is also a partner with the Stuart Foundation in the *Focus on Standards* project, bringing teachers together in teams to both refine classroom practices and help students meet State standards. Other special programs include three teacher networks that connect teachers in low-income, rural, and urban districts across the Nation: the Urban Sites Network; the Rural Sites Network, in collaboration with the Annenberg Foundation; and Project Outreach, sponsored by the DeWitt-Wallace Reader's Digest Fund. Each network strives to support teacher inquiry, to enrich professional development efforts, and to develop new ways of sharing teachers' work at local and national levels.

Funding will also support several continuing program initiatives. First, the NWP hopes to continue expanding the number of NWP sites, since the Writing Project often turns down qualified sites due to lack of funding. Currently, the NWP maintains a waiting list of eligible sites, with the goal of eventually expanding NWP services to every State and geographic area. Second, the program would like to expand the services provided by existing sites, possibly via the targeting of some funding toward newer sites with limited resources. Finally, there are efforts underway to assess and document the impact of the NWP on student achievement. This impact has proven difficult to assess because the measurement of writing quality is often subjective. Furthermore, since Writing Project teachers work in different schools and across all grade levels, there is currently no standardized measurement of student improvement. Nevertheless, assessment continues to be a major focus area.

While there is currently no national evaluation in place that demonstrates a direct impact on student achievement, each NWP site undergoes an annual peer review to ensure that the site is performing according to NWP standards. In 1998 over 92 percent of sites were renewed. Additionally, the findings of these evaluations often provide excellent insight into the positive impact of the NWP at the site level. For example:

- A collaborative effort among the UC Irvine Writing Project, Santa Ana College, and the Santa Ana Unified School District resulted in significant student improvements in writing, reading, and attendance.

- In Mississippi, the achievement test scores of 150 fourth and fifth grade students at Witherspoon Elementary School increased in the Language Arts and mathematics sections of the Iowa Test of Basic Skills after teachers participated in a NWP program.

- An evaluation of the Write to Learn program in Baltimore, Maryland focused on how training experiences affected the practice of teaching writing and on whether student achievement in writing improved as a result. The evaluation study, which used a controlled comparison school design, found that participating students scored 18 points higher on a direct assessment of writing than comparison students and were much more likely to plan, revise, and edit their writing.

In addition to the programs mentioned above, the NWP would use funding to develop several new resources for the teaching and writing communities. Because of the NWP's interest in teacher-centered research, the Project would like to establish stronger links with existing Departmental research centers, and is seeking to expand its own research capacity during the coming years. The NWP is also expanding its use of technology to enhance its current activities and support its mission of improving the teaching of writing. Currently, the Writing Project's web page (http://nwp.berkeley.edu) contains information about NWP programs, online publications, teacher research findings, and links to other education websites. Furthermore, the *E-Journal* connects teachers in Summer Institutes across the country in an online exchange of ideas about teaching and writing. The web component has become an important tool for communication and information dissemination among the numerous NWP sites, as demonstrated by the sharp increases in visitation. In all of 1998 the NWP website recorded 43,000 visits, whereas in just the first 8 months of 1999 the site received over 98,000 visits. The NWP would like to tap this new resource and expand the reach of the NWP to new participants. Proposals in this vein include developing a more robust web network among NWP participants, offering virtual Summer Institutes, and providing video lessons of best teaching practices.

The NWP model has been recognized as a model program for a number of education reform projects around the Nation. The NWP was one of 44 reform models selected for inclusion in the *Catalog of School Reform Models*, produced by the Northwest Regional Educational Laboratory for use by schools in the Department's Comprehensive School Reform Demonstration (CSRD) Program. With sites in nearly every part of the country, the NWP is offering to assist schools in developing and carrying out similar school reform programs. Of the 18 content-based programs recognized in the Catalog, the NWP is the only writing-based reform model. In addition, the nine Subject Matter Projects in California, the New York City Mathematics Project, and the National Science Foundation Elementary Science Integration Project have all been modeled upon the tenets of the NWP.

The National Staff Development Council (NCSD) has recognized the NWP as a successful, results-based staff development program. The NWP is one of 18 programs recommended in the NSDC's *What Works in the Middle: Results-Based Staff Development*, a 1999 consumer guide of teacher learning programs that have been shown to increase student achievement. In 1998, the NWP was recognized by the Laboratory for Student Success in *Achieving Student Success: A Handbook of Widely Implemented Research-Based Educational Reform Models.* The NWP has also been cited as an exemplary professional development program by the National Council of Teachers of English, the Council for Basic Education, and the National Endowment for the Humanities. NWP teachers have also been recognized for numerous excellence awards. For example, during 1998-99 NWP teachers were selected as Teachers of the Year in Louisiana, Minnesota, South Carolina, Oklahoma, and Massachusetts.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance Goal: To improve the quality of student writing and learning and the teaching of writing as a learning process in the Nation's classrooms.

Objective: To support and promote the establishment of teacher training programs designed to improve the writing skills of teachers and students.

Indicator	1999	2000	2001	2002
Each year, at least 75 percent of new NWP teacher participants and teacher leaders will rate the program as good or excellent and will affirm that it has had an impact on their teacher practice. *FY 1999 baseline: 95% of new teacher participants, 91% of teacher leaders, and 90% affirmed impact.*	75% rating of quality 75% impact	75% rating of quality 75% impact	80% rating of quality 75% impact	80% rating of quality 75% impact

Data gathered at the 161 Summer Institute sites in summer 1999 showed that 95 percent of new teacher participants rated the NWP program as good or excellent. A "Voices in the Field" survey in November 1999 showed that 90 percent of teachers participating in the NWP annual meeting reported that their teaching practice changed "a great deal" due to NWP professional development participation; 7 percent reported that their practice changed "somewhat." "Voices" also found that 91 percent of teacher leaders were "very satisfied" with NWP programs. "Voices" reflects the opinions of teacher participants and leaders involved in the NWP for a number of years.

Indicator	1999	2000	2001	2002
Students taught by NWP teachers will show improved student writing skills. *Baseline to be determined in 2001.*				

A baseline for this measure will be determined through pilot assessments in four States and localities in 2000. Based on data from these assessments, the Department expects to establish a baseline and targets in 2001.

National writing project

PROGRAM OUTPUT MEASURES

	1999	2000	2001
Number of project sites	161	169	177
Number of States (including DC and Puerto Rico)	49	50	52
Number of teachers trained (approximate)	140,000	150,000	160,000
Program hours provided	90,000	100,000	110,000

Civic education
(Elementary and Secondary Education Act of 1965, Title X, part F, section 10601)

FY 2001 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

2000	2001	Change
$9,850	$9,850	0

[1] The GEPA extension applies through September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The Civic Education program funds the Center for Civic Education, whose mission is to educate students about the history and principles of the Constitution of the United States and to foster civic competence and responsibility. This goal is accomplished primarily through the Center's curricular program entitled *We the People...The Citizen and the Constitution.* In addition to this curriculum, which is made available at no cost to public and private elementary and secondary schools in all 435 congressional districts, the program also sponsors a national competition of simulated congressional hearings for secondary school students. In addition, funds are used for several other programs: training teachers about the Constitution and the political system of the United States; providing instruction for middle school students on the role of State and local governments in the Federal Constitutional system; conducting a multi-state violence prevention demonstration program in which students learn to use conflict resolution; and producing an effective CD-ROM/DVD product that both enlivens the U.S. Constitution and complements the *We the People...* curriculum.

The proposed legislation would reauthorize and streamline the Civic Education program, including repeal of the unfunded Instruction in Civics, Government, and the Law program.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$4,000
1997	4,500
1998	5,500
1999	7,500
2000	9,850

Civic education

FY 2001 BUDGET REQUEST

The Administration requests level funding of $9.85 million for the Civic Education program, which supports activities that promote high standards for student achievement in civics, foster good citizenship, and encourage civic responsibility. Funding is used to develop and distribute the *We the People...* curriculum, which involves upper elementary, middle, and high school classes in one or more school districts in every congressional district. These classes use curricular materials on the Constitution and Bill of Rights that are developed under this grant, and each class chooses between two culminating activities, a competitive or a non-competitive program. Classes in the competitive program compete as teams against other classes in simulated congressional committee hearings designed to determine the depth of students' understanding of American civics. The high school classes compete at the school, the congressional district, and State levels. The winning class from each State participates in the national competition held in Washington, D.C. Classes participating in the non-competitive program take a proficiency examination, and students achieving a designated level receive award certificates signed and presented by their congressional Representative or another government official. To participate in the high school competition, students must demonstrate proficiency by achieving a qualifying score on a multiple-choice test.

Funds support administration of the program on the national level, which includes the national competition, an annual organizing and training conference, consultants in each State trained to assist teachers and local coordinators, curricular materials, coordination with congressional offices and cooperating organizations, and research and evaluation. States are partially subsidized for the administration costs of the district- and State-level programs.

The program has received extensive bipartisan acclaim from participating government leaders. The winning class in the 1999 *We the People...* competition, 12th grade government students from Maine South High School in Park Ridge, Illinois, received recognition from the White House, the Supreme Court, their governor's office, members of both houses of the U.S. Congress, their State senator and representatives, and numerous local elected officials.

Further, the program has become a model for civic education in other countries. Representatives from 28 countries, including 11 African nations, attended the 12th annual national finals competition in May 1999, and many expressed interest in establishing similar programs in their own countries. As of May 1999, educators in 19 countries had begun such programs, and 9 of these programs were started during the 1998-99 school year alone.

The competition has also been recognized as a model for assessing higher levels of student learning. Working in teams, students prepare oral responses to questions that test not only their understanding of facts and concepts, but also their ability to conduct research, think critically, and remain poised under pressure. Moreover, the participation of community members and public officials as judges creates an important link between schools and their communities.

Funding also provides support for an additional component of *We the People...* called *Project Citizen*, a program for middle grade students that focuses on the role of State and local governments in the American Federal system. *Project Citizen* requires classes to choose a social problem, evaluate alternative policies to address the problem, and then develop an action plan to encourage implementation of their policy. As a culminating activity, students create a portfolio and binder displaying their work, which they present to school and community leaders in a simulated legislative hearing. Funding also supports an intensive, weeklong institute for *Project Citizen* teachers.

In many instances, *Project Citizen* action plans have caused local communities to make substantive changes. For example, eighth-grade students in California who were concerned about low voter turnout developed an action plan to improve voter participation. Their proposal was brought to the attention of the Los Angeles County Registrar, who subsequently proposed that California adopt their suggestions for improving voter registration forms. Efforts by elementary students in Alabama resulted in the installation of a traffic light in a dangerous intersection; middle school students in Texas succeeded in their call for sidewalks to be paved; and students in Colorado produced resource pamphlets for homeless teenagers. The success of *Project Citizen* is evident in the results of an independent evaluation conducted in 1998 by evaluators at the Lyndon B. Johnson School of Public Affairs. In this study, 97 percent of teachers using *Project Citizen* agreed that the program is a good way to teach civic education, while 83 percent said they would use *Project Citizen* again. In addition, *Project Citizen* has been replicated in other countries, including Bosnia and Herzegovina, and the Czech Republic.

Each year, the Center distributes approximately 1,000 free sets of *Project Citizen* texts, and 6,525 free sets of *We the People...* elementary, middle and high school texts (each set includes 30 student books).

Funding also supports the production and distribution of a CD-ROM/DVD product that complements the *We the People...* curriculum. Currently under development by the Center for Educational Technologies, the CD-ROM/DVD will combine audio, video, and textual components, with the goal of using technology to engage students in the exploration and study of the Constitution. Initial planning and development began in FY 1999, and the finished project is scheduled for release in 2001. In FY 2001, approximately $150,000 will be provided for completion of this project.

Finally, some funds would be allocated for competitive grants for programs that increase understanding of the Federal Government among economically disadvantaged middle and secondary school students.

Four major external evaluations conducted by the Educational Testing Service, researchers at Stanford University, and the Council for Basic Education have shown that the Center's curricular programs achieved their primary instructional goal of increasing students' knowledge of the Constitution and the Bill of Rights. These evaluations have demonstrated that students who participated in *We the People* outperformed comparison students on tests of civic and Constitutional issues, had better attitudes towards civics and government, greater loyalty to the Nation's fundamental values and principles, and felt more politically effective than most adults. Moreover, students who participated became more interested in politics and more politically involved than those who did not participate. These evaluations also demonstrated significant levels of teacher satisfaction with the program, particularly regarding the quality of curricular materials and the level of student performance.

Civic education

The Center for Civic Education continues to conduct its own studies regarding the effectiveness of its curricular material. One such study was conducted during the 1998-1999 program year, with the goal of determining the impact of the *We the People...* curriculum and activities on students' attitudes, political efficacy, tolerance, and frequency of participation in political life. The results of this study should be available in 2000.

A survey of students who participated in the 1999 national finals has been completed. Preliminary highlights indicate that, compared with various representative national samples, students participating in the national finals competition of the *We the People...* program possess more knowledge of American democratic institutions and processes. Compared to a representative national sample of high school students surveyed by the 1988 National Assessment of Educational Progress civics assessment, *We the People...* students are more knowledgeable about every category of civic education delineated in the survey. In fact, *We the People...* students outscored this national sample by 25 percent. Particularly striking was how knowledgeable *We the People...* students are, compared with other high school seniors, regarding the basic structure and functioning of the U.S. government.

On a section of five open-ended response questions derived from the American National Election Studies, 84 percent of *We the People...* students answered all five questions correctly, whereas only 16.5 percent of a corresponding national sample of adults scored similarly. *We the People...* students also outscored the original American National Election Studies sample, whose respondents ranged in age from 18 to over 80 years, by 27 percent.

Various longitudinal studies have shown that political interest and support is declining among America's youth (Sax, Astin, Korn and Mahoney 1997). This Center study found that students who participate in the national finals competition of the *We the People...* program show less cynicism towards facets of American politics and government than a corresponding national sample of students possessing similar socio-demographic qualities. In addition, compared with a representative national sample of college freshmen, *We the People...* students place more importance on keeping track of political affairs, influencing the political structure, becoming a community leader, helping others in difficulty, and developing a meaningful philosophy of life. From these findings, the Center for Civic Education infers that students who participate fully in the *We the People...* program are more likely than non-participating students to become active, engaged, and compassionate citizens, as well as to develop a greater propensity to show support for democratic institutions and processes.

During the last 12 years, *We the People* has demonstrated the ability to improve student attitudes towards the democratic system and to increase students' ability to participate responsibly. Since the program began in 1987, more than 26 million students and 82,000 teachers have participated. Current participation includes 500 members of Congress, 55 State and territory coordinators, 440 district coordinators, and 125 national teacher-training consultants.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance Goal: To enhance the attainment of the third and sixth National Education Goals by educating students about the U.S. Constitution and the Bill of Rights.

Objective: Provide high quality civic education curricula to elementary and secondary school students through the "We the People: The Citizen and the Constitution" program.

Indicator	1999	2000	2001	2002
The number of teachers who attend the summer *We the People...* professional development institutes will increase annually. *Baseline 1998: 183 teachers attended summer institutes.*	200	318	320	320

In the summer of 1999, 317 teachers participated in professional development institutes in five regions of the country, which exceeds the performance target. The teachers trained at these institutes will, in turn, introduce their colleagues to the curriculum. The cumulative impact of these institutes will be an increased number of teachers and students who are exposed to quality civic education curricula. Because there were institutes in each region, new classes will come from school districts across the country.

Objective: To foster students' interest and ability to participate competently and responsibly in the democratic process.

Indicator	1999	2000	2001	2002
At least 80% of students participating in the *We the People...* national finals competition will outperform non-participating students on national assessments of their knowledge of and support for democratic institutions and processes. *Baseline 1999: at least 80% of participating students outperformed non-participating students.*	≥80%	≥80%	≥80%	≥80%

The sample consisted of randomly selected classes that participated in the annual finals in the national competition of the *We the People...* simulated congressional hearings. Each year approximately 1,200 students from all 50 States participate in the finals that are held in Washington, D.C. In 1999, at least 80 percent of the students participating in the *We the People...* national finals competition outperformed non-participating students in knowledge of and support for democratic institutions and processes by statistically significant margins on every item of a survey instrument based on previous nationally-administered surveys. The target was met.

PROGRAM OUTPUT MEASURES

	1999	2000	2001
Number of states participating (plus the District of Columbia)	50	50	50
Number of Congressional districts participating	435	435	435
Number of students	2,000,000	2,000,000	2,000,000
Number of teachers	20,000	20,000	20,000

International education exchange
(Goals 2000: Educate America Act, Title VI, section 601)

FY 2001 Authorization ($000s): To be determined[1]

Budget Authority ($000s):

2000	2001	Change
$7,000	$8,000	+$1,000

[1] The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The International Education Exchange program provides support for education exchange activities in civics and economics between the United States and eligible countries in Central and Eastern Europe, the Commonwealth of Independent States, and any country that was formerly a republic of the Soviet Union. Awards were first made in 1995, and were recompeted as 4-year grants in 1996. In 2000, the existing awards will end, and new awards will be made. Appropriations language included in the fiscal year 1999 and 2000 bills authorizes a civic education component to be conducted with the Republic of Ireland, Northern Ireland, and democracies in other developing countries.

Award recipients provide educators from eligible countries with exemplary curriculum and teacher training programs in civics and economic education. The grantees help eligible countries translate and adapt training programs and curricular materials in civics and economics for students and teachers. Grantees provide for the exchange of ideas and experiences among educators and leaders through seminars on the basic principles of U.S. constitutional democracy and economics, and through visits to school systems, institutions of higher education, and nonprofit organizations that are conducting exemplary programs in civics and economic education. In addition, grantees create and implement programs for U.S. students pertaining to the history and experiences of eligible countries. Grantees are also responsible for determining the effects of educational programs on students' development of the knowledge, skills, and traits of character essential for the improvement of constitutional democracy and market economy.

The program is designed and implemented in collaboration with the U. S. Department of State (previously the United States Information Agency), which is charged with ensuring that the assistance provided is not duplicative of other efforts. The authorizing statute requires that 50 percent of the funds be reserved for activities in civics and government education, and 50 percent for economic education.

The proposed legislation would reauthorize and move the International Education Exchange program from Title VI of the Goals 2000: Educate America Act to the Elementary and

Secondary Education Act. In addition, it would add the Republic of Ireland, Northern Ireland, and any other emerging democracy in a developing country to the definition of "eligible country" for this program.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$5,000
1997	5,000
1998	5,000
1999	7,000
2000	7,000

FY 2001 BUDGET REQUEST

The Administration requests $8 million for this program in fiscal year 2001, an increase of $1 million over the 2000 appropriation. This program provides an important opportunity for the United States to help support democracy and free market economies in Central and Eastern European countries, the Commonwealth of Independent States, any country that was formerly a republic of the Soviet Union, the Republic of Ireland and Northern Ireland, and other developing countries, by providing educators and other leaders from those countries and the U.S. with the opportunity to discuss issues in civics and economic education. These objectives have been carried out by grants to the National Council on Economic Education (NCEE) and the Center for Civic Education (CCE). The additional funds will be used to expand support for the civic education program being conducted with Northern Ireland and the Republic of Ireland.

Economic Education

The NCEE works to improve economic education in the eligible countries through teacher workshops and distribution of resource materials. The workshops are designed to deliver solid economics content and demonstrate effective techniques for teaching economics. In addition, the NCEE provides resource materials through symposia, briefings with education and private sector administrators, and electronic communications. Between 1995 and 1998, the NCEE conducted 19 workshops for 630 teachers in 11 countries, reaching 40,000 students each year. Currently, NCEE is conducting demonstration training seminars for teachers and advanced seminars for teacher trainers, who can then lead economic education training networks in their own countries. Evaluations of these seminars, conducted by the Education Development Center, Inc. indicated a gain in participants' knowledge of economics content, and more favorable attitudes towards the market economy.

The activities involved in the creation and dissemination of resource materials include training in economics and pedagogy, translating and adapting U.S. materials, conferences, and developing lessons for use in U.S. classrooms. Additional activities include a "Train the Trainers" program aimed at helping international partners develop their own training programs without reliance on outside expertise. NCEE also distributes free copies of lesson plans including *Economies in Transition* and *From Plan to Market: Teaching Ideas for Social Studies, Economics and*

International education exchange

Business Classes, as well as a handbook on using Internet resources for economics education and a handbook on writing lessons entitled *Connecting the Pieces.* NCEE is helping participating countries to develop and implement their own practices and programs, building on recent initiatives that will help participants acquire skills and experience in building their own infrastructure.

In addition, these NCEE programs have created sustainable networks of educators who recognize the importance of economics education as their nations transition to market economies. For example, teacher associations have been formed in seven countries, five countries have established local centers for economic education, and two regional councils have been established since 1997. Furthermore, the NCEE's support of study tours, home stays, participation in international conferences, an Economics International web page (www.economicsintl.org/), and an alumni network help facilitate a multifaceted international exchange on economics education.

An external evaluation of the economic education program, conducted in 1999 by the Education Development Center, Inc. found that the NCEE was effective in increasing the knowledge and pedagogic skills of economics teachers in participating countries. Moreover, the NCEE programs had a sizable projected multiplier effect: it was estimated that the 1,491 educators who attended program seminars would ultimately reach 1,259,820 students in 20 countries. The evaluation also found that NCEE's "Training of Trainers" program produced statistically significant gains in improving knowledge, attitudes, and teaching skills.

