

# Archived Information

Department of Education

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Fiscal Year 2008 Budget Request

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## NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

For the National Technical Institute for the Deaf under titles I and II of the Education of the Deaf Act of 1986 (20 U.S.C. 4301 et seq.), \$56,262,000, of which \$913,000<sup>1</sup> shall be for construction and shall remain available until expended: Provided, That from the total amount available, the Institute may at its discretion use funds for the endowment program as authorized under section 207<sup>2</sup>.

### NOTES

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

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

**NATIONAL TECHNICAL INSTITUTE FOR THE DEAF**

**Analysis of Language Provisions and Changes**

Language Provision	Explanation
<u><sup>1</sup> ...of which \$913,000 shall be for construction and shall remain available until expended....</u>	This language earmarks \$913,000 for construction and provides for these funds to remain available for obligation at the Federal level until expended.
<u><sup>2</sup> ... Provided, That from the total amount available, the Institute may at its discretion use funds for the endowment program as authorized under section 207.</u>	This language provides authority for the Institute to use funds from the general appropriation for the Endowment Grant program.

**NATIONAL TECHNICAL INSTITUTE FOR THE DEAF**

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

	2006	2007	2008
Discretionary appropriation:			
Appropriation .....	\$56,708	0	\$56,262
Across-the-board reduction .....	-567	0	0
CR annual rate.....	<u>0</u>	<u>\$56,141</u>	<u>0</u>
Subtotal, appropriation .....	56,141	56,141	56,262
Total, direct obligations.....	56,141	56,141	56,262

**Obligations by Object Classification  
(\$000s)**

	2006	2007	2008
Grants, subsidies, and contributions.....	\$56,141	\$56,141	\$56,262

**NATIONAL TECHNICAL INSTITUTE FOR THE DEAF**

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

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2007.....	\$56,141	
2008.....	<u>56,262</u>	
Net change.....		+121

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	<u>2007 base</u>	<u>Change from base</u>
<b>Increases:</b>		
<u>Program:</u>		
Increased support for the second stage of a construction project to replace and update major equipment necessary to maintain the infrastructure of campus buildings.	\$792	<u>+\$121</u>
Subtotal, increases		+121
Net change		+121

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**NATIONAL TECHNICAL INSTITUTE FOR THE DEAF**

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

Activity	2007 Authorized	2007 Estimate	2008 Authorized	2008 Request
Operations ( <i>EDA-I-B</i> )	0 <sup>1</sup>	\$55,349	To be determined <sup>1</sup>	\$55,349
Construction ( <i>EDA-I-112</i> )	0 <sup>1</sup>	792	To be determined <sup>1</sup>	913
Endowment ( <i>EDA-II-207</i> )	<u>0<sup>1</sup></u>	<u>0<sup>2</sup></u>	<u>To be determined<sup>1</sup></u>	<u>0<sup>2</sup></u>
Total definite authorization	0		0	
Total appropriation (subject to reauthorization)		56,141		56,262

<sup>1</sup> The GEPA extension expired September 30, 2004; the program was authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

<sup>2</sup> Funding for the Endowment Grant program is provided together with funding for operations through a single appropriations amount. Appropriations language is included to authorize NTID, at its discretion, to use funds for the Endowment Grant program from the total amount available.

**NATIONAL TECHNICAL INSTITUTE FOR THE DEAF**

**Appropriations History**  
(\$000s)

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	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1999	\$44,791	\$44,791	\$45,500	\$45,500
2000	47,925	48,151	48,151	48,151
2001	51,786	54,000	54,366	53,376
2002	52,570	55,376	54,976	55,376
2003	52,014	53,500	54,600	53,699
2004	50,781	53,867	53,800	53,483
2005	53,803	55,790	55,790	55,344
2006	54,472	56,137	57,279	56,141
2007	55,349			56,141 <sup>1</sup>
2008	56,262			

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

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### National Technical Institute for the Deaf

(Education of the Deaf Act, Title I, Part B and Section 207)

FY 2008 Authorization (\$000s): To be determined <sup>1</sup>

Budget Authority (\$000s):

	<u>2007</u>	<u>2008</u>	<u>Change</u>
Operations	\$55,349	\$55,349	0
Construction	<u>792</u>	<u>913</u>	<u>+\$121</u>
Total	56,141	56,262	+121

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<sup>1</sup> The GEPA extension expired September 30, 2004; the program was authorized in FY 2007 through appropriations language. Reauthorizing legislation is sought for FY 2008.