Civic Education

The Center for Civic Education leads a consortium of civics education organizations in the U.S. and participating nations in a program called *Civitas: An International Civic Education Exchange Program.* The Civitas program has focused on assisting participating countries in translating and adapting U.S. curricular materials, and these efforts have shown to be extremely successful in providing civics education to a variety of emerging democracies across the world. For example, the Center for Civic Education's *Project Citizen*, *Foundations for Democracy*, and *We the People...The Citizen and the Constitution* curricula have all been translated and adapted into Bosnian, Croatian, and Serbian (among others). Schools in California, Arizona, and Nevada are partnered with schools in Bosnia and Herzegovina who received these translated materials, and since its inception this program has reached a combined 2,200 teachers and 100,000 students in the United States and Bosnia-Herzegovina. In 1997, the CCE published *Civic Education for Democracy in Latvia: Principles, Practices, and Resources for Teachers.* In the 1998-99 school year, over 1,300 teachers in a Latvia, Indiana, and Illinois partnership used Civitas partnership-related materials. In school year 1999-2000, over 15,000 Latvian copies of *We the People....* are being provided to Latvian classrooms.

A central goal of Civitas is to provide civic education leaders from throughout the world opportunities to learn from and assist each other in improving education for democracy in their respective countries. To achieve this goal, U.S. delegations meet with public officials in participating countries and visit schools, universities, and non-governmental organizations conducting exemplary civic education programs. These visits also include observation of and participation in teacher training programs, and presentations and discussions with elementary and secondary students. Civitas has produced publications such as *A Handbook for American High Schools* with model lessons on Czech and Latvian history and government and *Hungarian-American Lessons for Democracy*, a resource book with lessons on constitutionalism, human rights, and politics for use in U.S. classrooms.

Beyond activities in the former republics of the Soviet Union and in Central and Eastern Europe, the Center for Civic Education conducts a civic education program with Northern Ireland and the Republic of Ireland. Begun in early 1999, the program is carried out jointly by the Center for Civic Education and Cooperation Ireland, a nonprofit organization. Working with relevant government officials in Ireland responsible for education in the north and south, Cooperation Ireland has developed *Civic Link*, a 3-year initiative based on the *Project Citizen* program. Both *Civic Link* and *Project Citizen* require classes to choose a social problem, evaluate alternative policies to address the problem, and then develop an action plan to encourage implementation of their policy. As a culminating activity, students create a portfolio and binder displaying their work, which they present to school and community leaders in a simulated legislative hearing.

The Civitas program also conducts numerous international conferences and training programs. Following a summer training program held in May 1998, Bosnia and Herzegovina drew upon this experience and held their second countrywide *Project Citizen* showcase in May 1999, drawing together over 5,600 students from 425 schools. In June of 1999, Civitas held its International Education Exchange Program Summer Seminar in Palermo, Italy, which provided an opportunity for more than 80 political and private sector leaders from the U.S. and 20 participating nations to exchange ideas, information, experiences, and expertise.

While these programs provide increased opportunities for both American and international students and teachers, Civitas continues to develop new ways to teach civic education. A new Civitas project entitled "Education for Democratic Citizenship" will be used as a resource for nations developing or implementing their own citizenship programs. This project builds upon previously developed curricular materials for the coordination and exchange of information on civics education to students, teachers, and other educators. The "National Standards for Civics and Government" project has earned both national and international acclaim, and is currently being used worldwide. Over 3,000 teachers participated in development of this resource.

An external evaluation of the civic education program was completed in October 1999 by the Lyndon B. Johnson School of Public Affairs. This evaluation found that increasing numbers of students and teachers are being exposed to Civitas partnership-related programs and materials every year. International partners reported that their ability to conduct civic education has improved through exchanging information with their U. S. partners. In addition, both U.S. and international participants have increased their understanding of different cultures and knowledge of other countries.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance Goal: To provide for an international education exchange program and the study of international programs and delivery systems.

Objective: Assist eligible countries in adapting and implementing effective curricula and teacher training programs in civics and government education and economic education developed in the United States.

Indicator	1999	2000	2001	2002
Participating students will demonstrate increased knowledge, skills, and traits of character in their understanding of civics, and democratic and economic principles. *FY 1999 baseline: 95% improved their knowledge of civics; FY 1997 baseline: 65% improved their knowledge of economics.*	No targets set	95% Civics 65% Econ.	95% Civics 65% Econ.	95% Civics 65% Econ.

For students to demonstrate increased knowledge, their teachers and trainers must first increase their knowledge of economic and civic education. But because ultimately we are interested in the progress of students, we are reporting that measure of program effectiveness here. An Evaluation of the "Citizen in a Democracy" program in Hungary in 1998-99, conducted by the University of Central Florida in cooperation with the Florida Law Related Education Association, Inc. and the Civitas Association of Hungary, found that as a result of participating in the program, 96 percent of students felt that they had improved their skills as effective citizens; 95 percent had increased their understanding of their civic rights and responsibilities; and 77 percent reported a greater commitment to democracy.

A 1999 study of program results conducted by the National Council on Economic Education (NCEE) found that, in a five-country study (Kyrgyzstan, Latvia, Lithuania, Poland, and Ukraine), 65 percent of the students (N=1,938) of teachers participating in the IEEP showed an improvement in the knowledge of economics content from pre-test to post-test. In addition, these students scored 61 percent higher than a control group on tests of economic knowledge.

In Kyrgyzstan, 1 year after teacher participation in the IEEP, 68 percent of students (N=552) showed an improvement in knowledge of economics content. In the same country, 2 years after teacher participation in the IEEP, 74 percent of students (N=308) showed an improvement in their knowledge of economics content. In addition, these students from Kyrgystan whose teachers were trained 2 years earlier and used translated program materials scored 32 percent

International education exchange

higher than a control group on tests of economic knowledge. This result demonstrates the sustained effect of IEEP training for teachers. (All data is from 1997.)

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Civic Education			
U. S. sites participating	15	21	21
International sites participating	30	32	32
U. S. teachers participating	1,000	1,200	1,400
International teachers participating	150,000	155,000	160,000
U. S. students participating	12,000	14,000	16,000
International students participating	400,000	415,000	430,000
Countries participating	30	32	32
Economic Education			
U. S. sites participating	65	74	81
International sites participating	19[1]	20	21
U. S. teachers participating	1,100	1,300	1,500
International teachers participating	2,700	2,900	3,100
U. S. students participating	46,000	51,000	56,000
International students participating	308,000	313,000	318,000
Countries participating	20	20	21

[1] Includes only institutional partners and partner organizations. Not all countries that participate have such partners.

Fund for the Improvement of Education
Comprehensive School Reform Demonstrations

State or Outlying Area	1999	2000	2001
Alabama	$372,280	$757,393	$757,393
Alaska	66,393	132,079	132,079
Arizona	432,158	838,104	838,104
Arkansas	232,233	468,004	468,004
California	3,006,306	5,971,212	5,971,212
Colorado	354,593	701,720	701,720
Connecticut	275,026	552,062	552,062
Delaware	61,270	123,035	123,035
Florida	1,204,345	2,380,873	2,380,873
Georgia	683,258	1,356,508	1,356,508
Hawaii	102,329	206,954	206,954
Idaho	124,092	249,180	249,180
Illinois	1,085,161	2,172,488	2,172,488
Indiana	521,086	1,051,091	1,051,091
Iowa	258,816	523,109	523,109
Kansas	243,088	490,580	490,580
Kentucky	336,657	685,456	685,456
Louisiana	419,209	861,761	861,761
Maine	108,887	220,711	220,711
Maryland	440,441	884,366	884,366
Massachusetts	502,833	1,002,649	1,002,649
Michigan	885,088	1,793,812	1,793,812
Minnesota	446,814	897,378	897,378
Mississippi	263,474	534,751	534,751
Missouri	496,856	994,702	994,702
Montana	83,742	170,257	170,257
Nebraska	157,947	318,069	318,069
Nevada	149,551	285,093	285,093
New Hampshire	106,274	212,386	212,386
New Jersey	683,529	1,366,181	1,366,181
New Mexico	174,666	351,059	351,059
New York	1,551,451	3,114,748	3,114,748
North Carolina	647,344	1,276,995	1,276,995
North Dakota	59,501	121,868	121,868
Ohio	998,813	2,019,886	2,019,886
Oklahoma	311,696	627,961	627,961
Oregon	285,786	573,659	573,659
Pennsylvania	1,015,946	2,053,689	2,053,689
Rhode Island	81,933	165,572	165,572
South Carolina	335,339	671,805	671,805
South Dakota	70,679	145,702	145,702
Tennessee	460,128	924,644	924,644
Texas	1,896,599	3,762,108	3,762,108
Utah	235,278	475,874	475,874
Vermont	53,055	106,896	106,896
Virginia	569,538	1,137,227	1,137,227
Washington	510,630	1,015,482	1,015,482
West Virginia	147,308	304,204	304,204
Wisconsin	483,228	974,220	974,220
Wyoming	50,000	98,580	98,580
District of Columbia	50,000	72,146	72,146
Puerto Rico	407,346	803,711	803,711
Other non-State allocations	500,000	1,000,000	1,000,000
TOTAL	25,000,000	50,000,000	50,000,000

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Divider Title: **SALARIES AND EXPENSES OVERVIEW**

Department of Education

SALARIES AND EXPENSES OVERVIEW

Fiscal Year 2001 Budget Request

CONTENTS

PROGRAM DESCRIPTION

The overview summarizes the administrative costs and staffing for all Department accounts having salaries and expenses resources. The administrative costs and full-time equivalent (FTE) employment are supported from the following accounts: Program Administration (PA), Office for Civil Rights (OCR), Office of the Inspector General (OIG), Vocational and Adult Education (VAE), College Housing and Academic Facilities Loans Program (CHAFL), Historically Black College and University Capital Financing Program (HBCUCF), Federal Family Education Loans Program (FFELP), Federal Direct Student Loans Program (HEA Section 458), and Education Research, Statistics, and Improvement (ERSI). Excluded are payments to guaranty agencies supported by HEA Section 458 funding and program grants funded by the National Institute for Literacy within the Vocational and Adult Education account. Greater detail on the funds supporting these activities is provided separately in each account's justification materials.

The FY 2001 budget request for administrative costs and staffing reflects the Department's ongoing commitment to becoming a "results and accountability driven" organization through identifying and meeting its customers needs, setting goals and utilizing a performance measurement system to track progress, determining how to work with its partners to reach program goals, seeking new ways to provide services more efficiently and with higher quality, identifying effective practices in education and getting information out to customers and stakeholders. Successful management of internal resources supports the Department's efforts to attain its strategic goals:

- To help all students reach challenging academic standards;
- Build a solid foundation for learning for all children;
- Ensure access to postsecondary education and lifelong learning; and
- Make ED a high-performance organization.

Accomplishments

During the past seven years, the Department has implemented management improvements, in response to Congressional, GAO, and OIG reports of management deficiencies, that have helped provide better service to its customers and made the Department work more efficiently and save taxpayers' dollars. Steps have been taken in a number of areas to provide better service with fewer staff at lower overall costs. Some of these include:

- Development of a Strategic Plan for 1998 – 2002 in response to the Government Performance and Results Act (GPRA). The Strategic Plan, submitted to Congress on September 30, 1997, was rated as second among Federal agencies by the House leadership in terms of overall quality and responsiveness to GPRA. The Department's Annual Plan, which updates the Strategic Plan by presenting indicators of performance, received the third highest grade in the government.

- Reduction of the student loan two-year cohort default rate from 22 percent in 1992 to 8.8 in 1997, the last year for which data are available. The Department is widely viewed as a leader in debt collection. From 1993 through 1999, collections increased dramatically, from $1 billion to over $3 billion.

- Redesign and decentralization of the discretionary grant process by consolidating program and grant staff, reducing the number of steps involved in the grantmaking process by more than 50 percent, and shifting the focus from "getting the grants out" to promoting successful project outcomes.

- Improvement and simplification of customer access to information by establishment of the toll-free number 1-800-USA-LEARN which provides customers with "one-stop-shopping" about Department programs and initiatives and a similar number, 1-800-4FEDAID, which provides information on postsecondary college financial aid.

- Reduction of the regulatory burden of customers through the elimination of about one-third of the regulations existing on June 1, 1995, including elimination of two-thirds of the regulations applicable to elementary and secondary education programs. The Department is administering such programs as Goals 2000 without issuing a single regulation.

- Implementation of organizational restructuring and streamlining to achieve the Administration's goal of reducing Federal employment. Department employment in FY 2001 will be nearly 37 percent below the 1980 level of 7,528 FTE. The Department offered buyouts authorized by the Workforce Restructuring Act of 1994 to assist in its streamlining efforts. A total of 750 employees took the buyouts.

- Completion of Y2K compliance activities for all 14 mission–critical and 161 noncritical systems by the March 1999 government-wide deadline to prevent potentially serious malfunctions in systems that handle student records, payroll and employee benefits, purchasing and class scheduling. In addition to internal activities, the Department implemented a broad outreach campaign to assist the education community in achieving Year 2000 compliance including the testing of data exchanges between Department systems and external customers. The Department received an "A" on the Congressional "report card" for its Y2K readiness, and no problems were reported in the initial days of the new year.

- Development of the ED.GOV and related Web sites which provide large numbers of customers high quality and timely information and the ability to communicate electronically with the Department. The Department's web site now offers about 1,600 publications and more than 30,000 files. In October 1999 the Department's web site had over 1.3 million unique visitors and received 11 million page views, roughly twice as many as the previous year.

- FAFSA on the Web (Free Application for Federal Student Aid) allows students and families to apply for financial assistance online. As of January 16, 2000, with nearly five months left in the 1999-2000 school year, the Department had received over one million applications on the Web, more than twice the number received during the entire previous year.

- Implementation of the National Student Loan Data System that pre-screens student aid loan applications to weed out previous defaulters, determine maximum loan and grant levels, and track all information on current and previous loan and grant recipients.

- Implementation of EDCAPS (Education Department Central Automated Processing System) which improved the financial management of Department programs through the integration of accounting, payment, grant and contract, and audit tracking systems into one system. The accounting module will be replaced during FY 2000.

- Reinvention of the publications process by implementation of "ED Pubs" which provides customers a "one-stop-shopping" approach to the dissemination of materials produced by the Department. The initiative has enabled the Department to distribute materials in the most cost-effective manner for the government while meeting customer service requirements for delivery time. ED Pubs has been given top ratings by *Government Executive Magazine* and the recent University of Michigan Customer Service Survey. ED Pubs scored 80 out of a possible 100, eight points above the national index of 72 for premier private sector corporations. The Department estimates that ED Pubs saves an estimated $53,000 a month on postage.

- Development of a new multi-input General Performance Appraisal System that measures performance based on input from peers, subordinates and customers, as well as the supervisor, and provides employees with the opportunity to evaluate their own performance and compare it with the assessments of others.

- Implementation of the first Performance-Based Organization in the Office of Student Financial Assistance authorized by the Higher Education Act Amendments of 1998. The new organization, which reports directly to the Secretary, is designed to focus resources and management expertise on student financial assistance issues to provide high quality, cost-effective services and improve customer satisfaction.

- Implementation of the Grants and Administrative Payment System (GAPS) which streamlines payment processing and reporting for Department recipients. The GAPS system allows grantees to access the system through the Internet, giving them the ability to modify payment requests prior to receipt of funds, draw down funds against grant obligations, simplifies reporting and provides access to more timely and accurate financial information.

- Convening Department-wide listening and dialogue sessions for employees to discuss race-related concerns pursuant to the President's Race Initiative.

- Establishment of Labor-Management Partnership Councils at both the Department and Principal Office levels to foster collaborative dealings between managers and employees.

FY 2001 BUDGET REQUEST

The Department is requesting a total of $1.184 billion in budget authority for administrative activities in FY 2001, an increase of $83 million from the FY 2000 level of $1.101 billion. Over half of the increase is for HEA Section 458 activities, the only account providing administrative funds from permanent authority. The total discretionary (current authority) request of $584 million is an increase of $38 million, or 7 percent from FY 2000.

The following chart provides a breakdown of the Department's total S&E budget, by type of cost.

Department of Education
FY 2001 Salaries and Expenses Costs by Category

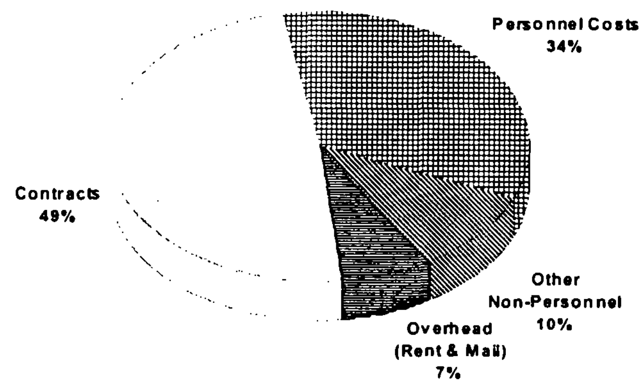


Figure 1

Staffing and Personnel Costs

The FY 2001 request of 4,749 FTE is an increase of 32 FTE from the FY 2000 revised level of 4,717 FTE. Of the total increase, 30 FTE are requested in the Program Administration account and 2 FTE are requested in the Vocational and Adult Education account for the National Institute for Literacy.

The Department has held FTE increases to a minimum, despite the recent addition or expansion of education programs and projects. Through the Department's Mobility Assignment Program, staff have been encouraged to rotate among offices to help work on the new or expanded programs. In many cases, new skills have been acquired through training and development assignments. The application of technology has also enabled reduced staffing. The Department has also continued to rely heavily on private sector contractors to administer routine aspects of the student financial aid programs.

The budget request includes $401 million for personnel compensation and benefits for the FTE. This is a 5.8 percent increase over the FY 2000 level of $379 million and reflects the 3.7 percent proposed government-wide pay raise in FY 2001, annualization of the FY 2000 pay raise of 4.8 percent, and historically-based increases for benefits, as well as for the costs of the additional FTE.

As shown in the following chart, staff are divided between Washington, D.C., headquarters, 10 regional offices and 12 field offices. Approximately 70 percent of the employees are assigned to headquarters, and 30 percent are assigned to the regional and field offices. Most regional and field office staff are in the Office of Student Financial Assistance, the Office of the Inspector General and the Office for Civil Rights where they conduct reviews of lenders, institutions, and guaranty agencies participating in the student financial aid programs; collect the debt associated with defaulted student loans; conduct audits and investigations of Department programs and operations; investigate civil rights complaints; and conduct civil rights compliance reviews.

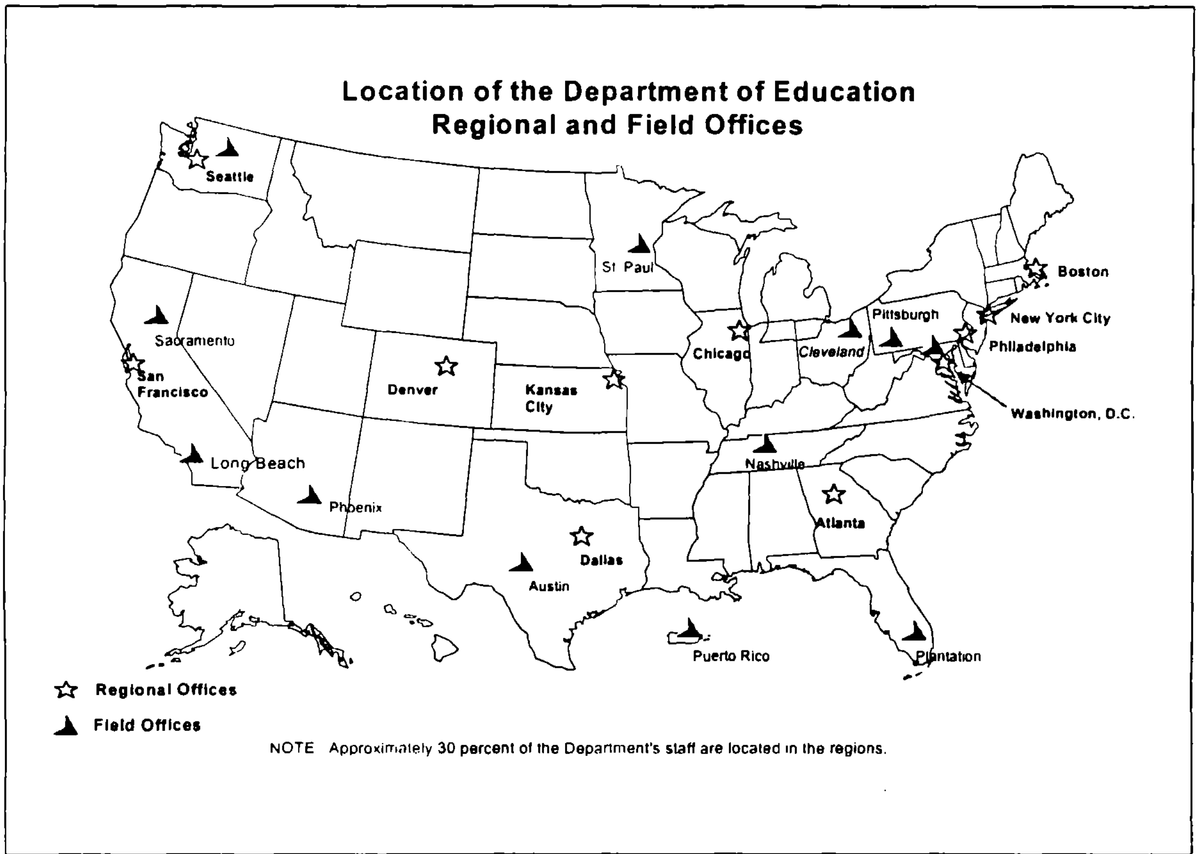


Figure 2

Non-Personnel Costs

The non-personnel costs for the administrative accounts cover such items as travel, rent, mail, telephones, utilities, printing, automated data processing (ADP), contractual services, equipment, supplies, and other Departmental services. The total request for non-personnel activities in FY 2001 is $783 million, an increase of $61 million over FY 2000, mostly for student aid contractors, whose costs are driven by the volume of applications and awards for college grants and loans.

Centralized Overhead and Technology

Departmental overhead expenses cover centralized support and administrative services for all program and staff offices. The funds are administered by the Office of Management. These services include rent, building alterations and repairs, training, supplies, mail, and interagency agreements for services purchased from other agencies. A total of $120.3 million is requested for these activities, an increase of $8.5 million from the FY 2000 revised level of $111.8 million. The increases are primarily for rent, mail and the relocation of OERI staff.

Information Technology activities that comprise Central ADP Services include Department-wide computer operations, maintenance and improvements; Local Area Network operations; and other commonly shared Department office automation activities. The funds are administered by the Office of the Chief Information Officer. A total of $41.9 million is requested for these activities, an increase of $8.4 million from the FY 2000 revised level of $33.5 million. The increase is due primarily to increases for video teleconferencing and internet projects and the operation of the Department's network.

SELECTED PROGRAM PERFORMANCE INFORMATION

The justifications for the Salaries and Expenses funds are in large part focused on the support these accounts provide for the implementation of the Department's Strategic Plan and the program performance goals that have been developed to measure the effectiveness of the Department in carrying out its mission. This section presents information on specific initiatives funded from the Salaries and Expenses accounts that support the Plan.

GOAL 1 – HELP ALL STUDENTS REACH CHALLENGING ACADEMIC STANDARDS SO THAT THEY ARE PREPARED FOR RESPONSIBLE CITIZENSHIP, FURTHER LEARNING, AND PRODUCTIVE EMPLOYMENT

The request for FY 2001 includes 339 FTE and $39 million in support of Goal 1 of the Department's Strategic Plan.

FTE

Included in the request for FY 2001 are increases in FTE from 1999 for the following items:

- Eight FTE in the Office of Elementary and Secondary Education to staff ongoing programs including the 21st Century Community Learning Centers and Class-Size Reduction programs in a way that emphasizes maximum attention to customer needs. These staff will be in a special unit that will enable them to work on each of these programs in a cross-cutting manner. The Department plans to closely integrate the administration of these programs and their evaluations so that the staff can undertake "continuous improvement" of program implementation.

Non-personnel

Non-personnel projects in support of this Goal include:

- Teacher Initiative (PA)

  The Teacher initiative is designed to ensure that all students have access to talented, dedicated, and well-prepared teachers. In FY 2001, $200,000 is requested to support this Initiative for travel to allow staff to interact with the field about the Department's efforts to strengthen the teaching profession, the printing of publications, and a Non-governmental Personnel Act assignment for a Teacher-in-Residence. Funding for this activity represents no change from FY 2000.

- Presidential Scholars (PA)

  The Presidential Scholars Program, established by Executive Order of the President in 1964, is responsible for recognizing the Nation's most distinguished graduating high school seniors. To administer this program, $407,000 is requested, a slight decrease of $2,000 from FY 2000.

- Elementary and Secondary Initiatives (PA)

  A total of $1 million is requested in FY 2001, an increase of $400,000 for administrative support of 21st Century Community Learning Centers, Reading Excellence, and Class-Size Reduction programs administered by the Office of Elementary and Secondary Education. The funds will be used for travel, printing, and contractual support for the programs, including a series of regional workshops to provide technical assistance and to disseminate strategies on best practices to potential grantees.

- Technology Initiative (PA)

  A total of $128,000 is requested in FY 2001 for administrative support of the Technology Initiative, which is designed to develop a vision for the use of advanced technologies in teaching and learning; to establish a network that links various Department-funded technology programs; and to contribute to the knowledge base about the role of technology in school reform, teaching, and learning. The request, an increase of $10,000 from FY 2000, is for a Non-governmental Personnel Act assignment.

GOAL 2 – BUILD A SOLID FOUNDATION FOR LEARNING FOR ALL CHILDREN

The request for FY 2001 includes 333 FTE and $35 million in support of this goal.

FTE

Included in the total FTE request is an increase in FTE for the following:

- Twelve FTE in the Office of Elementary and Secondary Education to administer proposed programs including staff for the High School Reform, School Renovation, and Teaching to High Standards programs. These programs will be in their start-up phase and will require staff to interpret legislation, write regulations, and manage the grants process.

- Two FTE in the National Institute for Literacy to work on the National Reading Excellence Initiative. This initiative is a dissemination effort designed to provide educators and parents with research-based tools for improving reading programs for children and adults.

Non-personnel

Non-personnel projects in support of Goal 2 include:

- America Reads Challenge (PA)

  The Department is requesting $265,000, no change from FY 2000, to cover staff travel, the production of publications and videos, and support America Reads Challenge workshops, designed to promote community, parental, and family involvement in literacy programs.

- Hispanic Outreach (PA)

  In FY 2001, $161,000 is requested for special outreach activities for Hispanic Americans, including administrative support for the White House Initiative on Education Excellence for Hispanic Americans. Also to be funded are related public service announcements and a teleconference targeting community organizers, community education groups, religious organizations and schools. The request is a small increase of $7,000 over FY 2000 funding for these types of activities.

- Tribal Colleges and Universities (PA)

  Administrative support to implement the Executive Order on Tribal Colleges and Universities is budgeted for $194,000 in FY 2001, a slight decrease of $6,000 from FY 2000. The Executive Order is designed to increase access to Federal funding sources, promote high-quality educational opportunity for economically disadvantaged students, and promote the preservation of cultural traditions at more than 30 tribal colleges and universities across the country.

- Federal Interagency Coordinating Council (PA)

  A total of $110,000, a slight increase of $10,000 from FY 2000, is requested to provide administrative support to the Federal Interagency Coordinating Council, which is designed to 1) minimize duplication across Federal, State and local agencies of programs and activities relating to early intervention services for infants and toddlers with disabilities; 2) ensure effective coordination of Federal early intervention and preschool programs; and 3) identify gaps in Federal agency programs and services and barriers to Federal interagency cooperation.

GOAL 3 – ENSURE ACCESS TO POSTSECONDARY EDUCATION AND LIFELONG LEARNING

The request for FY 2001 includes 1,981 FTE and $755 million in support of Goal 3 of the Department's Strategic Plan.

Non-personnel

Non-personnel projects related to this goal include:

- Financial Assistance Delivery (PA, Section 458, FFELP)

  In FY 2001, $44.6 million is requested to support the processing of applications and awards for the student financial aid programs, no change from FY 2000. The Department contracts with a number of private firms to process paper and electronic applications, determine student eligibility, and maintain information systems required to transfer funds between the Department and schools.

- Student Aid System Modernization (Section 458)

  In order to streamline and modernize the multi-million dollar computer systems that support the delivery and management of Federal student financial aid, the Department is requesting $58.7 million in FY 2001, a decrease of $2.7 million from FY 2000. In consultation with its external partners, the Department developed a modernization blueprint to guide the re-engineering of OSFA systems. In August 1999, Anderson Consulting was awarded a contract as OSFA's modernization partner in implementing the blueprint over the coming years.

- Originating and Servicing Direct Loans (Section 458)

  The request in FY 2001 for originating and servicing Direct Loans is $277 million, an increase of $41.8 million over FY 2000. This increase reflects the continued growth of the Direct Loan portfolio. The Direct Loan program was established and grew from roughly 7 percent of overall loan volume and 300,000 borrowers in its first year, FY 1994, to roughly a third of all loans for the current academic year (1999-2000). Through FY 1999, the program made over $56 billion in loans to roughly 4 million borrowers; by the end of FY 2000, these figures are expected to rise to $71 billion and over 6 million borrowers.

- Literacy Information and Communication Website (VAE)
  This project is designed to continue development and maintain a website that provides the public with easy access to literacy-related resources. The budget for this item is $355,000 in FY 2001, no change from FY 2000.

- OHEP Technical Assistance (PA)

  A total of $742,000, a slight decrease of $16,000 from FY 2000, is requested for contractual support for the Office of Higher Education programs, primarily to provide assistance with screening and evaluation of grant applications and conference support.

GOAL 4 – MAKE ED A HIGH-PERFORMANCE ORGANIZATION BY FOCUSING ON RESULTS, SERVICE QUALITY, AND CUSTOMER SATISFACTION

The request for FY 2001 includes 1,372 FTE and $278 million in support of Goal 4 of the Department's Strategic Plan.

Objective 1 - Our customers receive fast, seamless service and dissemination of high-quality information and products

The request includes 202 FTE and $30 million in support of this objective.

Non-personnel

Non-personnel projects related to this objective include:

- Customer Service Teams (OIIA)

  In FY 2001, $578,000 is requested for contractual support for agency-wide customer service activities. The purpose of these activities is to equip all employees with the skills to deliver quality customer service. The request is a $28,000 increase from the amount budgeted in FY 2000.

- Education Excellence Partnerships (PA)

  The Education Excellence Partnerships is a coalition of government, business, and teacher organizations working together to strengthen the academic future of America's children by encouraging parents to become actively involved in their children's education. For FY 2001, $216,000 is requested to administer the Partnership, a slight $8,000 increase from FY 2000.

- Information Resource Center - IRC (PA)

  The IRC is the main telephone call center for the general public's questions about the Department and the programs it administers. The IRC handles more than 5,000 calls per week. A total of $627,000 is requested for the IRC, an increase of $69,000 from FY 2000. The increase is needed to handle the anticipated increase in the volume of calls and a concurrent increase in publications disseminated.

- Satellite Town Meetings (PA)

  In FY 2001, $246,000 is requested for the taping, production, and editing of the Department's Satellite Town Meetings programs. The request is a slight increase of $12,000 from the amount budgeted in FY 2000 for this activity. The Meetings, made possible by telecommunications technology, enable thousands of people in sites all over the country to get together and discuss the most critical and timely issues in education.

- Community Update Newsletter (PA)

  The request for this project represents the cost for printing 10 issues of the Department's Community Update Newsletter. The publication, which is now being read by nearly 210,000 individuals each month, has regular features on reading, technology and other education subjects. The request of $210,000 for this item in FY 2001 is a slight decrease of $20,000 from FY 2000.

- "ED Pubs" (PA)

  The "ED Pubs" initiative, which was implemented in 1998, is designed to improve the efficiency of the Department by providing customers with a "one-stop-shopping" approach to the dissemination of materials produced by the Department. A central location has been created in the Department for storage of materials, mailing of publications, and dissemination of grant application materials. In FY 2001, $6 million is requested for the contract and related activities of this initiative, an increase of $2.9 million from FY 2000. In FY 2000, funds for this project are being provided from other Department of Education accounts that rely heavily on this service. The request for FY 2001 will consolidate the majority of funding in this account.

Objective 2 - Our partners have the support and flexibility they need without diminishing accountability for results

The Salaries and Expenses accounts include 90 FTE and $9 million in support of this objective.

Non-personnel

Non-personnel projects related to objective 2 include:

- Empowerment Zone/Enterprise Community Task Force – EZ/EC (PA)

  A total of $254,000, a slight decrease of $3,000 from FY 2000 is requested to provide administrative support for the EZ/EC Task Force. The goal of the Task Force is to help build the capacity of EZ/EC communities to chart their own course of action in establishing goals for excellence in education. The funds will primarily be used for staff travel, in order to provide technical assistance, and the printing of related booklets.

Objective 3 - An up-to-date knowledge base is available from education research to support education reform and equity

The request for FY 2001 includes 460 FTE and $49 million in support of objective 3.

Non-personnel

Non-personnel projects related to this objective include:

- International Activities (OUS)

  A total of $300,000 is requested in FY 2001, no change from FY 2000, to support a variety of international activities to be undertaken by the Department. Planned activities include developing a strategic plan for international affairs in the Department, focusing on how we can learn from international experiences in education policy, developing a section on the Department's internet site devoted to international activities, and conducting a joint study with Japan on how creativity and innovation can be fostered in young children.

- Non-governmental Personnel Act Assignments for Elementary and Secondary Education – NGPA's (PA)

  Funds are requested to use the services of NGPA's, who are experts and practitioners in such areas as technology, school reform, standards and assessments, parental involvement, and early childhood research. They will work on implementing the Safe and Drug-Free Schools, Compensatory Education, Goals 2000 programs, and the new programs included in the reauthorization of the Elementary and Secondary Education Act. In FY 2001, $537,000 is requested for this purpose, an increase of $100,000 from FY 2000.

- Elementary, Secondary and Vocational Technical and Analytic Support (PA)

  This project is designed to carry out analysis related to Federal budget and legislative policy for programs operated by the Department. Technical support will include formula simulations for programs such as Title I of the Elementary and Secondary Education Act and the Impact Aid Program. In both FY 2000 and FY 2001, $140,000 is budgeted for this project.

Objective 4 - Our information technology investments are sound and used to improve impact and efficiency

The request for FY 2001 includes 103 FTE and $43 million in support of objective 4.

FTE

Included in the request for FY 2001 is an increase in FTE for the following item:

- Five FTE in the Office of the Chief Information Office to expand and maximize the use of technology both internally and with external customers. The focus of these efforts will be on web technology, video technology and enhancing network security.

Non-personnel

Non-personnel projects related to this objective include:

- Internet and Intranet Development (Multiple accounts)

  In FY 2001, $1.3 million is requested for centralized funds for the continued expansion and operation of the Department's internet and intranet sites, an increase of slightly over $300,000 from FY 2000. The sites provide a critical communications link to both the Department's internal and external customers. Specifically, the Internet connects ED with grantees, educational institutions, government agencies, contractors, and others.

- Video Teleconferencing (Multiple accounts)

  In FY 2001, $1.8 million is requested in centralized funds for the development and installation of services to support the use of video teleconferencing throughout the Department. In FY 2000, $29,000 is included in the budget to conduct a pilot test of the system. In FY 2001, full scale development is planned, with video teleconferencing suites to be installed in all 12 major Department of Education buildings.

- Data Coordination Committee (PA)

  The Data Coordination Committee (DCC) project will assist the Chief Information Officer in promoting the efficient collection and use of education information among Federal agencies and throughout the nation's education community. The focus will be on improving data management, reducing data burden, encouraging data exchange within the Department, and increasing the overall usefulness of data collected by the Department. In FY 2001,

$1.9 million is requested for this project, an increase of $1.2 million from FY 2000, to support the development of a Department-wide Education Integrated Information Exchange and Management project, including data dictionary and assessment and development, business and data process improvement, and overall project development and implementation.

- Information Technology Architecture (Multiple accounts)

  The Information Technology (IT) Architecture project is designed to develop a blueprint for information technology development and management throughout the Department. The final product will be a comprehensive blueprint, against which all IT projects will be reviewed. Once implemented, the IT architecture will govern the IT investment management decisions made by the Department. The architecture will be developed by the Department, with contractual assistance for more detailed phases of the plan, such as preparing an implementation plan. In FY 2000, $300,000 is budgeted to begin the building of an IT architecture plan. For FY 2001, $1.5 million is requested to complete and implement the plan.

- Network Operations and Software Licensing (Multiple accounts)

  A total of $26 million is requested for network maintenance, operations, and improvements, an increase of $2.3 million from FY 2000. This project provides end-user support, as well as maintenance and operations for the local area network system, which includes headquarters and all of the regional offices. The increase is due to anticipated higher labor costs under a support-services contract competed in FY 2000 as well as the costs of new software and accommodating regional office relocations.

- ADP Equipment

  For ADP equipment not included in the centralized ADP budget request, $5.6 million is requested, a $1.1 million increase from the FY 2000 budgeted level of $4.5 million. This equipment includes personal computers and related hardware, and software packages, and is used by all of the components of the Department.

- Security Audits (OIG)

  In order to audit the Department's security controls of its critical information systems, $200,000 is requested. The audits will provide management with an independent assessment of the impact of any weaknesses on the information technology environment.

Objective 5 - The Department's employees are highly skilled and high-performing

The request for FY 2001 includes 172 FTE and $90 million in support of objective 5.

Non-personnel

Non-personnel projects related to objective 5 include:

- Training and Management Development (Multiple accounts)

  Training for the Department's employees will focus on development of competency standards for specific groups of employees; diversity training; the continued development of on-line training for employees, including the use of video training materials at individual workstations; and implementation of a Management Development Program to enhance the skills of Department managers, supervisors, and executives. Under the Management Development Program, managers are required to have at least 40 hours of professional development annually. The request of $8.1million for FY 2001 is a $700,000 increase over the FY 2000 level of $7.4 million.

- Management Reviews (PA)

  This activity provides contractor support for early detection and prevention of management problems. Services will include technical assistance for dealing with performance issues, executive coaching, and action planning. In FY 2001, $300,000 is requested for this activity, no change from FY 2000. This provides funding for assessment of two Department offices each year.

- Customer Service Center (Multiple accounts)

  Contractual support is requested for the Department's internal Customer Service Center, which handles the environmental, health and safety, and technology concerns of Department employees. In FY 2001, $209,000 is requested, a decrease of $77,000 from FY 2000.

- Transit Subsidies (Multiple accounts)

  The request includes $1.5 million, no change from FY 2000, to provide subsidies for Department employees who take mass transit to work as a way to reduce pollution and traffic congestion and to help retain staff in a competitive economy. The requested amount would provide approximately $40 per month in subsidies to over 3,000 employees.

- OERI Relocation (PA)

  A total of $2.7 million is requested for the expected relocation of OERI staff to a new facility before the expiration of the lease at Capital Place. The cost of the project includes $2.1 million for systems furniture and related furnishings, and $600,000 in renovations.

- Building Renovation and Relocation (PA)

  A total of $3.2 million, a slight decrease of $100,000 is requested for a variety of building renovation and relocation projects. Included in the request are ongoing projects to renovate the Mary E. Switzer and ROB-3 headquarters buildings and to fund a GSA-mandated move in Kansas City.

Objective 6 - Management of our programs and services ensures financial integrity

The request for FY 2001 includes 314 FTE and $53 million in support of objective 6.

FTE

The request includes an increase in FTE from FY 2000 for the following item:

- Five FTE in the Office of the Chief Financial Officer primarily to reduce reliance on contractor support for the operations of EDCAPS, the Department's financial management system, and other related financial systems. Staff are needed to: provide customer service, both within the Department and externally, through the EDCAPS Hotline; prepare and consolidate department-wide reporting and analysis, including financial statements; develop policies and procedures for the Department's new travel system; and to process audits received from the Single Audit Clearinghouse.

Non-personnel

Non-personnel projects related to this objective include:

- Education Central Automated Processing System - EDCAPS (OCFO)

  A total of $12.9 million is requested in FY 2001 for the maintenance and continuing operations of the EDCAPS system. The request includes funds for contractor support for operations of the system as well as external and internal interfaces to the system. The request is a $300,000 decrease from the $13.2 million budgeted for EDCAPS in FY 2000.

- General Ledger Improvements (OCFO)

  The General Ledger Improvement project will support the replacement for the Financial Management System Software (FMSS) component of EDCAPS. The software originally selected and currently in use has proven to be inadequate for the requirements of the Department. In addition, the contractor has ceased to provide support for the software. In FY 2000, $2.4 million is budgeted to begin funding software license fees and contractor support for the installation of new general ledger software. In FY 2001, $4.8 million is requested for completion and conversion to the new system.

- Electronic Travel System (OCFO)

  In FY 2001, $966,000 is requested for the implementation, data conversion, and initial user training of a new Departmental travel system. The new system is designed to replace the current system which resides at the National Finance Center (NFC) in New Orleans. Until a new system is in place, the Department will not have integrated accounting and budgeting support for business travel and must continue to rely on NFC for this service.

- Program Budget Cost Estimate Technical Support (OUS)

  In both FY 2000 and FY 2001, $75,000 is budgeted for this project, which is designed to conduct research activities supporting the development of program cost estimates and other budget materials for the Pell grant program.

- Audit of Financial Statements (OIG)

  A total of $1.6 million is requested by the Office of Inspector General to conduct the legislatively-mandated audit of the Department's financial statements for fiscal year 2000.

- Travel (OIG)

  A total of $1.6 million, the same level as in FY 2000, is requested to enable OIG staff to travel in order to conduct program improvement audits and for audits and investigations of fraud and abuse by institutions or other recipients of Department program funds.

Objective 7 - All levels of the agency are fully performance driven

In FY 2001, a total of 31 FTE and $6 million will support this objective.

Non-personnel

Non-personnel projects related to this goal include:

- Support to Revamp Evaluations and Performance (PA)

  This project, budgeted at $653,000 in FY 2000 and $517,000 in FY 2001 is designed to ensure that the Department has access to timely and accurate information to program performance to be used for program improvement. The components of this project include the Integrated Performance Benchmarking System, for elementary and secondary school data collections; Voices from the Field, to collect real-time information on the quality of program implementation of new Department initiatives; Listening to ED Customers, to measure customer satisfaction; and Improving the Quality of Indicator Measurement, to design and implement ED quality standards in order to help managers identify and rectify problems in how they plan data collections, and how they analyze and report the data.