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### PROGRAM DESCRIPTION

Congress created the National Technical Institute for the Deaf (NTID) in 1965 to promote the employment of persons who are deaf by providing technical and professional education for the Nation's young people who are deaf. The National Technical Institute for the Deaf Act was superseded by the Education of the Deaf Act of 1986 (EDA). This Act continued the authority of the Department of Education to contract with a host institution for the operation of a residential facility for postsecondary technical training and education for individuals who are deaf and to provide a Federal subsidy to the National Technical Institute for the Deaf so that it may continue to provide postsecondary educational opportunities for individuals who are deaf.

The Department maintains a contract with the Rochester Institute of Technology (RIT) for the operation of NTID. The purpose of the special relationship with the host institution is to provide NTID students access to more facilities, institutional services, and career preparation options than could be otherwise provided by a national technical institute for the deaf standing alone. RIT provides NTID students with options for courses of study from its seven other colleges; health and counseling services; library, physical education, and recreation facilities; and general services such as food, maintenance, grounds, and security. Indirect cost rates are established by RIT governing reimbursement for each of the services it provides and to cover tuition charges for NTID students enrolled in RIT programs. These rates are approved by the Division of Cost Allocation of the United States Department of Health and Human Services.

NTID offers a variety of technical programs at the sub-baccalaureate degree level (certificates, diplomas, and associate degrees). Degree programs include majors in business, engineering, science, and visual communications. In addition, NTID students may participate in approximately 200 educational programs available through the Rochester Institute of Technology. RIT offers advanced technological courses of study at the undergraduate and graduate degree levels. NTID initiated a master's degree program of its own in fiscal year 1996 to train secondary education teachers who will be teaching students who are deaf. Students enrolled in the program, who can be deaf or hearing, are charged the same base tuition as students enrolled in other NTID programs. However, graduate students enrolled through NTID



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in either the master of science in secondary education program or one of the RIT graduate programs also pay a graduate student tuition surcharge of 10 percent. In addition, the Institute operates a Bachelor in Applied Science degree program to train interpreters for persons who are deaf and a tutor/notetaker training program. Students who are deaf who enroll in NTID or RIT programs are provided a wide range of support services and special programs to assist them in preparing for their careers, including tutoring, remedial and language enrichment programs, counseling, notetaking, interpreting, mentoring, specialized educational media, cooperative work experience, and specialized job placement.

NTID conducts applied research on occupational and employment-related aspects of deafness, communication assessment, the demographics of NTID's target population, and learning processes in postsecondary education. In addition, NTID conducts training workshops and seminars related to deafness. These workshops and seminars are offered to professionals throughout the Nation who employ, work with, teach, or otherwise serve persons who are deaf.

The Federal Endowment Grant program is designed to assist in meeting future needs of the Institute and reduce long-term Federal funding requirements by stimulating private contributions. The Institute has the discretion to determine the amount of funds it wants the Department to provide from the annual appropriation as matching funds under the Endowment Grant program.

The Department may allot funds to the program from the appropriation up to the amount contributed to the fund from non-Federal sources. No portion of the endowment fund corpus may be withdrawn, except with the Department's approval and only due to a financial emergency or life-threatening situation. NTID may retain up to 50 percent of the income of the fund for expenses necessary to the operation of the Institute. The Institute has full discretion in how it invests the funds it raises for this program. However, the EDA specifies parameters for investment of the Federal matching funds in order to help safeguard that portion of the fund corpus. After a period of 10 years from an initial investment, NTID does not have to follow Federal investment restrictions related to the Federal portion of the corpus and may use the entire amount of the interest associated with that year's match.

As of September 30, 2006, the market value of the Federal Endowment Grant program at NTID, including Federal, private, and reinvested funds, was \$30.3 million. In addition, the Institute had \$3.8 million in endowments that were not part of the Federal Endowment Grant program. In fiscal year 2006, the Institute distributed \$921,825 in earnings available to it from its various endowment funds, including \$177,349 available from funds that were raised prior to the inception of the Federal Endowment Grant program. This does not include the portion of the earnings that section 207 of the EDA requires NTID to reinvest in the Endowment Grant program corpus.

Funding levels for the past 5 fiscal years were:

	<u>Operations</u> (\$000s)	<u>Construction</u> (\$000s)
2003 .....	\$52,109	\$1,590
2004 .....	53,118	365
2005 .....	53,672	1,672
2006 .....	55,349	792
2007 .....	55,349	792

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#### FY 2008 BUDGET REQUEST

The Administration is requesting \$56.262 million for the National Technical Institute for the Deaf for fiscal year 2008. The request maintains funding for operations at the fiscal year 2007 Continuing Resolution (CR) rate. The request also includes \$913,000 for a variety of construction projects for fiscal year 2008. The Administration believes that the request for operations is sufficient to maintain all operations and existing levels of programs at the Institute. The Administration supports funding for NTID to help promote educational and employment opportunities for persons who are deaf.