- Strengthen Evaluation and Policy Analytic Activities (PA)

  This multi-faceted project, budgeted for $650,000 in both FY 2000 and FY 2001, has several key data collection components including Making Evaluation Data More Responsive to Decisionmaker Needs, which will provide support for producing the Department's Strategic Plan; and Filling Gaps in Evaluation Funding, which will provide for quick turnaround data collection where baselines are needed or data need to be validated, and will provide support for analysis of postsecondary education issues.

Civil Rights

The request for FY 2001 includes $76 million and 724 FTE who support civil rights enforcement activities which will ensure equal access to education for all students. Civil rights activities do not fall within any one goal of the strategic plan, but work towards fulfillment of all four goals.

Non-personnel

- Surveys and Reports (OCR)

  A total of $1 million is requested for contracts to support the on-going Fall Staffing and Elementary and Secondary surveys for the Office for Civil Rights. The funds will primarily be used to survey public school districts in order to provide demographic information by race, ethnicity, sex, and disability in public schools and public school districts to identify potential compliance review sites, support complaint resolution activities, and track progress in crucial civil rights areas.

- Travel (OCR)

  A total of $1.4 million is being requested in FY 2001, no change from FY 2000, for travel expenses for Office for Civil Rights staff. Staff travel is an integral part of the conduct of OCR complaint investigations, compliance reviews, and other monitoring activities.

- Technical Experts (OCR)

  The Office for Civil Rights is requesting $250,000, an increase of $50,000 from FY 2000, to hire experts such as statisticians, psychometricians, and educational experts to assist in handling OCR's growing body of complex cases.

Other items

The budget includes requests for funds for several items that cannot be directly tied to a specific Goal of the Strategic Plan. This includes both projects that are not easy to categorize under just one goal of the Strategic Plan and ongoing budget items that are necessary for the operation of the entire Department.

Among the budget items included in this category are:

- Rent (Multiple accounts)

  The request for rent is $48.8 million, an increase of $1.8 million above the FY 2000 level of $47 million. The increase is due to higher GSA rates and because of a revised methodology in the way GSA calculates its rental rates.

- Mail (Multiple accounts)

  The request for mail is $39.9 million, an increase of $1 million over the FY 2000 level of $38.9 million. The increase is due to an anticipated growth in the volume of mailings, primarily for those related to Student Financial Aid.

- Interagency Agreements (Multiple accounts)

  The budget request includes $9.1 million for interagency service agreements for overhead items, a slight $200,000 increase from the amount included in the revised FY 2000 budget. The Department relies heavily on other Federal agencies to provide administrative services such as: payroll processing, health units and services, environmental tests and surveys, and guard services. The decrease is attributable to a redistribution of costs for the agreements among the Department's Salaries and Expenses accounts.

- Randolph-Sheppard Arbitrations (PA)

  The request includes funding for administering the arbitrations for disputes relating to the Randolph-Sheppard Act, designed to provide gainful employment for individuals who are blind to operate vending facilities on Federal and other property. A total of $264,000 is requested for this activity in FY 2001.

- Telecommunications

  The request for telecommunications is $9.4 million in FY 2001, a slight $200,000 increase from the revised FY 2000 level. The increase is due an anticipated rise in costs for local services, long distance services, and a larger number of circuits needed to support the enhanced capability of the Department's network.

SALARIES AND EXPENSES OVERVIEW

Department of Education

Budget Authority by Account
(In thousands of dollars)

ACTIVITY	1999	2000	2001	CHANGE FROM 1999
Program Administration	365,913 [1]	382,934	413,184	30,250
Office for Civil Rights	66,000	71,200	76,000	4,800
Office of the Inspector General	31,242	34,000	36,500	2,500
Subtotal, Departmental Management	463,155	488,134	525,684	37,550
Administrative costs from program accounts:				
Vocational and Adult Education				
(National Institute for Literacy)	2,024 [2]	3,582 [2]	3,813 [2]	231
Federal Family Education Loans (FFEL)	47,276 [1]	48,000	48,000	0
Federal Direct Student Loans Program (HEA Section 458)				
(permanent authority)	440,591 [1,3]	555,000 [3]	600,000 [3]	45,000
College Housing and Academic Facilities Loans	698	737	737	0
Historically Black College and University Capital Financing	96	207	208	1
Education Research, Statistics and Improvement				
(National Assessment Governing Board)	4,000	4,000	4,500	500
(National Education Research Priorities and Procedures Board)	1,000	1,000	1,000	0
Subtotal, program accounts	495,685	612,526	658,258	45,732
Total, discretionary (current authority)	518,249	545,660	583,942	38,282
Total, mandatory (permanent authority)	440,591	555,000	600,000	45,000
Total, Salaries and Expenses	958,840	1,100,660	1,183,942	83,282

[1] Includes real transfers from the Y2K Contingent Emergency Fund of $3.913 million in the Program Administration account, $794,000 in the FFEL account, and $591,000 in the HEA Section 458 account.

[2] Excludes $3.976 million in 1999, $2.418 million in 2000 and $2.687 million in 2001 for National Institute for Literacy grants.

[3] Excludes $177 million in 1999, $180 million in 2000 and $170 million in 2001 for payments to guaranty agencies.

SALARIES AND EXPENSES OVERVIEW
Discretionary and Mandatory Accounts

Obligations by Object Classification
($000s)

	Object Class	1999	2000	2001	Change from 2000 to 2001
11.10	Full-time permanent	248,368	290,442	307,371	16,929
11.31	Full-time temporary	24,691	12,754	11,879	(875)
11.32	Part-time	3,585	2,826	2,035	(791)
11.33	Consultants	1,598	459	481	22
11.51	Overtime	1,501	1,770	1,805	35
11.52	Awards	4,134	3,835	3,807	(28)
11.80	Other Compensation	0	0	0	0
	Compensation subtotal	283,877	312,086	327,378	15,292
12.00	Benefits	59,796	68,235	73,247	5,012
13.10	Benefits for former personnel	103	170	170	0
	Comp/benefits subtotal	343,776	380,491	400,795	20,304
21.00	Travel	13,090	15,522	15,591	69
22.00	Transportation of things	25	131	207	76
23.10	Rental Payments to GSA	44,367	47,212	48,816	1,604
23.31	Communications	18,911	20,904	21,647	743
23.32	Postage/fees	32,388	38,933	39,923	990
	Subtotal 23	95,666	107,049	110,386	3,337
24.00	Printing & Reproduction	11,414	12,181	12,819	638
25.10	Advisory and Assistance Svcs	12,588	9,469	10,174	705
25.21	Other Services	46,909	28,643	32,467	3,824
25.22	Training/Tuition/Contracts	4,397	7,411	8,122	711
25.23	Field Readers	209	12	12	0
25.30	Goods/Services from Gov't	15,288	12,061	12,314	253
25.40	Operations/Maint of Facilities	4	0	0	0
25.50	Research & Development	17	0	0	0
25.70	Operations/Maint of Equipment	1,333	1,380	1,277	(103)
25.72	ADP Services/Contracts	374,519	491,166	541,569	50,403
	Subtotal 25	455,264	550,142	605,935	55,793
26.00	Supplies	4,599	4,099	3,919	(180)
31.10	ADP Equipment/Software	17,875	10,371	15,158	4,787
31.30	Other Equipment	4,274	2,349	5,233	2,884
	Subtotal 31	22,149	12,720	20,391	7,671
32.00	Building Alterations	3,158	21,804	13,899	(7,905)
41.10	Grants	10	0	0	0
41.23B	Admin Expense Allowance	0	0	0	0
43.10	Interest and Dividends	33	0	0	0
	Total Direct Obligations	949,184	1,104,139	1,183,942	79,803
	Total PC&B	343,776	380,491	400,795	20,304
	Total Non-Personnel	605,408	723,648	783,147	59,499

Note: Excludes obligations for National Institute for Literacy grants and Federal Direct Student Loan payments to guaranty agencies.

SALARIES AND EXPENSES OVERVIEW

Department of Education

Full-time Equivalent Employment (Staff Years) by Account

ACCOUNT	1999	2000	2001	CHANGE FROM 2000 TO 2001
Program Administration	2,600	2,731	2,761	30
Office for Civil Rights	727	724	724	0
Office of the Inspector General	281	285	285	0
Subtotal, Departmental Management	3,608	3,740	3,770	30
FTE funded from program accounts:				
Vocational and Adult Education				
(National Institute for Literacy)	13	14	16	2
Federal Family Education Loans (FFEL)	356	368	368	0
Federal Direct Student Loans	551	571	571	0
College Housing and Academic Facilities Loans	6	6	6	0
Historically Black College and University Capital Financing	1	1	1	0
Education Research, Statistics and Improvement:				0
(National Assessment Governing Board)	13	14	14	0
(National Education Research Priorities and Procedures Board)	1	1	1	0
Subtotal, program accounts	941	975	977	2
Subtotal, FTE	4,549	4,715	4,747	32
Appalachian Regional Commission Programs (Energy and Water Development Appropriations)	0	2	2	0
Total, discretionary authority	3,998	4,146	4,178	32
Total, permanent authority	551	571	571	0
Total, FTE	4,549	4,717	4,749	32

SALARIES AND EXPENSES OVERVIEW

Department of Education

Full-time Equivalent Employment (Staff Years) by Office

OFFICE	1999	2000	2001	CHANGE FROM 2000 TO 2001
Postsecondary Education	221	237	237	0
Student Financial Assistance	1,150	1,232	1,232	0
Elementary and Secondary Education	246	261	281	20
Bilingual Education and Minority Languages Affairs	46	49	49	0
Special Education and Rehabilitative Services	354	365	365	0
Vocational and Adult Education	115	122	122	0
Educational Research and Improvement	342	325	325	0
Secretary	104	102	102	0
Deputy Secretary	30	25	25	0
Under Secretary	128	134	134	0
General Counsel	104	109	109	0
Intergovernmental/Interagency Affairs	114	112	112	0
Legislation and Congressional Affairs	22	23	23	0
Management	198	206	206	0
Chief Financial Officer	278	278	283	5
Chief Information Officer	55	90	95	5
Advisory Councils	8	8	8	0
Office for Civil Rights	727	724	724	0
Office of the Inspector General	281	285	285	0
National Institute for Literacy	13	14	16	2
National Assessment Governing Board	13	14	14	0
Subtotal, FTE	4,549	4,715	4,747	166
Appalachian Regional Commission Programs (Energy and Water Development Appropriations)	0	2	2	0
Total, FTE	4,549	4,717	4,749	32

SALARIES AND EXPENSES OVERVIEW

Department of Education

Full-time Equivalent Employment (Staff Years) and Budget Authority by Goal
(Budget Authority in thousands of dollars)

GOAL/OBJECTIVE	2001 FTE	2001 BUDGET AUTHORITY
Goal 1 - Help All Students Reach Challenging Academic Standards	**339**	**$39,471**
Objective 1.1 - States Develop and Implement Standards	117	14,563
Objective 1.2 - School to Work	29	3,163
Objective 1.3 - Strong, Safe, Drug-Free Schools	94	9,469
Objective 1.4 - Talented and Dedicated Teachers	22	2,366
Objective 1.5 - Families and Communities	15	3,665
Objective 1.6 - Public School Choice	33	3,324
Objective 1.7 - Education Technology	29	2,921
Goal 2 - Build a Solid Foundation for Learning	**333**	**34,759**
Objective 2.1 - All Children Ready to Learn	62	6,245
Objective 2.2 - All Children Able to Read by 3rd Grade	70	7,201
Objective 2.3 - All 8th Graders Master Math	50	5,037
Objective 2.4 - Special Populations Help	151	16,276
Goal 3 - Ensure Access to Postsecondary Education	**1,981**	**755,259**
Objective 3.1 - Secondary Students - Information and Support	49	4,936
Objective 3.2 - Postsecondary Students - Financial Aid and Support	1,502	151,453
Objective 3.3 - Postsecondary Aid System	204	570,918
Objective 3.4 - Lifelong Learning	226	27,952
Goal 4 - Make ED a High-Performance Organization	**1,372**	**278,453**
Objective 4.1 - Customer Service	202	29,563
Objective 4.2 - Support for ED Partners	90	9,263
Objective 4.3 - Research and Development	460	48,628
Objective 4.4 - Information Technology	103	42,714
Objective 4.5 - ED Workforce/Operational Support	172	89,834
Objective 4.6 - Financial Integrity	314	52,590
Objective 4.7 - Performance Management	31	5,861
Civil Rights	**724**	**76,000**
Total	**4,749**	**1,183,942**

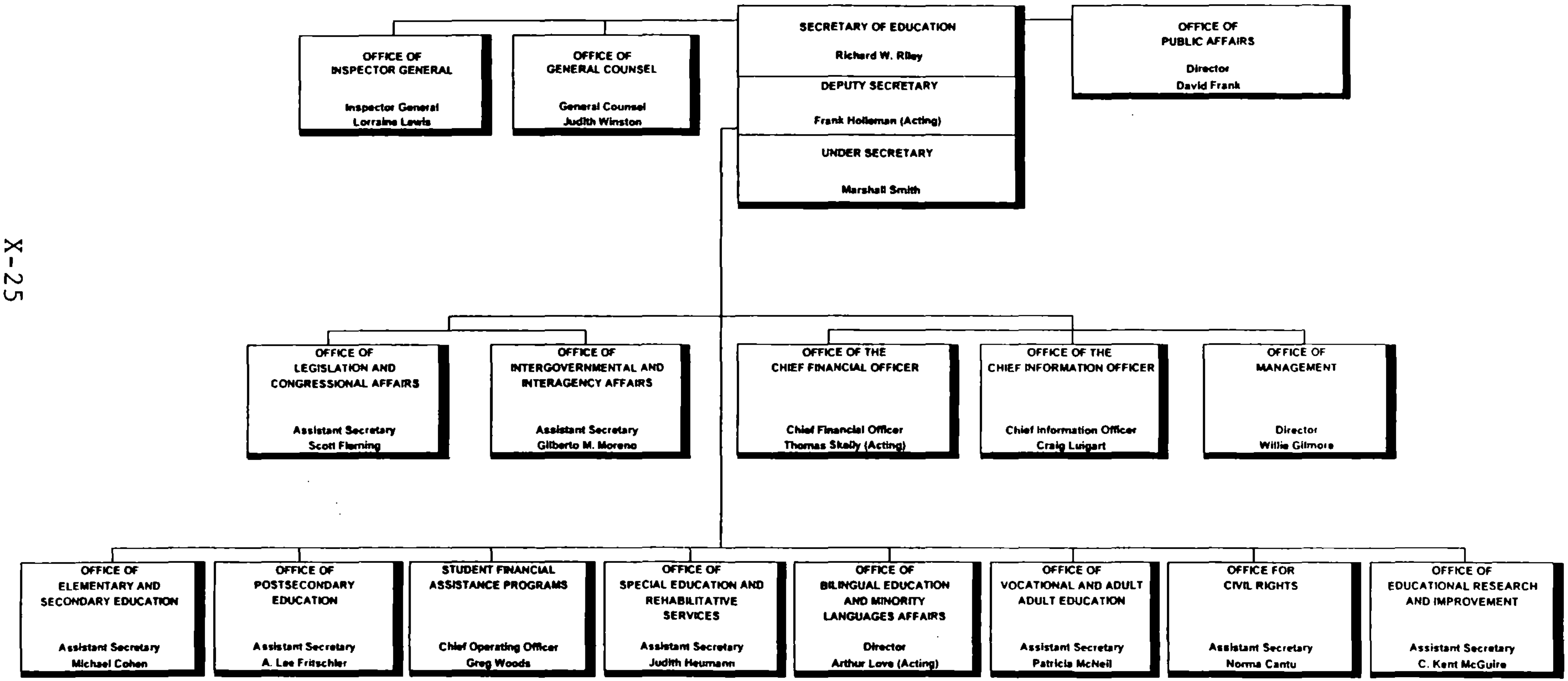
SALARIES AND EXPENSES OVERVIEW

Department of Education

Detail of Full-Time Equivalent Employment

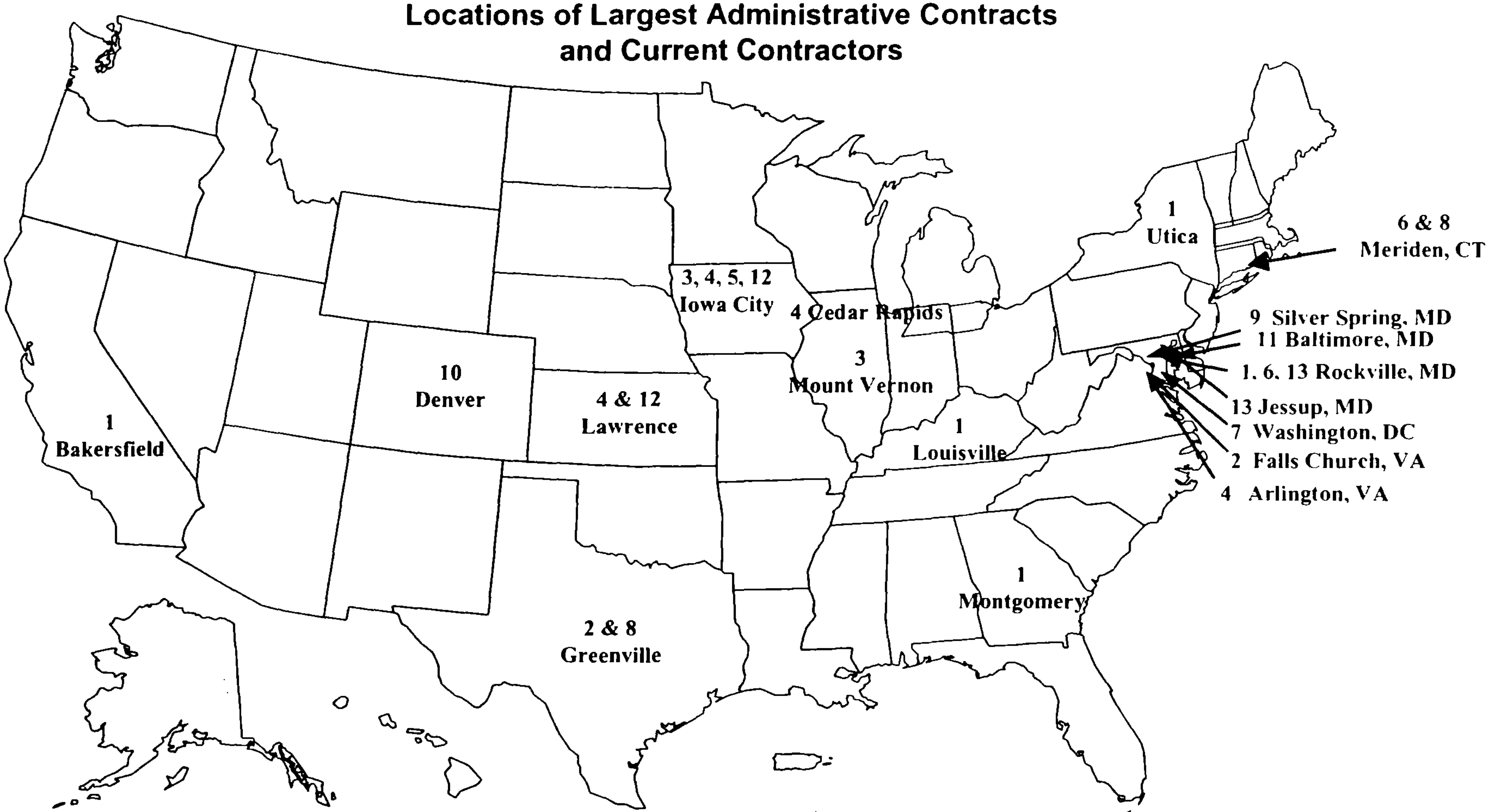
	1999 Actual	2000 Estimate	2001 Request
Executive level I	1	1	1
Executive level II	0	1	1
Executive level III	0	0	0
Executive level IV	9	11	13
Executive level V	1	1	1
Subtotal	11	14	16
Total - EX Salary	$1,328,100	$1,744,800	$2,004,000
ES-6	11	12	12
ES-5	13	13	13
ES-4	22	30	30
ES-3	8	10	10
ES-2	12	12	12
ES-1	10	12	12
Subtotal	76	89	89
Total - ES Salary	$9,200,142	$11,085,788	$11,215,025
AL	1	1	1
AD	52	45	34
ED/EI	13	22	22
GS/GM-15	428	433	430
GS/GM-14	752	684	687
GS/GM-13	1,026	1,058	1,066
GS-12	898	1,050	1,053
GS-11	349	312	321
GS-10	9	9	9
GS-9	265	290	309
GS-8	78	78	78
GS-7	316	386	390
GS-6	78	78	78
GS-5	83	98	98
GS-4	61	76	76
GS-3	34	44	44
GS-2	8	10	10
GS-1	3	5	5
Subtotal	4,454	4,679	4,711
Total full-time equivalent employment, end of year	4,541	4,782	4,816
Full-time equivalent (FTE) usage	4,549	4,717	4,749
Average ES level	3.6	3.6	3.6
Average ES salary	$121,054	$124,559	$126,012
Average GS/GM grade	11.6	11.4	11.4
Average GS/GM salary	$60,665	$63,912	$66,959

U.S. DEPARTMENT OF EDUCATION
ORGANIZATIONAL CHART



Revised 1/20/00

Department of Education
Locations of Largest Administrative Contracts and Current Contractors



1 Direct Loan Servicing and Origination
2 FFEL Stafford/Perkins Data Service
3 SFA Multiple Data Entry Contracts
4 SFA Central Processing System
5 Title IV Wide-Area Network
6 Pell Grant Management Information
7 OCR Elementary/Secondary Survey
8 National Student Loan Data System and Meriden, CT
9 Campus-Based Maintenance and Operations
10 Payroll/Personnel Processing Center
11 Education Department Central Automated Processing System
12 Public Inquiry Contract
13 ED Pubs/Distribution Facility

Locations of current contractors.

Clinton Presidential Records
Digital Records Marker

Divider Title: **PROGRAM ADMINISTRATION**

Department of Education

PROGRAM ADMINISTRATION

Fiscal Year 2001 Budget Request

CONTENTS

PROGRAM ADMINISTRATION

For carrying out, to the extent not otherwise provided, the Department of Education Organization Act, including rental of conference rooms in the District of Columbia and hire of two passenger motor vehicles, [$383,184,000] $413,184,000. *(Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriations Act, 2000 (P.L. 106-113).)*

PROGRAM ADMINISTRATION

Amounts Available for Obligation
($000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	$362,000	$383,184	$413,184
Enacted rescission	0	(250)	0
Real Transfer from Y2K Contingent Emergency Fund	3,913	0	0
Subtotal, appropriation	365,913	382,934	413,184
Spending authority from offsetting collections from:			
Federal sources: Administrative services	961	980	980
Non-Federal sources	135	120	120
Subtotal, offsetting collections	1,096	1,100	1,100
Subtotal, gross budget authority	367,009	384,034	414,284
Unobligated balance, start of year	0	1,270	0
Unobligated balances expiring	(801)	0	0
Unobligated balance, end of year	(1,270)	0	0
Subtotal obligations	364,938	385,304	414,284
Reimbursable obligations	(1,037)	(1,101)	(1,100)
Total, direct obligations	363,901	384,203	413,184

PROGRAM ADMINISTRATION

Obligations by Object Classification
($000s)

	Object Class	1999	2000	2001	Change from 2000 to 2001
11.10	Full-time permanent	140,269	169,803	182,074	12,271
11.31	Full-time temporary	20,629	9,541	8,900	(641)
11.32	Part-time	2,429	1,444	1,035	(409)
11.33	Consultants	1,322	317	339	22
11.51	Overtime	370	518	498	(20)
11.52	Awards	2,717	2,315	2,315	0
11.80	Other Compensation	0	0	0	0
	Compensation subtotal	167,736	183,938	195,161	11,223
12.00	Benefits	34,614	39,834	43,583	3,749
13.10	Benefits for former personnel	100	170	170	0
	Comp/benefits subtotal	202,450	223,942	238,914	14,972
21.00	Travel	6,280	7,741	7,741	0
22.00	Transportation of things	12	55	55	0
23.10	Rental Payments to GSA	29,415	29,361	30,685	1,324
23.31	Communications	7,514	7,045	7,045	0
23.32	Postage/fees	4,387	5,029	5,029	0
	Subtotal 23	41,316	41,435	42,759	1,324
24.00	Printing & Reproduction	4,298	5,509	5,790	281
25.10	Advisory and Assistance Svcs	3,398	4,794	4,794	0
25.21	Other Services	24,351	16,315	17,908	1,593
25.22	Training/Tuition/Contracts	1,918	3,044	3,044	0
25.23	Field Readers	202	0	0	0
25.30	Goods/Services from Gov't	8,769	7,064	6,358	(706)
25.40	Operations/Maint of Facilities	4	0	0	0
25.50	Research & Development	17	0	0	0
25.70	Operations/Maint of Equipment	583	775	775	0
25.72	ADP Services/Contracts	51,175	60,268	66,630	6,362
	Subtotal 25	90,417	92,260	99,509	7,249
26.00	Supplies	3,215	2,941	2,941	0
31.10	ADP Equipment/Software	11,103	6,775	9,383	2,608
31.30	Other Equipment	3,401	1,200	3,613	2,413
	Subtotal 31	14,504	7,975	12,996	5,021
32.00	Building Alterations	1,393	2,345	2,479	134
41.10	Grants	0	0	0	0
41.23B	Admin Expense Allowance	0	0	0	0
43.10	Interest and Dividends	16	0	0	0
	Total Direct Obligations	363,901	384,203	413,184	28,981

PROGRAM ADMINISTRATION

Summary of Changes
($000s)

2000		$382,934
2001		413,184
	Net change	+30,250

	2000 base	Change from base
Increases:		
Built-in:		
Increase in personnel compensation primarily for annualization of the 4.8 percent FY 2000 pay raise and the proposed 3.7 percent FY 2001 pay increase	$181,105	+$9,204
Increase in benefits for the Department's share of health, retirement, and other benefits	39,834	+3,293
Increase in GSA rental payments due to a projected rent rate increase and a revised GSA methodology in calculating rates	29,361	+1,324
Increases in other equipment ($2,106,000) and building alterations ($585,000) due to the forced relocation of OERI staff from Capitol Place	0	+2,691
Program:		
Increase in personnel compensation and benefits for 30 additional FTE for the implementation of new programs in OESE, implementation of the EDCAPS financial system, and continued development of the Department's internet and intranet capabilities	0	+2,495
Increase in printing for materials related to new programs administered by OESE	0	+101
Increase in printing for materials related to Student Financial Aid programs including the Student Guide	5,509	+180

PROGRAM ADMINISTRATION

Summary of Changes
($000s)

	2000 base	Change from base
Increases:		
Program:		
Increase in other contracted services for the ED Pubs Initiative, due to consolidation of funding	$3,100	+$2,848
Increase in other contracted services for implementation new programs administered by OESE	12,044	+342
Increase in contracted ADP services for student financial aid program processing due to higher loan volume	26,005+1,402	
Increase in contracted ADP services to support a replacement for the Financial Management System Software component of EDCAPS	2,372	+2,473
Increase in contracted ADP services for implementation of a new Departmental travel system in order to provide integrated support for business travel	0	+966
Increase in contracted ADP services for operations of the Department's local area network system, due to increased labor costs resulting from the recompetition of the contract in FY 2000 and the costs of new software	30,892	+2,790
Increase in ADP equipment to support video teleconferencing systems	29	+1,003
Increase in ADP equipment to upgrade personal computers and related hardware	6,746	+1,605
Increase in other equipment for systems furniture needed for newly configured space resulting from renovation of the Mary E. Switzer and ROB-3 headquarters buildings	1,200	+307
Subtotal, increases		+33,024

PROGRAM ADMINISTRATION

Summary of Changes
($000s)

	2000 Base	Change from base
Decreases:		
Program:		
Decrease in overtime costs	$518	-$20
Decrease in other contracted services due to completion of the Editorial/Correspondence project in the Student Financial Assistance office	1,597	-1,597
Decrease in goods and services from the government due to a redistribution among Department accounts of central support overhead items such as guard services and payroll processing	6,358	-706
Decrease in building alterations due to reduced resources needed for the renovation of the Mary E. Switzer and ROB-3 headquarters buildings	2,345	-451
Subtotal, decreases		-2,774
Net change		+30,250

PROGRAM ADMINISTRATION

Authorizing Legislation
($000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Program Administration (Department of Education Organization Act, sections 202, 204, 205, 206, 207, 209, 210 and 211)	Indefinite	$382,934	Indefinite	$413,184

PROGRAM ADMINISTRATION

Appropriations History
($000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	$306,867	$294,752	$280,019	$291,527
1993	325,000	305,799	302,460	304,899
1994	352,008	35,200	291,521	352,008
1994 Rescission				(6,000)
1995	364,905	359,358	346,008	356,021
1995 Rescission				(545)
1996	369,115	327,319	327,319	326,686
1997	355,476	297,229	320,152	326,217
1998	341,039	329,579	340,064	341,064
1999	362,000	362,000	362,000	362,000
2000	386,000	362,000	370,184	383,184
2000 Rescission				(250)
2001	413,814			

PROGRAM ADMINISTRATION

Significant Items in FY 2000 Appropriations Reports

Official Time—Time and Dollars Spent on Union Activities

House: The Committee requests that all of the Departments and agencies funded in the 1998 bill submit annually the following information concerning the subject of official time. This information is to be submitted by January 1 of each year. Number of hours of official time that employees spend on union activities. Number of employees who used official time for union activities. Number of employees who spend 100 percent of their time on union activities. Dollar value of the official time spent on union activities. Dollar value of the office space, equipment, telephone use and supplies provided to unions. Benefits and disadvantages of using official time for union activities.

Response: The Department submitted a report in response to this directive on January 18, 2000.

Operating Plans

House: The Committee directs the Departments and agencies identified in the report accompanying the fiscal year 1998 bill to continue to provide it with operating plans on the date identified in that report. The Committee further directs that, in any account, other than state and formula grant accounts, in which the funding level appropriated is different from the President's request, the reporting agency provide information to the Committee at a level of detail consistent with the budget request, on the programs, projects, and activities to be funded during the fiscal year. Any significant change in the funding of programs, projects or activities in accounts funded at the President's request must be identified to the Committee as part of the normal Committee notification process.

The Committee is pleased that the Departments and agencies are making progress in upgrading their financial management systems to better determine the actual flow of appropriated dollars to individual programs and identifying obligation schedules. In addition to account level estimates of outlays and obligations included in the fiscal year 1998 reports, the Committee directs that estimates of obligations and outlays be included for those accounts appropriated in this bill and those specific appropriations made in other authorizing acts for the Departments and agencies subject to this reporting requirement. Finally the Departments and agencies subject to this reporting requirement should include estimates of obligations and outlays of any program, project or activity newly funded in this bill and any program, project or activity with a funding level that changes by more than 20 percent.

Significant Items in FY 2000 Appropriations Reports

The Committee further directs that the Departments and agencies subject to this reporting requirement report within 30 days of the close of each quarter of the fiscal year on any account or program for which the obligations or outlays have varied by more than 20 percent from the estimates in the operating plans and provide an explanation for the variance. The Committee understands that some Departments and agencies are currently unable to provide all of the obligation and outlay data required by this report. While this inability is hard to understand given the funds that have been provided by this Committee to upgrade financial systems, agencies which find themselves in this situation are to submit such information as they can along with a timetable indicating their ability to meet all of the requirements of this section.

Response: The Department is finalizing a report for the first quarter of 2000 in response to this directive.

Extended Availability of Salary and Expense Accounts

House: The Committee has provided that salary and expense accounts funded in this bill remain available for obligation through December 31, 2000. This provision allows for an additional "fifth quarter" for the obligation of these funds. In making this provision, the Committee hopes to avoid the rush to obligate funds at the close of the fiscal year and the attendant lack of wisdom and forethought that often accompanies these last minute decisions. It is the Committee's intention to have this extended period of obligations used only sparingly for emergency or abnormal situations and it is specifically not the intention of the Committee to have the effective fiscal year for these accounts become January 1 to December 31.

Therefore, the Committee directs the Departments and agencies funded under this bill to provide it with a report on September 15th of the funds it expects to obligate in the "fifth quarter" made available in this bill and a report on January 15th of the funds actually obligated in this "fifth" quarter".

Response: The Department will provide the Committee with the required report on September 15th of the funds it estimates obligating during this "fifth" quarter and a follow-up report on January 15, 2001 of the funds actually obligated. For 1999, the Department reported to Congress that it would use the authority only for the Web Based Education Commission. Congress, however, reappropriated the funds in the FY 2000 Omnibus Appropriations bill making the funds available through September 30, 2000.

Significant Items in FY 2000 Appropriations Reports

Outlay Monitoring

House: The Committee compliments the Department for implementation of its Grant Administration and Payment System (GAPS), which enables the Department to identify and track separately the actual rate of budget outlays at the program level and provides an opportunity for improving budget outlay estimates. However, the Committee remains concerned that the Department's Office of Budget Service is only using this system for technology grants, and may therefore be mis-estimating outlays in other program areas. The Committee therefore directs the Office of Budget Service to utilize GAPS to systematically monitor program outlay data and use this information to adjust spendout rates at the account level to reflect actual program-level data.

Response: The Department's Budget Service incorporated outlay data from GAPS when it performed the annual outlay reconciliation exercise at the end of FY 1999. The outlay reconciliation exercise involves attributing the actual outlays reported by Treasury at the account level to the specific programs, projects and activities within the account. Fiscal Year 1999 was the first complete fiscal year for which data from GAPS were available to be used for identifying and tracking program outlays (GAPS was only available for 5 months in FY 1998). We obtained information on the cumulative outlays as of September 30, 1999, by program. We used this data as the basis for reconciling actual FY 1999 outlays and projecting future outlays of prior budget authorities for all department programs, projects and activities. Since, historically, the Department, OMB, and CBO have been reluctant to make significant outlay rate changes on the basis of a single year's experience, we plan to continue to use the outlay information we now have available to monitor the program-level and the account-level outlay patterns for consideration in future outlay rate changes.

Performance and Outcome Measures

House: The Committee believes that GPRA will not be successful until the Department manages itself based on programmatic performance and outcomes. These measures should become the primary management tool for resource allocation and the evaluation of program and individual performance. The Committee expects that the Department will be prepared to testify during the fiscal year 2001 cycle on how programmatic performance and outcome measures are being established and implemented as an integral part of management. Such testimony should include:

Significant Items in FY 2000 Appropriations Reports

How outcome measures and programmatic performance goals are being established for individual offices and how they are held accountable for the achievement of these goals;

How such data is used as part of the Department's overall personnel system; and

How actual performance is measured against these goals and the kinds of incentives, both positive and negative, that are in place to assure the achievement of overall goals.

Response: The Department's Strategic and Annual Performance Plans have been recognized as among the top in the Federal government. Much has been accomplished over the last few years to integrate performance measurement into program, policy and management decisions in support of the goals and objectives outlined in the Plans.

Most of the Annual Plan performance indicators now have baseline measures for multiple years to provide a basis for judging both short-term and long-term progress. Most programs also have baseline performance measures to assess program outcomes and provide accountability of resources to determine the Department's success in achieving its educational objectives.

The Deputy Secretary implemented performance agreements with each of the Senior Officers of the Department that incorporate the relevant programmatic goals and objectives of the Strategic Plan for each office. The agreements are a means of strengthening the link between individual performance and expectations for achieving the programmatic results outlined in the Annual Plan. The Senior Officers meet regularly with the Deputy Secretary to discuss performance and program accomplishments and identify problems as they arise. Progress is measured through the Department's performance appraisal process.

Program administration
(DEOA sections 202, 204, 205, 206, 207, 209, 210 and 211)

FY 2001 Authorization ($000s):Indefinite

	2000	2001	Change
Personnel costs	$223,942	$238,914	+$14,972
Non-personnel costs	158,992	174,270	+15,278
Total	382,934	413,184	+30,250
FTE	2,731	2,761	+30

PROGRAM DESCRIPTION

The Program Administration account provides a significant portion of the funding and staff to administer the Department's programs and activities in the following program and staff offices:

Program offices:

Office of Postsecondary Education
Student Financial Assistance
Office of Elementary and Secondary Education
Office of Bilingual Education and Minority Languages Affairs
Office of Special Education and Rehabilitative Services
Office of Vocational and Adult Education
Office of Educational Research and Improvement

Staff offices:

Office of the Secretary
Office of the Deputy Secretary
Office of the Under Secretary
Office of the General Counsel
Office of Intergovernmental and Interagency Affairs
Office of Legislation and Congressional Affairs
Office of Management
Office of the Chief Financial Officer
Office of the Chief Information Officer
Advisory Committee on Student Financial Assistance

PROGRAM ADMINISTRATION

The funding and staff to administer postsecondary education Federal credit programs are provided in those program accounts.

Funds appropriated for Program Administration provide personnel compensation and benefits for Department staff and pay for travel, rent, mail, telephones, utilities, printing, information technology, contractual services, equipment, supplies, and other Departmental services.

Funding levels for the past 5 fiscal years were:

	($ 000s)
1996	329,183
1997	328,898
1998	343,914
1999	364,521
2000	382,934

FY 2001 BUDGET REQUEST

For presentation purposes, the administrative costs and FTE financed by the Program Administration account are included in the total costs discussed in the Salaries and Expenses Overview.

PROGRAM ADMINISTRATION

Full-time Equivalent Employment (Staff Years)

OFFICE	1999	2000	2001	CHANGE FROM 2000 TO 2001
Postsecondary Education	214	230	230	0
Student Financial Assistance	275	325	325	0
Elementary and Secondary Education	246	261	281	20
Bilingual Education and Minority Languages Affairs	46	49	49	0
Special Education and Rehabilitative Services	354	365	365	0
Vocational and Adult Education	115	122	122	0
Educational Research and Improvement	342	325	325	0
Secretary	104	102	102	0
Deputy Secretary	30	25	25	0
Under Secretary	121	127	127	0
General Counsel	94	99	99	0
Intergovernmental/Interagency Affairs	114	112	112	0
Legislation and Congressional Affairs	22	23	23	0
Management	195	203	203	0
Chief Financial Officer	268	268	273	5
Chief Information Officer	53	88	93	5
Student Financial Aid Advisory Council	7	7	7	0
Total	2,600	2,731	2,761	30

PROGRAM ADMINISTRATION

Summary of Budget Authority by Principal Office
($000S)

OFFICE	1999	2000	2001	CHANGE FROM 2000 TO 2001
Postsecondary Education	22,298	21,317	22,286	969
Student Financial Assistance	51,144	57,947	59,247	1,300
Elementary and Secondary Education	21,233	24,448	28,334	3,886
Bilingual Education and Minority Languages Affairs	3,766	4,160	4,379	219
Special Education and Rehabilitative Services	29,490	32,025	33,742	1,717
Vocational and Adult Education	9,489	10,823	11,590	767
Educational Research and Improvement	36,459	34,301	38,940	4,639
Secretary	10,254	10,459	11,023	564
Deputy Secretary	2,923	2,710	2,863	153
Under Secretary	14,179	15,251	15,757	506
General Counsel	9,724	10,680	11,227	547
Intergovernmental/Interagency Affairs	12,105	13,606	14,344	738
Legislation and Congressional Affairs	1,624	1,759	1,853	94
Management	18,495	19,675	20,436	761
Central Support	49,600	54,292	57,471	3,179
Chief Financial Officer	35,123	38,028	43,316	5,288
Chief Information Officer	4,561	7,901	8,690	789
Central ADP/Telecommunications	30,669	22,712	26,830	4,118
Advisory Committee on Student Financial Assistanc	765	840	856	16
Unobligated	1,269			
Lapse [1]	743			
Total Budget Authority	365,913	382,934	413,184	30,250

[1] Section 515 of P.L. 105-277 made funds appropriated in FY 1999 available until December 31, 1999. The Department did not obligate any annual funds appropriated in 1999 after September 30, 1999.

Clinton Presidential Records
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This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

Divider Title: **OFFICE FOR CIVIL RIGHTS**

Department of Education

OFFICE FOR CIVIL RIGHTS

Fiscal Year 2001 Request

CONTENTS

OFFICE FOR CIVIL RIGHTS

For expenses necessary for the Office for Civil Rights, as authorized by section 203 of the Department of Education Organization Act, [$71,200,000] <u>$76,000,000</u>. *(Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriations Act, 2000 (P. L. 106-113).)*

OFFICE FOR CIVIL RIGHTS

Amounts Available for Obligation
($000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	$66,000	$71,200	$76,000
Unobligated balance expiring	-52	0	0
Total, direct obligations	65,948	71,200	76,000

OFFICE FOR CIVIL RIGHTS

Obligations by Object Classification
($000s)

	Object Class	1999	2000	2001	Change from 2000 to 2001
11.1	Full-time permanent	39,668	41,972	44,080	2,108
11.31	Full-time temporary	1,156	304	551	247
11.32	Part-time	905	1,382	1,000	(382)
11.51	Overtime	11	20	20	0
11.52	Awards	405	400	400	0
	Compensation subtotal	42,145	44,078	46,051	1,973
12	Benefits	8,669	9,520	9,670	150
13.1	Benefits for former personnel	1	0	0	0
	Comp/benefits subtotal	50,815	53,598	55,721	2,123
21	Travel	1,219	1,400	1,400	0
22	Transportation of things	1	10	11	1
23.1	Rental Payments to GSA	4,636	4,767	4,909	142
23.31	Communications	1,181	1,701	1,674	(27)
23.32	Postage/fees	50	50	100	50
	Subtotal 23	5,867	6,518	6,683	165
24	Printing & Reproduction	140	357	488	131
25.1	Advisory and Assistance Svcs	66	200	250	50
25.21	Other Services	392	255	475	220
25.22	Training/Tuition/Contracts	612	801	1,062	261
25.3	Goods/Services from Gov't	1,192	1,461	1,640	179
25.7	Operations/Maint of Equipment	75	120	150	30
25.72	ADP Services/Contracts	2,896	4,112	4,833	721
	Subtotal 25	5,233	6,949	8,410	1,461
26	Supplies	454	302	283	(19)
31.1	ADP Equipment/Software	1,288	1,450	2,160	710
31.3	Other Equipment	77	449	730	281
	Subtotal 31	1,365	1,899	2,890	991
32	Building Alterations	839	167	114	(53)
41.1	Grants 1/	10	0	0	0
43.1	Interest and Dividends	5	0	0	0
	Total, Direct Obligations	65,948	71,200	76,000	4,800

1/ Reflects amount contributed in support of data analysis activities funded with the Department's Office of Educational Research and Improvement and the National Academy of Science's Board of Testing and Assessment.