Operations. The Administration's request would maintain operations at the fiscal year 2007 CR rate of \$55.349 million. In light of low enrollments in the associate and undergraduate degree programs and the large increases the Institute has enjoyed in recent years, the Administration does not believe that additional funds for general operations above the fiscal year 2007 level are warranted.

Enrollment trends. NTID enrolled 1,250 students in the fall of 2006 (fiscal year 2007). Technical/associate degree program enrollment was only 1,019, well below the fiscal year 2007 target of 1,080 students. Regarding other enrollments, NTID exceeded its target of 100 educational interpreters with 130 students in 2007, which reflected a steady increase in this area. The number of students enrolled in graduate degree programs at RIT and NTID's Master of Science in Secondary Education program dropped to 101 from 127 in 2006 after annual increases in each of the past 5 years.

Construction. The Administration is requesting \$913,000 for the second installment of a \$1.7 million construction project to replace and update major equipment necessary to maintain the infrastructure of campus buildings. NTID will receive the first installment of \$792,000 for this project in fiscal year 2007. The facilities were constructed by the Federal Government for the Federal program at the Rochester Institute of Technology (RIT). As such, we are responsible for the maintenance of these facilities. In the past, the Department has strongly encouraged NTID to conduct private fundraising activities to help offset the cost of capital projects. The Institute has had increasing success in this arena and has raised a considerable amount of funds for new construction. However, it is extremely difficult to raise private funds for infrastructure projects because they are seen as the responsibility of the Federal Government and are not alluring to potential donors. A description of the projects follows:

- HVAC Main Mechanical System Replacement. The system in the Hugh L Carey (HLC) building, which houses NTID faculty, staff and classrooms, is failing to operate in an acceptable manner. Humidity and temperature control malfunctions have resulted in excessive humidity during the summer and insufficient heating during the winter. The Institute has invested \$100,000 from general operations in initiating some improved controls. However, NTID believes it will be necessary to replace the remainder of the entire system in fiscal year 2008.
- Emergency Building Generators. After more than 30 years, emergency power generators that serve NTID buildings need to be replaced. Emergency power is used whenever primary power is not available to power emergency lights, fire alarm systems, and other life critical

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building components. The current generators have outlived their expected lifespan and are no longer reliable.

- HVAC Main Control System. The main control system for the mechanical systems in NTID's Lyndon Baines Johnson (LBJ) building is obsolete and can no longer provide consistent, accurate, and failure free temperature and ventilation control. A portion of the system has completely failed and the Institute is replacing that part of the system in 2006 at a cost of \$80,000 using general operations funds. The fiscal year 2008 request would fund replacement of the remaining parts of the system.
- Elevator Code Compliance. The elevators in the LBJ building require modernization and replacement of critical components after more than 30 years of service. This work is required to ensure that the elevators operate properly and are in compliance with current Federal and State building codes.
- Security System. Due to the obsolescence of the NTID building keying system and new initiatives required to ensure that adequate safeguards are in place for information security, NTID needs to invest in the use of card-swipe door entry systems to better control access to a wide variety of areas within the NTID complex. Financial records, personnel records, tenure, promotion, cash receipt areas, and data storage areas, as well as classrooms and laboratories containing expensive computers and other equipment, are among the areas that require enhanced access control systems.
- Electrical Transformer. Due to the age of the primary electrical transformer, which supplies power to the Hugh Carey building, the transformer requires replacement.

Endowment Grant Program. The Administration's request continues the policy of recent fiscal years of not specifying an amount for NTID's Federal Endowment Grant program. However, it should be noted that the amount of \$1 million was requested for this purpose and added to NTID's operations base in prior years. These funds continue to be available as matching funds for the purpose of the Endowment Grant program. The Administration strongly supports the objectives of the Endowment Grant program and believes that this program helps to promote the financial independence of the Institute through creation of a permanent and increasing source of funds for enrichment activities and special projects. The Institute has not estimated how much it will match in fiscal year 2008; however, given NTID's history in matching funds for this program, the Department anticipates that it will be substantially below the \$1 million level. As such, funds that are not used for the Endowment Grant program would be available for use with other priorities. The fiscal year 2008 request would retain NTID's discretion to determine how much of the Federal funds provided will be used for the Endowment Grant program in 2008.

Other Revenue. In addition to funding from the appropriation, NTID receives revenue from tuition and fees, private giving, and grants and contracts. NTID's projected budget for fiscal year 2008 includes \$10.8 million from tuition, \$773,000 from fees, and \$736,000 from other sources such as interpreting and captioning services, the NTID hearing aid shop, and space rental from grants. In addition, NTID would receive approximately \$750,000 in additional revenue from tuition and fees above what NTID expects to receive for fiscal year 2007. The Institute has the flexibility to apply the increased funding from tuition revenue to its highest funding priorities.

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NTID receives significant revenue from grants and contracts with the Federal and New York State governments that are awarded competitively. In fiscal year 2006, the Institute received over \$6.2 million in Federal and State grants and contracts. The \$4.1 million from the Department of Education and other Federal agencies includes a \$1 million grant from the Office of Special Education Programs to administer one of the four Regional Centers on Postsecondary Education for Individuals who are Deaf. The remainder of the grants and contracts consisted of \$915,000 from New York State, and \$1.1 million from the Nippon Foundation.

NTID also has been increasingly successful in raising private funds. In fiscal year 2006, the Institute received \$2.49 million in cash donations to endowment and other restricted funds and \$33,148 in gifts in kind, primarily equipment and software for specific programs at NTID. The funds raised in addition to endowments are restricted by the donors to other NTID activities such as the Dyer Arts Center, the new Student Development Center, and a PEN-International project. NTID's host institution, the Rochester Institute of Technology, successfully completed a major \$300 million capital campaign in fiscal year 2006. As part of this campaign, NTID raised \$16.8 million in cash and in-kind donations and has received an additional \$10 million in pledges to be fulfilled over time. These funds support activities of the host institution such as increasing the amount and number of endowed scholarships, renovating facilities and laboratories, and facilitating construction of the Student Development Center that also benefit NTID students.

NTID may use interest generated from its endowment funds to supplement operations or for a variety of other purposes. In fiscal year 2006, the Institute received \$622,790 for its use from the Federal Endowment Grant and \$177,349 from its other endowment funds. While the following estimates are dependent on market factors encountered during the period, the Institute estimates that it will generate \$800,000 from its Federal Endowment Grant in fiscal years 2007 and 2008 and that total funds from its Federal and non-Federal endowments will exceed approximately \$1 million in 2007 and 2008. In fiscal year 2006, about 84 percent of the funds withdrawn from earnings associated with NTID's Federal Endowment Grant were used to support scholarships for students and 78 percent of the earnings from its other endowment were used for scholarships. The remaining earnings were used to support lecturer positions, performing arts programs, research activities, and access services for NTID students participating in campus religious activities.

The fiscal year 2008 request represents approximately 78 percent of NTID's total projected budget. The remaining funds come from tuition, fees, private contributions, endowment income, and Federal grants and contracts. However, the revenue derived from tuition, room, board, and fees is substantially comprised of payments from Federal vocational rehabilitation and Federal student financial aid programs. For example, in fiscal year 2006, NTID students received nearly \$5.6 million from Vocational Rehabilitation and \$1.2 million in Pell Grants. The Institute also provided \$1.1 million in grant-in-aid out of the Federal appropriation, \$42,805 from Federal Work Study grants, \$99,861 from RIT grant-in-aid, and \$1.1 million in scholarships from Federal and other endowment income. The total of these funds, including \$527,622 in State grants, is \$9.7 million or approximately \$8,114 per domestic student for both deaf and hearing students, including the associate, bachelor's, graduate, and interpreter training programs. In addition to direct student aid, NTID students received nearly \$3 million in subsidized and unsubsidized Federal student loans and Parent PLUS loans.

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Many NTID students also receive Federal Social Security and Supplemental Security Income payments. International students pay tuition, room, board, and fees, and these payments are included in the revenue figure cited above. However, these students, with the exception of permanent residents, are not eligible for Federal student financial aid or vocational rehabilitation payments. International students receive support from private endowments established by donors such as the Nippon Foundation and scholarships derived from interest accrued under the Federal Endowment Grant program and NTID's other endowments. NTID used \$57,540 from its endowments for this purpose in fiscal year 2006.

### PROGRAM OUTPUT MEASURES

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Annual tuition and fees:			
Tuition (U.S. students):			
Undergraduate	\$7,992 <sup>1</sup>	\$8,559 <sup>1</sup>	\$9,159 <sup>1</sup>
Graduate	8,793 <sup>1,2</sup>	9,423 <sup>1,2</sup>	10,075 <sup>1,2</sup>
Fees	618	654	670
Charges for Resident Students:			
Room	\$4,863	\$5,034	\$5,214
Board	<u>3,588</u>	<u>3,714</u>	<u>3,843</u>
Total (U.S. undergraduate students, with tuition & fees)	17,061	17,961	18,886
Tuition (International students):			
Undergraduate	\$15,984 <sup>3</sup>	\$17,118 <sup>3</sup>	\$18,318 <sup>3</sup>
Graduate	17,586 <sup>2,3</sup>	18,846 <sup>2,3</sup>	20,150 <sup>2,3</sup>
Percent of support for operations provided by this appropriation	79%	78%	78%
Estimated average cost per student	\$44,760 <sup>4</sup>	\$46,692 <sup>4</sup>	\$47,684 <sup>4</sup>
Estimated average educational cost per student	\$33,871 <sup>5</sup>	\$35,333 <sup>5</sup>	\$36,084 <sup>5</sup>
Student data (deaf students only - includes international students):			
Applications	768	819	775
Acceptances	424	450	465
Percent of applications accepted	55%	55%	65%
Registrations	322	341	330
Percent of accepted who register	76%	71%	71%