OFFICE FOR CIVIL RIGHTS

Summary of Changes
($000s)

2000	....	$71,200
2001	....	76,000
	Net Change............................	+4,800

	2000 base	Change from base
Increases:		
Built in:		
Increase in personnel compensation for annualization of the 4.8 percent FY 2000 pay raise and proposed 3.7 percent FY 2001 pay increase	$44,078	+$1,973
Increase in benefits for the Department's share of health, retirement and other benefits	9,520	+150
Program:		
Increase in rental payments due to a projected rent rate increase and a revised GSA methodology in calculating rates	4,767	+142
Increase in postage/fees due to a recalculation based on actual mailing costs	50	+50
Increase in printing and reproduction for printing technical assistance materials and duplicating publications for disabled recipients of Federal financial assistance	357	+131
Increase in advisory and assistance services to hire experts such as statisticians, psychometricians, and subject matter experts to assist in the growing number of complex cases	200	+50
Increase in other services contracted primarily for training services/consulting, conference space rentals, security guard services, and moving expenses for the Kansas City enforcement office move	255	+220

OFFICE FOR CIVIL RIGHTS

Summary of Changes
($000s)

	2000 base	Change from base
Increases:		
Program:		
Increase in training primarily for enforcement office staff to improve technology skills and to retrain current staff in support of OCR's changes in the complaint resolution process	$801	+$261
Increase in interagency services from GSA primarily for overtime utilities such as heating and air conditioning, the Federal Audit clearinghouse, and career counselor and health unit services	1,461	+179
Increase in ADP processing services/contracts to cover OCR's share of the Department's network support contracts (increase of $531,000) and computer processing costs for data collection and surveys used to assess civil rights compliance, primarily the Elementary and Secondary Education School Civil Rights survey (increase of $190,000)	4,112	+721
Increase in ADP equipment and software primarily for the upgrade/replacement of personal computers to comply with Departmental standards and to support development of technology intervention to better implement and manage existing computerized systems	1,450	+710
Increase in other equipment to replace old and outdated office furniture for headquarters and the GSA mandated move of the Washington DC/Metro enforcement office	449	+281
Small increases for transportation of things ($1,000) and operations/maintenance of equipment ($30,000)	130	+31
Subtotal, increases		+4,899

OFFICE FOR CIVIL RIGHTS

Summary of Changes
($000s)

	2000 base	Change from base
Decreases:		
Program:		
Decrease in building alterations primarily in the enforcement offices because major renovations during 2000 will be completed	$167	-$53
Small decreases in telecommunications ($27,000) and office supplies ($19,000)	2,003	-46
Subtotal, decreases		-99
Net change		+4,800

OFFICE FOR CIVIL RIGHTS

Authorizing Legislation
($000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Civil rights (DEOA, Section 203)	Indefinite	$71,200	Indefinite	$76,000

OFFICE FOR CIVIL RIGHTS

Apropriations History
($000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	$56,000	54,400	50,965	53,625
1993	61,400	56,857	56,237	56,402
1994	56,570	56,570	56,570	56,570
1995	61,457	58,325	58,325	58,325
1995 Rescission				-89
1996	62,784	55,451	55,451	55,277
1997	60,000	54,171	54,171 1/	54,900
1998	61,500	55,449	57,522	61,500
1999	68,000	61,500	63,500	66,000
2000	73,262	66,000	71,200	71,200
2001	76,000			

1/ Reflects Senate Committee action.

OFFICE FOR CIVIL RIGHTS

Significant items in FY 2000 Appropriations Reports

Interpretation/Report on Title IX and Same Gender Education Programs

Senate: The Committee is concerned about the Department's interpretation and application of Title IX of the 1972 Education Amendments Act with regard to same gender education programs. The Committee, therefore, urges the Department to review its regulations and policies to ensure that if funds are used for students to participate in any education reform projects that provide same gender schools or classrooms, comparable educational opportunities are offered for students of both sexes. The Committee further directs the Department to report to Congress within 90 days of enactment of this act on the actions taken on this issue.

Response: The Office of the General Counsel (OGC) has the lead responsibility for this project and is currently working to prepare the Title IX report for submission in March as required.

Civil Rights
(DEOA, section 203)

FY 2001 Authorization ($000s): Indefinite

Budget authority ($000s):

	2000	2001	Change
Personnel	$53,598	$55,721	+$2,123
Non-Personnel	17,602	20,279	+2,677
Total	71,200	76,000	+4,800
FTE	724	724	0

PROGRAM DESCRIPTION

The Office for Civil Rights (OCR) enforces Federal civil rights laws and implements regulations that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in all programs and institutions that receive financial assistance from the Department. These laws are:

- Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination; e.g., segregated schools, racial harassment, disparate treatment on the basis of race);
- Title IX of the Education Amendments of 1972 (prohibiting sex discrimination; e.g., sexual harassment, disparate treatment on the basis of gender);
- Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination; e.g., exclusion from participation or disparate treatment on the basis of disability);
- Age Discrimination Act of 1975 (prohibiting age discrimination; e.g., exclusion from participation on the basis of age); and
- Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination in State and local government services—whether or not programs receive Federal financial assistance).

OCR is also charged with carrying out civil rights provisions in Title V, Part A, of the Elementary and Secondary Education Act (the Magnet Schools Assistance program), and providing technical assistance to Federal award recipients and beneficiaries, the public, and other organizations in order to obtain voluntary compliance with civil rights laws.

These civil rights laws extend to a wide range of Federal recipients, including: all State educational agencies; approximately 15,000 local educational agencies; nearly 10,000 postsecondary institutions, including proprietary schools and community colleges; 82 State rehabilitation agencies and their subrecipients; as well as other institutions that receive Department of Education financial assistance, such as correctional institutions. More than 66 million students are beneficiaries of the financial assistance these institutions and agencies receive from the Department.

OCR also provides information to the public on its activities, including assistance on how to file complaints. In FY 1999, over half of the complaints filed with OCR alleged discrimination on the basis of disability, as shown in Figure 1.

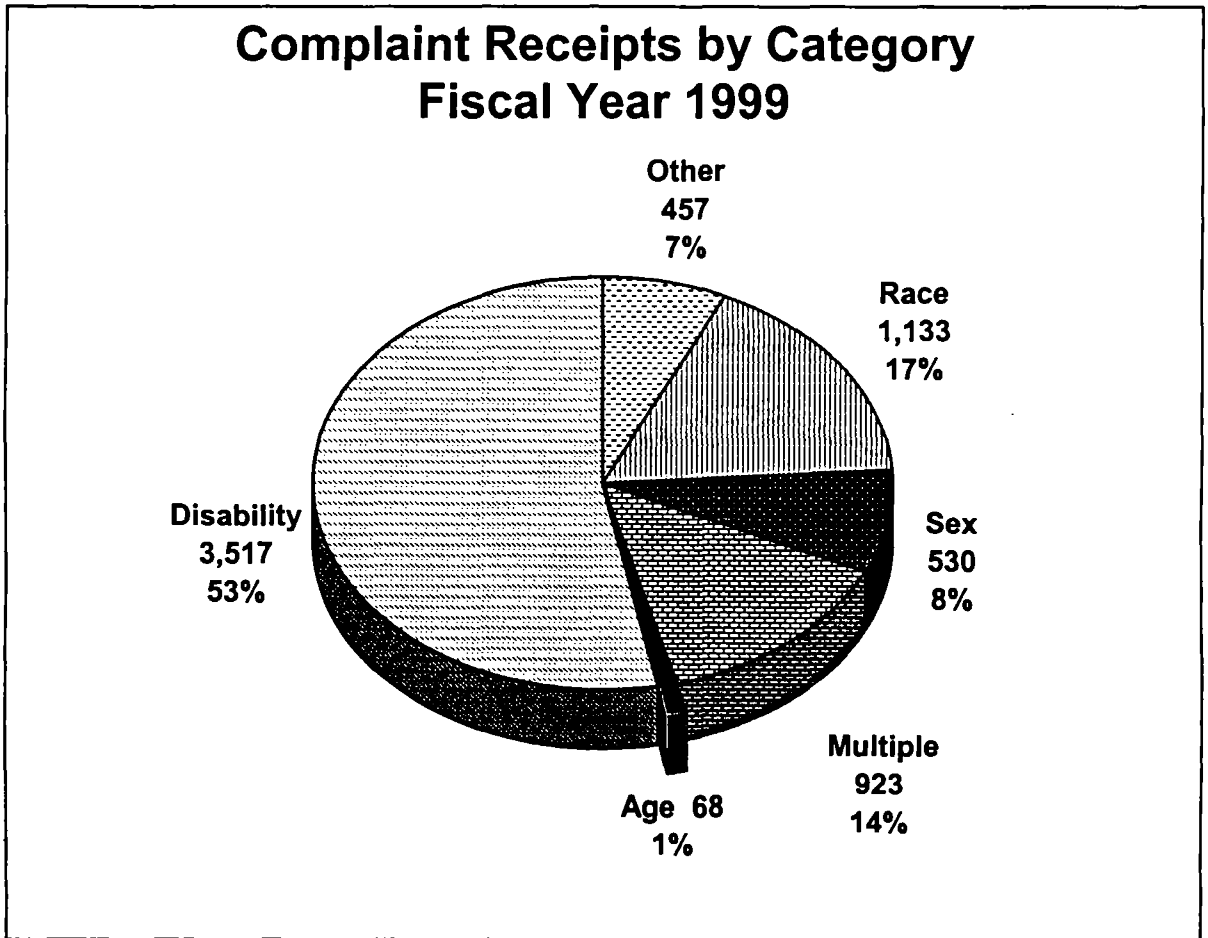


Figure 1

During FY 1999, OCR resolved complaints, monitored the implementation of resolution agreements, initiated high-impact compliance activities, including collaborative efforts with State and local education agencies, created partnerships with parents and responded to thousands of requests for technical assistance. OCR's primary interest is in collaboration, not confrontation. As a result, OCR has fostered numerous collaborative relationships with school districts, colleges, and universities to identify and resolve problems of mutual concern.

Funding levels for the past 5 fiscal years were:

	($ in 000s)
1996	$55,277
1997	54,900
1998	61,500
1999	66,000
2000	71,200

FY 2001 BUDGET REQUEST

The total FY 2001 request is $76 million, a net increase of $4.8 million or 6.7 percent over the FY 2000 level and a proposed staffing level of 724 FTE. The distribution of the requested funds is shown in Figure 2.

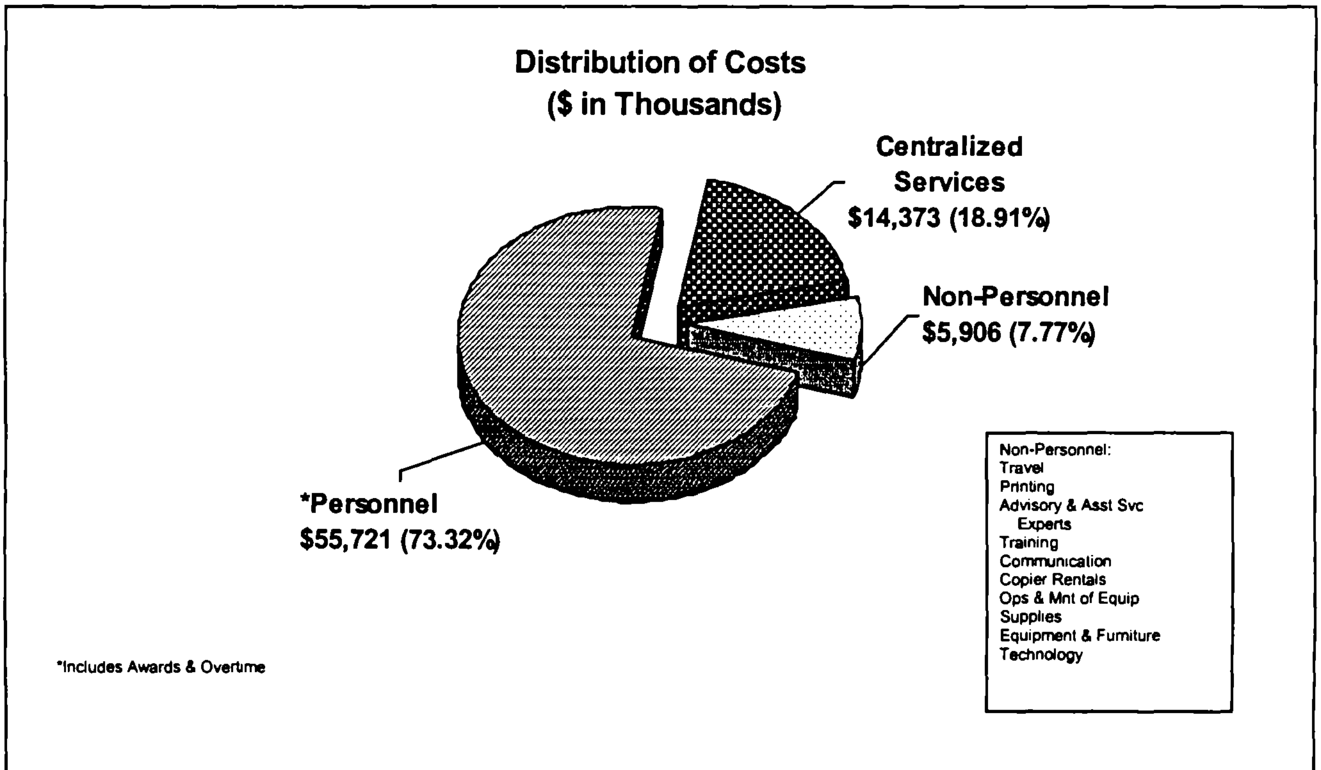


Figure 2

Personnel Costs

Approximately 73 percent, or $55.721 million, of the total FY 2001 request is for personnel compensation and benefits (PC&B) to support a staffing level of 724 FTE, the same as the FY 2000 FTE level. The PC&B request of $55.721 million, an increase of $2.123 million over the FY 2000 level, will support OCR's proposed staffing level and annualization of the 4.8 percent FY 2000 pay raise including locality pay, the proposed 3.7 percent Government-wide FY 2001 pay raise, and increases in employee benefits for OCR's share of worker's compensation, retirement, health, and other benefits.

Non-Personnel Costs

OCR must not only support 724 FTE, but also ensure that staff have sufficient resources to meet the Office's mission by conducting a viable civil rights compliance and enforcement program. The total request for non-personnel activities in FY 2001 is $20.279 million, an increase of $2.677 million over the FY 2000 level.

The request for non-personnel activities in FY 2001, excluding departmental centralized services, is $5.906 million, an increase of $1.124 million over the FY 2000 level of $4.782 million. The requested non-personnel funds will ensure essential program support to maintain an adequate level of activity for on-site investigations and monitoring, to acquire outside experts necessary to resolve some particularly complex cases, to provide technical assistance materials and publications to recipients, as well as to provide timely and substantive responses to inquiries from the public and Congress. OCR plans to focus these resources on helping to educate the public about their rights and responsibilities, thereby, empowering students, parents, and recipients to resolve issues of securing equal access to quality education at the local level (Goal 2 of OCR's Strategic Plan).

The FY 2001 request for non-personnel activities, other than departmental centralized services, provides funding for the following:

- $1.4 million for travel to gather data, conduct interviews, negotiate and/or mediate resolution or corrective action, and monitor corrective action in complaints and reviews. Other travel costs include required meetings with recipients and beneficiaries, responses to requests for technical assistance, training activities for field office staff, travel to conferences, management planning meetings, and opportunities for field-based staff and managers to meet and ensure consistency on legal and program issues. By conducting such activities, OCR can have a positive impact on the greatest number of students (Goal 1 of OCR's Strategic Plan).

- $724,000 in training to invest in staff development because staff duties and responsibilities and the manner in which OCR conducts business has changed dramatically over the last five years. OCR is emphasizing mediation and negotiation in its complaint resolutions, which necessitates significantly different skills than those required by traditional investigative activities. OCR is also setting higher standards for its staff in the creation of legally and educationally sound case resolutions, which will require additional program training (Goal 3 of OCR's Strategic Plan).

- $1.109 million for ADP services/contracts to support legal research services (Lexis-Nexis) and on-going surveys and data collection projects, primarily the Elementary and Secondary Civil Rights Compliance Report (E&S survey). As planned in FY 2000, OCR will conduct a comprehensive/universal survey of public school districts. The last comprehensive E&S survey was conducted in 1976, almost 25 years prior. In the intervening years, OCR has only randomly sampled approximately one-third of the Nation's school districts every two years, resulting in some school districts having not been surveyed in several survey cycles. The acquisition of universal baseline data in the year 2000 will provide a demographic picture of the nation's at-risk students, facilitate the transition to the OMB revised racial/ethnic categories, and provide baseline for evaluation by a wide range of public and private human resource and education research organizations. Data from the E&S survey are requested and used extensively by OCR, other parts of the Department, other Federal agencies, advocacy groups, educational institutions, and researchers for a variety of purposes, such as identifying trends and targeting civil rights problems. OCR's survey data are nationally recognized for their reliability, and in many instances, OCR is the only source for these data. In FY 2001, OCR plans to complete activities associated with the 2000 E&S survey, including data entry, processing, and validation; developing State and national data profiles and making the data accessible on the Web, as well as initiate activities associated with the 2002 E&S survey. (Goal 1 of OCR's Strategic Plan)

- $962,000 for ADP equipment and software to replace one-third of the personal computers to comply with Department standards; enhance internet and intranet capabilities; enhance a computer-based electronic document management system; and increase video-conferencing as a travel cost reduction tool. OCR has improved management efficiency and customer service through increases in technology, which helps OCR meet all of the objectives of Goal 4 of the Department's Strategic Plan. Accomplishments include faster document production, more timely dissemination within and among the 12 enforcement offices and headquarters, and better communication with recipients and complainants. However, OCR needs continued development of technology intervention to better implement and manage existing computerized systems. Continued investment in technology includes purchasing better computers for storage, retrieval, archiving and networking of information within and outside of OCR.

- $1.711 million for other activities such as printing for technical assistance materials and publications to assist recipients ($354,000), hiring of statisticians and subject matter experts ($250,000), maintenance and operations of equipment ($129,000), lease agreements for photocopy machines ($193,000), supplies and other related non-personnel activities ($284,000), new office furniture in response to reasonable accommodation requests and building renovation plans in enforcement offices ($341,000), and other contractual services ($160,000).

Departmental Centralized Services

Almost 71 percent of the total non-personnel costs requested are to cover OCR's share of the Department's centralized services. The FY 2001 request is $14.373 million, an increase of $1.553 million or 12 percent over the FY 2000 level for expenses associated with other non-personnel costs. These expenses include costs for services such as rent to GSA ($4.909 million); telecommunications ($1.477 million); ADP processing services and contracts ($4.922 million) to cover OCR's share of the Department's network support contracts; and interagency agreements for administrative services ($1.625 million) such as payroll processing, guard services, and security investigations provided by other Federal agencies.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired interim and end targets are identified for each performance indicator where a baseline has been established. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this and other programs supporting the performance goals and objectives.

Performance goal: To ensure equal access to education for all students through the vigorous enforcement of civil rights.

Objective 1: To eliminate discriminatory educational practices within schools.

Indicator	1999	2000	2001	2002
Increased compliance. The number of recipients of Federal funds (e.g. school districts, postsecondary institutions, State educational agencies) that change policies, procedures, or practices to comply with Federal civil rights law increases. *Baseline: 1,378 recipients. During FY 1998, approximately 1,013 school districts, 22 State education agencies with 2,936 school districts, 233 postsecondary institutions and 2 State systems of higher education changed policies, practices, and procedures to comply with Federal civil rights law.* Starting in FY 1999, OCR measured positive change in all OCR activities.	1,563 recipients. Approximately 1,152 school districts, 5 State education agencies with 6,670 school districts, 403 postsecondary institutions and 2 State systems of higher education	>1,378 recipients	>1,378 recipients	>1,378 recipients

	1999	2000	2001	2002
Number of students affected. The estimated number of students positively affected by OCR's work increases. *Baseline: In FY 1998, OCR achieved positive change in complaints and compliance reviews that resulted in equal access to education for more than 5,900,000 students.* Starting in FY 1999, OCR measured positive change in all OCR activities.	6,571,725	>5,900,000	>5,900,000	>5,900,000

Data for these indicators are gathered from OCR's Case Information System.

Objective 2: To empower parents and students to learn to resolve problems of securing equal access to quality education.

Indicator	1999	2000	2001	2002
Successful partnerships. The number of partnerships with parents that lead to civil rights compliance increases. *Baseline: 18 partnerships. OCR's Case Information System was changed in FY 1999 to collect this information for the first time.*	18	>18	>18	>18

Data for this indicator are gathered from OCR's Case Information System.

Objective 3: To obtain results by the efficient management of civil rights compliance activities.

Indicator	1999	2000	2001	2002
Complaints are resolved efficiently. Eighty percent [80%] of the complaints are resolved within 180 days of receipt. *Baseline: During FY 1997, 80% of the complaints were resolved within 180 days of receipt.*	80%	80%	80%	80%

Data for this indicator are gathered from OCR's Case Information System.