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	<u>2006</u>	<u>2007</u>	<u>2008</u>
Enrollment (deaf students only – includes international students):			
Total students	1,066	1,072	1,052
Technical	(575)	(578)	(591)
Professional:			
Undergraduate	(438)	(439)	(416)
Graduate	(53)	(55)	(55)
Other enrollments (hearing and deaf students):			
Educational interpreting program (associate degree)	116	130	120
Master's in secondary education	74	56	67
International students:	(64) <sup>6</sup>	(48) <sup>6</sup>	(63) <sup>6</sup>
International students as a percent of total enrollment	5.1%	4.4%	4.8%
Minority enrollment	(279)	(287)	(295)
Minorities as a percent of domestic deaf student enrollments	28% <sup>7</sup>	28% <sup>7</sup>	28% <sup>7</sup>
Summer Vestibule Program	201	195	195
Summer Quarter	263	260	260
Performance data:			
Graduates	284 <sup>8</sup>	200 <sup>8</sup>	200 <sup>8</sup>
Associate and certificate degrees	(139)	(111)	(111)
Baccalaureate and graduate degrees	(145)	(126)	(126)
Graduation rate (overall)	55%	59%	60%
Sub-baccalaureate	49%	53%	54%
Baccalaureate	70%	71%	72%
Co-op (work experience) placements	233	240	240
Student services:			
Hours of interpreting	107,000	110,000	115,000
Hours of note taking	57,000	60,000	63,000
Hours of tutoring	15,100	16,000	17,000
Hours of C-print captioning	9,400	11,500	13,000

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	<u>2006</u>	<u>2007</u>	<u>2008</u>
Numbers of persons participating in			
Public Service Activities:			
Interpreters trained (continuing education)	93	110	120
Tutors/note takers trained	201	215	215
Employees/career counselors trained	836	900	900
Explore Your Future (HS Juniors)	183	200	200
Career Awareness Program	0	80	120
Public service activities (\$000s)	\$2,249	\$2,233	\$2,000
Research:			
Federal funds (\$000s)	\$1,939	\$2,119	\$2,000
Research publications	74	70	70
Personnel (in full-time equivalents):			
Faculty	200.4 <sup>9</sup>	192.9 <sup>9</sup>	192.9 <sup>9</sup>
Interpreters	83.6 <sup>9</sup>	99.6 <sup>9</sup>	99.6 <sup>9</sup>
C-Print operators	18.6 <sup>9</sup>	40.0 <sup>9</sup>	40.0 <sup>9</sup>
Professional (other)	126.9 <sup>9</sup>	128.8 <sup>9</sup>	128.8 <sup>9</sup>
Clerical/technical	<u>67.3<sup>9</sup></u>	<u>68.1<sup>9</sup></u>	<u>68.1<sup>9</sup></u>
Total	496.8	529.4	529.4
Minorities as a % of faculty	9.0%	9.0%	9.0%
Minorities as a % of staff	8.7%	8.7%	8.7%
Disabled as a % of faculty	27.4%	28.0%	28.0%
Disabled as a % of staff	12.8%	20.0%	20.0%
Total faculty/student ratio	1:6 <sup>10</sup>	1:6 <sup>10</sup>	1:6 <sup>10</sup>
Teaching faculty/student ratio	1:10.1 <sup>11</sup>	1:10.0 <sup>11</sup>	1:10.0 <sup>11</sup>
Faculty (Average salaries):			
Professor	\$97,004 <sup>12</sup>	\$99,250 <sup>12</sup>	\$102,900 <sup>12</sup>
Associate professor	72,748 <sup>12</sup>	76,608 <sup>12</sup>	79,500 <sup>12</sup>
Assistant professor	60,117 <sup>12</sup>	65,798 <sup>12</sup>	65,700 <sup>12</sup>
Instructor	45,624 <sup>12</sup>	46,432 <sup>12</sup>	49,500 <sup>12</sup>
Lecturer	45,943 <sup>12</sup>	50,296 <sup>12</sup>	50,200 <sup>12</sup>
Average Full and Part Time Staff Salary:			
Professional staff	\$51,806 <sup>12</sup>	\$51,593 <sup>12</sup>	\$53,100 <sup>12</sup>
Interpreters	36,444 <sup>12</sup>	34,912 <sup>12</sup>	36,000 <sup>12</sup>
C-Print Captionists	26,358 <sup>12</sup>	29,389 <sup>12</sup>	30,300 <sup>12</sup>
Clerical	29,453 <sup>12</sup>	29,565 <sup>12</sup>	30,500 <sup>12</sup>

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<sup>1</sup> Tuition rate increases are proposed by NTID annually. However, through an agreement with the Department, the increase may not exceed 10 percent in any given year.

<sup>2</sup> Through an agreement with the Department, graduate students are charged a 10 percent surcharge above the tuition rate for undergraduate students.

<sup>3</sup> A tuition surcharge of 100 percent for international students is required by the authorizing statute.

<sup>4</sup> The average cost per student figure is based on total estimated expenditures, excluding the categories of sponsored and other research, public services, auxiliary enterprises, and construction. The student count used in this calculation covers all students, including full and part-time students. The estimate for fiscal year 2008 is based on projected increases in enrollment.

<sup>5</sup> In addition to research, public services, and auxiliary enterprises, the educational cost per student figure developed by NTID excludes student support services such as audiology, speech, remedial English, and psychological services. It also excludes portions of the cost of admissions, placement, instructional media, and some other administrative categories that address unique aspects of NTID's mission.

<sup>6</sup> The EDA limits the enrollment of international students to 15 percent of total student enrollment.

<sup>7</sup> These figures exclude interpreter training program students, international students, and MSSE students.

<sup>8</sup> Figure includes all students who obtain a certificate, diploma, associate, bachelor's, or master's degrees, including graduates who are transferring into RIT to pursue an undergraduate degree.

<sup>9</sup> Counts are taken as of October of each fiscal year and represent start-of-year positions funded in the budget.

<sup>10</sup> Includes administrators and research faculty. Does not include RIT faculty who teach the 43 percent of NTID's students enrolled in RIT courses or RIT faculty teaching NTID students in pre-baccalaureate programs.

<sup>11</sup> The faculty/student ratios do not include RIT faculty who teach the 43 percent of NTID's students enrolled in RIT courses or RIT faculty teaching NTID students in pre-baccalaureate programs.

<sup>12</sup> Average salaries for fiscal year 2006 are based on actual compensation. Salaries for fiscal years 2007 and 2008 are estimated based on a 3 percent increase each year.

## PROGRAM PERFORMANCE INFORMATION

### Performance Measures

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

**Goal: To provide deaf and hearing students in undergraduate programs and professional studies with state-of-the-art technical and professional education programs, undertake a program of applied research; share National Technical Institute for the Deaf expertise, and expand outside sources of revenue.**

**Objective:** *Maximize the number of students successfully completing a program of study.*



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<b>Measure:</b> The percentage of first-year sub-baccalaureate students and baccalaureate students (freshmen and first-year transfers) who are enrolled the following academic year.				
Year	Target		Actual	
	Sub-Baccalaureate	Baccalaureate	Sub-Baccalaureate	Baccalaureate
2003	74	84	70	86
2004	74	84	70	86
2005	74	86	70	85
2006	74	86	70	86
2007	70	86		
2008	70	86		

**Assessment of Progress:** NTID did not meet its target for sub-baccalaureate student retention, but met its targets for baccalaureate student retention in 2006. The sub-baccalaureate rate was the same as the prior 3 years and four points below the target. However, NTID believes that current and new retention strategies will help it move toward the target of 74 percent in fiscal year 2007. Notably, the baccalaureate retention rate is only two points below the rate of 88 percent for hearing freshmen entering the Rochester Institute of Technology, which is the ultimate target for this measure.

Comparisons with Integrated Postsecondary Education Data System (IPEDS) data for 2-year public and private higher education institutions indicate that NTID's retention rate for sub-baccalaureate students is significantly higher than the rates for these organizations. Two-year public colleges have an average retention rate of 52.5 percent, and 2-year private colleges have a retention rate of 60.1 percent. Based on this information, the Department reduced the targets for fiscal years 2007 and 2008 from 74 percent to 70 percent, and reduced the target for fiscal year 2009 and each year thereafter from 74 percent to 72 percent. While NTID's data includes transfer students, and IPEDS does not, the number of transfer students into sub-baccalaureate programs is very small and would not have a significant effect on the overall persistence rate.

NTID's baccalaureate student retention rate also compares favorably to other 4-year public and private colleges. For example, IPEDS data show an average retention rate of 69.9 percent for 4-year public colleges and a retention rate of 70.6 percent for four-year private colleges. The Department proposes to maintain the target for fiscal year 2008 at 86 percent for that year, with the target being increased in fiscal year 2009. While NTID's data includes transfer students, and IPEDS does not, the number of transfer students into sub-baccalaureate programs is relatively small and would not have a significant effect on the overall persistence rate.