FY 2001 PRIORITIES UNDER THE STRATEGIC PLAN

The Department of Education's Office for Civil Rights is the primary Executive Branch agency responsible for ensuring equal access to education and enforcing civil rights laws in educational institutions receiving Federal financial assistance. OCR's mission is closely aligned with the Department's mission of ensuring equal access to education and promoting educational excellence throughout the Nation. Since 1994, OCR has implemented a strategic plan to achieve its mission through the vigorous enforcement of civil rights laws. Three specific strategic plan goals guide OCR activities:

- Make a Positive Impact on Student's Lives. OCR utilizes its resources to maximize the positive impact on the lives of students by using collaborative approaches and encouraging parental involvement in the resolution of civil rights issues.

- Empower Students and Parents. A key element of OCR's enforcement strategy involves educating students and parents about their rights and responsibilities and creating networks among recipients, beneficiaries, and community groups for the purpose of achieving the shared goal of civil rights compliance. For example, OCR has encouraged parental involvement in monitoring voluntary action plans that are developed as a corrective action measure resulting from compliance reviews or complaint investigations. The inclusion of parties traditionally excluded from such activities requires that OCR provide technical assistance and clearly articulated policy guidance that explain the Federal laws and the standards that OCR applies.

- Investment in People (OCR Staff). The core component of quality case resolution requires a significant focus on the training of OCR staff who are required to meet an enhanced level of competency. Civil rights training may take the form of OCR workshops, advanced technology training, and college or university courses that will develop the level of analytical skills to enable OCR to use limited resources to maximum capacity. The FY 2001 request includes funds to provide training for new employees, primarily attorneys and investigative staff, to increase efficiency and effectiveness in OCR's case processing activities.

These goals and objectives are integral to the Department's Strategic Plan. In short, OCR's work is the foundation upon which the Department works to achieve its mission of ensuring equal access to education and promoting educational excellence throughout the Nation.

Alignment of Operational Processes and Resources

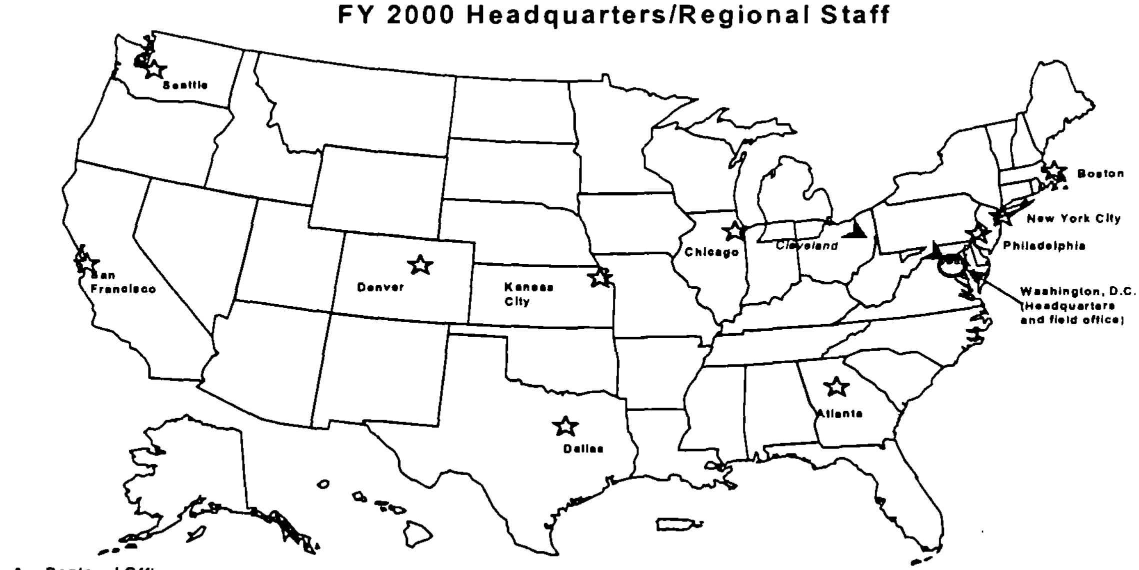
In recent years, OCR implemented several initiatives to improve its efficiency and effectiveness, including but not limited to the following:

- Organizational Structure. As shown in Figure 3, OCR currently has a headquarters office located in Washington, DC, and four enforcement divisions, each of which is comprised of three field offices. The twelve field offices are located in large cities throughout the Nation and currently make up 88 percent of OCR's staff, its most vital resource. Case resolution teams in the field offices, comprised of attorneys, investigators, and support staff, are the organizational units responsible for resolving complaints of discrimination.

- Twelve percent of OCR's staff is located in its headquarters office in Washington, DC. A small Office of the Assistant Secretary provides overall leadership and coordination for OCR's four enforcement divisions. A program/legal group supports the work of the enforcement divisions and assists in policy development and data collection, analysis, and dissemination. The group also helps ensure that equity issues are appropriately addressed within Department programs and initiatives, and among Federal agencies. A resource management group supports the agency, as well as the public, in the areas of customer service, information technology, budget and management of OCR staff.

- The realigned functions of headquarters staff place an increased emphasis on service and support to field offices and coordination within the Department and among Federal agencies. This emphasis ensures equity interests are met in policy making and that essential linkages are created to agencies with overlapping functions to ensure that Federal agencies are aligned on major crosscutting policy issues.

OFFICE FOR CIVIL RIGHTS
FY 2000 Headquarters/Regional Staff



Regional Offices
Field Offices

Eastern Division	:	135 FTE includes New York, Philadelphia, Boston
Southern Division	:	205 FTE includes Wash., D.C field office, Atlanta, Dallas
Midwestern Division	:	137 FTE includes Cleveland field office, Chicago, Kansas City
Western Division	:	163 FTE includes Seattle, San Francisco, Denver
Headquarters		84 FTE
Total Ceiling	:	724 FTE

Figure 3

- Simplified and improved customer service. OCR will continue to improve and refine its customer service program. More than 500 students, parents, and educators contact OCR staff for information and assistance each week. During FY 1999, OCR completed a study of 144 private companies and a number of Federal agencies rated as top customer service organizations. The study offers methods for advancing nine components of a comprehensive customer service strategy. During FY 1999 and FY 2000, OCR will translate the study's research implications into action steps for improving the quality of service for OCR's customers, partners, and stakeholders.

- Enhanced technology capacity. OCR needs the capacity to continue to leverage technology to realize maximum benefits. In recent years, OCR has used technology and process reengineering to improve productivity and customer service by: streamlining processes and simplifying work flows; automating tasks previously done by staff; and working smarter by enabling teams with increased access to information. Technology has also facilitated information sharing and staff collaboration across the country. OCR's planned Intranet activities, including authoring tools will enable staff to work collaboratively on documents. OCR plans to use Web technology to improve information sharing and collaboration with and among staff and its customers. OCR also plans to invest in staff training to ensure that its workforce is not only technically ready and capable of using the new tools, but also prepared and committed to make the necessary cultural shift in how OCR conducts business.

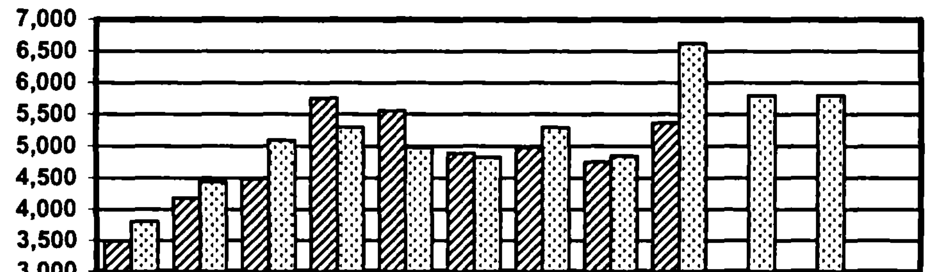
- Emphasis on collaboration and partnership. Extensive emphasis on collaborative approaches with State and local education agencies has advanced OCR's effort to eliminate or prevent barriers to equal opportunity. OCR has also fostered partnerships between parents and other stakeholders with an interest in ensuring that all students have equal access to quality education. This "people approach" to resolving issues of discrimination is very effective, but labor intensive. OCR is committed to using collaboration and partnership to help recipients achieve compliance.

Accomplishments, Initiatives, and Priorities

OCR's customers expect OCR to resolve complaints in a timely and thorough manner, to conduct high impact enforcement activities, monitor resolution agreements, and provide technical assistance and information to facilitate collaborations among stakeholders to solve problems impacting on equal access to quality education. OCR continues to meet and exceed its customer's interests.

- During FY 1999, OCR had a complaint workload of 8,278 cases (6,628 new complaints and 1,650 complaints pending from FY 1998). These complaints were filed by students, parents, and others against institutions at all levels of education and represented a wide range of civil rights issues. OCR staff resolved 5,369 of these cases during FY 1999. More than 80 percent of the complaints were resolved within 180 days. During FY 1999, there were 2,520 cases in monitoring. (A chart showing the number of complaint receipts and resolutions since FY 1991 is shown in Figure 4.)

Complaint Receipts and Resolutions
FY 1991 - FY 2001



	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Resolutions	3,497	4,180	4,484	5,751	5,559	4,886	4,981	4,753	5,369			
Receipts	3,809	4,432	5,090	5,302	4,981	4,828	5,296	4,847	6,628	5,800	5,800	

Resolutions
Receipts

Figure 4

- Race Initiative Activities – OCR has vigorously initiated and participated in programs and activities to carry out the Secretary of Education's agenda on the Presidential Race Initiative. OCR, through collaborative efforts with other Departmental components, local educational institutions and organizations, is an active participant in several race-initiative activities nationwide. OCR's offices have put this initiative at the forefront of their priorities and have conducted numerous activities including: Affirmative Action Conferences in November 1998, January and March 1999; participating in an ED-funded Forum on Testing and Equity in Collaboration with the Office of Elementary and Secondary Education (OESE); and co-hosting the 25th Celebration of Section 504 of the Rehabilitation Act of 1973 on December 8, 1998. Also, OCR offices have a number of on-going activities including diversity and race-initiative teams, book clubs, select videos and dialogue/feedback sessions, and facilitated dialogue sessions. Recently, in conjunction with the National Association of Attorneys General, OCR published and disseminated to all school districts nationwide a resource manual entitled, "Protecting Students from Harassment and Hate Crimes: A Guide for Schools." Addressing racial harassment and race-based hate crimes in the context of a broader array of bias-related issues, the manual provides practical information to elementary and secondary educators and lawyers. During FY 2000, OCR will be publishing pamphlets on "Nondiscrimination in Testing", and "Test Use and Civil Rights."

- Departmental Collaboration on Data Collection – OCR is collaborating with other components to ensure consistent, coordinated data collection across the Department. An example is OCR's collaboration with the Office of Special Education and Rehabilitative Services and the National Center for Education Statistics to establish the option for States to submit all data related to children with disabilities to a single data collection point within the Department. This "one-stop-shopping" option will be offered to States in time for reporting Fall 2000 data.

- Charter Schools – OCR is partnering with the Public Charter School Program, the Office of General Counsel, and various charter school associations to provide charter schools with information and materials to evaluate whether or not all students have equal access to the high quality program offered by their school.

- Magnet Schools – OCR will continue its role in the Department's Magnet School Assistance Program (MSAP), a 3-year grant program. FY 2001 is an initial funding year, and OCR will be responsible for certifying the civil rights eligibility of MSAP applicants. As in past years, OCR expects to be providing extensive technical assistance to school districts that will be submitting applications for MSAP funding.

- Sexual Harassment – OCR will be issuing a Dear Colleague letter, along with Questions and Answers, to all school districts, colleges and universities regarding sexual harassment in light of recent Supreme Court cases.

- Issue Networks – The networks, comprised of OCR staff around the country, focus on 10 program areas of concern, including: gifted and talented education; racial harassment/discipline; minorities and special education; English language learners; disability; high stakes testing and assessment; elementary and secondary desegregation; athletics; affirmative action; and First Amendment issues. The purpose of the networks is: to build knowledge and expertise in each issue area; to coordinate and enhance the ability to resolve cases; to identify and share best practices; to enhance OCR ability to identify and obtain strong remedies; to help OCR refine its case resolution approaches; and to develop ways to monitor resolution agreements more effectively.

- NAAG Guide – OCR and the National Association of Attorneys General (NAAG) published "Protecting Students form Harassment and Hate Crimes: A Guide for Schools," in January 1999, before the tragedy in Littleton Colorado. As a result of its availability on the Web, comprehensive strategies for preventing hate crimes in school are immediately accessible to recipients.

- Testing – In FY 2000, OCR will publish a resource guide regarding high stakes decisions based on standard tests. For use by educators and policy makers, it will include legal and psychometric principles to guide good decision making and accurate judgements regarding opportunities for students.

- Technology – OCR's Technology Advisory Board (TAB) was chartered in December 1998. The Board coordinates national strategic planning on technology to ensure that technology funding decisions are integrally related to program objectives, that they support OCR's capacity to respond to the information resource needs of students, parents, and other customers, and that they enhance staff development opportunities. The TAB has also initiated the following activities: the Internet Redesign Group, the Intranet Network Group, the Case Management Information System, and capital investment technology procedures for use by OCR managers.

- Team Models – Expanding on the practice of using teams for case resolution activities, OCR is applying the team concept to managing entire offices. One successful application of this practice is an OCR field office where a flexible, team-based approach is used when assigning work, so that maximum use is made of the range of staff skills and expertise. The resulting efficiency in case processing has reduced the average number of open cases per staff member even though complaint receipts are higher than in previous years and has enabled the office to place more emphasis on innovative, high impact compliance activities. OCR is building on this success by sharing these strategies throughout the organization.

PROGRAM OUTPUT MEASURES

	1998	1999	2000	2001
Complaints received	4,847	6,628	5,800	5,800
Complaints resolved	4,753	5,369	N/A	N/A
Prior complaints (carry-over from previous fiscal year)	1,556	1,650	2,887	N/A
Cases in monitoring	1,776	2,520	N/A	N/A

Clinton Presidential Records
Digital Records Marker

Divider Title: **OFFICE OF THE INSPECTOR GENERAL**

Department of Education

OFFICE OF THE INSPECTOR GENERAL

Fiscal Year 2001 Budget Request

CONTENTS

OFFICE OF THE INSPECTOR GENERAL

For expenses necessary for the Office of the Inspector General, as authorized by section 212 of the Department of Education Organization Act, [$34,000,000] $36,500,000. (*Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriation Act, 2000 (P.L. 106-113)*.)

OFFICE OF THE INSPECTOR GENERAL

Amounts Available for Obligation
($000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	$31,242	$34,000	$36,500
Unobligated balances expiring	-136	0	0
Total, direct obligations	31,106	34,000	36,500

OFFICE OF THE INSPECTOR GENERAL

Obligations by Object Classification
($000s)

		1999	2000	2001	Change from 2000 to 2001
11.1	Full-time permanent	16,342	17,144	18,084	940
11.31	Full-time temporary	817	874	912	38
11.32	Part-time	4	0	0	56
11.51	Overtime	1,075	1,155	1,211	56
11.52	Awards	129	210	160	-50
	Compensation subtotal	18,367	19,383	20,367	984
12	Benefits	4,265	4,814	4,984	170
13.1	Benefits for former personnel	2	0	0	0
	Comp/benefits subtotal	22,634	24,197	25,351	1,154
21	Travel	1,475	1,600	1,600	0
22	Transportation of things	2	7	3	-4
23.1	Rental Payments to GSA	1,978	2,181	2,239	58
23.31	Communication	567	807	835	28
23.32	Postage/fees	11	10	21	11
	Subtotal 23	2,556	2,998	3,095	97
24	Printing & Reproduction	51	77	95	18
25.1	Advisory and Assistance Svcs	895	1,495	1,853	358
25.21	Other Services	197	143	218	75
25.22	Training/Tuition/Fees/Contr	314	362	445	83
25.23	Field Readers	2	0	0	0
25.3	Goods/Services from Gov't	628	710	712	2
25.4	Operations/Maint of Equipment	23	66	57	-9
25.72	ADP Processing Svcs/Contr	737	1,336	1,567	231
	Subtotal 25	2,796	4,112	4,852	740
26	Supplies	225	204	182	-22
31.1	ADP Equipment/Software	881	479	915	436
31.3	Other Equipment	220	224	237	13
	Subtotal 31	1,101	703	1,152	449
32	Building Alterations	266	102	170	68
	Total, direct obligations	31,106	34,000	36,500	2,500

OFFICE OF THE INSPECTOR GENERAL

Summary of Changes
($000s)

2000	$34,000
2001	36,500
Net change	+2,500

	2000 base	Change from base
Increases:		
Built in:		
Increase in personnel compensation for annualization of the 4.8 percent FY 2000 pay raise and proposed 3.7 percent FY 2001 pay increase	$19,383	+$984
Increase in benefits for the Department's share of health, retirement, and other benefits	4,814	+170
Increase in GSA rental payments due to a projected rate increase and a revised GSA methodology in calculating rates	2,181	+58
Increase in central ADP processing services and contracts, primarily for network operations	1,277	+224
Increase in central ADP equipment and software, primarily for network operations	256	+207
Program:		
Increase in ADP equipment and software to upgrade or replace computers on a three-year replacement cycle	223	+229
Increase in advisory and assistance services for contracts to audit the Department's financial statements	1,065	+510
Increase in training for computer systems audit specialists, computer-related training for investigators, and the 80 hours of training every 2 years that is required for auditors	362	+83

OFFICE OF THE INSPECTOR GENERAL

Summary of Changes
($000s)

	2000 base	Change from base
Increases:		
Built in:		
Increase in building alterations to cover costs associated with renovations in the Mary E. Switzer building, and relocation of the Kansas City, MO office.	$102	+$68
Increase in other services for Departmental centralized services and other contracts	143	+75
Small increases in postage/fees ($11,000), printing ($18,000), goods and services from other government agencies ($2,000), ADP services ($7,000) and other equipment ($13,000)	1,021	+51
Increase in communications	807	+28
Subtotal, increases		+2,687
Decreases:		
Program:		
Decrease from the Student Financial Aid information systems audits and systems development and technical assistance	230	-152
Small decreases in supplies ($22,000), maintenance of equipment ($9,000) and transportation (4,000)	277	-35
Subtotal, decreases		-187
Net change		+2,500

OFFICE OF THE INSPECTOR GENERAL

Authorizing Legislation
($000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Inspector General (DEOA, Section 212)	Indefinite	$34,000	Indefinite	$36,500

OFFICE OF THE INSPECTOR GENERAL

Appropriations History
($000s)

	Budget Estimate To Congress	House Allowance	Senate Allowance	Appropriation
1992	$28,521	$26,232	$26,157	$26,260
1993	31,700	28,652	31,354	29262
1994	28,840	28,840	28,840	28,840
1995	31,675	29,199	31,675	40,437
1995 Rescission				-47
1996	34,066	28,654	28,654	28,563
1996 Transfer				440
1997	30,500	27,143	27,991[1/]	29,943
1998	32,000	30,242	32,000	30,242
1999	31,242	30,242	31,242	31,242
2000	34,000	31,242	34,000	34,000
2001	36,500			

1/ Reflects Senate Committee action.

OFFICE OF THE INSPECTOR GENERAL

Significant Items in the FY 2000 Appropriations Reports

Savings Generated by the Office of the Inspector General

House: The Committee expects the Inspector General to continue reporting to the Committee on actual collections, offsets and funds put to better use as a result of the Office's actions as required by the fiscal year 1999 House report (105-635) and as agreed upon by the Committee and the Office of the Inspector General.

Response: The information requested by the Committee was included in the Office's Semiannual Report to the Congress #39, which covered the period April 1, 1999–September 30, 1999. The report was transmitted to the Congress on October 29, 1999.

Inspector General
(DEOA, section 212)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

	2000	2001	Change
Personnel costs	$24,197	$25,351	$1,154
Non-Personnel costs	9,803	11,149	1,346
Total	34,000	36,500	2,500
FTE	285	285	0

PROGRAM DESCRIPTION

The Office of the Inspector General (OIG) has authority to inquire about all program and administrative activities of the Department and related activities of all parties working under contracts, grants, or other arrangements with the Department. OIG staff or contracted auditors both in headquarters and the regional offices make these inquiries.

To carry out its responsibilities, OIG audits Department programs and operations to determine compliance with applicable laws and regulations, economy and efficiency of operations, and/or effectiveness in achieving program goals. Inspections, which combine the skills of auditors and investigators, are made of entities where there is an indication of significant abuse that warrants recommendation of prompt cutoff of funds. The Office also investigates allegations of fraud by recipients of program funds and of employee misconduct involving the Department's programs and operations.