This measure was modified in fiscal year 2006 to eliminate data on the overall retention rate, which represented the average of the rates for sub-baccalaureate and baccalaureate students. The Department believes that it did not offer useful information because it masked differences between the students from these programs. For fiscal year 2007, the Department is considering dividing the sub-baccalaureate column into vocational (terminal associate of occupational studies students) and transitional (associate of applied sciences and associate of science students whose goal is to move on to RIT) degree categories. The purpose of the split would be to better reflect the differences among NTID students and provide data on how actual

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performance relates to the changes envisioned in the Institute's strategic vision. The Department expects to receive data on fiscal year 2007 retention figures in October 2007.

<b>Measure:</b> The percentage of sub-baccalaureate students who graduate within 3 years and baccalaureate students who graduate within 7 years.				
Year	Target		Actual	
	Sub-Baccalaureate	Baccalaureate	Sub-Baccalaureate	Baccalaureate
2003	52	61	52	68
2004	52	69	51	68
2005	52	69	48	69
2006	53	70	49	70
2007	51	70		
2008	51	71		

**Assessment of Progress:** In fiscal year 2006, the graduation rate for sub-baccalaureate students went up one point, but was still four points below the target. A change in NTID's rules to more strictly enforce probation and suspension measures resulted in a dip in the graduation rate for sub-baccalaureate students. The consequence of this was a decrease in graduations, beginning with 2005, that is expected to end by 2009. An IPEDS analysis of data for 100 community colleges indicated a graduation rate for full-time, first time degree/certificate-seeking students within 150 percent of normal time to program completion of 23 percent and graduation rate for all graduates, including transfers, of 38 percent. NTID's rates are substantially higher for its sub-baccalaureate students. The Department revised the fiscal year 2007 and 2008 graduation rate targets for students in sub-baccalaureate programs from 53 percent and 54 percent respectively, to 51 percent for fiscal years 2007 and 2008 and 52 percent thereafter.

The percentage of baccalaureate students who graduated met the target of 70 percent for fiscal year 2006. Recent comparisons with IPEDS data for 4-year public and private colleges indicates that the NTID graduation rate for students graduating from baccalaureate programs is significantly higher than for other programs; that is, 4-year public colleges have an average graduation rate of 51.9 percent, and 4-year private colleges have a graduate rate of 63.3 percent. The IPEDS data covers graduates who complete their degrees within six years, whereas the NTID data covers students who complete their degrees within seven years. We believe the data is roughly comparable because most RIT students must complete a one-year coop experience in addition to their academic studies. The Department revised the fiscal year 2007 graduation rate target for baccalaureate students at NTID from 71 percent to 70 percent, and revised the targets for fiscal year 2008 through 2010 from 72 percent to 71 percent.

The measure was revised in fiscal year 2006 to eliminate the overall graduation rate in order to highlight the differences in the rates for the specific populations served by the Institute. The Department expects to receive fiscal year 2007 graduation rate data in October 2007.

**Measure:** The percentage of graduates who are employed, in advanced education or training, or are neither employed or enrolled in advanced education or training during their first year after graduation.

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**Assessment of Progress:** The Department has substantially revised this measure. The previous indicator only measured employment and was calculated as the percentage of graduates who were employed among those who were seeking employment. We believe that the new measure will provide a much more complete picture of post-school outcomes for NTID graduates. For fiscal year 2005, NTID reported that 59 percent of the graduates in that year were employed during their first year after graduation, 33 percent were in advanced education or training, and 8 percent were not in the workforce or engaged in advanced education or training. The Department expects to establish targets for this measure during fiscal year 2007.

### EFFICIENCY MEASURES

**Measure:** Total educational cost per successful outcome, where the successful outcome is defined as graduation.

**Assessment of Progress:** The measure is calculated by dividing total annual student expenditures by the number of graduates in that school year. Graduates include students receiving certificates, diplomas, associates degrees, baccalaureate degrees, and master's degrees. The cost is composed of the total program budget excluding expenditures associated with research, public services, auxiliary enterprises, construction, and the Endowment Grant program. This measure looks at the total cost of educating a student at NTID as an indication of how efficiently the University operates. For example, the total educational cost per student for fiscal year 2004 was \$254,216.

**Measure:** Federal cost per successful outcome, where the successful outcome is defined as graduation.

**Assessment of Progress:** The measure is calculated by dividing the Federal appropriation by the number of graduates in that school year. Federal student aid, vocational rehabilitation payments, other Federal support for students, and Federal grants and contracts are not included in this calculation. This measure looks at how the ultimate outcome of the Federal investment relates to the appropriation for NTID. For example, the total Federal cost per student for fiscal year 2004 was \$227,000.

Both efficiency measures use existing cost data reported to the Department as part of the Institute's budget submission. The Department plans to work with NTID to use these measures as a basis for examining the cost per student, the subcomponents of the expenditures, and whether efficiencies can be achieved. The Department also will use IPEDS data to look at cost components of similarly sized Carnegie Level IV institutions as a basis for comparison. In addition, the Department is working with NTID to make any necessary revisions to the methodology for these measures and to develop appropriate targets for the efficiency measures in fiscal year 2007.

### Follow-up on PART Findings and Recommendations

NTID was reviewed using the Program Assessment Rating Tool (PART) in fiscal year 2005. The program received a rating of "Adequate." The assessment determined that the purpose of the program is clear and unambiguous, it addresses a specific and existing need, and it is designed

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so that resources address the program's purpose and reach the intended beneficiaries. However, the review also found that the graduation and retention rates for sub-baccalaureate students were not met. In addition, the analysis found that the Department lacked a schedule and mechanism to monitor federally funded programs related to students who are deaf at the Rochester Institute of Technology, and there were no independent evaluations of the program to indicate that it is effective and achieving results. Following is a discussion of some of the steps that have been taken by the Department to address the items in the PART improvement plan.

- **The Department will develop a formal mechanism and schedule for monitoring the program's compliance with the Education of the Deaf Act.**

In fiscal year 2006, the Department reviewed program management practices within the Office of Special Education and Rehabilitative Services and developed an ambitious monitoring plan to obtain additional information and improve oversight provided by the Department. The plan includes document reviews, regular site visits, and other activities necessary to verify the actual use of funds, assess program data quality, and determine the Institute's compliance with the Education of the Deaf Act (EDA) and its governing documents. These efforts have included five meetings between NTID and Department staff to discuss the PART findings, the GPRA measures for NTID, and proposed monitoring activities. The Department incorporated feedback provided by NTID on the monitoring plan and expects to conduct an on-site monitoring visit to the Institute in February 2007.

- **The Department shall work with Congress to incorporate a requirement for formal audited financial statements of NTID, separate from the host institution, the Rochester Institute of Technology (RIT), into the Education of the Deaf Act.**

The Department provided technical assistance to the House and Senate authorizing committees on the reauthorization of the EDA regarding the inclusion of a requirement for formal audited financial statements of NTID that would be separate from RIT and correspond to the Federal fiscal year. We have also met with NTID staff to explain the reasons why an audited financial and compliance audit is needed and discuss what would be necessary to provide the information desired by the Department and how it might be accomplished.

- **The Department will take affirmative steps to assess the scope and quality of the programs at the Rochester Institute of Technology that are funded through the appropriation to ensure that they are operating effectively, addressing their statutory purpose, and achieving high-level results for students.**

The Department has established a new monitoring plan that will provide much more information on the operations of the Institute and the effectiveness of its programs. In addition, the Department has developed two efficiency measures for the Institute and has shared them with NTID. The Department will assess the need for any additional activities after the new measures and oversight procedures have been implemented, and we have had the opportunity to evaluate the data.

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#### Other Performance Information

in 2006, NTID released a study on the current economic status of NTID alumni that examined data for all alumni through 2003. The study was conducted from 2004 through 2005 and was a collaborative effort among NTID, the Social Security Administration (SSA), and the Cornell University's Employment and Disability Institute. In order to obtain the data, NTID forwarded a data file containing the Social Security Numbers, year of exit, gender, and degree attainment for over 12,000 students to SSA. The Social Security Administration subsequently provided the data in aggregate form to a team from Cornell University for analysis.

The study analyzed the economic status of NTID alumni by first determining the number of wage earners and the amount of their earnings, and then the number of alumni who receive public assistance either through the Supplemental Security Income (SSI) program or the Social Security Disability Insurance (SSDI) program.

The study reported the following findings:

- Individuals who graduate from NTID earned substantially more money over a lifetime of work than those who did not graduate.
- Twenty percent more graduates reported earnings from work than alumni who did not graduate.
- For those who reported earnings, graduates earned 56 percent more than their peers who did not graduate.
- The increased income for graduates translates into increased contributions to Federal and State treasuries.
- Graduates participated significantly less in the SSI and SSDI programs than individuals who did not graduate. While both graduates and non-graduates take advantage of the federally supported SSI and SSDI programs, the rates are consistently lower for graduates.

The Department believes that these results provide convincing data about the value of a college degree. However, the results have limited implications. One would expect a graduate of a postsecondary education program to have better financial results than someone who drops out. It is not possible to draw conclusions regarding the benefit of an NTID degree compared to any other programs because similar data are not available for other institutions of higher education.