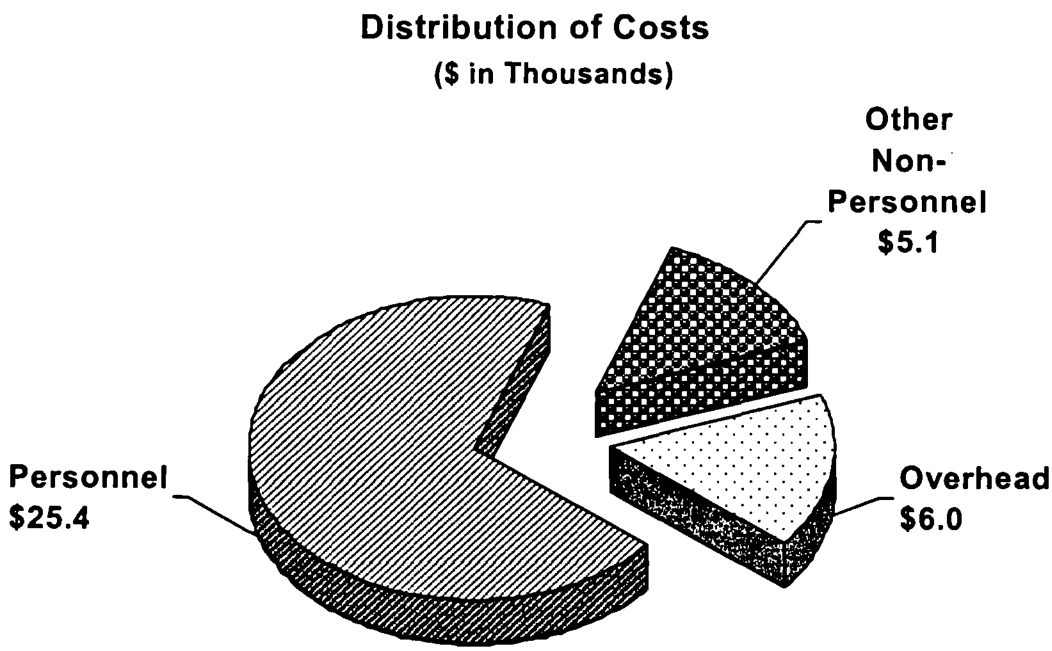
In addition, OIG operates a hotline (1-800-MISUSED) that anyone may call to report fraud, waste, or abuse involving Department of Education funds or programs, or to make suggestions for saving Federal funds and for ways Federal education services could be more effective.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$29,003
1997	$29,943
1998	$30,242
1999	$31,242
2000	$34,000

FY 2001 BUDGET REQUEST

For the Office of the Inspector General, $36.5 million is requested in FY 2001. Approximately 69 percent of this amount, or $25.351 million, is for personnel compensation and benefits to support a staffing level of 285 FTE. Of the $11.149 million for non-personnel costs, over 54 percent, or $6.035 million, is for OIG's administrative and overhead services, such as rent, postage/fees, telecommunications, payroll processing, and ADP processing services.



Overhead includes: rent telecommunications, interagency agreements and ADP processing services. Other Non-Personnel includes: travel, ADP equipment/software, ADP processing services and training.

Figure 1

OIG operates from regional and field offices, as well as headquarters. The following chart shows that 217 FTE, or 76 percent of OIG's staff, are assigned to regional offices, including the DC field office. The remaining 68 employees are located in headquarters.

OFFICE OF THE INSPECTOR GENERAL
FY 2000 Headquarters/Regional Staff

Regional Offices: 217 FTE (Includes D.C. Field Offices)
Headquarters: 68 FTE

Figure 2

Personnel Costs

The budget request of $25.351 million in personnel compensation and benefits is an increase of $1.154 million above the FY 2000 level. The request will cover the special law enforcement availability pay rates (required by the Treasury, Postal Service and General Government Appropriations Act, 1995) to be paid to investigators who are required to be accessible during hours that are not part of the regular work week. The increase also covers built-in costs for annualization of the FY 2000 pay raise averaging 4.8 percent including locality pay increases, the proposed 3.7 percent government-wide FY 2001 pay raise, and employee benefits.

Non-Personnel Costs

The OIG request includes $11.149 million for non-personnel costs, an increase of $1.346 million over FY 2000. Of the total, $6.035 million is for overhead costs and $5.114 is for other non-personnel costs. The requested resources will allow OIG to have an effective program for identifying improvements in Department programs and operations and for investigating significant instances of fraud, waste and abuse. The increase will support the following activities in FY 2001.

Contracts

Financial Management

The OIG is requesting $1.575 million, an increase of $510,000, to contract for the full costs of the audit of the Department-wide fiscal year 2000 financial statements. The majority of the increase is for the additional work required to report separately on Student Financial Assistance's (SFA) Performance Based Organization (PBO).

As required by the Government Management Reform Act (GMRA) of 1994, the OIG will oversee the conduct of an audit of the Department-wide fiscal year 2000 financial statements by an independent CPA firm. This audit will include the newly formed SFA. Congress created the PBO to operate as a discrete management unit responsible for managing the functions supporting the Title IV programs. The audit will result in two reports: (1) the Department-wide financial statements, including the PBO and (2) the PBO's financial statements, separately.

The scope of the audit will include the examination of account balances, review of applicable financial systems, evaluation on internal controls and compliance with significant laws and regulations. Audit results will include an assessment of the fair presentation of the financial statements, recommendations for improving financial accountability and stewardship, and identification of areas requiring further review.

Information Technology

The request includes $200,000 to continue auditing the Department's security controls of its critical information systems. The reviews of the adequacy of security controls will provide management with an independent assessment of the impact of any weaknesses on the information technology (IT) environment. These reviews will provide risk exposure assessments both for the electronic data processing and manual portions of the IT control environment.

--Highly publicized incidents of successful hacking of government systems raise the awareness of the need for better security over Federal information systems and databases over the Internet. For example, most grant recipients now request funds, via the Internet, directly from the Department's financial system. Additionally, the Department is promoting the use of the Internet for students to apply for financial aid.

--Due to the complexity of the issues involved with system security, OIG requires the assistance of highly technical auditors to provide insight into current security risk aversion methodologies and assist the OIG in developing its own staff capabilities in these areas.

Overhead

OIG's overhead costs of $6.035 million, which represent over 54 percent of the non-personnel request, will increase by $423,000 over 2000 primarily to cover costs associated with OIG's share of the Department's computer network. Other major items included in overhead costs are: rent ($2.239 million), interagency agreements for services such as payroll processing, guard services, and security investigations ($712,000), and ADP services and contracts ($1.501 million).

SELECTED PROGRAM PERFORMANCE INFORMATION

OIG's strategic plan states that its mission is to "promote the efficient and effective use of taxpayer dollars in support of American education by promoting independent and objective assistance to the Congress and the Secretary in ensuring continuous improvement in program delivery, effectiveness and integrity." In order to achieve its mission, OIG has developed the following strategic goals:

- OIG products and services are used by the Department, Congress, and other interested parties to **improve** the efficiency, effectiveness and integrity of education programs and operations;

- OIG's work discloses significant fraud, waste, and abuse; results in enforcement and corrective actions; and **promotes deterrence**, and

- Transform the OIG into a **high performance** organization which promotes productivity and a positive work environment.

The requested budgetary resources will allow the OIG to engage in the types of activities that will enable the Office to reach these goals and at the same time provide support to the Department in achieving the goals and objectives outlined in its Strategic Plan.

FY 2001 PRIORITIES UNDER THE STRATEGIC PLAN

As indicated in the following chart, the office continues to focus the majority of its efforts on Student Financial Assistance (SFA) programs. The remaining resources are focused on State and local elementary and secondary education programs, non-Federal audits, contracts, operations and financial management.

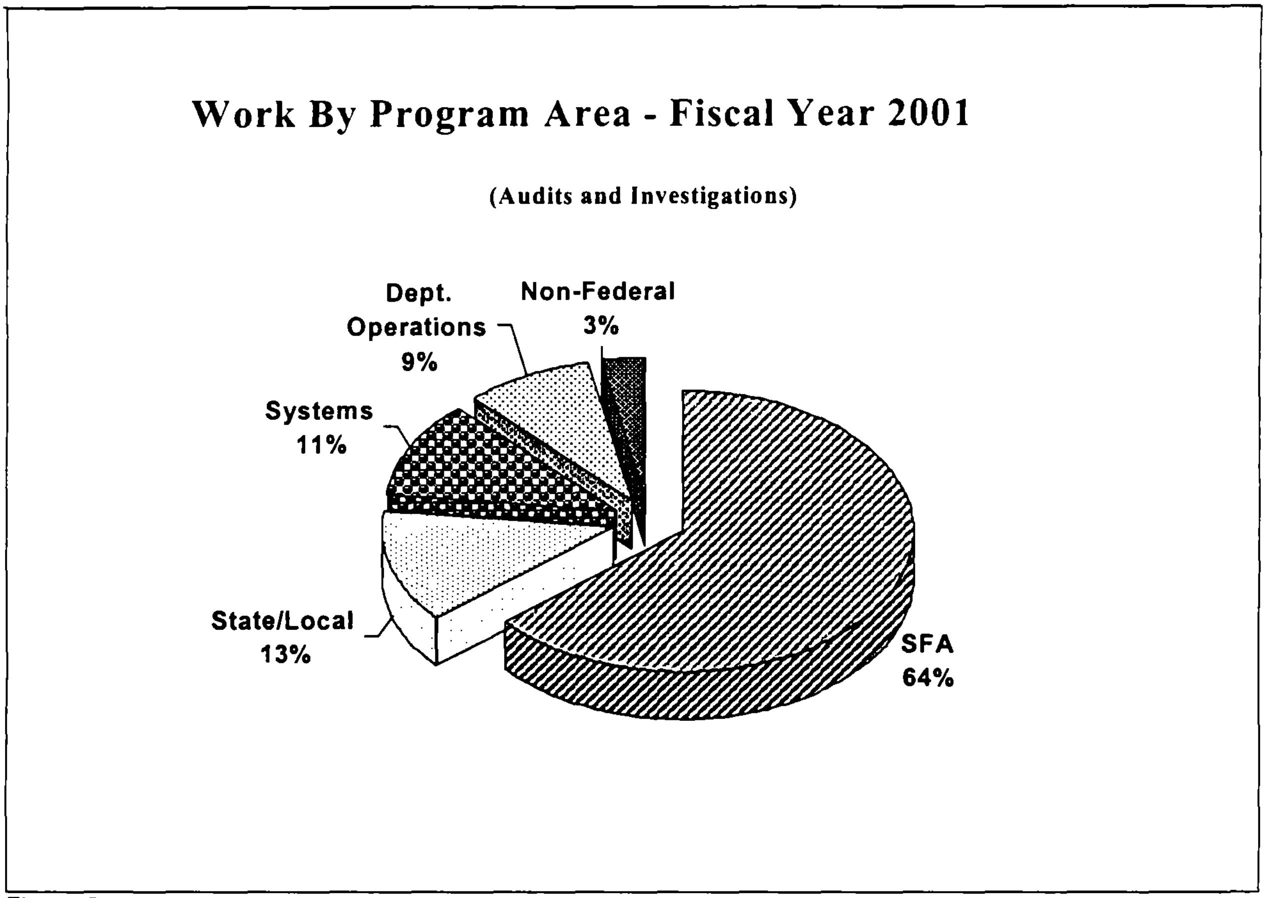


Figure 3

Program Operations and Improvement

Systems auditing
OIG's operating environment includes at least 18 major ADP systems that the Department uses to manage its programs as well as well as the numerous and complex systems used by the external entities (lenders, guaranty agencies, schools, and state and local governmental agencies) that the OIG audits and investigates. To operate in this diverse environment OIG will rely on its Systems Internal Audit Team to guide its ongoing ADP audit functions. OIG staff will endeavor to provide to the Department as well as other OIG staff, information technology strategic planning and consulting; systems development life cycle audits; general and application controls testing; and computer assisted audit techniques assistance.

Performance auditing
In its performance audits, OIG will assess whether the Department is managed with regard to economy, efficiency, and effectiveness. In FY 2001, OIG anticipated performance audits will include:

--Review of the Individuals with Disabilities Education Act (IDEA) to determine the effectiveness of recent changes. Areas for review include the effectiveness of compliance agreements between the Department and the States, the effectiveness of the States compliance review processes, and the impact of recent changes to IDEA on local education agencies (LEAs) legal costs.

--Reviewing the Elementary and Secondary Education Act program oversight processes at the Department and the State level.

--Continuing reviews of the National Student Loan Data System, a major Department information system, to identify weaknesses, their causes and their impact on the Department's financial systems.

Financial Management
As required by the Government Management Reform Act, (GMRA) of 1994, the OIG will oversee the audit of the Department-wide financial statements by an independent CPA firm for the fiscal year ending 2000. The audit will include an examination of account balances, review of applicable financial systems, evaluation of internal controls and assessment of the fair presentation of the financial statements, recommendations for improving financial accountability and stewardship, and identification of area requiring further review.

Government Performance and Results Act
As required by the Government Performance and Results Act (GPRA), the Department will be reporting to Congress on its performance measures. The primary concern expressed to OIG by OMB and Congressional staff about this data is that it be accurate, useful and reliable. OIG plans to assess the integrity of selected data and the systems of controls over the data and report to the Department and the Congress the extent to which they can rely on the data.

Cooperative Audit Resolution and Oversight Initiative (CAROI)
The OIG will continue to work on CAROI to improve Federal, State and local performance through auditing, monitoring, and technical assistance. CAROI has four key strategies: (1) work with State partners to address State concerns, remove obstacles to improve program performance, foster new cooperative methods of audit resolution, and avoid recurrence of violations; (2) work with States to resolve open audits; (3) improve the Single Audit process by focusing on the most important issues in the OMB Compliance Supplement; and (4) coordinate audits, project monitoring, and technical assistance activities within the Department. OIG will also continue its effort to expand the CAROI process to other Federal agencies.

Procurement
OIG will continue to provide audit services to the Department related to its responsibility to administer contracts. These services include providing field pricing support needed prior to awarding a contract, audits prior to closing out contracts, and support in approving indirect cost rates. The OIG will also continue to work with the Department officials to identify high-risk grants and contracts and to conduct reviews to ensure accountability, integrity and expected outcomes of the grants and contracts identified.

The OIG will also continue to audit the Department's largest contracts to ensure efficiency, effectiveness, and accountability.

Non-Federal audits

The Single Audit Act, as revised, and the Higher Education Act (HEA) require entities that participate in Departmental programs to have an annual audit. This audit requirement is one of the Department's most important internal management and accounting controls for detecting noncompliance with its program regulations and significant weaknesses in the internal controls of program participants. The strength of this control is directly linked to the quality of the guidance to and oversight of the non-Federal audit community that OIG provides. The OIG will continue to develop audit guidance and provide training on that guidance to the non-Federal audit community. OIG will also conduct quality control reviews of a sufficient number of firms so as to provide a deterrent effect and to provide information for use in updating audit guidance and to measure improvements in audit quality.

Programs Operations Integrity

Audits and investigations

The OIG will conduct audits and criminal and/or civil investigations of continuing and new allegations that occupational, vocational, trade, and technical schools are defrauding the SFA programs. Additionally, OIG will continue to focus on large complex financial investigations such as falsification of due diligence by servicers, banks and collection agencies and falsification of due diligence and loan consolidations by contractors. Finally, OIG will conduct compliance audits of selected contractors and grantees to assure they have met the requirements of the programs in which they participate.

National projects

OIG will continue to target several areas of SFA for national projects, including

--determine whether the guaranty agencies' use of the Federal Fund and/or Operating Fund, if applicable, is in accordance with regulations defining the 1998 amendments to the Higher Education Act;

--determine if selected lenders submitted accurate bills for interest and special allowances to the Department;

--determine if selected proprietary institutions are in compliance with the non-Title IV revenue percentage requirement (90/10); and

--determine if collection agencies abuse loan consolidation.

High Performance

In order to become a high performance organization, OIG has in the past two years:

- increased the resources of its staff of computer systems auditing specialists;
- obtained advisory and assistance services contracts to supplement staff expertise;
- completed the connection of its regional offices to the Department's wide area network;

- completed 100 percent of mandated training activities; and
- upgraded its ADP and information systems to be Y2K compliant.

In FY 2001, the OIG will

- continue to develop the computer auditing specialists' skills;
- replace one-third of the EDP equipment to help assure the staff continues to have the proper equipment to operate in the highly technical environments in which they frequently find themselves; and
- obtain the contracted servicers necessary to supplement the staff's knowledge and skills to allow them to provide appropriate services to the Department and the Congress.

Recent Improvement and Deterrence Accomplishments

Improvement Activities

OIG conducts audits and investigations and provides advisory services designed to help the Department and Congress determine how the Department's program and operations can be improved. These activities also help to ensure that there is effective Department leadership and management, as well as effective and efficient programs, and integrated information systems. The following are some examples of this type of effort.

- In response to Congressional requests, OIG staff provided the Subcommittee on Early Childhood, Youth, and Families with comments on the proposed Education Flexibility Partnership Act (Ed-Flex) of 1999. Comments included suggested statutory language making the provisions on monitoring more detailed to provide better guidance to the State Education Agencies (SEAs). The OIG also recommended provisions designed to meet the expectations and requirements of GPRA. The comments and statutory language provided to the Subcommittee reflected the findings and recommendations included in *An OIG Perspective on the Reauthorization of the Elementary and Secondary Education Act*, issues in February 1999. This effort supported the Department's goal 4 by suggesting ways to provide the Department's partners with the flexibility they need without diminishing accountability for results.

- OIG conducted a study of cost issues to assess their impact on the Federal Family Education Loan Program (FFELP) and the Federal Direct Loan Program (FDLP) for fiscal years 1996 and 1997. The study drew a distinction between "subsidy" costs--which are largely uncontrollable but constitute the majority of costs of the programs--and "administrative" costs--which are less but more controllable. The outcome of the study resulted in two principal conclusions:

  --First, in any given year, the FFELP and FDLP total costs (administrative and subsidy) may be greater given the effect of prevailing economic conditions on subsidy costs.

  --Second, inefficiencies likely affect the Department's administrative costs of both programs.

Consistent with both the Department's goal 3 and goal 4, the OIG made suggestions to improve both loan programs. These suggestions included instituting an activity-based costing system that would track employees' time based on their work and program activities. These suggestions promoted efficient program management, effective use of information technology and improved customer responsiveness.

- At the Department's request the OIG conducted an audit to determine if students were improperly having their loans discharged (forgiven). The audit report disclosed that student loans are being discharged for total and permanent disability and death even though the borrowers are apparently not totally and permanently disabled or deceased. The OIG made recommendations, which the Department accepted, that would result in an annual better use of funds of about $35 million, consistent with Department goal 3 and goal 4 to improve postsecondary student aid delivery and the financial integrity of the Department's programs.

Deterrence Activities

OIG continues to conduct a program of compliance audits and investigations that focuses primarily on institutions (lenders, guaranty agencies, servicers, and schools) participating in the student financial assistance programs. Work at these types of institutions is more complex and thus more expensive in terms of staff resources and travel. However, it is much more effective in terms of future savings for the program and deterrent value than targeting individual beneficiaries of the program because these cases generate greater publicity. To those who participate in the programs in a fraudulent manner, the publicity acts as a warning that they will be caught. The following are examples of OIG's deterrence related accomplishments with these more complex cases.

- The 85 Percent Rule (since changed to 90 percent) required proprietary institutions of higher education participating in the Department's student financial assistance (SFA) programs to obtain no more than 85 percent of their revenues from Title IV sources. As part of the assessment of the Department's implementation of the 85 percent rule, the OIG conducted 20 audits of proprietary institutions to determine whether the institutions had met this institutional eligibility requirement. In 11 of the 20 audits, the OIG found that institutions were including amounts in their calculation that did not represent revenue. In one audit, the Academy Pacific Business and Travel College, Los Angeles, California, received only 12.41 percent of its revenues from non-Title IV sources during its fiscal year ending December 31, 1995. As a result, the institution was ineligible to participate in the Title IV programs as of January 1, 1996. Academy Pacific also failed to meet the 85 percent rule in its fiscal years ended December 31, 1996 and 1997. As of May 31, 1998, Academy Pacific had received $1,935,364 in grants and disbursed $4,714,324 in loans after the institution became ineligible.

- OIG has uncovered evidence that certain schools may have engaged in practices designed to fraudulently manipulate their cohort default rate calculations. Investigations have revealed that schools endeavoring to manipulate cohort default rates have submitted fraudulent borrower deferments and forbearances and made token loan payments to loan servicing agencies. In the past year, the former owner of an Elizabeth, New Jersey beauty school pled guilty to fraudulently manipulating his school's cohort default rate. His sister, also an owner of the school, and three former employees also have been charged in this case. The investigation disclosed that the school fraudulently received in excess of $846,000 in title IV funds as a result of this activity.

- OIG investigative efforts in the SFA marketing company/consultant fraud area expanded in the last year with the opening of nine additional cases involving allegations of fraud on the part individual consultants and SFA marketing companies. The companies allegedly assist students and parents in using false income and other financial data to obtain student financial aid to which they would not be entitled. This assistance may include, but is not limited to, preparing false income-tax returns to be used for verification purposes. Typically, these individuals charge their clients a fee of between $275 and $350 or a percentage of the total financial aid award received. To date, five consultants have been criminally prosecuted and ordered to pay restitution and fines of approximately $1.9 million. Also, approximately 500 students and/or their parents have been ordered to pay in excess of $3.7 million in restitution and fines.

PROGRAM OUTPUT MEASURES

	1999	2000	2001
Reports and other products issued by OIG auditors	71	65	65
Quality control reviews on non-Federal audits	112	100	110
Financial statements audited	1	1	1
Criminal investigations completed	220	200	200
Complaints received	450	450	450
Referred hotline calls	8000	8200	8200
Hotline Complaint Center allegations – cases closed	20	30	30
Background/security investigations completed of employees/contractors	749	2600	3000